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Division One of the American Psychological Association

SAN DIEGO 2010

## American Psychological Association Convention

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Passing the  
Presidential Gavel

*Executive  
Committee  
D1*



# APA Presidential Election 2010

by *MaryLou Cheal, PhD*  
*Arizona State University*



As is typical for APA, this year there are again five candidates for president of the American Psychological Association: Donald Bersoff, Armand Cerbonne, Paul Craig, Suzanne Johnson, and Robert Woody. Each of these candidates was invited to submit a 500 word statement of how s/he felt about the integration of psychology and the importance of unity within psychology. The candidates were asked how they would encourage unity as president of APA. This statement could include comments on the importance of a general psychology, if desired.

Division One does not support any one candidate for APA President, but the Executive Committee is interested in who is running and in how they feel about the unity of psychology. Our division leadership feels that it is very important for the division members to vote in this election and that each member consider the goals of the division in casting his or her vote. It is important to remember the Hare system used by APA and to rank order the candidates. In the Hare system, if your first choice candidate is not elected, your vote goes to your second choice. If both your first and second choice candidates are defeated, then your vote goes to your third choice, and this continues for your fourth and fifth choices, if they are necessary in determining the final winner.

For this column, the candidates were told that their statements would be published in the order received. It should be noted that Robert Woody is a fellow of Division One.

To be definite about our goal, we are not telling you how to vote, but rather we include the statements here from the candidates who responded to help your decision in voting...NOTE, the important thing is to VOTE!





### Robert "Bob" H. Woody, PhD, ScD, JD

Unity within psychology is essential for professionalism. By definition, a professional discipline must be organized in a manner that assures benefits for society and strengthens the quality of services, such as by ethics, research, and scholarship. The scope of contemporary psychology is extensive and includes many academic and practice areas--unity and specialization best serve the membership and society.

General psychology is the foundation for the scientist-practitioner model. Behavioral science provides the theoretical and research basis for the mind and human behavior. Although I am a practitioner (clinical, counseling, school, and forensic psychology), my Professorship at the University of Nebraska at Omaha is aligned increasingly with general psychology; I teach social psychology, ethics and law, and history of psychology.

A cantankerous psychologist once said, "Bob, you promote collegiality too much"—to which I responded, "Thank you." Conflicts between psychologists (and specialization groups) weaken the discipline and detract from the quality of research, scholarship, and services. Consequently, I promote strategies to create a sense of unity and avoid schisms, such as between academics and practitioners. Systems and group theory can serve the profession well to solve problems in virtually all professional services.

My approach supports the APA strategic plan for achieving organizational effectiveness, increasing recognition of psychology as a science, and advancing health objectives. These objectives call for meaningful linkages between all facets of psychology. For example, inclusion of psychology in health policies and laws will depend on psychologists' foundation knowledge base in general psychology as well as attaining knowledge

of health promotion, disease prevention, and management of chronic disease. A sense of a unified professional identity is also essential for innovative thinking to promote professional development and research. Unity as well as diverse psychological interests can capture public awareness and support.

Although my early training was "practice" in nature (PhD, Michigan State University), I had mentors who guided me into psychological foundations, for example, completing more courses than usual in neuropsychology and social/personality psychology. Postdoctoral training at the University of London's Institute of Psychiatry and the Washington School of Psychiatry added impetus to my commitment to empirically- and evidence-based ideas. My move into health services administration and research (ScD, University of Pittsburgh) crystallized my commitment to psychology in health care, and prepared me to support new roles and services, such as for psychopharmacology and primary care.

Part of my interest in becoming an attorney (JD, Creighton University) was to apply psychology in general and mental health in specific to law—which was just a short step away from my work in professional ethics, such as being on the APA Ethics Committee.

I am confident that I can deal effectively with the complex challenges facing psychology and our society today. Having served on numerous APA committees throughout my 44 years of membership, I have an understanding of how the organization functions and I will work to continue and enhance APA's efforts to advance psychology globally for the benefit of ALL people. I will appreciate the support of D1. For more information, see: [www.BobWoodyHelpsPsychology.com](http://www.BobWoodyHelpsPsychology.com)



**Donald Bersoff, PhD, JD**

As the former program chair for Division 1 when Kurt Salzinger was president. I am pleased to respond to your request that I address the issue of unity within APA. This is a particularly timely issue because I am very concerned that APA has become a fractionated association.

I took General Psychology over 50 years ago at NYU. The first thing we learned was the definition of psychology--the scientific study of the behavior of human beings and other animals. The definition has not changed, only our forgetting of it. Science and behavior are like conjoined twins connected by their brains--impossible to separate and deadly to both if they should be. Whether psychologists are clinicians or involved in public interest policy, the scientific underpinnings of what they do is crucial to their credibility.

Psychologists who engage primarily in assessment must rely on psychometrically sound instruments developed by our colleagues who specialize in measurement and evaluation. In fact, the United States Supreme Court in 1993 ruled that forensic testimony in federal courts must be based on facts, theory, and methodology that is scientifically valid, not merely generally accepted. Similarly, psychologists who provide therapy are increasingly realizing that they are evidence-based interventions, not empirically-unsupportable theoretical orientations.

One of the activities I cherished most when I served as APA's first general counsel was the drafting of friend of the court (amicus) briefs in the Supreme Court and lower courts on issues of public interest, e.g., reproductive rights for women and adolescents, sex stereotyping, "death qualified" juries. Whatever the topic, APA's arguments were always based on the scientific literature. This tradition has continued. For example, in *Roper v. Simmons*, the recent case in which the Supreme Court ruled that it was unconstitutional to execute minors, much of the argument was based on research produced by neuroscientists and developmental psychologists.

APA's public interest and professional advocacy in the courts and in the legislatures will only have credibility if it is grounded in science. That is why practitioners should support science and science should support empirically-valid professional activities. My presidential platform is based on the concept of data-based public policy. To paraphrase the song from Oklahoma, the scientist and the practitioner should be friends. By its very title, the Division of General Psychology should advocate and foster this relationship.



**Suzanne Bennett Johnson PhD**

Psychology's diversity is an important component of its fabric, vibrancy, impact and relevance. Psychologists study all kinds of fascinating topics, work in a wide variety of settings, treat many types of patients and disorders, represent a wide age-range and come from different cultural/ethnic backgrounds. As the world becomes more complex and the diversity of our nation's population increases, the face of psychology and its contributions will increase in diversity and complexity as well. Many voices clamor for APA's attention and diverse constituencies within psychology compete for APA's limited resources. Yet, serving as "a unifying force to the discipline" is a core component of APA's Vision statement. What can the APA President do to encourage unity among all psychologists?

First, the APA President should be proud of psychology's many facets and contributions; representing all of psychology means celebrating its diversity. Second, the APA President must emphasize our commonalities so well described in APA's mission statement (to advance the creation, communication and application of psychological knowledge to benefit society and improve people's lives) and in APA's core values (excellence, scientific method, service, social justice, diversity, inclusion, and ethical behavior). The APA President must be a statesperson, serving the whole association, pro-



moting open communication between constituents and looking for opportunities for collaboration.

For the first time in its 117 year history, APA has a strategic plan with three goals: (1) To maximize organizational effectiveness; (2) To expand psychology's role in advancing health; and (3) To increase recognition of psychology as a science. This strategic plan will promote unity by bringing diverse constituencies together to meet these strategic goals. I know APA well. I chaired both the Board of Professional Affairs and the Board of Scientific Affairs, I served as a Division President and a Council Representative from both a state and a division; most recently, I served on the Board of Directors. From these experiences, I garnered many different perspectives that will help me address the first component of the strategic plan: To maximize organizational effectiveness. My clinical work has been in an integrated practice with pediatric endocrinologists treating children with diabetes. I chaired a department in a medical school and worked as a Health Legislative Aide for Senator Hillary Clinton. I know what it means to promote psychology in environments characterized by a wide variety of professionals in health or law who may not adequately appreciate what psychology has to offer; I can be an effective advocate for APA's second strategic goal: To expand psychology's role in advancing health care. Having worked for over 30 years on NIH interdisciplinary research teams, I am well aware that psychology is often undervalued by the larger scientific community. For this reason, I am passionate about APA's third strategic goal: To increase recognition of psychology as a science. I want to use the APA Presidency to address this issue on a larger scale than I have been able to do in my own scientific work. For more information: to [SBJforAPA.com](http://SBJforAPA.com).



**Armand R. Cerbone, PhD, ABPP**

I write to request the support of the membership of Division 1 for my candidacy for APA President-elect.

I believe psychology has a very important role to play during these times of economic, cultural, social, and political upheaval. We are all so familiar with them that I do not need to list them here. In particular, however, I think APA as the largest body of organized psychologists is called upon to lead the science and profession through these crises. I have said elsewhere that under the pressures generated by these large crises coming from every corner that it is easy to lose one's focus or, worse, one's way.

I also believe that these crises and pressures present opportunities for APA to ask and answer some really hard questions about our future as a discipline. I think the times are right for this examination and soul-searching. Nay, I think the times demand it. Some of the questions we need to ask are:

- Where do we want psychology to be in 25 years?
- How does a discipline so diverse coalesce and hang together?
- For whom do psychology and the APA exist?
- Why should the profession continue to exist?
- How do we combat the almost intractable stigma against mental illness?
- How will our pursuit of RxP, for example, change us?
- How will psychology adapt to a virtual world, one that introduces change at a phenomenal pace and a pace that will only accelerate?
- How will international collaboration change our understanding of psychology and of our very selves?

In beginning to answer these questions, I think the profession and science must order itself around the needs of the public for relief from their ills and for expansion of the human spirit.

I have proposed that, if elected, I would initiate a series of convocation of expert thinkers to ask and answer these and other questions under the aegis of education. Education is about the future and seems a natural forum for such investigations. Such convocations would require considerable forethought and planning and extend beyond the term of any one president. Nonetheless, I would work to provide at least a solid foundation for them.

Deliberations of such large questions would benefit from the expertise and investments of the members and leadership of Division 1. It seems to me that the broad grasp of the discipline that is the realm of Division 1 suits both the mission of the division and the objectives of the convocations. If elected, I would look to Division 1 as an important collaborator.



**Paul L. Craig, PhD, ABPP**

Psychology’s biggest challenge is how to effectively and visibly fulfill APA’s recently adopted mission, “... to advance the creation, communication and application of psychological knowledge to benefit society and improve people’s lives.” If we stand united and demonstrably fulfill this mission, the field of psychology will flourish.

Psychology is a discipline supported by three legs – science, education, and practice. All three legs must be strong for psychology to serve the public interest. If one leg of our discipline is weak, the entire profession suffers.

As APA’s current Treasurer, I frequently hear about a conflict between science and practice. As a board-certified (ABPP) clinical neuropsychologist, I recognize that science must inform practice. Likewise, research questions should be informed by in vivo practice issues. Bench science and theoretical research need not be informed by practice. When research moves from bench to bedside, the questions being investigated need to correspond to the realities of clinical practice. Early during my career, I ran a community mental health center in Homer, Alaska. Rarely did any patient present for services who only met diagnostic criteria for one emotional or behavioral problem (e.g., depression). To the extent this and other realities of clinical practice can inform the questions asked in the context of our clinical

research, the public as well as the field of psychology will benefit. Psychologists who have been in practice for several years know that providing psychotherapy in the clinical setting is not anything like following a recipe when cooking. Rather, psychotherapy is akin to playing basketball – a game that requires moment to moment flexibility to deal optimally with a continuously changing set of variables. Clinical research must adapt to the flexibility required in psychology practice. At the same time, psychology practice must be evidence-based with demonstrable and cost-effective outcomes substantiated through clinical research.

Neuropsychology represents an outstanding example of science informing practice and practice informing science. The collaborative model between neuropsychological science and practice should be generalized to the broader science and practice communities. If elected APA President, I will endeavor to facilitate improved communication between these communities so that we can work toward the APA’s mission of “...benefiting society and improving people’s lives.”

Education and training at all levels is critical to our success as a profession. Through competency-oriented education and training, the knowledge and skills enjoyed by psychologists can be transmitted to our next generation. In my role as a Clinical Professor at the University of Washington School of Medicine (WWAMI Program), I enjoy participating in various academic and research activities.

As we endeavor to move forward as a profession, it will be increasingly important that we recruit, train, and retain students who increasingly represent the diversity of our general population so that our science and practice can benefit all members of society.

Please visit [www.paulcraigforAPApresident.net](http://www.paulcraigforAPApresident.net) to learn more about me as a practitioner, scientist, educator, and candidate. Thank you for considering me as your candidate of choice for APA President-elect. It would be an honor to serve all members of the APA as your President.

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VOTE VOTE VOTE VOTE VOTE

## ***A Scientific, Conceptual, and Ethical Critique of the Report of the APA Task Force on Sexual Orientation***

Stanton L. Jones, Christopher H. Rosik, Richard N. Williams, and A. Dean Byrd



### **EDITORIAL STATEMENT:**

**Those who were at APA in San Diego this August know that one of the greatest benefits of membership in our Society of General Psychology is its outstanding annual program, featuring outstanding speakers on a full range of topics that could appear only in Division One. For TGP, I solicited these presentations to publish for our wider audience, and I am pleased that this issue of TGP includes a few of these.**

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Few would disagree with the importance of providing psychological care that is anchored to evidence-based interventions with a demonstrated respect for diversity in the context of the highest ethical standards. It is especially important that these standards be followed in working with vulnerable populations such as sexual minority persons. The American Psychological Association's (APA, 2009) recent Report of the Task Force on Appropriate Responses to Sexual Orientation was ostensibly designed to address what science can and cannot say about sexual orientation change efforts as well as the ethicality of providing psychological care to a diverse clinical population, some of whom may present with distress over unwanted sexual attractions. There is much to praise in the Report.

At an empirical level, the Report merits praise for its limited recognition of the possibility of clinically meaningful change when it states "that although sexual orientation is unlikely to change, some individuals modified their sexual orientation identity (i.e., individual or group membership and affiliation, self-labeling) and other aspects of sexuality (i.e., values and behavior)" (p. 84). Finally, at a scientific level, the report is to be praised for its clear articulation of the methodological standards for the review it presents (pp. 26-34), and for its positive articulation of certain best-practice standards for future research in this important field (p. 6).

At a conceptual level, the Report is to be praised for

its encouragement of a stance of mutual respect between psychological science and the various religious and theological systems, particularly as they converse at their interface on the topic of sexual orientation. For instance, the Report urges that "Psychology, as a science, and various faith traditions, as theological systems, can acknowledge and respect their profoundly different methodological and philosophical viewpoints" (p. 119). Further, the Report acknowledges that conflict and tension may exist between certain psychological and religious perspectives, as when the Report states that "Some religions give priority to telic congruence... [while in contrast] Affirmative and multicultural models of LGB psychology give priority to organismic congruence" (p. 18). Thus, the Report acknowledges that points of contact exist between psychological and religious thought, and that tensions can be substantive.

In articulating the application of appropriate ethical standards to the study and provision of professional services to sexual minority individuals, we appreciate the emphasis the Report gives on clinicians paying close attention to the ethicality of their work as it pertains to SOCE. The Report correctly highlights some areas where a lack of attention to ethical standards in SOCE could lead to harm. It also recognizes the role of religious motivation among consumers of SOCE services, and the tensions this can cause for the ethical decision making of psychologists involved in their care.

Even so, there are flawed aspects to the Report. We present here our analysis of the Report on its scientific, conceptual, and ethical merits.

### Scientific Critique

Our overarching scientific concern with the Report is its uneven implementation of standards of scientific rigor in utilization and evaluation of published findings depending upon the topic being addressed. In short, the Report applies exceptionally rigorous methodological standards in evaluating studies of the outcomes obtained for Sexual Orientation Change Efforts (SOCE), but evidences considerable unevenness and considerably less rigorous standards in surveying findings on other issues on which it draws significant conclusions or makes recommendations. We would argue that the Report is problematic both in its overly scrupulous application of methodological rigor to the SOCE question and its failure to apply enough rigor to a number of other issues on which it touches.

One example of an overly scrupulous application of methodological rigor is the Report's inclusion only of peer-reviewed scientific journal articles and the resulting exclusion of what the Report terms "grey literature" (p. 26, fn. 25). No developed rationale for this choice is offered. Clearly, such a standard gives a definitive and pragmatic rule for the inclusion or exclusion of studies. Some important SOCE literature, however, has been published in book form (e.g., Bieber, et al., 1962) or in other nontraditional venues, as SOCE practitioners and researchers have been pushed more to the periphery of the professional establishment. While such research is certainly assailable on other legitimate methodological standards, its presumptive exclusion from the review is problematic.

This point seems underscored by the frequent inclusion of findings from such grey literature when the Report addresses other points. As a positive example, the widely respected Laumann, Gagnon, Michael, & Michaels (1994) book is cited rightly on certain points pertaining to demographics relating to sexual orientation. In contrast, certain questionable studies that are "grey literature" are cited authoritatively on other points, as when, in addressing the issue of psychological and familial factors in the development of sexual orientation, the authors cite the Bell, Weinberg, and Hammersmith (1981) book whose sample is of questionable representativeness.

The Report's insistence on the utilization of rigorously experimental methods for inclusion in its survey, specifically the utilization of control groups, is

a crucial second example of overly scrupulous rigor. The authors attribute this insistence on rigorously experimental methods to the desire to make definitive "cause-and-effect attributions" (p. 37) and explain their rationale in some detail (p. 27, fn. 30). The effect of this standard is dramatic, as the Report explicitly notes: "Indeed, only six studies, all conducted in the early period of research, used rigorous experimental procedures" (p. 27).

