

# OBSERVER

Published by the American Psychological Society

July/August 1999

## Observer 1999: All About the Science



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In addition, be sure to read this month's Presidential Column on page 3, in which 1999 Convention Program Chair Richard M. McFall discusses some of the "nuggets of gold" he unearthed at the Denver meeting.

The APS Annual Meeting is designed to go beyond the specialty meeting and give scientists in their field a one-stop opportunity to learn about the latest in their own specialty area and to sample the wealth of knowledge and research in other subdisciplines of psychology. The Developmental, Cognitive, Industrial/Organizational, Social/Personality, Biological/Neuroscience, and Clinical areas were all well represented with stimulating

research presented in a number of formats. For example,

- Karen Ruggiero's Hot Topic on June 4<sup>th</sup> featured an informative discussion of how one's group status affects how they cope with discrimination.
- Meanwhile, Jerry Rudy's address that same day focused on stimulus conjunctions, the Hippocampus, and contextual fear conditioning.
- Carolyn Rovee-Collier brought together five other researchers (Scott Adler, Michelle Gulya, Karen Hildreth, Lisa Galluccio, and Rachel Barr) for a symposium on infant learning and memory.
- Cutting across the different subdisciplines of psychology, Walter Borman brought together Michael Coovert, Lori Fosters, Jerry Hodge, and Donna Chrobot-Mason to give their perspectives on the changing nature of work and organizations.

SEE CONVENTION ON PAGE 21



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Vol. 12, No. 6

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## Denver 1999: All About the Science



**T**he science of psychology—and a small detour examining what isn't science—was the overwhelming motif of the 1999 Annual Convention of the American Psychological Society—the 11<sup>th</sup> such meeting in APS's short history.

From the rich variety of posters, addresses, and symposia, to Convention cornerstones such as the Presidential Symposium—aptly titled "Science and Pseudoscience," (see related story on page 26)—to a Board of Directors decision to call for a membership referendum vote that could change the name of APS (see related story on page 31), the emphasis on the science of psychology was clear, present, and unmistakable.

For its 11<sup>th</sup> incarnation, the APS Convention met in Denver, Colorado, drawing more than 2,000 attendees towards the majestic Rocky Mountains for one of the best opportunities in the field to sample the latest research spanning the range of subfields in scientific

psychology. This issue of the *Observer* features the highlights and hallmarks of the event, giving those who were there a chance to reminisce. For those who could not make it, this issue shows what you missed, and gives you a reason to come next year when APS meets in Miami Beach, June 8-11, 2000.

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SEE CONVENTION ON PAGE 21

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

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The philosophy and goal of the *Observer* (ISSN: 1050-4672), published 10 times a year by the American Psychological Society (Federal ID Number: 73-1345573), is: to educate and inform APS members on matters affecting the academic, applied, and research psychology professions; to promote the professional image of APS members; to report and comment on issues of national interest to the psychological scientist community; and to provide a vehicle for the dissemination of information on APS.

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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 below. Third-class postage is paid at Merrifield, VA. **Postmaster:** Send address changes to American Psychological Society, 1010 Vermont Ave., NW, Ste. 1100, Washington, DC 20005-4907.

**Contributors:** Unsolicited articles, announcements, and letters to the editor should be submitted to the Editor at the address above.

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# Denver Nuggets: Reflections on the 1999 APS Convention

Richard M. McFall  
Indiana University  
Guest Columnist

As program chair for the 1999 APS Convention, my perspective undoubtedly differed from that of most conventioners. My main concerns were that the program not fall on its face, that things run smoothly, and that participants feel rewarded for attending. As it turned out, I need not have worried. Program contributors provided a wealth of stimulating content; the APS staff handled everything with remarkable poise and efficiency; and audiences were abundant and appreciative. Because I wanted to monitor events and to lend moral support, I attended as many sessions as I could. In exchange, I came away with a fist-full of Denver nuggets. I'd like to share some of these with you, as I reflect on the Convention.

Most of my nuggets were unearthed in sessions where I learned new things. Of course, the specifics of what I learned were a dual function of my prior ignorance and my personal path through the program—a path that combined morning sessions focused on my interest in clinical science with afternoon sessions having a more general, cross-cutting focus.

Some examples of memorable sessions were Claude Steele's Keynote Address on the strong influence of stereotypes on performance; Tom Oltmanns' Hot Topic presentation, showing that 30-seconds "thin slice" videos contain a surprising amount of information about personality characteristics; Ed Smith's Invited Address—as recipient of the William James Award—on the use of neuroimaging techniques to tease apart the complexities of working memory; Beth Loftus' lively Presidential Symposium—with Robert Sternberg, Carol Tavris, and Ray Hyman—on science and pseudoscience; Steve Suomi's polished Bring-the-Family Address on heritable individual differences in the biobehavioral characteristics of rhesus monkeys and how these are influenced by early attachment relationships with mothers; Terry Robinson's compelling neurobiological evidence of rapid and enduring drug sensitization, and the likely role of such sensitization in drug addiction; Tim Baker's penetrating analyses of smoking-reduction and relapse curves in smoking-cessation programs, and the implications for motivational processes in addiction; Laura Carstensen's creative, myth-busting research on emotional regulation in old age; Will Grove's updated meta-analytic comparison of clinical versus mechanical prediction, and the ethical implications of these data; Michael Rohrbaugh's symposium presentation, showing that "demand-withdraw" patterns of marital interaction are predictive of differential dropout rates in certain types of alcohol treatment programs but not others; and several first-rate, Hot Topic presentations by advanced doctoral students (e.g., Teresa Treat, Danielle Dick, Jennifer Johnson), describing rigorous and innovative approaches to studying clinical problems and,

in the process, proving that the future of psychological science is in good hands.

When I spoke to other conventioners who took other paths through the program, they reported finding their own set of informational nuggets. Apparently, there was something of value for everyone.

In addition to gathering valuable information, I also found three somewhat larger nuggets—all related to the current status of our field. First, I gained an increased appreciation for the breadth, vitality, and importance of the research enterprise in contemporary psychology. The great variety of sessions and posters offered at the convention made me keenly aware that this truly is an exciting time to be a psychological scientist. We are making significant advances on virtually every front, and the prospects for future advances look even brighter.

Second, I came away with a deeper appreciation of the extent to which many of the important advances in contemporary psychological science are hybrid products, arising from research and theory that bridges the discipline's traditional boundaries. Many of this year's convention presentations, for example, defied easy categorization by conventional labels; to do them justice often required hyphenated category labels, such as social-cognition, neuro-cognitive, bio-social-developmental, I/O-personality, behavior-genetic, etc. It seems clear that psychological scientists no longer can afford to be insular specialists. If our most dramatic advances are achieved by drawing on the best theories and methods from throughout all of psychology, this calls for increased communication and collaboration across specialty areas, and a greater emphasis on hybrid training.

Third, I came away with an increased awareness of the singular importance of the APS Convention in nurturing this kind of hybrid psychological science. Of course, specialty conferences serve important functions, too. The APS Convention is unique, however, in its devotion to advancing psychological science on all fronts while fostering communication and interaction across the various sub-areas. It is the only pan-psychology conference focused exclusively on science. The APS Convention may have been born



SEE COLUMN ON PAGE 37

# Letters to the Editor



## In Praise of Dilettantism

Editor:

Many thanks to Robert Sternberg and Elena Grigorenko for their praise of dilettantism (May/June 1999). My own career in psychology has been sometimes characterized as dilettantism (my first 13 journal publications were in 13 different journals), but I wouldn't trade it for anything different. I was fortunate in developing my dilettantism in my undergraduate and graduate education. The former was at Reed College, that bastion of liberal education, where we were taught to be generalists and to be capable of expressing our thoughts in writing.

Only in our junior and senior years were we to apply this knowledge to a discipline. The latter was at the University of North Carolina-Chapel Hill, where I was fortunate enough to have two mentors, Lyle Jones and John Thibaut, both of whom were global in their worldview. Lyle, a psychometrician, quantified things previously believed to be incapable of being measured while John, a social psychologist, translated cold economics into warm human interactions.

I learned what they shared, namely the belief in the tremendous power of mathematical rigor and the importance of translating that rigor into value added for society. Lyle, as my dissertation advisor, strongly urged me to do my thesis on something completely unrelated to my developing line of specialization. Why? To show that I was flexible and multicapable. (He had done the same thing a few years earlier with Amnon Rapoport, to great advantage). So I ventured outside my zone of comfort to get my doctorate, never dreaming that I would ever see that area of ratio scales of measurement again.

Of course, the area came back—in a project 25 years later to assist the Health Care Financing Administration in the determination of how much to pay doctors for Medicare services. After the encouragement of dilettantism at Chapel Hill, it was a shock of cold water to teach at the University of Southern California, where the constantly-asked question was “is he really a quantitative psychologist?”

Eventually, I escaped to the RAND Corporation, where dilettantism is a way of life. The ideal RAND researcher is supposed to have a domain of expertise in

the form of a T, with a broad base across many areas at the top, but with solid roots in a discipline. For most RAND projects, the collection of researchers use their broad bases for communication and understanding, and their roots for substantive contribution to a research team. The topic of contribution changes from project to project, so the parts of the roots that are triggered also change; the dilettantism, however, remains constant. And the value added to society is always paramount.

JAMES P. KAHAN  
RAND EUROPE

## More on the Name Change

Editor:

Please do not change the name of our organization! Let us concern ourselves with more substantive issues.

JIM S. CUELLA

Editor:

I do not think a name change would be productive. It seems to me that APS is now becoming “well known” as the APS. Changing the name would be a step in the wrong direction. It is already “known” as being strongly tied to “science”—there is no need at this time to advertise that fact in its name.

TED LANE

## Research on the Web

Editor:

Web-based research methods provide a unique opportunity to increase accessibility to study participants and research staff entering data, accuracy of collected data, and availability of data for management and analysis purposes (May/June 1999). However, as with most advancements in technology, misconceptions and misinformation abound.

The majority of misinformation appears to revolve around security issues such as secure data transactions and secure data storage. Additionally, misconceptions include validity issues such as user identity, user responses, and methods of administration (e.g., paper vs. web-based). In an effort to clarify some of these issues I present the following facts.

Web-based data entry/collection involves the connection of a user to a server. The web browser is instrumental in allowing the user to interact with a survey or data collection form, thus providing data to the server. The users' responses travel back to

the server for storage via the Internet in an insecure fashion unless security measures are taken. Browsers and servers support an encryption technology called Public Key Encryption via the Secure Sockets Layer (SSL) protocol. Enabling this encryption technology allows web-based data entry/collection to be achieved while maintaining the security of the users' responses as they travel to and from the server.

One of the advantages of incorporating computers into data collection is the ability to cull invalid or incorrect responses while the user is entering data. However, many web-based data collection efforts incorporate the use of computer programming languages (e.g., JavaScript) that are “client-side” technologies, which can cause problems. Validation must be completed on the “server-side” to resolve these issues, which can be done through the use of Common Gateway Interface (CGI) scripts. Employing this kind of “server-side” validation in addition to the JavaScript “client-side” validation leads to a nearly foolproof data collection session with your users. In fact, your data will be safer when collected using this technology, than with traditional methods.

Validating user identity and preventing multiple submissions can be solved with further “server-side” programming based on project specifications, at times exceeding the current paper validation standards. In terms of validity of the research, results from a study conducted at the Addictive Behaviors Research Center at the University of Washington demonstrated there were no differences between web-based and paper-based administered measures.

Finally, informed consent issues can be resolved in several ways, including electronic signatures, electronic initialization, and default acceptance. These methods are currently in use and simply require approval from respective human subjects committees. As researchers, it is to our benefit to become more informed about the opportunities web-based research affords us; clean data, expedited process, simplified data management, and more trustworthy outcomes.

ELIZABETH MILLER  
UNIVERSITY OF WASHINGTON

# Research on Violence: +\$25 Million

Recent headlines coming from Congress have been about gun control and cultural wars—such as whether the *Ten Commandments* belong in schools—but behind the scenes, Congress has been moving quietly toward a much-needed initiative to increase psychological research on youth violence. Both the Senate and the House approved \$25 million in new money over five years for the National Institutes of Health (NIH) to conduct behavioral and social science research on youth violence. The funds would be coordinated through the NIH Office of Behavioral and Social Sciences Research (OBSSR).

The context, of course, is the unspeakably tragic high school shootings in Littleton, Colorado, that shocked Congress and the country into a sense of urgency about violence among young people. In the aftermath of Littleton, as people tried to piece together how something like this could happen and whether it could have been prevented, the news portrayed a national rush to judgement with too many “experts” offering a blend of pop psychology and finger-pointing. All that analysis, however well-intended, has been a stark reminder of just how much we don’t yet know about the causes of violence, much less its prevention. And it was a reminder as well that behavioral science is key to finding out.

## Not a New Area

Working with Congress, APS encouraged the adoption of the NIH violence research initiative as an amendment to the juvenile justice legislation that is serving as the vehicle for various proposals to remedy violence. The goal is to spur additional research and to produce the fundamental knowledge needed for effective prevention and treatment of violence.

“This is not a new area of research for NIH,” said Alan G. Kraut, APS executive director. “But more is needed, and even where we have information, we need a better understanding of how to apply it in effective treatment and prevention programs.” NIH Institutes that currently sponsor research on violence include the National Institute of Mental Health, the National Institute on Drug Abuse, the National Institute on Alcohol Abuse and Alcoholism, and the National Institute of Child Health and Human Development.

The amendment is also having a ripple effect that could result in even more federal research on violence. For example, the National Institute of Justice and the Centers for Disease Control and Prevention have already contacted APS to discuss the possibility of initiatives at those agencies.

Sen. Edward Kennedy (D-MA) championed the amendment in the Senate, although it also had the active bipartisan support of other leaders including Senators Orrin Hatch (R-UT), Sam Brownback (R-KS), Jim Jeffords (R-VT), Bill Frist (R-TN), and Jeff Sessions (R-AL).

With this impressive roster of supporters, the amendment was accepted under a unanimous consent agreement of the entire Senate without debate.

## Non-Controversial

In the House, lead sponsors of the provision were Representatives Jim Greenwood (R-PA) and Bobby Scott (D-VA), who included it as part of a larger amendment on the prevention of violence that was approved on the floor of the House by a vote of 424-2. This non-controversial amendment stood in contrast to the

***There have been lots of opinions about causes and cures — some even made it into the bill. But few are based on what research has to say. If nothing else, the debate made it clear just how much we need objective, scientific information about the origins, and possible treatments of violence.***

ALAN G. KRAUT  
EXECUTIVE DIRECTOR  
AMERICAN PSYCHOLOGICAL SOCIETY

rest of what were at many times rancorous and highly partisan proceedings in the House as the legislators debated proposed solutions to school violence.

“There have been lots of opinions about causes and cures—some even made it into the bill,” said Kraut, “but few are based on what research has to say. If nothing else, the debate made it clear just how much we need objective, scientific information

about the origins, and possible treatments of violence.”

## Things to Note

The full text of the amendment, as passed in both houses, will be available on the APS Website ([www.psychologicalscience.org](http://www.psychologicalscience.org)). As you read it, note the following:

- A great deal of important research should be done as a result of it—\$25 million more than would have been done without it—and both basic and applied research can be supported;
- The principle in it is of “new” money rather than a redistribution of current NIH funds from behavioral research (“In the event funds are not separately appropriated to carry out this section, the Director of NIH shall carry out this section using funds appropriated generally to NIH, provided that funds expended for this purpose shall supplement and not supplant existing funding for behavioral research activities at NIH.”); and
- It is a model for how to use the OBSSR to pass money through to several NIH institutes for an initiative that crosses traditional boundaries.

As the *Observer* goes to press, the House and Senate versions of youth violence legislation are awaiting conference, where differences between the two will be reconciled. However, this amendment is thought to be “non-conferenceable” because it is identical in both versions. If anything, we are hearing that some Congressional offices would like to increase the amount set aside in the amendment.

**Sarah Brookhart**

Updates on this and other legislative and policy issues affecting funding for psychological science are posted on the APS Website, at [www.psychologicalscience.org](http://www.psychologicalscience.org).

# APS Sponsors AAAS Media Fellow

Stanford graduate student to explore connections between science and the media at National Geographic

This Summer, Stanford University graduate student Alana Lee Conner will be braving the wilds of *National Geographic Television* in the first APS-sponsored Fellow in the American Association for the Advancement of Science (AAAS) Mass Media Science and Engineering Fellows Program.

"My standing orders at National Geographic are to become involved in a project that is interesting to me," said Conner, who added that she has researched several ideas and is currently developing two into projects. "Over the course of my graduate studies, I have grown increasingly concerned with how psychological findings are portrayed in the media. By becoming part of the journalistic community, I hope to better inform the public about the methods, findings, and limitations of experimental psychology."

The AAAS Mass Media Science and Engineering Fellows Program places advanced students in the natural and social sciences and engineering at radio stations, television stations, newspapers, and magazines throughout the country. The program is designed to strengthen the connections between science and the media by providing scientists an opportunity to:

1. observe and participate in the process by which events and ideas become news,
2. improve their communications skills by learning to describe complex technical subjects in a manner comprehensible to non-specialists, and
3. increase their understanding of editorial decision making and the

way in which information is effectively disseminated.

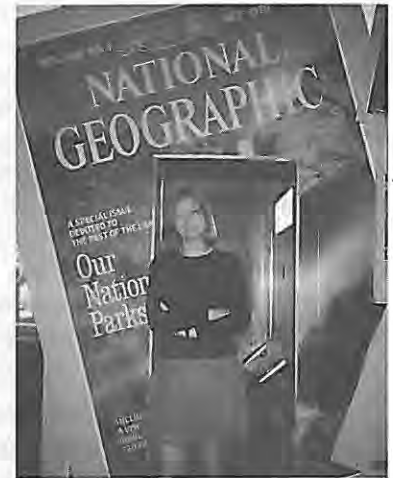
"I feel I am getting a better sense of what lay people know and care about in science in general and in psychology specifically," said Conner. "In addition, I am learning techniques by which to impart knowledge and spark interest in this field. The combination of these will ideally make me a more pertinent researcher and a more effective communicator."

The decision to sponsor a AAAS Media Fellow is part of a more general effort by the APS Board of Directors efforts to improve the dissemination of psychological science. At the Board retreat last December, Mahzarin Banaji, chair of the APS Task Force on the Dissemination of Psychological Science, delivered a report from the Task Force in which it was suggested that APS support an AAAS fellow. "Supporting the training of behavioral scientists trained in psychology who are heading off to careers as science writers is immensely valuable to the field," wrote the Task Force. The Board heartily agreed and included the cost of sponsorship in the 1999 budget.

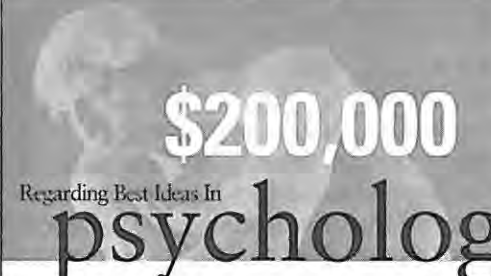
"We see this as part of our initiative to inject the science of psychology into the public debate," said APS Executive Director Alan G. Kraut. "One of our priorities at APS is to translate research and make it accessible to everyone. This past year and a half, we have made a concerted effort to promote our journals to the public and the media through the issuance of press releases based on selected journal articles. These efforts have been very successful, resulting in articles in *Newsweek*, *The New York Times*, and *The Washington Post*, for example. The AAAS program, like our current efforts, is another way of emphasizing the scientific side of psychology and having it represented responsibly in the press. When people think of psychology, we do not want them to think of the old *Bob Newhart Show*, but to instead think of, for example, the relationship between drugs and behavior, or where memories are stored, or to question whether there are differences in the ways boys and girls learn. We are looking forward to a very successful collaboration with AAAS and Alana in this program."

Conner was chosen out of 15 psychology candidates. Her writing skills, goals, references, and transcripts were all considered in the selection process, as were her thoughtful and comprehensive responses to the AAAS program application. For example:

"As a cultural psychologist, I am deeply concerned with the lay public's uncritical acceptance of any information that bears the stamp 'scientific,'" she wrote. "I attribute this tendency to our culture's often blind reverence for all things born of the Bunsen burner or linear accelerator. The media are not immune to this idolatry, sometimes reporting science-as-fact in situations that would best be represented as science-as-work-in-progress." ♦



Conner



Regarding Best Ideas In

## psychology

**Nominations Deadline:**  
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**The Selection Process**  
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# Building Bridges Between Disciplines

In real life we know the brain and behavior are inseparable, but is that enough to make the case for training people to do research at the intersection of those domains? If so, it hasn't worked so far. What will it take to get the two sides together and create new interdisciplinary research areas?

That's the basic question facing a study panel at the Institute of Medicine (IOM), which is looking at ways to "build bridges" between brain science and behavioral science and between basic and clinical research. In recognition of APS's involvement in research training, the IOM committee invited APS Executive Director Alan G. Kraut to be the only non-federal representative to meet with them and present his views.

"There's been a major shift in the way people see interdisciplinary research," Kraut told the IOM committee. "Increasingly, it is synonymous with 'cutting-edge.' What once may have been viewed as fringe, is now seen as the stuff on the frontiers of science."

However, he continued, "this shift in culture has not occurred to the same extent in our core scientific institutions — the disciplinary departments of our research universities. So, certain academics are doing more interdisciplinary research, but it's taking place in isolated pockets by those who are either considered to be trail-blazing pioneers or wasting their careers," he said.

"The challenge for federal research agencies, for universities, and for the disciplines themselves, is to come up with ways to take the risk out of exploring these new worlds so that people can put their energy into research and not into overcoming institutional barriers that discourage all but the most adventurous," said Kraut.

A major barrier to research that spans brain and behavior, Kraut told the committee, is the "artificial separation of biology and behavior" in our scientific institutions.

"I often hear outright astonishment from my biological colleagues after they hear a talk on something like the impact of learning on brain structure, or the way genes work to allow a child to live within his or her environment, or some new finding about the biological basis of emotion, or information about electrical brain activity associated with changes in thinking," said Kraut. "With more understanding, new worlds open up to them, worlds of human functioning that involve true partnership between behavior and biology—not just with one as handmaiden to the other, as too often was the extent to which even the farsighted biologist of the past was willing to go.

"Not every researcher studying behavior needs to address biological issues and vice versa," he said, but "ultimately there needs to be a reconciliation between purely behavioral explanations of individual events and purely biological explanations." Part of this should involve the development of "a new set of questions, not just new ways to answer the old questions."

Among the remedies Kraut suggested was the creation of an National Institutes of Health (NIH) training initiative to allow, "cross-fertilization of research ideas at various points in a researcher's career, from pre-doctoral support up through senior career development awards." However, he cautioned against increasing NIH's MD-PhD training program. "The data from that program's evaluation is that those who receive MD-PhD support behave just like any other PhD researcher, except that they cost three to four times more to train. Why

not spend scarce training dollars more wisely than that?"

Here are some other highlights from Kraut's remarks to the IOM committee:

• **The Need for New Questions**—"Our scientific institutions need to engage in a deliberate, concerted, and systematic effort to inject a more theoretical side into the equation and to undertake activities aimed at shaping the research questions that will be addressed through interdisciplinary approaches. Interdisciplinary training has to be more than just teaching psychologists how to run brain imaging equipment or teaching biologists how to use cognitive psychology to measure and interpret the pictures. What behavioral scientists bring to the table are methods, theories, and evaluation strategies that allow a more sophisticated perspective than reductionism to explain the complex processes of human functioning. Combining perspectives from different disciplines should produce a new set of questions, not just new ways to answer the old questions."

• **Assembly Line Science**—"Even within biology, I am told technology is beginning to pull research sideways. As technology becomes more powerful, a number of biological researchers I talk to say that they're doing what they do because they have the machines to do it. They're conducting NIH-supported research and becoming successful but they're increasingly less sure about their long term interest in the

SEE BRIDGES ON PAGE 20

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# Behavioral Science . . .

In addition to those of us in the field, non-psychologists on occasion have written articles, editorials, and Op-Ed pieces regarding the role and importance of behavioral science in research, funding, support, and application. Recently, two major publications have featured such pieces. In *Science*, David A. Hamburg, president emeritus of the Carnegie Corporation of New York, wrote an editorial in which he reinforces the important role of the behavioral science in addressing long-range, worldwide health problems (see below). Meanwhile, science writer Daniel S. Greenberg, wrote an Op-Ed piece for *The Washington Post* in which he questions and challenges NIH's policies regarding behavioral science funding (see right).

