Interdisciplinarity: Psychology + X

No more “science as usual” as interdisciplinary research tests boundaries in psychological science and its institutions

S
omewhat non-traditional” is how APS Charter Fellow Daniel Stokols describes how his multidisciplinary interests were viewed when he was a graduate student at the University of North Carolina-Chapel Hill. More than 20 years later, these “non-traditional” interests helped establish what is now the School for Social Ecology at the University of California-Irvine, one of the most successful interdisciplinary arenas in the field and a good example of a growing trend in behavioral research.

When Stokols came to Irvine in the 1970s, the School was nothing more than a program consisting of about a dozen people. “Today we have 15 fields under one roof, about 50 faculty members, four departments, about 2000 undergraduate majors, and 150 graduate students,” says Stokols, whose own research interests involve environmental and health psychology. “Instead of fading away, which is what a lot of people in the 1970s predicted would happen, the program took hold because it filled a niche in academia in which students could look at various issues from a cross-disciplinary viewpoint.”

Letters to the Editor

In the February 1999 Observer, we asked APS Members: would the mission, members, and meaning of the American Psychological Society be better served if we changed the name to the Association for Psychological Science?

The Observer article was prompted by a recent Board of Directors discussion of the idea, and, while no one has ordered new letterhead just yet, we have received a lot of feedback from members on the subject. In this issue we feature the responses we have received so far from members on the subject.

In addition, we welcome anyone who has an opinion on the matter to tell us their thoughts on the matter as well. Responses will be printed in future Observers. Please send your letters via email to the Editor at ewr@aps washington dc.us or via the U.S. Postal System at Editor, APS Observer, 1010 Vermont Ave., NW, Suite 1100, Washington, DC 20005-4907.

Editor:

I thought I’d chime in with an opinion on the issue of changing the name of the American Psychological Society. I do recall, when I first joined as a student member, having to ask my professors “what’s the difference between APA and APS?” It didn’t take long

NIDA Creates New Research Network

Drug treatment initiative bridges science, practice, and the real world

Behavioral research in drug abuse treatment is moving into what promises to be an exciting new era. The National Institute on Drug Abuse (NIDA) is creating a clinical trials network that will combine science, practice, and community-based programs in a wide-scale, long-standing infrastructure for developing and testing science-based approaches to treating drug abuse and addiction.

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The network will consist of regional “nodes,” which have been likened in structure to snowflakes. That’s especially significant because like snowflakes, no two will be completely alike. But there will be some core elements: each node will link a research and training center with numerous community-based treatment programs that will collaborate with one another and with NIDA and will take promising new treatments that have been successfully demonstrated in narrower circumstances and test them in a variety of geographic, organizational, and community settings with diverse patient populations.

In announcing this initiative, NIDA officials indicate that they are capitalizing on the nation’s highly productive drug abuse research enterprise, which has been particularly successful in developing behavioral interventions for drug abuse.
The American Psychological Society

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

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

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

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Inside

Letters, Letters, Letters .......................................................... 4
APS members speak out on whether or not APS should change its name to the Association for Psychological Science.

APS Fellow’s Article Fuels Fire at JAMA .................................. 6
Longtime JAMA Editor George D. Lundberg was fired in January for his decision to publish an APS Fellow’s research article.

Preview the 1999 APS Convention ........................................... 21
The 1999 APS Presidential Symposium is one of a number of “must see” events of the Annual Meeting. In addition to the Presidential Symposium, be sure to check out Claude Steele’s Keynote Address and Stephen Suomi’s Bring-the-Family talk.

Sample the Convention Program .......................................... 22-25
Cross-Cutting Symposia .......................................................... 22
Methodology Mini-Tutorials ..................................................... 23
Invited Addresses ..................................................................... 24
Invited Symposia ..................................................................... 25

What’s Happening and When ................................................. 26
A schedule-at-a-glance of the convention and affiliate meetings.

Meetings of the Mind ............................................................... 26
Check out who has scheduled meetings, seminars, and symposia with the APS Annual Meeting in Denver.

Sixth Annual Teaching Institute ............................................... 27
This year’s event promises to be the most exciting yet. Check out who is speaking at the Teaching Institute. In addition, find out more about writing textbooks at the Writing Psychology Textbooks Workshop.

PLUS . . .

See pages 28 and 29 for convention registration and housing forms!

Departments

Presidential Column ............................................................... 3
People ............................................................................... 12
Miscellany ......................................................................... 13
Teaching Tips-
Teaching Large Classes .......................................................... 14
Members in the News ............................................................. 18
The Student Notebook ............................................................ 20
Announcements ...................................................................... 30
Meeting Calendar .................................................................. 31
Membership Application .......................................................... 32
Employment Bulletin ............................................................... 33

Special pull-out insert of all APS Fellows in this issue!

March 1999
Everything to do with Science

Elizabeth Loftus
President, American Psychological Society

My fellow coffee drinkers at Tully’s, the morning establishment that I frequent, can attest to the profound irritation I felt upon hearing the news that the American Medical Association dismissed the longtime editor of the Journal of the American Medical Association (JAMA). The editor had just published a study on the attitudes of U.S. college students towards sex. In this survey of 599 students, 60 percent said that oral sex did not constitute “having sex.” It was probably natural for people to associate this finding with the controversy surrounding President Clinton, although the authors of the study, both PhDs with a connection to APS, made only minimal reference to that controversy. They wrote, “Recent public discourse regarding whether oral-genital contact constitutes having ‘had sex’ highlights the importance of explicit criteria in contrast with implicit assumptions in this area.”

The editor of JAMA was fired for “inappropriately and inexcusably interjecting JAMA into the middle of a debate that has nothing to do with science or medicine.” That was the line that sent me through the roof almost causing me to spill my coffee. This study—its methods and findings—has everything to do with science. Our science. Psychological science. We are, of course, interested in topics like beliefs and attitudes, and have developed excellent ways of measuring these things. Through competent survey methodology, we have learned a great deal about what people think about many topics, sexual matters being one of them.

Would the executive who fired the JAMA editor also say that the survey research on attitudes towards drugs, conducted by psychologists from the University of Michigan’s Institute of Social Research, and funded by NIDA, had “nothing to do with science?” What would he think about the publication of a widely cited paper called “Problems in the Use of Survey Questions to measure public opinion?” in Science. That the standards of Science were slipping?

On matters of sex, scientists in our field have spent countless hours trying to figure out how to get accurate information from people about their past sexual partners. This kind of information is important not only for psychological scientists who are interested in knowing more about sexual practices, but also for epidemiologists and public health officials who are concerned with tracking the transmission of sexually transmitted diseases. There are many reasons why people give distorted information about their sexual past, even when they are trying to answer in good faith. One intriguing new bit of research shows that men and women give distorted information because they use different strategies for answering questions about past sexual partners.

According to University of Alberta psychologists Norman Brown and Robert Sinclair, both APS Members, men often give rough estimates and women count. It’s the woman who is likely to report that she’s had six partners, and knows this because she counted all the names she remembered, or 27 sexual partners because she knows that her current boyfriend is number 27. Meanwhile, males are more likely than females to provide estimates that are expressed with some uncertainty, as in “Rough guess, give or take one or two partners.”

The JAMA findings provided additional scientific fuel for understanding why information about past sex life might be poorly reported. People vary in terms of what activities count as “having sex.” In the JAMA study, nearly 20 percent said they would not even count penile-anal intercourse as having “had sex.” The implications of these results for sexual history taking and for prevention education couldn’t be more obvious. The relevance for any physician questioning a patient about possible sources of infection couldn’t be more evident. Thus, the JAMA study had everything to do not only with science, but also with medicine.

Whatever the fate of the poor JAMA editor who dared to publish a survey on attitudes regarding sex, the letter he received terminating his employment reveals another weak spot in psychological science literacy. In the pages of the Observer, you’ve heard a lot recently about improving literacy amongst high school students and the general public. But this sorry experience points to the need to also figure out how to enhance the psychological literacy of executives of major professional organizations. ✪

To find out more about the firing of JAMA’s editor, see the story on page 6 of this issue.
Letters to the Editor

Letters from Page 1

to find out that APS was the one most concerned with science and so, of course, I joined. I do agree with those quoted in the recent Observer article that changing the name to include the word “science” will help clarify our emphasis on the science of psychology. I also think it’s a great idea to keep the initials the same to reduce confusion. “Association for Psychological Science” not only has the same initials (“APS”) but it helps associate the society with the journal (Psychological Science) and stresses our involvement in science. Also, it drops the word “American” which may encourage those from outside the United States to become members and participate in the society.

Christopher T. Lovelace
National Institute of Mental Health

Editor:
I believe the idea of changing the Society’s name is a bad one. Again and again I have seen professional associations—as well as corporations—try to reposition themselves in the business or professional community by changing their names. It doesn’t follow that the name change is accompanied by a change in organizational function. Name changes also rob the organization of any institutional memory among the community at large. I would vote against such a change and would hope that prior to such a change, the members would be polled to determine if they support it.

E. Patrick McGuire

Editor:
I fully agree that a name change would be a good move. It is much too easy to confuse the American Psychological Society with the American Psychological Association, and I always have to explain that APS was organized to accommodate psychologists for whom psychology is a science. Association for Psychological Science says what we are, loud and clear.

Herman H. Spitz

Editor:
Should APS change its name? I don’t know. But in addition to “Association for Psychological Science,” another alternative might be “Association of Psychological Scientists.” As Beth Loftus’s column (February 1999 Observer) on a new periodical that applies psychology to public interest issues suggests, we’re not just for us—as the first name suggests (a guild to advance our own interests)—we’re also an association of psychological scientists who care about truth, about education, about society, etc. Just a thought . . . with many thanks for all that APS offers me in my efforts to give psychology away.

David G. Myers
Hope College

Editor:
Yes. Change the name to Association for Psychological Science—I like it.

David G. Elmes
Washington and Lee University

Editor:
In the field of meteorology there is the American Meteorological Society—which is the major organization and which supports fundamental work on the sciences of meteorology, hydrology, oceanography and also research related to the practice of forecasting—and the National Weather Association, which is more oriented to the practicing forecaster and broadcast meteorologists. The two associations do different things and serve different roles. My point is that there are other fields with more than one national-level professional organization, and in the case of meteorology, the two organizations focus on different aspects—science versus practice—and tend to do different things. In the current debate within the APS, some awareness of this parallel situation may be informative. I’m all for the change to include the word “science.”

Robert R. Hoffman
Adelphi University

Editor:
I am responding after reading the article in the February 1999 APS Observer regarding discussions over whether we should change the name of the society. Just a few thoughts:

Yes, it would be good for the public to be able to distinguish between the practice-based APA and researcher-based APS. However, I don’t think changing the name to Association for Psychological Science will help John or Jane Doe any more than the current names for these two societies. How can we expect the public to know the difference between “psychologists” and “psychological scientists”? . . . As to suggestions for what an improvement on the name could be—that’s much harder! Maybe something with the word “scientist” or “research” in there would be more accurate. American Association of Psychological Scientists? American Association of Research Psychologists? This could also include those people who are not full-time scientists, e.g., scientist-practitioners. Alternatively, get APA to change their name to reflect their clinical bias!

Kim P. Roberts
National Institute of Child Health and Human Development

Editor:
I am a Charter Member of APS who worked for 25+ years in applied jobs in industry. My contributions were due primarily to being able to apply the scientific method to real world problems. Thus I would be happy to see “Society” replaced by “Science.” Replacing “American” with “Association” would have the additional benefit of making the society worldwide. Psychological science knows no boundaries. The differentiation from the largely clinical APA is another advantage.

Edmund T. Klemmer

Editor:
I am in favor of the name change: I do not think it would be misjudged as a part of APA as Dawes fears; it would stress more clearly our focus on the science of psychology as McGaugh says; and it would better welcome people from outside “psychology” who do “psychological science.”

Tom Rywick
SUNY-Fredonia
Editor:

Concerning the name of APS, I like the word "science" or "scientific" in there. It does appeal to psychologists at locations like Indiana University of Pennsylvania where there is not much opportunity for serious research, but where most faculty see themselves as representatives of and advocates for the scientific tradition of psychology. The concern for broad representation of psychology and of those in applied fields or work can be met by remembering our parent ASAP—the Assembly for Scientific and Applied Psychology. I would propose to think of a name like ASAP or something similar. The obvious disadvantage is the loss of the well-established initials APS, but the respondents in the Observer have correctly commented on the confusion in the broader public between an American Psychological Society and the American Psychological Association.

MARIO SUSSMANN
INDIANA UNIVERSITY OF PENNSYLVANIA

Editor:

APS should definitely change its name to the Association for Psychological Science: in the public's mind, there is confusion with APA; the new name would not change the acronym; the word science in the name would have impact on the public and on policymakers; and because current members of APS are members because of the philosophy with which APS was originally created. The clear enunciation of "science" should not scare away the applied and policy people. I think any name change should be done quickly, perhaps tying it to the century change.

NICHOLAS C. KIERNESKY

Editor:

I like the idea of a name change.

THOMAS R. ZENTALL
UNIVERSITY OF KENTUCKY

Editor:

I do not support the recently publicized effort to change the name of APS to the Association for Psychological Science. Although the proposed name change seems intended to call attention to the scientific orientation of APS, the underlying problem is a need to restore precision to an unfortunate coarsening of the definition of psychology. Changing the name of APS is a band-aid approach rather than a solution to the problem.

When I enrolled in Psychology 101 as a sophomore in college in 1961, I learned that psychology was by definition a science. I doubt that I would have selected psychology as a major if I had been taught that "psychological science" is a subspecialty of the field of psychology. The term "psychological science," as intended in the proposed name change, attempts to carve up the field of psychology and implies a sweeping definition of psychology which, if adopted, would embrace unscientific views and ideas. The proposed new name for APS was not selected to distinguish between psychological science and other types of science, such as physical science or biological science. Advocates for the APS name change are using the language "psychological science" to represent what would more accurately be labeled as "scientific psychology," implying the existence of additional branches of psychology which are other than scientific.

By retaining its current name, APS continues to declare that psychology, as properly defined, is a field of knowledge, applications and practice based on the methods of science. APS's current name also helps to defend the image of psychology from being blurred by various guru-worshiping fringe groups and assorted wanna-be hangers-on. If any organization should change its name, it is not the APS but rather the APA. It is APA which has drifted astray from the historical meaning and purpose of psychology, which prompted the formation of APS. Rather than change its name, APS would be better advised to mount a public educational campaign which would clarify the proper boundaries of the discipline of psychology.

BRUCE M. BELL
SAINT PETER REGIONAL TREATMENT CENTER

Editor:

I just received the latest edition of the Observer. With regard to the name change, I think it's a great idea. I particularly like the "Association for Psychological Science." As for confusion, NARAL—the National Abortion and Reproductive Rights Action League (formerly the National Abortion Rights Action League) has changed its name (but not its acronym) several times—each time clarifying its changing mission—without losing name recognition.

I believe the "Association for Psychological Science" is a more accurate portrayal of what APS is, so, like NARAL, I believe it is a change for the better.

In short, go for it.

SUE FRANTZ
NEW MEXICO STATE UNIVERSITY

Editor:

I think that the proposed name change to the Association for Psychological Science is an excellent idea for several reasons.

1) Clarity. The current name offers no clues as to the different mission of the APA and APS, whereas the proposed name is simply more descriptive.

2) Statement of values. The proposed name clearly underscores our primary commitment to scientifically oriented psychology.

3) Accomplishment of goals. I interpret one of our primary goals—the promotion of scientific psychology—to include public information and education campaigns.

The proposed name would do a great deal to decrease confusion among the lay public. There may be a temporary increase in confusion among those who deal with APS on a very regular basis, but I would prefer a little temporary professional confusion to long-term lay confusion.

CINDY PURY
CLEMSON UNIVERSITY

Editor:

I think that a name change to the Association for Psychological Science makes sense for a number of reasons.

First, I do think that we need to be able to differentiate ourselves from APA in the eyes of the public and in the eyes of legislators and funding agencies. The name change would do that. Second, I think that the name proposed does address what we, as an organization, are

SEE LETTERS ON PAGE 19
Doctors, scientists, and scholars around the world were shocked in January when the American Medical Association (AMA) fired longtime Journal of the American Medical Association (JAMA) Editor George D. Lundberg for his decision to publish “Would You Say You ‘Had Sex’ If…” an article based upon Indiana University’s Kinsey Institute for Research in Sex, Gender and Reproduction’s 1991 survey, authored by APS Fellow June Machover Reinisch and Stephanie A. Sanders.

Lundberg, editor of JAMA for 17 years, was fired apparently because AMA felt the article coincided too closely with the impeachment proceedings in the U.S. Senate. According to public statements from AMA Executive Vice President and CEO E. Ratcliffe Anderson Jr., it was Anderson’s belief—shared by the AMA Board of Trustees—that “publishing that survey at the time interjected JAMA into a major political debate that had nothing to do with the science of medicine. That was unacceptable.”

The article featured results of a survey demonstrating that the majority of the participants did not classify oral-genital contact as having “had sex” with a partner. In light of the dispute over the meaning of President Clinton’s assertions regarding “sexual relations” with former White House intern Monica Lewinsky, AMA apparently “lost confidence and trust in Dr. Lundberg’s ability to maintain the Journal’s historic integrity.” AMA, which was reportedly concerned that Reinisch’s article was timed to influence senate impeachment proceedings, contends that Lundberg’s dismissal “was not based solely on any single circumstance.”

Reinisch, director emerita of The Kinsey Institute said she was shocked by Lundberg’s dismissal. “The article went through the typical review of a paper at a major journal. There were three outside reviewers, editorial board comments, suggestions and questions; there were rewrites, reanalyses then a re-submission—all the things that you come to expect when submitting an article to a major journal for publication,” she said.

According to Reinisch, the article was submitted as a Brief Report. “This is a JAMA format designed for quick turn around of findings of particular interest,” she explained. “It was the kind of data we presented that interested JAMA. It’s the sort of rare report that a physician can read in the morning and put into practice in the afternoon—most research articles present material that is years down the pike from when it can actually be a part of a clinician’s practice. I think that is where JAMA’s major interest [in the article] came from.”

Freedom of the Press?
After the initial shock had set in, Reinisch questioned Lundberg’s firing. “Were there bigger issues like academic freedom and freedom of the press involved?” she asked. “It could not be just an article that somebody didn’t like. I understand the vast majority, if not all of his editorial board were very much against Lundberg’s firing. He had the support of his editors. It’s a very problematic situation and if it means that one group of people can squelch ideas that might be of interest to another group, that is scary for our democracy. There are major issues here besides this editor and this author.”

In an editorial published in JAMA’s Feb. 3 issue, JAMA staff members came out in support of former editor Lundberg and took their stand against the decision of letting Lundberg go.

So, Would You Say You “Had Sex” If…?
Published in the January 20 issue of JAMA, the Reinisch and Sanders article was based on part of a 102-question survey that was conducted with a representative, randomly selected, stratified sample of undergraduates at a major Midwestern university. A major portion of the findings were published in Family Planning Perspectives in 1995. The focus of the surveys was the prevalence of high-risk sex behavior. Reinisch and Sanders also wanted to see if they could come up with some ways of predicting who would be at highest risk for sexually transmitted diseases and AIDS.

The question published in JAMA addresses which interactions individuals would consider as having “had sex.”

“This question was asked because my research partners and I had been writing about the issue of non-specificity and euphemisms with regard to asking about sex—particularly as it related to the AIDS situation and vaccine trials and evaluation of patient risk,” said Reinisch. “It was one of the major themes of a paper that was published in the American Psychologist in 1988. We wanted to collect data to support our contention that the asking of generalized euphemistic questions provided answers that were not understandable—from which one could draw very wrong conclusions.”

The results of the survey concluded that individual attitudes varied regarding behaviors defined as having “had sex” (from deep kissing to penile-vaginal intercourse): 60 percent of respondents indicated that oral-genital contact did not constitute having “had sex” with a partner.

According to Reinisch, the research was conducted in 1991 during the Bush Administration. “This turns out to be very valuable now because anything collected in the last year would have been contaminated by the public discussion and the political debate that is going on,” she explained. “If you were to ask someone this same question today, you would be less likely to find out what people really believe.”

There is something else that Reinisch believes adds to the value of this study: the research was conducted with a large sample of typical Midwest and southern undergraduate students. In addition, although the majority of the participants came from the Midwest, the students originated from 29 states and all four major U.S. Census Bureau regions.

More than half of the 599 undergraduates surveyed came from towns of less than 500 people. Almost three-quarters of the sample came from towns of less than 200,000 people. When asked about their political position, 78.5 percent classified themselves as moderate to conservative in their political views. And when asked what about party affiliation, the majority of those who were registered were republican.

“We do not have an urban-coastal-liberal sample,” said Reinisch. “One cannot come to the conclusion that participants responded as they did because they are other than what they are. Not only are they a random stratified representative sample of this university but they are primarily moderate to conservative republican and small town—certainly not big city liberals.”

Continued on next page.
Special Treatment for Special Times?

So, was this article given special treatment and published earlier than other articles? Reinsich doesn’t think so.