Control groups are indeed vital when testing the efficacy of interventions addressing phenomena that are highly variable and likely to change spontaneously over time. But sexual orientation is commonly viewed as unlikely to change at a minimum, and often as entirely unchanging ("[H]omosexuality... is not changeable;" American Psychological Association, 2005). Documentation of change in a variable that should not change is a phenomenon worthy of examination and one for which control groups are not logically necessary, and so for studies to be excluded for their failure to implement a rigorously experimental design that includes a control group seems questionable. Our argument here is not one of contesting that highly rigorous studies with control groups would be of great value, but rather to contest the judgment that studies which fall short of that rigorous standard are unworthy of examination and dismissed as containing no evidence of value to examination of these hard questions.

In contrast, the failure to implement sufficiently rigorous methodological standards at times in the Report is equally troublesome. First, let us note that the Report vacillates in stating its conclusions from its review of SOCE research. At times the stance is one of agnosticism. "We thus concluded that there is little in the way of credible evidence that could clarify whether SOCE does or does not work in changing same-sex sexual attractions" (p. 28); "There are no studies of adequate scientific rigor to conclude whether or not recent SOCE do or do not work to change a person's sexual orientation" (p. 120). This would seem to fairly represent the proper stance of scientific agnosticism when one has no satisfactory data.

But this is not the most common way in which the Report states its conclusion. Instead, in the Executive Summary and then throughout the Report, the authors claimed that the review has established that "These studies show that enduring change to an individual's sexual orientation is



uncommon” (p. 2) and “Thus, the results of scientifically valid research indicate that it is unlikely that individuals will be able to reduce same-sex attractions or increase other-sex sexual attractions through SOCE” (p.3).

These are not modest claims of scientific agnosticism that “We do not know,” but rather confident and positive claims that we know that change is uncommon or unlikely. These claims, congruent as they might be with the most common understanding today of sexual orientation, are a questionable general conclusion to draw from the evidentiary base of six studies conducted between 1969 and 1978.

Complicating this matter further is the clear articulation within the Report that these six studies are highly unrepresentative on two counts. First, the subject samples of these studies would hardly be representative of individuals seeking SOCE today. The Report itself says “Comparisons of the early and recent research indicate changes in the demographics of those who seek SOCE. The individuals who participated in early research on SOCE were also predominantly White males, but those studies included men who were court-referred to treatment, men who were referred to treatment for a range of psychiatric and sexual concerns, and men who were fearful of criminal or legal sanctions, in addition to men who were distressed by their sexual attractions” (p. 84). In contrast, as the Report goes on to note, the predominant motivation for those seeking SOCE today is religious conviction. Second, the interventions that were the focus of each of those six studies are no longer promoted for use for SOCE: “These studies were all conducted in the period from 1969 to 1978 and used aversive or other behavioral methods” (p. 82).

If the six studies deemed of sufficient scientific quality to merit the focus of the Report a) targeted samples that would bear little resemblance to those seeking SOCE today, and b) used methods no longer in currency among those offering SOCE today, then on what basis does the Report move beyond scientific agnosticism to argue affirmatively that sexual orientation change is uncommon or unlikely? The Report seems to want to affirm together two assertions that are incompatible: a) we do not have credible evidence on which to judge the likelihood of sexual orientation change, and b) we know with scientific confidence that sexual orientation change is

unlikely. The Report thus confuses what must be kept clear, namely that absence of evidence is not the same thing as evidence of absence (Altman & Bland, 1995).

There are a number of other areas where the Report draws questionable conclusions from a scientific perspective; we will focus on five such instances. First, the report presents over and over as established “scientific fact” that “no empirical studies or peer-reviewed research supports theories attributing same-sex sexual orientation to family dysfunction or trauma” (p. 86; see also pp. 23, 54, 63, and 73). This is a dramatic and false claim. Recent, high quality, and large-scale studies providing empirical evidence of familial contributions such as Bearman and Brückner (2002), Francis (2008), and Frisch and Hviid (2006) surely merited careful review by the Report’s authors, and these follow in a long tradition of other credible studies that have explored the impact of such experiential variables.

Second, the Report quite notably uses the absence of evidence to argue that SOCE is unlikely to produce change and thus to strongly argue against the validity of SOCE, but shows no parallel reticence in its treatment of affirmative therapy. For instance, affirmative therapy is positively recommended in application to children, adolescents and families in the explicit absence of convincing and methodologically rigorous evidence of its effectiveness. Indeed, in a telling footnote (fn. 61, p. 76), the Report explicitly pronounces the research on affirmative therapy approaches in application to children, adolescents and families to be “limited” and justifies its recommendations on “general research.” Such variation from the core data-driven mindset of the overall Report is confusing and of significant concern.

Third, and perhaps most dramatic, the Report seemingly adopts very different evidentiary standards for making pronouncements about harm caused by SOCE than it does for the efficacy of SOCE. The standard with regards to efficacy is to rule out substandard studies as irrelevant. No such standards appear to be used with regard to studies of harm. There is at least one late acknowledgement of the lack of firm data in this area (“it is still unclear which techniques or methods may or may not be harmful;” p. 91), but the more common approach in the Report is to

assert that the research documents the likelihood of harm. “We found that there was some evidence to indicate that individuals experienced harm from SOCE” (p. 3) and “Although sound data on the safety of SOCE are extremely limited, some individuals reported being harmed by SOCE” (p. 120) are representative statements.

The report does not articulate how it is that studies judged inadequate with regard to establishing the efficacy of SOCE are simultaneously methodologically adequate to establish harm. The Report, as discussed earlier, goes to some lengths to argue that only the most rigorous methodological designs can clearly establish a causal relationship between SOCE methods and resulting change, yet the Report makes such causal attributions consistently regarding harm while repudiating any such claims for efficacy. In one place in the Report a similar caution about making a causal connection between SOCE and harm is voiced (p. 42), but that caution seems lost in the rest of the Report, and no other such cautions are voiced with regard to a putative causal connection between SOCE methods and harm.

We concur with the report that the possibility of serious harm must indeed be a concern, including the exacerbation of existing psychological difficulties or the creation of new distress, either resulting in deterioration of mental health. But the Report also introduces in one place as a category of “indirect harms of SOCE” (p. 91) the time and energy wasted in an unsuccessful attempt at SOCE (what is termed lost “opportunity costs,” p. 91). This is a broad conceptualization of harm, especially when a) in other places the same concern is introduced in more intensive form, such as in suggesting that “Belief in the hope of sexual orientation change followed by the failure of the treatment was identified as a significant cause of distress and negative self-image” (p. 120), and b) when such an expression of concern has the potential to be intertwined closely with ethical, moral, and theological disagreements with the religious motivations of many persons seeking SOCE. Individuals with strong and well-reasoned moral and religious motivations for seeking SOCE will be much less likely to express concerns about lost opportunity costs than those who have no such moral or religious motivation or who find such moral concerns repugnant.

Fourth, the Report begins by stating the “scientific facts” (p. 2) that ground the approach of the Task

Force, including the “scientific fact” that “Same-sex sexual attractions, behavior, and orientations per se are normal and positive variants of human” (p. 2). The Report does not detail how it is that “normality” and “positiveness” could be established by science as scientific “fact.” It is more commonly understood that science establishes not what is normal or what is positive (or negative), but what is the case, at least what can be established by empirical observation. Social scientists sometimes attempt to marshal empirical data to buttress an evaluative conclusion, but this is not the same thing as establishing a “scientific fact.” We might ponder how “science” (quasi-science) could possibly establish that anything was normal and positive.

The criteria for establishing and recognizing “normal” and “positive” must be established external to science, not derived from science. We see this by applying the same conceptual formulation to a chemical construct instead of this psychological one, as in “Uranium 235 is a normal and positive variant of Uranium.” What do “normal” and “positive” mean here? They seem to make no contribution to the scientific status of the claim. U 235 is neither “normal” nor “positive,” and the sentence as phrased fails to state a scientific fact. It is simply the case that U 235 occurs as a variant of Uranium. This is not, strictly, a “scientific” fact, but a plain, ordinary one, though we may need a scientist and her or his scientific technology to help us recognize the U 235 as different from the more common U 238.

Finally, though there is much to commend about the Report’s positive standards for best research practices regarding SOCE, we offer brief comments on the five positive standards for future research on SOCE offered in the Report. The Report urges that:

Any future research should conform to best-practice standards for the design of efficacy research. Research on SOCE would (a) use methods that are prospective and longitudinal; (b) employ sampling methods that allow proper generalization; (c) use appropriate, objective, and high-quality measures of sexual orientation and sexual orientation identity; (d) address preexisting and co-occurring conditions, mental health problems, other interventions, and life histories to test competing explanations for any changes; and (e) include measures capable of assessing harm (p. 6).

First, at the global level, we would ask the following questions: First, are these same standards, as compelling and rigorous as they are, applied equally to those studies employed in the Report to raise concerns about potential harm from SOCE? Our perception is that they are not, and if they are the best standards to apply to SOCE, why are they not appropriately applied also to the question of harm? Second, are these same standards being applied to the empirical examination of psychotherapeutic effectiveness, broadly construed? In other words, do these standards pass the test of generalization to other foci of intervention? Again, our perception is that they are not, or at least not as employed in the Report. In the Report, they are not employed merely as an aspirational guide to improve future studies, but are employed instead as a checklist by which to exclude all substandard studies as having no evidentiary value to the question of whether sexual orientation can change through deliberate intervention. We wonder, how many other areas of therapeutic endeavor could pass this same test? How much could we say about the efficacy of psychotherapy if these standards were universally applied?

But the individual standards also merit comment. Standards (a) and (e) seem well-founded and merit no further comment. Standard (d) is perhaps the least compelling of the five on the list, as until there is established evidence of the possibility of change per se, there seems little need to press for research to document other concurrent variables that co-vary with outcome.

Standard (b) of allowing for proper generalization will be problematic indeed. As noted in the report, individuals seeking SOCE are largely made up of individuals motivated by traditional religious faith. The whole question of sample adequacy itself is problematic given, as is commonly noted, that we have little idea what a truly representative sample of sexual minority persons—much less a representative sample of religiously-motivated individuals seeking change—would look like given the many cultural forces swirling around this complex issue. Construction of truly experimental research designs with control groups will be essentially impossible with this highly motivated group given the lack of credible placebo conditions or parallel intervention methods. We question the necessity of control groups until a researcher is testing equally plausible and

demonstrably effective competing methods. Rigorous quasi-experimental designs are much more likely to serve to effectively study such populations. While such methods clearly have limitations, the results they produce are not without evidentiary value in this area.

Standard (c) is a continuing challenge given the lack of clear consensus on how to measure sexual orientation. At a practical level, the Report was notable for its inconclusive stance regarding best assessment practices. If this comprehensive review provided few concrete directions to guide assessment, then where are undisputed best practices to be found?

But at a conceptual level, the very construct of “sexual orientation” and a number of other constructs in the Report are problematic. In its list of “scientific facts” (p. 2), the Report embraces as seemingly legitimate a set of common but exceptionally complex constructs like “sexual attractions,” “orientations,” “sexuality,” and “identities.” Though this language is common in psychology, we draw attention to it because “scientific facts” are expressed in terms of these constructs, a practice which may be problematic.

As early as the Fourteenth Century, philosophers, such as William of Ockham (c.1288 - c.1448), warned about the conceptual dangers of taking abstractions to be real. Even more problematic is invoking such abstractions, which seem to exist chiefly as rhetorical convenience, as causal explanations for things, like behaviors, which do seem to be real but in a very different sense since behaviors can be directly experienced. This argument against the dangers of reifying abstractions was one of the primary intellectual foundations for the development of empirical science. Science, the argument goes, should (or must) confine itself to the particulars available to experience.

Throughout history, thoughtful scientists were aware of this problem. Newton, for example (Williams, 1990), understood quite well that “gravity,” as an abstraction or a supposed “thing,” was intellectually problematic. He was even aware that referring to it as a “force” did not solve the problem. He admitted that he didn’t know what “gravity” is, but he could express with mathematical certainty and precision what it does. Our scientific



insight has not always been as sharp nor our scientific standards as high as Newton's. We have allowed ourselves to be content with "scientific" explanations that invoke empty or questionable abstractions, living on what Dennett (1981) refers to as "intelligence loans," constructs endowed by fiat with just the exact explanatory and causal power to solve a conceptual problem and explain in non-human terms an otherwise difficult behavior that seems initially to be an intentional act of a real intelligent human being. Dennett terms these "loans" because they must some day be paid back in the form of real scientific verification. In the meantime, we simply invoke abstractions as explanations, making them, in a sense, more real than the human phenomena they are supposed to explain. It would be possible in another context to trace psychology's intellectual history through various iterations of positivism and empiricism to show how we have come to allow broad and potentially empty abstractions to play such a large role in our current approaches to "scientific" psychology.

Constructs like sexual orientation, attraction, and identity have not been defined and described with precision. Nor are they certifiable as causes of behaviors in any but a hypothetical way. They are thus not scientific in any sophisticated sense. For the Task Force to include such things among their grounding "scientific facts" evinces a problematic understanding of science, and an unsophisticated approach to using a culturally constructed model of science to define and explain real human phenomena. Lost in this process are the human phenomena themselves, and we end up caring more about "orientations" than we do about behaviors and lived experiences – lived in persons' own languages.

### Conceptual Critique

One of us has argued previously (Williams, 2002) that if we get the fundamental questions and answers right regarding human nature, human action, and our understanding of these things, we have the best chance of developing effective methods (both scientific and clinical) which are also ethical and faithful to who (and what) we are as human beings. Get these fundamental things wrong, and we are very unlikely to get much of anything right, and those vulnerable human beings served by psychology will pay the price. We raise this recognizing that there is consensus in psychology neither regarding what constitutes the correct

fundamental questions nor the correct answers to those questions.

Still, we are concerned that the Report's authors, and the APA Council of Representatives which received it, have, for any number of unarticulated reasons, dealt with one facet of the phenomena of human sexuality through a muddled scientific methodology, and seemingly through an unarticulated and unexamined ontological position on what it means to be a human being. The ontology is of a human being understood to be almost entirely (except for error variance) the product of physical structures and empty abstractions framed as causal constructs. This move necessitates taking a highly meaningful and obviously ethically relevant set of agentic acts related to sexual expression, and passing them through a filter that attenuates their moral character, makes them results instead of agentic expressions.

Further, we must return to the earlier mentioned potential conflict between "telic" and "organismic" congruence. The Report defines "telic congruence" as "living consistently within one's valuative goals" (p. 18), infers such is often salient in religious people, and defines "organismic congruence" as "living with a sense of wholeness in one's experiential self" (p. 18). It is worth noting that when the experiential self is taken to have its origins in biological and genetic givenness, as the Report intimates via its utter (and erroneous) dismissal, as previously noted, of any presence whatsoever of psychological or experiential variables in the causation of sexual orientation, it is then very difficult to distinguish "organismic congruence" from acceptance of the fact that biology is destiny. In most behavioral and emotional matters, it seems that the thrust of therapeutic approaches has been to help people realize that their behaviors were something they do, not something they are. In the area of sexuality, perhaps uniquely, the opposite thrust seems to be recommended: that psychologists should help people understand that their behaviors and feelings really are biologically determined and hence what they as persons are. We fear that consumers of psychological knowledge and services will understand from this (again, erroneously) that under this conceptual regime, biology really is destiny.

### Ethical Critique

The Report contains a chapter on ethical concerns and



decision making in psychotherapy. As was the case with the scientific and conceptual dimensions of the Report, there is much worthy and important material presented to consider in conducting ethical practice with clients seeking to alter same-sex attractions and behaviors. However, several aspects of the Report's discussion can be scrutinized from a perspective more sympathetic to SOCE, and the contrasts can be instructive.

The Report identified three ethical principles and two standards of the APA's ethics code as especially applicable to SOCE. We address some of the issues raised, attempt to demonstrate that conflicts arising in ethical discussions about SOCE are at least partially expressions of conflict in implicit moral reasoning, and conclude with a suggestion for collaborative research on SOCE.

### **Application of Ethical Principles and Standards**

Scientific standards for professional judgments. The Report first addressed SOCE in light of the APA's ethical standards related to the basis for scientific and professional judgments and professional competence. Reasonable people must agree that ethical practice would never foster client expectations that change in same-sex attractions and behaviors is guaranteed. Unrealistic expectations for change foster a sense of harm, and adequate informed consent that does not make unrealistic promises of change should significantly reduce reports of harm among SOCE consumers.

The Report by implication, however, seems to associate religious practitioners and SOCE consumers with such unreasonable practices as a matter of course. And it is here that the scientifically unstable conclusion that "change is unlikely" becomes especially problematic. The report concludes that, "...respecting religious values does not require using techniques that are unlikely to have an effect" (p. 67). By the best scientific reasoning, the Report has not really established that the techniques are "unlikely to have an effect" but that there is little compelling evidence that points in any direction. Such should be pointed out to anyone, including religiously conservative clients, who are entertaining SOCE.

The Report lauds an approach that shuns "preconceived outcomes" and "does not prioritize one identity over another" (p. 67). But with its questionable conclusions that SOCE is unlikely to produce change but that affirmative therapy is to be encouraged, the Report implies a unidirectional

movement whereby conservative religious values are modified to foster the development of gay, lesbian, or bisexual identity. We would be more inclined to believe that the Task Force's own approach does not "prioritize one identity over another" were we to find case material published in the literature cited by the Report that describes and affirms instances of client movement away from a sexual orientation centered identity to that of a traditional religiously oriented identity.