## Foundations and Science Policy

David A. Hamburg\*  
 President Emeritus  
 Carnegie Corporation of New York

In recent years, private philanthropy has made important contributions to science by supporting research and by funding initiatives to support the development of careers in research. Yet foundation resources are modest in comparison with the vast resources of federal and state governments. Even so, philanthropic foundations can play an important role by linking policy leaders with the scientific community to consider the factual and analytical basis for decision making in science policy. In so doing, foundations strengthen the dynamic interplay between our government and the nation; allowing ideas to flow through a great permeable membrane between government and nongovernment bodies and helping to provide for a mutually beneficial flow of information and people between the governmental and the nongovernmental sectors.

Many policy leaders have been remarkably open to new information and ideas from credible sources, whether from within or outside of government. They hold the view that democratic leaders should pay attention to and draw on all of the nation's resources for knowledge and skills. By serving a brokerage function, foundations can foster mutually beneficial contact between policy-makers and independent experts in areas of shared concern. This sort of communication is most likely to work under certain conditions, which I will state briefly as exemplified in the Carnegie Corporation's work over the past 15 years.

Foundations can support research and analysis that helps to clarify issues such as how science and technology can contribute to education, economic well-being, and the prevention of war. The aim is to get the facts straight, to foster objective analysis, and to link policy-makers and specialized experts on a basis that is independent, nonpartisan, and open-minded. Above all, the aim is to strengthen the factual underpinnings for decision-making by political leaders.

One example of an area that could benefit from such interplay is science policy on brain, behavior, and health. Only a few decades ago, there was much pessimism about progress

in this area, and confusion still remains today despite the progress already made. In the face of the formidable intellectual and technical complexity, new paths have been opened in understanding the structure and function of the brain, its relation to the rest of the body, and its relation to the world. Still, there are obstacles, including the complexity of the subject matter, the conceptual rigidities of the mind-body dichotomy, the appropriate ethical limitations of experimental control in human research, and the enduring prejudice against objective inquiry into human behavior.

There is a danger that the current flowering of the life sciences may induce in us a retrospective complacency. It is important to remember that there were many difficulties in attitudes and policies that had to be overcome in order to reach today's pinnacle of understanding. Only a few decades ago, the emerging discipline of biochemistry was viewed with suspicion by chemists as weak chemistry and by biologist as weak biology. Similarly, not so long ago many leaders in medicine were highly skeptical about the future of genetics. Today, both fields are unquestionably dynamic areas of biomedical research with increasingly relevant clinical uses. Conventional wisdom once discouraged the investigation of neuroendocrinology and neurochemistry and scoffed at the idea that the brain could control circulation. The same conventional wisdom discouraged the scientific study of behavior in its own right. When it comes to any central dogma in science policy, modesty becomes us.

A wide spectrum of research is needed to solve long range, worldwide health problems. Such research requires excellent basic science at every level of biological organization, a dynamic interplay between basic and applied science, a widening of horizons to include new or neglected lines of inquiry, and commitment to the scientific study of human behavior. Foundations can help to fulfill the immense promise of this long term enterprise by fostering direct and ongoing communication between the scientific and policy communities.

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# ... on the Newsstand

*Daniel S. Greenberg*

## Hardly an Ounce for Prevention

As Congress goes to work on the budget, it's sleepwalking as usual, toward another big increase for the most beloved and uncontested item in the federal lineup—medical research. Too bad, because serious questions exist about the strategy and priorities of the booming National Institutes of Health (NIH), which hold a virtual monopoly on the financing of the basic health sciences.

For example, why does NIH spend only a trifle of its billions on behavioral research aimed at preventing AIDS, smoking, alcoholism, and other killers that remain big killers despite great efforts focused on cures? The answer is buried deep in the politics of the health sciences, where the high command consists mainly of medical doctors who went into research, a professional elite that looks with puzzlement, if not disdain, on the various tribes that call themselves behavioral scientists.

Psychologists, sociologists, etc.—these behavioral researchers work in the “soft sciences,” according to the folklore of the self-styled real doctors. The pecking-order hierarchy was encapsulated in a comment to *The New York Times* by Harold Varmus, a medical doctor and a Nobel laureate in cancer research, upon becoming director of NIH in 1993. Asked about the behavioral sciences, Varmus acknowledged that “behavior is an incredibly important element in medicine,” adding, “People’s habits, their willingness to quit smoking, their willingness to take steps to avoid transmission of HIV, are all behavioral questions.

“But,” he continued, “what I’m looking for are new ideas, real discoveries. When I read about genetics, I see breakthroughs every day. And while I’m trying to learn more about behavioral sci-

ence, I must say that I don’t get tremendous intellectual stimulations from most of the things I read.”

Varmus later said his remarks were misinterpreted, and, in fact, under his regime, the behavioral sciences have gained some ground at NIH. But they’re still poor relations when it comes to sharing in the large budget increases that Congress has provided for NIH—a \$2 billion boost this year, bringing the total for NIH to a record

### “Serious questions exist about the strategy and priorities of the booming National Institutes of Health.”

\$15.6 billion.

Several years ago, when Congress pressed for an accounting of support for behavioral research, NIH reported expenditures of \$1.3 billion. But no one takes that swollen figure seriously. The record is filled with episodes of Congress cajoling and threatening NIH into looking up from its microscopes and gene pursuits to consider other means of confronting disease.

In 1990, the House Appropriations Committee chastised NIH for planning to reduce its support for behavioral research. The following year, the Senate Appropriations Committee accused the National Institute of Mental Health of narrowly focusing on the medical causes of mental illness while neglecting social factors, such as child abuse, divorce and unemployment. NIH’s research priorities, the Senate report stated, failed to recognize “the human and economic costs of behavior-related illnesses

and disability to society.”

In 1993 Congress did what it often does to counter bureaucratic foot-dragging—it created a focal point at NIH for the neglected specialties, mandating the establishment of an Office of Behavioral and Social Science Research. But, it wasn’t until July 1995 that a director was appointed for the new office. NIH insists that it’s doing right by behavioral sciences, but spokesmen for those disciplines complain of neglect.

NIH offers only “politically correct lip service” to behavioral research, says Alan G. Kraut, Executive Director of the American Psychological Society. “The leading causes of death and premature mortality in this country—more than 50 percent—are due to behavior,” Kraut argues. “Yet, year after year, NIH has to be dragged kicking and screaming to the behavioral sciences table.”

NIH publicly disputes that contention and, sub rosa, questions whether the behavioral sciences have as much to offer for good health as their irate champions contend. The shame of it all is that Congress—the real power in health politics has fallen under the spell of NIH management and refrains from asking difficult questions. Apart from pushing for more of everything—from cancer research to social and behavioral research—the legislators leave priorities to the managers of NIH and avoid the big question: Are they doing it right?

Maybe they are, but Congress regularly takes NIH on faith, something it never does with any other branch of government.

*The writer is a science journalist.*

Reprinted from *The Washington Post* (3/22/99).

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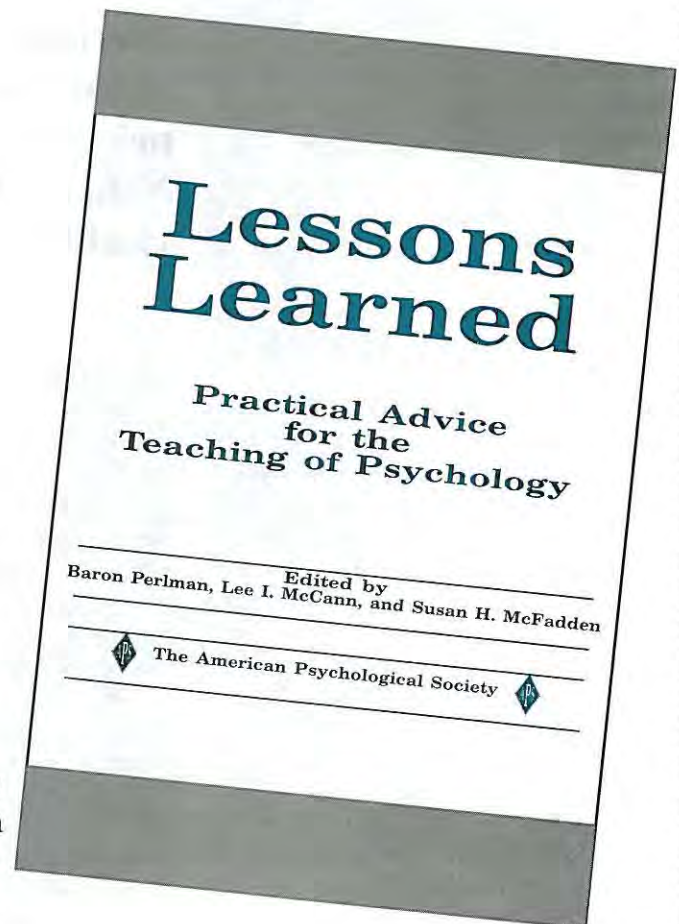
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The National Academy of Sciences (NAS) is accepting nominations for the NAS Award for Scientific Reviewing, a prize of \$5,000 that recognizes authors who perform significant service to science by writing scientific reviews that have influenced the course of scientific thinking. The next award will be presented to a neuroscientist. Nominations will be accepted through September 1, 1999. For more information, contact:

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# Teaching Tips

TEACHING TIPS provides the latest in practical advice on the teaching of psychology and is aimed at current and future faculty of two- and four-year colleges and universities. TEACHING TIPS informs 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 Baron Perlman, TEACHING TIPS Editor, Dept. of Psychology, Univ. of Wisconsin-Oshkosh, Oshkosh, WI 54901-8601; Tel.: 920-424-2300; Fax: 920-424-7317; email: perlman@uwosh.edu

## Treating Students Differentially: Ethics in Shades of Gray

Arno F. Wittig, David V. Perkins,  
Deborah Ware Balogh, Bernard E.  
Whitley, Jr., & Patricia Keith-Spiegel  
*Ball State University*

Some instructors' classroom behaviors are clearly inappropriate and unethical, regardless of any provocation. The angry professor who hit a student who came to class late, the irritated professor who announced in class that most of the students had the IQ of a nail, and the racist professor who suggested that African Americans and Hispanics should not enroll in her classes because they could not keep up with Anglos deserved, and received, strong sanctions.

Differential behavior outside the classroom, as illustrated by the professor who gave afternoon oral exams to his male students in his office and evening exams to his female students in his apartment, is also clearly unacceptable. Although detecting and policing such behaviors can be difficult, there is little doubt in these cases that acceptable academic standards of conduct have been breached.

Our concern here is with classroom-related situations that are often *not* clearly addressed in professional ethics codes or extant departmental policies, but still may harm some students in overt, subtle, or indirect ways. These are the *gray areas* that we presented in our casebook (Keith-Spiegel, Wittig, Perkins, Balogh, & Whitley, 1993, currently in revision). Even

though the ethically correct response may not leap out when such ambiguous incidents occur, acting fairly and with the intent to do no harm are the best guides for ethical behavior.

Since our casebook was published, we have been amazed at the number of additional examples with unclear features that instructors have sent to us.<sup>1</sup> We have selected four cases, all variations on the theme of dealing with the unique needs of specific students. In situations such as these, policy or other guidelines are usually nonexistent, yet, if mishandled, the student-in-question or other students in the class may be unfairly disadvantaged. We end each discussion point with a teaching tip for the reader.

### Case #1. Unintentional Inequity

Professor Heartalk starts her Wednesday class by saying, "Students, we have the good fortune to have A. Ward Winner, the outstanding author, visiting our campus next week. His works fit perfectly with the theme of this course. I am assigning you to attend his talk next Tuesday evening at 7PM in Speakers' Hall, then to write a reaction paper, due on Friday, that will be worth 30 points."

Good use of a campus activity? Innocent enough? But how should Professor Heartalk respond after class when a student explains that attending the talk is impossible because of a work commitment? Does Professor Heartalk have the right to assign attendance at an evening speaker when the class is scheduled to meet at 2PM on Mondays, Wednesdays and Fridays? On the one

hand, if the student attends she jeopardizes her employment, and her job is essential to remaining in school. On the other hand, if the student does not go to the talk, the loss of 30 points may jeopardize her class grade. What if, instead of work, a student is a member of an athletic team with an important practice scheduled that night? Or has a conflicting night class?

Heartalk's assignment certainly appears to present an ethical dilemma, at least when applied to some students. Some students are being forced to make a decision that will have consequences regardless of what they choose to do. Apparently, nothing prohibits the professor from expecting students to attend the talk, giving no consideration to their other obligations.

What resolution might be sought? In our opinion, every teacher has responsibilities that go beyond the obvious, such as pedagogical competence. In dealing with gray area concerns, we believe that professors should strive in every instance to do no harm. They should be vigilant and actively attempt to avoid or prevent situations that, through acts of commission or omission, might wrong one or more students. They must respect the autonomy of others, accept the responsibility for the welfare of their students, and treat all students with fairness and equity.

Reconsider Case # 1. Although attending the visitor's talk may be encouraged (e.g., perhaps the student's work schedule can be rearranged), Heartalk must recognize that her class is just one part of her students' total college experience. Employ-

ment, extracurricular activities, and family obligations are among the other important aspects of a student's life that may prevent attendance at class excursions.

Fairness implies that Heartalk should provide an alternate experience that any non-attender can complete for the same credit. Heartalk might select a reading from the speaker's works and ask for a report on it. Or, it may be possible to have the talk videotaped. Failure to provide such alternatives to students with legitimate reasons for missing the talk violates fairness or equity standards and certainly creates the potential for harm.

Of course, there remains that fuzzy area of deciding what activities are considered *legitimate* enough to warrant a no-penalty excuse. Should a student be extended the opportunity for an alternate experience when the reason is a conflict with a fraternity or sorority meeting? What of the student who says "I'll have to miss my favorite TV show and I don't own a VCR! Can't I do something else instead?" Does it matter if the favorite TV show is *South Park* as opposed to a one time only broadcast of an opera?

**Teaching Tip: Define legitimate reasons for missing class in the syllabus and on the first day of class.**

In Heartalk's case, the impact may be overt and measurable, but many cases present subtle or indirect influences. Several other examples of actual incidents illustrate the range that may be expected.

### Case #2. Uncommunicated (Unpublished) Policies

A distraught student tells Professor Niceguy that her boyfriend since grade school broke up with her two days ago.

She has been crying steadily, and cannot concentrate on her studies. She begs to postpone taking tomorrow's exam and for an extension on a written assignment. Niceguy grants both, adding, "Don't tell anyone that I am letting you do this."

We may all sympathize with the collapse of a first-love relationship of such long duration and understand the trauma involved. Yet, Niceguy must have at least subconsciously recognized that giving extra time is potentially problematical or he would not have admonished the student to keep their agreement a secret. No doubt

other students who do not ask for help also have occasional sympathetic circumstances that interfere with their ability to perform their best on time.

Setting attendance and deadline rules that allow no exceptions is unfair to students with a serious illness or other emergency. Niceguy has no strict policy. But, he operates informally and covertly by picking whose excuse requests he will honor from among those assertive enough to approach him. As such, he may do more harm than the excessively strict instructor because at least in the latter case the students all know the rules.

**Teaching Tip: Set a formal policy in your syllabus, and allow yourself the right to consider unusual exceptions on a student-by-student basis.**

Let us now look at an increasingly common type of special need involving our growing number of nontraditional students.

### Case #3. Capricious Decisions

During class, Kara Keepintouch's cell phone rings. She answers, mumbles a couple of responses, then packs her things and leaves. Professor Disrupted is furious and starts the next class by mandating a new policy — absolutely no cell phones or noisy beepers are allowed in the classroom.

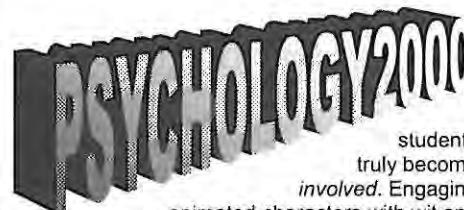
Kara raises her hand and explains that she is a single mother whose child is in a day care center. The cell phone made it possible for the center to contact her and inform her that her daughter was sick. Must she turn off the phone? How can he enforce the rule? What rights does Disrupted have?

The classroom is expanding in diversity, creating many new dilemmas related to the needs of nontraditional students. Professor Disrupted may be able to compromise. She might ask Kara to switch to a silent beeper, or to sit by the door and quietly excuse herself if needed. This respects this student's legitimate needs, while at the same time preserving the rights of the other students to an undisturbed class.

The dilemma that often arises is where the line is drawn in making adjust-

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SEE TIPS ON PAGE 36

# Department Profile

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

## Victoria University of Wellington

This year, Victoria University of Wellington celebrates its 100th birthday. The university, affectionately known as "Vic," was created by Parliament to commemorate the 60th year of Queen Victoria's reign. Back then, the capital city of Wellington had about 50,000 people; today the population of greater Wellington is over 300,000. In 1899, the university had no official campus; all students were part-time night school students, and they were taught in rented rooms scattered about the city. Today, more than 15,000 students from 40 countries study at Vic. The Vic campus now sits high on a hill overlooking the beautiful harbor city that has often been called the Little San Francisco of the Southern Hemisphere.

New Zealand is made up of three South Pacific islands about halfway between the equator and Antarctica. It has a population of about 3.5 million (predominantly of European and Polynesian origin) and about 60 million sheep. The Maori, the indigenous people of New Zealand, probably first arrived in the 14th Century and represent about 16 percent of the population. Maori culture is evident everywhere, including in the University's name. Its Maori name is Te Whare Wananga o te Upoko o te Ika a Maui, which means "The university at the head of the fish of Maui." In Maori legend, New Zealand's North Island was a giant Pacific Ocean fish that the god Maui caught from his boat, the South Island.

### School of Psychology

The School of Psychology grew out of the first experimental psychology laboratory in the southern hemisphere, founded by Sir Thomas Hunter. In 1905, he began corresponding with Cornell University's Edward Bradford Titchener, asking for advice and assistance about developing scientific equipment. The two men became friends, visited, and exchanged gifts, equipment, professional gossip and even stamps. In his letters, Hunter confides in Titchener his difficulties in getting the university to recognize experimental psychology as a science rather than a branch of metaphysics. Indeed, philosophy professors fought hard to prevent its acceptance as anything other than the province of philosophy. Eventually, Hunter won his battle, and psychology became a Bachelor of Science degree major.

Since 1991, psychology has been one of the five most popular majors. Today it is the second most popular major after law, which is an undergraduate degree in New Zealand. The number of students majoring in psychology has doubled this decade. The psychology faculty have also doubled in this period of time. There are 17 faculty members; nearly half of the faculty were hired in the last five years. In response to student interest, the faculty will continue to grow: the school has just filled four new positions, and will soon advertise four more. The head of the school is Frank Walkey.

### Faculty

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Dave Harper	Jim Liu
John McDowall	Devon Polaschek
Frank Walkey	Richard Siegert
Maree Hunt	Todd Jones

#### Research Faculty

Susan Gee  
Cynthia Loong

#### Assistant Lecturers and Tutors

Judith McDougall  
Robbie Sutton  
Emily Patterson-Kane  
Marc Wilson

### Undergraduate Program

Undergraduate degrees are three years long in New Zealand; an advanced degree, called an honors degree, adds a fourth year of study. There are nearly 1,000 undergraduate psychology majors, and approximately 50 honors students. The undergraduate program has a core of required courses the first two years, so that all students have a common base of understanding. In the honors year, students choose from a broad selection of four full year classes. Most students choose to do an honors research project under the direction of a faculty member.

### Contact Information

<http://www.vuw.ac.nz/psyc/home.html>

## Graduate Programs and Specializations

For students with an honors degree, graduate study continues the British tradition of being exclusively devoted to a thesis. A Masters thesis usually involves approximately 12 to 18 months of full-time research, and a PhD involves 3 to 4 years of full-time research devoted exclusively to the thesis. There are 36 graduate students in the school.

### Graduate Training

The clinical program prepares students for careers as practicing clinicians. The program is based on the scientist practitioner model, in which research and practice are integrated, and provides a broad-based grounding in the fundamentals of clinical practice and research. The principle theoretical model is a cognitive-behavioral one, with particular strength in adult mental health, child and family, and correctional psychology.

The cognitive and behavioral program prepares students for research careers in either academic or applied settings. Human memory and applied behavior analysis are two major areas of specialization, and both areas have links to applied settings, such as law and medicine. Many students participate in area seminars such as the Workshop on Human and Animal Memory (WHAM).

The social psychology program takes a broad interdisciplinary view, ranging from experimental to discourse-analytic methods, and from social-cognitive models such as attribution theory to socio-historical analyses, such as the social psychology of history.

### Research Areas

- ◆ Exploring how briefly imagining a hypothetical event makes both children and adults more confident that it actually occurred, thus highlighting the benefits and risks of therapeutic techniques that rely on imagination.
- ◆ Modeling the stages involved in committing a rape, and showing that different patterns have different rehabilitative implications.
- ◆ Studying ways in which social identity influences the way we perceive history
- ◆ Examining how the different metaphors Americans and New Zealanders use to talk about sex affects how young adults think about and understand sexual experience.
- ◆ Showing that gender differences in children's interactive communicative styles are culturally specific, and are strongly influenced by the overall cultural values and the general thinking patterns of a given society.
- ◆ Demonstrating that our perceptual systems represent faces as both part-based descriptions for expression recognition, and as holistic gestalts, for identification.
- ◆ Showing that people's explanations of actions recognize the conditions that enable the actions, not only the goals behind them.
- ◆ Developing models of human behavior, especially those maintained by negative reinforcement, and using them to reduce unsafe driving.
- ◆ Showing how automatic processes of memory influence people to falsely recognize conjunctions of prior study words (for instance, falsely remembering "blackbird" from the studied words "blackmail" and "jailbird").
- ◆ Exploring social cohesion across generations, and finding positive aging paths that are accessible to the population regardless of cultural, gender, and other differences.

## Joint/Interdisciplinary Programs

The Criminal Justice and Behaviour Research Center (CJBRC) conducts scholarly and contract research in the areas in which criminal justice, law, and psychology overlap. The CJBRC goals are to train students, educate the lay public, and assist people involved in all aspects of the criminal justice system with issues of offending and reoffending; behavioral compliance; eyewitness identification, and the failings of human memory. Participating psychology faculty include Devon Polaschek, Maryanne Garry, David Harper, and Maree Hunt.

Behavioral medicine and mental health research and training arise from a developing joint initiative with the clinical program and the Department of Psychological Medicine at the Wellington Medical School that will open up a richer range of placements for Vic's clinical students in behavioral medicine and mental health settings, and provide extended opportunities both for graduate research and courses on topics in psychological medicine and clinical psychiatry. One recent focus involves using groups who have known damage to certain brain areas

such as with Parkinson's, Huntington's, Alzheimer's, and Multiple Sclerosis patients, to clarify the role of certain brain structures, such as the basal ganglia, in learning and memory. Participating psychology faculty include Devon Polaschek, Richard Siegert, David Harper, and John McDowall.

The Positive Aging and Intergenerational Relations program, which involves researchers from the Schools of Psychology and Maori studies, looks for innovative positive aging paths that are accessible across cultural, gender, urban-rural, or other differences. More specifically, researchers attempt to link life transitions in middle and older adulthood; the well-being, activities, roles, and contributions of adults, especially older adults; and social cohesion (or polarization) between generations within the family and in the public arena. An important goal is to inform social policy on aging and intergenerational relations. Participating psychology faculty include Susan Gee, James Liu, Sik Hung Ng, and Ann Weatherall.