“I think that the timing of the article is completely the responsibility of the authors,” she said. “We had been presenting the material at scientific meetings since 1994. As scientists, both our colleagues and we believe that it is science’s responsibility to inform—particularly when you have relevant data. So we finally felt compelled to publish it. Now, if JAMA had withheld publication until after the conclusion of events in Washington, there would have been a legitimate criticism that they were interfering with the process in another way. I think they did it just as they would have done with any other Brief Report.”

From One Editor to Another

The dismissal of Lundberg has prompted widespread concern within the medical and scientific publishing communities. Innumerable commentators worldwide have interpreted Lundberg’s dismissal as a serious challenge to JAMA’s editorial freedom and a direct threat to JAMA’s historic tradition and integrity.

Sam Glucksberg, whose name joins the Psychological Science masthead as editor in 2000, told the Observer that whatever the background or prior circumstances, summarily firing an editor on whatever pretext poses a real danger to freedom of the press.

“If an editor violates explicit journal policy,” said Glucksberg, “then this would be a signal to examine whether or not the editor should continue, with the decision to retain or discharge made responsibly in discussion with the board and the editor in question. To use a particular editorial decision to justify or to trigger a decision to fire is totally unacceptable.”

“The firing was outrageous,” said John F. Kihlstrom, who has served as editor of Psychological Science since 1995. “I can understand why AMA might have been unhappy with him for his special issue on alternative medicine, and for his criticism of autopsy practices, but his editorial judgment was sound, and the work he printed was good science. The JAMA editor shouldn’t have been fired just because he tried to bring scientific data to bear on a policy or political issues. That’s what social science is for.”

Kristen Bourke

NIDA FROM PAGE 1

“The development of this critically needed research infrastructure will have an incredible impact on the way drug abuse treatment is delivered in this country,” predicts Alan I. Leshner, APS Charter Fellow and director of NIDA. “We have a large array of behavioral treatments currently available and ready to be tested in real life settings, and we anticipate that additional treatments that combine pharmacological and behavioral approaches will be available in the near future.”

“With this initiative, NIDA will be taking a major step forward in developing and testing effective science-based drug abuse treatments,” he added.

Another goal of the drug abuse clinical trials network is to produce better methods for transferring knowledge about new interventions into the treatment arena, a.k.a. the real world. But, NIDA emphasizes, rather than replace existing treatment approaches, the network will focus on validating and adding to those approaches.

Competition is just getting underway for the first year of funding. NIDA expects to fund up to four nodes in the first year, with an expanded number each year thereafter until the network reaches 20-30 nodes.

Examples of the types of behavioral studies that will be supported include:

• Testing behavioral therapies in community settings with different patient populations
• Developing techniques for transporting new behavioral therapies into community-based treatment programs
• Examinations of the impact of drug addiction treatment and AIDS risk reduction counseling on HIV risk behaviors in addicts
• Behavioral interventions aimed at improving compliance with medication regimens in patients with comorbid, addictive, and mental or physical disorders
• Development of models for integrating new behavioral interventions into existing clinical practices
• Research on ways to facilitate risk reduction for the intertwined epidemics of addiction and AIDS

One of the biggest unknowns facing the clinical trials network in this initial phase is how to ensure collaboration between research centers and community programs—two sectors that in the past have not always had strong ties. But the participation of the community-based treatment programs is viewed as essential to the success of the network.

“It is critical that the community-based treatment providers understand that they will be full partners with the research centers in all aspects of the protocol design and implementation,” said Timothy P. Condon, associate director of NIDA. “This is one of the key elements for ensuring the success of testing new approaches in real life settings.”

The importance of this partnership is underscored in the Request for Applications (RFA) for the network, which says that “through this joint effort, the gaps in current treatment approaches will be addressed, yielding community-proven treatments ready for adoption in clinical practice.” (The complete text of the RFA is available at http://www.nih.gov/grants/guide/ra-files/RFA-DA-99-004.html.)

There is a great deal of support for the development of this clinical trials network in the drug abuse treatment field. In addition, the Institute of Medicine and the National Academy of Sciences recently issued a joint report, Bridging the Gap Between Research and Practice, that identified this kind of network as the single mechanism most likely to improve drug abuse treatment in this country. This model has been used successfully by other institutes at NIH in the areas of cancer, heart disease, and infectious diseases.

Critical deadlines for NIDA clinical trials network applications are March 13 for a letter of intent, and April 13 for the application receipt. For further information, interested parties are urged to contact Jack Blaine, chief of the treatment research branch, at 301-443-2397.

Sarah Brookhart

March 1999
INTERDISCIPLINARY FROM PAGE 1

levels of analysis,” said Stokols. “There is strategic value in looking at different levels of analysis because each level has something to offer in understanding a given issue.”

Not only is interdisciplinarity becoming a growing area for behavioral research, but it is a growing trend within all of science. Approaching its 150th anniversary, the American Association for the Advancement of Science polled its members on the major issues facing science as well as society. What they heard back was that in order to address both, disciplines—as we currently know them—must reach out.

“More than at any other time in the recent past, there is a demand for mechanisms and incentives to foster interdisciplinary research, education, and problem solving,” wrote AAAS representatives in the Dec. 19, 1997, issue of Science. “Boundaries between scientific disciplines are collapsing, and the rise of interdisciplinary sciences is challenging the very concept of ‘science as usual.’

However, despite the enthusiasm for the cross-cutting research, there are a number of barriers that exist to hinder valuable interdisciplinary research from occurring.

[Editor’s note: In this article we use the term interdisciplinary in its broadest sense, but it is important to note that terms such as multidisciplinary and transdisciplinary are often used to describe specific types of cross-cutting research.]

So, Which Exactly Is It?


1. Multidisciplinary refers to a process whereby researchers in different disciplines work independently within his or her own discipline to address a common problem.
2. Interdisciplinary research is a process in which researchers work together, but each from their disciplinary perspective, to address a common problem.
3. With transdisciplinary research, Rosenfield said researchers work jointly to address a common problem using a shared conceptual framework that draws together discipline-specific theories, concepts, and approaches.

Why Do It?

Many researchers consider the growth of interdisciplinary research a reflection of the problems within society that behavioral science strives to address, and calls interdisciplinarity an especially appropriate direction for research.

“I have been playing with this notion that behavioral science is where top down meets bottom up,” says APS Charter Fellow Jaylan Turkan, of the National Institute on Drug Abuse (NIDA). “Behavioral sciences are perfectly poised to receive information from genetics, molecular biology, and brain and neuroscience research from the bottom up, and then receive information from the top down on social science approaches and macrolevel influences: how family works and how economic factors can drive behavior. With these influences from the top and the bottom, behavioral science occupies a position that everyone wants to know about and that is: why do we behave as we do. We cannot answer that question alone without input from the neurosciences and genetics at one level and then from the social and macrosocieties at another.”

Harvard University researcher and APS Charter Fellow Daniel Schacter says some of the most exciting frontiers in psychology, by definition, involve interdisciplinary collaborations and cites neuroimaging of brain function as an example.

“To carry out first-rate neuroimaging research, it is essential to have collaborations among psychologists, neuroscientists, physicists, and engineers,” he says. “Psychological expertise is just as important as technical expertise. Neuroimaging research that lacks psychological sophistication nowadays would not be considered state-of-the-art. As more and more psychologists become involved in neuroimaging studies, the importance of multidisciplinary interactions becomes increasingly important. Psychologists will need to learn to communicate effectively the lessons of their own discipline and be ready to learn about the perspectives of others.”

Last year, when Sam Glucksberg was named the next editor of Psychological Science (his name joins the masthead in January 2000), he said one of his goals was to incorporate more interdisciplinary perspectives into the journal and added that many of the issues and problems in psychology require multiple approaches.

“Interdisciplinary research is an important issue for psychology because of the complexity of the issues and problems that we face,” he says. “In basic research, we need the tools that other disciplines provide: artificial intelligence, brain imaging, brain recording, cultural anthropology, linguistics, sociology—plus areas of practical work where expertise is needed in order to explore the applicability of theoretical ideas across a range of real world contexts such as medical decision making and labor economics. In applied work, we again need people working in the various settings where psychological principles would be useful.”

UC-Irvine’s School for Social Ecology grew out of a program founded in 1970 by psychometrician Arnie Binder, who wanted to

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organize an academic unit emphasizing interdisciplinary research and teaching as well as the application of basic theory and research to community problem solving. Social Ecology was established as a small independent unit and Stokols says that its efforts to combine the environmental, behavioral, legal, and health sciences within a single academic unit were viewed by many as "inappropriately infringing on the academic turf of pre-existing schools and departments at Irvine."

Stokols says he was drawn to the program because of those "non-traditional" multidisciplinary interests that developed as a student. "I am interested in interdisciplinary research and feel committed to it because so many of the phenomena I am interested in are best looked at from different levels of analysis," he said. "Interdisciplinary research is becoming very accepted and is becoming a key factor in many scientific programs."

In 1992, the Program became the School of Social Ecology, but not without facing many roadblocks along the way.

"We were constantly made aware of challenges to Social Ecology's existence as an academic unit, and many plans were proposed by university administrators to disband it entirely and send its faculty members to other schools and departments," he says. "Nonetheless, the Program in Social Ecology prevailed during the 1970s and 1980s and established a strong niche in higher education because of its unique, interdisciplinary orientation."

Barriers

While it appears to be evolving as an important frontier in psychological science, many note that interdisciplinary training cannot replace nor overshadow training in established disciplines.

"Interdisciplinarity is something that really needs to be developed further," says APS Member Hilleary Everist, director of the National Science Foundation's (NSF) Division of Behavioral and Cognitive Science. "It will never replace strict disciplinary approaches but it can augment and complement existing disciplines."

Turkkan agrees adding that any multidisciplinary training scientists receive can only occur once the discipline itself is fully understood.

But even though many might agree that research is moving in the direction of increased interdisciplinary collaborations, a number of barriers need to be addressed—primarily the departmental structure of universities and colleges.

"In the past it has been a risk for people to cross boundaries, publish in multiple fields, and work with colleagues in different departments. Very often the incentives in academia are rooted in the department structure," says Stokols.

Promotion, tenure, and other advancements and rewards at universities are usually determined within the department, making it in the best interests for professors and researchers to keep their research interests directly related to that department, and thereby making it difficult to collaborate on research outside that department.

"Let's say I work in psychology and I want to get promoted, and I want to get raises. I had better do something that everyone else in the department believes is psychology and that is published in places that people in the department view as legitimate psychology publishing areas," says APS Member Robert Porter of the University of New Orleans. "We can talk about the importance of interdisciplinary research but the culture of academic departments is such that it makes it very difficult to advance or facilitate individual development in interdisciplinary areas. If a faculty member spends part of their time in a medical department or economics department, how do you evaluate that in terms of things like promotion and tenure and research support?"

Turkkan notes that interdisciplinary researchers often run the risk of being viewed as a jack of all trades but a master of none. "You can be seen as a dilettante or as someone who is playing around with other ideas rather than getting into your own discipline," she says. "Other people can conclude that you are not doing anything serious."

In an editorial published in Science last fall, Michael Gazzaniga, of the Center for Cognitive Neuroscience at Dartmouth College, radically suggested tearing down the figurative walls of the university.

"It is time to reorganize the whole university, and not by doing it

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piecemeal," he wrote in the October 9 issue of *Science*. "My suggestion is that the university administration announce to its faculty that while continuing to function as they are for one year, they are free to reorganize themselves in any way they see fit, and plan new curricula and programs, special emphasis groups, and all the rest. For instance, faculty from different departments could combine to teach about an area, such as the mind. They would request space for their new venture and spell out the teaching load they would share. At the end of the year, the new organization of the university should reflect the new configurations of the academic world. After regrouping, people would be better prepared for the intellectual work of the next century."

Gazzaniga says he was prompted to write the editorial by the barriers he finds himself facing in pursuing cognitive neuroscience studies. "You realize that you are always running up against these barricades of turf," he says. "Many of these barricades are just artificial barricades and do not reflect where the field is anymore, but you still have to deal with them. So, at an institutional level, when you are trying to build a new program and it requires psychologists and biologists and computer scientists, for example, you have to find a way to get the system to work towards the new questions."

Stokols says that when the Social Ecology program at UC-Irvine became a school, departments were structured so they were inherently multidisciplinary. "We have tried to make sure that our departments are composed of faculty from different fields so they are multidisciplinary in their own right," he says. "In addition we have a number of mechanisms we have tried to institute at the school to encourage faculty to work across disciplines, such as focus research groups, that are funded by the school and in which faculty are encouraged to work with colleagues from at least one other department on a given research topic. In addition we have a system of primary and secondary departments in which faculty can join multiple departments, though they may only vote in one."

**Money, Money, Money**

In addition to the barriers that exist within universities, research funding for interdisciplinary topics can also be a stumbling block.

"You can get an economics grant. You can get a psychology grant. You can carve out an existing area of research and maybe get support," says Porter. "But if you are a psychologist in a university psychology department, and you have a student interested in thinking and problem solving as a general topic, for example, and that student wants to get involved in economic research or marketing, how do they do that?"

This is an issue to which some federal funding agencies are responding.

Stemming from her own interest in interdisciplinary research, Turkkan has participated in the development of several interdisciplinary research programs at NIDA, including a recently announced initiative, co-sponsored by the National Cancer Institute (NCI), that will provide support for the creation of transdisciplinary tobacco use research centers that would facilitate a transdisciplinary approach to the full spectrum of basic and applied research on tobacco use. (For the full announcement, see http://www.ncbi.nlm.nih.gov/isse/s2htuced.htm.)

"This pursues the idea that you have mature science in different areas—including the nicotine science, the tobacco use science, and the smoking science—and you bring people from different perspectives into a research center around a particular theme," she says. "If you have that set of optimal circumstances and if you have people who are willing to listen seriously to another discipline’s perspective, you have enormous growth potential for moving into the next stage of research."

Stokols calls the NIDA/NCI research centers initiative a good example of priority at a national level being given to the cultivation of interdisciplinary approaches.

"The whole thrust of that project is to get transdisciplinary teams around the country to join forces and look at tobacco use and preventing smoking from several disciplinary perspectives," he says. "I think at the national agency level, the federal agencies are becoming more and more interested in encouraging cross-disciplinary approaches."

In addition, Turkkan is developing a team of researchers—funded by NCI, the National Institutes of Health (NIH) Office of Behavioral and Social Sciences Research (OBSSR), the Robert Wood Johnson Foundation, NIDA, and the NIH Office of AIDS Research—who will form a special study group at the Center for Advanced Study in Palo Alto, California. "The researchers in this group will come from very different perspectives—ranging from neurobiology to social science and economics—and bring their own toolboxes to the table to try to answer that enduring question of how to change behavior," she said. "After all, we have about a century’s worth of research on this question and a mountain of data. I suspect that the more they think about it, talk, share data, and do their mutual research together, they are going to realize that everything they are talking about has relevance for a whole range of bad behaviors—not just drug abuse and AIDS."

OBSSR has been receiving applications for grants to develop and conduct short-term educational workshops in interdisciplinary research aimed at social, behavioral, and biomedical researchers. This program (see www.nih.gov/grantsguide/rfa-files/RFA-OD-99-004.html for more information) is co-sponsored by a number of different NIH institutes including the National Institute of Nursing Research, the National Institute of Child Health and Human Development, the National Institute of Dental and Craniofacial Research, and the National Institute on Aging.

NSF has initiated several programs designed to develop and further interdisciplinary research, including a new program on child learning and development. (See http://www.nsf.gov/pubs/1999/nsf9942/nsf9942.htm for the full announcement.)

"As a topic, child learning and development is not a specific topic, but to inform us on what is necessary or lacking, we need multidisciplinary input," says Everist. "In addition, a recently established program called Transitions from Childhood to the Workplace continued on next page
Perhaps enormous, but our efforts have paid off in a new own department than to see colleagues elsewhere,” says Schacter. “At Harvard, we have had a own field to an outsider. At Harvard, we have had a

can get together to discuss issues.

different disciplines to get together and discuss issues of mutual significance. Generally it is easier to interact with colleagues close-by in one’s own department than to seek colleagues elsewhere,” says Schacter. “Perhaps most important at a more conceptual level, it takes time to generate meaningful communication across disciplinary boundaries—to develop a substantive understanding of the concepts, terms, and issues in someone else’s field and to communicate the same about your own field to an outsider. At Harvard, we have had a multidisciplinary program in mind, brain, and behavior that involves scholars from numerous disciplines. We used to joke at the outset that most of our time seemed to be spent teaching each other our introductory courses. The initial barriers to meaningful conceptual communication were enormous, but our efforts have paid off in a new multidisciplinary undergraduate program, working groups, books, and other projects that have taken multidisciplinary approaches to a variety of issues and broadened intellectual horizons for all who have been involved.”

Communication is only one (albeit a large one) of the practical problems associated with interdisciplinarity, says Porter. “There are very few opportunities for people to gain experience in how this kind of work is done—not in terms of what they do, but in terms of how to coordinate it and how to work with other people in other settings,” he says. “For example: what is the role of the psychologist; how does the psychologist participate; how is the administrative structure set up; how do you get a grant; who does the grant go to?”

“Yet people generally agree—and we are of the same belief—that the cutting edge of advancement in scientific endeavors will be at the edge of disciplines and it will be interdisciplinary research that will push science further. So, how do you foster interdisciplinarity and maintain the high quality scientific merit in all aspects of it?”

Everist suggests creating forums—such as symposia or conferences—in which people with different backgrounds and points of view can get together to discuss issues.

“It could spark connections, partnerships, and ideas,” she said. Noting that, “an awful lot has resulted from free pizza,” Gazzaniga says it is important to create inviting opportunities for people within different disciplines to get together and discuss issues of mutual significance. Generally it is easier to interact with colleagues close-by in one’s own department than to seek colleagues elsewhere,” says Schacter. “Perhaps most important at a more conceptual level, it takes time to generate meaningful communication across disciplinary boundaries—to develop a substantive understanding of the concepts, terms, and issues in someone else’s field and to communicate the same about your own field to an outsider. At Harvard, we have had a multidisciplinary program in mind, brain, and behavior that involves scholars from numerous disciplines. We used to joke at the outset that most of our time seemed to be spent teaching each other our introductory courses. The initial barriers to meaningful conceptual communication were enormous, but our efforts have paid off in a new multidisciplinary undergraduate program, working groups, books, and other projects that have taken multidisciplinary approaches to a variety of issues and broadened intellectual horizons for all who have been involved.”

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People

Recent Appointments, Awards, Promotions...

APS Charter Fellow Edwin A. Fleishman has been selected by the American Psychological Association (APA) as the recipient of APA's 1998-1999 Award for Distinguished Contributions to the International Advancement of Psychology in recognition of his sustained and enduring contributions to the international cooperation and advancement of knowledge in psychology. Previously, he was the recipient of APS'S James McKeen Cattell Award for Scientific Research in Applied Psychology (1993) and APA'S Distinguished Scientific Award for the Applications of Psychology (1980). Fleishman is now Distinguished University Professor of Psychology Emeritus at George Mason University.

APS Charter Fellow Robert Glaser, a professor of psychology at the University of Pittsburgh, was recently presented with the 1998 Educational Testing Services (ETS) Award for Distinguished Service to Measurement. This award is presented by ETS annually to an individual whose work has had a major impact on the theoretical or practical development of educational and psychological measurement. This is just one honor Glaser was present with recently. Others include APS'S James McKeen Cattell Award, the University of California-Los Angeles' Distinguished Achievement Award from the Center for the Study of Evaluation, and the E.L. Thorndike Award for Distinguished Psychological Contributions to Education.

APS Fellow Leonard Jason, a professor of psychology at DePaul University, recently received the Cortelyou-Lowery Award for Excellence in Scholarship and Teaching at DePaul University. Each year, the award is given to one DePaul University faculty member for outstanding contributions to scholarship and for a commitment to the collegial ideal of participation and service. Jason received his PhD in clinical and community psychology from the University of Rochester. Jason is a former president of the Division of Community Psychology of the American Psychological Association (APA) and a past editor of The Community Psychologist.

APS Member Alan Kazdin was named the Society for a Science of Clinical Psychology's 1999 Distinguished Scientist. The Yale University scientist was chosen for his contributions that have exemplified the integration of science and practice in the field of scientific clinical psychology. He is also editor of APS'S journal Current Directions in Psychological Science.

APS Charter Fellow Brendan Maher, Edward C. Henderson Professor of the Psychology of Personality at Harvard University, has been awarded the degree of Doctor of Philosophy honoris causa by the University of Copenhagen. The degree was awarded for his scientific contributions to the study of psychopathology, which have centered on language and cognition in schizophrenia, and for his contributions to graduate education in Denmark and the United States. Maher also received the Joseph Zubin Award from the Society for Research in Psychopathology at its annual meeting in Cambridge in November 1998. This award was given for his lifetime contributions to the field of psychopathology.

APS Charter Fellow and Past President Richard F. Thompson of the University of Southern California was recently selected as the John P. McGovern Award Lecturer in the Behavioral Sciences by the American Association for the Advancement of Science (AAAS). The annual endowed lectureship was given to Thompson at the AAAS annual meeting in January. Selected by a panel of senior researchers in psychology and neuroscience, the award honors a prominent behavioral scientist for their work in the field. Thompson was selected for his work in conditioning and neural plasticity. Thompson joins a most distinguished group of lecturers including APS Charter Fellows Michael Posner, Endel Tulving, James McGaugh, and Larry Squire.