Beneficence and nonmaleficence. Responsible clinicians on all sides of the SOCE debate take seriously their ethical mandate to do no harm to clients. The Report presents this concern fairly when its authors conclude that, "Research on harm from SOCE is limited, and some of the research that exists suffers from methodological limitations that make broad and definitive conclusions difficult" (p. 67). With regard to benefit experienced from SOCE, however, the Report concludes that, "The positive experiences clients report in SOCE are not unique" (p. 68) and add that these benefits "...may be achieved through treatment approaches that do not attempt to change sexual orientation" (p. 68). Unfortunately, the authors cite no research that directly supports this conclusion. Our collective experience would suggest that conservative religious clients with unwanted same-sex attractions who pursue SOCE would report much higher levels of felt support and empathy when participating in an SOCE focused group than they would, for example, in a group focused on managing stress while affirming a variety of sexual orientation identities.

Justice and respect for rights and dignity. The Report links ethical concern for justice and client dignity to an emphasis on informed consent as indispensable to client self-determination. The nature of truly informed consent in SOCE, however, may vary somewhat in emphasis and interpretation among clinicians. We question two aspects of the Task Force's discussion of these standards. First, the Report seems to presume that clients who pursue SOCE must be acting largely upon social stigma and prejudice. While this certainly can be the case, the Report does not grant substantive ethical or moral legitimacy to motivations many of these clients perceive as being rationally grounded in their religious identities rather than an expression of religiously-based "homophobia." In other words, to dismiss religious and moral groundings of motivation

to pursue SOCE as inconsequential in favor of stigma and prejudice seems based on an a priori (and utterly nonscientific) judgment that religious and moral motivations are somehow illegitimate. We will return to this subject.

Further, the Report mischaracterizes SOCE proponents as elevating some aspects of ethical reasoning, such as client autonomy or self-determination, above all other aspects, including considerations of harm, benefit, and efficacy. Two observations are pertinent to understanding this appearance of ethical prioritizing. First, we are not aware of any responsible SOCE psychologists who disregard these ethical concerns. Such practitioners may exist, but we do not believe they exist in significant numbers. Second, one has to keep in mind the context of these ethical arguments emphasizing client autonomy and self-determination. Specifically, the rhetorical focus on client autonomy and self-determination comes precisely because it has been part of the background discussion leading to the Report and the draft guidelines on therapy with GLBT persons to consider curtailment of all SOCE. In defending the legitimacy of certain forms of SOCE, proponents have argued in terms of client autonomy and self-determination, but without contesting the importance of attending to issues of harm, benefit, and efficacy of SOCE. And after much effort, the Report seems to have little conclusive to say about harm, benefit, and efficacy of SOCE.

### **Implicit Moral Reasoning and the SOCE Debate**

The Report observes that clinicians “may have their own internalized assumptions about sexual orientation, sexual orientation identity, sexuality, religion” (p. 70). We would argue that internalized assumptions are not just a possibility, but a fact of life. A more philosophically satisfying approach to these concerns would be to encourage psychologists of all sociopolitical stripes to be cognizant of their assumptions and biases and manage these professionally in the interests of client welfare. Each of us has developed a particular world view, which can be defined as a constellation of culturally structured assumptions, values, and commitments that shape our understanding of reality (Kearney, 1984). Among its functions, a world view provides categories for human experience, stipulates causal connections, and identifies sources of moral influence. As one illuminating example

of the latter function of world view, we turn to the Moral Foundations Theory of Jonathan Haidt, highlighting its relevance to the ethical discussions surrounding SOCE.

Haidt and colleagues have examined moral concerns in an evolutionary and cross-cultural context, and have suggested that persons in all cultures seem born with the capacity to find virtue and regulate behavior through five foundations of morality. They identified these foundations as: (1) concerns for the suffering of others (harm & care), (2) concerns about unfair treatment, inequality, and justice (fairness & reciprocity), (3) concerns related to obligations of group membership including for many religious identification (ingroup loyalty), (4) concerns related to social cohesion and respect for tradition and authority (authority & respect), and (5) concerns related to physical and spiritual purity and the sacred (purity & sanctity) (Graham, Haidt, & Nosek, 2009; Haidt & Graham, 2007, 2009; McAdams, et al., 2008).

The first two moral foundations (described as individualizing foundations) focus on the individual as the center of moral value, with an aim of protecting the individual directly and teaching respect for individual rights. The other three foundations (referred to as binding foundations) emphasize the value of groups and institutions, attempting to bind individuals into roles and duties for the good of society. Haidt and colleagues reported that cultures historically have relied on all five of these foundations, and that even today many cultures and peoples continue this multifaceted approach to virtue and behavioral regulation. However, they further note that as a society becomes more modern, secular, and individualistic, the first two foundations grow increasingly dominant. The psychological disciplines, as both cause of and response to these trends in the West, have generally limited their moral domain and concerns to the first two foundations.

Haidt and his colleagues have found consistent empirical support for the tendency of individuals who self-identify as liberal to place a strong emphasis on the harm and fairness individualizing foundations, and to justify moral rules in terms of their consequences for individuals. They tend to support the use of government programs or the alteration of social institutions to extend individual rights as widely and equally as possible. The language of rights, equality, and

social justice tends to be the dominant parlance of moral argument among those on the left. Authority and tradition are considered primarily as sources of harm and injustice.

Conservative persons, on the other hand, extend their moral domain beyond harm and fairness to give relatively equal weight to these individual concerns with the binding moral foundations of ingroup loyalty, respect for authority and tradition, and purity and sanctity. Haidt and colleagues have found empirically that conservatives build their moral sentiment equally on all five foundations, having less focus on the first two foundations than liberals but more emphasis on the other three. Thus conservatives have to balance their concern for harm and fairness with social cohesion, institutional integrity, and divinity concerns. They tend to be less centrally concerned with equality of outcomes, which is central to social justice movements. They generally believe the institutions, norms, and traditions that have helped build civilizations contain the accumulated wisdom of human experience and should not be altered without immense reflection and caution.

The unfortunate consequence of these differences in individual moral foundations is the difficulty individuals have in understanding the moral thinking of those who differ from themselves. This may be especially so for individuals who are more liberal in their perspective, since their conservative counterparts express moral concerns that they (the more liberal) are not accustomed to recognizing as legitimate moral concerns. For instance, when arguments by conservatives are grounded in attention to group loyalty, respect for traditional authority, and sacredness, liberals can feel that concerns over harm and fairness are being completely neglected rather than qualified and conditioned. When morality is defined only in terms of harm or justice, then the binding foundations are viewed as potentially, if not by definition, sources of neglect of issues of harm and justice, and thus, sources of immorality.

As Haidt and his colleagues (2008) noted, “Psychologists, being among the most politically liberal of academic fields, are at special risk for producing studies of conservatives that are ‘deaf to the distinct tonalities of their existence’” (p. 12). Thus, there is a serious risk that liberals may see aspects of the practice of SOCE that are motivated by the binding foundations as immoral and deserving of ethical and legal sanction. Even though many psychologists may be “tone deaf”

to the arguments such persons proffer, many consumers and practitioners of SOCE may have legitimately different, and legitimately ethical, standards for what constitutes harm or fairness.

These considerations may have had a bearing on the degree to which the Report reflected deep comprehension of the motivations and consequent ethical judgments of SOCE consumers and practitioners. Clients who pursue change in their unwanted same-sex attractions and behavior, when viewed only through the lens of the individualizing moral foundations of harm/care and fairness/reciprocity, could be characterized as responding solely to factors such as social oppression, internalized homophobia, and self-repressive masochism. The Report concludes that, “social stigma and prejudice are fundamental reasons for sexual minorities’ desire to change their sexual orientation” (p. 68). While such concerns surely need to be taken into account, they fail to capture the essence of typical SOCE client’s motivation when employed as the only salient moral framework for understanding their motivations.

The Report appears to envision the individual as the center of moral and ethical concern. SOCE clients with which we are familiar often do not separate these individual moral concerns from their equally valued moral considerations emanating from the binding foundations. Conservative religious consumers generally take seriously these binding moral foundations, desiring to be loyal to the historic teachings of their faith tradition, respecting the authority of their religion, and wanting to abide by the boundaries for sexual purity set forth by this religious authority. They could, of course, be encouraged to consider a faith perspective that is gay-affirming, but for many if not most of them, this will feel morally alien and signal unfaithfulness or disloyalty, a disregard for authority, and a loss of connection with the sacred. Such a reaction is akin to the moral misattunement a religious gay client might feel if instructed by their psychologist to quit worrying about social justice matters and focus more on learning to live a pure and celibate sexual life.

Thus, when weighing the ethical consideration to do no harm, we must consider that the Report likely defines harm in a manner somewhat different than the average religiously-motivated SOCE client. The Report, and perhaps psychologists in general, give much more legitimacy to the individualizing moral concerns in defining

the nature of harm, while SOCE clients often legitimize additional sources of potential harm that derive from perceived divergence from the binding moral foundations. There is much basic agreement regarding what constitutes many aspects of potential harm in SOCE, but at some point the divergence in moral visions between the Report and consumers of SOCE will inevitably result in differences in understanding and concern over the nature and degree of harm. Practices perceived to constrain or reorient an individual's sexual expression may be regarded by liberal psychologists as immoral, unjust and discriminatory, but may simultaneously appear to conservative religious clients as morally justified (and desirable) due to their anticipated effect of supporting the institutional religious structures that have historically helped sustained social cohesiveness and thereby providing order, value, identity, and meaning to their lives.

A helpful analogy might be found in the arena of marital therapy. A conservatively religious couple might, in deference to deeply held, binding moral convictions, chose to continue to work on a distressed marriage long after a couple without such convictions might choose to divorce. Similarly, a religiously conservative psychologist might have a higher threshold than a liberal psychologist for what constitutes a level of harm in a marriage sufficient to initiate the recommendation of divorce as an option for a couple with a similar conservative religious orientation. Such differences do not have to be viewed as an inherent indication of poor practice on one side or the other, but rather can be viewed as a reflection of legitimate worldview differences among clients that are best addressed through a diversity of practitioner and treatment options and through proper informed consent.

There are places where these divergences in moral vision are highlighted. The Report commented that, "The ethical principles of justice and respect for people's rights and dignity encourage LMHP [licensed mental health practitioners] to be aware of discrimination and prejudice so as to avoid condoning or colluding with the prejudices of others, including societal prejudices" (p. 70). It is not difficult to hear in this statement the exclusive language of the individualizing moral foundations. The Report shortly thereafter counsels LMHPs to engage in self-reflection concerning these valid concerns but only on what we have here

identifies as individualizing concerns. Self-reflection, in other words, is limited only to moral concerns broadly in the domains of harm/care and fairness/reciprocity. This seems to imply that moral reasoning emphasizing the binding, trans-individualistic, concerns are illegitimate, and that SOCE practitioners are inherently or necessarily condoning or colluding with societal prejudices. Might it have been difficult for the Report authors to see SOCE practitioners as these practitioners see themselves—namely, not as inherently colluding with societal prejudice, but instead as seeking to assist clients to live in harmony with the religious beliefs and institutions that are foundational to their sense of identity?

When acting compassionately and professionally, clinicians engaged in SOCE can be validly seen as practicing in a manner that respects the ethical concerns regarding rights and dignity among clients who place equal value as their psychologists on the individualizing and binding moral foundations. These clients typically emphasize conservative religion as the primary dimension of diversity, and experience their rights and dignity as being respected by the freedom to pursue or not pursue SOCE. There is, of course, a much greater risk of perceived harmful collusion with social prejudices when SOCE is imposed upon clients whose moral domains are dominated by the individualizing foundations. Thus, accurately apprehending and understanding our client's world view and providing informed consent accordingly is crucial for determining appropriate therapeutic approaches to unwanted same-sex attractions.

If proponents of SOCE are operating under differently weighted moral domains than many (perhaps the majority) of psychologists, are assessments as to the ethicality of SOCE destined to have points of significant divergence? Will this lead to differing determinations as to the ethical status and salience of certain SOCE practices, such as the ethical propriety of psychologists assisting clients with unwanted same-sex attractions who wish live in conformity to teachings of religious institutions that place prohibitions on same-sex behavior? Might the best response to this diversity in the current sociopolitical climate of psychology be for professionals within these different moral communities to develop their own guidelines for ethical practice in conversation with the dominant perspectives in psychology, and might the dominant voices benefit from conversation with



the minorities? Psychologists may not always agree on the application of ethical decision-making that flows from their differently weighted moral foundations, but they can understand that these divergent beliefs about SOCE are reasonable within their own moral contexts. This is crucial in promoting civil discourse that can advance the science surrounding this issue.

### Conclusion

The Report presents many positive features, but the problems and concerns enumerated here compromise the scientific merit and utility of the Task Force Report, despite its positive features. We conclude with a modest proposal for moving forward.

Our profession and discipline values science as its primary epistemological grounding and uses that grounding as validation of its professional application. The Report rightly pointed out in their analyses of both SOCE methodology and ethicality that the studies on hand of SOCE are an insufficient base from which to draw peremptory conclusions regarding areas most relevant to ethical decision making, such as harm or efficacy. This means that the moral grids psychologists bring to the subject are likely to carry greater weight in ethical evaluations than they would if the science were definitive. Clearer scientific foundations would be valuable.

Further, there is a tendency among psychologists to treat science, on the one hand, and moral and religious values, on the other, as orthogonal. They are not. While distinct and different, they are part of a deeper web of human reasoning. As philosophers of science commonly argue, and as O'Donohue (1989) and Jones (1994) among many other psychologists have argued, a priori beliefs of a pre-scientific nature shape and direct the practice of research, influencing such aspects of research as the choice of subject matter, what primary and alternative hypotheses will be considered, how constructs are defined and assessed (Rosik, 2007a, 2007b), and the relative salience given to specific findings. Moreover, the empirical methods of psychology contain their own "innate" values and are also influenced by the value assumptions of researchers (Slife, 2006, 2008; Slife & Reber, 2009). These methods are not morally or philosophically neutral nor do they enable research to proceed without the application of interpretive biases of some sort, particularly

when investigating value-laden subjects such as SOCE.

Therefore, the proper response to the Task Force's analysis is not to ethically proscribe SOCE nor call for research that is only to be conducted from within a singular moral worldview, but rather to call for research that approaches the topic from a diversity of sociopolitical and value orientations. Such inclusiveness represents the true spirit of our discipline and may well be the best means to ensure that scientific knowledge is furthered rather than stifled as it pertains to SOCE. It can also assist in honing our ethical reasoning as we therapeutically approach the needs of clients who wish to pursue change in their unwanted same-sex attractions and behaviors.

In closing, we would urge an individual(s), organization(s), or institution(s) with access to a large, population based, representative sample to courageously donate access to the sample for the sake of scientific study of SOCE. In a gesture of scientific collaboration, opponents and proponents of SOCE could be asked to provide equal numbers of questions broadly related to SOCE practice, and these questions compiled into a standard survey distributed to the sample. With repeated administrations, longitudinal data could be developed in a quasi-experimental study. The data could be shared between the groups that contributed the questions, and each group urged to provide their "take" on the findings, no doubt in a manner that reflects their diverse perspectives. Once completed, each group then would have an opportunity to critique the other's assessment and offer a rejoinder to the critique of their initial paper, with the entire interchange published. Such a research program could advance not only our understanding of SOCE, but also our understanding of the myriad ways different moral and sociopolitical orientations impact how psychologists approach the science and ethics of this controversial subject.

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## Call for Award Nominations

### The Society for General Psychology

*American Psychological Association Division 1:  
The Society for General Psychology  
Call for Nominations 2011 Awards*

The Society for General Psychology, Division One of the American Psychological Association is conducting its Year 2011 awards competition, including **the William James Book Award** for a recent book that serves to integrate materials across psychological subfields or to provide coherence to the diverse subject matters of psychology, **the Ernest R. Hilgard Award for a Career Contribution to General Psychology**, **the George A. Miller Award for an Outstanding Recent Article in General Psychology**, and **the Arthur W. Staats Lecture for Unifying Psychology, which is an American Psychological Foundation Award** managed by the Society. In addition, there is an award for graduate students: **The Anne Anastasi General Psychology Graduate Student Award** (see below for details).

All nominations and supporting materials for each award **must be received on or before February 15, 2011**. With the exception of the William James Award, you are encouraged to submit your materials electronically.

There are no restrictions on nominees, and self-nominations as well as nominations by others are encouraged for these awards.

The Society for General Psychology encourages the integration of knowledge across the subfields of psychology and the incorporation of contributions from other disciplines. The Society is looking for creative synthesis, the building of novel conceptual approaches, and a reach for new, integrated wholes. A match between the goals of the Society and the nominated work or person will be an important evaluation criterion. Consequently, for all of these awards, the focus is on the quality of the contribution and the linkages made between diverse fields of psychological theory and research.

Winners will be announced at the annual convention of the American Psychological Association the year of submission. The awardees for the first four awards will be expected to give an invited address at the subsequent APA convention and also to provide a copy of the award presentation for inclusion in the newsletter of the Society (*The General Psychologist*). These Awardees will receive a certificate and a cash prize of \$1000 to help defray travel expenses for that convention.

For the William James Book Award, nomination materials should include three copies of the book (dated post-2006 and available in print); the vitae of the author(s) and a one-page statement that explains the strengths of the submission as an integrative work and how it meets criteria established by the Society. The award criteria can be found at [www.apa.org/div1/awards](http://www.apa.org/div1/awards). Textbooks, analytic reviews, biographies, and examples of applications are generally discouraged. Nomination letters and supporting materials should be sent to Dean Keith Simonton, PhD, Department of Psychology, One Shields Avenue, University of California, Davis 95616-8686; [dksimonton@ucdavis.edu](mailto:dksimonton@ucdavis.edu).