# APS Members In the News . . .

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

**Robert Anderson**, United States International Univ., *Chronicle of Higher Education*, May 7, 1999: *Psychology Today* editorship

**Toni C. Antonucci**, Univ. of Michigan, *The Chronicle of Higher Education*, April 16, 1999: Freedom of Information Act and researchers

**George A. Bonanno**, Catholic Univ., *The New York Times*, April 22, 1999: Lack of evidence for early interventions after trauma

**Orville Gilbert Brim**, Life Trends, Inc., *The Washington Post*, April 20, 1999: Midlife crises

**Ester S. Buchholz**, New York Univ., *The New Yorker*, Mar. 22, 1999: Attention Deficit Disorder; *New York Times*, Mar. 31, 1999: Child-rearing; *Cooking Light*, April 1999: Solitude

**Joan Chrisler**, Connecticut College, *Parents*, May 1999: Body image

**Andrew N. Christopher**, Univ. of Florida, *Mademoiselle*, July 1999: Job discrimination

**Robert Cialdini**, Arizona State Univ., *Mademoiselle*, June 1999: Persuasion

**Sheldon Cohen**, Carnegie Mellon Univ., *Newsweek*, June 14, 1999: Stress and immune dysfunction

**Bella DePaulo**, Univ. of Virginia, *The New York Times*, May 11, 1999: Lying

**Marshall Duke**, Emory Univ., *newsweek.com*, May 10, 1999: High school and teens

**Paul Ekman**, Univ. of California-San Francisco, *The New York Times*, May 11, 1999: Lying

**Maurice Elias**, Rutgers Univ., *The Washington Post*, May 1, 1999: Violence in schools

**Frank Farley**, Temple Univ., *20/20*, May 12, 1999: Thrill seeking

**Tiffany Field**, Univ. of Miami, *Newsweek*, June 14, 1999: Massage and meditation

**Mark Frank**, Rutgers Univ., *The New York Times*, May 11, 1999: Lying

**Howard Gardner**, Harvard Univ., *NPR's Talk of the Nation*, May 5, 1999: Learning in children

**Joan S. Girus**, Princeton Univ., *Allure*, December 1998: Adolescents and fear

**Mark A. Gluck**, Rutgers Univ.-Newark, *The Jordan Times*, April 27, 1999: Memory loss and the brain

**Sam Gosling**, Univ. of California-Berkeley, *Allure*, December 1998; *Redbook*, May 1999: Perception and personality based on occupants bedrooms

**Jordan Grafman**, National Institute of Neurological Disorders, *Science*; *abcnews.com*, May 12, 1999: Human cognition

**Megan Gunnar**, Univ. of Minnesota, *Newsweek*, June 14, 1999: Children and stress

**John T. Jost**, Stanford Univ., *Ticker Magazine*, November 1998; *Stanford Business Magazine*, March 1999: Depressed entitlement effect among women and the theory of system justification

**Irving Kirsch**, Univ. of Connecticut, *Science*, April 9, 1999: Placebos

**Stephen M. Kosslyn**, Harvard Univ., *The Chronicle of Higher Education*, April 16, 1999: Memory

**Margie E. Lachman**, Brandeis Univ., *The Washington Post*, April 20, 1999: Midlife crises

**Alan I. Leshner**, National Institutes of Drug Abuse, *Los Angeles Times*, June 11, 1999: Substance abuse

**Dennis Molfese**, Southern Illinois Univ., *Newsweek*, June 7, 1999: Infants and dyslexia

**Victoria Molfese**, Southern Illinois Univ., *Newsweek*, June 7, 1999: Infants and dyslexia

**Michael E. Nielsen**, Georgia Southern Univ., *Ideas and Issues*, Tennessee Public Broadcasting (WETS), May 23, 1999: Psychological research on religious belief

**Susan Nolen-Hoeksema**, Univ. of Michigan, *Allure*, December 1998: Adolescents and fear

**Maureen O'Sullivan**, Univ. of San Francisco, *The New York Times*, May 11, 1999: Lying

**Harold E. Pashler**, Univ. of California-San Diego, *The Scientist*, April 26, 1999: Troland Research Awards

**Irene M. Pepperberg**, Univ. of Arizona, *Suddeutsche Zeitung*, Oct. 9, 1998: Parrot intelligence; *Best Friends*, March/April 1999: Parrots and learning

**Robert Provine**, Univ. of Maryland-Baltimore County, *msnbc.com*, June 1, 1999: Laughter

**Martin Seligman**, Univ. of Pennsylvania, *Newsweek*, June 14, 1999: Stress-resistant people

**James C. Sharf**, Employment Risk Advisors, *Forbes*, Feb. 8, 1999; *The Financial Times*, June 1, 1999: Job discrimination

**Dean Keith Simonton**, Univ. of California-Davis, *Psychology Today*, May/June 1999: Fickle fame

**Elizabeth Spelke**, Massachusetts Institute of Technology, *Science*, May 7, 1999: The brain and mathematics

**Catherine Stoney**, Ohio State Univ., *Newsweek*, June 14, 1999: Men, women, and stress

**David Watson**, Univ. of Iowa, *Allure*, December 1998: Sleep habits and disposition

**Everett Worthington**, Virginia Commonwealth Univ., *CNN*, May 16 and May 17, 1999; *People Magazine*, June 14, 1999; *Primary Focus*, PAX-TV, May 21, 1999: Forgiveness

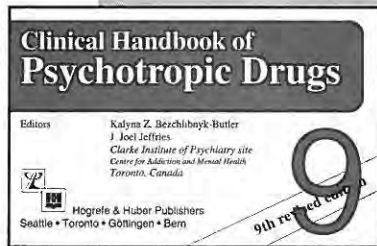
**Dan Yarmey**, Univ. of Guelph, *Rhonda London Live on CTS*, May 25, 1999: Recovered memory and eyewitness testimony

**Marvin Zuckerman**, Univ. of Delaware, *Mademoiselle*, June 1999: Adventure

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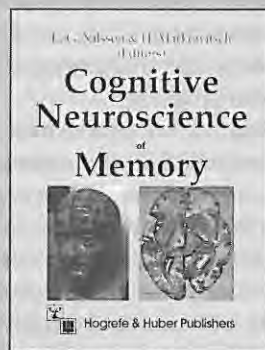
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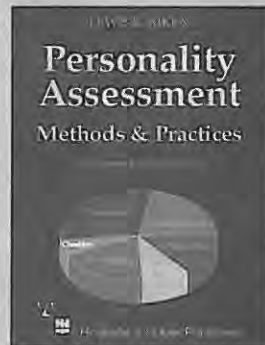
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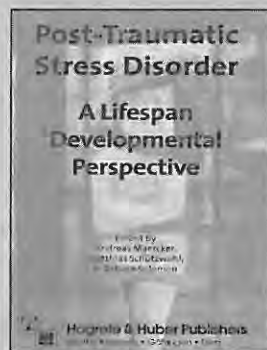
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From the Introduction.

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# Organizational Profile

## International Union of Psychological Science

### Origins and Purpose

The International Union of Psychological Science (IUPsyS) was founded in 1951 to serve as an umbrella international voice supporting "the development of psychological science, whether biological, social, normal, abnormal, pure, or applied." Today it has international members representing more than 60 countries, and works to represent the full breadth of psychology as a profession and as a science.

### Membership

Members of IUPsyS are organizations that represent psychology in each country. For example, in the United States, the National Member is the U.S. National Committee, housed at the National Academy of Sciences, and consisting of members nominated by a broad range of psychological associations, including APS. In addition, IUPsyS has a number of international affiliate organizations, that have individual members.

### CONTACT

<http://aix1.uottawa.ca/~iupsys>

### OFFICERS

<i>President:</i>	Géry d'Ydewalle, <i>Univ. of Leuven</i>
<i>Past-President:</i>	Kurt F. Pawlik, <i>Univ. of Hamburg</i>
<i>Vice-Presidents:</i>	Cigdem Kagitçibasi, <i>Koç Univ.</i> Jan Strelau, <i>Univ. of Warsaw</i>
<i>Secretary-General:</i>	Pierre Ritchie, <i>Univ. of Ottawa</i>
<i>Treasurer:</i>	Michel Sabourin, <i>Univ. of Montreal</i>
<i>Deputy Secretary-General:</i>	Merry Bullock, <i>Univ. of Tartu</i>

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Ype H. Poortinga, *Tilburg Univ.*; Juan José Sanchez-Sosa, *Univ. of Mexico*;  
Houcan Zhang, *Beijing Normal Univ*

### BACKGROUND

The main activities of the IUPsyS include sponsoring international and regional Congresses, organizing publications, developing research and documentation resources, and participating in major international organizations such as the International Social Science Council (ISSC), the International Science Council (ICSU), United Nations Educational, Scientific, and Cultural Organization (UNESCO), the United Nations (UN), and the World Health Organization (WHO) to represent psychology and to encourage the involvement of psychology and psychologists in global programs.

In addition, IUPsyS develops research and capacity building programs. For example, a program called ARTS (Advanced Research Training Seminars), serves to encourage psychologists from developing countries to participate in International Congresses of Psychology and to benefit from special training seminars; an IUPsyS sponsored Health Training modules for WHO serve to introduce behavioral dimensions into community health programs.

To find out more information about IUPsyS, and to sample its services, such as a comprehensive calendar of international meetings, visit its web page at <http://aix1.uottawa.ca/~iupsys>.

## Just what can you find on the APS Website?

- the *Observer* job ads with its own search function, as well as information on advertising
- news from the APS journals and updates on APS advocacy activities
- information on accessing the APS journals online
- upcoming convention information
- membership details and benefits information
- dozens of links to sites of interest to psychological scientists
- well, basically everything! And we are adding to it everyday

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**[www.psychologicalscience.org](http://www.psychologicalscience.org)**

## Web Assessments Equally Effective as Interventions

In terms of successful behavioral outcomes, there is common ground among researchers, practitioners, and managed care companies to find the most efficacious, brief, and cost-effective treatment or intervention that effectively initiates behavior change. A recent alcohol abuse prevention study conducted at the University of Washington's Addictive Behaviors Research Center in 1997 and 1998 demonstrated that web-based assessments were equally as effective as interventions.

More than 500 incoming college freshmen were randomized to one of four conditions: two brief interventions plus multiple (3) web-based assessments, a multiple (3) web-based assessment only control group, and a single follow-up web-based assessment control group. All three of the conditions completing multiple web-based assessments showed significantly lower rates of alcohol consumption and negative consequences as compared to the single follow-up web-based assessment group by the end of freshman year. However, there were no significant differences between the three multiple web-based assessment groups and post hoc analyses confirmed successful randomization between the four conditions demonstrating that administering multiple web-based assessments serves as an alternative cost-effective intervention.

The web-based assessments included numerous measures regarding alcohol and other substance use, family history, expectancies, stage of change, self-efficacy, alcohol knowledge, and levels of abuse/dependence and were conducted upon entry to college, three months post, and six months post. The single follow-up web-based assessment group was sampled only at the six-month follow-up. Trained peers delivered the brief cognitive-behavioral skills-based interventions (the Alcohol Skills Training Program and the Alcohol 101 CD-ROM program) to groups of 10-14 participants in two 90-minute sessions and adherence and competence measures indicated successful delivery of the interventions.

Since there were no differences between the three multiple web-based assessment groups, "it's evidence that just asking people questions about their behaviors over time aids in developing discrepancies between what they are currently doing and what they see themselves doing ideally, thus instigating change," says APS Student Affiliate Elizabeth Miller, a clinical psychology doctoral student at the University of Washington, who led the study with the support of APS Charter Member and Fellow G. Alan Marlatt. From a universal prevention perspective, it appears the brief interventions did not significantly enhance the preventative power of the web-based assessment.

Of note, a secondary study comparing web-based versus paper-based assessment of the measures used in this study revealed no significant differences in method of administration. Advantages of conducting web-based data collection (and using web-based data entry modules) include minimization of data-entry errors, decreased overall costs, real-time customized feedback, ecologically sound methodology, minimization of paper storage, and increased security of data.

These findings challenge the notion that alcohol use among college students is an unchangeable behavior and instead, offer hope

SEE WEB ON PAGE 37



EXPLORING THE MIND

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# People

## Recent Appointments, Awards, Promotions...

APS Charter Member **Jeff Corey**, professor of psychology at C.W. Post College of Long Island University was recently elected President of the New York Area Skeptics (NYASK), an organization dedicated to the advancement of reason, science, and intellectual responsibility, and to the battle against superstition, fraud, and pseudoscience.

**Jo-Ida Hansen**, an APS Lifetime Fellow and a faculty member in the department of psychology at the University of Minnesota, has been appointed incoming editor of the *Journal of Counseling Psychology (JCP)*. Hansen has appointed 50 psychologists from a range of specialties and work settings to serve on the *JCP* editorial board.

APS Member **Angeline Lillard** was recently awarded the APA's Division 7 Boyd McCandless Young Scientist Award for distinguished early career contribution in developmental psychology. Lillard, whose research interests concern children's social cognition, particularly as it relates to pretend play and to cultural influences, is an assistant professor of psychology at the University of Virginia. She received her PhD from Stanford University in 1991.



APS Fellow **Harold E. Pashler**, a professor of psychology at the University of California-San Diego, is one of two recipients of the Troland Research Awards. The sum of \$35,000 is given annually to two recipients to support their research in experimental psychology. Pashler was chosen for his experimental breakthroughs in the study of spatial attention, and central executive control, and for his insightful theoretical analysis of human cognitive architecture. **Nancy G. Kanwisher**, an associate professor in the department of brain sciences at the Massachusetts Institute of Technology was the other recipient. She was chosen for her innovative research on visual attention, awareness, and imagery, including the characterization of a face perception module and discovery of a place-encoding module. The awards were established by the bequest of Leonard T. Troland and have been presented since 1984.

### People News Welcomed . . .

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

## BRIDGES FROM PAGE 7

research or what questions their research is ultimately going to answer. Technology is too much in charge of the direction research is going. The risk is that it will turn into assembly line science. In this case, I think interdisciplinary research will be needed to reinvigorate the research enterprise."

- **Cloning the Current Leaders**—"One way of looking at your task is the question of how to clone the current leaders in the area of behavioral neuroscience. I am sure some of that is going to mean the kinds of multidisciplinary, interdisciplinary, and cross-disciplinary training that I have discussed and that others have discussed. But it is essential to remember that many of the prominent people in the field were not trained interdisciplinarily. Mike Posner was a preeminent cognitive psychologist before he ever researched the biological side of the brain. Dan Schacter came out of the straight cognitive laboratory of Endel Tulving. It happened similarly for people like Roddy Roediger. I will even point out that the newest psychologist/neuroscientist to be elected to the National Academy of Sciences, Liz Spelke, was trained not all that long ago and in the classic traditions of developmental and cognitive psychology by Jackie Gibson and Ulric Neisser. The idea here is that as you develop recommendations for new ways of training, for building bridges between disciplines, please don't forget the old ways. Don't forget that bridges need strong foundations."

The full text of Kraut's remarks is available at the APS Website: [www.psychologicalscience.org](http://www.psychologicalscience.org).

The IOM committee also heard from the leading sponsors of the study: Steve Hyman, director of the National Institute of Mental Health, and Norman Anderson, director of the NIH Office of Behavioral and Social Sciences Research.

"There is a mismatch between the research needs of the 21<sup>st</sup> Century and what we're training for," Hyman told the committee. Depending on the area, he said, the problem is either not enough people, or not enough interaction. In some areas there are shortages of scientists. For example, too few behavioral scientists are involved in mapping behavior onto the brain; while in other areas, there isn't sufficient collaboration between disciplines, such as cognitive science and scientists specializing in neuroimaging.

Hyman called for new models, saying that "the old training models are not going to produce the people we need to take advantage of the opportunities and meet our public health responsibilities." While the IOM study is being supported by only a few institutes, Hyman predicted that the study will benefit all of NIH.

According to Anderson, "We need to train people to think about scientific aspects of health at multiple levels." He also observed that with its mission to promote biobehavioral research across NIH, his office is well-suited for promoting interdisciplinary research.

The meeting was the first in a planned series of four for the 13-member panel, which is chaired by Leon Eisenberg, who is Presley Professor of Social Medicine and Professor of Psychiatry Emeritus at Harvard Medical School. Serving as vice chair is APS Past President Richard F. Thompson, who is Keck Professor of Psychology and Biological Science, and Director of the Neuroscience Program at the University of Southern California, as well as a member of the National Academy of Sciences, the IOM's sibling organization.

*Sarah Brookhart*

# APS in Denver '99

CONVENTION FROM PAGE 1

And this was all in the first full day of the program!

Top this off with outgoing APS President Elizabeth Loftus's dynamic symposium exploring the myths and realities of what is considered science, and you have only a few examples of the incredible wealth of research from which to choose—not to mention the poster sessions, Claude Steele's Keynote Address and Stephen Suomi's Bring the Family Address.

This year's rich program attracted representatives from the full spectrum of the subdisciplines within the field. In addition to the scientific attendees, the meeting attracted media representatives from such diverse news outlets as *Dateline NBC*, *20/20*, *Science News*, *Self Magazine*, and *The London Sunday Times*, for example. News coverage of the convention included articles in *USA Today*, *Reuters Health*, and the *New York Times*.

"Not only was the convention full of presentations of exciting research, but its impact has already extended well beyond its June 6<sup>th</sup> end," said Loftus after the convention. "For example, some three weeks later a great article in *The New York Times* reported on the work by University of Washington professor G. Alan Marlatt in which he has found ways of significantly reducing binge drinking in college students. It's always fun for me to see my colleagues' work well described to the public, and especially to see acknowledgment of APS."

## Opening Ceremony Honors Thayer, Kihlstrom, Awardees

The Convention commenced with the Opening Ceremony, hosted by Loftus, who welcomed convention attendees, gave them a preview of some upcoming convention highlights, and bestowed the James McKeen Cattell Award, William James Award, and Student Research Competition Awards upon the honorees (see pages 24-25 for the full text of the award citations).

Outgoing APS Treasurer Paul Thayer was also given special recognition and thanks for his tireless work steering the financial development of the Society over the past 11 years. Thayer was awarded a special plaque for his service, as was John Kihlstrom (who could not attend the ceremony), who was honored for his outstanding contributions as Editor of *Psychological Science*. Kihlstrom steps



down and turns the reins over to Princeton University's Sam Glucksberg in 2000.

## Man of Steele

The highlight of the Opening Ceremony was the Keynote Address delivered this year by Stanford University's Claude Steele. In the standing-room-only hall, Steele compellingly discussed "How Stereotypes Shape Identity and Performance."

Steele spoke of the research he has done throughout his career examining how stereotypes in a society can influence individual behavior—particularly academic performance in groups.

According to Steele, there are two concepts that are central to and are a paradigm for understanding the nature of integration. The first concept is stereotype threat—a situational threat—which can affect members of any group about whom a negative stereotype exists. For example, if you experience a situation in which you become aware that you are being judged or treated stereotypically in a domain that you care about, it could be upsetting and, if it occurs in an academic domain, it can interfere

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# Denver '99

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with performance.

The other concept is that of disidentification—a reconceptualization of the self and of one's values so as to remove the domain as a basis of self-identification. Steele's work has tested this general theory of stereotype threat and disidentification.

According to Steele, a general theory of domain identification is used to describe achievement barriers faced by women in advanced quantitative areas and by African Americans in school. The theory assumes that sustained school success requires identification with school and its subdomains; that societal pressures on these groups, such as economic disadvantages or gender roles, can frustrate this identification; and that in school domains where these groups are negatively stereotyped, those who have become domain identified face the further barrier of stereotype threat—the threat that others' judgment or their own actions will negatively stereotype them in the domain.

This has been shown not only to dramatically depress the standardized test performance of women and African Americans who are in the academic vanguard of their groups, but to cause disidentification with school.

## Monkeying Around at the Bring the Family Address

Steve Suomi, of the National Institute of Child Health and Human Development (NICHD), enthralled families with his lab's recent research on rhesus monkeys that have grown in both field and captive settings and that show excessive impulsivity in interactions with members of their social group. This, he said, often leads to escalating bouts of aggression.

Suomi talked about how the tendency to develop impulsive patterns of social interaction—along with a marked deficit in serotonin metabolism—becomes apparent in late infancy and remains remarkably stable throughout development. Although the biobehavioral features of impulsivity show some heritability, he said, their expression can be significantly influenced by early social experiences.

Rhesus monkeys born with the "short" version of a polymorphism in a serotonin transporter gene are apparently at risk for both serotonergic dysfunction and the development of impulsive, aggressive tendencies, though only in the face of insecure early social attachments. Contrastingly, monkeys born with the same genetic polymorphism who develop secure attachment relationships with their mother show little, if any, impulsive aggression and in fact, exhibit normative patterns of serotonin metabolism throughout development.

Suomi gave attendees not only an appreciation for how monkeys—humans' closest biological and evolutionary relatives—live, but showed that monkeys have different personalities, many of which show resemblances to the differences in humans' personalities.

## Papers, and Posters, and Symposia, Oh My!

Featuring a record number of presentations, this year's meeting showcased the best that psychology has to offer in a number of formats including addresses, symposia, posters, and, for the second year, Hot Topics. As the morning sessions featured a comprehensive variety of subfield research, afternoons were set aside for crosscutting symposia that cut across subfield lines and looked at important research from a broader perspective. (For a complete guide to poster presentations, symposia, addresses, and Hot Topics, see the full convention program, posted on the APS Website: [www.psychologicalscience.org](http://www.psychologicalscience.org).)

Poster sessions held in the exhibit hall were well attended with impromptu discussion groups forming within the aisles of the exhibit hall to debate the merits of different posters and displays. In addition to the scholastic poster presentations, a number of federal agencies participated in the Federal Poster Session including: the National Cancer Institute, NICHD, the National Institute of Justice, the National Institute of Mental Health (NIMH), the National Institute of Neurological Disorders



# Denver '99

and Stroke, the National Institute on Drug Abuse (NIDA), the U.S. Department of Education, the National Institutes of Health (NIH) Office of Behavioral and Social Sciences Research, the Centers for Disease Control, the National Institute on Alcohol Abuse and Alcoholism (NIAAA), the National Science Foundation, and the NIH Office for Protection from Research Risks.

## You Gotta Have Friends

And APS does. Many of these friends—both federal and those from other organizations—took advantage of the gathering the APS Convention attracts to hold satellite meetings.

NIMH again held its Junior Investigator Breakfast workshop at which Molly Oliveri, chief of the Behavioral Science Research Branch in the Division of Neuroscience and Basic Behavioral Science, gave advice and information on opportunities at NIMH for research, training, career development, and grant application. Topics discussed included the criteria used in scientific review, types of grants available, the application process, and up-to-date information on the new behavioral science study sections in NIH's Center for Scientific Review.

NIAAA held a day-long preconference symposium called "Adolescence and Alcohol: Implications for College Drinking" that explored the phenomena of drinking in context of the general science of adolescent development. Peter Coors, president of Coors Brewery, gave opening remarks in this well-attended event that was of interest to alcohol researchers, as well as scientists outside the field.

Content modules explored the risk and protective factors in adolescent development, basic processes associated with adolescence and alcohol, college drinking and its consequences, and current prevention programs.

NIDA also held a supplementary meeting to the APS Convention. "Motives for Behavior: From Neurobiological to Cognitive Perspectives" was one in a series of Early Career Pathways events, spearheaded by Jaylan Turkkan, chief of NIDA's Behavioral Sciences Research Branch (BSRB). The APS symposium was co-chaired by Minda Lynch of the BSRB and Arthur Horton from the Division of Clinical and Services Research at NIDA. Lucinda Miner, NIDA's training coordinator, delivered a presentation on NIH funding opportunities appropriate to support investigators in the early stages of academic and career development. In addition, the APS symposium brought together basic and applied behavioral scientists to discuss exciting new research related to: animal models of sensation seeking behavior, olfactory cognition and its relevance for investigating drug craving; associative influences on the sensitization of drug-induced behaviors with repeated psychostimulant administration; and the impact of emotional reactivity on urges to smoke and smoking abstinence.

The symposium closed with a senior scientist address from George Rebec, director of the Program in Neural Science at Indiana University, titled "Dopamine Modulation of Neuronal Processing in the Basal Ganglia During Behavior." Rebec's impressive contributions to understanding the neurobiological substrates of motivated behavior using animal models were highlighted in this presentation on dopaminergic modulation of central glutamatergic substrates, and the electrophysiologic signature of responses to novelty.

Behind the scenes, federal agencies also were tapping APS Members for Advice. The NIMH National Advisory Council's Workgroup on Behavioral Science—led by cochair (and APS Board Member) Bob Levenson, Susan Folkman, Tom Oltmanns, and Associate NIMH Director Jane Steinberg—held several small group meetings aimed at providing guidance for future support of NIMH research. They were looking for advice on how to encourage more links among mental health research domains, and between basic behavioral research and application.

In addition to federal agency presentations, a number of other psychological

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# And the Award Goes to . . .

## Fred E. Fiedler 1999 James McKeen Cattell Award

For more than 40 years, Fred E. Fiedler has made significant, creative, and sustained scientific contributions to our understanding of leadership and group behavior. He has attempted to define the nature of situational variables that interact with certain attributes of individuals in leadership roles to produce effective performance of work groups. His Contingency Theory of Leadership has been a major influence in the field of leadership research. Before his work, the search for general, pervasive characteristics of leaders was dominant. His research changed this limited focus forever. His contingency model and his more recent work on cognitive resource utilization have emerged via the interaction of ideas and data, in a wide range of settings, utilizing a diverse set of dependent group effectiveness measures, including profits in industrial organizations, accuracy of survey teams, safety in mines, and performance of athletic teams, bomber crews, army tank units, open-hearth steel shops, and boards of directors. He has also contributed significantly to several other areas of psychology, including the prediction of clinical effectiveness, management of stress, improving intergroup relations, and the psychology of safety management. Fiedler's findings have been used for designing training, selection, and leader development programs. His work is an outstanding example of the interplay of theoretical reasoning, empirical research, and application.



