Media in various forms permeate just about everything we do. In fact, our lives are so intertwined with media, that unplugging for just a day is big news.

Recently the International Center for Media and the Public Agenda (ICMPA) in partnership with the Salzburg Academy on Media & Global Change, recruited 1,000 university students in 10 countries to abstain from media for just 24 hours. The students subsequently wrote about their experiences. Here are some excerpts:

“I was itching, like a crackhead, because I could not use my phone.”

“After this, I CAN’T LIVE WITHOUT MEDIA! I need my social webs, my cell phone, my Mac, my mp3 always!”

“Until about 8 o’clock I had done very well and had work on my mind so was not very tempted. It was when I got home and just wanted to relax and watch TV.”

“I literally didn’t know what to do with myself.”

Researchers categorized the students’ responses in eight areas: “Addiction,” Boredom, Confusion, Distress, Failure, Isolation, Media as inescapable, and Benefits of unplugging.

In addition to the discomfort of this 24-hour media starvation diet, many of the respondents came to understand themselves in a different way:

“I interacted with my parents more than the usual. I fully heard what they said to me without being distracted with my BlackBerry.”

“Without media, I found out that there are people around me.”

“I have legs, which I now believe are underestimated as a social tool, as they allowed me to go and see people and communicate with them wirelessly.”

Read more about the study at theworldunplugged.wordpress.com

The subjects here were students. But we can assume that people in general don’t take the time to reflect on how media affect their lives—not only in terms of communication; but also for the ways in which they are influenced, how they make decisions, and the quality of their relationships.

Media Psychology has a great deal to offer here. In Division 46 we have a great deal of expertise. Just take a look at the Convention program offerings (listed elsewhere in this issue.) Topics such as “Innovative Technologies for Psychological Intervention, Consultation, and Training,” “Using Movies to Help Clients,” and “Internet Blogging, Media Expertise, and the Consequences on Public Policy” are just a few of the innovative presentations. Thanks to the hard work of the Convention Program Committee, chaired by Elizabeth Carll, Sharon Brennan and Jerri Lynn Hogg!

There’s no doubt that research and public education from Media Psychology can have a significant impact on people’s lives. Each one of us has something important to contribute. Don’t underestimate what you know. Just because something is obvious to you doesn’t mean that it’s obvious to others.

So do speak and write about media and psychology whenever you get the chance.

I would also love to see our Division gather steam. Please recruit just one new member. The more people we have asking and answering questions, challenging assumptions, and supporting one another’s ideas, the more vibrant we will become and the more impact we will have on other areas of psychology and on the public.

If you would like to get involved in Division 46 activities, please contact me at drwallinATdrwallin.com.
President-Elect’s Column

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I am so pleased with the Division’s slate of officers for next year. As Chair of the Nominations and Elections Committee, I had the privilege of reading all the recommendations for the individuals nominated. I am proud to be in the leadership of an organization with such committed and talented psychologists. I look forward to working together with those who are elected and with all of the Division 46 Board. The resumes of the candidates are now on the APA website, and the elections are coming up soon. Be sure to vote!

In preparation for my presidential year, I recently attended the 2011 APA Division Leadership Conference in Washington, DC. It was a great opportunity to hear about what’s in the works at APA and to network with leaders from other divisions. I heard our new APA President, Melba Vasquez, has included in her presidential initiatives a task force on telepsychology and telepractice policies. This acknowledges the importance of media psychology for our profession and is a timely opportunity for us to contribute to the goals of APA.

A repeated focus of the Conference was on Early Career Psychologists, who make up 20% of APA membership. Less than half of them are Division members. Most Division members, in fact, are older, male and white. In this regard, President Vasquez has included a task force on diversity. Suggestions for increasing ECP membership from President Vasquez, President-elect Suzanne Bennett Johnson, and others included giving free first-year dues, reduced rate membership dues, presenting awards and grants, social networking and listservs, encouraging leadership, and mentoring both to and from ECPs. We need to make sure that ECPs—and all APA members—see the value of joining our Division.

One of the most valuable parts of the Division Leadership Conference was the opportunity to network with leaders of other APA Divisions. Several other divisions were interested in working with the Media Psychology Division to co-sponsor Continuing Education and on-line programs. Some also expressed interest in receiving media training for their Division members.

The possibility of providing media training to other APA Divisions and State Associations is actually a major focus of my presidential initiative for 2012. As discussed briefly at our last Board meeting, this would be focused on a Media Ethics Continuing Education training program. My position as Public Education Coordinator for Virginia for the last several years has afforded me much material about this kind of program. This year’s State Leadership Conference, in particular, provided much hands-on media interview coaching and information. I am excited about working together with the PEC and our members to develop this program further. Please contact me if you would like to participate in the development of this or have some suggestions.