For the Ernest R. Hilgard Award, nomination packets should include the candidate's vitae along with a detailed statement indicating why the nominee is a worthy candidate for the award and supporting letters from others who endorse the nomination. Nomination letters and supporting materials should be sent electronically to John D. Hogan, PhD, Psychology Department, St. John's University, 8000 Utopia Parkway, Jamaica, NY 11439 ([hoganjohn@aol.com](mailto:hoganjohn@aol.com)).

For the George A. Miller Award, nomination packets should include four copies of the article being considered (which can be of any length but must be in print and have a post-2006 publication date), vitae of the author(s), and a statement detailing the strength of the candidate article as an outstanding contribution to General Psychology. Nomination letters and supporting materials should be sent electronically to Nancy



## Awards Announcement.....

Felipe Russo, PhD, Department of Psychology, Box 871104, Arizona State University, Tempe, AZ 85287-1104  
NANCY.RUSSO@asu.edu.

The 2012 Arthur W. Staats Lecture for Unifying Psychology is to be awarded in 2011 and given at APA's 2012 annual convention. Nomination materials should include the candidate's vitae along with a detailed statement indicating why the nominee is a worthy candidate for the award including evidence that the nominee would give a good lecture. They should be sent electronically to Donald Dewsbury, PhD, Department of Psychology, University of Florida, Gainesville, FL 32611 (dewsbury@ufl.edu).

The Anne Anastasi General Psychology Graduate Student Award is in its second year and some changes are being introduced. This nomination must be submitted electronically to Harold Takooshian, PhD, Psychology-916, Fordham University, New York NY 10023, takoosh@aol.com.

Please send the Following Cover Sheet:

Candidates for the Anne Anastasi General Psychology Graduate Student Award should submit the following:

1. There are 2 levels of the Anastasi Award: Students with 2 years or less of graduate study and those with more than 2 years of graduate study. Circle the one that best applies to you:

- a. Two years or less of study beyond the baccalaureate.
- b. More than two years beyond the baccalaureate.

2. I completed my masters' degree in year: \_\_\_\_\_; or did not complete \_\_\_\_\_

3. Include:

- a. Name + email:
- b. Institution:
- c. A mentor + email:
- d. Focus of research, title:

II. Send the next three as attachments:

1. Research statement on your past/present/future work (2-3 pages, with limited number of important citations)
2. Your Curriculum Vitae
3. Supporting letter from one mentor, either attached or sent separately

These materials should be sent electronically to the 2011 Chair of the committee, Harold Takooshian, PhD, Psychology-916, Fordham University, New York NY 10023, takoosh@aol.com.

Each of two recipients of this award will receive \$300 and a certificate in 2011. The winner will be decided based on the student's vitae and research plan, plus a supporting letter from the student's advisor.

Requests for further information about Division One Awards may be directed to MaryLou Cheal, PhD, Awards Coordinator, Society for General Psychology, 127 E. Loma Vista Drive, Tempe, AZ 85282 (cheal@asu.edu).



## *The Crisis in Statistical Education of Psychologists*

by Bernard S. Gorman, Ph.D. and Louis Primavera, Ph.D.



### EDITORIAL STATEMENT:

Those who were at APA in San Diego this August know that one of the greatest benefits of membership in our Society of General Psychology is its outstanding annual program, featuring outstanding speakers on a full range of topics that could appear only in Division One. For TGP, I solicited these presentations to publish for our wider audience, and I am pleased that this issue of TGP includes a few of these.

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All undergraduate psychology majors and graduate students are required to take statistics and psychometrics courses (American Psychological Association, 2007). Although there's increased interest in qualitative research, most major research journals require statistical analyses. However, we contend that most psychology students, most working psychologists and (unfortunately) many professors who teach statistical methods are not competent when it comes to taking advantage of modern statistical theory and practices. We face a grave crisis in our training and practice models. We will use the medical definition of "crisis" as a turning point in disease: "a point in the course of a disease when the patient suddenly begins to get worse or better" (Merriam-Webster, 2010). Although we can talk about "the good, the bad, and the ugly," we'll try to take a more positive stance. We'll start with the diagnosis and etiology of the illness our field faces. Then, we'll end with suggested treatments and prescriptions for a much healthier state of affairs.

#### Diagnosis: What's Wrong?

When students enter their introductory statistics courses they face three major issues. First, they frequently lack knowledge of many basic mathematical principles. For example, many students do not know: that negative numbers are on the left of a number line; that there's a difference between a percentage and a proportion; and that logarithms and exponents have useful properties.

Most, if not all, students have been exposed to these concepts in the lower grades. Many doctoral students who don't seem to know these concepts had high SAT Math Scores and high Quantitative GRE Scores. Many doctoral candidates in many fields hire consultants to carry out the statistical analyses for their dissertations. Ironically, most had grades of "B" and higher in their undergraduate and graduate statistics and research methods courses. Second, many students are extremely anxious about mathematics and statistical concepts despite the fact that their report cards and transcripts show histories of success in these subjects. We've often used our clinical skills to get students to deal with their crippling fears. Finally, even when they're calm, many students display a lack of confidence in their ability to learn mathematical concepts. You might ask that even with good grades, why are they so ill-prepared and why are they so are frightened? Why don't they know these concepts?

#### Etiology and Diagnosis

Perhaps the roots of the problem lie in the attitudes and beliefs about math shared by our culture. To start our exploration of this question, let's wander into any large bookstore. Once we've passed the Latte bar, the Mocha Grandes, and the frappachino maker, let's check the shelves for statistics books. In doing so, you'll see at least a dozen books with titles that fit the generic title, "The Loathsome Study of Statistics for those who are Utterly Confused and Incompetent." At one of our regional conventions, we've seen pins and buttons with slogans like "I survived statistics"; "Roses are Red; Violets are Blue; I Hate Stats!"; and "The Surgeon General warns that Statistics may be harmful to your health." Perhaps statisticians and psychometricians are about as popular as insurance sales reps, tax collectors, and traffic cops!

By the time they complete high school, American students are among the lowest math and science performers in the developed nations (Glod, 2007). Gallup Poll results

have consistently shown that American high school students consider mathematics to be their most difficult courses. While nobody would brag about illiteracy, many people are not at all embarrassed by claiming “innumeracy” (Paulos, 1988).

Where do these negative attitudes and poor performance levels come from? We contend that they start in the elementary schools. Despite efforts to strengthen math education in the earliest grades and despite the fact that many of them are genuinely good people, those who teach us our basic mathematical concepts often: (1) don't like mathematics; (2) are anxious about teaching mathematics; and (3) lack confidence in their own math ability. When students are faced with teachers such as these, it's not surprising to see them avoid math. Why shouldn't they like art, music, literature, history, and gym instead? By the time they get to college, many students have learned a bare minimum of math and science. If they can avoid these “hateful” and “frightening” subjects, they'll do so.

So let's imagine that someone decides to become a psychology major. Most students start their concentration with general psychology courses and then take some rich, human-interest courses like Abnormal Psychology or Developmental Psychology. Then, often reluctantly, they take undergraduate statistics courses and here's where a new set of problems arise. Many psychology students don't seem to see mastery of statistical skills as essential career goals. Rather, they view it as a hazing ceremony. They will avoid statistics courses for as long as they can or completely, if they can.

Whenever we evaluate courses, we typically think about the curriculum, the instructors, and the ability of instructors to meet the needs of the students. As for instructors, it's clear that some are not very good. We contend that many of them are unwilling and unfortunate victims of the ways we staff our faculties. Many universities place their highest priorities in research that produces high rates of publication and lucrative grant support. Many junior faculty members were hired not for their teaching skills but, instead, on the basis of their promising dissertations and their early articles. They were often assigned to teach statistics courses as rites of passage in which they are forced to do the “dirty work” of teaching potentially unpopular courses. It's very rare to see “top guns” in methodology who teach undergraduate statistics courses. High premiums are placed on publications

and grants in substantive areas while less respect is paid to methodological research. Unless they're specifically teaching in a quantitative program, untenured youngsters who polish their quantitative skills may be seen as deficient when it comes to dealing with “the real stuff” of substantive research. We've seen many competent young statisticians forced into becoming service bureaus for other people's research. As a result, the statistician's personal productivity may be severely limited (Aiken, West, & Milsap, 2008)

In addition to publishing substantive research, junior faculty members are painfully aware that student teaching ratings also play roles in tenure and promotion decisions. If they face hostile classrooms, what will be the odds that they will receive positive student ratings? One answer might be to tell them, “Be nice, be undemanding, and give high grades.” Each of us met graduate and postdoctoral students who received at least “B” grades and who told us that they had some pleasant people who didn't teach them much but gave them “social promotions.” Even if the younger professors succeeded in teaching statistics, many of them chose not to teach statistics once they received tenure. They found larger rewards in substantive research and pleasant relationships with senior colleagues and students.

It's dangerous to assume that someone who knows statistics well can also be a good statistics teacher. We've probably all heard statements like, “He's brilliant but I don't understand anything he's saying.” With a shortage of American quantitative skills, many talented young people come from outside of the United States to fill the gap. While skilled, many of them have not yet developed the pedagogical and communication skills to deal with American students.

We also feel that when junior professors are forced to teach statistics, the practice sends the wrong message to both students and faculty members. It implies that statistics is not a very important subject and that statisticians are a marginalized bunch.

Many senior faculty members are known for their substantive rather than for their methodological research. Only a few senior researchers do their own statistical analyses. It's not unusual to see them hire consultants or delegate statistical tasks to their junior faculty members or their advanced graduate students. Major grant agencies typically require proof of competent statistical experts on proposed research teams. Administrators and journal editors often de-

fer to statistical experts from their personal and professional networks. Unfortunately there aren't too many experts to go around, so a single poor review may kill an article's or a grant's chances for publication or funding.

What about those who willingly teach the course? Sadly, some of our professors don't keep up with the literature. Suppose that we showed you an introductory statistics textbook with the following topics:

Frequency Distributions  
Graphic Representation  
Percentiles  
Measures of Central Tendency  
Variability  
The Normal Curve Distribution  
Sampling Error  
Correlation  
Statistics and Design of Experiments  
Simple Analysis of Variance  
Chi-Square.

Would you feel that this book covers the important issues? Better yet, do you think it encompasses modern practice? The list above came from a very good textbook written two generations ago. It was Underwood, Spence, and Cotton's *Elementary Statistics*, published in 1954. For those insiders who really know statistics, statistical research and practice changes by the day. Many classical concepts are being challenged and many analytical techniques have changed. This forces us to carefully choose a few topics from an overwhelming plethora of potential topics.

In part, the growth of new approaches is due to combination of theoretical breakthroughs, the availability of inexpensive, high-speed computers, and the discovery of algorithms that can perform operations that were previously unimaginable. For example, we can deal with nonlinear equations; we can simulate data sets to test the consequences of model assumption violations; we can effectively and accurately execute maximum likelihood methods that enable us to solve many multivariate problems. New and powerful techniques, such as Structural Equation Modeling (SEM), Hierarchical Linear Modeling (HLM), Logistic Regression, methods for dealing with missing data, and Bayesian statistics are entering our working vocabularies.

Many basic statistics courses allocate most of their time for discussing Analysis of Variance (ANOVA) methods for evaluating controlled laboratory experiments, even though a great deal of applied psychological research demands techniques other than ANOVA. Despite the fact that all regression and ANOVA models are special cases of the General Linear Model (Nelder & Wedderburn, 1972) most textbooks and most of our colleagues treat them as though they were quite separate.

Even when ANOVA methods are appropriate, modern statistical research has shown that the automatic use of these traditional techniques has strong limitations. For example, non-normality and heterogeneity of variance make traditional ANOVA and regression methods far less robust and far less powerful than we had imagined (Hurn, & Mirosevich, 2008). Fortunately, there are many accessible, alternative robust methods that yield much better results with fewer subjects but only a few people are aware of them and even fewer use them. Despite some major advances in statistics and psychometrics, only a few psychologists are competent when it comes to evaluating statistical power and planning for adequate sample sizes for even the most basic designs.

Computers provide a mixed blessing. They allow us to perform calculations and to present graphics in ways that we never dreamed were possible. However, computers are simply good tools. They never were substitutes for thought. We've seen many courses reduced to the goal of teaching students to use packages like SPSS or SAS by automatically clicking their mice. However, we wonder if the courses that depend almost entirely on computation help them to understand what they're doing

By now, we hope you see that we have some problems. We've got students who are not well-prepared and we've got a serious shortage of people who can teach statistical methods well. Of those who can do a decent job, there may be few rewards for doing so. Despite remarkable advances in the science of statistics, only a few of these discoveries can be found in our textbooks and journal articles. Computers have reduced the drudgery of calculations but they have not replaced the need to carefully plan and evaluate analyses.

Treatment Plan: A Prescription for the Course

As we've been arguing, we've got to overhaul both the undergraduate and the graduate curricula.

Quantitative training has lagged behind in transmitting important innovations that would potentially serve to enhance the future of psychology as a science. We continue to have great concern about training in measurement. We are also profoundly concerned about the area of research design. Blind statistical analyses of poorly-designed studies reify the statement, "Garbage In-Garbage Out".

Given that most undergraduate programs have one required statistics course and most doctoral programs have a maximum of three to four courses dedicated to statistics, measurement, and research design, several questions arise: What is the overall approach we should take teaching statistics?; What topics should we cover in the basic and advanced courses?; What teaching methods work best to get the most out of the relatively limited time we have?; and What must a student know about statistics to serve as basis for lifelong learning?

As for core competencies, we believe that students need effective training in applied data analysis that emphasizes the logic of statistical investigations, the ability to interpret the results of statistical analysis, the ability to draw valid conclusions, and, most of all, critical reasoning.

We feel that the beginning statistics course is a crazy quilt of jumbled topics. In our prescription for fundamental courses, we will outline an approach that strongly emphasizes cardinal principles of statistics but also takes advantage of modern advances in statistical theory and practices that have not yet entered into our typical course offerings. Among them will be increased use of exploratory methods, an appreciation of functional relationships; increased emphasis on decision theory; early introductions to structural equation modeling; strong understanding of the notions of power and sample size estimation; and demonstrations that show how truly general linear models can encompass a multitude of statistical methods. We will use computers to reduce the tedium of calculations but we will not let students simply and mindlessly point and click.

Let's address these issues on a topic-by-topic basis. While it's very easy to state what's wrong; we'll aim at providing some positive suggestions.

Exploratory Data Analysis:

We Should Spend Time on Discussing Data Types. While there are some strong debates about the adequacy of his taxonomy, S. S. Stevens' (1946) discussion of Nominal (Categorical, Discrete), Ordinal, Interval, and Ratio scales is quite useful. We would also add Binary or Dichotomous data to this list. We might think about introducing scaling methods here. For example, what does a rating of "1" versus a rating of "3" mean when it comes to completing a Likert scale for "love"?

Wherever Possible, Graph Data Using Good Computer Graphics

John Tukey and his colleagues (Hoaglin, Mosteller, & Tukey, 1983, 1985; Tukey, 1977) developed an elegant set of tabular and graphic methods such as the box-and-whisker plot and the stem-and-leaf plot for displaying single-variable data distributions of single variables. They developed such methods as scatter plot matrices and smoothers for multivariate data. However, at the time these methods were developed, personal computers were nearly non-existent. When they were, they were expensive. Today, personal computers are nearly universal and most statistical packages have at least some graphics. Since many students can benefit from good visual displays, let's use graphs for exploring data whenever it's possible.

We Should Introduce the Concept of Variables.

We often mention the term "variables" too quickly. It becomes a linguistic place-holder for "stuff", "phenomena", "factors", and G\_d only knows what else! But doesn't every topic in psychology and statistics refer to properties and relationships among variables? Let's slow down to take the time to really discuss what we mean by independent variables, dependent variables, mediators, and moderators. While we're at it, let's tackle the never-ending discussions of correlation and causation. Let's introduce Raymond Catell's (1946) notion of the "Data Relation Box", in which data can vary by persons, by traits, and by times.

Students Should Know How to Graph Functional Relationships

Armed with the ability to graph, to plot (and, sometimes, to scheme) and some knowledge of variables, students should be able to see relationships in two- and higher-dimensional plots. We've found that most students can understand scatter diagrams. It's fairly easy to introduce the concepts of best-fitting lines and curves when you have decent graphics. This might be a good time to introduce concepts such as



smoothing, outliers, linear and nonlinear relationships.

#### It's Not Too Early to Introduce Multivariate Thinking.

Few things in life can be predicted or explained well by only one variable. Students should be shown that additive and interactive effects of several predictor or independent variables can do a better job of explaining a dependent or criterion variable than a single variable. Some years ago, we asked James Arbuckle, the developer of the AMOS structural equation modeling program, when to introduce path models to our students. His simple answer, "Immediately!" rings true today. Although there may be thorny analytic issues ahead, we find that a good path model and a structural equation diagram are as useful as a football or a basketball coach's playbook. Simply put, every analysis can be seen as a structural model.

Complex models can be built from simple ones. We've found it useful to show our beginning students such classic structural equation analyses as Blau and Duncan's Classic Social Mobility model (Blau & Duncan, 1967). If you feel bold, you might want to play with the concepts of mediation, causality, and (take a deep breath) latent variables.

Let's talk about fitting and evaluating models rather than simply teaching students to "run" analyses.

Let's introduce the concept of "model fit". Basically we can say that an actual score is a function of the scores predicted by variables in our models plus "other stuff". The issue of "other stuff" is important. At times we have called such stuff "error variance" but that sounds sinful. Better yet, Will Rogers defined strangers as friends he hadn't met – yet. Let's talk about "error" as variables we haven't yet measured. Let's tease students with the idea that we need some ways of assessing a good fit. Let's talk about the usefulness of residuals and diagnoses of good and bad statistical models.