APS Charter Fellow Philip G. Zimbardo, professor of psychology at Stanford University, has been named a Phi Beta Kappa Visiting Scholar for 1998-1999. As a participant in the Visiting Scholar Program, Zimbardo will travel to six institutions where he will meet with students and faculty members in a variety of formal and informal sessions, including classroom discussions, seminars and public lectures. The Phi Beta Kappa Visiting Scholar Program contributes to the intellectual life of the campus by encouraging an exchange of ideas between the Visiting Scholars and the resident faculty and students.

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

APS OBSERVER American Psychological Society

March 1999
**Miscellany**

According to the National Science Foundation, psychology was the only science and engineering (S&E) field in which more women than men earned doctorates in 1995. This information was part of a data brief that indicated that, overall, the number of women and underrepresented minority group members earning baccalaureate to doctoral degrees in S&E fields rose as much as 68 percent from 1985 to 1995. But despite these gains, their representation in S&E higher education remained below their representation in the U.S. population of 18- to 30-year-olds. The data brief is available at: www.nsf.gov/sbe/srs/databr/db99320.htm.

Researchers supported by the National Institute of Allergy and Infectious Diseases (NIAID) have developed a behavioral intervention that significantly reduced new cases of chlamydial infection and gonorrhea during a 12-month period among a group of African-American and Mexican-American women in health clinics in San Antonio, Texas. Women in the study were being treated for a sexually transmitted disease (STD) such as gonorrhea, chlamydial infection, syphilis, or trichomoniasis. The study focused on minority women because they are disproportionately affected by STDs, including AIDS. The January 14th issue of The New England Journal of Medicine contains a report on the study, conducted by researchers from the University of Texas Health Science Center in San Antonio and the San Antonio Health Department. “This study confirms that sexually transmitted diseases can be prevented through behavioral intervention,” said Anthony S. Fauci, NIAID director. “In the absence of effective vaccines, this type of intervention is our best hope to control the STD/HIV epidemic today.”

The National Institutes of Health (NIH) Office of Behavioral and Social Sciences research (OBSSR) along with 12 other NIH institutes have released the Request for Applications (RFA) for “Centers of Mind/Body Interactions and Health.” Ordered specifically by Congress in last fall’s Omnibus Budget Bill, the RFA seeks to “encourage behavioral, psychological, social, and biomedical research on the interrelationships among cognition, emotion, biologic processes, and physical health.” For more information, see: www1.od.nih.gov/obssr/mbpage.htm.
Teaching Large Classes

James L. Hilton
University of Michigan

As a sophomore at the University of Texas in the late 1970s I took two classes that, for better or worse, changed my life. The first was a course in U.S. history taught by a professor who, as the semester progressed, I began to refer to as the Monotone Man. The second was an introductory course in Social Psychology taught by Rick Archer. Both classes were taught in large lecture formats, had similar exams, were pitched to similar audiences, and relied upon discussion sections to augment the lectures. But that is where the similarity ended.

About the only thing I remember from the history class is one lecture in which Monotone Man raised the possibility that the Salem witch trials were due to a community-wide hallucination caused by a rare bread mold that has a chemical structure similar to LSD. That’s it. Nothing about the American Revolution, the Continental Congress, the War of 1812, or anything else that might have happened in the early years of the nation. It is all gone, lost in a sleepy fog.

In contrast, I remember most of the social psychology course. I remember both its content and its form. I remember that we covered interesting topics. I remember I came to class early and left late. I remember lively discussion. I remember wanting to teach that course.

Today, I find myself confronting the same challenges that these two very different instructors faced 20 years ago. Now it is my turn to stare at the sometimes eager, but often blank, faces of my students and struggle to figure out how to make it work.

Since joining the faculty in 1985, I have taught approximately 10,000 students in classes ranging in size from 15 to 1200. What I’ve learned over the last decade is that it is harder than I thought and harder than most of my students think as well. Teaching, especially teaching large classes, requires practice, reflection, and perspiration. What follows are lessons I have learned. Some can be found in the literature, others come from my colleagues, and still others from my own experiences in the classroom. None of them will work for everyone. My advice is to take what fits and ignore the rest.

Don’t be apologetic about teaching a large course

Too often we reflexively accept the assertion that big classes are bad classes. I think this is problematic for several reasons. First, the very definition of a large class is ambiguous. At my institution, large classes routinely enroll 350+ students. Where I went to graduate school, on the other hand, large classes enrolled 50 students. With such wide variation, blanket condemnations are risky. Second, although large courses, however they are defined, may not be ideal for many learning situations (cf. McKeachie, 1994), they do have their place and their strengths.

For example, large classes are a wonderful arena for engaging student interest. When I teach introductory psychology a large part of my motivation is the opportunity to evangelize the field. I know that I hook or lose hundreds of students in that course. Similarly, large classes provide an excellent forum for highlighting the big questions that confront a field. They lend themselves to the task of identifying intellectual forests. If you play to the strengths of large classes, there is no reason to be apologetic.

There’s a pragmatic reason for avoiding apologia as well. If you begin your course by apologizing for its size, you risk triggering an unfortunate self-fulfilling prophecy. Convey to your students that the class is anything less than ideal at the beginning of the term and they are likely to treat it as such for the rest of the term.

Recognize the importance of organization

When Johnny Carson was the host of the Tonight Show, everything about the show looked spontaneous. Sparkling dialogue, zany antics, and corny skits all looked as if they were happening for the very first time. In fact, it was all heavily choreographed. Nothing was left to chance. Someone close to the show once went so far as to note that the show was as spontaneous as a shuttle launch. So too with large classes. Large classes live and die by the organization you bring to them for several reasons.

First, organization will calm your class down. One of the two big enemies in teaching a large course is student anxiety. (The other, paradoxically enough, is student apathy.) Students, especially beginning students, are almost always anxious about what will happen in the course and what is expected from them. The more you organize the course, the calmer they become.

Second, organization is an excellent tonic for stage fright. I still write out every
lecture I give. I hardly ever give that exact
lecture, but I find it comforting to know that
if I suddenly go brain dead, I have a begin-
ing, middle, and ending to give to the class.

Third, the bureaucracy that comes with
a large course makes it difficult to correct
mistakes. In a small class, it's relatively
easy to correct something during the next
meeting. You can keep track of who has the
new and correct information. But in a large
class, that's much more difficult. Announce
the wrong time for an exam and you will
find yourself correcting the announcement
to your grave.

Fourth, unlike small seminars where
you may be able to allow your students' ques-
tions and interests to direct the class,
students expect large classes to be meticu-
ously organized. I often think that the dif-
ference between the organizational needs
of small and large classes is analogous to the
difference between an informal brownbag
and a formal colloquium. In the brownbag,
part of the point is to get the audience to help
you figure out what's going on. It's a talk
that's given while you are still in discovery
mode and the audience is part of that pro-
cess. But a colloquium is an entirely differ-
ent kind of animal. Colloquia are about
presenting your ideas.

The last thing you want to do is the
speaker is to look like you are just now
discovering your points. If you do, the audi-
ence will see you as ill prepared, simple-
minded, and rude. So will your students—
with a vengeance. In my experience, the sin
that students are least likely to forgive is the
sin of disorganization. They expect their
classes to run on time and the instructor
to know what the main point is of every
class meeting.

Embrace the idea that it takes
a village to build a course

As researchers and scholars we tend to
think of ideas in a proprietary fashion. We
worry about getting credit for our own work
and giving sufficient credit for the work of
others. That’s fine and appropriate in that
part of our lives. But teaching is all about the
free exchange of ideas. As such, it should be
a communal task.

Feel free to rely upon the kindness of
your colleagues and mentors when you ap-
proach the task of teaching a large class for
the first time. In all probability, someone in
your department has already taught the
course. Get their materials. Ask for their
notes. Pick their brains to find out what
worked and what didn’t work. They know
what your students are going to be like and
what they will expect. Building a course for
the first time is a daunting task. Don’t make
it harder by ignoring your closest and most
well informed sources.

Dare to experiment

I once tried to demonstrate the self-
reference memory effect in a large social
psychology class. I read a list of words to the
class and varied what they were supposed to
do with the list. One third of the class was
supposed to decide if each word was posi-
tive or negative. Another third was sup-
posed to decide if the words were nouns or
verbs. The final third was supposed to de-
cide if the words described themselves. What
should have happened was that the students
in the last group should have had the best
memory for the words on the list. They
didn’t. The show of hands made it clear that
they all remembered about the same num-
ber of words. The class went wild. They
loved it! One reason they loved it, of course,
was that I was wrong.

Youth always appreciates the opportu-
nity to see the mistakes of their elders. But
the larger reason why they loved it was that
they knew I was trying. When I first started
teaching, I was leery of trying demonstra-
tions and experiments in my class. I was too
concerned about what would happen when
they didn’t work. What I’ve learned since
then, is that students will forgive almost
anything if they think that you are trying. So
now I use lots of demonstrations and take
lots of chances. I try to anticipate where they
may go awry, but I don’t fear them any
more.

Don’t be afraid to
personalize the course

By the end of any given semester, my
introductory psychology students know a
lot about my life. They know I have a wife
and two kids. They know I have a moronic
Labrador Retriever named Kate. They know
that cognitive dissonance is the reason I
became a social psychologist. Why do I tell
them so much about my life? I do it because
I want to find as many ways to connect with
them as possible. I want to avoid the chasm
of impersonal indifference. I want my
students to think of me as a fellow human,
not as some remote automaton. I want
them to know that the things that we cover
in the class affect me as well as them. I do it
because it helps them remember. When
I cover Piagetian conservation in my intro-
ducitory course, for example, I show
about 10 minutes worth of home movies
in which my kids attempt the conserva-
tion task. Years later, this is the lecture
students tell me they remember the best.

It is, of course, a fine line between
personalizing your lectures and wallow-
ing in narcissism. One way to make sure
that you do not dwell on your personal life
at the expense of pedagogy is to ask
whether your anecdote makes a point. If it
doesn’t, or if it requires a big stretch to see
the point, then it is probably a mistake.
But if it makes a point and provides a
connection, it is well worth it.

Recognize the importance
of first impressions

The first meeting of any class is critical.
The first class is where you set the tone
and students form their impressions. I
firmly believe that I win my class or lose
them in the first 15 minutes and 50 years
of person perception research supports
that belief (e.g., Asch, 1946). The bad
news is that this puts a lot of pressure on
the first day of class. The good news is
that, if that day goes well, you can bank
some idiosyncrasy points for later on.

What this means pragmatically is that
you cannot afford many mistakes on the
first day. The easiest way to avoid mis-
takes is to be compulsive about the first
lecture when you tell students about the
course goals and overview, and what you
expect from them and what they can ex-
pect from you. This compulsivity should
start well before classes begin.

I have a colleague who had grand
plans for using digital images in his class.
He found lots of material on the web and
was excited about the possibility of enliv-
ening his lectures up with some of it. The
problem was, he waited until the day
before his first lecture to connect his com-
puter to the projector in the lecture hall.
Guess what. It didn’t work and there was
not enough time to get the connectors that

CONTINUED ON NEXT PAGE

APS OBSERVER
American Psychological Society

March 1999
FROM PREVIOUS PAGE

would make it work before classes began. All of his digital dreams went up in smoke.

To minimize these kinds of disasters, check out the room in advance. What kind of equipment is in it? Will you need a microphone? Can you walk up the aisles while giving your lectures? If you plan to show videos or use the computer for data projection, how does it look? Similarly on the first day of class double-check everything. Are the slides in order? Do you have extra copies of the syllabus? It is never possible to guarantee that everything will go as planned, but it is possible to minimize the chances of failure. If the first class meeting is handled well, the first real lecture is a piece of cake.

Show that you care
Student evaluations reveal that students want instructors who care about their progress and environments where that concern can come through (Wulff, Nyquist, & Abbott, 1987). Obviously, large classes are not ideal in this respect. There are, however, a number of things that you can do that will help. Hold extra office hours. Give students your email address. Collect midterm evaluations. Do anything that shows the students that you care. I have a colleague who teaches a class of 160. On the first day he takes pictures of them in small groups and writes their names on the back. By the third week of class, he has all of their names and faces memorized. His students know absolutely that he cares.

Realize that you cannot be too obvious
One way to think about the difference between small and large classes is to think about the difference between movie acting, where the close-up can catch the slightest nuance of behavior, and the stage, where every act must be exaggerated. The dynamics of a large class make it hard for students to ask questions and easy for them to get lost. What this means is that if you are going to err, err on the side of being too obvious, not too subtle. Tell students what the take away points are. Provide outlines. Do everything you can to make sure your message is heard and understood.

One useful tool along these lines is simply to ask students what they heard at various points during the term. After making an important point or complicated argument, ask the students to write a one-paragraph summary and invite them to share those summaries with you after class. As you read through the summaries, you will quickly learn whether your students heard what you thought you said and you will be able to calibrate your future classes accordingly.

Find ways to keep engaged for the long haul
If the most salient challenge facing the new teacher is stage fright, I think the biggest one facing the experienced teacher is complacency. To fight it, I constantly look for ways to mix my courses up. I change books, alter the exam format, or add a website all in the service of avoiding boredom. Over the last five years, for example, I’ve invested a lot of time learning how to incorporate multimedia in my classes. Part of the reason I invested the time is that I think multimedia has the potential to make abstract concepts more concrete and accessible for my students. But another reason I invested the time was that it made me see my courses in a different light. Courses that I had begun to find painful through sheer repetition again became new and exciting.

Keep in mind that it’s all new to them
This is an obvious fact, but one that I constantly forget. No matter how many times you have used a demonstration, made a certain point, or told a particular anecdote, remember that it’s new to them every time. You don’t need to change your story just because you told the same story last year.

Finally, remember that if you’re happy, they’re probably happy.

Coda
One year after taking Monotone Man’s class I found myself sitting in an auditorium waiting to take an exam in yet another lecture course. As I sat there, I overheard two women in front of me discussing a history professor who was, in their words, “the best teacher they had ever had.” Full of curiosity, I asked them who the professor was. Imagine my surprise when they named Monotone himself. When we then compared notes we discovered that we had all been in the same class but clearly we had very different experiences. Keep in mind, your mileage may vary.

References and Recommended Readings

James Hilton is an Arthur F. Thurnau Professor and the Undergraduate Chair in Psychology at the University of Michigan. Among the courses he teaches are Introductory Psychology, Introductory Social Psychology, and Experimental Methods. He is a three-time recipient of the LS&A Excellence in Education Award at the University of Michigan as well as the recipient of the class of 1923 Memorial Teaching Award.

COMING THIS SPRING...

Lessons Learned: Practical Advice for the Teaching of Psychology

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

March 1999
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  ISSN 0021-8308  4 issues  Volume 29, 1999
- Journal of Analytical Psychology
  ISSN 0021-8774  4 issues  Volume 44, 1999
- Journal of Personality
  ISSN 0022-3506  6 issues  Volume 67, 1999
- Journal of Research in Reading
  ISSN 0141-0423  3 issues  Volume 22, 1999
- Journal of Social Issues
  ISSN 0022-4537  4 issues  Volume 55, 1999
- Language Learning
  ISSN 0023-8333  5 issues  Volume 49, 1999
- Mind & Language
  ISSN 0268-1064  4 issues  Volume 14, 1999
- Political Psychology
  ISSN 0162-895X  4 issues  Volume 20, 1999
- Reading
  ISSN 0034-0472  3 issues  Volume 33, 1999
- Scandinavian Journal of Psychology
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  ISSN 0268-2141  4 issues  Volume 14, 1999

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March 1999
The news media in recent weeks have featured APS members on various research-related topics. The members are listed here along with their affiliation, the name and date of the publication/broadcast in which they were quoted/mentioned, and a brief description of the topic. The Observer urges readers to submit such items for publication in future issues of this column. Email your listing to: kbourke@aps.washington.dc.us

Maureen Black, Univ. of Maryland-Baltimore County, *Mother Jones*, February 1999: Emotional neglect


Thomas Cash, Old Dominion Univ., *Fitness*, March 1999: Holding on to old clothes


Mary Amanda Dew, Univ. of Pittsburgh School of Medicine, *JAMA*, Jan. 5, 1999: Treating depression

Byron Egeland, Univ. of Minnesota, *Mother Jones*, February 1999: Emotional neglect


Ellen Frank, Western Psychiatric Institute, *JAMA*, Jan. 5, 1999: Treating depression

Allan Geliebter, St. Luke’s-Roosevelt Hospital, *Health", January/February 1999: Triggering appetite satisfaction through foods with heavy liquids


William Greenough, Univ. of Illinois-Urbana Champaign, *Mother Jones*, February 1999: Emotional neglect; *Fitness*, March 1999: Boosting blood supply to brain through frequent exercise


Ann Kearney-Cooke, Cincinnati Psychiatric Institute, *Shape*, March 1999: Boosting body image


Paul Lloyd, Southeast Missouri State Univ., *Shape*, March 1999: Role of physical fitness in lessening stress


Steven Pinker, Massachusetts Institute of Technology, *The New Yorker*, Jan. 11, 1999: Learning language


Steven Reiss, Ohio State Univ., *Cooking Light*, January/February 1999: Finding exercise fun


Penelope Trickett, Univ. of Southern California, *Mother Jones*, February 1999: Emotional neglect

Rosemary Veniegas, Univ. of California-Los Angeles, *Shape*, February 1999: Female friendships
Letters from Page 5

trying to accomplish. This is particularly true with the effort to increase the public understanding of psychology as a scientific enterprise, and to increase the understanding of psychological science.

Several of the arguments against the name change just don't pass muster. It is true that "sometimes 'science' is used to mean 'as opposed to practice' or even 'as opposed to application.'” But is this necessarily true? Certainly not, and the actions of APS would speak louder than words. APS has never "behaved" in such a way as to alienate applied scientists. And the name change would reinforce the notion that practice and application are, in the best scenario, rooted in science.

Timothy J. Huelsmann
Appalachian State University

Editor:

Yes, I think the name should be changed to the Association for Psychological Science.

Judith Rich Harris

Editor:

All things considered, I vote yes on the proposed change. From the standpoint of public (and governmental) visibility, the term science is pretty well buried in organized psychology. In APA, it's in the name of one out of four directorates, plus one out of four sections of one out of several dozen divisions. Given the drift away from science in applied psychology, the concept needs the kind of salience it can have only in a top-level domain name.

There is concern that the new name might make APS unattractive to some psychologists, though I doubt that this would be a serious problem. As a full-time clinician, I can honestly say that I haven't committed science (in the sense of conducting research) since my dissertation. But I belong to APS (in addition to APA) precisely because I want my practice to be as science-driven as possible. While a more explicit emphasis on science would indeed be off-putting to some, I would expect that few such people are APS types to begin with.

John W. Bush
Cognitive Therapy Center of Brooklyn

Changing APS to designate the “Association for Psychological Science” as opposed to the “American Psychological Society” makes a lot of sense from the point of view of the explicit raison d'etre of APS, scientific psychology.

The new name will more sharply delineate the difference between APA and APS, at least in as much as the attitudes of rock-ribbed APS Members maintain an emphasis that is on the so-called scientific aspects of psychology (although I still happen to feel that in the long run, the welfare of psychology across the board—including scientific psychology—would be better served by one overall association, rather than two organizations which, truth to tell, overlap greatly and, hence, are wasteful of scarce resources). In this connection, I predict that when the hard-nosed ideologue founders of APS die off, that sanity will prevail, at long last, when APS and APA suddenly wake up and realize that, “Hey, why aren't we two separate organizations when in effect we share an enormous amount of common variance!”

Returning, however, to the major issue at hand—renaming APS—I repeat that the “Association for Psychological Science” better says what the original intent and origin of APS was all about. That is, the APS founders wanted to stress scientific psychology and it is more explicitly and persuasively stressed by the proposed title. Why hide your head under an ambiguous bushel?

Robert Perloff
University of Pittsburgh

Editor:

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

Jon Koerner
Bellcore-Bell Communications Research

Let us know what you think! Email your opinion to the Editor at: ewr@aps.washington.dc.us or mail it to:
Editor, APS Observer
1010 Vermont Avenue, NW
Suite 1100
Washington, DC 20005-4907

Analysis of Dyad and Group Data

June 21-25, 1999 (one week course)
9:00 am - 5:00 pm

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

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

Experimental Methodology

July 19 – Aug. 13 (four week course)
9:00 am – 1:00 pm

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

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

University of Michigan
Institute for Social Research
RCGD Summer Workshops

March 1999
The Student Notebook

APSSC Student Grant Reviewer Nominations

The American Psychological Society (APS), in conjunction with the APS Student Caucus (APSSC), provides many opportunities for graduate and undergraduate students to become involved in psychological research. The Student Grant Program represents one of those opportunities. The APSSC would like to encourage those interested in fostering student involvement to submit nominations for qualified reviewers to evaluate the 1999 Student Grant Program submissions. Qualified reviewers are graduate and post-doctoral student affiliates of APS who have expertise in one of the following areas of psychological research:

- Biological/Physiological
- Clinical
- Cognitive
- Developmental
- Educational/School
- Experimental
- Industrial/Organizational
- Personality/Social
- Quantitative
- General

Reviewers will be asked to read and evaluate no more than three grant proposals (up to 10 pages each) in the reviewer’s area of expertise. The review process provides student affiliates an opportunity to encourage student-led research and promotes professional growth through the development of research evaluation skills. Student affiliates interested in serving as a qualified reviewer for this year’s Student Grant Program should send a letter requesting consideration. Letters should include the reviewer’s name, mailing address, area of expertise, and a brief statement (letter) or recommendation from a faculty member. Send all materials to the address below or via email (fdrichard@delta.is.tcu.edu) by April 1, 1999.