## Robert J. Sternberg 1999 James McKeen Cattell Award

Robert J. Sternberg has made significant and numerous contributions to our understanding of the nature of human intelligence. He has been a leader in integrating research in cognitive science with the study of individual differences in human abilities. His work has redefined our conceptions of intelligence. His earlier innovative componential analyses of human abilities helped explain the relations between measures of intelligence, creativity, memory, reasoning, information processing, and problem solving. His triarchic theory of intelligence has had a marked influence on the field and has led to numerous applications of his theories to practical problems. His expanded conceptualization of intelligence includes tacit knowledge as a central component of practical intelligence, as contrasted with conventional academic intelligence. He developed measures of tacit knowledge and demonstrated that these measures add significantly to the prediction of achievement in work settings. His impact has been widespread and cumulative on a number of different disciplines relevant to our field. For example, numerous citations to his work may be found in texts on cognitive psychology, psychological testing, educational psychology, and increasingly in books on industrial and organizational psychology. His insights have had relevance for teaching,



university admissions policy, our understanding of developmental processes, and the prediction of leadership potential. His prolific encyclopedic efforts in bringing theories, methods, and applications together in landmark handbooks and other publications have advanced our ability to facilitate human achievement.

## 1999 APSSC Student Research Competition Winners

Each year the APSSC recognizes the most outstanding graduate and undergraduate conference submissions. Three graduate students and one undergraduate student received the 1999 Student Research Competition awards (see below and to the right). The winners of the competition were announced at the Opening Ceremony of the APS Annual Convention last month in Denver.

### Undergraduate Winner:

Elizabeth A. Sanders, Univ. of Washington  
"Thanks for the Memories: The Effect of Mere Exposure on Episodic Memory"



### Graduate Winners:

Michael Inzlicht, Brown Univ.  
"Distinctiveness and Stereotype Threat: How Being in the Minority Affects Performance in Stereotyped Domains"



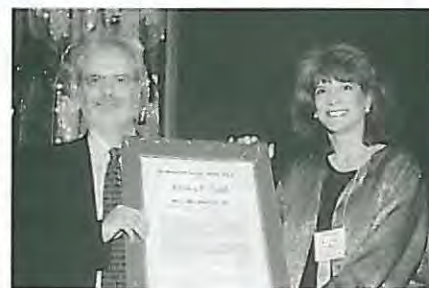
## Edward E. Smith 1999 William James Fellow Award

Edward E. Smith is one of the world's leading cognitive psychologists. He has conducted important research on mental chronology, human short-term and semantic memory, language understanding, and memory organization. His ground-breaking research on knowledge representation culminated with his celebrated book with Douglas Medin on categories and concepts. He has extended this work to deal with important questions concerning induction, reasoning, and probabilistic judgment.

Recent cognitive neuroscience work of a highly original nature has resolved long-standing questions about the role of exemplars vs. rules in categorization, establishing beyond a reasonable doubt that two quite different types of categorization processes exist.

Smith's impact extends far beyond cognitive psychology. As much as anyone in the field he has been a bridge to the other fields of psychology—social, clinical, personality, developmental, and educational—and he has in fact collaborated with colleagues in each of these fields. He has shown how cognitive psychology can provide good theoretical foundations and useful tools for these other fields. Moreover, his conversance with psycholinguistics, artificial intelligence, and epistemology has allowed him to have an impact far beyond psychology.

Not least, he has been a dedicated and hugely successful teacher of both undergraduates and graduates and has mentored some of the finest cognitive psychologists we have.



## APS Recognizes with Deepest Appreciation PAUL W. THAYER for Outstanding Contribution and Dedication for Continuing Service as Finance Committee Chair and Treasurer 1988 - 1999

For more than a decade, Paul W. Thayer steered the financial development and solvency of the American Psychological Society, from its first budget to the financially stable organization it is today. Through his wise counsel, hard work and extraordinary dedication, he guided the Society from a promising idea to a thriving entity. The only debt incurred during his service is our deep debt of gratitude for his contributions, which serve as the foundation on which the future of the American Psychological Society solidly rests with security, promise, and direction.



Joseph M. Melcher, Univ. of Pittsburgh  
"Recognition Accuracy Interacts with  
Verbalization and Type of Training  
(Perceptual vs. Conceptual)"



Jeffrey Reber, Brigham Young Univ.  
"Kelley's Covariation Model of  
Attribution Predicts Women's  
Perceptions of Sexual Harassment"

## Editorial Service Award Presented to JOHN F. KIHLLSTROM In Recognition of Outstanding Contributions as Editor, *PSYCHOLOGICAL SCIENCE* 1995 - 1999

Drawing on his unparalleled breadth of expertise across all areas of psychological science, John F. Kihlstrom demonstrated extraordinary vision and commitment as Editor of *Psychological Science*. Under his leadership, APS's

flagship journal has been among the most highly-ranked, cited, and respected scientific journals in the field, solidifying the journal's reputation as a forum for cutting-edge research in emerging frontiers as well as the best science from traditional areas. We are deeply grateful for his dedication and superb editorial judgement, which have significantly advanced both the journal and the field of psychological science.



# Science and



**W**hat makes something science?  
How do we identify what isn't science?  
And how do we prevent that pseudoscience from being accepted and promoted as science?

These and other equally loaded questions were taken on at the APS Convention's Presidential Symposium, coordinated this year by then-APS President and current APS Past President Elizabeth Loftus, of the University of Washington.

"We live in a land transformed by science, and yet pseudoscientific ideas are rampant," said Loftus. "Many of these beliefs concern topics that have benefitted from widespread study by psychological scientists. Science and rationality are continually under attack and threatened by a rise of pseudoscience, so I organized this year's Presidential Symposium to illuminate these problems in hopes of fostering critical thinking, educating the public, and ourselves."

Loftus invited several well-known researchers and scholars in the field to help her in her quest, including:

1. Yale University's Robert Sternberg, who spoke on "How more and more research can tell you less and less until finally you know much less than when you started;"
2. Carol Tavris, who gave her perspective on "Power, politics, money, and fame: Sources of pseudoscience in research and therapy;" and
3. Ray Hyman, of the University of Oregon, who served as the discussant for these intriguing concepts.

## In the Beginning . . .

Loftus kicked off the symposium discussing the tendency of humans, throughout their existence, to find some kind of explanation for the mysteries of the universe, natural events, and life itself. Loftus favorably mentioned and then paraphrased from a book—*Mind Myths: Exploring popular assumptions about the mind and brain*, edited by Sergio Della Sala—that, she said, captured the paradox:

"The changing seasons, growth and decay, storms, floods, droughts, and good and bad fortune, for example, were all attributed to supernatural beings, to famous ancestors, or ancient heroes," she said. "We now have a better understanding of, for instance, thunder and lightning and they don't terrify us as much, but in the absence of this kind of understanding of the mechanisms of the mind, the brain, and the effects of diseases on the mind and brain, we tackle mysteries still by focusing on divine intervention or we take shelter in simplistic superstition."

Loftus then gave a number of examples of how, even today, pseudoscience and misinformation abounds.

"Educated people have been known to recently express beliefs in alien abduction, fire walking, possession, creationism, and even that 90 percent of handicapped people have parents who were not virgins when they married," said Loftus, who then referred to a survey she conducted with her colleagues of non-psychology graduate students that indicated a good percentage of them believed that therapeutic techniques could be used to remember prenatal accounts.

"One problem here is that the books written by believers—full of enchanting anecdotes that are mistaken for science—sell like hot cakes, while books by skeptics trying to debunk these beliefs don't sell as well or at all," she said.

Loftus cited another example of a self-described "personologist" who has written a book on using a person's facial features to determine their personality and nature.

"Why do people persist in believing in impossible or improbable things?" asked Loftus, who turned the podium over the Sternberg, who explored the phenomenon of quasi-science and challenged the assumption that the more data collected about a phenomenon indicates the more we know about that phenomenon.

This assumption is flat out wrong, says Sternberg, who argues that scientists tend to build in certain limited assumptions in collecting data. The results, he says, is that



# Pseudoscience

scientists keep getting the same wrong or limited result and then gain confidence in that result so that they eventually become more confident of something that is not true.

"If you misplace your confidence in your quasi-scientific results, you can end up doing more and more research on a topic and know less and less," he said. "In collecting data, we always build in certain limited assumptions. For example, we may limit the participants we test. Or we may limit the kinds of test materials we use. Or we may limit the situations in which we test people."

The result, said Sternberg, is that we keep getting the same wrong, or at least limited, result and gain confidence in it.

"We are thus becoming more and more confident of something that is not true," he said and gave as a case study the example of intelligence. "Hundreds of studies reviewed by Carroll, Jensen, Brand, and others appear to show that there is a general factor. They are right—but only under the assumptions of these studies."

Sternberg presented data that showed that when one expands the range of participants (e.g., to participants in various African and Asian countries, or even culturally diverse populations in the United States), the range of materials used to test intelligence (not just academic-analytical kinds of problems, but creative and practical ones as well), and the kinds of situations in which testing is done (e.g., getting outside classrooms or psychologists' testing rooms), the "G" factor disappears. Nor do such tests provide very good prediction of real-world performance, he said.

"The punch line is that continued heavy reliance on IQ-based measures, including the SAT, GRE, LSAT, GMAT, and so forth, depends on reliance on a narrow base of assumptions in research," he said. "Because people do not realize they are making these assumptions and because the assumptions often benefit them, they are blind to the assumptions. But these assumptions are there nevertheless, distorting the conclusions that are drawn. We need a broader conception of intelligence and, more generally, we have to be careful to collecting more data does not tell us less rather than more."

## You Know It When You See It

Tavris then presented her perspective on "Power, Politics, Money, and Fame: Sources of pseudoscience in research and therapy" in which she assessed what qualifies as science, what qualifies as pseudoscience, how to tell the difference, and why it matters.

Pseudoscience, said Tavris, is like pornography: we can't define it, but we know it when we see it.

"But what we are arguing about here and what remains a source of confusion for the public is: what is science?" she said. "Philosophers of science have been arguing this for a long time. Some define science by its goal; it is the search for permanent universal laws of behavior. Others define science by its tools; a PET scan is science, an interview is not. Others define it by its subject; a brain is a tangible thing you can study scientifically, whereas love and wisdom and other intangible psychological states are not science. Science for me is one thing: it is an attitude of questioning received wisdom combined with the deepest and most entrenched human cognitive bias—the conformational bias."

Tavris went on to define pseudoscience as the determined pursuit of confirmation of one's beliefs.

"Pseudoscience wears the veneer of science but lacks its central infusing spirit of inquiry and the willingness to come up wrong," she said. "More than ever, I think psychological science has a role to play in counteracting its influence in our culture. Of course, pseudoscience flourishes everywhere in the world and always has. It is

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# The 6th Annual

The Sixth Annual Teaching Institute preconference preceded the 11<sup>th</sup> Annual APS Convention, held last month in Denver, Colorado. The Teaching Institute, which has become one of the most anticipated, attended, and talked about one-day events at the Annual APS Convention, was a hit once again this year with close to 350 attendees who were treated to informative sessions on the teaching of social psychology, teaching with technology, teaching perception, cognition, and reality, academic dishonesty, and case-based learning in abnormal psychology. As in past years, the poster sessions and participant idea exchanges (PIE) were also highlights.

"I thought this year's Teaching Institute went very well," said Doug Bernstein who chairs the Teaching Institute Committee. The committee features some of the most well-respected researchers and teachers the field has to offer, including, Elizabeth Loftus, Robert Hendersen, Mike Nietzel, and Evelyn Satinoff.

"I thought the talks were right on target, we had a good crowd, and most importantly, the attendees were excited about getting together and talking about teaching," Bernstein added. "By bringing in speakers who focus on both the content of teaching and ways of teaching the content, and providing updates on what's new in teaching, the Teaching Institute is of great interest to anyone who is facing a new term in the fall."

Kicking off this year's Teaching Institute was Carole Wade of Dominican College of San Rafael. Her stimulating opening Plenary Address titled, "Teaching More by Teaching Less," discussed the pressures teachers feel to cover too

## Teaching More By Teaching Less

Whether you are a first-year teacher or a veteran, you are likely to hear complaints from students that your introductory psychology course has too much reading or that the tests cover too much material. Textbook author and APS Charter Member Carole Wade had heard such griping from her students many times over the years. To meet their objections, she tried using somewhat shorter books and giving more frequent quizzes, but still the complaints continued. Then one day she asked herself, "Could my students be right?" Perhaps she *was* trying to cover too much in her classes.

In this year's Opening Plenary Address at the Sixth Annual Teaching Institute, on "Teaching More by Teaching Less," Wade explored some reasons for making the introductory course less "dense" and some ways of doing so.

As psychological knowledge has expanded, she noted, semesters have grown shorter. The material whizzes by, and students are unable to encode, assimilate and retain when they learn, much less think critically about it. "I think what we need to do, as teachers, is to go over our material with a fresh eye and make everything we teach justify its inclusion," she said. "And we must be ruthless. Each of us will come up with his or her own answer as to what should or should not be taught, but if we do our job well, we will be forced to throw out some material we have always considered standard," she told the audience.

Wade discussed five strategies for deciding what should stay and what should go:

### Eliminate theories that are no longer central to the discipline, even if they are classic.

For example, in Wade's own introductory course, she no longer covers the James-Lange and Cannon-Bard theories, despite their historical importance. She feels that majors will learn about these theories later, and that other, more recent approaches to emotion are more important for introductory students to know about.

SEE WADE ON PAGE 37

much material in classes. In her address, she suggested strategies for reducing informational density while maintaining the intellectual integrity of the course and educating students about psychological science.

Saul Kassin, of Williams College focused his invited address on the teaching of social psychology and demonstrated the principles of social psychology in foolproof activities and experiments conducted both in and out of the classroom.

The University of Massachusetts-Amherst's Robert S. Feldman drew a standing room only crowd to his invited address on teaching with technology. His talk introduced current and future technologies that can be used in the classroom, addressed a broad range of approaches to teaching with technology and included "smart" presentation media, interactive classroom technologies, and distance learning.

Perception, cognition, and reality was the focus of Bruce Goldstein's invited address. He discussed ideas

# Teaching Institute

about perception that can be taught to students at an introductory level without going into the details of physiological processing. He focused on demonstrations and classroom activities that could be incorporated into attendees lectures this fall.

Susan Fiske of the University of Massachusetts-Amherst spoke about the five themes she uses to teach social psychology. These themes include belonging, understanding, control, self enhancing, and trusting.

Steven Schwartz of Murdoch University focused on the advantages and disadvantages of case-based learning, and how it can be integrated with traditional teaching methods in abnormal psychology courses.

Stephen F. Davis of Emporia State University described and discussed the prevalence, techniques, determinants, and effective punishments of academic dishonesty in the 1990s.

The closing plenary session featured a presentation by Spencer Rathus of Montclair State University, who spoke about the importance of using profiles and stories in psychology to teach introductory psychology.

Bernstein's goal is to make next year's Teaching Institute even better. "We are going to have the same basic format as this year, but I expect we will have more posters and more PIE's. I encourage and invite everyone to show up in Miami next June. I can't guarantee we will have the Teaching Institute on the beach, but it will be worth your while to come!" ♦



Teaching Institute speakers included: (clockwise from above) Robert Feldman, Carole Wade, and Spencer Rathus, who delivered the closing address.

## Five Themes for Teaching Social Psychology

**A**PS Charter Fellow Susan Fiske has taught social psychology for over 20 years. She has taught social psychology in large 300 person classes at the University of Massachusetts-Amherst, she's taught it in honors classes of 20 people, and she has taught it at Carnegie Mellon with 40 people in the class.

"Over the years I became quite frustrated with the piecemeal quality of teaching social psychology," Fiske told the audience during her invited address at the Sixth Annual Teaching Institute. "This led me to thinking about the take home message in social psychology."

As a result, Fiske came up with five themes for teaching social psychology, themes described in a paper with Laura Stevens (in *Social Cognition*, 1995). These themes organize both her course and a textbook in press with Wiley. They are:

### Belonging

This is the core of the five core social motives. People bond easily. Belonging correlates with well being and belonging benefits the group. When teaching social psychology, belonging helps explain some attitudes, it works when talking about prejudices, social influences, relationships, altruism, and groups.

### Understanding

Understanding is one of two "cognitive motives." With understanding you can develop shared meanings, languages, social representations, shared vocabulary, etc. Understanding helps explain some attitudes, attraction, prejudices, non-verbal perceptions, and social cognition

### Control

Control is the second cognitive motive. According to Fiske, by controlling, she doesn't mean manipulating. Control in this sense means that people have some motivation to be effective in their social settings. Control comes up in explaining some forms of attribution, social goals and motivation. Control can be applied to social cognition and relationship interdependence. Issues of control come into aggression, both instrumental and angry aggression, and is also relevant to certain prejudices.

### Self Enhancing

Self-enhancing is one of two "affective motives." By itself, enhancing means not only maintaining self esteem, but also the idea that you have the possibility of improving yourself or being a good group member. Feeling good about yourself allows you to go on. This fits into various topics in social psychology such as self enhancing biases, self serving biases, attitudes, self interest; in terms of attraction: self enhancement; aggression, angry aggression, in social influence, and self presentation concerns.

### Trusting

This is the second affective motive. According to Fiske, people generally trust the social world and carry default positive expectations for their life outcomes. People also are sensitive to

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# Board Actions Signal New Era

The APS Board of Directors continues to take the Society in new directions, with projects designed to strengthen psychological science internally and to increase public awareness and understanding of the field. Signaling this new era, the Board also endorsed the concept of changing the Society's name and will put the matter to a referendum by the APS membership. And the good news is, this is all being done without a major dues increase.

The latest series of actions occurred during the Board's semi-annual meeting held just prior to the APS Convention in June. Here are some of the highlights:

- **Psychological Science in the Public Interest (PSPI)** — *PSPI* is an innovative publication being developed by the APS Board of Directors to disseminate consensus findings from psychological science on various topics of concern to the public, such as projective tests, herbal remedies for memory, the effects of classroom size on learning, etc. Preliminary planning for *PSPI* is supported in part by the National Institutes of Health (NIH) Office of Behavioral and Social Sciences Research. This project is still in the experimental stage, but as currently envisioned, *PSPI* will be published several times a year and will be sent to all APS members in conjunction with *Psychological Science*. Each issue of *PSPI* will consist of one or two reports by teams of nationally-recognized experts.

Implementation of *PSPI* began in December when the Board approved the concept of *PSPI* and authorized the commissioning of several articles. At its Denver meeting, the Board authorized the *PSPI* Editorial Board (co-chaired by former Board member Steve Ceci and President-Elect Robert Bjork) to commission additional studies, plus the Board is continuing to refine the review and editorial policies that govern the development and publication of *PSPI* studies. It is anticipated that the first *PSPI* could be sent to members as early as mid to late 2000. In addition, the Board is exploring a joint venture with *Scientific American* and a major newspaper to present the results of *PSPI* studies to a more general audience.

- **Fund for the Advancement of Psychological Science**—At its previous meeting, the Board of Directors established a separate Fund for the Advancement of Psychological Science to accept contributions of cash and cash equivalents from members of APS and others who support the goals of the fund and the society. As the name indicates, the Fund will be for the express purpose of advancing psychological science. Suggested uses for the funds received have included awards, lecture series, and dissemination projects. The Board also established an advisory board, with outgoing APS Treasurer Paul Thayer as chair, to oversee the establishment of the fund and to develop principles for determining the terms and conditions for accepting gifts and endowments. For information on how you can contribute to the Fund, please contact Diana Green, APS Deputy Director, at [dgreen@aps.washington.dc.us](mailto:dgreen@aps.washington.dc.us). Also look for information on the Fund on the APS Website.

- **APS Awards Committee** - APS's current awards program includes the William James Fellow Award, which honors the significant intellectual contributions made by scientists to the discipline of psychology, and the James McKeen Cattell Fellow Award, which recognizes the outstanding contributions made by scientists working in the area of applied psychological research. In order to address the breadth of accomplishments in the field of psychological science, the Board voted to expand the kinds of awards given by APS, and established an awards development committee to create awards recognizing achievements in various areas, such as a book award, a media award, and an award for methodological innovation, to name just a few examples. The committee will be chaired by new APS Board Member Eugene Borgida.

- **The Name Change** — It didn't start out this way, but a proposal to change APS's name to the Association for Psychological Science, comes at a time when APS is entering its second decade and is distinguishing itself and the field in new ways as befits a mature organization. The proposal was first aired in the *APS Observer*, and the reactions from APS Members, conveyed primarily via their letters to the editor (February 1999 *Observer* through the present issue) have been overwhelmingly positive, with many saying that the name change would more accurately reflect the Society's mission and would further distinguish us from the American Psychological Association. The Board endorsed the change but has made it contingent on a two-thirds vote by the full APS membership, as it would amend the bylaws of the Society. Members will be receiving a ballot this fall.

The Board also began preliminary exploration of other new initiatives as it considers proposals for a distinguished lecture series at the APS Convention, several publication projects, and dissemination projects in the interest of "the giving away of psychology."

Finally, as noted earlier, all this is happening without busting the APS budget. The Society is in extremely good financial condition, due to the enforcement of our informal motto of being "lean and nice." To keep this momentum going in the year 2000, the Board is raising APS's membership dues according to our policy of a cost-of-living-like increase on a yearly basis. The increase is \$3 for Full Members, \$2 for First Year Members and post-docs, and \$1 for Student Members. And by renewing on the first statement you will be sent in September, you can avoid these increases while continuing to enjoy the full benefits of APS membership. ♦

*Sarah Brookhart*

## Loftus Gets Her Gavel



APS Executive Director Alan G. Kraut hands Elizabeth Loftus her commemorative gavel to mark her transition from President of APS to Past President at the APS Business meeting. Elizabeth D. Capaldi officially took over as APS President at the conclusion of the convention.

## APS Membership to Cast Votes on Name Change

*Will it be the American Psychological Society or the Association for Psychological Science?*

If you have been reading your *Observer* over the past few months (and how can you not be), you have probably enjoyed the ongoing debate in the *Letters to the Editor* column stemming from a February 1999 *Observer* article on a proposal to change the name of APS from the American Psychological Society to the Association for Psychological Science.

Members on both sides of the debate have written eloquent arguments as to whether or not APS should change its name. The APS Board at its most recent convocation at the APS Convention in June, agreed that a referendum vote was in order.

This fall, watch your mailboxes for a ballot on which you can vote whether or not APS will have a new name for the new millennium. According to the APS bylaws, it would take a two-thirds majority of the responding members to procure the change in moniker.

So watch your mailboxes this fall for your ballot and look for more information on the potential change in the September 1999 *Observer*.

**Watch your mail this fall for your ballot and be sure to vote!**



# Denver '99



## CONVENTION FROM PAGE 23

organizations held meetings and preconferences with the APS Convention, including the Academy of Psychological Clinical Science, the American Board of Professional Neuropsychology, the American Association of Applied and Preventive Psychology, Psi Chi, and Psi Beta.

The Society for Personality and Social Psychology (SPSP) preconference, for example, looked at new developments in social psychology. Organized by SPSP President Shelley Taylor and President-Elect Abraham Tesser, the preconference featured some of the dynamic new trends in personality and social psychology research. The particular themes chosen were designed to highlight "consilient science," that is, integrative science that bridges one or more fields to produce synthetic insights for future research directions.

The preconference began with a symposium highlighting current directions in social cognition. The second day's events began with an exciting invited address making the case for social psychology in the era of molecular biology. This was followed by a symposium that highlighted developments in health psychology and social neuroscience. The final symposium addressed provocative questions that relate culture and evolution to human behavior.

Although the themes were new to some in the audience, the reception to the SPSP preconference was enthusiastic, and many of the presenters, as well as audience members, felt that the case for consilient science had been impressively made.

## The Write Stuff

For the second year, Teaching Institute chair Doug Bernstein (see the Teaching Institute coverage beginning on page 28) held a convention workshop on "Writing Psychology Textbooks: A Nuts and Bolts Workshop for Prospective Authors," that gave textbook authors and authors-to-be practical and useful advice for writing textbooks and getting them published. Topics included developing a book from an idea, writing a prospectus, finding a publisher, and the organization, writing, and editing processes.

## Buy The Book

Bernstein was also one of the contributors to a new book recently published by APS, which was on sale for the first time at the convention. *Lessons Learned: Practical Advice for the Teaching of Psychology* made its debut at the Annual Meeting and sold scores of copies. This new book (see order form on page 10) features information on teaching psychology that is useful for any teacher or teaching assistant. Successful sales of the book at the convention made *Lessons Learned*, the first in APS's publishing efforts, a promising beginning to a new venture for APS. ♦

## SYMPOSIUM FROM PAGE 27

a human predilection and not uniquely an American one, however there are two aspects of the American culture that I think foster its particular incarnation in America."

The first aspect, said Tavis, is the American culture's need for certainty. Pseudoscience is popular because it confirms what we believe, she said. The second aspect of our culture that fosters pseudoscience, added Tavis, is the capitalistic quick fix.

"We love instant cures and tonics for what ails us," she said. "From chubbiness to the blues, from serious problems to tragedies. 'We can fix you' is the American credo, and we can fix you especially fast if you take this magic pill or use this magic technology."

These forces, she argues, foster the pseudoscientific effect in research.