#### There Should Be No Sharp Distinction Between ANOVA and Regression Models

Despite the fact that all regression and ANOVA models are special cases of the General Linear Model (Nelder & Wedderburn, 1972), most textbooks and most of our colleagues treat them as though they were quite separate topics. In fact, modern statisticians and, better yet, modern software treat them as the same problem.

#### Sampling and Sampling Distributions.

You might have wondered why we place the topic of

sampling out of its traditional order in most textbooks. Very simply, we believe that it's better to have people first think about whether a model can be graphed and fit then to have them reflexively jump into significance testing. However, now's the time to introduce sampling.

We've found it useful to teach abstract concepts of sampling in a very concrete way. We hold up a bucket with 200 chips. Each chip has a numerical value printed on it and the overall mean and standard deviation of the values for all 200 chips in the bucket's "population" is known beforehand by the instructor. Students are given statistical calculators and are asked to first draw samples of five chips and then calculate the means and standard deviations for their samples. They also guess, on the basis of their samples, what they think that the mean value will be in the whole bucket. Then, we enter the students' sample means into a spreadsheet and we sort and graph the sampling distribution; in this case, the distribution of sample means. If all goes well, the distribution will start to approach a normal curve and the majority of cases will clump near the population mean. The standard deviations of the calculated sample means are introduced as the "standard error of the means."

The experiment is repeated. However, this time, we draw samples of 10 chips. Again, the distribution is plotted and the means of the sample means and standard error will be calculated.

We repeat the experiment once more., this time, however, with a bucket in which the chips have a smaller population variance. The exercise concludes with a summarization of three major ideas: (1) The mean of sample means approaches the population mean; (2) The standard error decreases as sample sizes increase; and (3) The standard error decreases as variability in the samples decrease. A formula that encompasses these principles will be shown. In this way, we've planted the seeds of the concepts of Random Sampling, the Central Limit Theorem, the Law of Large Numbers, Sampling and Sampling Distributions, and confidence intervals in a few minutes. We illustrated sampling with the exemplification of sampling a mean. In fact, we could sample any statistic (e.g. variances, medians, correlation coefficients, paired differences, etc.). Again, if you feel courageous, it might be very useful to talk about resampling and bootstrap methods.

#### It's Time for Decision Theory

Armed with the concepts of sampling distributions, students can intuitively grasp the concept that some statistics may

be too “far out” to be considered to belong to a sampling distribution generated by a null hypothesis. If we talk about the consequences of decisions, especially medical and legal decisions, then the concepts of Type-I and Type-II errors, False Positives and False Negatives, Sensitivity and Specificity become fairly easy. We can show them how both error types can be reduced by good combinations (better yet, products) of sample sizes (larger ones are better) and effect sizes (larger are better). We can talk about the relations of power, effect size, sample size, and Type-I error levels. Now that we have some very good interactive software for calculating and graphing power, sample size, and effect size (e.g., Power and Precision, Borenstein, Cohen, Rothstein, Schoenfeld, Berlin, & Lakatos (2010), G\*Power; Buchner, Erdfelder, & Faul, 1997) students can easily see these concepts.

#### What about Statistical Software?

We were raised in the days when most statistical calculations were either done by hand or with the use of large, clunky mechanical calculators. One of us mastered the slide rule and the abacus, had a considerable advantage over his classmates, and got the chance to “rescue” good-looking women. Personal calculators and large university mainframe computers eased our burdens. Finally, inexpensive personal computers with point-and-click graphic user interfaces arrived. Let’s be honest; there were no “good old days.” People who harbor such nostalgia should seek help in dealing with their serious masochism. However, the present use of overly-friendly statistical packages allows students to enter and retrieve data quickly but they may also blind students to the underlying principles of their analyses.

Although we have no objections to using program suites like SPSS for heavyweight research or routine number-crunching, we recommend that students use somewhat more lower-level, modular software for learning some basic statistical principles. For example, we find that programs like Microsoft Excel, GNUmeric (2010) and Minitab (2010) allow students to stay close to the data and analyses they need to perform. Both MATLAB (Part-Emander, Sjoberg, Melin, & Isaksson, 1988) and the free, open-source program, SCILAB (scilab.org) allows our graduate students to obtain complex matrix algebra solutions to their multivariate procedures. Most of all, although the program package R (r-project, 2010.) is somewhat difficult to learn at first, it should probably be used by everyone. R is completely free-of-charge and can be used on Windows, Mac, and Linux platforms. It currently has more the 3,000 specialized procedure packages with more being added by the week. It can perform the simplest calculations as well as the most

advanced ones. As it is a statistical programming language as well as a set of ready-made procedures, users can program new procedures and share them with others. Dozens of commercially-published statistics books are being released about R and literally thousands of free manuals and instruction guides are available on the Internet. For those who are not willing to part with their graphical user interfaces, there are R packages such as Rcmdr (Fox, 2005), and Rattle (Williams, 2009) that simplify data entry and complex analyses. Textbooks by John Verzani (2004) and Daniel Kaplan (2009) use R and come very close to our concept of an ideal course.

#### What about homework?

We don’t know about you, but we’ve never viewed statistics as a spectator sport. Both of us learn statistics with guided practice. We’ve got to try challenging problems and safely learn from our mistakes. However, we also believe that we can learn statistical concepts best with very small data sets. As a result, when we’re teaching new procedures to ourselves, we deliberately construct small, “toy” examples with a few cases and a few variables. We know what the answers should be way ahead of time but then we see if the procedures can reproduce what we already know. We do the same for our students. For example, we give them ANOVA problems in which some groups are obviously different from other groups. We give them correlation problems in which the strength and direction of relationships are obvious in scatter diagrams.

Piaget stated that learning is not passive but constructive. He said, “When they invent, which happens rarely, they know it, and willingly own to it” (Piaget, 1925). Following this notion, we make our students solve statistics problems in reverse. That is, they construct data sets that fit the solutions. We have found a program, (DGW.EXE Data Generator for Windows; Brooks, 2010) that allows us and our students to construct a wide variety of interesting data sets.

In conclusion, while psychology has fought hard to take its place among the sciences, we are losing our hard-won position by falling behind in our ability to master both modern and traditional statistical methods. Many cultural and historical changes have led to this gap but we can reverse the trend by reviewing our educational model and by embracing the best and by avoiding the worst advances of computer technology.

Let the fun begin!

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## President's Column

by Nancy Felipe Russo, Ph.D.

Arizona State University



The Society for General Psychology - Division 1 of APA - has a broadly defined mission as being concerned "with the general discipline of psychology considered both as a science and as a profession" (Society Bylaws). This means that the Society is the *only* division of APA that focuses on the shared concerns of all psychologists and fosters activities to unify the field. Past presidents have discussed difficulties in defining "general" psychology (Dewsbury, 2008), and have struggled with the question of what the fragmentation of the field means for the society's mission (Hogan, 2009). I am inspired, however, by Past President John Hogan's observation that given all the forces working to divide psychology, Division 1's mission becomes ever more important. He reminds that the scientific foundation of our subfields makes us all stakeholders in the larger discipline.

The core of Division 1's substantive role is to articulate the unifying concepts and common goals of psychologists. Common concerns include history, methods, ethics, and applications. Although psychotherapeutic practice has center stage in psychological applications, applied psychology encompasses such a vast range of activities I am hesitant to even try to list them. Applications vary over time, but one that comes to mind includes concerns about the public interest, diversity, public policy, economic issues, and training current and future generations around the world. The latter encompasses concerns about the health of our educational systems and teaching and curriculum change.

### What are we doing to achieve Division goals?

We have multiple activities planned this year - what is accomplished, however, will depend on our success in engaging our member's ideas and energies. My presidential theme this year is "Unification through Application", and a variety of activities reflect this theme. Here are just some of the activities that we are planning. Gina Brelsford has done a masterful job of developing an informative newsletter, and by the time you finish reading about all of the wonder-

ful things associated with the Division, I'm hoping you will share our enthusiasm for the possibilities and devote some of your energies to helping us. Remember, these are highlights and this column doesn't encompass all of our activities.

### Awards and Recognition

Given the numerous awards in specialty areas, recognizing achievements that cut across multiple fields of psychology become even more important. Thus, Division 1's award program is one of its most important areas of activity, right up there with publishing the division's journal, *Review of General Psychology* (publishing a peer-reviewed article is, of course, a form of recognition). Division awards include the William James Book Award, Ernest R. Hilgard Lifetime Achievement Award, George A. Miller Award for an Outstanding Recent Article on General Psychology, and the Arthur W. Staats Lecture for Unifying Psychology (an American Psychological Foundation Award coordinated by Division 1). Other awards include the C. Alan Boneau Award for Outstanding Service to the Society for General Psychology, the Anne Anastasi Student Poster Award, the Anne Anastasi General Psychology Graduate Student Award, Recognition Awards, and Presidential Citations.

Mary Lou Cheal continues as award coordinator, this year assisted by Janet Shibley Hyde who will take over as coordinator next year. Fellow Status in the Society is also another form of recognition. The Fellows Committee will continue to be chaired by Florence Denmark. Watch for the call for nominations for awards and fellow status - the chairs of the respective committees will be seeking individuals to help them review submissions. More opportunities to get involved!

### Plans for the 2011 APA convention in Washington DC

One of the most important things that the Divi-



sion does is provide a rich and exciting program at APA's annual convention. This year, Jan Sigal will serve as our program chair. The program theme is "Unification through Application" with a special focus on the areas of violence, health, education, stigma, & discrimination. The latter area reflects a priority of APA's President Melba Vasquez, who will help publicize our efforts. This year's award winners will be making award presentations at the 2011 convention and have all made distinguished contributions to some application of psychology (see the award announcement in this issue of the newsletter for more information on the awardees this year). You will hear more about the program from Jan in later issues.

Here I emphasize the rich variety of Division 1 activities at the convention and the many opportunities to become involved. In addition to substantive programming submissions that need to be reviewed by volunteers, the Division will have a suite where there will be more informal opportunities to meet and converse with colleagues and friends. The celebration of the winners of the Anne Anastasi Graduate Student Award (chaired by Harold Takooshian) and the Anne Anastasi Student Poster Awards (co-chaired by Emilio Ulloa and Monica Ulibarri) is included in suite programming.

The unification of psychology does not stop at the border, so it should not be surprising that division has a close relationship with Division 52 - International Psychology will share a suite with the division at the convention. We also have an active liaison, Hagop S. Pambookian, with APA's Committee on International Relations in Psychology (CIRP). Division 1 will participate in a special poster session sponsored by CIRP. Board member Alexandra Rutherford is taking the lead on the development of the CIRP poster project, which will outline the international activities of the division and division members.

And don't forget the division social hour when in addition to seeing friends and colleagues this year we will be celebrating the 15th anniversary of the *Review of General Psychology*. I will be working with Doug Candland and others on plans for the celebration, which will at least include a birthday cake at the social hour.

### Other Meetings

APA conventions can be costly and overwhelming, and given that educating future generations is a critical piece of our mission,

we need to think beyond one annual meeting. Plans are under way to increase the Society's presence in other venues, including national, regional, state, and local meetings. Bob Johnson and Nancy Segal are working with me to develop submissions for WPA. If you are interested in helping to organize something at a meeting outside of APA please contact us at the e-mail listed at the end of this column.

### Membership

Mark Terjesen will chair the Membership Committee working with board member Brian Stagner to build on last year's planning and initiate new outreach programs. Watch for them! We are using a free membership mechanism to recruit and engage younger members and believe that activity at regional and local levels will enhance those efforts. You can help - just direct your friends and colleagues to the APA website (apa.org), click on Divisions of APA, click on Division One, and click on the line in the upper right-hand corner that says "Join the division". They will also be able to read past editions of *The General Psychologist* and learn more about the range of Division activities.

### New Task Force on Teaching and Curriculum Change

Teaching, along with curriculum development, continues to be an important unifying element for psychology. Mindy Erchull will serve as chair of this new Task Force which will develop programming and projects related to this area. One activity will be the development of a teaching section on the division website which will invite essays that articulate unifying concepts and activities. Mindy will also serve as our liaison to Div 2 in the development of collaborative activities so that efforts are not duplicated. Future activities may include submitting teaching workshops for APA, regional meetings, and APS.

### Infrastructure

When Don Dewsbury was president he noted that the Society needed to be put on a more business-like footing; John Hogan took us to a new level, and we plan to continue to make progress in that direction. Joan Chrisler is our new Treasurer. I will be working with Joan and the Board to clarify budget policies and procedures, including long range planning, fundrais-

## President's Column...

ing, and program development.

All of the activities of the division rely on the website to publicize their efforts, making web-maven Robin Sakakini critical to everyone's efforts. We all will be sending her information to help keep the website up-to-date and will be soliciting materials from our members in several areas, starting with materials for the TF on Teaching. We would very much like to identify someone with expertise in social media who could advise us on ways to use new technologies so that we could foster communication among people without increasing rates of unwanted email. Any volunteers?

### Watch this space

So many activities, such limited space. Next time I will tell you about what happens at the APA Science Leadership Conference (SciLC). The theme of the 2010 SciLC is Strengthening Our Science: Enhancing the Status of Psychology as a STEM Discipline, a purpose closely related to the division's mission. I am also going to be exploring other ways to enhance the elements of psychology that unite us. Ideas and energy to implement them are welcome!

In sum: We have an ambitious agenda for the year - if you want to become more involved in any of the activities described above or elsewhere in this newsletter, please send an email to Div1APA@gmail.com and let us know what you are interested in doing - we are particularly looking for convention program reviewers, journal reviewers, and people interested in organizing programs at regional meetings, membership development, website/social media development, student outreach, and teaching and curriculum development, among other things.

Don't feel limited by the current list of activities, however. Think about it this way: Don't just ask what you can do for Division 1 - also think about Division 1 as a mechanism for making things happen. Then think about what you would like to see happen. After that comes logistics and practicalities, but start with the good idea.

What is accomplished this coming year and beyond will depend on our success in engaging our

member's ideas and energies. That means our success depends on you!

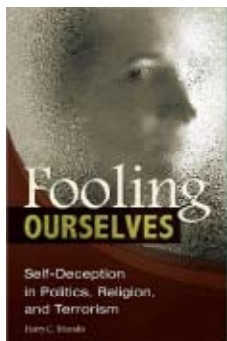
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**2010 Award Announcement**  
**The Society for General Psychology**  
**American Psychological Association**

**WILLIAM JAMES BOOK AWARD**



**Harry C. Triandis**

The winner of the 2010 William James Book Award is Harry C. Triandis for his book, *Fooling Ourselves: Self-deception in Politics, Religion, and Terrorism*. Westport, CN: Praeger Publishers, (2009). Triandis, Professor Emeritus, University of Illinois at Urbana-Champaign, has been a leader in the study of cross-cultural psychology. In addition to *Fooling Ourselves*, he is the author of seven other books, including *Culture and Social Behavior and Individualism and Collectivism*. He has edited the *Handbook of Cross-Cultural Psychology* and the international volume of *the Handbook of Industrial and Organizational Psychology*. His research has included the study of attitudes, norms, roles, values, and aspects of cognition across cultures. *Fooling Ourselves* extends his work by showing how self-deception has profound effects on everyday life across cultures and around the world. In addition to showing how self-deception occurs in politics, religion, and terrorism, he articulates ways to recognize and reduce its occurrence. A former president of the International Association of Cross-Cultural Psychology and of the Society for the Psychological Study of Social Issues, his many awards include election as Fellow of three divisions of the American Psychological Association. Others include APA's Distinguished International Psychologist of the Year, Distinguished Lecturer of the Year, and the award for Distinguished Contributions to International Psychology. Triandis was a former Distinguished Fulbright Professor, Guggenheim Fellow, Ford Foundation Faculty Fellow, Fellow of the American Association for the Advancement of Science, and Fellow of the International Association of Cross-Cultural Psychology.

In addition, a special recognition award will be given to Alexandra Rutherford for her book, *Beyond the Box: B. F. Skinner's Technology of Behavior from Laboratory to Life, 1950s-1970s*, Toronto: University of Toronto Press, 2009.

The WJBA awards committee, chaired by incoming President, Nancy Russo, PhD., included Robert Johnson, Ph.D., and Michael McBeath, Ph.D. The committee reviewed 12 books and selected *Fooling Ourselves*.

For enquiries regarding the 2010 award, please contact Nancy Felipe Russo, PhD, Department of Psychology, Box 871104, Arizona State University, Tempe, AZ 85287-1104. Inquiries for the 2011 award should be addressed electronically to Dean Keith Simonton, PhD, Distinguished Professor, Department of Psychology, One Shields Avenue, University of California, Davis, Davis, CA 95616-8686m (Dean Keith Simonton dksimonton@ucdavis.edu).

**2010 Award Announcement**  
**The Society for General Psychology**

**GEORGE A. MILLER AWARD**



**Bruce J. Ellis**

The winner of the 2010 George A. Miller Award for the outstanding journal article in general psychology across specialty areas is the article, “Fundamental dimensions of environmental risk: The impact of harsh versus unpredictable environments on the evolution and development of life history strategies”, by Bruce J. Ellis (U. of Arizona), Aurelio Jose Figueredo (U. of Arizona), Barbara H. Brumbach (U. of Arizona), and Gabriel L. Schlomer (Northern Arizona University), *Human Nature*, 2009, 20, 204-268.

This article was the choice of the awards committee, which included Robin Wellington, and Mark D. Terjesen, and was chaired by Society President, John D. Hogan. Please address inquiries for 2010 to John D. Hogan, Psychology Department, St. John’s University, 8000 Utopia Parkway, Jamaica, NY 11439 (hoganjohn@aol.com). Enquiries for 2011 should be addressed electronically to Dr. Nancy Russo, Department of Psychology, Arizona State University, Tempe, Arizona (nancy.russo@asu.edu).