Hot Site

This site is an index to Internet resources relevant to research in cognitive and psychological sciences. Maintained in parallel in The Data Archives at the University of Essex, UK and the Stanford Psychology Dept., it includes information on academic programs, organizations and conferences, journals and magazines, publishers and software, as well as links to newsgroups and discussion lists.

Visit it today at http://www-psych.stanford.edu/cogsci/

Have you run across a website you think might be of interest to other students? If so, please contact Karen Falla (tfal5939@aol.com).

1999 APS Student Travel Awards

The Student Travel Award Program is a joint effort by the American Psychological Society (APS) and the APS Student Caucus (APSSC) to assist students attending the Annual APS Convention by defraying part of their travel costs. Winners will receive a cash award of $125 and will be required to volunteer for six hours during the conference. Applicants must be APS student affiliates (undergraduate or graduate) who have had their proposal accepted for presentation at the conference. Preference will be given to students who are first authors on their presentation and who demonstrate need. To get a Travel Award application for the 1999 APS Conference, please visit the APSSC website (http://psych.hanover.edu/APS/APSSC/apssc.html) or contact the Volunteer Coordinator, Suzanne Altobello Nasco, at Altobello.1@nd.edu to request an application. The deadline for applications is March 31, 1999, and winners will be notified by April 30, 1999.
APS Convention • Denver 99

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

A Gold Mine for Psychological Scientists

THE 1999 APS PRESIDENTIAL SYMPOSIUM

Science and Pseudoscience

ORGANIZER
Elizabeth Loftus
University of Washington

DISCUSSANT
Ray Hyman
University of Oregon

PARTICIPANT
Robert Sternberg
Yale University
“How more and more research can tell you less and less until finally you know much less than when you started”

PARTICIPANT
Carol Tavris
“Power, politics, money, and fame: Sources of pseudoscience in research and therapy”

PARTICIPANT
Stephen Jay Gould
Harvard University

KEYNOTE ADDRESS

How Stereotypes Can Shape Identity and Performance
Claude Steele
Stanford University

BRING-THE-FAMILY ADDRESS

Jumpy Monkeys
Stephen Suomi
National Institutes of Health
The Psychology of Prejudice
Chair: Gregory M. Herek, Univ. of California-Davis
Social and behavioral scientists have been studying prejudice for much of the past century. What is the current state of psychological science on this topic? Contributors to this symposium will discuss a variety of theoretical and methodological perspectives for understanding prejudice based on race, ethnicity, gender, and sexual orientation.

Presenters:
Mahzarin Banaji, Yale University
The Ontology of Unconscious Prejudice
Jim Sidanius, University of California-Los Angeles
The Interactive Interface Between Gender and Ethnic Discrimination:
A Social Dominance and Evolutionary Perspective
Janet Swim, The Pennsylvania State University
Modern Sexism and the Identification of Everyday Sexism
Gregory M. Herek, University of California-Davis
Interpersonal Contact and Sexual Prejudice
Stuart Oskamp, Claremont Graduate University
Multiple Paths to Reducing Prejudice and Discrimination

The Changing Nature of Work and Organizations
Chair: Walter C. Borman, University of South Florida
This symposium consists of three presentations describing important issues around the changing nature of work and what this means for organizations in our economy.

Presenters:
Michael D. Coevert and Lori Fosters, Univ. of South Florida
Future Work
Jerry W. Hodge, Personnel Decisions Research Institutes;
and Walter C. Borman, University of South Florida
A Glimpse at the Future of Performance Evaluation
Donna Chrobot-Mason, University of Colorado-Denver
Creating a Learning Organization at Xerox Corporation: Strategies for Success, Lessons Learned, and Research Opportunities

Addiction Motivation: Behavioral, Cognitive, and Neurobiological Perspectives
Chair: Timothy Baker, University of Wisconsin
Models of addiction must address certain vexing questions. Why do addicted individuals persist in drug use after drug ceases being pleasurable? Why is it so difficult to show a link between withdrawal symptomatology and relapse? Symposium participants will address these and other knotty issues in addiction motivation.

Presenters:
Terry E. Robinson, University of Michigan
The Neurobiology and Psychology of Addiction: An Incentive-sensitization View
Michael A. Sayette, University of Pittsburgh
Cognitive and Affective Processing in Craving
Maxine Stitzer, Johns Hopkins University
Cravings and Urges in Smokers:
Recent Insights from Laboratory Research

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

Presenters:
Carroll Izard, University of Delaware
Emotionality, Emotion Knowledge, and Emotion Regulation in Childhood
John Gottman, University of Washington
Meta-Emotion in Families and Emotion Regulation in Children
Daniel A. Hart, Rutgers University
Success and Failure in School:
The Role of Emotional Regulation
Robert Levenson, University of California-Berkeley
Emotion Regulation in Adulthood: Competence, Capacity, and Cost
Laura Carstensen, Stanford University
Emotion Regulation in Old Age:
An Area of Continued Growth?
Discussant: Philip A. Cowan, Univ. of California-Berkeley
An Impressionist Approach to Emotion Regulation: We Have the "Dots," but do They Create a Picture?

The New Synthesis of Nature and Nurture in Developmental Psychology
Chair: Eric Turkheimer, University of Virginia
The debate about the roles of genes and environments in the development of human behaviors has established that neither correlations among biologically related family members nor estimation of independent genetic and environmental variance components provide deep insight into the ontogeny of behavior. Modern geneticists and environmentalists are working together to overcome old dichotomies.

Presenters:
Eric Turkheimer, University of Virginia
Will the Real Nonshared Environment Please Stand Up?
Mike Stoolmiller, Oregon Social Learning Center
Some Solutions for Environmental Range Restriction Problems in Adoption Studies
Theodore Wachs, Purdue University
Going beyond Variance:
Environment as Structure, Environment as Process
Gregory Carey, University of Colorado-Boulder
Developmental Behavior Genetics of Problem Behaviors in Adolescents
Discussant: Timothy B. Baker, University of Wisconsin
Current Problems and Directions in Research on Motivational Processes in Addiction
Fellows of the American Psychological Society

This is an updated alphabetical listing of the more than 2,000 Fellows of the American Psychological Society. This special insert is designed to pull out of the Observer and be inserted into your 1999 Directory.

Aaronson, Doris
Abbott, Preston S
Abeles, Ronald P
Abelsohn, Robert P
Aborn, Murray
Ackerman, Phillip L
Acredolo, Linda P
Adair, Eleanor R
Adams, Henry E
Adams-Webber, Jack R
Adelman, Howard S
Adelson, Edward H
Adkins-Regan, Elizabeth
Adler, Nancy E
Ager, Jr Joel W
Agranoff, Bernard W
Ahsen, Akhter
Aiello, John R
Aiken, Leona S
Aizen, Iosik
Albee, George W
Alderfer, Clayton P
Alexander, Irving
Alexander, Tharon
Allan, Lorraine G
Alien, George J
Allinsmith, Wesley
Alloy, Lauren B
Altmaier, Elizabeth M
Altman, Irwin
Amabile, Teresa M
Ames, Jr Russell E
Ammons, Robert B
Anderson, Craig A
Anderson, Derwyn L
Anderson, John R
Anderson, Nancy S
Anderson, Scavia B
Andrasik, Frank
Anger, Douglas
Anisfeld, Moshe
Ansbacher, Heinz L
Antonucci, Toni C
Antonuccio, David O
Aponte, Joseph F
Appelbaum, Mark I
Appley, Mortimer H
Arabie, Phipps
Archer, Robert P
Ardila, Ruben
Arditi, Aries R
Arellano-Lopez, Juan J
Argyris, Chris
Ares, Hal R
Arklin, Robert M
Aron, Arthur P
Aronson, Elliot
Ashby, F Gregory
Asher, J William
Asher, Steven R
Ashmore, Richard D
Atkinson, Donald R
Atkinson, John W
Atkinson, Richard C
Attkisson, Clifford
Auerbach, Stephen M
Averill, James R
Axline, Larry L
Babb, Harold
Bablaedelis, Georgia
Backman, Carl W
Baenninger, Ronald
Bahrick, Harry P
Baillargeon, Renee
Bakan, David
Bakeman, Roger
Baker, Eva L
Baker, James D
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Bales, Robert F
Ballif, Spanvill Bonnie L
Balling, John D
Balota, David A
Baltes, Paul B
Banaji, Mahzarin R
Bandura, Albert
Banks, W P
Barbasz, Arreed F
Bardo, Michael T
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Bar, John A
Barlow, David H
Baron, Alan
Baron, Jonathan
Baron, Reuben M
Baron, Robert A
Baron, Robert S
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Barrett, Gerald V
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Baumrind, Diana
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Beck, Jacob
Beck, Robert C
Becker, Joseph
Beckman, Linda J
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Begleiter, Henri
Bell, Paul A
Bell, Richard Q
Bellack, Alan S
Bellozza, Francis S
Bellugi, Ursula
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Bem, Daryl J
Benbow, Camilla P
Beninger, Richard J
Benjafield, John G
Benjamin, Jr, Ludy T
Bennett, Debra A
Bennett, Thomas L
Bensel, Carolyn K
Bentler, Peter M
Benton, Arthur
Bergen, Doris
Berkowitz, Leonard
Berksen, Gershon
Berman, Gordon
Bernstein, Douglas A
Bers, Philip J
Bertenthal, Bennett I
Besco, Robert O
Best, Phillip J
Bettman, James R
Betz, Nancy E
Beutler, Larry E
Bevan, William
Biber, Daniel C
Bickman, Leonard
Biddle, Bruce J
Biederman, Irving
Bigelow, George E
Bigou, Sidney W
Biller, Henry
Birnbaum, Michael H
Biren, James E
Bizzell, Daniel Leo
Bjork, Elizabeth L
Bjork, Robert A
Bjorklund, David F
Blake, Randolph
Blane, Howard T
Blassovich, James J
Blatt, Sidney J
Block, Jack
Blood, Milton R
Bloom, Lois
Blough, Donald S
Bloxom, Bruce M
Bock, J Kathryn
Bodnar, Richard J
Boehm, Virginia R
Bogart, Leo
Bongar, Bruce
Bonvillian, John D
Bootzin, Richard R
Borgatta, Edgar F
Borgida, Eugene
Borkovec, Thomas D
Bornstein, Harry
Bouchard, Jr, Thomas J
Bourne, Lyle E
Bouton, Mark E
Bovard, Everett W
Bower, Gordon H
Boynton, Robert M
Braine, Lila G
Brainerd, Charles J
Branch, Marc N
Brandsma, Jeffrey M
Braun, J Jay
Braunstein, Myron Lee
Brayfield, Arthur H
Breaugh, James A
Breedlove, S Marc
Brehm, Jack W
Brener, Roy
Brett, Jeanne M
Brewer, Charles L
Brewer, Marilyn B
Brewer, William F
Bridgeman, Bruce
Brief, Arthur P
Brim, Orville Gilbert
Britton, Bruce K
Brock, Timothy
Brodie, Gene H
Brodie, Nathaniel
Bronsfenbrenner, Uri
Brooks-Gunn, Jean
Brophy, Jere E
Brown, Ann L
Brown, Donald R
Brown, Douglas T
Brown, Frederick G
Brown, Laura S
Brown, Robert L
Brown, Ronald T
Brown, Steven
Brown, Steven D
Brownell, Kelly D
Bruck, Maggie
Bruininks, Robert H
Brumbach, Gary B
Bry, Brenna H
Bryan, Donna M
Buchwald, Charles
Buck, Ross W
Bugental, Daphne E
Burghardt, Gordon M
Burke, Joy P
Burke, Michael J
Burke, W. Warner
Burnstein, Eugene
Burris, Russell W
Burstein, Alvin G
Burton, Roger V
Buss, David M
Butler, Joel Robert
Byrne, David
Byrne, Donn
Cabe, Patrick A
Cacioppo, John T
Cain, William S
Cairns, Robert B
Califee, Robert C
Calvin, Allen
Calvin, William H
Campbell, Byron
Campbell, Donald J
Campbell, John P
Campbell, Susan B
Campbell, Terence W
Campion, Michael A
Camos, Joseph P
Candland, Douglas K
Canter, Arthur
Cantor, Nancy
Capaldi, Elizabeth D
Caplan, Robert D
Carey, Thomas J
Carison, Neil R
Carison, Robert E
Carlson, Virgil R
Carlson, William A
Carnevale, Peter J
Caron, Albert J
Carpenter, Patricia A
Carr, John E
Carroll, J Douglas
Carroll, John B
Carroll, John S
Carroll, Stephen J
Carson, Robert C
Carstensen, Laura L
Cartwright, Desmond S
Cartwright, Dorwin P
Carver, Charles S
Cassem, Wilfred A
Cataldo, Michael F
Catania, A Charles
Cavanaugh, John C
Cavonius, Carl R
Ceci, Stephen J
Cermak, Laird S
Chafetz, Michael D
Chaiken, Shelly L
Chambers, Kathleen C
Chambers, Randall M
Chance, June E
Chapman, Loren J
Chapman, Robert M
Charness, Neil
Chass, John F
Chaves, Mary Lou
Cherek, Don R
Cherry, Wilkinson Louise
Chi, Michele
Child, Irvin L
Childers, Terry L
Chinn, Ralph M
Chinsky, Jack M
Chipman, Susan E
Chorover, Stephen L
Christensen, Andrew
Christianson, Sven-Ake
Christina, Robert W
Church, Russell M
Ciardini, Robert B
Cicirelli, Victor G
Clark, Herbert H
Clark, Kenneth E
Clark, Philip M
Clark, Richard E
Clarke-Stewart, K Allison
Clement, David E
Clement, Paul W
Cliff, Norman
Clifford, Thomas
Clifton, Rachel K
Clifton, Jr., Charles
Clore, Gerald L
Close-Conoley, Jane
Coe, William C
Coff, Lynette F
Cohen, Bertram D
Cohen, Ira L
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Mediation Analyses
Charles Judd, University of Colorado

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

Effect Size Estimation
Bruce Thompson, Texas A&M University

Eleven studies of journal articles published since the 1994 APA style manual began encouraging (p. 18) effect size reporting demonstrates that this admonition has been ineffective. At the same time, a recent study of the number of articles published per decade that criticized conventional significance testing has grown from around 40 in the 70s, to around 90 in the 80s, to around 160 in the 90s. These findings suggest that additional work is needed to overcome past bad habits. Alternative ways to estimate effect sizes are developed.

Meta-Analytic Synthesis
Wendy Wood, Texas A&M University

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

ATTENTION ALL PROPOSAL SUBMITTERS

Letters notifying you of the status of your proposal will be sent out early this month. You can check out the APS Website at www.psychologicalscience.org for a complete list of submitted programming later this month.

Anyone who is presenting at the APS Convention is reminded to register and make housing reservations. The early bird deadline is April 30. Registration and housing forms are located on page 28 and 29 of this issue.

SCHEDULE OF EVENTS

Wednesday, June 2
1-5PM APS Board Meeting
4-5:30PM SPSP Symposium
5:30-6:30PM SPSP Reception/Social Hour

Thursday, June 3
8AM-7:30PM APS Registration
8:30AM-NOON APS Board Meeting
9AM-5PM NIAAA Symposium
9AM-5PM Academy of Psychological Clinical Science
9AM-5PM APS Institute on the Teaching of Psychology
9AM-5PM SPSP Conference
10AM-4PM American Board of Prof. Neuropsychology
6-7:30PM APS Opening Ceremony & Keynote Address
7:30-9PM APS Opening Reception & Poster Session I

Friday, June 4
7:30AM-7PM APS Registration
7:30AM-7PM APS Board Meeting
8AM-5PM SPSP Symposium
5:30-6:30PM SPSP Reception/Social Hour
9AM-5PM APS Institute on the Teaching of Psychology
9AM-5PM APS Institute on the Teaching of Psychology
9AM-5PM SPSP Conference
10AM-4PM American Board of Prof. Neuropsychology
6-7:30PM APS Opening Ceremony & Keynote Address
7:30-9PM APS Opening Reception & Poster Session I

Saturday, June 5
1:30-2:50PM APS Cross Cutting symposia
3-5PM APS Presidential Symposium
5-6PM APS Business Meeting
6:30-8PM APS BTF Reception & Poster Session III
8-9PM APS Bring-the-Family Address

Sunday, June 6
8-10AM APS Registration
8AM-NOON APS Concurrent Sessions
9AM-3PM APS Workshop: Writing Psychology Textbooks
NOON-1:30PM APS Cross Cutting symposia
Just A Sample of the Program!

INVITED ADDRESSES

Eliot Smith, Purdue University
Properties of Connectionist and Symbolic Representations: Implications for Social Psychology

Tom Pyszczynski, University of Colorado –Colorado Springs
The Human Quest for Self-Esteem and Meaning: A New Perspective on Unconscious Motivation

Jennifer Crocker, University of Michigan
Rescuing Self-esteem: A Contingencies of Self-worth Perspective

Lynne Reder, Carnegie Mellon University
Relating Implicit and Explicit Memories: A Source of Activation Confusion Account

Kathryn Bock, University of Illinois
When Mind Meets Mouth

Timothy McNamara, Vanderbilt University
Spatial Memories, True & False

David Balota, Washington University
Attentional Control and Memory in Dementia of the Alzheimer’s Type

Rebecca Treiman, Wayne State University
The Foundations of Literacy

Neal Schmitt, Michigan State University
Adverse Impact: A Persistent Dilemma

Steven Maier, University of Colorado
The Immune System as a Sensory System: Implications for Psychology

Randolph J. Nudo, University of Kansas Medical Center
Adaptive Plasticity in Motor Cortex: Implications for Recovery from Brain Damage

Michael Gabriel, University of Illinois
Functional Modules of the Limbic Memory Circuit

Raymond P. Kesner, University of Utah
A Process Oriented View of Hippocampal Function

Randall Reilly, University of Colorado
Conjunctive Representations in Learning and Memory: Principles of Cortical and Hippocampal Function

Jerry Rudy, University of Colorado
Stimulus Conjunctions, the Hippocampus and Contextual Fear Conditioning

Caryl Rusbult, University of North Carolina
Accommodation Processes in Close Relationships

Wayne Cascio, University of Colorado-Denver
The Future World of Work: Opportunities and Challenges for Psychological Science

Stephen Zaccaro, George Mason University
Recent Developments in Executive Leadership Theory

Janet Polivy, University of Toronto
Paradoxical effects of self-change efforts: The ‘False Hope Syndrome’

Thomas Borkovec, Pennsylvania State University
The Nature and Psychosocial Treatment of Generalized Anxiety Disorder

G. Alan Marlatt, University of Washington
Harm Reduction and the Clash between Behavioral Science and U.S. Drug Policy

William Grove, University of Minnesota
Clinical vs. Mechanical Prediction: The Literature and Its Impact on the Clinician
**Just A Sample of the Program!**

**INVITED SYMPOSIA**

**Demand-Withdraw Couple Interaction:**
Contextual Perspectives on Problems and Change  
Chair: Varda Shoham, University of Arizona  
Presenters:  
Andrew Chrisensen, Pamela McFarland, & Kathleen Eldridge; University of California-Los Angeles  
The Universality of the Demand-Withdraw Interaction Pattern  
Amy Holtzworth-Munroe, Indiana University  
Demand-Withdraw Communication and Husband Violence  
Michael J. Rorbaugh & Varda Shoham; University of Arizona  
Demand-Withdraw Interaction and the Ironic Maintenance of Alcoholism  
Discussant: Robert W. Levenson, University of California-Berkeley

From Basic to Applied Research, and Back Again:  
The Army’s Project A and Related Studies  
Chair: John P. Campbell, University of Minnesota  
Presenters:  
Deirdre J. Knapp, Human Resources Research Organization  
The Research Design and Objectives (both applied and scientific)  
for 10 Years of Personnel Selection and Classification R&D  
John P. Campbell, University of Minnesota  
Basic Taxonomic Structures of Individual Differences and the Latent Structure of Occupational Performance  
Leonard A. White, U.S. Office of Personnel Management  
When Personality Theory and Research Meets the Needs of a Complex Organization  
Walter C. Borman, University of South Florida  
From Applied Prediction to Causal Models of Complex Performance and its Determinants  
Discussant: Milton D. Hakel, Bowling Green State University