"The harmony now between drug researchers and the pharmaceutical industry

CONTINUED ON NEXT PAGE

# Denver '99

## FROM PREVIOUS PAGE

is stronger and more worrisome than people tend to recognize. Drug companies set up their own research institutes. They sponsor seminars and conferences," she said. "I went to one on new advances in the treatment of depression. All of the advancements were—guess what—antidepressants. So increasingly, biomedical research, even if it is well done, is only giving us part of the story. The public rarely hears the rest—the rest being done by psychological scientists. For example, in the case with the antidepressants, the public rarely hears that upwards of 75 percent of the effectiveness of antidepressants is due to the placebo effect."

Critics of science, said Tavis, are right to remind scientists that they must now assume they have the truth.

"We won't ever have the truth, but, unlike pseudoscience, science give us the ability to be critically demanding," she said. "Demand evidence. Resist the confirmation bias. There are tools that can help us get closer to the answers. Maybe, sometimes, even close enough."

## Science In Another Dimension

Discussant Hyman examined how learned scientists can sometime engage in, and fall victim to, pseudoscience.

"I have always been fascinated by the scientist who recognizes good science in one area while at the same time is considered to be doing pseudoscience in another area," he said. "This raises a variety of interesting issues."

Hyman has had extensive experience in debunking pseudoscientific issues. For example, earlier in the decade, he was appointed to a blue ribbon panel to evaluate previously secret programs of psychic spying conducted by the CIA over the past 20 years. In addition, he appears frequently on television shows presenting the skeptical views of various paranormal claims. He is also a founding member of the Committee of Scientific Investigation for the Claims of the Paranormal and serves on the editorial board of the journal the *Skeptic Inquirer*. He conducts an annual workshop titled "The Skeptics Toolbox," that is intended to provide participants with the knowledge and tools to properly evaluate paranormal claims.

Hyman used as an example, the case of a recognized astrophysicist, who published a book in which he claimed to have proven the existence of the fourth dimension from his investigations of a spiritualistic medium.

"Here we have a person who has earned his credentials and reputation in a recognized field of science," said Hyman. "He then develops and supports a theory that his colleagues categorize as pseudoscience. If this is true, then the same person can practice both science and pseudoscience." ♦



## That's All Folks!

At the end of the Presidential symposium on Science and Pseudoscience, Elizabeth Loftus thanked the audience for attending and used an overhead projected-slide to mark the ending. The slide resembled the *Looney Tunes* cartoon ending, with the phrase, "That's all Folks!" in a semicircle, and the Bugs Bunny character underneath.

Turns out that Bugs Bunny is not the character who actually appears in that oft-repeated cartoon ending. Who do you think it is? Come on now... You've seen it thousands of times. It's Porky Pig. Wondering whether the altered cartoon ending might have affected the memories of symposium attendees, Loftus and her students casually talked to people over the next couple of days. When 15 APS attendees who HAD NOT been at the symposium were asked if they recalled "the character that is at the end of the Looney Toons cartoon underneath the phrase 'That's all Folks!'," eight (or 53 percent) correctly remembered Porky. Only two (13 percent) said Bugs Bunny.

On the other hand, if people HAD attended the symposium and stayed until the end, the modal response, given by seven of 19 who were queried (or 37 percent) was "Bugs Bunny." One respondent, a leading researcher in memory distortion, said "Wasn't it Bugs? Bugs!" Other mistaken attendees incorrectly reported Woody Woodpecker, Elmer Fudd, or Daffy Duck. Only six (or 32 percent) correctly said Porky Pig.

These observations suggest that even psychological scientists attending a conference session on Science and Pseudoscience may be susceptible to post-event misinformation—even about a childhood event they might have enjoyed thousands of times. Of course a proper formal experiment would be needed to confirm these anecdotal observations.

APS Student Affiliates Danielle Polage, Amy Tsai, and Jacquie Pickrell contributed to these observations.

# The Student Notebook

— Kimberley K. Bennett ♦ Editor —

## Introducing the 1999-2000 APSSC Executive Council

### Dan Richard President

"I am a PhD candidate at Texas Christian University where I pursue research interests in quantitative approaches to social psychological phenomenon. My most recent endeavors involve addressing fundamental questions for social psychologists through meta-analytic techniques as well as modeling complex interpersonal relations. The APSSC Executive Council's first goal for the next year is to make the programs and services of the APSSC more accessible to students in a broad range of research areas. Look for advances to the APSSC web site that will make accessing our services much easier. Our second primary goal, in conjunction with APS, is to make psychological science more available to the lay public. We hope to get students involved in the 'giving away of psychology.'"

### Kimberly MacLin Past-President

"I'd like to officially welcome Dan Richard as the new President! Now that I am Past-President, Dan has the dubious pleasure of listening to (notice I didn't say 'taking') my advice all year long. It was a true pleasure to work with Dan, Karen, Suzanne, Rich, Dave, Otto, Susan, Kym and Diana this past year. I am pleased with the progress we've made, and I look forward to seeing what the 1999-2000 Council can accomplish. By the time you read this I will have completed my dissertation and will have moved to hotter climes—El Paso, TX. Looking forward to a productive year (and even more looking forward to the Miami Convention)."

### Richard Yuen Graduate Advocate

"I will be serving as the Graduate Advocate for the upcoming year. I am pursuing my PhD in clinical psychology at Southern Illinois University-Carbondale. My research interests focus on racial/ethnic topics, as well as sexual orientation issues. As the Graduate Advocate, I look forward to receiving all the excellent submissions for the Student Grant Program and the Student Research Competition. With the great increase in the number of submission this past year, this year's competitions will surely prove to be outstanding. I encourage each and every one of you to submit for either or both awards!"

### Danny Oppenheimer Undergraduate Advocate

"I'll be entering my senior year at Rice University this fall. As Undergraduate Advocate, my goal is to increase the number and visibility of undergraduates involved in APS. I strongly feel that undergraduates have a great deal to contribute to the health of our discipline, and will do my utmost to promote undergraduate participation in psychological science. I would like any undergraduates who have even a slight interest in becoming active to contact me, and ask faculty members to encourage their undergraduate advisees to consider the benefits of joining APS. I look forward to serving as Undergraduate Advocate and working with the Caucus."

### Ricardo M. Marte Communications Director

"I will be entering my fourth year at the Interdisciplinary PhD Program in Social Psychology at the University of Nevada-Reno. I am also a research assistant at the Department of Human Development and Family Studies. My major area of interest is teen violence and socialization. Nevertheless, I am currently pursuing publications in the areas of social movements and organizational behavior in the context of discrimination. I [honestly!] enjoy doing research and, having been a New York City school teacher, I also find teaching to be quite fulfilling. I hope to obtain an academic position where I am able to do both. For now, I find relish in the notion that in two years I will have my PhD and will be living in a completely new place, filled with new experiences!"

### Gopakumar Venugopalan Travel Award/Volunteer Coordinator

"I am a graduate student in the Department of Educational Psychology, where I am a Research and Teaching Assistant. I have also served as the Editorial Assistant to the Editor of *Review of Research in Education*, Vol. 24, 1999. I have a Master's degree in Mass Communication from the University of Georgia. My areas of interest include the brain and learning, problem solving, and biofunctional cognition. I am also interested in research



The 1999-2000 APSSC Executive Council: (from l to r) Dan Richard, Ricardo M. Marte, Kimberley K. Bennett, Gopakumar Venugopalan, Michael Inzlicht, Kimberly MacLin, and Richard Yuen. Missing from the photo is Danny Oppenheimer.

methods, and am working toward a degree in applied statistics as well. I am the treasurer of the Educational Psychology Student Association and a committee member of the Graduate Student Association's Research and Travel Committee."

### Kimberley K. Bennett Notebook Editor

"I will be serving as the Editor of *The Student Notebook* for the upcoming year. I just completed my third year of graduate work at the University of Nevada-Reno in the Interdisciplinary PhD Program in social psychology. I am currently researching how explanatory style, a person's characteristic manner of explaining negative events involving themselves, influences physical health via its effect on depression. Over the past year, I served as the APSSC Mentorship Committee Chairperson, as well as a Co-Chairperson of the University of Nevada-Reno Social Psychology Club, an APSSC-recognized local chapter. As the *Notebook* Editor, I will focus on publishing timely and relevant articles to meet the needs of our student affiliates. The *Notebook* will be a one-stop information source for APSSC-sponsored competitions/awards (e.g., Student Research Grant Program, Student Research Competition). I am continually in search of interesting psychology-related web sites for our "Hot Site" monthly feature, as well as article ideas on topics relevant to student affiliates' academic and profession development. If you would like to make any "Hot Site" recommendations, or submit an article for review, please contact me at the address

SEE APSSC ON PAGE 37

# 11<sup>th</sup> Annual APS Convention: Student Caucus News

This year's APS convention was an exciting one for the APS Student Caucus (APSSC)! To kick off the convention, the Student Research Competition Award winners were announced at the Opening Ceremony by then APS President Elizabeth Loftus. The APSSC also hosted a special symposium for the Ethnic Minority Concerns Committee Research Prize winners. We had the exciting opportunity to see our fellow student affiliates present their excellent research projects at this symposium. Winners of the Student Grant Program were also announced at this year's APSSC Business Meeting. Congratulations to all our winners, and we look forward to submissions for all these awards next year. The APSSC also elected its 1999-2000 Executive Council. We look forward to seeing you at next year's conference, and serving as your APSSC representatives over the upcoming year.

## Congratulations

### 1999 APSSC Student Grant Program Award Winners

The APSSC provides funding for student research proposals that demonstrate high quality research and show promise for substantively adding to the field of psychology.

#### Undergraduate Winners:

- ◆ Sarah M. Evans, Amherst College; "Intimacy Goals"
- ◆ Christopher Sheehan Smith, Otterbein College; "Psychological Aspects of Taking-Offense"

#### Graduate Winners:

- ◆ Joyce Besheer, The University of Nebraska-Lincoln; "Dopamine D4 Receptor Subtype and Novelty Seeking"
- ◆ Jacob Eisenberg, Colorado State University; "Reward Schemes, Individual-Collectivism, and Motivational Orientation"
- ◆ Bradley D. McAuliff, Florida International University; "Factors Affecting Investigator Bias"
- ◆ Jeanette Renaud, Michigan State University; "Organization of Self-Information"

### 1999 APSSC Ethnic Minority Concerns Committee Prize Winners

- ◆ Amy E. McCabe, University of Oklahoma, "Characteristics of Identical Subtypes Vary as a Function of Target Race"
- ◆ John T. Kulas, Northern Illinois University, "Experimentally Defined Target-Group Members Experience Negative Affirmative Action Outcomes"
- ◆ Janet Un-Mee Choi, Stanford University, "Ethnic Minority Group Children's Attributions About the Cause of Their Cancer"

Each winner was invited to present his/her research at the Ethnic Minority Concerns Symposium at this year's conference in Denver. Thank you to all those who attended and made this such a successful event.

## Chapter of the Year Award

For the second year, the Social Psychology Club from the University of Nevada-Reno has won the APSSC Local Chapter of the Year Award. This chapter was selected based on its impressive level of academic and social activities, as well as its student involvement. During 1998-1999, the Social Psychology Club sponsored several colloquia and developed a statistical workshop series addressing content analysis methodology and a computer-aided demonstration of the structural equation modeling program "Amos." Congratulations to our winners!



APSSC Communications Director Otto MacLin (r) stands with Ricardo M. Marte (l) and Kymberley K. Bennett who accepted the Chapter of the Year Award for the University of Nevada-Reno.

### APSSC Officers ♦ 1999-2000

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

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## TIPS FROM PAGE 13

ments to meet a single student's needs, especially if there is a chance that other students could be disadvantaged by the accommodation. What if a student cannot find child care on a particular day and brings the young child to class, or if the grade school holiday calendar does not match with the college calendar? In a recent online debate among teaching psychologists, it was clear that opinions varied from welcoming young children under such emergency conditions and viewing toleration of their presence as honorable, to absolute condemnation of using a classroom as emergency day care on the grounds that the learning atmosphere is usually compromised to the detriment of everyone else in the room, including the bored or fussy child.

We may cautiously conclude that the instructor's attitude about children in the classroom is an important factor. The instructor who is comfortable with the situation will probably also be far more effective in maintaining a good environment for the other students. If one chooses to allow children in the classroom on occasion, we advise coming to a clear understanding with the parent that should the child be unable to remain quiet and relatively unobtrusive, both must leave.

**Teaching Tip: Do not make capricious decisions; consult with your colleagues, and look for creative win-win solutions for contemporary problems.**

**Teaching Tip: Weighing the needs of the individual AND the needs of the group often results in fairness. Be flexible.**

The final case is similar to the first in that all students are required to engage in a certain activity. This time, however, the activity itself and how it impacts differentially on students is at issue.

#### Case #4. Intrusive Requirements

Sincerely convinced that *body markers* are indicators of good health, Professor Disclose requires a journal for his seminar class in Psychology of Health. For ten days students must record all the food, drink, and drugs they ingest or use, all instances of urination and defecation, any nausea or vomiting, menstrual periods, any sexual activity including erotic or *wet* dreams, and any cold or flu-like symptoms. Disclose says he will collect and evaluate these journals once they are completed. Connie Servative re-

fuses to complete the journal, claiming it would violate her rights of privacy, while Cokey Caine simply plans to fictionalize the entire assignment.

Again, the variety of sensitivities among contemporary students requires us to examine assignments that may be delicate, controversial, or overly intrusive. We have heard of assignments that are of highly questionable pedagogical value and possibly even risky. For example, one instructor required her class to visit night clubs in a dangerous neighborhood and write a paper analyzing observations of the denizens of these establishments. Professor Disclose's assignment is not necessarily useless or dangerous, but the degree of self-revelation is excessive, especially for more modest students or those with something to hide. At the very least, Disclose should have offered an alternative assignment requiring equal effort without censure to those who found this assignment unappealing.

We believe that in almost all circumstances, students should not be required to write about deeply personal materials; the probability of emotional harm or loss of dignity is simply too great. Further, there are things about our students that we simply have no right to know. In those few cases where sensitive revelations are pedagogically justifiable, students should be forewarned and given opportunities to find an alternate class should they choose not to participate.

**Teaching Tip: Think through the nature and potential consequences of course assignments before the course begins and be extremely cautious about assignments requiring students to disclose deeply personal matters.**

#### Conclusion

Gray areas regarding differential treatment of students exist in abundance, yet they often provoke little or no *overt* reaction from students or colleagues, even though the potential for harm can be substantial. In a national survey of psychology educators (Tabachnick, Keith-Spiegel, & Pope, 1991), however, the majority of the respondents believed that bending rules for selected students was unethical despite the fact that two-thirds of the respondents admitted to doing this on at least rare occasion. Students also perceive instructors who do not provide a *level playing field* as highly unethical

(Keith-Spiegel, Tabachnick, B. G. & Allen, M., 1993).

We have no desire to stultify teaching innovations. Nor are we interested in recommending standards as if *one size fits all*. However, the application of underlying principles of fairness, equity, respect for our students' autonomy, and, above all, doing no harm will assist instructors to evaluate the integrity of dealings with specific students.

<sup>1</sup>We invite readers to contact us with suggestions for examples, solutions, or concerns to which we should attend. Please send incidents to the senior editor, Patricia Keith-Spiegel at the Department of Psychological Science, Ball State University, Muncie, IN 47306; email: 00pcspiegel@bsu.edu.

#### Recommended Readings

- Brookfield, S. D. (1990). *The Skillful Teacher*. San Francisco: Jossey Bass. See especially Chapters 2 (Developing a Personal Vision of Teaching) and 12 (Building Trust with Students).
- Costanzo, M., & Handelsman, M. M. (1998). Teaching aspiring professor to be ethical teachers: Doing justice to the case study method. *Teaching of Psychology*, 25, 97-102.
- Grauerholz, E., & Copenhaver, S. (1994). When the personal becomes problematic: The ethics of using experiential teaching methods. *Teaching Sociology*, 22, 319-327.
- Keith-Spiegel, P., Wittig, A., Perkins, D., Balogh, D. W., & Whitley, B. E. (1993). *The Ethics of Teaching: A Casebook*. Muncie, IN: Ball State University, 1993.
- Kitchener, K. S. (1992). Psychologist as teacher and mentor: Affirming ethical values throughout the curriculum. *Professional Psychology*, 23, 190-195.
- Koocher, G. P., & Keith-Spiegel, P. (1998). *Ethics in Psychology* (2nd Ed.). New York: Oxford University Press.
- Tabachnick, B. G., Keith-Spiegel, P. & Pope, K. (1991). Ethics of teaching: Beliefs and behaviors of psychologists as educators. *American Psychologist*, 46, 506-515.

Arno F. Wittig (PhD, Ohio State University, 1964) is Professor of Psychology and Dean of the Honors College at Ball State University. He specializes in sports psychology research, concentrating on gender differences and psychological rehabilitation from injury. He and the other authors are a team, since 1992, studying ethical issues in higher education. All are members of the Psychological Science Department at Ball State University.

**COLUMN FROM PAGE 3**

as a "rump" convention, out of discontent with APA, but it now has outgrown its rebellious origins. Now in its second decade, the APS Convention has come of age. It has a special mission that it has been fulfilled with increasing precision and power.

At the close of this year's convention, I had the pleasure of attending a meeting of next year's Program Committee, chaired by Randy Engle, as the committee began its yearlong process of planning the 2000 APS Convention, to be held in Miami. I came away from that meeting with one more nugget: I have a good idea of what will be in store at next year's convention. It promises to be even better than this year's successful convention. They just keep getting better. You won't want to miss Miami! ♦

**WEB FROM PAGE 19**

that web-based technology can provide a cost-effective alternative to resource-intensive interventions.

The major implications associated with these findings are twofold. First, for researchers and practitioners trying to balance the implementation of effective universal prevention efforts within a more cost-effective framework conducting multiple web-based assessments appears to be a practical alternative. Second, web-based research methods present a breakthrough for the researcher concerned with increasing the cleanliness of data, expediting the data entry/collection process, maxi-

**WADE FROM PAGE 28****Decrease coverage of unsubstantiated or weakly supported findings, even if they are popular.**

For example, Wade suggests eliminating or spending very little time on Gilligan's notion of gender differences in moral reasoning, because such differences have not been well-supported. She also argued for eliminating time-consuming classroom demonstrations of artificial memory mnemonics such as the Method of Loci, because such tricks are of little use in real life and may even impede retention.

**Decrease the level of detail.**

Wade suggests asking yourself, What is basic? What does an educated citizen in the 21<sup>st</sup> Century need to know? And what can be saved for more advanced courses?

**FISKE FROM PAGE 29**

negative cues that undermine trust. There are cultural variations in optimism, but in each case trusting benefits the group. According to Fiske, trusting helps explain some attribution theory, relationships, close relationships, altruism, and joining groups.

So why did Fiske only pick five themes to teach social psychology? These five are easy to remember (they form the acronym BUCKET), they are manageable, and flexible. In teaching from them, Fiske says that not all five motives apply to every single topic you teach, and not every theme comes up in every chapter in her textbook. Fiske's goal in using these themes to teach social psychology is to create a patchwork, a patchwork that tells a story with meaning. ♦

mizing ease of the procedures associated with data management, and minimizing research costs, both financial and practical.

"Determining whether the results from this study generalize to other populations and other behaviors would be a valuable focus for prevention and treatment researchers," says Miller. Furthermore, according to Miller, "web-based assessment is highly advantageous to the researcher studying populations with access to the Internet, yet the web can be utilized as a data entry module as well, creating a single data repository and thus eliminating the need to designate a single computer as the only data entry machine. This is particu-

For example, how much detail about neural transmission is necessary for introductory students to know, when there are so many biological concepts to cover?

**Put less emphasis on the latest findings unless they are truly important.**

Wade, who has written three introductory textbooks with her colleague Carol Tavris, notes that authors are under pressure to include lots of recent citations. Some new theories and findings warrant inclusion because they challenge traditional thinking. However, others merely elaborate on previous knowledge. Or they are too sophisticated for introductory students, who need to master basic concepts before they can put newer material into perspective.

**Decrease coverage of non-scientific theories and ideas in psychology.**

Most teachers hope to convince their

**APSSC FROM PAGE 34**

noted in the *Notebook*. I look forward to serving as the *Notebook* Editor for the upcoming year!

**Michael Inzlicht**

*Advocate for Research on Socially and Economically Underrepresented Populations (RSE-UP)*

"I am the Advocate for Research on Socially and Economically Underrepresented Populations (RSE-UP). I was born and raised in Montreal, Quebec. I am entering my third year of graduate study at Brown University, where I study the effects of negative stereotypes on the populations targeted by these stereotypes. As the RSE-UP Advocate I would like to promote research on underrepresented groups, and increase awareness of the opportunities available to those who conduct such research." ♦

larly beneficial for the multi-site trials and may, in fact, allow us to expand our horizons and engage in more multi-site research without concern for additional complexities traditionally associated with that kind of research.

"Incorporating web technology into your research is not a trivial task and do not underestimate the potential obstacles," says Miller. However help is out there. Miller, for example, has teamed up with technology experts to form DatStat.com (<http://www.datstat.com>) or call 1(888) DATSTAT—an academically oriented web-based research consulting and service provider. ♦

students that psychology is a science and that empirical methods are its core. Yet many spend a great deal of class time on psychoanalytic theories that cannot or have not been verified by research.

Does teaching more by teaching less work? For Wade it has. "I have argued that in the long run, students' retention will be greater, so in that sense, we will be teaching more even though we are covering less. In addition, by teaching less, we will liberate ourselves to teach more about the controversies and issues that make psychology such an exciting—and sometimes infuriating—discipline." She concluded her talk with several examples of issues that lend themselves to in-depth, critical analysis. "The last thing in the world I would ever argue for is a 'dumbing down' of psychology courses. I think what we need instead is a 'smartening up!'" ♦

# *APS Invites Nominations for Fellows*

(Effective 9/98)

## Purpose

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

## Nomination Requirements

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

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

## Review and approval of nominations

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

## Fellowship Nomination

I would like to nominate \_\_\_\_\_

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

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

\_\_\_\_\_ (your signature)

\_\_\_\_\_ (printed name)

\_\_\_\_\_ (address)

\_\_\_\_\_ (telephone, email)



**Mail to:**

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

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# Announcements

## CALL FOR APPLICATIONS

**The American Foundation for Suicide Prevention (AFSP)** has announced new grants available for suicide research designed to encourage and develop the careers of young investigators interested in understanding and preventing suicide. Research Grants for up to \$60,000 over two years will be supplemented by \$5,000 a year to be given to a mentor, when the primary applicant is at the level of Assistant Professor or lower. Senior investigators can apply for the same grant without a mentor and accompanying grant supplement. We have also introduced a Research Grant Award for established investigators at the level of Associate Professor or higher, that will provide funding at the level of \$100,000 over two years. The purpose of this funding is not to supplement existing research but to fund new directions and initiatives in suicide research. Pilot Grants and Postdoctoral Grants are also available. Pilot Grants for up to \$10,000 a year for a maximum of two years are intended to help develop preliminary data for the submission of larger funding requests and to enable investigators to pursue promising leads that emerge from their other investigations. Postdoctoral Research Grants are training grants also designed to enable young investigators to qualify for independent careers in suicide research. Postdoctoral Grants (which provide a \$22,000 stipend—\$24,000 in the second year) are available to applicants who have not completed more than three years of postdoctoral research fellowship support. Contact: 888-333-AFSP.

**The American Philosophical Society** announces its research programs. All information, and forms, for all of the Society's programs can be downloaded from our website, <http://www.amphilsoc.org>. Click on "research grants" on the homepage. Grants are for research only. Eligibility Applicants may be residents of the United States, American citizens on the staff of foreign institutions, or foreign nationals resident abroad, whose research can only be carried out in the United States. Grants are made to individuals; institutions are not eligible to apply. Specific requirements are given under each listing. General Research grant program eligibility Applicants are normally expected to have a doctorate, but applications are accepted from persons whose publications display equivalent scholarly achievement. Grants are rarely made to persons who have held the doctorate for less than one year, and never for pre-doctoral study or research. Scope Proposals may be in all areas of scholarly knowledge except those in which support by government or corporate enterprise is more appropriate. The program does not accept proposals in journalistic writing; for the preparation of textbooks, or teaching aids; or the work of creative and performing artists. Maximum award: \$6000. Deadlines: March 1, October 1, December 1. Decisions are reached in the fourth month after a given deadline. Sabbatical Fellow-

ship for the Humanities and Social Sciences eligibility mid-career faculty of universities and four-year colleges in the United States who have been granted a sabbatical/research year, but for whom financial support from the parent institution is available for only part of the year. Candidates must not have had a financially supported leave during the past three years. Scope: humanities and social sciences award: \$40,000 deadline: November 1; notification in early spring. Contact: tel.: 215-440-3429; Committee on Research, American Philosophical Society, 104 South 5th Street, Philadelphia, PA 19106; email: [eroach@amphilsoc.org](mailto:eroach@amphilsoc.org).