**ERNEST R. HILGARD AWARD FOR CAREER CONTRIBUTIONS**  
**TO GENERAL PSYCHOLOGY**



**Ludy T. Benjamin, Jr.**

The winner of the Ernest R. Hilgard Award for Career Contributions to General Psychology is Dr. Ludy T. Benjamin, Professor of Psychology at Texas A & M University. The committee was chaired by Past President Don Dewsbury, and included Lewis P. Lipsitt and Douglas K. Candland.

Dr. Benjamin is noted primarily for his distinguished research and writing in the history of psychology and for



**2010 Award Announcement**  
**The Society for General Psychology**

his accomplishments in the teaching of psychology. Among his many honors are the Lifetime Achievement Award of the Society for the History of Psychology, American Psychological Association, 2007, a Presidential Commendation, American Psychological Association, 2002, the Distinguished Career Contributions to Education and Training Award, the American Psychological Association's and the Distinguished Teaching in Psychology Award, the American Psychological Foundation. He has served as president of the Eastern Psychological Association and of Divisions 2 and 26 of the APA. He has published 18 books and many articles. Dr. Benjamin has been active in the administration of numerous psychological organizations. This body of work demonstrates the breadth of his knowledge and influence in the broad field of psychology.

For information regarding the 2010 award, please contact Donald Dewsbury, Department of Psychology, University of Florida, Gainesville, FL 32611 (dewsbury@ufl.edu). Inquiries for the 2011 award should be addressed electronically to Dr. John D. Hogan, Psychology Department, St. John's University, 8000 Utopia Parkway, Jamaica, NY 11439 (hoganjohn@aol.com).

**AMERICAN PSYCHOLOGICAL FOUNDATION (APF) ARTHUR W. STAATS LECTURE**  
**FOR UNIFYING PSYCHOLOGY**



**Wilbert J. McKeachie**

The American Psychological Foundation and the Society for General Psychology are pleased to announce that Wilbert J. McKeachie of The University of Michigan has been selected to deliver the 13th Arthur W. Staats Lecture for Unifying Psychology, during the 2011 APA Convention in Washington, DC.

The Staats Lecture was established in 1997 by the Staats family, to offer a \$1,000 honorarium to a distinguished psychologist whose work crosses diverse specialties within psychology, to deliver a lecture at the APA Convention, hopefully, to encourage other works in unifying psychology. The 2011 Lecturer was selected by the APF, based on a search conducted by the Society's five-person Staats selection committee: Thomas J. Bouchard (Chair), Donald A. Dewsbury, John D. Hogan, Peter T. Salovey, and Nancy Russo. The 2010 Staats Lecturer in San Diego is Douglas Candland, Bucknell University.

The deadline for nominations for the 2011 Staats Lecturer to be presented in Washington DC is 15 February 2011. For details on this award, check with Donald Dewsbury, Chair, Department of Psychology, University of Florida, Gainesville, FL 32611 (dewsbury@ufl.edu).

*Requirements for submission are detailed on the Society's website, see [www.apa.org/divisions/div1](http://www.apa.org/divisions/div1), <<http://www.apa.org/divisions/div1>>, or Awards Coordinator, MaryLou Cheal, <[cheal@asu.edu](mailto:cheal@asu.edu)>.*

# Asylum History Myth-Busting

by Jennifer L. Bazar

York University



Jennifer Bazar is a graduate student in the History and Theory of Psychology program at York University, Toronto, Canada. She can be reached at [jbazar@yorku.ca](mailto:jbazar@yorku.ca)

My primary research focuses on the history of asylums (aka. mental institutions, psychiatric hospitals, mental health care centers) during the nineteenth century – the heyday of the North American asylum system. Over the years I have received a number of interesting questions and comments from people I've met that have helped to shape my research in ways I had never before considered; I have also encountered a series of questions that I have come to view as “common myths” that pervade our contemporary impressions of the period. Many of these myths are the same that I once assumed about the early institutional care of individuals who were then labelled with terminology such as “lunatic” and “insane.” Below I attempt to dispel three of the more common myths that I have encountered:

*Myth 1: Men were institutionalized more frequently than women [I have also heard the reverse].*

Depending on the specific asylum or the year, it could be argued that a few more men or a few more women were admitted to asylums or diagnosed with insanity. But on average, across asylums in North America, there did not tend to be a difference in the number of men or the number of women admitted to asylums. In fact, most asylums held the same number of beds for members of each sex.

What's interesting about the design of asylums in the nineteenth century is that they generally mirrored themselves – that is, on one side of the institution were bedrooms, sitting rooms, eating rooms, recreation rooms, outdoor airing yards, and so on, and on the opposite side was a replica of the same rooms. Men were allocated to one side of the building and women to the other – it was considered improper for the two sexes to be mixed.

[For a glimpse into the discussion surrounding asylum architecture and design in the nineteenth century, see Kirkbride, 1854; for a contemporary picture-laden discussion, see Yanni, 2007]

*Myth 2: Asylums were “dumping grounds” or “warehouses” for those labelled as insane (and the poor, the feeble-minded, etc).*

If you were to read a random annual report from virtually any North American asylum in the nineteenth century it is highly likely that it would include a complaint regarding overcrowding, the need for more space, etc. Some of these complaints merely state that the institution is crowded, others go into great detail about the space that was intended for one being occupied by two or three or more – it is all dependant on the specific institution and the year selected. The theme of overcrowded space is definitely a common one in the reports. So why do I consider this a myth? (Note however that I would support an argument that institutions became “warehouses” following the Second World War)

On average, asylums were designed to house no more than a few hundred persons at any one time, any number over this was evidence of overcrowding. But despite the space restrictions felt within many of the buildings themselves, the nineteenth century asylum was not the most common “home” for those diagnosed as insane. Early census reports reveal that the majority of these individuals were cared for by the family in some capacity (whether by the family themselves in their home or, for those financially able, by private physician care). Prisons, county jails, and workhouses also tended to hold some members of this population.

[For a history the treatment of the insane outside of the walls of the asylum, see Suzuki, 2006]

*Myth 3: Electro-shock (today: electro-convulsive therapy) was a popular form of treatment.*

Yes, when it was invented, electro-shock treatments were popular in some institutions. But this wasn't until the mid-twentieth century. Treatment in the nineteenth century asylum tended towards what was called “moral treatment.” Moral

treatment in North America was largely an amalgamation (and, arguably, bastardization) of the writings of Philippe Pinel in France and William Tuke in England. The treatment was intended to provide the afflicted individual with a reprieve of their life – the mere admission to an asylum was meant to be an escape from the day-to-day. Everything about the building, both inside and out, was to be designed to promote recovery; maintenance of the personal hygiene of the patient was essential; every patient was to have “meaningful employment”; and recreational activities were to be made available to each patient (these included sports, reading, art, music, dances, and religious services, depending on the institution). This description was, of course, the “ideal”.

[For a history of ECT, see Shorter & Healy, 2007; for a history of one institution’s adoption of moral treatment, see Tomes, 1994]

### Conclusion

The most common question that I do get in discussions about the type of research I do is actually not a myth but about how I research asylums. Archival research is the quick answer, but the types of materials found within the archives is more interesting. Although there is no consistency between any two asylums as to what will remain of them, typical documents include annual reports from the medical superintendent, financial reports, architectural plans, and patient case files (which are themselves inconsistent and may include anything from medical case notes to letters from the family to receipts for clothing purchased). More recently I have begun to come across an increasing number of artefacts and photographs that have survived from the nineteenth century. There is one final element of asylum history research that I particularly enjoy because it helps to bring the nineteenth century back to life: many of the original buildings are still standing.

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- Yanni, C. (2007). *The architecture of madness: Insane asylums in the United States*. Minneapolis: University of Minnesota Press.

### NOTICE

Free, First Year Membership for New Members of the Society for the Psychological Study of Men and Masculinity (SPSMM), Division 51 of APA

A one year, free membership for 2011 is being offered by Society for the Psychological Study of Men and Masculinity (SPSMM), Division 51 of APA. SPSMM advances knowledge in the psychology of men through research, education, training, public policy, and improved clinical services for men.

Benefits of Membership Include:

Free subscription to *Psychology of Men and Masculinity* (the official empirical journal of Division 51).

Participation in SPSMM Listserve where members exchange information and ideas, discuss research and practice, and network with colleagues. Opportunities to serve in leadership roles in Division 51’s Committees and Task Forces. Involvement with Divisional Web page on your interests and expertise in psychology of men. Opportunities to meet, network, and socialize with over 500 psychologists committed to advancing the psychology men and gender.

For further information about the free membership application process:

Go to Division 51’s website <http://www.apa.org/divisions/div51/> for electronic application or [www.apa.org/divapp](http://www.apa.org/divapp) or Contact Keith Cooke at [kcooke@apa.org](mailto:kcooke@apa.org)

## Review of *The Corsini Encyclopedia (4th ed.)*

by Mark E. Mattson Fordham University



Weiner, I.B., & Craighead, W.E. (Eds.)(2010).  
*The Corsini encyclopedia of psychology* (4th ed.).  
Hoboken NJ: John Wiley & Sons.

It's clearly essential to focus a review of a massive work like the four volumes of *The Corsini Encyclopedia of Psychology: 4th Edition* (2010) (hereafter *Corsini*), with over 1800 pages of entries. This review briefly covers the publication history of *Corsini*, then tries to assess its future by comparing it to Wikipedia. I had access to the first 2 volumes of *Corsini* for this review, and focused my analyses on Volume 1: A-C.

Table 1. Publication history of *Corsini* encyclopedias

Publication Year	Title Edition		Editors
1984	1	Encyclopedia of Psychology	Raymond J. Corsini
1994	2	Encyclopedia of Psychology	Raymond J. Corsini
1996		Encyclopedia of Psychology: Concise Version	Raymond J. Corsini & Alan J. Auerbach
2001	3	Corsini Encyclopedia of Psychology & Behavioral Science	W. Edward Craighead & Charles B. Nemeroff
2004		Concise Corsini Encyclopedia of Psychology & Behavioral Science	W. Edward Craighead & Charles B. Nemeroff
2010	4	Corsini Encyclopedia of Psychology	Irving B. Weiner & W. Edward Craighead

John Wiley is the publisher of *Corsini*. As you might expect, the first editor was Raymond J. Corsini (1914-2008). He was a well-known and well-connected clinician, editor, author, and test creator (Wedding, 2010). *Corsini's* encyclopedia is written by expert contributors who are listed with the articles, and is carefully edited.

My question is, will it be used? I have a one volume reference work above my desk right now: *The Oxford Companion to the Mind* (Gregory, 1987). *Corsini* is not going to fit on that shelf: these volumes are library books. In addition, based on dust accretion it has been some time since I've used the book. More often I look for internet sources. As a result I decided to compare *Corsini* to Wikipedia. Wikipedia was selected for comparison because it is often the first entry returned by internet search engines when entering names and technical terms. For example for Alfred Adler, the top pick for Google was Wikipedia. Wikipedia is reviewed by its users, who can modify the content of the articles, but whose names are not associated with the entry. As a result, it is easy to access but not consistently reliable, and the amount of information posted is determined by user interest and expertise. Microsoft Word was used to count the words in the main text of articles for Table 2, as a way



## Corsini Review...

of estimating the coverage of each topic. For Corsini a rough estimate of words was generated by counting pages, columns, and lines, multiplying by an estimate of words per line (9), and rounding up.

Table 2. Comparative topical coverage: Corsini and Wikipedia

Topic	Corsini (2010) estimated # words	Wikipedia 9/12/10 words in main text
Biographies		
Alfred Adler	850	4469
Mary Ainsworth	270	1967
Gordon Allport	900	1820
Anne Anastasi	330	1038
Disorders		
Asperger Syndrome	3000	5249
Bipolar Disorder	3500	8738
Conduct Disorder	1300	966
Conduction Aphasia	1200	2055
Abnormal Psychology	3000	1924
Asian Psychology	3500	stub
Attention Lapses	580	Absent-minded 222
Bayley Scales...	1300	134

Corsini has 63 detailed biographies in the main section, and 543 additional short biographies in Volume 4. The four detailed biographies examined here were not as detailed as the corresponding biographies on Wikipedia, which were 2 to 7 times longer.

Corsini has articles on psychological disorders, from which these 4 were arbitrarily selected. In 3 of the 4 cases the coverage is about twice as long on Wikipedia. Conduct Disorder is the exception, with slightly more coverage in Corsini.

So for relatively concrete topics with interested groups that contribute to Wikipedia, you may get more information – though of more questionable reliability – than in Corsini. The pattern is different for more general topics like Abnormal Psychology and more specialized topics, like specific tests. Corsini has articles on national psychologies: Argentina, Australia, China, Columbia, etc., and a substantial article on Asian Psychology. Wikipedia has no articles on these national psychologies, and has a stub with no content for Asian Psychology. Corsini sends the reader from “absent-mindedness” to “attentional lapses”, and has more coverage there than the absent-minded article on Wikipedia, despite its inclusion of fictional absent-minded characters.

I would certainly prefer that students and the like use Corsini over Wikipedia, since it is more reliable and has useful articles on both specific and general topics missing from Wikipedia. Now that I know about the biographical articles in Volume 4 of Corsini, I expect I will occasionally go downstairs to the library to use the books for researching and teaching the history of psychology. But if I’m at home and only have internet access...

### References

- Gregory, R. (Ed.)(1987). *The Oxford companion to the mind*. New York: Oxford University Press.
- Wedding, D. (2010). Raymond J. Corsini (1914-2008). *American Psychologist*, 65, 54.

Mark E. Mattson, Ph.D. is Assistant Professor of Psychology and Associate Dean of Fordham College at Lincoln Center. He is a cognitive psychologist with research interests in human error, music, activation network theories, and history of psychology.

## Review of *Happiness at Work*

by John Hollwitz, Fordham University



Review of J. Pryce-Jones, *Happiness at Work*

Dr. Hollwitz is a Professor of Management Systems and University Professor of Psychology and Rhetoric at Fordham University

**I**n *Happiness at Work* Jessica Pryce-Jones attempts two ambitious tasks. First, she offers a comprehensive operational model for workplace 'happiness', a multidimensional and affective state strongly linked to employee motivation. Second, she probes this model for practical implications to conduct our lives at work and help others do the same. She largely succeeds at the first of the goals but does not quite achieve the second.

**T**he book is highly readable, intelligent, and engaging. Her operational model consists of structural elements which she calls "the five 'Cs'," the necessary and sufficient conditions for achieving workplace 'happiness.' These are Contribution, Conviction, Culture, Commitment, and Confidence. The book explores the features and work outcomes to which each of these five contributes.

**I**t's convenient and a little catchy that all begin with the letter 'C', a concession to mnemonics and perhaps to marketing, but do not be fooled. One of the book's strengths is Ms. Pryce-Jones' attempt to develop the model empirically. She and her colleagues conducted interviews with scores of respondents and then developed a self-report measure, the iOpener People and Performance Questionnaire (iPPQ), which readers have the opportunity to complete online. Those who do complete it receive a lengthy analysis based on the pattern of their responses.

**R**eports generated from such self-reports may resemble newspaper horoscopes, so general that we can see ourselves in any of the twelve zodiac categories. Two people who read the book submitted the questionnaire. For both, the resulting narrative feedback rang true. This is not evidence of the measure's reliability or validity, neither of which is adequately addressed.

**T**he interviews and the iPPQ permitted Ms Pryce-Jones to explore relationships between subcomponents of 'happiness' and important work outcomes. For example, she proposes a relationship between 'happiness' and 'productivity.' She concludes that the relationship is "incredibly strong." Limited information in the text appears to support her conclusion, but only if one defines 'productivity' as she does. In summarizing other findings she relates 'happiness' to employee withdrawal, coworker respect, personal potential achievement, and a variety of other individual differences.

**H**appiness at work is intended for a lay audience, but these are very strong claims. The book has its limitations because the claims appear as general assertions which are very hard to evaluate. We get just enough empirical information to know that we are not in a self-help book and that we need to take this model very seriously. We do not receive enough to conclude that she is correct. Against this, Ms. Pryce-Jones does not write in a vacuum. The book is extraordinarily grounded in a wide array of established resources which range from labor studies to general psychiatry.

**T**he book's second goal, to link the five Cs to practice, sometimes succeeds and often falls short of the mark. Chapters devoted to the 'C's' provide a comprehensive overview of individual differences at work. The good news is that the 'happiness' model organizes an array of motivation topics which often appear in isolation from one another. The less good news is that the pragmatics of the model is limited and far less innovative than its definition. Readers familiar with cognitive models of work motivation and especially with social learning theory will recognize most of the content. Unfamiliar readers will learn about cognitive models, but probably not enough to be useful. *Happiness at Work* is most impressive when it treats construct definition. Beyond its clear virtues, the book does not address four important concerns.

The first is whether 'happiness' even exists as an independent construct. The book takes for granted that it does but provides evidence that it may not. Happiness at work cites Buddhism and Taoism. Neither tradition accepts that 'happiness' exists. Buddhism would strenuously seek not to cultivate it as a desired end state. In Buddhism the pursuit of such an affective state is a primary cause, perhaps the cause, of endless suffering. 'Happiness' is not the point, not a pragmatic goal. It is an impediment. Buddhism's monumental presence in the world constrains at least the generalizability if not the fact of the model.

Second, the book minimizes highly innovative trends in research on work motivation, making them subcomponents of the definitional 'C's. Psychological capital, for example, is an exciting construct with established utility. It probably contains subcomponents like resilience, realistic optimism, and self-efficacy. None of these definitively relates to 'happiness.'