**Hormonal Effects in Learning and Plasticity**  
Chair: Dale Sengelaub, Indiana University  
Presenters:  
Richard Thompson, University of Southern California  
Estrogen Modulation of Hippocampal Plasticity  
Jeri Janowsky, Oregon Health Sciences University  
Hormones and Age-related Degenerative Diseases  
Kathryn Jones, Loyola University Stritch School of Medicine  
Hormones and Neuronal Regeneration

Individual, Team, and Organizational Learning: Been There, Do That  
Chair: Kurt Kraiger, University of Colorado-Denver  
Presenters:  
Eduardo Salas, Naval Air Warfare Center  
Integrating Learning Theory and Training: Team Issues  
Kevin Ford, Michigan State University  
Integrating Learning Theory and Training: Individual Issues  
Scott Tannenbaum, Executive Consulting Group, Inc.  
Integrating Learning Theory and Training: Organizational Issues  
Discussant: Kurt Kraiger, University of Colorado at Denver

**Inhibition and Disinhibition in Psychopathology**  
Chair: Peter R. Finn, Indiana University  
Presenters:  
Brett A. Clementz, University of California-San Diego  
On Inhibitory Deficits in Schizophrenia  
Nathan A. Fox, University of Maryland  
On Bio-behavioral Processes in Emotion and Behavioral Inhibition in Children  
Gordon D. Logan, University of Illinois  
On Inhibitory Deficits in ADHD  
Peter R. Finn, Indiana University  
Inhibition and Disinhibition and Personality Risk for Substance Abuse and Risky Behavior

**Information Sharing in Work Groups**  
Co-Chairs: Richard Moreland; University of Pittsburgh and Linda Argote; Carnegie Mellon University  
Presenters:  
Susan Fussell, Robert Kraut and Javier Lurch, Carnegie Mellon University  
Team Coordination and Performance: Shared Mental Representations of Team Goals  
Deborah Gruenfeld, Northwestern University  
Relationships and Information Sharing: The Effects of Social and Knowledge Ties  
Andrea Hollingshead, University of Illinois  
Transactive Memory and Information Exchange in Work Groups  
Gwen Wittenbaum, Michigan State University  
You’re so Competent! The Benefits of Communicating Shared Information

**Can Thinking About Emotions Change The Way We Study Behavior in Organizations?**  
Chair: Howard M. Weiss, Purdue University  
Presenters:  
Richard D. Arvey, University of Minnesota  
Using Measures of Emotionality as a Predictor of Job Performance  
Robert A. Baron, Rensselaer Polytechnic Institute  
Entrepreneur’s Appearance and Social Competence as Factors in their Success: Where - and Why - Generating Positive Affective Reactions in Others Really Matters  
Russell Cropanzano, Colorado State University  
Doing Justice to Workplace Emotion  
Theresa M. Glomb, University of Minnesota  
Workplace Aggression: The Effect of Expressed Emotion on Organizational Behavior  
Greg R. Oldham, University of Illinois  
Creativity and the Organizational Context: The Role of Employee Affect  
Discussant: Howard M. Weiss, Purdue University
1999 APS Convention in Denver

Meetings of the Mind

Academy of Psychological Clinical Science
Contact Richard Bootzin, 520-621-7447 or email: bootzin@u.arizona.edu

American Board of Professional Neuropsychology
Thursday, June 3
Contact Arthur Horton, 301-530-3417

NIAAA Preconference
Adolescent Development and Alcohol: Implications for College Students
Contact: Geoff Laredo, 301-443-6371 email: glaredo@willco.niaaa.nih.gov

NIMH Junior Investigator Breakfast
Fax registration requests to Melanie Weiner at 202-783-2083

Psi Beta Annual Chapter Information Exchange
Contact Carol Tracy, 1-888-psi-beta

Psi Chi Symposium
Getting into and Succeeding in Graduate School
Contact Kay Wilson, 423-756-2044

Society for Personality and Social Psychology Preconference
Future Directions in Social Psychology: Toward the Year 2000
Contact Shelley Taylor, 310-825-7648 or email: taylors@psych.ucla.edu

See the February 1999 Observer or the APS Website (www.psychologicalscience.org) for more details on the Affiliate Meetings.

New to the program!

National Institute on Drug Abuse symposium on Saturday, June 5, 6:30–8 pm

Motives for Behavior:
From Neurobiological to Cognitive Perspectives

The National Institute on Drug Abuse (NIDA) recognizes a need to attract early career investigators into the field of drug abuse research. NIH has a number of funding mechanisms available to support research training at the pre- and post-doctoral level, and funds are also available for career development following the completion of formal academic training. NIDA is sponsoring a symposium to highlight accomplishments of some particularly prominent junior behavioral scientists, who have been supported by these training and career development vehicles. Senior scientist and mentor, George V. Rebec will deliver an address on neurochemical substrates and electrophysiological correlates of motivated behavior. Three junior investigators will then give scientific presentations summarizing their basic and applied research programs, and will highlight the influence of prior training experiences on their career development. NIDA representatives will be on-hand to explain these various funding sources and answer questions.

Senior Scientist Address:
George V. Rebec, Indiana University
Dopamine Modulation of Neuronal Processing in the Basal Ganglia During Behavior

Junior Investigator Presentations:
Rachel S. Herz, Monell Chemical Senses Center
Olfaction, Emotion and Memory: Implications for Drug Addiction
Rick A. Bevins, University of Nebraska-Lincoln
Neural Substrates for Conditioned Behavioral Responses to Novelty
Thomas H. Brandon, University of South Florida; and H. Lee Moffitt, Cancer Center and Research Inst.
Expectancies, Urges, and Affect in the Motivation to Smoke
A Psychological Science Gold Mine

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

THURSDAY, JUNE 3

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

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

Saul Kassin, Williams College
Teaching Social Psychology: Indestructible Classroom Demonstrations

Robert S. Feldman, University of Massachusetts-Amherst
A Beginner's Guide to Teaching with Technology: Why It's Time to Bite the Cyber-Bullet

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

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

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

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

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

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

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

On Sunday, June 6, Writing Psychology Textbooks: A Nuts and Bolts Workshop for Prospective Authors will be offered. This six-hour workshop will cover virtually every aspect of textbook writing in a format that combines formal content presentation with group discussion and question-and-answer exchanges. The emphasis will be on offering practical information and advice on such topics as: deciding if textbook writing is right for you; how a book idea becomes a book; writing a textbook prospectus; finding (or choosing) a publisher; negotiating book contracts; and the organizing, writing, and editing process.

To assure that participants get what they want out of the workshop, each pre-registrant will have an opportunity to submit discussion topics of special interest. Doug Bernstein, workshop leader, currently has seven psychology textbooks in print or in production. The workshop will be based on his experiences in world of publishing over the last 26 years.

Space will be limited, so please register early (see registration form).
AMERICAN PSYCHOLOGICAL SOCIETY
ADVANCE REGISTRATION FORM
11TH ANNUAL CONVENTION
JUNE 3-6, 1999
ADAM'S MARK DENVER HOTEL

REGISTRANT INFORMATION
(Please type or print clearly.)

Dr.  Mr.  Ms.
Name:

Last
First

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

Mailing Address:

Street Address
City State Zip code Country

Telephone (day): ____________________

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

APS 1999 MEMBERSHIP DUES
Full Member: $124
First Year PhD: $74
Student Affiliate: $48
TOTAL DUES: $-
For more information call 202/783-2077, ext. 3021

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

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

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

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

TOTAL AMOUNT OF REGISTRATION FEES $-
TOTAL AMOUNT OF MEMBERSHIP DUES $-

VOLUNTARY CONTRIBUTION:
To help keep convention costs affordable, I would like to contribute: $-

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

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

0 MasterCard 0 Visa Account #
Name (as it appears on card) ____________________
Expiration Date _______
Signature (required)
By signing this, I understand that if this form is faxed/post marked later than 4/30/99 I will not be entitled to the 'early bird' discount.

TOTAL AMOUNT OWED $-

2 Ways to Register!
0 MAIL to APS 1999 Convention, P.O. Box 90457, Washington, DC 20090-0457.
0 FAX to 202-783-2083 (credit card registrations ONLY) Avoid duplicate billing-do NOT mail hard copy if you registered via FAX.
# American Psychological Society
## Convention Housing Form

**11th Annual Convention**

**June 3-6, 1999**

**Adam's Mark Denver Hotel**

AMERICAN PSYCHOLOGICAL SOCIETY

**CONVENTION HOUSING FORM**

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

**Adam's Mark Denver**

1550 Court Place

Denver, Colorado

Phone: 303-893-3333    Fax: 303-626-2544

**APS Special Convention Rate** = **$129** per night plus tax for single or double rooms

Reservations received after April 30, 1999, will be made on a space available basis.

### Guest Information

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**Room Type:**

- Single (1 Person)
- Double (2 People/2 Beds)
- Triple (3 People/2 beds)
- Quad (4 People/2 Beds)

Single and double rooms are guaranteed at $129 plus tax per night. Triple and Quadruple rooms are $144 per night. Rooms containing two beds cannot accommodate cots or roll-away beds.

### Names of Other Occupants:

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

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**Special Requests:**

- Smoking
- Non-smoking
- Handicapped Accessible
- Other:

### Arrival/Departure Information

**Arrival:** (Check-in time: 3pm)

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**Departure:** (Check-out time: 12noon)

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### Deposit Information

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

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

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

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

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

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

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

The American Academy of Psychologists Treating Addiction (AAPTA) is issuing a call for papers to be presented at its 1999 Annual Symposium to be held September 17-19, 1999, in San Antonio, Texas. Deadline for submissions is June 30, 1999. Interested parties should submit an abstract of 100 words or less to contact Marc L. Zimmerman, Secretary/Treasurer, American Academy of Psychologists Treating Addiction, 10495 Old Hammond Highway, Baton Rouge, LA 70816-8264; tel.: 225-923-3672; fax: 225-928-5130; email: aapta@juno.com.

Call for Papers: The Kenneth E. Clark Research Award The Center for Creative Leadership is sponsoring the Kenneth E. Clark Research Award—one for best undergraduate paper, and one for best graduate paper. This is part of our annual competition to recognize outstanding unpublished papers by undergraduate and graduate students. The award is named in honor of the distinguished scholar and former Chief Executive Officer of the Center. The winners of these awards will receive a prize of $1,500 and a trip to the Center to present the papers in a colloquium. Submissions may be either empirically or conceptually based. Nontraditional and multi-disciplinary approaches to leadership research are welcomed. The theme for the 1999 award is “The Dynamics and Contexts of Leadership”, which includes issues such as: (a) leadership during times of rapid change, (b) cross-cultural issues in leadership, (c) leadership in team settings, (d) leadership for quality organizations, (e) meta-studies or comparative studies of leadership models, (f) other innovative or unexplored perspectives of leadership. Submissions will be judged by the following criteria: (1) The degree to which the paper addresses issues and trends that are significant to the study of leadership; (2) The extent to which the paper shows consideration of the relevant theoretical and empirical literature; (3) The degree to which the paper develops implications for research into the dynamics and contexts of leadership; (4) The extent to which the paper makes a conceptual or empirical contribution; (5) The implications of the research for application to leadership identification and development. Entries (accompanied by faculty letters) must be received by Aug 27, 1999. Winning papers will be announced by Oct. 29, 1999. Contact: Cynthia McCauley, Acting Vice President, New Initiatives, Center for Creative Leadership, One Leadership Parkway, PO Box 26300, Greensboro, NC 27408-6300.

The Society for Chaos Theory in Psychology and Life Sciences annual international conference will include workshops on new nonlinear methods. Papers and posters report applications of chaos theory, fractals, nonlinear dynamics and related principles applied to many of the psychological sub-disciplines, neuroscience, biology, physiology and other areas of medical research, economics, sociology, anthropology, philosophy, political science, organizations and their management, other business applications, education, art, philosophy, and literature. Programs will include single papers, symposia, roundtable or salon programs. Subject matter may be theoretical, empirical, or methodological oriented. Contact: Bob Porter, email: rpp@uno.edu. For more information contact Mary Ann Metzger, Secretary metzger@umbc.edu or http://www.vanderbilt.edu/AnS/psychology/cogssci/chaos/
Meeting Calendar

April

Cognitive Neuroscience Society Annual Meeting
Washington, DC
April 11-15, 1999
Contact: Tara Miller, tel.: 631-646-1189
email: cns@dartmouth.edu;
www.dartmouth.edu/~cns.

Undergrad Research Posters on the Hill
Washington, DC
April 14, 1999
Contact: www.cur.org

American Association of Suicidology
Annual Meeting (AAS)
April 14-17, 1999
Contact: AAS 202-227-2280

4th April Dialogue
April 15-17, 1999
Arlington, Virginia
Contact: Council on Undergraduate Research, 734 15th Street, NW Suite 550, Washington, DC 20005; tel.: 202-783-4810; fax: 202-783-4811; website: www.cur.org

Society for Research in Child Development
Albuquerque, New Mexico
April 15-18, 1999
Contact: 734-998-6578; srcd@umich.edu

The Lonnie E. Mitchell National HBCU Substance Abuse Conference
Baltimore, Maryland
April 28 – May 1, 1999
Contact: tel.: 302-806-8600; fax: 202-537-3806; email: jfbell@csdr.howard.edu

May

88th Annual Meeting for the American Psychoanalytic Association
May 7-16, 1999
Contact: American Psychoanalytic Association 212-752-0450

Eighth Conference on Computer Generated Forces and Behavioral Representation
Orlando, Florida
May 11-13, 1999

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

14th Annual Meeting of the International Research Study Team on Nonviolent Large System Change

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

29th Annual Information Exchange on “What Is New In Organization Development and Human Resources Development”
San Antonio, Texas
May 18-20, 1999
Contact: Donald W. Cole; tel.: 440-729-7419; email: DonWCole@aol.com; http://members.aol.com/ODInst

Third International Conference on Cognitive and Neural Systems
Boston, Massachusetts
May 26-29, 1999
Contact: http://cns-web.bu.edu/cns/meeting/or

American Psychological Society
Denver, Colorado
June 3-6, 1999
Contact: Melanie Weiner, APS, 1010 Vermont Ave., NW, Suite 1100, Washington, DC 20005-4967; tel.: 202-783-2077; fax: 202-783-2083; email: mweiner@aps.washingtpon dc.us

The American Aging Association (AGE) and the American College of Clinical Gerontology
June 4-8, 1999

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

International Society for the History of Behavioral and Social Sciences
Ottawa, Ontario
June 10-13, 1999
Contact: Ellen Herman, tel.: 514-346-3118; fax: 514-346-48959; email: eberman@darkwing.uoregon.edu

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

Seventh Annual Congress on Women’s Health
Hilton Head, South Carolina
June 12-16, 1999
Contact: tel.: 914-834-3100

The Association of Genocide Scholars
Madison, Wisconsin
June 13-15, 1999
Contact: Roger W. Smith, Department of Government, College of William and Mary, Williamsburg, VA 23187; tel.: 757-221-3038; fax: 757-221-1868; Frank Chalk,

Dept. of History, Concordia University, 1455 de Maisonneuve Boulevard, Montreal, Quebec H3G 1M8, Canada.

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

5th International Conference on Functional Mapping of the Human Brain
Dusseldorf, Germany
June 23-26, 1999
Contact: CPO Hanser Service; tel.: 49 40 670 88 20

CUR Annual Councilor Meeting
Duluth, Minnesota
June 23-26, 1999
Contact: www.cur.org

5th International Conference on Functional Mapping of the Human Brain
June 23-26, 1999
Contact: CPO Hanser Service +49-40-670-88 2-0

Association for Health Services Research
16th Annual Meeting
June 27-30, 1999
Contact: AHSR 202-223-2477

1999 Summer Institute Family Research Consortium III
Breton Woods, New Hampshire
June 24-27, 1999
Contact: Dee Fresque, tel.: 814-863-7108; fax: 814-863-7109; email: dmr10@psu.edu

3rd Australian Industrial and Organizational Psychology Conference
Brisbane, Queensland, Australia
June 26-27, 1999
Contact: Conference Secretariat, tel.: 61 7 3845 5858; fax: 61 7 3845 5859; email: kcross@eventcorp.com.au; http://www.ozemail.com.au/~evc/top

Animal Behavior Society
Lewistown, Pennsylvania
June 26-July 1, 1999
Contact: Michael Pereira, tel.: 717-524-1430; mnpereira@backnall.edu; www.cisab.indiana.edu/ABSI/index.html

Eleventh Annual Conference of the International Society for Humor Studies, Oakland, California
June 29 – July 3, 1999
Contact: Martin D. Lampert, Psychology Dept., Holy Names College, 3500 Mountain Blvd., Oakland, CA 94619-1699; tel.: 510-436-1699; email: humor99@academ.lnc.edu; http://www.lnc.edu/events/humor99
American Psychological Society

1999 Member Application

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

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

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________________________________________________________________________________
City __________________________ State __________ Zip __________ Country __________

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Institutional Affiliation __________________________________________________________
(spell out)

Education ____________________________________________________________

Highest Degree __________________________________________________________________
Year of Degree __________________________________________________________________
Institution (spell out) ___________________________________________________________

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

Specialty Area __________________________________________________________________

Email Address __________________________

ANNUAL DUES

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

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☐ Retired (Over 65) $74
☐ Retired (No journals) $34
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☐ Student $48
☐ Student $86
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☐ Postdoc or First-year PhD $74
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ARKANSAS

The Department of Psychology and Counseling at the UNIVERSITY OF CENTRAL ARKANSAS invites applicants for: One (1) tenure track (9 month) position in Clinical/Counseling Psychology at the Assistant Professor level, Ph.D. in Clinical/Counseling Psychology required; area of specialization is open. The successful candidate will have the option of a three-year rolling contract with salary computed at 11/9 of the national average. Position begins fall 1999. Screening to begin March 15, 1999 and continue until filled. Interested applicants should send a letter of application, vita, official graduate transcripts, and at least three letters of recommendation to: Dr. David J. Skotko, Chairperson, Department of Psychology/Counseling, University of Central Arkansas, 201 Donaghey Ave., UCA Box 4015, Conway, AR 72035-0001. Women and minority candidates are encouraged to apply. The University of Central Arkansas is an Equal Opportunity/Affirmative Action Employer. Positions contingent upon funding. ARI

CALIFORNIA

ASSISTANT PROFESSOR, PHYSIOLOGICAL PSYCHOLOGY or NEUROSCIENCE, SAN JOSE STATE UNIVERSITY.

Tenure track position beginning Fall 1999. Requirements: Ph.D. (or Ph.D. completed before position begins) in experimental psychology or closely related field; evidence of teaching excellence and demonstrated research potential; awareness of and sensitivity to the educational goals of a multicultural population. We seek an active scholar-teacher who will maintain an active research program generating interest and enthusiasm among our students. Expertise in one or more of the following areas is desired: physiological psychology, neuroscience, biopsychology, or biological/health psychology. Duties include teaching undergraduate and graduate courses in research methods, behavioral neuroscience, physiological/biopsychology, and developmental psychology, and advising graduate students. Ph.D. in psychology or closely related field is required; area of specialization is open. The successful candidate will have the option of a three-year rolling contract with salary computed at 11/9 of the national average. Position begins fall 1999. Screening to begin March 15, 1999 and continue until filled. Interested applicants should send a letter of application, vita, official graduate transcripts, and at least three letters of recommendation to: Dr. David J. Skotko, Chairperson, Department of Psychology/Counseling, University of Central Arkansas, 201 Donaghey Ave., UCA Box 4015, Conway, AR 72035-0001. Women and minority candidates are encouraged to apply. The University of Central Arkansas is an Equal Opportunity/Affirmative Action Employer. Positions contingent upon funding. ARI

Computer applications, Teach and supervise graduate students in the MA program, including supervision of their thesis. Evidence of excellence is required: Awareness of and sensitivity to the educational goals of a multicultural population; interest in teaching students with nontraditional or ethnically diverse backgrounds. Send application letter, vita, and three letters of recommendation to: Physiological/Neuroscience Recruitment Committee (PVIN SS 99-73), Department of Psychology (DMF 157), San Jose State University, San Jose, CA 95192-0120. Review of applications begins February 15, 1999 and will continue until the position is filled. SJSU is an Equal Opportunity Employer.