## CALL FOR PAPERS

**The International Academy for Intercultural Research** is inviting submissions for its 2001 conference to be held April 20-22, 2001 in Oxford, Mississippi, USA. Theme: International Perspectives on Race, Ethnicity, and Intercultural Relations. Submission Deadline: October 1, 1999. For submission specifications or inquiries, contact Dan Landis, Center for Applied Research and Evaluation, University of Mississippi, University, MS 38677; [landisd@watervalley.net](mailto:landisd@watervalley.net); [www.watervalley.net/users/academy/default.html](http://www.watervalley.net/users/academy/default.html)

The Departments of Psychology in the Universities in Israel, in conjunction with the Israeli Psychological Association, will be hosting an **International Conference on Psychology** at the University of Haifa, from June 12-14, 2000. The Conference theme is "Psychology After The Year 2000." The Conference will be open to all interested scientists, professionals, and students. The Conference will open with a major address examining the role of the sciences of human behavior in the overall context of the human condition. There will be a plenary address each day, three in all, followed by parallel sessions. The topics for the three plenary addresses are: (a) The changing concept of intelligence; (b) Brain and behavior as a metaphor and a science; and (c) The person: Changing perspectives. Submission of Abstracts is invited for several kinds of presentations: (1) Brief communications (20 minutes), presenting findings of discreet studies. (2) Extended presentations (50 minutes), summarizing research (own and other) in a given area, and pointing to new directions. (3) Symposia, featuring three or more participants in a given area of research. (4) Poster sessions. While there are no pre-designed sessions, the Program Committee will endeavor to group presentations into clusters to create de facto sessions. Language of the Conference: Hebrew and English. Abstracts, in either language, of no more than 300 words, should be submitted electronically, by Word attachment, to the email address listed below, or by hard copy to the mailing address below. Abstracts should be submitted according to the attached guidelines. In a cover letter, please cite your title and affiliation, mailing and email addresses, phone and fax numbers, and the type of presentation

requested. **Deadline for submission of Abstracts: November 15, 1999.** Guidelines for Submission of Abstracts All Abstracts should be camera-ready. They will be reproduced as submitted. 1. Abstracts should be submitted in two copies in either Hebrew or English. An abstract submitted in Hebrew should be accompanied with an accurate English translation, typed according to these guidelines. 2. Abstracts should be typed in black on A4 white paper. 3. Margins: 2.5 cm (1 inch) from left; 2.5 cm from right; 2.5 cm from top; 2.5 cm from bottom. 4. Fonts: Times New Roman (English), David (Hebrew) - 12 point. 5. Title: CAPITAL LETTERS, centered. 6. Author's name: Skip two lines from title, centered. 7. Affiliation: Skip one line from name of Author, italics: Name of institution, city, country (centered). 8. Text: Skip two lines from Affiliation. No indent. A single paragraph. Single space. Left justified for English, right justified for Hebrew. Maximum of 300 words. In no case should an Abstract exceed a single page. Authors will be notified of the receipt of their Abstracts. Notification of acceptance of presentations: February 1, 2000. Contact: email: [conferen@psy.haifa.ac.il](mailto:conferen@psy.haifa.ac.il); Psychology Conference, c/o Comtec, P.O.Box 68, Tel Aviv 61000, Israel.

## JOURNALS

The Haworth Press, Inc., announces that the *Journal of Analytic Social Work* is now retitled *Psychoanalytic Social Work*. This journal provides social work clinicians and clinical educators with highly informative and stimulating articles relevant to the practice of psychoanalytic social work with the individual client. A free copy of *Psychoanalytic Social Work* will be available to anyone who requests a sample on professional letterhead. Please either mail or email your request to: FREE SAMPLE COPY, The Haworth Press, Inc., Sample Copy Department—Box Comp., 10 Alice Street, Binghamton, NY 13904-1580; email: [getinfo@haworthpressinc.com](mailto:getinfo@haworthpressinc.com).

Announcing a special topics issue of *The Journal of General Psychology* devoted to Humor and Laughter. Authors are advised to consult "Instructions to Authors" that appear in each issue. But briefly, manuscripts should adhere to APA format, with everything double-spaced. Author identification notes should appear on a separate page and include a complete mailing address. Authors *The Journal of General Psychology* publishes research reflecting various methodological approaches, in all areas of experimental psychology. Traditional topics as well as more diverse topics such as cognition, memory, language, aging, and substance abuse are appropriate, as are methodological and other theoretical investigations. Preference is given to manuscripts that establish functional relationships or contribute to the development of new theoretical insights or practical applications. Postmark submission deadline is March 1, 2000. Manuscripts should be mailed to: Diana Mahony, Department of Psychology, BYU-Hawaii, 55-220 Kulanui Street, Laie, Hawaii 96762.

# Meeting Calendar

## August

### International Coalition Against Sexual Harassment (formerly SASH)

Chicago, Illinois  
August 7-8, 1999  
Contact: James Gruber, email: jegruber@umd.umich.edu; Susan Fineran, email: sfineran@bu.edu

### The 9th Annual Meeting of the Society for Text and Discourse

Vancouver, British Columbia  
August 15-17, 1999  
Contact: Dani McKinney, Department of Psychology, 1202 W. Johnson St., Madison, WI 53706; tel.: 608-262-6989; fax: 608-262-4029; email: textdis@macc.wisc.edu

### The 57th Annual Convention of the International Council of Psychologists

Salem, Massachusetts  
August 15-19, 1999  
Contact: Joan C. Chrisler, Department of Psychology, Connecticut College, New London, CT 06320; tel: 860-439-2336; fax: 860-439-5300; email: jcchr@conncoll.edu

### The 21st Annual Meeting of the Cognitive Science Society

Vancouver, British Columbia  
August 19-21, 1999  
Contact: <http://www.sfu.ca/cogsci99>

### 5th European Conference on Psychological Assessment

Patras, Greece  
August 25-29, 1999  
Contact: Demetrios S. Alexopoulos, tel.: 30-61-997737 or 30-61-997740; fax: 30-61-997740 or 30-61-997772; email: dalexopl@patras.gr

## September

### Fifth International Summer School on Behavioral Neurogenetics

Bordeaux, France  
September 12-17, 1999  
Contact: [gstress@bordeaux.inserm.fr](mailto:gstress@bordeaux.inserm.fr)

### The Parahippocampal Region: Basic Science and Clinical Implications

Baltimore, Maryland  
September 23-26, 1999  
Contact: tel.: 212.838.0230 ext 324; email: [conference@nyas.org](mailto:conference@nyas.org); <http://www.nyas.org>

### Human Factors and Ergonomics Society

Houston, Texas  
September 27-October 1, 1999  
Contact: <http://www.hfes.org>

### The Alliance for Children and Families

Orlando, Florida  
September 29-October 2, 1999  
Contact: tel.: 414-359-1040; 800-221-3726; fax: 414-359-1074; <http://www.alliance1.org/>

## October

### The National Depressive and Manic-Depressive Association (National DMDA) Annual Conference

Houston, Texas  
October 1-3, 1999  
Contact: 800-826-3632

### 46th Annual Meeting of the American Academy of Child and Adolescent Psychiatry

Chicago, Illinois  
October 19-24, 1999  
Contact: <http://www.aacap.org>

### The American College of Counselors Annual Symposium

Chicago, Illinois  
October 21-24, 1999  
Contact: email: [RHotes@aol.com](mailto:RHotes@aol.com); <http://www.angelfire.com/il/AmericanCollege/index.html>; tel: 217-698-7668;

## November

### The Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)

Washington, DC  
November 4-6, 1999  
Contact: [www.arnova.org](http://www.arnova.org); tel.: 317-684-2120

### The Association for Moral Education

Minneapolis, Minnesota  
November 18-20, 1999  
Contact: Darcia Narvaez, email: [narvaez@tc.umn.edu](mailto:narvaez@tc.umn.edu); <http://134.84.183.101/ame/>

## December

### Freud at the Threshold of the 21st Century

Jerusalem, Israel  
December 13-16, 1999  
Contact: Aryeh Lewis, POB 574, Jerusalem, Israel; tel.: 972-2-

6520574; fax: 972-2-6520558; email: [isas@netvision.net.il](mailto:isas@netvision.net.il)

## January 2000

### The 22nd Annual National Institute on the Teaching of Psychology

Saint Petersburg, Florida  
January 2-5, 2000  
Contact: Joanne Fetzner; tel.: 217-398-6969; email: [jfetzner@spsych.uiuc.edu](mailto:jfetzner@spsych.uiuc.edu)

### Medicine Meets Virtual Reality 2000

Newport Beach, California  
January 27-30, 2000  
Contact: tel.: 860-447-9767; fax: 860-444-0362; email: [westwood@uconnect.net](mailto:westwood@uconnect.net); <http://www.amainc.com>

## March 2000

### 10th Annual Rotman Research Institute Conference

Toronto, Ontario  
March 20-24, 2000  
Contact: tel.: 416-785-2500 ext. 3550; fax: 416-785-2862; email: [conference@rotman-baycrest.on.ca](mailto:conference@rotman-baycrest.on.ca); <http://www.rotman-baycrest.on.ca/conf.htm>

## April 2000

### The 2000 SIOP Annual Conference

New Orleans, Louisiana  
April 14-16, 2000  
Contact: SIOP, PO Box 87, Bowling Green, OH 43402-0087; email: [Lhakil@siop.bgsu.edu](mailto:Lhakil@siop.bgsu.edu)

## June 2000

### American Psychological Society

Miami, Florida  
June 8-11, 2000  
Contact: Erika Davis, email: [edavis@aps.washington.dc.us](mailto:edavis@aps.washington.dc.us); <http://www.psychologicalscience.org>; tel.: 202-783-2077; fax: 202-783-2083

### Head Start's Fifth National Research Conference

Washington, DC  
June 28-July 1, 2000  
Contact: Faith Lamb-Parker, email: [flp1@columbia.edu](mailto:flp1@columbia.edu); <http://www.acf.dhhs.gov/programs/hsb> or <http://cpmnet.columbia.edu/dept/sph/popfam.headstartconf.html>

Announce your meeting in the *APS Observer*. Email the information to Kristen Bourke at [kbourke@aps.washington.dc.us](mailto:kbourke@aps.washington.dc.us).

# American Psychological Society 1999 Member Application

(The membership dues below are *only* valid through 8/31/99.)

Check one:

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



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Last

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Mailing Address \_\_\_\_\_

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 Office (include extension) \_\_\_\_\_ Home \_\_\_\_\_ Fax \_\_\_\_\_

Institutional Affiliation \_\_\_\_\_  
 (spell out)

Education \_\_\_\_\_  
 Highest Degree \_\_\_\_\_ Year of Degree \_\_\_\_\_ Institution (spell out) \_\_\_\_\_

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

Specialty Area \_\_\_\_\_ Email Address \_\_\_\_\_

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| <input type="checkbox"/> Postdoc or First-year PhD                     | <del>\$74</del>  | \$37    |
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**NOTE:** Those who take advantage of the special discounted membership rates will not receive back issues of the 1999 journals.  
 If you do wish to receive back issues of the 1999 journals, please contact the APS Membership Department at 202-783-2077.



# OBSERVER

Published by the American Psychological Society

Employment Bulletin ♦ July / August 1999

## ALABAMA

**AUBURN UNIVERSITY** An unanticipated departure by a faculty member has led to the availability of a visiting faculty position at the assistant professor level for the 1999-2000 academic year. Ph.D. preferred at the time of appointment. Individuals who do not have a Ph.D. will be hired at the rank of instructor. Upon completion of Ph.D., promotion to assistant professor will occur. The visitor is needed to teach from among the following: Sensation and Perception, Applied Behavior Analysis, Behavioral Neuroscience, Cognitive Psychology, Research Methods, Statistics, and Health Psychology at the undergraduate level. At the graduate level, there are opportunities to teach from among: Applied Behavior Analysis, Health Psychology, Learning and Conditioning, Cognitive Psychology, and topical graduate seminars in areas of expertise. Start date is as early as September 16, 1999. Review of applications will begin on July 15, 1999 and will continue until a candidate is recommended for appointment. There is a possibility of extension for an additional year. Send C.V., letter of application covering teaching and research interests, three letters of reference, and representative reprints/preprints to Virginia E. O'Leary, Chair, Department of Psychology, 226 Thach Hall, Auburn University, Alabama 36849-5214. *Auburn University is an Equal Opportunity/Affirmative Action Employer and we strongly encourage women and minority applicants. AL1*

## CALIFORNIA

Postdoctoral Program in Drug Abuse Treatment and Services Research Funded by the National Institute on Drug Abuse: The Department of Psychiatry, **UNIVERSITY OF CALIFORNIA, SAN FRANCISCO (UCSF)**, announces an opening for a two year postdoctoral fellowship on outcome and process research in one of two areas: (1) nicotine dependence treatment; (2) treatment of dually diagnosed drug abusers. Sharon Hall, Ph.D., will serve as faculty preceptor. The fellow will design, implement, and complete ongoing

and new studies in these areas. The two-year position carries the possibility of a third year, based on funding. Training in this NIDA-funded postdoctoral program includes a core seminar, lecture series on drug abuse and dependency and treatments, advanced statistics and methodology, and offers workshops/seminars in grant application and manuscript preparation. The position is under the auspices of the Department of Psychiatry, and will begin as soon as an appropriate candidate is identified. Application deadline is open until filled. Call Marcy Louie, Administrator, at (415) 476-7675 for application information and fax a C.V., short research statement, and 2 letters of recommendation to her attention at (415) 476-7734. Send originals to Postdoctoral Program in Drug Abuse Treatment and Services Research, UCSF Box 0984, Treatment Research Center, 401 Parnassus Ave., Rm. LPPI A-234, San Francisco, CA 94143-0984. Professors Sharon Hall, Ph.D., Barbara Havassy, Ph.D., and James Sorensen, Ph.D. are program codirectors. *A priority of the department is the training of women and minorities for academic research careers. UCSF is an Equal Opportunity/Affirmative Action Employer. CA2*

## CONNECTICUT

**UNITED STATES COAST GUARD Research & Development Center. Groton, CT. Research Psychologist GS-0180-13** Looking to hire experienced researchers with a background in Human Factors or Experimental Psychology to work in one of two areas. One area requires expertise in the area of learning and training research, and the application of that knowledge to the development of training technologies and competency assessment procedures. The second area requires a broad background in human factors research, preferably with experience in one or more of the following areas: individual and team performance; organizational design; task analysis and design of procedures; or evaluation of crew size. Applicants must have an undergraduate degree in Experimental Psychology, Human Factors, or related research discipline; a



University of California San Francisco

University of California  
San Francisco  
Department of Psychiatry -  
Langley Porter Psychiatric Institute

## Child Research Psychologist

**University of California, San Francisco:** The Department of Psychiatry invites applications for an Assistant or Associate Professor in Residence position to begin on or after January 1, 2000. The position will be based at Langley Porter Psychiatric Institute, in the Division of Child and Adolescent Psychiatry. We seek a researcher with clinical and clinical research expertise in severe mental disorders in children or adolescents to develop a clinical research program focused on children from our very ethnically diverse urban environment. We prefer a demonstrated track record in research focused on either Attention-Deficit/Hyperactivity Disorder (ADHD) or childhood-onset affective disorders as documented by research grants and publications in peer-reviewed journals. Requirements include a Ph.D. in Clinical Psychology from an APA-accredited program, or equivalent, a California psychology license or license eligibility, demonstrated skills for working in a multidisciplinary setting, and relevant teaching skills and experience. The person chosen will become a research mentor in the Clinical Psychology Training Program. **Applications for the position must be received by October 1, 1999**, and are to include a curriculum vitae, selected reprints, and a short letter describing the applicant's research program, sent to: Ricardo F. Muñoz, Ph.D., Search Committee Chair, c/o David Bell, Program Administrator, 401 Parnassus Avenue, Box CAS-0984, San Francisco, CA 94143-0984. Candidates must also arrange to have at least three letters of recommendation sent to the same address. *The University of California is an Equal Opportunity Employer committed to excellence through diversity.*

CA1

graduate degree in these fields is preferred. In addition, applicants must have at least 1 full year of experience supervising and managing human factors research. Government contract management experience is desirable. U.S. citizen-

**See Subject Index and  
the index instructions  
on page 52.**

ship is required. Salary: \$59K to \$76K. For further information visit: <http://www.uscg.mil/hq/cgpc/cpm/jobs/vacancy.htm>. Look for Announcement Number: 99-349-2SA. *The U.S. Coast Guard is an Affirmative Action, Equal Opportunity Employer. CT1*

Psych. Dept. at UCONN seeks Ph.D. to serve as Research Associate I on an NIMH-funded research project headed by Jeffrey Fisher. Successful candidates should have a Ph.D. (preferably in Social, Health, or Clinical Psychology), and experience with laboratory and survey research design and analysis. Expertise regarding HIV risk reduction interventions is expected. High level statistical abilities including SEM are desirable. Primary responsibilities include assistance in the implementation and evaluation of a large-scale clinician-delivered HIV risk reduction intervention among HIV+ patients. Other duties include interaction with HIV clinic staff, data collection, data analysis, writing of journal articles and grant proposals, and conducting both basic and applied research related to health behavior change (e.g., adherence to HIV medication). Please send cover letter, C.V., and 3 letters of recommendation to Jeffrey Fisher, University of Connecticut, Department of Psychology, U-20, Storrs, CT, 06269-1020. For further information, contact Dr. Fisher at (860) 486-4940 or Dr. Monica Ruiz at (860) 486-4645. The University of Connecticut encourages minorities, women, and people with disabilities to apply for this position. Search #99A307. CT2

## FLORIDA

**Assistant Professor, Child Division.** The UNIVERSITY OF MIAMI Department of Psychology invites applications for a tenure-track assistant professor position in child psychology for the fall of 2000. We are seeking a person with an interest in community-based approaches to children's issues, especially those of minorities. The Child Division includes child clinical, pediatric health clinical and applied developmental graduate tracks. The Department of Psychology has 40 full-time faculty and is located on the University's suburban Coral Gables campus. Opportunities are available for research with varied ethnic populations, and there are excellent opportunities for interdisciplinary research. Responsibilities of this full-time position include research, undergraduate and graduate teaching, as well as serving on thesis, dissertation and other departmental committees. Require-

ments include a Ph.D. in Psychology and a track record in research publication. Applicants can obtain additional information from [www.psy.miami.edu](http://www.psy.miami.edu). Applications will be reviewed until the position is filled. Applicants should submit a curriculum vita, reprints or preprints, a statement of current research and teaching interests and four letters of reference to: Child Faculty Search Committee, Department of Psychology, University of Miami, P.O. Box 248185, Coral Gables, FL 33124. *Minorities and women are encouraged to apply. The University of Miami is an Affirmative Action/Equal Opportunity Employer. FL1*

**Health Psychology/Psyco-Oncology.** The UNIVERSITY OF MIAMI Department of Psychology, in collaboration with the Sylvester Comprehensive Cancer Center, invites applications for a mid-level tenure-track faculty position with a projected start date of January or August, 2000. We are especially interested in a person with an interest in community-based approaches to cancer control, who has a track record of securing extramural funding, and who has interests in collaborating with an interdisciplinary team of behavioral and biomedical researchers. The successful candidate will join a faculty with a broad range of interests in clinical, health, personality, social, and developmental psychology and neuroscience. Long-standing research collaborations between the faculty of the Medical School and Department of Psychology offer excellent opportunities for interdisciplinary research. The University of Miami is a private, independent research university with over 13,000 undergraduate and graduate students. The Department of Psychology has 40 full-time faculty and is located on the University's suburban Coral Gables campus, with additional facilities located on the Medical School campus. Opportunities are available for research with varied ethnic, adult, and elderly populations. This full-time position includes undergraduate and graduate teaching responsibilities, research and clinical supervision, as well as serving on thesis, dissertation and other departmental committees. The position will have a primary appointment in the Department of Psychology, Health Psychology Division, as well as an appointment at the Sylvester Comprehensive Cancer Center. Requirements include a Ph.D. in Psychology and a track record in research, publication, and external research funding. Applications will be reviewed until the position is filled. All applicants should submit a curriculum vita,

representative reprints or preprints, a statement of current research and teaching interests and future directions, and four letters of reference to: Health Faculty Search Committee, Department of Psychology, University of Miami, P.O. Box 248185, Coral Gables, FL 33124. *Minorities and women are encouraged to apply. The University of Miami is an Affirmative Action/Equal Opportunity Employer. FL2*

**Assistant Professor, Adult Clinical Psychology.** The UNIVERSITY OF MIAMI Department of Psychology seeks a graduate of an APA-approved training program in clinical psychology for a full-time tenure-track Assistant Professorship starting in the fall of 2000. We are especially interested in candidates with a strong background in personality-social and/or anxiety disorders, as well as clinical psychology. The successful candidate will join a young faculty group with a broad range of interests in clinical, health, personality-social psychology, and neuroscience. Long-standing collaborations between the faculty of the School of Medicine and Department of Psychology offer excellent opportunities for interdisciplinary research. The Department of Psychology has 40 full-time faculty and is located on the University's suburban Coral Gables campus. More information can be found at [www.psy.miami.edu](http://www.psy.miami.edu) <<http://www.psy.miami.edu>>. In addition to an independent research program, responsibilities include undergraduate and graduate teaching, research and clinical supervision, and service on thesis, dissertation and other departmental committees. Requirements include a Ph.D. in Psychology and a track record in research publication. Applications will be reviewed until the position is filled. Applicants should submit a curriculum vitae, reprints or preprints, a statement of current research and teaching interests, and four letters of reference to: Adult Faculty Search Committee, Department of Psychology, University of Miami, P.O. Box 248185, Coral Gables, FL 33124. *Minorities and women are encouraged to apply. The University of Miami is an Affirmative Action/Equal Opportunity Employer. FL3*

## KENTUCKY

**BELLARMINE COLLEGE** in Louisville, Kentucky. Department of Psychology/Sociology invites applications for a tenure-track position at the level of assistant or associate professor in ORGANIZATIONAL BEHAVIOR or related specialty in Social or I/O Psychology starting January, 2000 or Au-

gust 2000. Candidates must have a Ph.D. in psychology, anthropology or sociology. Attractive candidates will have an MA in one of the other areas, teaching experience at the undergraduate level, fieldwork experience in business and/or other organizational settings and the ability to respond adaptively and flexibly to challenging opportunities. GIS expertise a plus. Responsibilities include a twelve hour load per semester, classes include organizational behavior and leadership, an introductory Human Resource class, developing and supervising undergraduate internships in Human Resources and developing our Human Resource emphasis program. Other possible classes include social psychology, human sexuality, group dynamics, introductory courses in anthropology, psychology, or sociology. Other responsibilities include providing career and developmental advising to undergraduates and contributing to the College's general education program. Applicants are urged to apply before September 1, 1999. *Bellarmino College is an Affirmative Action/Equal Opportunity Employer.* Send letter of interest and vita as well as a copy of your transcript of graduate coursework and names of 3 references to: OB Search Committee, Department of Psychology / Sociology, Bellarmine College, Louisville, KY 40205. KY1

## MARYLAND

**Postdoctoral Research Fellowships SUBSTANCE ABUSE BEHAVIORAL PHARMACOLOGY RESEARCH AT JOHNS HOPKINS** Postdoctoral human research fellowships in a stimulating and productive environment with excellent resources. Prepares for a career as independent investigator. **HUMAN LABORATORY STUDIES**—behavioral and clinical pharmacology of abused drugs (abuse liability testing, drug discrimination, drug self-administration, physical dependence) and anti-drug-abuse medications development. Opioids, cocaine, anxiolytics, caffeine, nicotine. **CLINICAL TRIALS OF SUBSTANCE ABUSE TREATMENTS**—controlled evaluations of pharmacotherapies and behavior therapies (esp. incentive-based therapies), and their interactions. Opioid, cocaine, mixed/other dependence. Start Date: Flexible; some immediately. Eligibility: U.S. citizens or permanent residents. Minorities encouraged. Appropriate for experimental, physiologic, biopsych, neuroscience, clinical Stipends: USPHS/NIH stipend levels \$26-41K. Contact: George E. Bigelow, Ph.D., Roland Griffiths,



**National Institutes  
of Health**  
Division of Cancer  
Control & Population  
Sciences (DCCPS)  
Behavioral Research  
Program (BRP)

MD2

### **Branch Chief Tobacco Control Research Branch**

**T**he newly formed Tobacco Control Research Branch (TCRB) of the BRP, DCCPS invites applications for the position of Branch Chief (Supervisory Interdisciplinary position at the GS-15 level). The vision of the TCRB is to plan, develop, coordinate and administer a national program of tobacco control research that vigorously pursues existing and emerging research opportunities and identifies gaps in basic and applied research in behavior and biology related to tobacco use. Special emphasis will be placed on advancing the behavioral science of tobacco use in order to inform the development of effective public health programs and policies. The incumbent will provide leadership in bringing together behavioral, social, and biomedical scientists to facilitate progress in tobacco control research and its application to public health programs.