Hope to see many of you at the upcoming APA Convention. I will be participating there in a Division 46 Convention panel on Media Ethics and Civil Discourse as well as presenting an all-day workshop with Peter Sheras on “Couple Power Therapy.” Peter and I are currently finishing editing our latest book, Lifelong Love, due out in February 2012 just in time to focus on my presidential year in Division 46.

I look forward to working with you as we continue through this year and into the next. And, once again, don’t to forget to vote for our 2012 officers. Happy spring!
Past President’s Column

Media Psychology and Defamation

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Recently, I was faced with an unpleasant situation that got me thinking about broader issues. I was testifying in a capital sentencing case and the attorney who was cross examining me asked me if I had gotten into ethical difficulties for changing a defendant’s answers on a psychological test. I answered honestly that I had not, that indeed the opposing expert in the case had made such an allegation, that it did receive extensive press coverage, that there had been a complaint filed with a licensing board and that the complaint had been dismissed as unfounded by the licensing board.

It did get me thinking about the bounds of what people can say about us, whether when we involve ourselves in high profile cases we take the chance of being defamed, and what exactly defamation is. According to my legal colleagues, defamation is not only untruthful but must be outrageous to a person of normal sensibilities. It can take two forms, libel and slander (oral and written). However, how far must it go to reach that degree of outrage? Certainly the person who is being defamed feels outraged, but that is a far cry from a legal standard that must be met. Also, anything said in a court of law is protected even if it would otherwise be defamatory. A psychologist, who disagreed with a judge’s finding that a father had not sexually abused his son, granted an interview to the media in which he repeated his opinion that the father had sexually abused his son. The father then sued for defamation of character and ultimately lost. The court ruled that the psychologist was merely repeating what he had already said in sworn testimony.

Quite a different scenario occurred quite recently in a Western state in which one expert accused another of several examples of unprofessional conduct, one of which was failing to report child abuse. The person about whom the statements were made sued the other for defamation of character and in fact prevailed.

In short, these cases are far from simple. If we as media psychologists make statements that someone else might perceive as defamatory, the law is quite unsettled regarding what might happen. Legal actions are a fact of life these days and we must simply accept the fact that legal actions may follow statements we make in the media. Of course, we can protect ourselves by a series of disclaimers, and making sure that all our comments are phrased in general terms, rather than making reference to specific individuals.

From the Editor

The Forwarded E-Mail

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The forwarded e-mails from friends, family members, and colleagues include an amazing variety of information both within their body and as attachments. Within the forwarded e-mails, I receive jokes, poems, cartoons, photographs of all sorts, links to interesting news, opinion columns, requests for donations and for signing petitions, sending cards to our troops, and YouTube videos that I would never have heard of otherwise. As attachments to forwarded e-mails, I get newsletters, PowerPoint albums of photographs (e.g., fabulous buildings in Dubai, bridges in China, unique fauna and flora from around the world, nostalgic images from the bygone days), PowerPoint inspirational messages derived from ancient Chinese wisdom and other sources. There is also one that helps perpetuate the magical belief in people by stating that you will receive money from some super firm by merely forwarding the forwarded e-mail to others. If you ever forwarded such e-mails believing them to be true, then you have succumbed to what I call, with due apologies to Zajone (1968), the “mere forwarding effect.”

I am more inclined to read a poem forwarded to me via e-mail than one published in a literary magazine; indeed, I get to read or see images that I normally would not have. The forwarded e-mail is a great source of fun and knowledge acquired serendipitously—you learn things that come your way totally by chance and you pass this information on to others. Of course, from time to time someone challenges the veracity of information previously forwarded.

The sociometry of forwarded e-mails is incredible—something that may originate in Australia, intended, perhaps, for a private circle of friends, eventually ends up being forwarded to you, and then you forward it to others. If after a long-chain of forwarding, the preceding forwarding addresses have remained intact one could easily discern a network of forwarding buddies. I bet Jacob Moreno, the originator of sociometry and psychodrama, would have used names (or screen names) included in forwarded e-mails to build neat looking sociograms to detect networks of forwarders. I sometimes wonder

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From the Editor
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how many people a single e-mail has been forwarded to. Would an English Department consider granting tenure or promotion to a professor based on the number of times his/her poems are forwarded via e-mail? Farley (2008) had proposed a “citizen citation index” to reflect “impact on the public” (p.1)—well we can add to it the “citizen’s forwarding index” as one such measure.