Program Director THE CALIFORNIA SCHOOL OF PROFESSIONAL PSYCHOLOGY, Alameda campus (CSPP-A) has an immediate opening for a person to direct a Master's Degree Program in Clinical Psychopharmacology. This unique program will be offered to licensed clinical psychologists in California and in other states using distance learning technologies. The Director will be responsible for curriculum development and program implementation, including recruiting, helping, and evaluating trainees. Teaching responsibilities include planning program delivery via distance learning, developing and coordinating all program sites, and program evaluation. A doctorate degree is required in a field related to Psychopharmacology (e.g., psychology with a clinical/neuroscience or biological emphasis in pharmacology, or a related field.) Extensive knowledge of the field with relevant teaching, research, and administrative experience required. Desired qualities include: excellent organizational, presentation and interpersonal skills, familiarity with distance learning technologies, and experience with recruitment and program implementation. Applicant screening will begin immediately and continue until the position is filled. Respond by January 15, 1999 to be considered. First round of applicants. Position will start as soon as feasible for the selected applicant. Faculty appointment will be based on academic experience and credentials. Send C.V. and letter outlining interests and qualifications to Sharyn Schneider, Director of Human Resources, CSPP, 100 Pacific Avenue, Alameda, CA 94501. CSPP is an EEOA/AADA institution. Female and ethnic minority applicants are strongly encouraged to apply. CA1

The DEPARTMENT OF PSYCHOLOGY, SAN DIEGO STATE UNIVERSITY, offers an APA accredited doctoral program in Clinical Psychology jointly with the Department of Psychiatry, School of Medicine, University of California, San Diego. This scientist-practitioner program has a multidisciplinary faculty of more than 60 individuals drawn from the two institutions in three specialty areas: behavioral medicine, neuropsychology, and experimental psychopathology. The SDSU PSYCHOLOGY DEPARTMENT invites applications from experienced clinical psychologists from one of the three specialty areas listed above for appointment as Professor with responsibilities to commence in the fall of 2000. The successful applicant will serve as CO-DIRECTOR OF CLINICAL TRAINING for the joint doctoral program. The Co-Director provides leadership and administers the doctoral program in cooperation with the Co-Director on the UCSD Campus. The position entails broad oversight of the program and its personnel on the SDSU campus in cooperation with the department chair. The position also is expected to involve research, teaching, and supervision of research and clinical work. The successful candidate will possess a strong research record, demonstrated administrative ability, clinical expertise, and an ability to work effectively with culturally diverse graduate students. Productive research in one of the three specialty areas of the doctoral program is expected. Administrative experience in running graduate-level programs or equivalent programs is strongly preferred. Evidence of effective leadership ability should be reflected in the applicant's credentials. The candidate must demonstrate clinical expertise and be license-eligible in California. ABPP Diplomate and APA Fellow status are desirable. Applicants should send a letter of application, curriculum vitae, reprints, and three letters of recommendation to Chair, DCT Screening Committee, Department of Psychology, San Diego State University, 5500 Campanile Drive, San Diego, CA 92182-4611. Review of applications will begin immediately and will continue until the position is filled. San Diego State University and the Department of Psychology have a strong commitment to achieving diversity among faculty and staff and welcome applications from members of underrepresented groups, including women and persons of color. SDSU is an equal opportunity employer and does not discriminate against persons on the basis of race, religion, national origin, sexual orientation, gender, marital status, age or disability. CA2

ASSISTANT PROFESSOR-The Psychology Department of the UNIVERSITY OF CALIFORNIA, SANTA BARBARA, invites applications for a tenure track Assistant Professor position beginning July 1, 1999. Candidates should have a specialization in multivariate statistical/quantitative analysis and a strong substantive research program in one of the department's four graduate training areas (social, developmental/evolutionary, cognitive and perceptual sciences, or neuroscience and behavior). Current faculty research interests at UCSB can be found at www.psych.ucsb.edu. Teaching responsibilities will include graduate level courses in multivariate statistical analysis including structural equation modeling, as well as courses in undergraduate statistics and in the candidate's own substantive research area. Candidates must show evidence of excellence in both research and teaching. A Ph.D. is required at the time of appointment. Applicants should submit a letter describing research and teaching interests, syllabi of statistical courses taught, curriculum vitae, representative pre/reprints, and arrange to have three letters of recommendation sent to: Faculty See Subject Index and the index instructions on page 44.
Search Committee. Department of Psychology, University of California, Santa Barbara, CA 93106-9660.

Applications and supporting letters must be received by April 12, 1999. The University of California is an Equal Opportunity/Affirmative Action Employer. CA4

POSTDOCTORAL RESEARCHER (2 positions) Research Center for Virtual Environments and Behavior UNIVERSITY OF CONNECTICUT INSTITUTE FOR SOCIAL BEHAVIORAL RESEARCH (RECEIVED). The multidisciplinary Research Center for Virtual Environments and Behavior (RECEIVED) seeks applicants for two postdoctoral research positions starting approximately August 1st. RECEIVED, directed by Psychology Faculty, has received a large NSF grant to explore the use of immersive virtual environment technology in basic human behavior and cognitive research. Both positions will involve the use of state-of-the-art immersive virtual environment resources developed at UCSB specifically for behavioral research.

Position 1: Collaborative topic focus, social interaction, coordinated by Jim Blascovich (blascovich@psych.ucsb.edu). Research topics include: social influence effects, social identity studies; attribution of sentences to others. Candidates should have research experience in social behavior and interaction. Strong knowledge of nonverbal underpinnings of social interaction will be a definite asset as will strong computing skills.

Position 2: Collaborative topic focus, spatial cognition, coordinated by Marla Hegarty (hegarty@psych.ucsb.edu). Jack Loomis (loomis@psych.ucsb.edu), Reginald Gollan (golldge@geog.ucsb.edu) and Daniel Montello (montello@geog.ucsb.edu). Research topics include navigation, spatial memory, and cognitive mapping. Candidates should have experience in human spatial cognition research. Strong computing skills will be a definite asset. Applicants for either position should submit a statement of interests, CV, and have 3 letters of recommendation sent by April 12, 1999 to: RECEIVED Search Committee, Department of Psychology, University of California, Santa Barbara, CA 93106-9660. The University of California is an Equal Opportunity/Affirmative Action Employer. CA5

STANFORD UNIVERSITY: The Organizational Environment Program (OEP) in the Graduate School of Business (GSB) at Stanford University anticipates receiving authorization to hire a tenured faculty member at the Associate or Full Professor level, with appointment commencing as early as September 1, 1999 (start date is flexible). Applicants must possess a distinguished record of research achievement and teaching effectiveness (in MBA, doctoral, and/or executive education), as well as an interest in working in an interdisciplinary environment. Applications should include vita, examples of recent work, and evidence of teaching effectiveness. Send to: Faculty Recruiting Coordinator, Box OBSR, Graduate School of Business, Stanford University, Stanford, CA 94305-6015. All applications will be held in the strictest confidence. Applications should be received in their entirety by March 31, 1999. Stanford University is an equal opportunity employer and encourages applications from women and ethnic minorities.

Advanced Research Associate: The Spoken Language Processes Laboratory (SPL) at the University of Connecticut (UConn) is a private non-profit research institute has an opening for a full-time scientist to participate in NIH and NSF-funded research on auditory, visual, and vibrotactile speech perception and word recognition. The position is available immediately. Qualifications include a Ph.D. in a relevant academic area such as speech perception or psycholinguistics. Candidates with a background in experimental methods, statistics, and mathematics are being sought. Competitive salary scale. Applicants should send curriculum vitae and three reference letters to: Dr. L.B. Bernstein, House Ear Institute, 2100 W. Third St., Los Angeles, CA 90057-CA7

CONNECTICUT POST-DOCTORAL FELLOWSHIPS IN ALCOHOL RESEARCH: The University of Connecticut School of Alcohol and Drug Studies is seeking applicants for its NIAAA-funded post-doctoral training program. The Alcohol Research Center offers a wealth of research resources and mentoring by some of the leading researchers in the alcohol field. Current research projects at the Center focus on genetic, psychosocial, and developmental influences on alcoholism; neuropsychological factors relating to alcoholism; brief interventions (e.g., cognitive-behavioral) and treatment matching studies for alcoholism; and pharmacotherapy trials. Candidates with a Ph.D. or M.D. with a concentration in developmental, human, social, or cognitive psychology are especially encouraged to apply. Fellowships may be renewed for up to 3 years. To apply, send a curriculum vitae, representative preprints/reprints, a statement of research interests, and three letters of recommendation to Christine Obanner, Ph.D., Department of Psychiatry, University of Connecticut School of Medicine, Farmington, CT 06030-6205. The University of Connecticut is an affirmative action/ equal opportunity employer/mt/pt/F/m/W/VCT

YALE UNIVERSITY: The Center for Interdisciplinary Research on AIDS (CIRA) invites applications for 3 Post-Doctoral Fellowships. CIRA is comprised of a multi-disciplinary faculty engaged in HIV prevention research. Fellows will affiliate with ongoing research projects and participate in all Center activities during their two-year fellowship period. Among the current topics of research at CIRA are: HIV prevention message framing; adolescent pregnancy and sexually transmitted diseases; ethnography of drug use; syringe exchange programs; structural interventions for HIV interventions with youth; law, policy and ethical issues; cost-effectiveness and resource planning; research methods; and risk-taking among a variety of populations, including Puerto Ricans, drug users, and women having sex with women. For a complete list of CIRA faculty and research projects see our website at: http://info.med.yale.edu/epl/cira. Applicants must be U.S. citizens and have a PhD, MD or JD. Past experience in HIV-related research is not required. Yale University is an equal opportunity employer; women and minorities are encouraged to apply. Candidates should send: (1) a C.V.; (2) a statement of short- and long-term career goals that includes selection of mentor(s) or ongoing research topics/projects of primary interest; (3) 3 letters of recommendation; (4) writing samples; and (5) graduate school transcripts. Mail to: CIRA Faculty Search Committee, 34 Hillhouse Avenue, New Haven, CT 06510. Deadline: 15 April 1999. C12

DISTRICT OF COLUMBIA FACULTY POSITION—SCHOOL OF PSYCHOLOGY The Department of Psychology at GALLAUDET UNIVERSITY invites applications for a full-tenure-track position for teaching/research primarily at the graduate level in the area of school psychology. Teaching experience and specialization in learning theories and cognitive development are preferred. Applicants with experience in educational psychology are especially encouraged to apply. Fellowships may be renewed for up to 3 years. To apply, send a curriculum vitae, representative preprints/reprints, a statement of research interests and three letters of recommendation to Christine Obanner, Ph.D., Department of Psychology, University of Connecticut School of Medicine, Farmington, CT 06030-6205. The University of Connecticut is an affirmative action/equal opportunity employer/mt/pt/F/m/W/VCT

EMBRY-RIDDLE AERONAUTICAL UNIVERSITY Department of Human Factors and Systems Engineering uses innovative educational techniques and technology. The department offers undergraduate instruction leading to the Bachelor of Science in Applied Experimental Psychology and graduate instruction leading to a Master of Science degree in Human Factors and Systems Engineering with distinct tracks in (a) human factors engineering, and (b) systems engineering. Faculty engage in basic and applied research and other scholarly activities that enhance our graduate programs and promote and support the intellectual and professional growth of our students, faculty, and staff. The ideal candidate will have experience with an academic research-oriented culture, will place highest priority on pursuing that culture as part of department excellence, and will have demonstrated outstanding leadership and administrative skills in departmental goal-setting, planning, and achievement. The applicant is expected to have ongoing teaching, funded research, and publication record. The ideal candidate will have research experience and interests which will strengthen the department's programs and/or aviation specializations. The chair is expected to continue research activities while administering the department. The department currently has a budgeted FTE of 6 faculty and several part-time fac-

FLORIDA

March 1999

APS OBSERVER
The two year old department is undergoing excellent growth and is seeking a chair with vision to lead during this growth and development period. Salary will be commensurate with experience. Applicants should send a curriculum vitae statement describing accomplishments and interests in teaching, research, and administration, and the names of three references to: Dr. John W. Williams, Chair Search Committee, Department of Human Factors & Systems, Embry-Riddle Aeronautical University, c/o Human Resources, 600 S. Clyde Morris Blvd., Daytona Beach, FL 32114-3900. Further information may be obtained by calling (904) 226-6790 and visiting the department’s Web site at http://www.db.eua.edu/campus/departments/psychology/

Embry-Riddle Aeronautical University is an Equal Opportunity/ Affirmative Action Employer. Minority and female candidates are especially encouraged to apply. FL1

A one-year visiting position will be available in the College of Liberal Arts at FLORIDA ATLANTIC UNIVERSITY’S DAVIE CAMPUS. Instructional responsibilities include a total of four course sections per semester, including Statistics, Research Methods, and either Human Development or Biological Bases of Behavior. Candidates must have a Ph.D. in Psychology or Human Development. The position starts August, 1999, and concludes May, 2000, with a salary of $37,000 plus benefits. Send a curriculum vitae, three letters of reference, and a letter of application to: Chair, Visiting Psychology Search Committee, Division of Science, Florida Atlantic University, 2912 College Avenue, Davie, FL 33314. All application materials must be received by 30 April 1999. Florida Atlantic University is an AAS/EOO employer. FL2

ASSISTANT/ASSOCIATE PROFESSOR OF PSYCHOLOGY HEALTH PSYCHOLOGY/BEHAVIOR MEDICINE THE UNIVERSITY OF WEST FLORIDA seeks to fill a tenure-track position, beginning August, 1999, for a psychologist in the area of health psychology/behavior medicine to complement Department's existing focus in that area. Doctorate in Psychology and demonstrated research record required; preferred criteria are experience in teaching and in supervision of clinical work and/or research; and license or license eligibility in FL. Incorporation of multicultural issues into teaching and research ability to mentor minority students are encouraged. Duties include: (1) graduate and undergraduate instruction; (2) conduct of active research program, publications, and supervision of graduate students; (3) professional service. The Psychology Department has 14 full-time faculty members and strong M.A. programs in Counseling Psychology, Clinical Psychology, and Experimental Psychology. Current research topics include: neuropsychology, rehabilitation, health psychology, and clinical psychology. Send a curriculum vitae, a statement describing research interests, and names of three references to: Dr. John W. Williams, Chair Search Committee, Department of Psychology, University of West Florida, 1100 University Parkway, Pensacola, FL 32514-5751. Review of applications will begin March 22, 1999. FL3

ILLINOIS

UNIVERSITY OF ILLINOIS AT CHICAGO (UIC)-POSTDOCTORAL FELLOWSHIPS PRE-VENUE AND RESEARCH IN URBAN CHILDREN'S MENTAL HEALTH: We will have two Postdoctoral Fellowships (lasting up to 3 years) evaluating school and community-based programs to prevent mental health problems and AIDS in urban children and families. Interdisciplinary faculty—primarily from Psychology, Public Health, Education, Psychiatry, and Nursing—train PhDs, MDs, and other individuals for careers in mental health research. Trainees receive yearly stipends ranging from $20,292 to $43,300, and may begin any year. Applications received before March 1, 1999 will receive fullest consideration. Send statement of professional objectives/interests, curriculum vitae, and three letters of reference to: Robin Miller, PhD, Program Associate Director, c/o May Stern, Department of Psychology (MC 285), University of Illinois at Chicago, 1007 W. Harrison Street, Chicago, IL 60607-7137. UIC is an Affirmative Action/Equal Opportunity Employer. I1

FINCH UNIVERSITY OF HEALTH SCIENCES/ THE CHICAGO MEDICAL SCHOOL CLINICAL NEUROPSYCHOLOGIST ASSOCIATE/FULL PROFESSOR Tenure track position for an investigator in any area of Clinical Neuropsychology. Women and minority candidates are especially invited to apply for this new position. The Department is an APA accredited clinical psychology Ph.D. training program strongly committed to the Boulder Model with more than 80 full time and graduate students in tenured and tenure-track positions. The Department is a free standing unit in the Finch University of Health Sciences. All of our students train either in Neuropsychology or Health Psychology in Cognitive (or clinical, or experimental) Psychology and has recently opened a new facility with excellent research space, including a Behavioral Medicine Laboratory. We are an EEO/AA employer and application from under-represented groups are especially encouraged. Salary commensurate with rank and experience. Send letter of intent, vita, samples of research, and names of three references to: Chair Committee, Department of Psychology, The University of West Florida, 1100 University Parkway, Pensacola, FL 32514-5751. Review of applications will begin March 22, 1999. FL3

INDIANA

POSTDOCTORAL RESEARCH POSITIONS IN SPEECH, HEARING & SENSORY COMMUNICATION AT INDIANA UNIVERSITY BLOOMINGTON. The Department is pleased to announce the availability of several new NIH Postdoctoral Traineeships in Speech, Hearing, and Sensory Communication. Post-docs are available to qualified individuals who may wish to further their background and training in any of the following areas of basic and clinical research: (1) Speech Perception and Production, (2) Spoken Word Recognition and Lexical Access, (3) Auditory Psychophysics, Hearing Science, and Experimental Audiology, (4) Tactile Psychophysics and Communication, (5) Acoustic and Articulatory Phonetics and Experimental Phonology, (6) Perceptual and Cognitive Development, (7) Clinical Phonetics and Phonology, (8) Sensory Aids for Hearing Impaired, (9) Individual Differences in Patients with Cochlear Implants, (10) Language Development in Deaf Children with Cochlear Implants. The program welcomes individuals with backgrounds and previous training in Speech and Hearing Sciences, Linguistics, Engineering, Developmental and Experimental Psychology, and Cognitive Science. Trainee salaries, consistent with current NIH guidelines, range from $26,256 to $32,700 plus modest travel allowance. Trainees are expected to carry out original empirical and/or theoretical research and collaborate with professors and other researchers currently working in the laboratories and clinics in Bloomington and Indianapolis. Interested applicants should send a letter of interest, a current curriculum vitae, (a) a personal letter describing their specific research interests, goals, and long-term career plans, and (b) 3 letters of reference from people who can describe the applicant’s background, interests, research potential and previous accomplishments. Reprints and preprints should also be sent if possible. Women, minority members, and handicapped individuals are strongly urged to apply. Send all correspondence and materials to: Professor David B. Pisoni, Program Director, Department of Psychology, Indiana University, Bloomington, Indiana 47405; (812) 855-1153 FAX, (812) 855-4691, Email: pisoni@indiana.edu. (Indiana University is an Affirmative Action Employer). IN1
INDIANA UNIVERSITY. NIH-funded postdoctoral fellowships for men and women for training in developmental processes in infancy & childhood. Faculty in Psychology, Speech/Hearing Sciences, Kinesiology. One year appointments, renewable second year. Candidates must be U.S. citizens, nationals, or permanent residents. Send vita, research/training interests, references & 3 recommendation letters to: Developmental Training, Psychology Department, Indiana University, 10th St., Bloomington, IN 47405 (812-855-5590 for further information). Positions open until filled. Women & minorities especially encouraged to apply. Indiana University is an EEO/AA Employer.

INDIANA UNIVERSITY. NIH-funded postdoctoral fellowships for men and women for training in developmental processes in infancy & childhood. Faculty in Psychology, Speech/Hearing Sciences, Kinesiology. One year appointments, renewable second year. Candidates must be U.S. citizens, nationals, or permanent residents. Send vita, research/training interests, references & 3 recommendation letters to: Developmental Training, Psychology Department, Indiana University, 10th St., Bloomington, IN 47405 (812-855-5590 for further information). Positions open until filled. Women & minorities especially encouraged to apply. Indiana University is an EEO/AA Employer.

IOWA
Neuroscience Research and Teaching Postdoctoral Position GRINNELL COLLEGE is seeking a postdoctoral-level neuroscientist who has a strong interest in undergraduate liberal arts education. The two-year position is funded through an AIRE grant from NSF and requires US citizenship. The successful candidate will be expected, in collaboration with one or more Grinnell faculty members, to participate in an ongoing research program involving undergraduates. The successful candidate will also work with faculty in the Biology and Psychology departments to develop and teach a neuroscience laboratory course (or courses) in neuroscience. Questions may be addressed to Clark Lindgren, Dept. of Biology (lindgren@ac. grinn edu) or Ken Short, Dept. of Psychology (shortk@ac.grinn.edu). Information about Grinnell College and faculty research programs is available at http://www.grinnell.edu/neuroscience/. Applicants should submit a Curriculum Vitae, a brief description of past, current, and planned research interests, and a statement describing their philosophy of undergraduate education and long-range career plans, along with a list of references and copies of transcripts. The appointment begins in Fall 1999. Applications should be submitted to: Andrew Mandel, Chair of Psychology, Dept. of Psychology, Grinnell College, P.O. Box 805, Grinnell IA 50112. To be assured of consideration, materials should be submitted by March 15. Grinnell College is an equal opportunity/affirmative action employer committed to employing a highly qualified staff which reflects the diversity of the nation. No applicant shall be discriminated against on the basis of race, color, religion, national origin, age, gender, sexual orientation, marital status, religion, creed, or disability. IA1

LOUISIANA
THE UNIVERSITY OF SOUTHWESTERN LOUISIANA'S INSTITUTE FOR COGNITIVE SCIENCE invites applications for a tenure-track faculty position at the assistant professor level for a new Ph.D. program. Appointment is anticipated for the Fall of 1999. Applicants must have an earned doctorate in cognitive science or a closely related area, as well as demonstrated potential for research excellence. Focus areas of the new program are in cognitive processes, comparative cognition, computational models of mind, cognitive neuroscience, and language and thought. Salary is competitive, depending on experience and qualifications. Applicants should send a letter of application, statement of research interests, curriculum vitae, three letters of reference, and three letters of reference to Dr. Donald Povinelli, Institute for Cognitive Science, P.O. Drawer 43772, University of Southwestern Louisiana, Lafayette, Louisiana 70504. Deadline: May 31, 1999. The University is in compliance with Title IX of the Civil Rights Act, Section 504 of the Rehabilitation Act of 1973, and is an Equal Employment Opportunity Affirmative Action Employer. L1A

NATIONAL INSTITUTES OF HEALTH
NATIONAL INSTITUTE ON DRUG ABUSE
The National Institute on Drug Abuse (NIDA) is currently recruiting for a Health Scientist Administrator, GS-901-13/4, with a salary range of $50,027 to $89,142.