Qualifications include an M.D. or Ph.D. in behavioral science, public health, or other related field; or have equivalent training. All applicants must possess an outstanding authoritative knowledge of behavioral and public health research related to tobacco control. GS-15 positions have a salary range from \$80,658 to \$104,851 per annum, including special salary for Medical Officers and locality pay. Physicians may be eligible for a Physician's Comparability Allowance (PCA) of between \$5,000 to \$20,000 a year.

Applications accepted from 7/1/99 to 8/16/99. Announcement Number: NCI-99-2156. The full text vacancy announcement is available via the World Wide Web at: <http://www.careerhere.nih.gov> or <http://www.usajobs.opm.gov>. To obtain information on how to apply, please call (301) 402-2789. To obtain a fax of this information, please call (301) 594-2953 or 1-800-728-5627 and enter fax ID# 1930. For general information regarding this position, contact Joan Becker at [jb386x@nih.gov](mailto:jb386x@nih.gov); for specific, scientific information, contact Robert Croyle, Ph.D., Associate Director for Behavioral Research, DCCPS at (301) 435-6816 or E-Mail: [bc136e@nih.gov](mailto:bc136e@nih.gov).

Selection for this position will be based solely on merit, with no discrimination for non-merit reasons such as race, color, gender, national origin, age, religion, sexual orientation or physical or mental disability.

**NIH IS AN EQUAL OPPORTUNITY EMPLOYER**



**National Institutes  
of Health**  
Division of Cancer  
Control & Population  
Sciences (DCCPS)  
Behavioral Research  
Program (BRP)

MD3

### **Branch Chief Applied Cancer Screening Research Branch**

**T**he newly formed Applied Cancer Screening Research Branch (ACSRB) of the BRP, DCCPS invites applications for the position of Branch Chief (Supervisory Interdisciplinary position at the GS-15 level). The vision of the ACSR is to plan, develop, coordinate and administer a national program that supports cancer screening research that could dramatically alter the burden of cancer among the next generation of Americans. Research in the behavioral and social sciences furthers understanding of determinants and processes underlying utilization of screening methods of direct relevance to cancer control (e.g. mammography, sigmoidoscopy, pap smear). Special emphasis will be given to collaborative multidisciplinary research programs on issues related to screening-related health behavior. These research programs include studies designed to test interventions to increase adherence to accepted cancer screening guidelines. The incumbent will provide leadership for bringing together and encouraging behavioral and public health scientists to collaborate in cancer control research efforts of the Branch.

Qualifications include an M.D. or Ph.D. in behavioral science, public health, or other related field; or have equivalent training. All applicants must possess an outstanding authoritative knowledge of behavioral and public health research related to cancer screening. GS-15 positions have a salary range from \$80,658 to \$104,851 per annum, including special salary for Medical Officers and locality pay. Physicians may be eligible for a Physician's Comparability Allowance (PCA) of between \$5,000 to \$20,000 a year.

Applications accepted from 7/1/99 to 8/16/99. Announcement Number: NCI-99-2150. The full text vacancy announcement and application instructions are available via the World Wide Web at: <http://www.careerhere.nih.gov> or <http://www.usajobs.opm.gov>. To obtain information on how to apply, please call (301) 402-2789. To obtain a fax of this information, please call (301) 594-2953 or 1-800-728-5627 and enter fax ID# 1929. For general information regarding this position, contact Joan Becker at [jb386x@nih.gov](mailto:jb386x@nih.gov); for specific, scientific information, contact Robert Croyle, Ph.D., Associate Director for Behavioral Research, DCCPS at (301) 435-6816 or E-Mail: [bc136e@nih.gov](mailto:bc136e@nih.gov).

Selection for this position will be based solely on merit, with no discrimination for non-merit reasons such as race, color, gender, national origin, age, religion, sexual orientation or physical or mental disability.

**NIH IS AN EQUAL OPPORTUNITY EMPLOYER**

Ph.D. or Maxine L. Stitzer, Ph.D.; BPRU, Behavioral Biology Research Center; 5510 Nathan Shock Drive; Johns Hopkins Bayview Campus; Baltimore, Maryland 21224-6823. (410) 550-0035; bigelow@jhmi.edu. **MD1**

#### MASSACHUSETTS

**Director, Quantitative Resource Center HAMPSHIRE COLLEGE**, an innovative, interdisciplinary liberal arts college in Amherst, Massachusetts seeks a statistician/mathematician with primary competence and experience in data analysis to develop a new Quantitative Resource Center. In consultation with faculty, many Hampshire students complete independent projects requiring a demonstration of competency in quantitative reasoning. In addition to teaching responsibilities, the successful candidate will train and supervise student tutors, design and lead workshops and help undergraduates with individual research projects in a variety of disciplines (natural and cognitive sciences, social sciences, education, etc.). Familiarity with a range of statistical software packages (e.g., Statview, SPSS) on both Macintosh and IBM-based operating systems is highly recommended. M.A./M.S. in relevant field required. Candidate should have experience in a supervisory capacity and two or more years consulting experience. Resume review begins July 21, 1999 and continues until position is filled. Send vita with cover letter and the names/addresses/phone numbers of three references to: Steven Weisler, Director, Cognitive Science, Hampshire College, Amherst, Massachusetts 01002. *Affirmative Action/Equal Opportunity Employer*. visit out website: www.hampshire.edu. **MA1**

**BRANDEIS UNIVERSITY** seeks candidates for a tenure-track Assistant Professor position in the Department of Psychology. We seek to fill this position in the Social and Developmental Psychology program with a candidate who holds a PhD and has research interests in the areas of social aging, life-span development or health psychology, and who is interested in participating in a pre- and post-doctoral training program in Cognitive Aging in a Social Context. Candidates should provide evidence of excellence in research and teaching and a strong commitment to both graduate and undergraduate education. Willingness to teach undergraduate courses in social psychology and statistics or research methods is desirable. Applicants should submit their vitae, copies of relevant papers, evi-

dence of teaching excellence, and arrange to have three letters of reference sent by October 15, 1999 to the Search Committee, Department of Psychology, MS 062, Brandeis University, Waltham, MA 02454-9110. *Applications from minorities and women are encouraged. Brandeis University is an Affirmative Action/Equal Opportunity Employer.* **MA2**

**THE PSYCHOLOGY DEPARTMENT AT AMHERST COLLEGE** has a tenure-track opening at the assistant professor level beginning July 1, 2000. Responsibilities will include teaching two courses per semester, directing senior research projects, and developing an active research program. The successful applicant should have competencies to teach introductory psychology, statistics, cognitive psychology, and intermediate level courses and advanced seminars in their area of expertise broadly related to cognition (e.g., memory, social cognition, cognitive neuroscience). The Psychology Department has excellent laboratory, classroom, and office facilities. Amherst College is a private coeducational liberal arts college with approximately 1600 students and 165 faculty. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and with the University of Massachusetts in the Five-College Consortium. Candidates should submit CV, sample preprints/reprints, and 3 letters of reference to: Cognitive Search Committee, Department of Psychology, Amherst College, Amherst, MA 01002. For full consideration submit by October 15, 1999. *Amherst College is an Equal Opportunity/Affirmative Action Employer, and encourages women and minorities to apply. The administration, faculty, and student body are committed to attracting talented candidates from groups presently under-represented on campus.* **MA3**

**AMHERST COLLEGE:** The Department of Psychology invites applications for a two-year **Mellon Fellowship** in Social Psychology beginning July 1, 2000. This is one of four college-wide fellowships made possible by a grant from the Andrew W. Mellon Foundation to support exceptionally promising young scholar-teachers in developing their teaching and research. Teaching load is one course each semester, consisting of one basic service course (e.g., Introductory or Statistics) and one in the social area (e.g., Social or Social Cognition), as well as supervision of se-

## PROJECT DIRECTOR

The Research & Development Department at PAR is continuing to expand to meet excellent customer response to a rapidly growing product base. This expansion includes the addition of a Project Director position. The successful applicant will be a dynamic, entrepreneurial Psychologist and will have the following qualifications: a PhD degree in clinical psychology, neuropsychology, I/O psychology, or a closely related field; a minimum of 2 years post-doctorate work experience; an excellent work ethic; experience and interest in applied test development; very strong writing and editing skills; and meticulous attention to detail.

PAR is a major psychological test developer/publisher located in the Tampa, Florida vicinity. The 20-year-old company has experienced consistent growth since its inception and is seeking additional expansion of existing areas, as well as establishing new test development markets.

Specifically, Project Directors review submitted proposals and work with authors of accepted projects to ensure their reliability, validity, quality, and utility. Project Directors coordinate a multidisciplinary development team, guide product design, develop assessment items and forms in accordance with APA and PAR standards, direct ongoing test development projects, prepare and edit test manuals for publication, and provide input on software design and testing. Established skills in tests and measurement, statistics, writing, and editing are a necessity. Experience in project management is a plus.

PAR offers a highly competitive salary, excellent benefits, generous relocation package, and an attractive working/residential setting in the Tampa Bay metropolitan area. To apply, please send or fax your vita to:

Travis White, PhD, Director of Product Development  
Psychological Assessment Resources, Inc.  
16204 N. Florida Avenue  
Lutz, FL 33549  
FAX: (813) 968-4684  
twhite@parinc.com

**FL4**

**For more information, call 813.968.3003.**

nior theses. The Psychology Department has excellent laboratory, classroom, and office facilities; benefits of the fellowship include competitive salary, mentoring of teaching, travel assistance to professional meetings, some research funds, and subsidized college housing. Candidates should have a strong commitment to undergraduate teaching in a liberal arts context and a well-articulated plan for research. The Ph.D. degree must be in hand at time of appointment. Amherst College is a private coeducational liberal arts college with approxi-

mately 1600 students and 165 faculty. Located in the Connecticut River Valley of western Massachusetts, Amherst participates with Hampshire, Mount Holyoke, and Smith Colleges and with the University of Massachusetts in the Five-College Consortium. Candidates should submit CV, sample preprints/reprints, and 3 letters of reference to: Mellon Search Committee, Department of Psychology, Amherst College, Amherst, MA 01002. Submission deadline is December 1, 1999. *Amherst College is an Equal Opportunity/Affir-*

native Action Employer, and encourages women and minorities to apply. The administration, faculty, and student body are committed to attracting talented candidates from groups presently under-represented on campus. MA4

## MICHIGAN

**WAYNE STATE UNIVERSITY** Postdoctoral Fellowship in Pain Research is available immediately for NIH funded research examining the neural and neuropharmacological mechanisms underlying pain and its suppression. Experience with brain stimulation, in vivo microdialysis, or extracellular unit recording is highly desirable. Salary is commensurate with NIH guidelines and experience. Send CV, concise statement of research interests and two letters of recommendation to Dr. George S. Borszcz, Department of Psychology, Wayne State University, 71 W. Warren Ave., Detroit, MI 48202. Fax: 313-577-7636. Email: gborszcz@sun.science.wayne.edu. WSU is an equal opportunity/affirmative action employer. All buildings, structures and vehicles at WSU are smoke-free. Wayne State University - People working together to provide quality service. M11

**SAGINAW VALLEY STATE UNIVERSITY ASSISTANT PROFESSOR OF EDUCATIONAL PSYCHOLOGY** Saginaw Valley State University invites applications for a tenure-track position available Winter or Fall, 2000. Ph.D. preferred or completion by Fall, 1999. The ability to teach courses in General Psychology, Life-Span Development, Child Development and Adolescent Psychology in addition to Educational Psychology will be required. Candidates must have a strong research potential and the interest in involving undergraduate students in their research. Qualitative research techniques, Developmental Psychology and Psychological/Educational Assessment are desirable areas of secondary interest. SVSU offers a competitive salary and excellent benefits. For full consideration, please send letter of application, curriculum vitae, transcripts, and names, addresses, and phone numbers of three references to: Mr. James Wood, Director of Human Resources, ATP/ED, P-(APS), Saginaw Valley State University, 7400 Bay Road, University Center, MI 48710. Visit our homepage at [www.hr.svsu.edu](http://www.hr.svsu.edu). Screening of applicants will begin immediately and continue until the position is filled. SVSU is an equal opportunity/affirmative action employer. M12

**Assistant Professor of Social or Personality Psychology.** The Department of Psychology at MICHIGAN STATE UNIVERSITY seeks applicants for a tenure system position effective 8/16/00. Applicants with specialization within any area of social or personality psychology are encouraged to apply. Although general potential for quality research and teaching will be the primary evaluative criterion, applicants with certain substantive interests are particularly welcome. The latter include interpersonal relations, the self, personality, small group behavior, social cognition, and stereotyping. Minority and women applicants are also strongly encouraged to apply. Application deadline is November 1, 1999. Send vita, three letters of recommendation, and pre/reprints to Professor Norbert Kerr, Department of Psychology, Michigan State University, East Lansing, MI 48824-1117. MSU is an AA/EO employer. M13

**APPLIED COGNITIVE SCIENCE** - The Department of Psychology at MICHIGAN STATE UNIVERSITY seeks outstanding scientists for two tenure system positions at the rank of Assistant Professor effective August 16, 2000, in an applied Cognitive Science Initiative intended to integrate cognitive, industrial-organizational and social approaches to expertise in skilled performance. Candidates should have strong training in cognitive psychology, and a research program that prepares them to interact with faculty and students interested in the applications of cognitive psychology to real-world problems, especially problems with implications for workplace effectiveness. Candidates should be interested in helping to design graduate and undergraduate courses that focus on such applications. Expertise in computational modeling is desirable. One position emphasizes acquisition, organization and deployment of complex knowledge, focusing on acquisition of skill and expertise, structure of knowledge representation long term memory, and/or cognitive task analysis. The other position emphasizes individual differences and/or developmental constraints on knowledge, skill, and expertise, including the impact of cognitive aging. Please send a cover letter discussing research and teaching interests and how they relate to real-world problems, plus a vita, three or more letters of recommendation, and representative papers to: **Thomas Carr, Applied Cognitive Search Committee, Dept. of Psychology, Michigan State University, East Lansing, MI 48824-1117.** Review of applications will begin by No-

ember 12, 1999 and will continue until the positions are filled. Minority and women candidates are especially encouraged. MSU is an EO/AA employer. M14

The Department of Psychology at MICHIGAN STATE UNIVERSITY is seeking an outstanding clinical psychologist for a tenure system appointment at the rank of assistant professor effective August 16, 1999. We seek a clinical psychologist with a neuropsychological, cognitive, and/or cognitive-neuroscience orientation who has the potential to be a highly productive scholar and effective teacher for our undergraduate and graduate programs. Send vitae, statement of research interests, copies of representative publications, and three letters or recommendation to: **Professor Anne Bogat, Department of Psychology, Michigan State University, East Lansing, MI 48824.** Minority and women candidates are especially encouraged to apply. MSU is an Equal Opportunity/Affirmative Action Employer. M15

## MISSOURI

**POSTDOCTORAL RESEARCH POSITION** Applications are invited for a post-doctoral research position in the Department of Psychology at the UNIVERSITY OF MISSOURI @ COLUMBIA. The successful applicant will serve as project director on an ongoing longitudinal study of psychosocial and personality factors in risk-taking behaviors among adolescents and young adults. The selected individual will be expected to pursue his or her own research interests, in collaboration with project faculty including Drs. Lynne Cooper, Ken Sheldon, and Phil Wood. Applicants must hold a Ph.D. in psychology or a related field. Experience with large-scale survey research and advanced data analytic techniques (e.g., structural equation modeling, growth curve modeling, etc.) is strongly preferred. To apply, send vita, reprints, a cover letter stating research interests and experience, and three letters of reference to Dr. Cooper, 112 McAlester Hall, University of Missouri, Columbia, MO 65211. We will begin screening applications June 15, and will continue until the position is filled. Start date negotiable. E-mail inquiries can be sent to COOPER@MISSOURI.EDU. More information about the study can be found on the internet at <http://www.missouri.edu/~psymc>. Women and minorities are encouraged to apply. The University of Missouri is an equal opportunity employer. M01

**WASHINGTON UNIVERSITY IN ST. LOUIS** is continuing the expansion of its Psychology Department with two new appointments during the next academic year. The Department has recently moved into a new 100,000 square foot building and has hired 9 new faculty in the past 3 years. The new positions open for the 1999-2000 academic year are. **ENDOWED CHAIR:** The Department is seeking applicants for a senior position in the study of intelligence and cognitive functioning. An interest in educational issues is also desirable. **DEVELOPMENTAL PSYCHOLOGY:** The Department is seeking applicants for a position in developmental psychology at the Assistant Professor level, with an emphasis on behavioral genetics. The primary qualifications for each position are demonstrated excellence in research and teaching. We especially encourage applications from women and members of minority groups. Please send a curriculum vitae, reprints, a short statement of research interests, and arrange for three letters of reference to be sent to: Henry L. Roediger III, Chair, ATTN: (specify appropriate Search Committee), Department of Psychology, Box 1125, One Brookings Drive, Washington University, St. Louis, MO 63130-4899. The Search Committee will begin the formal review process as applications are received; applications will be accepted until the positions are filled. *Washington University is an equal opportunity/affirmative action employer. Employment eligibility verification require upon hire.* M02

## NEW HAMPSHIRE

**Assistant Professor, Social/Personality Psychology:** The Department of Psychological and Brain Sciences at DARTMOUTH COLLEGE expects to make a tenure track appointment at the rank of Assistant Professor (entry-level or advanced) in social/personality psychology effective July 1, 2000. Applications representing any sub-specialization in either of these areas, broadly defined, are welcome. The successful candidate is expected to provide high-quality teaching at the undergraduate level and in a graduate social/personality program, and to have exhibited excellence in research. The social area is one of four areas (along with cognitive/perception, behavioral neuroscience, and cognitive neuroscience) in the department. *Dartmouth College is an Equal Opportunity/Affirmative Action employer and applications from women and minorities are especially encouraged.* Please send a



letter of application, a curriculum vita, papers or reprints, and arrange for three letters of recommendation to be sent to: Chair, Social Search Committee, Department of Psychological & Brain Sciences, 6207 Moore Hall, Dartmouth College, Hanover NH 03755. Review of applications will begin December 1, 1999 and continue until the position is filled. **NH1**

#### NEW JERSEY

**ASSISTANT PSYCHOLOGY PROFESSOR** The Department of Psychology at **RIDER UNIVERSITY** invites applications for a one-year position at the rank of assistant professor beginning September 1999. A Ph.D. in psychology is required. The department teaching load is three courses per semester. The applicant should be prepared to teach Introduction to Psychology and a range of lower and upper-level courses including the following: Child Psychology, Abnormal Psychology, Counseling Skills, and be competent in the areas of statistics and research methods. The applicant should show promise of developing a research program which will provide opportunities for student involvement. The Department of Psychology at Rider University has nine full-time faculty, completely renovated research and teaching facilities, including extensive computer labs and multimedia teaching capabilities. As a teaching university, Rider emphasizes excellence in instruction and values scholarly work and commitment to the University community. Deadline to assure consideration is July 20, 1999. Applicant should submit a letter of application, academic vitae and three letters of reference to: Dr. Michael L. Epstein, Psychology Department, Rider University, 2083 Lawrenceville Road, Lawrenceville, NJ 08648-3099. Rider University is located in a residential community midway between Princeton and Trenton, New Jersey. *Applications from women and minority psychologists are especially invited. Rider University is an affirmative action/equal opportunity employer and does not discriminate on the basis of age, race, sex, disability, sexual orientation, national origin, religion, or any other non-job related criteria.* **NJ1**

**POSTDOCTORAL PSYCHOLOGY POSITION** - The Institute for the Study of Child Development, Department of Pediatrics, **UNIVERSITY OF MEDICINE AND DENTISTRY OF NEW JERSEY - ROBERT WOOD JOHNSON MEDICAL SCHOOL** has a position open for a

full-time 2-year postdoctoral fellow with research interests in social/developmental psychology. Applicants must have a Ph.D. in psychology or a related field. Send curriculum vitae, cover letter, and three references to: Michael Lewis, Ph.D., Institute for the Study of Child Development, 97 Paterson Street, New Brunswick, NJ 08903 or fax to (732) 235-6189. **NJ2**

**ASSISTANT PROFESSOR POSITION** - The Institute for the Study of Child Development, Department of Pediatrics, **UNIVERSITY OF MEDICINE AND DENTISTRY OF NEW JERSEY - ROBERT WOOD JOHNSON MEDICAL SCHOOL** is seeking a social/developmental psychologist for a 3-year, non-tenure track research position. Applicants must have a Ph.D. in psychology or a related field. Send curriculum vitae, cover letter, and three references to: Michael Lewis, Ph.D., Institute for the Study of Child Development, 97 Paterson Street, New Brunswick, NJ 08903 or fax to (732) 235-6189. **NJ3**

#### NEW YORK

**COLUMBIA UNIVERSITY** seeks an **Assistant Professor** in the Department of Psychology, in the area of Cognitive Psychology. The appointment can begin July 1, 2000. Candidates should provide evidence of excellence in research and a strong commitment to both graduate and undergraduate education. Applicants should submit their vitae, copies of relevant papers, and arrange to have three letters of reference sent to the Cognitive Psychology Search Committee, Department of Psychology, Columbia University, 1190 Amsterdam Avenue- MC 5501, New York, NY 10027. *Applicants from minorities and women are encouraged. Columbia University is an Affirmative Action/Equal Opportunity Employer.* **NY1**

**RESEARCH SCIENTIST:** Recent Ph.D. sought for NIH-funded project investigating intersensory perceptual development in human infants. Seeking person with an experimental background in developmental to fill the position as soon as possible. Competitive salary and benefits. For inquiries please contact the project director, David J. Lewkowicz, Ph.D. by e-mail at ddlsi@cunyvm.cuny.edu or by phone at (718) 494-5302. To apply send CV and 3 letters of recommendation to Personnel #865, **INSTITUTE FOR BASIC RESEARCH**, 1050 Forest Hill Rd., Staten Island, NY 10314. **NY2**

The Department of Psychology at **HOBART AND WILLIAM SMITH COLLEGES** seeks a teacher/scholar to fill a one year position in 1999/2000. Courses to include a laboratory course in Sensation and Perception and other courses as determined in discussion with department chair. Send letter of application, three recommendations, CV, teaching statement and writing sample to Professor Jeffrey Greenspon, Department of Psychology, Hobart and William Smith Colleges, Geneva, NY 14456. Review of applications begins immediately. Hobart and William Smith Colleges specifically encourages applications from women and other persons underrepresented in the profession. **NY3**

#### NORTH DAKOTA

**FACULTY POSITION - UNIVERSITY OF NORTH DAKOTA** The Psychology Department at the University of North Dakota is recruiting a full-time assistant professor for a tenure-track position in Clinical Psychology for Fall, 2000. Requirements include: a Ph.D. in Clinical Psychology (received or expected prior to 8/00); completion of an APA-approved clinical internship; a strong commitment to research and teaching at the undergraduate and graduate levels; evidence of scholarly productivity (commensurate with experience); plans to establish and maintain an active, independent research program; evidence of quality teaching skills/potential. The area of research specialization is open. The successful candidate will be expected to teach and participate in the department's undergraduate and graduate programs (Ph.D. programs in Clinical Psychology and General/Experimental Psychology). Members of underrepresented groups, including women and minorities, are strongly encouraged to apply. Review of applications will begin 10/15/99 and continue until the position is filled. A letter of application, curriculum vita, and three letters of recommendation should be sent to: Chair, Clinical Psychology Search Committee, Box 8380, University of North Dakota, Grand Forks, ND 58202-8380. *UND is an equal opportunity/affirmative action employer.* **ND1**

#### OHIO

**OHIO UNIVERSITY:** The Department of Social Medicine in the College of Osteopathic Medicine invites applications for a funded tenure-line assistant or associate professor appointment for a social scientist beginning December 1st

or thereafter, depending upon the availability of the successful candidate. Disciplines open, although the most desired fields (in alphabetical order) are anthropology, communication, epidemiology, psychology, and sociology. Strong background in quantitative and survey research methods preferred. The department is currently composed of eight multi-disciplinary faculty. Position entails teaching undergraduate and graduate medical students using lecture, seminars, videoconference, and on-line teaching methods. Salary and benefits are highly competitive. Qualifications include a Ph.D. or its equivalent. Review of applications will begin on August 15, but applications will be accepted until position filled. Formal letter of application, curriculum vitae, and the names and addresses of three references should be sent to: Norman Gevitz, Ph.D., Professor & Chair, Department of Social Medicine, Ohio University, College of Osteopathic Medicine, 302 Grosvenor Hall, Athens, Ohio 45701. *Ohio University is an equal opportunity employer.* **OHI**