Third, the book is very optimistic that the components of 'happiness' may be under our control and can be developed. The research makes such a claim for psychological capital (Luthans, Avolio, & Youssef, 2007). But psychological capital is not 'happiness.' And anyway, what about the rest of the work world? What about work environments over which people have little control or those environments which are destined if not designed to make people miserable? Recent credible arguments suggest that American corporate management may contain several times the proportion of clinically diagnosable sociopaths or psychopaths as exist in the general population. Some of the leading authorities in this field claim that full-time workers will on the average encounter one psychopath at work every day (Babiak & Hare, 2007; Sutton, 2010). Suppose this number is exaggerated. Suppose it's only twice the proportion of the general population. If this is true, then the work is substantially directed by authorities whose primary goal is remorseless self-advancement at the price of co-workers' and subordinates' misery. And yet some such people can be productive, at least for a time.

Finally, Happiness at work should address the fact that job performance varies with the extent of workers' conscientiousness (in the Big Five sense) and ability. Much within the five 'Cs' sounds like conscientiousness. Is conscientiousness and not

'happiness' what we're really discussing?

In conclusion, *Happiness at Work* provides a complex and to some extent empirically derived approach to the subject. The impulse to take on this definition is strong and well worth the effort. As her work continues, Ms. Pryce-Jones will certainly encounter the thornier questions for which a book of this sort may provide neither the space nor the audience to resolve.

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### Submission Deadlines for Spring 2011 TGP Articles

March 1, 2011

### Submission Deadlines for Fall 2011

September 1, 2011

Send submissions to the Editor:

Gina Brelsford at [gmy103@psu.edu](mailto:gmy103@psu.edu)

Note. Student and ECP articles are encouraged.

Please include a picture with your submission.

## Inaugural 2010 Anne Anastasi Graduate Student Research Award



This year 2010 marks the debut of the new APA Anne Anastasi Graduate Student Research Award. The 26 completed nominations received by February 15 were extraordinarily high in every way: quantity, quality, and diversity of topics. The submissions were independently rated by a national panel of 15 distinguished experts--all Fellows of the Society or APA, representing diverse specialties\*. Each nominee was rated on his or her vitae (0-4), research plan (0-4), and one letter from a mentor (0-2), for a total score of 0 to 10. The final ratings reflected the high quality of the nominees, with a mean rating of 7.1, and five nominees at 9.0 or above. The results:

1. The winner:

**Gloria Luong,**



University of California-Irvine (4th year doctoral student)

Age and Cross Cultural Differences in Emotion

Regulation Strategy Use and Effectiveness

Mentor: **Susan Charles, PhD**

2-5. Four Anastasi Recognition Awards (in alphabetical order, rated 9.0+ on the 0-10 scale):



## **Anne Anastasi Graduate Student Research Award**

### **2. Miriam Bocarsly**

Princeton University (2nd year doctoral student)

Maternal high-fat diet in rats increases ethanol consumption and preference in offspring

Mentor: **Bartley G. Hoebel, PhD**

### **3. Cynthia J. Najdowski, MA**

University of Illinois at Chicago (4th year doctoral student)

Law, psychology, and experimental research on false confessions

Mentor: **Bette L. Bottoms, PhD**

### **4. Eric R. Pedersen, MA**

University of Washington (Doctoral Candidate, Clinical Psychology)

Brief online interventions for alcohol abuse among American college students studying abroad

Mentor: **Mary E. Larimer, PhD**

### **5. Kelli Vaughn-Blount, MA**

York University (2nd year doctoral student)

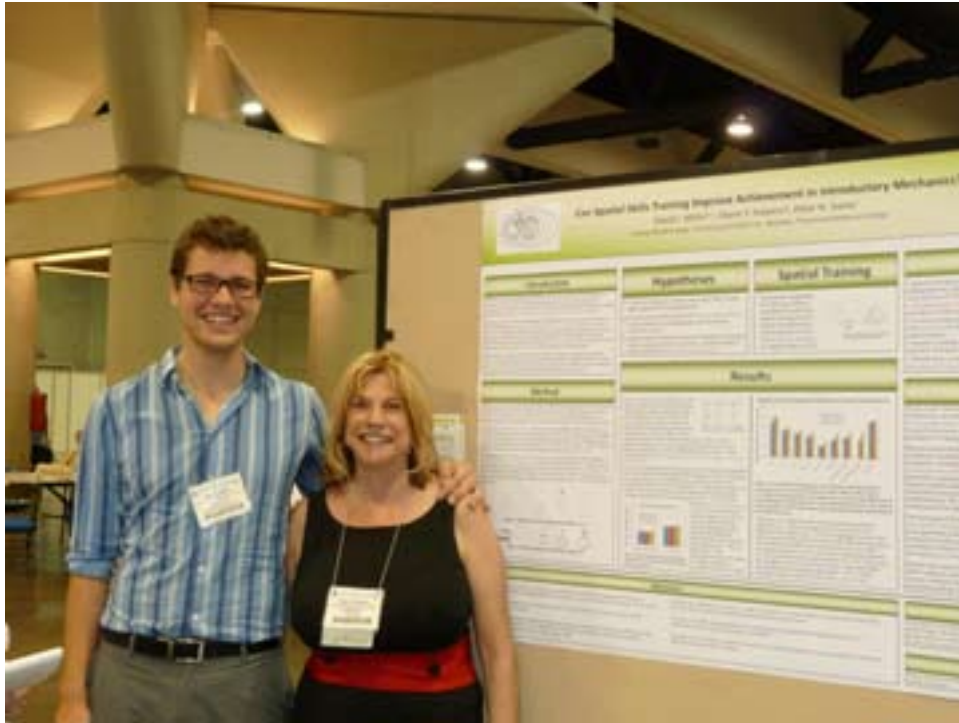
History of women in psychology

Mentor: **Alexandra Rutherford, PhD**

\* The Society thanks the 15 experts who kindly offered their expertise as judges:

Jeffrey R. Alberts, Arline L. Bronzaft, Emanuel Donchin, Rosalind Dorlen, Giselle B. Esquivel, David S. Glenwick, Karen Hollis, Lewis P. Lipsitt, Slater E. Newman, Thomas D. Oakland, Lynn P. Rehm, Cecil R. Reynolds, Elizabeth Scarborough, Peter Suedfeld, Jeremy Wolfe.

Details of the requirements for submission for all awards are available on the Society's website, see <http://www.apa.org/divisions/div1>. General enquiries for 2011 awards should be made to: MaryLou Cheal, PhD, Awards Coordinator, 127 E. Loma Vista Drive, Tempe, AZ 85282, [cheal@asu.edu](mailto:cheal@asu.edu)



**Improving the 3-D Spatial Skills of Gifted STEM Undergraduates**

**David I. Miller, B.S., Harvey Mudd College**

**Diane F. Halpern, Ph.D., Claremont McKenna College**

Although frequently neglected in traditional education, 3-D spatial skills are critical to success in science, technology, engineering, and mathematics (STEM) fields. Past research, however, has found that formal spatial skills training can lead to long-lasting, stable improvements in spatial skills. Despite these promising findings, past research has failed to investigate the benefits of spatial training among extremely gifted STEM undergraduates who are disproportionately more likely to become future STEM leaders and innovators. We investigated whether spatial training can (1) improve spatial skills, (2) narrow gender differences in spatial skills, and (3) improve course achievement among highly gifted STEM undergraduates. Participants (28 female, 49 male) were all STEM majors and were randomly assigned to either a training group that completed six two-hour spatial training sessions, or a control group that did not. SAT - Mathematics ( $M = 761$ ,  $SD = 37$ ), SAT - Critical Reading ( $M = 732$ ,  $SD = 51$ ), and SAT - Writing ( $M = 707$ ,  $SD = 61$ ) scores indicated exceptionally high academic aptitude; pre-test scores on standardized measures of spatial skills indicated exceptionally high initial spatial performance in comparison to other less-advanced populations.

Results indicated that the skills to rotate mentally and visualize cross-sections of 3-D objects were particularly responsive to training. Although large gender differences existed in spatial skills at pre-testing, gender differences were not significant at post-testing for this study's training group, perhaps because of ceiling effects. The training group consistently outperformed the control group on course exams for introductory physics ( $d = 0.38$ ), but not for other STEM courses. Interestingly, this effect size for physics was similar for men ( $d = 0.46$ ) compared to women ( $d = 0.41$ ) and also for high-spatial students ( $d = 0.42$ ) compared to low-spatial students ( $d = 0.35$ ), suggesting little differential benefit in terms of improved physics course performance. These results highlight that even highly gifted STEM undergraduates can benefit from formal spatial skills training, despite extremely high spatial pre-test scores.



**Recognition Award for Outstanding Student Research**

Lindsay A. Corman, MA, West Virginia University,  
Insecure Attachment and Its Relation to Internalizing and  
Externalizing Symptomatology.

Co Authors: Shuki Cohen, PhD, City University of New York & John Jay,  
College of Criminal Justice

The purpose of this study is to examine the relationship between attachment style and its linkage to psychopathology. Specifically, it is hypothesized that attachment anxiety will be correlated with internalizing symptomatology and attachment avoidance with externalizing symptomatology. A sample of 59 men and women were recruited from a Northeastern university to fill out a series of online questionnaires, including a measure of attachment using the Experiences in Close Relationships (ECR; Brennan, Clark & Shaver, 1998), as well as measures of internalizing symptoms (e.g. anxiety and depression) and externalizing symptoms (e.g., aggression). To account for the substantial correlations between most of the variables assessed path analysis was used to obtain a confirmatory factor analytical structure, which estimates all the linear equations associated with the model simultaneously. The confirmatory factor analysis model supported our hypotheses that the two dimensions of attachment are correlated specifically with either internalizing or externalizing symptomatology.

Specifically, participants who displayed avoidant attachment exhibited higher levels of externalizing symptoms, such as interpersonal aggression and dominance. Participants who displayed anxious attachment exhibited higher levels of internalizing symptoms, including depression, anxiety and borderline personality disorder traits (e.g. fear of abandonment). Additionally, the findings support the recent research that a dimensional approach to attachment should be adopted. By studying the link between these factors with an adult population, it extends previous research that used only child or adolescent samples. Ultimately, by using an attachment approach to examine internalizing and externalizing symptomatology, an increased understanding of the development of psychopathology can be found.

**A Second Recognition Award was also presented to:**

Daisy R. Singla, MA, BS, Teachers College, Columbia University,

Contrasting Internalized Stigma and Experiences With Stigma Among Chinese Patients

Co Authors: Grace H. Yeh, BA, Barnard College, Columbia University, Qi Zhao, MD, MS, Columbia University in the City of New York, & Lawrence H. Yang, PhD, Columbia University in the City of New York

**EDITORIAL NOTE: All student award winners and student poster presenters were asked to submit abstracts to The General Psychologist. Only those received were published.**

## APA Council of Representatives Meeting

by Bonnie R. Strickland, University of Massachusetts



The 2010 Summer Council meeting was held August 11 and 15. I also attended several of the Caucuses associated with Council; these included the Coalition for Academic, Scientific, and Applied Psychology, the Gay, Lesbian, Bisexual and Transgender Caucus, and the Women's Caucus. Each of these Caucuses discussed agenda items of interest to their constituents.

After a Plenary session on August 10, Council Business began on the 11th with recognition of those APA members, who had died since the last Council meeting in February 2010.

President Carole Goodheart opened the meeting introductions and announcements. She then recognized Council Representatives who were attending their last meeting. Goodheart then announced her Task Forces and some of the Convention programming that focused on her Presidential Initiatives. These included Caregiving, Advancing Practice, and a Focus on Marriage Equality. Melba Vasquez is also convening a Task Force on Immigration and Related Issues.

CEO Norman Anderson discussed the ways APA is continuing to involve itself in Health Care Reform. He also gave an update on Strategic Planning and the Public Education Campaign. He said that APA's new web site is extremely successful and has won several national Web Awards. Convention registration was going well and about 13,500 people attended the convention. Our membership has increased slightly, primarily due to more students. Our current membership is 152,223 with over some 50,000 members being students.

Council voted on initial Fellows which included Division One's Robin L. Cautin and Charles F. Levinthal.

Council approved a consent agenda. This consisted primarily of items regarding the extension of the recognition of proficiencies in professional psychology.

These included Behavior and Cognitive Psychology, Clinical Neuropsychology, Geropsychology, Personality Assessment, and Psychopharmacology.

Council reaffirmed APA's 2004 Resolution on Sexual Orientation and Marriage and called for Boards and Committees to update the resolution based on the evolving research. Goodheart remarked that APA had been involved in 11 amicus briefs on marriage equality.

Council received the report of James Bray's Presidential Task Force on the Future of Psychology as a STEM (Science, Technology, Engineering, and Mathematics) science.

APA continues to work toward having psychology become a STEM science.

Council took up several items related to the procedures and process of Council. It was voted to change the Council meeting times at the convention to Wednesday and Friday rather than Wednesday and Sunday. Council affirmed support for diversity training for APA governance members. The theme for 2011 will be Immigration and Immigrants. The Agenda Planning Group for Council meetings will make certain that Council members receive a list of new business items. They may then inform their constituents and identify items that may be relevant so the constituencies have input and can offer their expertise. Considerable discussion centered on the allocation of seats on Council with the aim that each Division and each State, Provincial, and Territory be guaranteed one seat on Council. This decision, which involves a by-law change will be forwarded to the membership for a vote.

As always, Council discussed the budget in some detail. Our real estate and equities values remain strong. The market values of our real estate holdings stand at \$200m.



Spaces are fully rented with long term leases. The cash flow to APA was \$3.5m. Our long term investment portfolio has improved in 2010 and stood at \$57m in 2009. The long term annual return on our investments have averaged 10.8%. Our projected revenues for 2010 are \$106,490,800 with expenses of \$105,591,300 leaving us a surplus of \$899,500. We then approved the 2011 preliminary revenue and expense budget. Council also voted that we will have no member dues increase for 2011. Council did vote a modest increase for international affiliates.

Council heard an update on Towards ICD-11 (International Classification of Diseases).

For the first time, psychology is represented in the major decision process associated with the revision, the first since 1990.

Gary VanderBos reported on APA's Publication and Database Programs. He noted the high ISI impact rating of APA publications overall. Our publications generated \$79.6m in revenues with \$49.4m in expenses. \$30.2m in contributed to APA operations. VanderBos also discussed our going to electronic on-line immediate publication of journal articles reducing lead time from many months to 30 days.

Respectfully submitted,

Bonnie R. Strickland  
Division One Council Representative

## A CALL FOR REVIEWERS FOR APA CONVENTION 2011

We invite you to participate in the important process of selecting the Division 1 Program for the APA 2011 Convention. Please help us make this program exciting and rewarding.

The Theme for the Division 1 Program is: Unification through Application: Violence, Health, Education, Stigma and Discrimination.

If you want to volunteer to be a reviewer for the 2011 APA Convention, please contact the Program Chair Janet Sigal at the email address: [Janet2822@aol.com](mailto:Janet2822@aol.com) In your email, please indicate your areas of expertise and interest.



*Executive Committee Meeting Minutes*  
*Division 1*  
*American Psychological Association*  
August 2010 San Diego, CA



*PRESENT: Gina Brelsford, Doug Candland, Robin Cautin (recording), MaryLou Cheal, Joan Chrisler, Don Dewsbury, John Hogan (presiding), Janet Hyde, Rivka Meir, Rich O'Brien, Hagop Pambookian, Kim Rawsome (briefly), Nancy Russo, Robin Sakakini, Mark Scuitto, Brian Stagner, Lisa Strauss (briefly), Bonnie Strickland, Harold Takooshian, Mark Terjesen.*

1. President John Hogan called the meeting to order at 7:25 PM. Following introductions, John announced the most recent election results: President-elect, Dean Keith Simonton, and Member-at-Large, Brian Stagner. Mark Terejsen will succeed Brian Stagner as membership chair, but Brian will continue on the committee. He reported that Joan Chrisler has been approved as our new treasurer and that Robin Sakakini, a 5th year doctoral student at St. John's University, is our new webmaster. John then spoke to the issue of the division's declining membership numbers. Although we voted last year to discontinue the free first year memberships, data provided to us by Sara Jordan indicated that the free memberships actually worked well for building our numbers. Thus, we voted to continue the practice; John informed Keith Cooke, of Division Services, of this change. John reported that Douglas Candland has signed a new three-year contract to continue as editor of *Review of General Psychology* (RGP), and that APA's most recent report on the journal was glowing. John reported that Jonathan Galente, the president of the Anastasi Foundation, had originally intended to attend this year's convention to present the Anastasi Awards, but had to change his plans to attend events at home.

2. Past-President Don Dewsbury reported that he chaired the Ernest R. Hilgard Award Committee, the Nominating Committee, and served on the Staats Award Committee.

3. President-elect Nancy Russo announced that Jan Sigal has agreed to serve as D1 program chair for 2011. The theme of the 2011 program will be Unification through Application in the areas of violence, health, education, stigma, & discrimination. She also plans to incorporate into next year's program a celebration of the 15th anniversary of the D1 journal. Janet Hyde will work with MaryLou Cheal as Co-Awards Coordinator and will assume full respon-

sibility for the position next year. Nancy reported that she intends to develop some Presidential Citations, in consultation with the EC. Mindy Erchull will chair a task force on teaching and curriculum change. She will also serve as our liaison to Division 2 in the development of collaborative activities.

4. Brian Stagner made a motion, which was unanimously approved, that the Awards Coordinator be made a voting member of the EC, appointed by the President. This would involve bylaws amendments in three places and will be read at the D1 Business Meeting on Saturday to be voted on next year (see #13 below).