The incumbent will serve as a grants program officer within the Behavioral Sciences Research Branch in the Division of Basic Research and will be responsible for developing and administering a portfolio of research grants in the cognitive and related behavioral sciences. Extramural funding from this branch supports laboratory-based research concerning drug effects on cognition and behavior. The incumbent will also aid study in the influence of cognitive, behavioral, emotional and other psychological factors on the vulnerability to drug use, dependence and relapse in both animal and human model systems. The position is located in Rockville, MD.

Qualifications Required: Ph.D. (or equivalent doctoral degree) in an academic field of health or pertinent sciences; or, a bachelor's or higher degree in an academic field of health or pertinent sciences complemented by additional study or experience. In addition, at least one year of specialized experience, equivalent to the next lower grade in the federal service, which is directly related to the position to be filled. All such experience must include performing basic laboratory research in cognitive or related behavioral sciences.

Detailed Information is provided in vacancy announcement number NIDA-DA-98-06. A copy of the announcement can be found at: http://www.nida.nih.gov/employment.html or obtained by calling the NIH Personnel Office at (301) 443-9593. Applications must be submitted to: NIDA PERSONNEL OFFICE 5600 FISHERS LANE, ROOM 10A-03 ROCKVILLE, MD 20857

ATTN: EARLE SALTWORT

This position is included in the Federal Affirmative Action Program and is therefore targeted to EEO recruitment efforts. Applications must be postmarked by the closing date of the vacancy announcement, April 2, 1999. U.S. citizenship is required. NIH is an Equal Opportunity Employer.

NORTHWESTERN STATE UNIVERSITY OF LOUISIANA seeks applications for Head, Department of Psychology. Applicants must hold the Ph.D. or equivalent terminal degree in a field taught in the department. Applicants should have adequate training, experience, and scholarly production to warrant appointment to the rank of Associate Professor and full membership on graduate faculty. Applicants should also provide evidence of personnel management skills, budget preparation, hiring, scheduling of classes, and student retention. Grant writing experience, current knowledge of technological applications in Psychology, and credentials to be licensed by the Louisiana Psychological Association are preferred. Applications due March 8, 1999. Send letter of application, copy of complete transcript, curriculum vitae, and three letters of reference to: Dr. Donald W. Riley, Chair of Psychology, Northwestern State University of Louisiana, 514 Main Street, Natchitoches, LA 71457.

Postdoctoral Research Fellowships SUBSTANCE ABUSE BEHAVIORAL PHARMACOLOGY RESEARCH AT JOHNS HOPKINS Postdoctoral human research fellowships in a stimulating and productive environment with excellent resources. Prepare for a career as an independent investigator. HUMAN LABORATORY STUDIES—behavioral and clini-
The Department of Psychology at Southwest Missouri State University invites applications for four tenure track positions at the Assistant Professor level:

**Experimental Psychology**

Areas of specialization open: preference given to applicants with psychophysiology/neuroscience and experimental psychology background.

Teaching responsibilities include research design and/or statistics and possibly courses in the successful applicant’s interest area.

Applicants need to be aware that laboratory animal space is very limited.

**Industrial and Organizational Psychology**

Area of specialization open.

Teaching responsibilities include undergraduate courses (Introductory, Statistics) according to departmental needs; graduate courses according to area of specialization and program needs; and supervision of theses, practica, and internships.

**Child Psychology in Clinical Faculty**

Clinical Faculty endorse a scientist-practitioner model of training with an emphasis on behavioral, cognitive, and biological psychology.

Experience with child behavioral methodology and interventions required.

Duties include helping to develop an on-campus clinic to serve the local community and provide training to clinical graduate students, supervising graduate practice through the clinic, chairing master’s theses, teaching a graduate course in child behavior disorders and undergraduate courses consistent with the applicant’s interests.

**Life Span Developmental Psychology, emphasis on Adulthood and Aging**

Successful candidate will contribute to the undergraduate and graduate (MS) programs in Psychology and to the Gerontology program.

Teaching responsibilities include, but are not limited to, courses in adulthood, aging and adjustment, and dementia.

For all positions, Ph.D. preferred; ABD considered. Applicants should be prepared to establish an active research program involving undergraduate and graduate students. Evidence of effectiveness in the areas of teaching, research and scholarship is required. Service responsibilities include involvement in departmental and university governance and participation in activities that contribute to the community and to SMSU’s public affairs mission. Anticipated starting date is August 1999. Application review process will begin March 15, 1999 and continue until positions are filled. Applicants should send a cover letter indicating the position for which they are applying and containing a brief statement of research and teaching interests; vita, graduate transcripts, and copies of recent publications/work in progress. Three letters of reference sent to: Search Committee, Department of Psychology, Southwest Missouri State University, 901 S. National Ave., Springfield, MO 65804-0095. Route e-mail to RGF613f@mail.smsu.edu.

**MO1**

SMSU is an AA/EEO employer. www.smsu.edu.

cal pharmacology of abused drugs (abuse liability testing, drug discrimination, drug self-administration, physical dependence) and antidrug abuse medications development. Opioids, cocaine, anxieties, caffeine, nicotine. CLINICAL TRIALS OF SUBSTANCE ABUSE TREATMENTS—controlled evaluations of pharmacological therapies and behavior therapies (esp. incentive-based therapies), and their interactions. Opioid, cocaine, nicotine-related dependence. Start Date: Flexible; some immediately. Eligibility: U.S. citizens or permanent residents. Minorities encouraged. Appropriate for experimental, physical, biological, neuroscience, clinical. Stipends: USPHS/NIH stipend levels $26-41K. Contact: George E. Bigelow, Ph.D., S. Roland Griffiths, Ph.D. or Maxine L. Sitzer, Ph.D., BPRU, Behavioral Biology Research Center, Johns Hopkins Medical Institution Bayview Campus, Baltimore, Maryland 21224-6823. (410) 550-0035; bigelow@jhmi.edu 1998.02

NATIONAL INSTITUTES OF HEALTH NATIONAL CANCER INSTITUTE DIVISION OF CANCER CONTROL AND POPULATION SCIENCES BEHAVIORAL RESEARCH PROGRAM BASIC BIOBEHAVIORAL RESEARCH BRANCH Health Scientist Administrator or Medical Officer The Division of Cancer Control and Population Sciences (DCCPS), National Cancer Institute is seeking a candidate to fill the position of Health Scientist Administrator, GS-13/14, or a Medical Officer, GS-13/14, in the Basic Biobehavioral Research Branch (BBBR), located in the Behavior Research Program (BRP). BBRB is one of six extramural Branches within the Behavioral Research Program, DCCPS. The Branch (1) plans, develops, implements, and conducts a program of extramural grant-supported research in basic biobehavioral research aimed at identifying mechanisms and principles of cancer-related behavior change, and conducts pre-intervention research; (2) identifies priorities for research in areas such as cognition, mechanisms that explain the impact of target organizations, relationships between genetic and biological characteristics and responses to risk factors or interventions; (3) synthesizes and disseminates findings, recommendations and priorities to target organizations and individuals; (4) solicits input from and communicates regularly with the extramural community; (5) sponsors peer-reviewed extramural research aimed at elucidating bio-behavioral mechanisms related to cancer; (6) collaborates with gatekeeper organizations; (7) sponsors workshops, symposia and other means of disseminating research findings; and (8) participates in training programs. The Health Scientist Administrator or Medical Officer will assist in the development, implementation, and management of basic biobehavioral research programs. Candidates should have knowledge of behavioral principles and measurement in the health psychology areas, background in health related research and cancer prevention and control science; the ability to develop, manage, and evaluate research programs for the prevention and control of cancer; and the ability to communicate effectively with diverse audiences of scientists, health care providers, policy makers, and the general public. A medical degree is required for medical officer candidates. A doctoral level degree or equivalent training and experience is required for Health Scientist Administrator candidates. Candidates must be U.S. citizens. Salary range is $58,027 to $93,253 (including locality pay). An individual with a M.D. degree may receive a Physician’s Compa rability Allowance of up to $20,000 per annum, based on eligibility. Opening date for receipt of applications: 3/1999; Closing Date: 4/30/99. Announced in Number CA-99-2103. To obtain information on how to apply, please call (301) 402-2789. To obtain a fax of this information, please call (301) 594-2953 or 1-800-728-5627 and enter identifier # 4021. For information regarding this position, contact Michael Stefane, Ph.D., Chief, BBRB at (301) 496-8776 or E-mail: mst496r@nih.gov. Selection for this position will be based solely on merit, with no safeguards for non-merit reasons such as race, color, gender, national origin, age, religion, sexual orientation or physical or mental disability. NIH/NCI is an Equal Opportunity Employer. MD3

MINNESOTA PSYCHOLOGY Child Clinical/Pediatric Psychologist, THE ALEXANDER CENTER, PARK NICOLLET CLINIC is seeking a child clinical or pediatric psychologist to join our interdisciplinary team specializing in the diagnosis and treatment of developmental, learning and psycho-physiological disorders. Ph.D. preferred. Applicants must have Minnesota license or license eligibility. Candidates must have strong assessment skills and broad experience in the treatment of children using behavioral, individual and family therapy modalities. Experience...
NEW JERSEY

POST-DOCTORAL FELLOWSHIPS IN COGNITIVE SCIENCE AT RUTGERS UNIVERSITY, NEW BRUNSWICK, NJ

The Rutgers Center for Cognitive Science (RuCCS) announces the availability of POSTDOCTORAL FELLOWSHIPS, funded through an NIH Institutional National Research Service Award. These fellowships are designed to provide a unique opportunity for interdisciplinary experience in cognitive science, with emphasis on language and vision. Preference will be given to applicants whose background fits with and complements the areas of specialization of the Center (see http://ruccs.rutgers.edu/NSRA-postdoc.html). TO APPLY: Indicate your interest using the online Notice of Application form in http://ruccs.rutgers.edu/NSRA-applc.html, AND send a letter indicating your interests, qualifications, and fit, a CV and 3 letters of reference, to: Director, RuCCA Training Program, Rutgers Center for Cognitive Science, Psych Bldg Addition, Busch Campus, Rutgers University - New Brunswick, 152 Piscataway Road, Piscataway, NJ 08854-8020 Expected start dates: June 1 and Sept 1 (please indicate availability). DUE DATE for all materials: Apr. 15, 1999 for June 1 start; July 15 for Sept 1 start. Questions: admin@ruccs.rutgers.edu, (732)-445-0635, FAX: (732)-445-6715 Rutgers University is an equal opportunity/affirmative action employer. NJ1

NEW YORK

COLUMBIA UNIVERSITY seeks two Assistant Professors in the Department of Psychology. One in the area of Cognitive Psychology and the other in Cognitive Neuroscience, both broadly defined. Both appointments can begin July 1, 1999. Candidates should provide evidence of excellence in research and a strong commitment to both graduate and undergraduate education. Applications should include a letter of interest, a CV, three letters of reference, and a copy of relevant publications. Applications should be sent to: Dr. Mary Procidano, Chair, Department of Psychology, Fordham University, Bronx, NY 10458-5198. Applications will be reviewed on an ongoing basis. NY4

APs OBSERVER

March 1999
OHIO

WITTENBERG UNIVERSITY

Psychology Department is seeking an Assistant Professor for a one-year appointment effective August 1999. The position includes teaching introductory level courses to majors and non-majors, an advanced research seminar in the candidate's area of expertise, and topics courses in theories of personality, industrial/organizational psychology, and personality psychology. Candidates are expected to have a firm commitment to excellence in teaching and scholarly activity in the context of a strong undergraduate liberal arts institution. A Ph.D. is required. Send a letter of interest, current vita, and three letters of recommendation to: Dr. Jeffrey Brookings, Chair, Department of Psychology, Wittenberg University, P.O. Box 719, Springfield, OH 45501-0720. The deadline is April 1, 1999.

Wittenberg University is an Affirmative Action/Equal Opportunity Employer. We encourage women and minority applicants to apply, as we are committed to creating and culturally diverse community.

OZONE

OHIO STATE UNIVERSITY

Social Psychology Postdoctoral Position anticipated to be available for at least one year, starting July 1, 1999. The fellowship is funded by a grant from the John D. and Catherine T. MacArthur Foundation. The postdoctoral fellow would work closely with John Cacioppo. Applicants should have a curriculum vitae, three letters of recommendation, and a statement describing their research interests. For full consideration, applications should be received by March 15, 1999, but applications will be processed until the position is filled. Applications should be addressed to Social Neuroscience Program, c/o Kathleen Merendo, Department of Psychology, 1885 Neil Avenue, Columbus, OH 43210-1222. The Ohio State University is an Equal Opportunity/Affirmative Action Employer. Women, Minorities, Vietnam Era, Disabled Veterans and Individuals with Disabilities are encouraged to apply.

OREGON

EASTERN OREGON UNIVERSITY'S Psychology program and Computer Science/Multimedia Studies Program invite applications for a two year fixed-term dual appointment at the Assistant Professor or Instructor level (possibility of renewal). Requirements include a commitment to undergraduate instruction, and a Ph.D. in psychology or related field (ABD candidates are also encouraged to apply), together with an advanced degree in computer science or some combination of educational and professional experiences to qualify applicants to teach lower- and upper-division courses in the psychology program (.5 FTE) and in computing science or multimedia studies (.5 FTE). Possibilities for teaching additional courses through distance learning exist. Appointment begins August 1999. Send a letter of application, curriculum vitae, and three current letters of reference to: Professor Richard Ettinger, Chair, Psychology/CS/MM Search Committee, Division of Social Sciences and Modern Languages, Zabel Hall 131, Eastern Oregon University, 1410 L Avenue, La Grande, OR 97850-2899. Application Deadline: March 15, 1999, or until filled. Inquiries: phone (541) 863-2543, e-mail rettinge@eou.edu. Eastern is an AA/EEO. Please see our Web page at http://www.eou.edu/arts_sciences.html.

OR1

EASTERN OREGON UNIVERSITY'S Psychology program invites applications for a one year half-time fixed-term appointment at the Assistant Professor or Instructor level for 1999-2000 (possibility of renewal). Requirements include a Ph.D. in psychology or related field (ABD candidates are also encouraged to apply) and commitment to teaching at the undergraduate level. We seek an individual to teach general psychology and courses in an area of specialization. Possibilities for teaching additional courses through distance learning exist. Appointment begins September 16, 1999. Send a letter of application, curriculum vitae, and three current letters of reference to: Professor Richard Ettinger, Chair, Psychology Search Committee, Division of Social Sciences and Modern Languages, Zabel Hall 131, Eastern Oregon University, 1410 L Avenue, La Grande, OR 97850-2899. Application Deadline: March 15, 1999, or until filled. Inquiries: phone (541) 962-3328, e-mail ettinge@eou.edu. Eastern is an AA/EEO. Please see our Web page at http://www.eou.edu/arts_sciences.html.

OR2

Postdoctoral position, UNIVERSITY OF OREGON: NSF-funded investigation of visual perception/attention using high field fMRI and psychophysical methods; a more detailed description can be found at http://www.cmrr.umn.edu/~paul. Please send CV, reprints and 3 references to Paul Dassonville, Dept. of Psychology, 1227 University of Oregon, Eugene, OR 97403-1227; inquiries can be sent by email to pdr@darkwing.uoregon.edu. For full consideration, applications should be received before 4/1/99. The University of Oregon is an Affirmative Action/Equal Opportunity institution committed to cultural diversity and compliance with the Americans with Disabilities Act.

OR3

PAI

PENNSYLVANIA

SAINT FRANCIS COLLEGE invites applications for a tenure-track, assistant professor position in psychology. Primary teaching responsibilities include courses in Memory & Cognition, Quantitative Methods, Introductory Psychology, along with one or more of the following: Psychometrics, Abnormal Behavior, and Qualitative Methods. Expertise in community-based learning, evidence of applications to Saint Francis College, founded in 1847, is a private, comprehensive institution, Catholic in character and tradition and sponsored by the Franciscan Friars. Saint Francis College's scenic 600-acre campus is located about sixty-five miles east of Pittsburgh in the Allegheny Mountains of west-central Pennsylvania and provides an excellent learning environment for about 1900 undergraduate and graduate students. Qualifications include a Ph.D. in cognitive psychology or related area; interest in involving students in ongoing laboratory and/or community-based research; demonstrated commitment to teaching excellence; evidence of interest to participate in College's General Education Program. Scholarship and service involvement will be expected. Send letter of application, c.v., and name/address/phone number of three references to the Psychology Search Committee, c/o Director of Personnel Services, P.O. Box 600, Saint Francis College, Loretto, PA 15940. STARTING DATE: August 1999. Review of applications will begin March 1, 1999 and continue until the position is filled. Visit our web page at http://www.sfcpa.edu. AA/EEO.

The DEPARTMENT OF PSYCHOLOGY AT DICKINSON COLLEGE invites applications for full-time sabbatical replacements (instructor or assistant professor) in Child Development and Cognitive Psychology for the 1999-2000 academic year. Courses are in the areas of child development and include introduction to the specialty, advanced research methods, and seminars; plus independent student projects. Candidates should have the Ph.D. (ABD's will be considered) in psychology and demon-
The University of Memphis Prevention Center
Facility Position in Behavioral Medicine/Public Health

The University of Memphis Prevention Center at The University of Memphis invites applications for a research faculty member ranging from the beginning to the advanced Assistant Professor level.

We are seeking an active scholar who shows promise of developing a nationally recognized program of research, ability to secure external funding, and has interests in collaborating with an outstanding, interdisciplinary team in behavioral medicine. This is a full time research position with no required teaching or administrative responsibilities.

We are looking for someone to lead and direct a large multi-center NIH trial in weight gain prevention in African American girls. This is a one-year position but may be renewed up to eight years, dependent on funding.

Requirements include a doctorate from a scientist/practitioner health related area, such as clinical psychology, health psychology, public health, and behavioral epidemiology. Background and experience in applied community research, particularly in the area of child and adolescent health is highly desirable. Salary for the position is competitive and research support is available through the Prevention Center and other sources.

The successful applicant will also hold a faculty appointment in the Department of Psychology at The University of Memphis with access to a large clinical, school, and experimental Ph.D. program. There is also close affiliation with The University of Tennessee Memphis Medical School with a possible appointment in the Department of Preventive Medicine.

The University of Memphis Prevention Center has 21 full-time professionals representing psychology, public health, epidemiology, nutrition, exercise physiology, and statistics. The University of Memphis and UT Memphis are actively pursuing a joint School of Public Health and affiliation in this new school is also possible.

Evaluation of candidates will begin expeditiously on March 15, 1999, but applications will be considered until the position is filled. Send curriculum vitae, at least three letters of recommendation, and no more than three representative reprints/preprints to: Robert C. Klesges, Ph.D., Director, The University of Memphis Prevention Center, 3350 Poplar Avenue, Suite 675, Memphis, TN 38119 (901) 767-6405, BKLESGES@CC.MEMPHIS.EDU.

The University of Memphis is an Equal Opportunity/Affirmative Action employer. We urge all qualified applicants to apply for this position. Appointment will be based on qualifications as they relate to position requirements without regard to race, color, national origin, religion, sex, age disability or veteran status.

strated excellence in undergraduate teaching. Teaching load is three courses per semester, and supervision of senior projects. Send a cover letter describing your teaching experience and research interests, your e-mail address, CV, and evidence of undergraduate teaching effectiveness to Search Committee Chair, Department of Psychology, Dickinson College, PO Box 1773, Carlisle, PA 17013-2896. Arrange for three letters of recommendation and graduate transcripts to be sent to the same address. You may contact the committee at bbarber@dickinson.edu or skelton@dickinson.edu. Dickinson College is a highly selective four-year, independent liberal arts college with 1800 students. General college information is available at www.dickinson.edu. Dickinson College is an Affirmative Action/Equal Opportunity Employer. We encourage minority members and women to apply.

Post Doctoral Fellows in Health Communication are sought by the Annenberg Public Policy Center at the Annenberg School for Communication, UNIVERSITY OF PENNSYLVANIA. Fellows will work on theoretical and evaluation projects related to health communication campaigns which involve experiments, content analysis, and sample surveys (special emphasis on anti-drug campaigns). Requirements: completed Ph.D.; substantial experience in research; strong quantitative/writing skills; background in health communication, social psychology, persuasion and attitude change, or public health/communication. For more information, see http://www.appenpa.org/jobs. If the site is down, please email myers@pobox.asc.upenn.edu. PA3

Personality: BUCKNELL UNIVERSITY anticipates an opening for a one-year sabbatical-replacement faculty position. PhD preferred but ABD also considered. The position is highly selective, primarily undergraduates, with an opportunity to involve undergraduates in research. The ability to involve undergraduates in research is also desirable. Salary and benefits are competitive. Bucknell is a highly selective, primarily undergraduate, institution combining a strong liberal arts tradition with characteristics of a comprehensive university. Located in a small town with a large city nearby, Bucknell University is a selective liberal arts college offering 3-4 hour drive of major universities. Information about Bucknell University may be obtained from the Office of Admission, Bucknell University, Lewisburg, PA 17837. Applicants will be reviewed beginning 3/30/99 and will continue until the position is filled. Bucknell encourages applications from women and members of minority groups (EEO/AA).