**TENURE TRACK POSITION** anticipated in the Addiction Pharmacology Division of the Department of Psychiatry at the **UNIVERSITY OF CINCINNATI SCHOOL OF MEDICINE**. Applicant will initially be supported by National Institute of Drug Abuse (NIDA) R01 funding of pharmacotherapy research while he or she develops funding for complementary behavioral and pharmacological research. To maximize chances of success there are minimal teaching obligations. The University of Cincinnati provides an exceptionally supportive environment for junior faculty in a setting combining very reasonable cost of living with strong urban amenities. The University of Cincinnati has a large number of preclinical and clinical R01 funded NIDA researchers in drug abuse (without any behavioral psychologists) and is the site of an NIDA-VA Medication Development Center. Send curriculum vitae to: P. Berger, MD, University of Cincinnati, PO Box 670559, Cincinnati, OH 45267-0559; Fax: (513) 558-5131; E-mail [paul.berger@uc.edu](mailto:paul.berger@uc.edu). **OH2**

**WRIGHT STATE UNIVERSITY** Research Director. The Rehabilitation Research and Training Center on Drugs and Disability, within the Wright State University School of Medicine is seeking a Research Director to manage ongoing projects. Doctorate in social or behavioral sciences preferred, with strong record of research accomplishments. Requires supervi-

sory and organizational skills in order to manage multiple research projects. Responsibilities include staff supervision, managing multiple data sets, developing quantitative and qualitative evaluation instruments, preparing scientific reports and papers, developing research proposals, and obtaining support for new research projects. Knowledge of substance abuse and/or disability research preferred. This grant funded position can include faculty appointment in the medical school. Salary commensurate with experience, with range of \$50,000 to \$67,000. Submit vita, personal statement of relevant skills and experiences, three references, and samples of recent work (publications, evaluation reports, etc.) by August 15, 1999 to: Dennis Moore, Ed.D., SARDI, Wright State University SOM, P.O. Box 927, Dayton, OH 45401. More information about this position is available at [www.med.wright.edu/som/sardi](http://www.med.wright.edu/som/sardi). *Wright State University is an EO/AA employer.* OH3

**KENT STATE UNIVERSITY.** A one-to-two year Post-Doctorate Fellow position at Kent State's Institute for the Study and Prevention of Violence beginning Fall 1999. ISPV is involved in research and evaluation projects that include youth violence prevention, school-based interventions, and community based programs (involving police departments, mental health agencies, crisis intervention teams, etc.). Duties will include data analysis (particularly longitudinal), manuscript preparation, assistance with grant writing, and possibly teaching a class during the Spring term. Salary is negotiable. Full benefits. Position available until filled. For further information please send vita and letter of interest to: Daniel J. Flannery, Ph.D., Director, Institute for the Study and Prevention of Violence (CJST), 113 Bowman Hall, Kent State University, Kent, Ohio 44242-0001 email: [dflanne1@kent.edu](mailto:dflanne1@kent.edu). *KSU is an equal opportunity/affirmative action employer.* OH4

#### OKLAHOMA

PostDoc in Applied Cognition: Air Traffic Control A post-doctoral position on a cooperative agreement between the **UNIVERSITY OF OKLAHOMA'S** Department of Psychology and the FAA's Civil Aeromedical Institute is available to researchers interested in studying air traffic controllers and related cognitive issues. Applicants with a Ph.D. (ABD) in any area that could be brought to bear: cognitive psychology, social psychology, industrial engineering, human factors,

cognitive ergonomics, cognitive anthropology, are invited to apply. The successful applicant will have managerial and supervisory responsibilities and will collaborate on research with the PI and students. I anticipate a starting salary for PhDs of 30K and a start date of September 1. The position is renewable and opportunities to teach can be negotiated for interested applicants. The University of Oklahoma is located in Norman, OK, a college town of 90,000 just 20 minutes from OKC, the Civil Aeromedical Institute, and the FAA training academy. Applicants should send a letter of intent, a vita/resume, 3 letters of recommendation, and p/reprints to Frank Durso, Department of Psychology, University of Oklahoma, Norman, OK 73019. Application review will begin August. OK1

#### PENNSYLVANIA

Postdoctoral Fellowship in Adult Neuropsychology. The **JOSEPH STOKES NEUROLOGICAL RESEARCH INSTITUTE** is offering a one year post-doctoral fellowship in clinical and research neuropsychology which focuses on neurocognitive systems and their associations with brain tumors and the effects of radiation therapy. Responsibilities include comprehensive neuropsychological assessments, analysis of experimental tests of memory and attention, grading of white matter changes on serial MRIs, and investigations of radiation effects. Work is in collaboration with the Univ. of Pennsylvania Brain Tumor Center, Neuroradiology at Children's Hospital of Philadelphia, and T. Jefferson University. Clinical activities meet the criteria for post-doctoral fellowship in clinical neuropsychology, and requirements for licensure. Candidates should have received their doctorate in psychology within the last 3 years and possess some clinical or research experience in neuropsychology or related subspecialty. Salary is in the mid-20s K, plus benefits. Please send CV, 3 letters of reference, and letter of interest to: Carol L. Armstrong, Ph.D., Children's Hospital of Philadelphia, A232, 34th & Civic Center Blvd., Philadelphia, PA 19104. *An Equal Opportunity Employer, Women and Minorities are encouraged to apply.* PA1

**LA SALLE UNIVERSITY** invites applications for a tenure track position in **Clinical Psychology** at the Assistant or Associate Professor level beginning Fall 2000. Applicants should have completed an APA accredited doctoral program and internship in Clinical Psychology. The position entails teaching

in La Salle's Clinical Psychology (Psy.D.), M.A., and undergraduate psychology programs. The Psy.D. Program includes tracks in general clinical, family, and geriatric/rehabilitation psychology. The successful candidate will be expected to advise students, and conduct and supervise research and clinical work. Ability to teach statistics and research methods is a plus. **Deadline for applications is October 15, 1999.** Please send letter of application, a statement of teaching and research interests, curriculum vitae, 3 letters of recommendation, and representative reprints to: Dr. Lynn Collins, Clinical Director, Psy.D. Program, POB 273, La Salle University, 1900 W. Olney Ave., Philadelphia, PA 19141. *La Salle University is an Equal Opportunity/Affirmative Action Employer.* PA2

#### RHODE ISLAND

**BROWN UNIVERSITY** is seeking an Assistant Professor (Research) to join the Department of Psychiatry and Human Behavior to serve as Project Director at the Center for Alcohol and Addiction Studies. The successful candidate must qualify for a full-time faculty position at the rank of Assistant Professor (Research) Department of Psychiatry and Human Behavior for a three-year renewable term. The successful candidate will direct a program of research in the area of substance abuse treatment for adolescents and young adults. Minimum requirements include: a Ph.D. in Clinical Psychology, with expertise in research methodology, experimental design, and advanced statistics. Experience in grantmanship and in the design and implementation of applied research; academically qualified to conduct clinical treatment outcome research on the efficacy of interventions for various addictive behaviors in adolescents. At least two years experience in providing clinical supervision and administrative oversight to a large and professionally diverse research staff. Record of peer reviewed publications. Applications are expected within four weeks after date of publication of advertisement. All applications will be reviewed until a successful candidate is selected or when the search is closed. Interested individuals should send a letter of interest, curriculum vitae and three letters of reference to: **Martin B. Keller, M.D., Chairman, Department of Psychiatry & Human Behavior, Brown University, Psychiatrist-In-Chief, Butler Hospital, 345 Blackstone Blvd., Providence, RI 02906.** *Brown University is an EEO/AA employer and encourage*

*applications from women, minorities, and protected persons.* RI1

#### TENNESSEE

**FISK UNIVERSITY** invites applications for a one year visiting Assistant Professor position to begin August, 1999. Responsibilities will include teaching cognitive and biological psychology and research design at both undergraduate and beginning graduate levels. Preference will be given to applicants with a strong liberal arts background and interest in teaching in the general education program. Applications will be reviewed as they are received. Applicants should send a letter of interest, vita, and three letters of recommendation to Dean of Academic Affairs, Fisk University, Nashville, TN 37208-3051. TN1

#### TEXAS

**UNIVERSITY OF TEXAS-HOUSTON POSTDOCTORAL POSITION** to collaborate with Don R. Cherek and Scott Lane. Our research group consists of three faculty members and three research assistants supported by NIH grants. Laboratory facilities include 10 individual sound-attenuated test chambers and general-purpose laboratory space. Research activities are focused on the study of human social behavior (aggression and escape), self-control and risk taking using choice procedures; and how these behaviors are affected by biological and environmental factors. We are also applying operant techniques to studies of functional brain imaging. The candidate will be expected to initially work on funded projects, but will be encouraged to develop and pursue his/her own interests. A background in behavioral science is preferred; experience in pharmacology or human research is not required. Interested individuals can contact: Don R. Cherek, Ph.D., Dept. Psychiatry & Behavioral Science, Univ. Texas Health Sci. Ctr., 1300 Moursund St., Houston, TX 77030. 713-500-2797, fax 713-500-2618 or [dcherek@msi.uth.tmc.edu](mailto:dcherek@msi.uth.tmc.edu). TX1

**SOUTHWESTERN UNIVERSITY** - Assistant Professor in Clinical Psychology Full-time tenure-track position in Clinical Psychology beginning August 2000. Area of specialization is open. The successful candidate must have completed the Ph.D. by the start date from an APA-accredited doctoral program in clinical psychology and an internship (preferably APA-accredited). The commitment to excellence in teaching and the ability to develop an active research pro-

gram which stimulates student participation are essential; strong quantitative skills are a plus. Candidates should be able to teach courses in introductory psychology, abnormal, testing and assessment, and personality; the ability to teach research methods and/or history and systems is desirable. Southwestern University is a selective, undergraduate institution committed to a broad-based liberal arts and sciences education. Affiliated with the United Methodist Church, it has over 1,250 students and a history of stable enrollment. Southwestern's endowment of more than \$340 million ranks among the highest per student of undergraduate institutions in the country. The University is located in Georgetown, Texas, 28 miles north of Austin. For more information, visit our web site at [www.southwestern.edu](http://www.southwestern.edu). For full consideration, all materials must be received by November 1, 1999, but applications will be accepted until the position is filled. Applicants should send a cover letter and vita, graduate transcripts, a statement of teaching and research interests, three letters of recommendation, and evidence of both teaching effectiveness (e.g., syllabi, teaching evaluations) and scholarly excellence (reprints/preprints) to: Faculty Recruitment Office, Dept. of Psychology, Job #9909, Southwestern University, Office of Human Resources, P.O. Box 770, Georgetown, Texas 78627-0770. **EOE/M/F TX2**

**The Department of Psychology and Neuroscience at BAYLOR UNIVERSITY:** is accepting applications for three tenure-track positions at the Assistant Professor Level. Each position requires graduate and undergraduate teaching as well as an active program of research. One **CLINICAL** position requires teaching and involvement in Baylor's university based Psy.D. program in clinical psychology as well as the department's undergraduate program. Applicants should have graduated from an APA-accredited Ph.D. program in clinical psychology and have completed an APA-approved internship. Excellent teaching at both the undergraduate and doctoral levels as well as an active program of applied research, interest in clinical supervision, mentoring of doctoral students, and provision of limited clinical services is expected. The successful applicant will be license eligible in Texas. We are seeking a person with a strong emphasis in **family/marital therapy** and interests in one or more of the following areas would be welcomed: multicultural issues in clinical practice, neuropsychological assess-

ment, geropsychology, organizational consultation, administration of mental health delivery systems, chronic mental illness, adolescence, substance abuse, behavioral medicine, forensic psychology, and history and systems. There are two methodology positions. One is a **CLINICAL/METHODOLOGY** position. We are seeking a psychometrician, who will also be involved in our Psy.D. program in clinical psychology in addition to involvement in undergraduate teaching. Candidates should have a strong interest in psychological measurement (psychometrics), clinical assessment, and statistics. A graduate of an APA accredited clinical program who is license eligible in Texas is preferred. The second **METHODOLOGY** position includes both undergraduate and graduate teaching responsibilities in statistics/methodology and there is a possibility of participation in the Institute for Graduate Statistics. For this position we are less interested in the specific area of psychology than we are in the potential for effective communication of quantitative concepts to students and a productive program of research. The successful applicant may come from areas such as **social, personality, developmental, I/O, experimental, or another area of psychology** but will have a solid statistics/methodology background. Review of applications will begin October 15 and will continue until the positions are filled. **To insure full consideration your application should be complete by October 15, 1999.** Send letter of application (clearly identifying the position for which you make application: clinical, clinical/methodology, methodology), vita, reprints, and three letters of recommendation to: Faculty Search Committee; c/o Dr. Jim H. Patton, Chairperson; Department of Psychology and Neuroscience; P. O. Box 97334; Baylor University, Waco, TX 76798-7334. Baylor University is a Baptist university affiliated with the Baptist General Convention of Texas. *As an Affirmative Action/Equal Employment Opportunity Employer, Baylor University encourages minorities, women, and persons with disabilities to apply.* **TX3**

#### VIRGINIA

**PSYCHOLOGY MARY WASHINGTON COLLEGE** invites applications for a full time tenure-track assistant professor position in psychology beginning in August 2000. The successful applicant should be able to teach general psychology, statistics, applied research methods and other upper-level

courses currently offered in our curriculum. Area of specialization is open, but the candidate should have a strong commitment to teaching undergraduates and directing them in independent research. A Ph.D. in psychology is required; priority will be given to candidates who have successfully taught the above courses. Submit a statement regarding how your teaching interests match the teaching needs of our department as indicated above, and of how you would involve undergraduate students in research. Also, send letter of application, vita, graduate transcripts and three letters of recommendation that specifically address teaching expertise and experience to: Psychology Search, Mary Washington College, 1301 College Avenue, Box 615, Fredericksburg, VA 22401-5358. Deadline for receipt of materials is 5 p.m., October 15, 1999. Postmarks will not be honored. Send e-mail inquiries to Dr. Steve Hampton, Chair, [shampton@mw.edu](mailto:shampton@mw.edu). *The College and department are particularly interested in receiving applications from members of underrepresented groups and strongly encourage women and persons of color to apply.* For more information about this position and our department, see <http://departments.mw.edu/psyc/www/position.html>. **VA1**

#### VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY (VIRGINIA TECH).

The Pamplin College of Business Department of Marketing invites applications for the position of assistant professor beginning August 2000. Applicants must have completed, or be in the final stages of completing, a doctoral degree. Applications will be reviewed on the basis of the candidate's potential to excel in research and teaching, and to work effectively in a collegial environment. In addition to doctorates in business, we welcome applicants whose doctoral work is in related areas such as cognitive, social, quantitative, or decision-making psychology, and behavioral or experimental economics. Application reviews will begin July 1, 1999; the search will remain open and applications accepted until the position is filled. Applicants should submit letter of application, vita, and the names of three references to Kent Nakamoto, Department of Marketing (0236), Virginia Tech, Blacksburg, VA 24061, (540) 231-6949, email: [nakamoto@vt.edu](mailto:nakamoto@vt.edu). Virginia Tech has a strong commitment to the principle of diversity and, in that spirit, seeks a broad spectrum of candidates including women, minorities, and people with disabilities. Individuals with dis-

abilities desiring accommodations in the application process should notify Kent Nakamoto. **VA2**

#### CANADA

#### FACULTY POSITION IN EXPERIMENTAL HUMAN NEUROPSYCHOLOGY. THE UNIVERSITY OF WESTERN ONTARIO, Department of Psychology,

invites applications for a probationary (tenure-track) position at the Assistant Professor level in the field of human neuropsychology. Duties will include graduate student supervision, graduate and undergraduate teaching, and maintaining an active research program. The area of research interest is open but priority will be given to candidates with expertise in the neural bases of language, memory, emotion, or social behaviour. Individuals doing patient-based research are particularly encouraged to apply. Applicants should submit a vita, copies of representative publications, and arrange to have 3 letters of recommendation sent to: Dr. Jim Olson, Chair, Department of Psychology, The University of Western Ontario, London, Ontario, Canada N6A 5C2 by October 31, 1999. The scheduled starting date is July 1, 2000. This search will remain open until a suitable candidate is found. This position is subject to budgetary approval. *In accordance with Canadian Immigration requirements, priority will be given to Canadian Citizens and Permanent Residents of Canada. The University of Western Ontario is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals including women, members of visible minorities, aboriginal persons, and persons with disabilities.* **CNI**

**UNIVERSITY OF TORONTO** at Mississauga, Department of Psychology, invites applications for a tenure-track position (beginning July 1, 2000), at the rank of Assistant Professor in social, personality, or abnormal psychology. The candidate must have a Ph.D., a strong research record, and a commitment to excellence in teaching. Salary will be commensurate with qualifications and experience. A curriculum vitae, teaching portfolio and three letters of recommendation should be sent to Prof. Thomas Alloway, Department of Psychology, University of Toronto at Mississauga, Mississauga, Ontario, Canada, L5L 1C6. Application deadline is October 15, 1999. *In accordance with its Employment Equity Policy, the University of Toronto encourages applications from qualified women or men, mem-*

bers of visible minorities, aboriginal peoples and persons with disabilities. CN2

Clinical Developmental Psychologist **UNIVERSITÉ DU QUÉBEC À MONTRÉAL** Applications are being accepted for a tenure track position at the Assistant Professor level beginning January 1, 2000. Priority will go to applicants from the areas of clinical developmental psychology and applied developmental psychology. Applicants should hold a doctorate in Psychology, have research competence and clinical training, and be license-eligible in Quebec. Responsibilities will include research, undergraduate and graduate teaching, and clinical supervision. Candidates must be prepared to attain fluency in French within a reasonable period. The minimum salary for the current academic year is \$43,738. Applications should be received before October 1, 1999. Kindly submit a letter of application, a curriculum vitae, three letters of recommendation, and copies of recent publications from refereed journals to: Mr. Jean Bélanger, Ph.D., Director, Department of Psychology, Université du Québec à Montréal, P.O. Box 8888, Downtown Station, Montreal, Quebec H3C 3P8. *In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada.* CN3

### HONG KONG

**HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY (HKUST)**, Marketing Department seeks to hire research-oriented faculty at all levels. Research quality is our top priority, and we will consider applicants from any area of marketing and applicants from related disciplines whose research interest and outputs are relevant to the marketing field. We are particularly interested in applicants from psychology with interests in information processing (comprehension, memory, attitudes, judgment processes, etc.) HKUST offers attractive salaries and fringe benefits (e.g., housing and education allowances) and encourages faculty research with generous support. HKUST (<http://www.ust.hk/>) is an international research university emphasizing business, science, and engineering. Opened in October 1991, the university was cre-

ated to play a key role in the economic, social, and technological transformation of Southeast Asia. The mission of the university is to become the academic center of excellence in Asia. The university is structured and operates like a US university and all teaching is done in English. Representatives of the Marketing Department will be conducting interviews at the AMA Summer Educators' Conference in San Francisco (August 7-10, 1999). Applications received by July 20 are guaranteed full consideration for these interviews. Nevertheless we will consider applicants until the positions are filled. Please send your CV, a letter of application, and letters of recommendation to Rami Zwick, Department of Marketing, The Hong Kong University of Science and Technology, Clear Water Bay, Kowloon, HONG KONG or via email to [mkzwick@ust.hk](mailto:mkzwick@ust.hk) **HK1**

### THE NETHERLANDS

**PSYCHOLINGUISTICS and GESTURE**, Post-doctoral Position: **MAX-PLANCK INSTITUTE FOR PSYCHOLINGUISTICS** announces an opening for a position for a postdoctoral fellow. The Max-Planck Institute has been investigating spontaneous co-speech gestures in the last several years, and we are looking for a candidate who will conduct research on 1) spontaneous gestures that accompany speech, and 2) their relationship to speech production processes. The candidate will join the Language Production Group of the Institute, and work closely with gesture researchers, who are mostly affiliated with the Language and Cognition Group. (Our web site <<http://www.mpi.nl>> contains the description of the two Groups, and our past research on gesture in the Annual Report section.) The candidate must have a demonstrated ability in 1) experimental approaches to psycholinguistics (preferably in the area of speech production) and/or 2) studies of spontaneous co-speech gestures. The candidate must show promise in developing and conducting an experimental research program on gesture. The position starts as soon as possible or at the latest the early part of 2000. The candidate must have a Ph.D. or must submit the final accepted version of the dissertation to the degree granting university by the time of starting. The position is initially for a year with a possibility

of extension of up to two more years. We will start reviewing applications immediately, and the position will be filled as soon as the appropriate candidate is found. Please send an application letter (stating the possible starting date, relevant research backgrounds, and future research directions), the CV, and two letters of recommendation to Dr. Sotaro Kita, Max-Planck Institute for Psycholinguistics, P.O. Box 310, NL 6500-AH, Nijmegen, The Netherlands. Electronic submission (e.g., by means of attachment) is encouraged. The e-mail address is <[kita@mpi.nl](mailto:kita@mpi.nl)>. **NLI**

### NEW ZEALAND

Applications are invited for the PhD Programme in Experimental Psychology at the **UNIVERSITY OF CANTERBURY**, Christchurch, New Zealand. Highly-qualified applicants are eligible for University PhD scholarships (NZ\$12,000). Overseas applicants are also eligible for a Psychology Tuition Scholarship (NZ\$14,000) which is intended to cover the international tuition fee. The Department of Psychology offers excellent facilities for research in a number of areas of Psychology including behavioral neuroscience, social, cognitive, and developmental psychology. The beautiful city of Christchurch is adjacent to the Pacific Ocean and is only a 60 minute drive from the Alps. It is the gateway for tourism in the South Island of New Zealand where it is possible to enjoy a high standard of living at a very reasonable cost. For more details about the PhD Programme in Experimental Psychology please contact the Department of Psychology, University of Canterbury, Private Bag 4800, Christchurch, New Zealand (Fax 64 3 364 2181) or visit our website at [www.psyc.canterbury.ac.nz](http://www.psyc.canterbury.ac.nz). **NZI**

### UNITED KINGDOM

**Department of Experimental Psychology UNIVERSITY OF BRISTOL Lectureships/Senior Lectureships in Cognitive Psychology/Neuropsychology** The Department of Experimental Psychology aims to increase its areas of existing strength with the appointment of up to three new Lectureships/Senior Lectureships in Cognitive Psychology/Neuropsychology. The Department has internationally respected groupings

in Perception, Memory, and Cognitive Development, all of which also conduct neuropsychological research. Applications are sought from candidates with expertise in these or related areas who have proven or high potential ability for 5\* research as well as excellence in teaching. Salary scale: Lecturers: £16,655-£29,048; Senior Lecturers: £30,496-£34,464 per annum (pay award pending). Informal enquiries to: Professor Martin A. Conway (Head of Department): email [M.A.Conway@bristol.ac.uk](mailto:M.A.Conway@bristol.ac.uk); telephone +44 117 928 8548. Please quote the reference number 5600 on all correspondence. Further particulars are available from: The Personnel Office (EO), University of Bristol, Senate House, Bristol BS8 1TH. UK.. Tel. (+44 117) 925 6450, minicom (+44 117) 928 8894 or email: [Recruitment@bris.ac.uk](mailto:Recruitment@bris.ac.uk) (stating postal address ONLY) quoting reference 5600. Closing date for applications: 18th August 1999. **UK1**

**UNIVERSITY OF BRISTOL Department of Experimental Psychology Lectureships/Senior Lectureships in Social Psychology.** As part of a major new initiative the Department of Experimental Psychology intends to appoint up to three new Lectureships/Senior Lectureships in Social Psychology. Applications are sought from candidates with expertise in any area of Social Psychology and applicants with a background in Social Cognition would be especially welcome. The key feature of successful applicants will be their proven or potential ability for 5\* research and excellence in teaching. Salary scale: Lecturers: £16,655 to £29,048 per annum; Senior Lecturers: £30,496 to £34,464 per annum (pay award pending). Informal enquiries to: Professor Martin A. Conway (Head of Department): email [M.A.Conway@bristol.ac.uk](mailto:M.A.Conway@bristol.ac.uk); telephone +44 117 928 8548. Please quote the reference number 5599 on all correspondence. Further particulars are available from: The Personnel Office (EO), University of Bristol, Senate House, Bristol BS8 1TH. Tel. (+44 117) 925 6450, minicom (+44 117) 928 8894 or email: [Recruitment@bris.ac.uk](mailto:Recruitment@bris.ac.uk) (stating postal address ONLY) quoting reference 5599. Closing date for applications: 18th August 1999. **UK2**

**SUBJECT AREAS Index**

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 NZ...New Zealand  
 UK...United Kingdom

**Using the Index**

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

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

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

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

Printed in the United States of America.



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American Psychological Society  
*APS Observer*  
 1010 Vermont Ave, NW, Suite 1100  
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