5. Lisa Strauss and Kim Rawsome, of the APF, joined the meeting at 8 PM, presenting the Division with a certificate of appreciation. There was brief discussion of programming conflicts and Dr. Staats' endorsement of non-psychologists being chosen for the award. Mrs. Strauss will contact Dr. Staats in order to clarify his role in the committee and in the selection process.

6. Bonnie Stickland, our council representative, related some announcements from Carol Goodheart (APA President) and Norman Anderson (APA CEO): The APA has a new website. The APA is very involved with healthcare reform on the hill and working on getting psychology recognized as a STEM discipline; we have 11 amicus briefs on marriage equality; APA discussed concerns about APA dues, cutting the discount for scientists and increasing it for those with membership to state associations; dues will be the same this year; financially, APA is doing well, though it is having trouble getting regular (as opposed to affiliate) members. There will be no dues increase for 2011. The organization currently has 152,223 members, including student affiliates; ICD-11 comes in 2011 (sponsored by WHO), and psychology has a seat at the table. Many additional and routine housekeeping items were also discussed at the Council meeting.

7. Secretary Robin Cautin reported that she has kept a record on all executive committee votes and decisions rendered.

8. In Dick Meegan's absence, President John Hogan gave the treasurer's report. John reported

that he had met with Susan Harris of the APA Publication Office to discuss some inconsistencies in the payments for the journal. These discrepancies were clarified. The following amendments to the 2011 budget were suggested and approved: In line 25 of the budget, the term "Newsletter Printing" would be changed to "Printing", since the newsletter is completely online. It was also suggested that we add a budget line for Presidential Initiatives, with an amount of \$500. The 2011 budget was approved (VOTE: 8 approve, 0 against, 0 abstaining). Don Dewsbury thanked John Hogan for getting this done, considering it "very revolutionary" in the context of the Division's history.

9. Historian Don Dewsbury made a compelling plea for all outgoing officers to send him their materials, including electronic materials, for preservation in the APA archives.

10. Douglas Candland, the editor of RGP, reported that the number of submissions, as of August 11, 2010, was 49, and predicted that we shall probably have about 65-70 submissions overall, which is low. Thus, the acceptance rate will need to rise in order to meet print demand. The most recent special issue, edited by Craig Ferguson, was very well-received. There is no special issue yet planned for next year. Doug also reported that as of August 11, 2010, articles accepted for which all of the necessary editorial and legal paperwork is completed, will be accessible online.

11. Gina Brelsford, our newsletter editor, thanked Harold Takooshian for sending her his ideas. She invited all of us to send her pictures. She likes to highlight students' work in the newsletter. Gina also asked us to send her the names for the student editor position.

12. Robin Sakakini, the new webmaster, reported that she will update the website. She asked if we wanted to use the EC listserv.

13. MaryLou Cheal described the Awards Handbook. A proposal to expand the Anastasi Award into two distinct awards (one for graduate students in their first two years of school, the other for those who have been in school more than two years) was discussed and approved. We also discussed changing a bylaws amendment that would make the awards coordinator a voting member of the EC, appointed by the President. In order to accomplish this, changes would need to be made to Article III, Sec 1; Article III, Sec 4; Article IV, sec. 1. This pro-

posed amendment is to be read at the business meeting, so that it may be voted on next year.

14. The co-program chairs, Mark Scuitto and Mark Terjesen, were saluted for an outstanding job this year.

15. Brian Stagner reported that membership in D1, as is the case in most APA divisions, has gone down (in our case, about 10%). Brian suggested that personal phone calls is the most effective thing we can do to try to build our membership numbers.

16. Florence Denmark, Fellows Chair, reported that we have two new fellows: Robin Cautin and Charles Levinthal. She also reported on the inclusion of thirteen "old" fellows in the division, that is, APA members who are already fellows of other divisions.

17. Don Dewsbury summarized the history of the Portraits of Pioneers project with respect to APA. He reported that Taylor and Francis agreed to publish the series so long as the volumes were themed. The first one to be published will be on developmental psychology.

18. Gina Brelsford reported that we need another person to represent early career psychologists, as she will no longer meet the criteria.

19. After a brief report, Hagop Pambookian, liaison to CIRP, made several suggestions in order to increase divisional international activities, including having psychologists from other countries participate in programs and join the division. Hagop will attend the CIRP's Division Liaison Breakfast Meeting (at the Grand Hyatt Hotel) on Saturday morning. He also reported that next CIRP meeting is scheduled for September 24-26, 2010 in Washington, DC.

20. Harold Takooshian encouraged all Fellows to register for the National Speakers Bureau.

21. Rich O'Brien, of the committee on IRB/scientific integrity gave his report to the EC.

22. Doug Candland reported that for the September issue of RGP, 40% of submissions are from outside the US. Doug suggested that although the drop in submissions is not desperate, it bears watching.

23. President-Elect Nancy Russo encouraged everyone to share ideas with her about next year.

24. It was suggested that a motion be made to formally thank Jonathan Galente for his funding and support for the Anastasi Award.

25. The meeting adjourned at 9:50 PM.

## *Division 1 Business Meeting August 2010*

### *San Diego, CA*

1. John Hogan called the meeting to order at 9:05 AM.
2. The minutes from the 2009 D1 business meeting were unanimously approved.
3. President John Hogan announced new appointments, including Mark Terejsen as incoming membership committee chair. The EC voted to continue the free first memberships to D1, as data from Sarah Jordan indicated that they were helpful in boosting membership numbers. He announced that we have a surplus in the budget, and that this year we will have completely paid off our debt to the APA with respect to our journal. John presented a proposed bylaw that would make the Awards Coordinator a voting member of the EC, appointed by the President. The bylaws amendments will be voted on next year. John acknowledged several individuals for their service to the Division, including Mark Terejsen and Mark Scuitto (program co-chairs), Gloria Gottsegen (member-at-large), Dick Meegan (Treasurer), Laura Meegan-McSorley (webmaster), and Kimberly Miller (Student Representative). Certificates for these individuals will be mailed to them.
4. Past-President Don Dewsbury reported that he chaired the Nominating Committee as well as the Hilgard Award Committee.
5. Council Representative Bonnie Strickland reported that CEO Norman Anderson has been addressing health care reform in an effort to ensure that psychology has a seat at the table. The increasing public campaign will try to focus on psychology as a science. APA membership is stable, increasing a bit, particularly among students. There will be no dues increase for 2011. The current total membership of APA 152,223, about 50,000 of which are student affiliates. APA's real estate is doing well, as are its long-term investments.
6. Secretary Robin Cautin briefly reported that she has kept a record of all EC votes and decisions rendered.
7. President John Hogan reported that the EC passed the 2011 budget and that D1 is currently in the black, largely due to the revenues from RGP.
8. Member-at-large Alex Rutherford, who has been D1 liaison to D2's Task Force on Inter-divisional Relations (chaired by Vincent Hevern), reported on the status of her involvement with this Task Force.
9. Program co-chair Mark Scuitto reported that for the 2010 D1 program there had been 70 individual submissions, as well as a number of invited addresses. There was a separate student poster session, which seemed to work well. The difficulty with respect to scaling student posters was raised by Don Dewsbury. After brief discussion, Linda Bartoshuk suggested that simply ranking the posters is sufficient, but that our method of ranking the various parts of the submission is the best we can do.
10. D1 Historian Don Dewsbury made a compelling plea for past division officers to send him – electronically or otherwise – materials for the APA Archives.
11. Douglas Candland, editor of RGP, provided an update on the journal. He reported that the number of submission is down slightly (in the low 70s as compared to 80-110), which is a bit concerning. The acceptance rate is usually about 22%. This year, in contrast, it is about 33-40%, which is too high. The special issue on Video Games, which was published in June and edited by Craig Ferguson, was a success. Doug thanks all of the reviewers and noted that the lag time averaged 30 days. The number of submissions from outside the US is increasing, now at 35%. We will now have immediate online publication, once all the requisite paperwork is



completed. Royalties will be based on number of hits.

12. MaryLou Cheal, the D1 awards coordinator, introduced the announcements of the various awards, which were presented by the respective chairs. Nancy Russo announced the winner for the William James Book Award this year is *Fooling Ourselves*, by Harry Triandis. Special Recognition was awarded to *Beyond the Box* by Alexandra Rutherford. John Hogan announced the George A. Miller Award was presented to Bruce J. Ellis et al for the 2009 publication in *Human Nature* – “Fundamental Dimensions of Environmental Risk”. Don Dewsbury announced that the recipient of the Hilgard Award was Ludy Benjamin. The winner of the Staats Award (chaired by Tom Bouchard) is Wilbert McKeachie. The winner of the Anne Anastasi Student Poster Award in 2010 is David I. Miller, BA, & Diane F. Halpern, PhD, Claremont McKenna College, “Physics Problem Solving and Visuospatial Skills: Correlates and Gender Differences. There are two Recognition Awards: (1) Lindsay A. Corman, MA, & Shuki Cohen, PhD, and (2) Daisy R. Singla, MA, BS, Grace H. Yeh, BA, Qi Zhao, MD, MS, & Lawrence H. Yang, PhD. The winner of the inaugural Anne Anastasi Graduate Student Award is Gloria Luong, M.A., University of California-Irvine: “Multi-method research comparing aging among Asian and non-Asian Americans”. There are four Recognition Awards (in alphabetical order): (1) Miriam Bocarsly, Princeton University, (2) Cynthia J. Najdowski, MA, University of Illinois at Chicago, (3) Eric R. Pedersen, MA, University of Washington, and (4) Kelli Vaughn-Blount, MA, York University.

13. Brian Stagner, membership committee chair, reported that membership is down, as it is for most APA divisions. D1’s membership was down 9% last year. Brian is talking with Mark Terejsen regarding future recruitment strategies.

14. Florence Denmark reported that there are two new Fellows of our division: Robin Cautin and Charles Levinthal. Florence then named current Fellows who have been named Fellows of D1: Norman Anderson, Kenneth Bradt, Elizabeth Capaldi, A. Charles Catania, Jerry Gramer, Harriette Kaley, Herbert Krauss, Mortimer Mishkin, Barbara Mowder, Wade Pickren, Alexandra Rutherford, Josephine Tan, Robert Woody. The Fellows Committee consisted of Florence Denmark (chair), Gloria Gottsegen, Antonio Puente, Harold Takooshian, and Richard Velayo.

15. President John introduced President-elect Nancy Russo. She then presented John with the gavel. Nancy briefly mentioned some her appointments and her ideas for the coming year. Jan Sigal will be Program Chair. The program’s theme will be Unification through Application. Mindy Erchull will chair a task force on Teaching and Curriculum Change.

Respectfully submitted,

Robin L. Cautin

Division 1 Secretary

## Introducing our President-Elect for Division 1: Dean Keith Simonton



Dean Keith Simonton, the president-elect of Division 1, entered general psychology via social psychology, in which he received his 1975 Ph.D. from Harvard University. However, right from the start Dean's research program dealt with a broad range of topics concerning genius, creativity, leadership, and aesthetics. This substantive breadth was augmented by the methodological scope of his investigations. Although most of his research use historiometric methods, such as content analysis, he has also published laboratory experiments, meta-analyses, computer simulations, mathematical models, and case studies. In addition, he quickly expanded the scope of psychological perspectives that he brought to bear on his research. Besides social psychology, his favorite psychological phenomena were examined from the standpoints of differential, developmental, and cognitive psychologies.

Furthermore, when Dean began working out a comprehensive theory of creative genius, the effort linked him with theoretical and philosophical psychology as well as with evolutionary psychology. Better yet, these diverse interdisciplinary outlooks and techniques contributed to a growing interest in the psychology of science, a fascination that came to encompass the psychology of our own science.

The above events are all instances where various lines of research led Dean to pursue ever wider psychological perspectives. Yet increased scope can be inspired by other features of the profession - even by service. For instance, he has so far refereed nearly 560 manuscripts submitted to more than 120 journals that range from the natural and social sciences to the arts and humanities. His broadening was stimulated even further by teaching. Besides serving as instructor for general and social psychology, he has taught quantitative methods at both undergraduate and graduate levels, and has covered the graduate course on the teaching of psychology. Even more significant, about 15 years into his career, Dean began teaching the history of psychology at the upper-division and graduate levels. These two courses are delivered from a

distinctive perspective - the psychology of science. To what extent can theoretical and empirical research in cognitive, differential, developmental, and social psychology help us understand the creative genius displayed by the most notable figures in the history of our field? Can the psychology of science enhance psychology as a science? Or even as a practice?

Naturally, the ever expanding inclusiveness just narrated manifested itself in Dean's division memberships. Besides APA's Division 1, he belongs to 2 (teaching of psychology), 5 (evaluation, measurement, and statistics), 7 (developmental psychology), 8 (personality and social psychology), 9 (psychological study of social issues), 10 (psychology of aesthetics, creativity and the arts), 20 (adult development and aging), 24 (philosophical and theoretical psychology), 26 (history of psychology), and 46 (media psychology). Indeed, he has been elected Fellow in the first 9 of these 11 divisions. Moreover, he has received research and teaching awards from five divisions, including two honors from Division 1. In particular, Dean is still the only person to receive both the William James Book Award and the George A. Miller Outstanding Article Award from our division.

Although Dean has served as president of other scientific societies, he considers his forthcoming presidency to represent the acme of his lifelong quest for ever greater breadth as a psychologist. If other division members believe that his views should be broadened yet more, they will find him to be a willing listener. He even has a suggestion box located at:

[dksimonton@ucdavis.edu](mailto:dksimonton@ucdavis.edu).

# Officers of The Society for General Psychology

President  
Nancy Felipe Russo  
Arizona State University



Editor, *Review of General Psychology*  
Douglas K. Candland  
Bucknell University



Past President  
John Hogan  
St. John's University



Members-at-Large of the Executive Committee

Brian Stagner  
Texas A & M University



President Elect  
Dean Keith Simonton  
University of California-Davis



Nancy Segal  
California State University, Fullerton



Representative to Council  
Bonnie R. Strickland  
University of Massachusetts



Alexandra Rutherford  
York University, Toronto



Secretary  
Robin Cautin  
Manhattanville College



Awards Chair  
MaryLou Cheal  
Arizona State University

Editor, *The General Psychologist*  
Gina M. Brelsford  
Penn State Harrisburg



Treasurer  
Joan Chrisler  
Connecticut College



Webmaster & Listmaster  
Robin Sakakini  
St. John's University



Historian: Donald A. Dewbury  
University of Florida



# Ad Hoc Committees of the Society for General Psychology

Division One has several committees to examine issues that (a) impact psychology across specialties, (b) are relatively overlooked, or (c) may engage our younger colleagues or students. These committees are listed below.

The charge of each committee chair is to define the committee's mission, appoint a few Division One members to serve on it, including one early career psychologist (ECP), and to provide a report on its activities to The General Psychologist. In addition, it is hoped that some of the activities of these committees will turn into sessions at the APA convention. Members who would like to join a committee should contact the chair of the committee. Members who would like to chair or simply suggest a new committee topic should contact the current President of the division Donald Dewsbury dewsbury@ufl.edu, or the President-elect, John Hogan, hoganjohn@aol.com.

## 1. Early Career Psychologists - Chair: (open)

Mission: Work with APAGS and others to recruit and engage students and ECPs in general psychology.

## 2. Coping with Technology - Chair: Richard S. Velayo

Mission: Examine the negative impacts of email and changing technology on the field of psychology (teaching, science, practice) and practical means of coping with technostress.

## 3. Humor - Chair: (open)

Mission: Examine humor in psychology as a topic of research, teaching, and fun. Goals: Sponsor a best-jokes contest, with award at APA.

## 4. National Speakers Network - Chair: Harold Takooshian

Mission: Use CODAPAR funds to identify convenient speakers for local student and community groups, by developing (in cooperation with Divisions 2, 21, & 52, Psi Chi, Psi Beta, TOPSS) a web-based zip code list of willing Division One fellows, with their contact information and preferred topics. The division has applied for a second grant to continue this work.

## 5. IRB/Scientific Integrity - Chair: Richard O'Brien

Mission: Probe the impact of IRBs on science, scientists, and society, as well as academic freedom, junk science, and other trends threatening the integrity of the scientific enterprise.

## 6. Advisory Committee - Co-chairs: Bonnie Strickland, Harold Takooshian

Mission: Insure continuity within Division One, using a panel of past officers/presidents to help guide Division One procedures.

## 7. Publications - Chair: Bob Johnson

Mission: Oversee effective communication within the Society, coordinating TGP, RGP, book series, Website, listserv, and possible member surveys.

## 8. Evolutionary Psychology - Chair: (open)

Mission: Develop and give a home to this interdisciplinary specialty.

## 9. Photography and Psychology - Chair: Joel Morgovsky-See Report in this Edition of the TGP

Mission: Seek out the many members of APA who are deeply involved with photography; become a networking hub and community of psychologist/photographers.

## 10. Science and Practice - Chair: Mark Koltko-Rivera

Mark is developing an exciting research program that requires cooperation across much of psychology.



# Call For Division 1 Fellows 2011

Members of APA Division 1 are now invited to nominate others or themselves for election as a fellow of Division 1, based on “unusual and outstanding contributions” to general psychology. Phone or write soon for a packet of forms for APA, and our Division’s 15 criteria. This year all completed materials must be submitted by 5 pm Friday, 3 December 2010 -- including the nominee’s vita, personal statement, and endorsements from 3 current APA fellows. At least 2 of the 3 endorsers must be a fellow of Division 52. (Those who are already a fellow of another APA division can ask about a streamlined nomination procedure.) We need more Fellows so don’t hesitate to nominate yourself or others.

Contact: Florence L. Denmark D1 Fellows Chair

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