POSTDOCTORAL RESEARCH FELLOW: The Psychopathology Research Unit at the Department of Psychiatry at the UNIVERSITY OF PENNSYLVANIA, under the directorship of AARON T. BECK, M.D., is currently seeking applicants for a postdoctoral fellowship in cognitive therapy for the 1999-2000 academic year. Successful candidates will have the opportunity to engage in the various ongoing research projects that include studies involving the basic efficacy of cognitive therapy, intervention with suicide attempters, cognitive therapy for borderline personality disorder, and the development of psychological assessment measures. The postdoctoral fellows will work closely with one of the leaders in the field of cognitive therapy and applied clinical research. In addition, he or she will have the opportunity to participate in the clinical and research seminars, workshops, and conferences at The Center for Cognitive Therapy, The Center for Psychotherapy Research at the University of Pennsylvania, and The Beck Institute for Cognitive Therapy and Research. Individualized clinical supervision in cognitive therapy is also available. We are interested in applicants who have earned a Ph.D. or equivalent in psychology or other related field. Candidates should have received training in cognitive therapy and applied research methodology. All interested applicants should send a cover letter to Aaron T. Beck, M.D., Psychopathology Research Unit, Room 575, The Science Center, 3600 Market Street, Philadelphia, PA 19104-2648 or contact Barbara Marinelli, at (215) 898-4102. Applications should be received by April 30, 1999. The University of Pennsylvania is an Equal Opportunity/Affirmative Action Employer.

MANAGER OF ADVANCED STATISTICS: Established Philadelphia-area firm specializing in custom market research has a position available for a Ph.D. level Quantitative or Social Psychologist. DataTactics services an established client base of 50 companies with consultative and basic market research. We are known for our ability to author original quantitative protocols and for our sophisticated data analysis and interpretations. Our projects focus on decision modeling, new product forecasts, product positioning, and segmentation, plus many specialized areas of inquiry; across a broad range of chronic and acute care therapeutic categories. Qualified candidates for this senior level position should have strong skills in multivariate statistics, especially multiple/logistic regression and scaling proficiency in SPSS, Excel and MS Word or WordPerfect. Other qualifications include experience with databases and forecast models and other PC stat packages. The position offers a competitive salary, a comprehensive package of benefits, potential for quick advancement, and the opportunity to work with a team of experienced and highly dedicated research professionals. Reply in confidence to: Dr. Joyce I. Levy, DataTactics, Inc., 555 Presidential Blvd., Suite 430, Bala Cynwyd, PA 19004. PA6

APS OBSERVER
March 1999
UNIVERSITY OF PITTSBURGH, Learning Research and Development Center. Postdoctoral Fellowships (renewable, up to 2 years). Participation in projects related to learning, teaching, and assessment in collaboration with Robert Glaser and Gail Baxter. The projects involve: a) cognitive analysis of assessment situations in middle school science, mathematics, and other subjects and b) analysis of cognitive processes involved in learning and teaching activities. The project on a Cognitive Framework for Performance Assessment includes studies of the features of assessment situations and scoring systems drawn from classroom, state, and national test administrations. Student protocols are the primary data source. The project on the Analysis of Teaching Situations considers the development and use of a language of cognition for describing classroom teaching events. Video and other descriptive information provide the database for this work. Positions can begin as early as Spring 1999 and are renewable for a second year. By March 31, 1999, send vita, a statement describing research interests and experience, prints and/or preprints, anticipated date of defense, and three letters of reference to Robert Glaser, LRDC, University of Pittsburgh, Pittsburgh, PA 15260. Email: glasere@pitt.edu. Applications will be considered as soon as they are received. The University of Pittsburgh is an equal opportunity employer. PA7

SOUTH CAROLINA

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

TENNESSEE

VANDERBILT UNIVERSITY PEABODY COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT The Department of Psychology and Human Development of Peabody College, Vanderbilt University, invites applications for a tenure line position in Quantitative Methods. Preference will be given to applicants who qualify for tenure and the rank of Associate or Full Professor, although consideration will also be given to Assistant Professors with substantial teaching and research experience. Preference will also be given to individuals who have strengths and interests in the analysis of psychological development or change. Desirable areas of expertise include: analysis of longitudinal data, hierarchical linear modeling, structural equation modeling, categorical data analysis, growth curve methodology, and event history analysis. Responsibilities include teaching both at the graduate and undergraduate levels, independent research, as well as active participation in the research activities of the Department and the various research centers at the College, e.g., the John F. Kennedy Center for Research and Human Development. The review of applications will begin on February 15, 1999, and will continue until the position is filled. Applicants should send vita, a vita letter describing current research area(s) of interest to: David C. Cooney, Chair, Qualitative Research Committee, Box 512 Peabody College, Vanderbilt University, Nashville, TN 37212. E-mail cordads@uans.vanderbilt.edu. Vanderbilt University is an equal opportunity employer. Minority applicants are strongly urged to apply. TN1

Postdoctoral Research Fellowship. A two-year fellowship is available immediately as part of an NIH training grant in child and adolescent mental health services research. The CENTER FOR MENTAL HEALTH POLICY OF THE VANDERBILT INSTITUTE FOR PUBLIC POLICY STUDIES does state-of-the-art research and has an opening in its area of applied research and evaluation. Information about the Center can be found on the Web at http://www.vanderbilt.edu/VIPPS/CMHP/cmhome.html. We seek highly motivated and productive candidates with interests in mental health services research and who will have completed their Ph.D. by June 30, 1999. Candidates should send an e-mail describing their interests and background to Len Bickman at Bickman@home.com. TN3

TEXAS

ENDOWED CHAIR IN COGNITIVE PSYCHOLOGY THE UNIVERSITY OF AUSTIN, Department of Psychology invites applications and nominations for an endowed Chair in Cognitive Psychology. All areas of cognitive psychology will be considered, but the Department is especially interested in recruiting distinguished cognitive psychologist who can foster interaction among subdisciplines within our department. The Department has made it a commitment to strengthen its representation in cognitive psychology and in the near future there will be other openings in cognition, including another endowed professorship. We seek outstanding researchers and teachers. Applicants should have a Ph.D. and outstanding credentials with a nationally recognized research program supported by extramural funding. Applicants must have demonstrated publication productivity. Successful candidates will be expected to teach undergraduate and graduate courses and director graduate research. The Department currently has 50 faculty and will occupy a new Psychology Building within the next five years. Austin is a beautiful and thriving city of 800,000 people and is known for its exceptional quality of life and pleasant weather. Letters of nomination or application, curriculum vitae, and three letters of recommendation should be sent to: Dr. Markman, Chair, Endowed Chair in Cognitive Psychology Search Committee, Department of Psychology, B3800, The University of Texas at Austin, Austin, TX 78712. Review of applications will begin immediately and continue until the position is filled. The University of Texas at Austin is an Equal Opportunity/Affirmative Action Employer. TX1

VERMONT

MIDDLEBURY COLLEGE, MIDDLEBURY, VT 05753 The Department of Psychology invites applications for a one-year term position, beginning September, 1999 in Experimental Psychology. The search will end when the position has been filled. Candidates should be able to teach courses in Sensation & Perception, Research Methods and upper level courses in related areas, such as Perception, Cognition or Neuroscience. Appointment will be made at the rank of Assistant Professor (Ph.D) or Instructor (ABD). Candidates should provide evidence of commitment to excellent teaching and scholarly potential. Send a cover letter with a statement of teaching interests, curriculum vitae, graduate transcript, a sample of scholarly work and three current letters of recommendation, at least two of which should attest to teaching ability, to: Professor Bob Osborne, Department of Psychology, Middlebury College, Middlebury, VT 05753. Review of applications will begin March, 1999. Middlebury College is an Equal Opportunity Employer, and encourages applications from women and members of minority groups. VT1

WISCONSIN

UNIVERSITY OF WISCONSIN As part of our NIMH-funded training grant in affective science, we anticipate being able to fund two new post-doctoral traineeships beginning in July or September, 1999. Each post-doctoral trainee will be supported for up to three years. Our training program is focused on three areas of current emotion research: 1. Personality, temperament and individual differences; 2. Affective neuroscience; and 3. Emotion and psychopathology. Richard J. Davidson directs the program; other program faculty include: Lyn Y. Abramson, Timothy B. Baker, Ruth M. Benca, Craig W. Berridge, Inge Bretherton, Avshalom Caspi, Christopher L. Coe, Morton Ann Germsbacher, Eddie Harmon-Jones, H. Hill Phillips, Susan G. Weems, Estelle C. Weinberger, Ann E. Kelley, Marjorie H. Klein, Lewis A. Leavitt, Terrie E. Moffitt, Joseph P. Newman, Sumie Okazaki, Kari Oppe, Carol D. Ryff, Timothy J. Strauman, Deborah L. Vandell, Paul Whalen. In addition to research with program faculty, trainees will also participate in the Annual Wisconsin Symposium on Emotion, an Annual Emotion Training Workshop, a monthly emotion discussion group as well as other relevant activities on campus. To apply, please send a letter indicating your program of study and a curriculum vitae to the address below. The deadline for applications is March 15, 1999. Address all correspondence to: Professor Arthur Markman, Chair, Psychopathology Training Program, University of Wisconsin, 1202 West Johnson Street, Madison, WI 53706. Please also arrange to have three letters of recommendation sent to this address. The deadline for applications is March 15, 1999.
**Central Intelligence Agency**

**Applied Research Psychologist**

The Central Intelligence Agency anticipates an opening for a generalist in applied research psychology who is interested in an opportunity with growth potential in a challenging environment.

**Minimum Requirements:** A Ph.D. with a strong background and interest in applied behavioral science research, research methodology, and univariate and multivariate statistics and competence in statistical computing and computer programming logic are required. Strong interpersonal skills, good writing and oral presentation skills, and the ability to work independently are also required.

Duties include consulting with clients and designing, conducting, and reporting applied research to meet the needs of those clients. Relevant areas of expertise for the ideal generalist include:

- Research Methodology & Experimental Design
- Test Validation & Development
- Attitudinal Survey Development & Implementation
- Research in Job Performance Measurement & Evaluation
- Advanced Statistical Analysis

**Qualifications:** U.S. citizenship is required. All applicants must successfully complete a polygraph interview and an extensive background investigation. Applicants under consideration will be invited to interview.

**Application Process:** Application processing time frequently takes several months; therefore, even if you are ABD, you are eligible to apply. The starting salary will be between $45,700 and $61,700, depending upon qualifications and experience.

CIA encourages applications from men and women of every racial and ethnic background. We represent America and we want to be representative of America.

**To Apply:** If you would like to be considered for one of these exceptional opportunities, submit your resume, copies of both your graduate and undergraduate transcripts, and a letter describing your professional interests and career objectives to the address below. We will respond within 45 days if there is further interest.

Recruitment Center
ATTN: Office of Medical Services
PO Box 127227, Dept. RAPS, 0399
Arlington, VA 22209-8727

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**The University of Hong Kong**

Being the most established tertiary education institution in Hong Kong, The University of Hong Kong has attained unparalleled achievements since 1911 in Hong Kong and the region by drawing on the great cultural traditions of China and the West. In recent years the University has emerged as a major research institution with nine faculties, a School of Business and more than 100 departments and sub-divisions of studies and learning. There is currently an enrolment of more than 15,000 students, full-time and part-time, of which 4,600 are at post-graduate level. Overseas students from more than 40 countries are attracted to HKU to pursue the research degrees of PhD and MPhil. English is the language of instruction.

Our firm commitment to research excellence and internationalisation has established the University as one of the top research universities in the region. We are committed to our vision of globalisation and enhancing our research excellence.

**Associate Professor in Educational Psychology**

(Re-advertisement)

Applications are invited for appointment as Associate Professor in Educational Psychology in the Department of Psychology (Ref: RF-09409-63), tenable from 1 September 1999. The appointment will initially be made on a two-year fixed-term basis, with a possibility of renewal.

The Department of Psychology was founded in 1968, and started what is currently the only training programme for educational psychologists in Hong Kong in 1981. The programme is based on the scholar-practitioner model of educational psychology. Emphasis is placed on academic studies, research and practical field experience, while special attention is paid to issues in educational psychology within the context of Chinese culture and society. The Department aims for excellence in teaching as well as research. There are many opportunities available for research funding in Hong Kong.

Applicants should hold a PhD degree in School/Educational Psychology, have relevant working and teaching experience, and a good track record of research related to Educational Psychology; and possess or be eligible for Chartered Educational Psychology status (British Psychological Society) or APA licensing. The appointee is required to teach courses leading to the degree of MSc SoPdPhD in the field of Educational Psychology, in particular courses on Psycho-educational Assessment and Intervention, Curriculum and Instruction and Research and Statistics, as well as contribute towards undergraduate teaching, and course administration. Working knowledge of Chinese and familiarity with local setting is preferable.

Applicants who have responded to the last advertisement (Ref: RF-07508-64) need not re-apply.

Annual salary [attracting 15% (taxable) terminal gratuity] for an Associate Professor (in the grade of Senior Lecturer) is on a 9-point scale, with starting salary depending on qualifications and experience: HK$561,180 - HK$ 814,980 (approx. US$ 81,112 - US$ 119,272, US$ equivalents as at 21 December 1998).

At current rates, salaries tax will not exceed 15% of gross income. Attractive benefits package (comprising leave, medical and dental benefits, an allowance for children's education in Hong Kong and a financial subsidy under the Home Financing Scheme for reimbursing either the actual rental payments or the actual mortgage repayment) will be offered to the successful candidate.

Further particulars and application forms can be obtained on WWW at http://www.hku.hk/apptunit/; or from the Appointments Unit (Senior), Registry, The University of Hong Kong, Hong Kong (Fax (852) 2510 8788 or 2589 2058; E-mail: APPTUN@REG.HKU.HK). Closes 31 March 1999.

The University is an equal opportunity employer and is working towards a smoke-free environment.
PRIFYSGOL CYMRU, BANGOR
UNIVERSITY OF WALES, BANGOR
School of Psychology

Lectureship in Psychology

Lecturer Grade A/B: £16,655 - £29,048 p.a.

We wish to make an appointment to our lecturing staff and further strengthen our research specialisms, particularly in areas such as learning and language development, health psychology, neuropsychology and cognition. The School has an outstanding record of success in both teaching and research. According to national assessments we rank among the top-rated UK Psychology departments for research (i.e. rated 5A on a scale of 1-5*) and have achieved the highest rating "excellent" for Teaching Quality.

Applicants will be expected to have a PhD in Psychology and relevant research experience. In addition, experience of teaching research methods, qualitative or quantitative, would be desirable though is not essential.

Informal enquiries can be made by contacting Mrs Gillian Mair, tel. +44 (0)1248 383884, e.mail g.mair@bangor.ac.uk

Application forms and further particulars should be obtained by contacting Personnel Services, University of Wales, Bangor, Gwynedd LL57 2DG, United Kingdom, tel. +44 (0)1248 382926/388132, e.mail pos2000@bangor.ac.uk

Please quote reference number 99/17 when applying.

Closing date for applications: 16 April, 1999.

Committed To Equal Opportunities

UK1

Tenure-Track position in Functional Brain Imaging. The Department of Neurology at the MEDICAL COLLEGE OF WISCONSIN announces an opening for a full-time research position at the assistant professor level in the area of functional brain imaging. The candidate will collaborate with Dr. Jeffrey Binder in the Department's fMRI laboratory on several NIH-funded programs in the areas of speech perception and language processing. Dedication to empirical research is encouraged, teaching requirements are minimal. Facilities include state-of-the-art T1 and 1.5T MRI systems dedicated to research and supported by a large physics and engineering core. MCW fMRI researchers comprise a multidisciplinary group working in various areas of cognitive neuroscience, neurophysiology, and MRI physics. Applicants should have a PhD in experimental psychology, neurobiology, or related field. Experience in language or audiological research, human neuroanatomy, and statistical methods is desirable. Send curriculum vitae, statement of research interests, and three references to: Dr. Jeffrey Binder, Department of Neurology, Medical College of Wisconsin, 9200 W. Wisconsin Ave., Milwaukee, WI 53226. Email: jbinder@post.its.mcw.edu. Fax: 414-259-0460. Equal Opportunity Employer. WI2

CANADA

UNIVERSITY OF REGINA
DEPARTMENT OF PSYCHOLOGY

Applications are invited for a tenure-track position (subject to budgetary approval) at the Assistant Professor level commencing July 1, 1999. The successful candidate should possess a doctoral degree in clinical psychology and should have demonstrated ability in research and teaching. He/she should also be eligible for registration as a psychologist in the province of Saskatchewan. Applications should be qualified to teach courses both at the undergraduate and graduate level and to supervise graduate and undergraduate theses. We are specifically interested in candidates who could teach courses in Personality, Abnormal and/or Developmental Psychology. We have an established graduate program in clinical psychology and are hoping to seek accreditation from the Canadian Psychological Association after we fill this position. We also have very good relations with a number of health care facilities both within the Regina Health District and throughout the province. Applicants are invited to submit a curriculum vitae, reprints or preprints, and arrange for the forwarding of three letters of reference supporting both teaching and research scholarship to: Dr. Murray Knuttula, Dean, Faculty of Arts, University of Regina, Regina, SK, S4S 0A2. FAX: (306) 585-5368. Inquiries about the position should be directed to Dr. Joan Roy, Head, Department of Psychology, University of Regina, Regina, SK, S4S 0A2. Phone (306) 585-4157. Review of applications will begin in March 1999. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Regina is committed to the principles of employment equity. CN1

NORWAY

NTNU NORG EWIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY

FACULTY OF SOCIAL SCIENCES AND TECHNOLOGY MANAGEMENT

Senior Lecturer in psychology (biological psychology) at the Department of Psychology, NTNU, SVT316. Any questions concerning the post can be directed to the Head of the Department tel. (Norway) +47 73 59 06 14, fax: +47 73 59 19 20, e.mail: ruud@sv.ntnu.no. Applications should be sent to the Norwegian University of Science and Technology, Faculty of Social Sciences and Technology Management, 7034 Trondheim, Norway. Applications should quote code number SVT-316 for reference purposes. The deadline for applications is April 1, 1999. References is made to Internet: http://nettopp.ntnu.no/. NO1

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March 1999
## SUBJECT AREAS Index

| Adult: MO1 | School: DC1, NY2 |
| Aging: MO1 | Sensation/Perception: IN1 |
| AIDS: CT2 | Social/Personality: PA4, WI1 |
| Behavioral Medicine: TN2 | Speech Language: WI2 |
| Behavioral Neuroscience: IL3 | Substance Abuse/Alcoholism: CT1, MD1 |
| Biological: CA1, MD2, NO1 | |
| Brain Imaging: WI2, WI3 | |
| Cancer: MD2 | |
| Clinical: AR1, CA2, CA3, NH1, CN1 | |
| Clinical (Child): MO1, MN1 | |
| Cognitive: DC1, LA1, NJ1, NY1, PA1, PA2, SC1, TX1 | |
| Cognitive Neuroscience: IN3, NY1 | |
| Communication: PA3 | |
| Community: NY2 | |
| Cross-Cultural: FL1 | |
| Developmental: MO1, PA2 | |
| Educational: HK1 | |
| Experimental: MO1 | |
| General (includes Director and Chair): CA3, CA6, DC1, FL1, FL2, LA2, MD1, NY2, NY3, NY5, OH1, OR2, PA1, PA6, TX1, VT1 | |
| Health: FL3, MD1, MD2, TN2, TN3 | |
| Human Factors: FL1 | |
| Information Systems: OR1 | |
| Industrial/Organizational: MO1 | |
| Medicine: TN2 | |
| Neuropsychology: IL2 | |
| Neuroscience: CA1, IN3, IA1, OH2, WI | |
| Postdoctoral: CA4, CT1, CT2, IL1, IL3, IN1, IN2, IA1, MD1, NJ1, OH2, OR3, PA3, PA5, PA7, TN3, WI1, WI2 | |
| Psychometrics: NY4 | |
| Psychopharmacology: CA2 | |
| Psychosocial: OR3 | |
| Quantitative: CA4, PA6, TN1, VA1 | |
| Research: CA7, VA1 | |

### Using the Index

To help readers easily find position openings of direct interest, use the Subject Areas Index found at the end of the APS Employment Bulletin. The job listings themselves are organized by geographic area, but the subject area index permits more flexible review of the listings. At the end of each position announcement is a unique three- to four-character alphanumeric code in bold-face type. These codes appear in listing of SUBJECT AREAS at the end of the job listings. Use the subject list to locate areas of interest and note the codes that follow the subject area of interest. Codes contain two-character postal abbreviations of state names (e.g., FL stands for Florida) as their first two characters followed by a sequential number (1 through N) assigned on the basis of the position opening’s location in the list of openings for the given state. For example, the tenth job opening listed under the state of Florida would have as its unique code “FL10.”

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

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

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**Printed in the United States of America.**

American Psychological Society

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