Although e-mails often are forwarded impersonally, that is, without a personal note, there is something personal about them—they were forwarded to me by someone I know. Indeed, I pay more attention to what I receive in forwarded e-mails than what I happen to come across while surfing the Internet. Only at times, have I felt the forwarded e-mails were a way of maintaining contact rather than to inform me or entertain me. Indeed I have, as others, used jokes, poems, and videos, sent via forwarded e-mail in my talks and conversations. What a remarkable invention is the forwarding feature—it is as simple and brilliant as a paper clip.

E-mail Forwarding is sharing and social networking of the highest sort. Consider the many advantages of forwarding e-mail: you can make someone laugh (and laughing can help relieve stress); you may help restore attention in people by making them look at pictures of beautiful natural environments (apparently, seeing pictures is just as effective as taking nature walks; see Berman, Jonides, & Kaplan, 2008); you find joy in forwarding something and in anticipating the joy the recipients will experience—that is, your joy is doubled; you inform people about something they may never think about; you help an important message reach a large number of people to let them know not to open a virus infected e-mail, and/or how to avoid scams of various sorts.

You are only one click away from your friends, family members, and colleagues. So keep forwarding! If the people in your circle of forwarders do not like what they receive—they can always hit the delete button. Of course, do be discreet about forwarding any private information, and also remember, a forwarder may be known by the nature of his or her forwarded e-mails.

References

From the Associate Editor

The Digital Lives of Babies

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A recent study by Research Now, done on behalf of AVG, an Internet Safety Company, surveyed 2,200 parents from ten countries and found that the average age for “digital birth” is 6 months old. "Digital birth" is the age at which humans first have a digital footprint and an online persona. Of all the countries surveyed, American parents were most likely to share pictures of their babies online. One third of American mothers reported that they have posted pictures of their newborn babies online; another third reported starting even younger, posting their sonogram images online. By 2 years old, 92% of toddlers have an online presence. Six percent even have an email address and a Facebook page.

One does not have to look much further than Facebook or YouTube to see pictures and videos of babies online. The viewers’ reactions range from cooing and joy to disgust and annoyance. Personally, I enjoy viewing photographs of the children of my friends and family, especially because many live far away. However, the situation can quickly become precarious, especially for children who have identities constructed for them. Take, for example, a recent exchange from a Facebook status update that went viral. The mother (Monique) created a Facebook page for her unborn baby (April), with the sonogram image as her profile picture.

The fetus’ status update reads “I would just like to thank everyone for being my friend even though I am still just a little bun in the oven, and I can’t wait to party with you all next Halloween.”

“Me too!” chimed a friend.

The suspected father (Brad) responds “April, no offense, but your Mom is a nut. I am excited to have you in my life, and I think you will be the best daughter ever if you are mine, but this is ridiculous. Monique, take this page down. If this is going to be my baby too I think before you do stuff like this we have to agree and this is just messed up.”
Fetus April replies “F U Brad, my mama can do what she wants and if she wants she can make me a FB page so I can be born into this world with good friend.”

Brad replies “I refuse to argue with my unborn child via Facebook.”

I venture to guess that unborn baby April will likely not be too pleased that this exchange was the start to her digital life. It is unknown how babies will feel about their digital birth when they become older. Perhaps it will become an unexamined norm, or perhaps we will be seeing some of them in our counseling offices 20 years from now.

## APA Council of Representatives Report: February 2011

Elizabeth K. Carll  
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**Membership**
The motion by the Membership Board to reduce dues by $40 for all APA members received the most debate and included eliminating the 50% reduction for members of the Canadian Psychological Association (CPA). After significant debate, Council decided to take up consideration of the dues for CPA at the August Council meeting. It approved the $40 dues decrease for all members for a 3-year evaluation period, starting in 2012.

**Membership Directory**
Council approval to allow the publication of diplomate credentials in the APA Membership Directory if the credential is in a specialty or proficiency area that is officially recognized by APA through its Commission for the Recognition of Specialties and Proficiencies in Professional Psychology and meets other criteria.

**Task Force on the Development of Telepsychology Guidelines for Psychologists**
Of particular interest for Division 46 members was Council approval of the establishment of a Joint APA/ASPPB/APAIT Task Force on the Development of Telepsychology Guidelines for Psychologists. The Task Force will be comprised of 10 members, four representing APA, four representing ASPPB, and two representing APAIT, inclusive of the co-chairs, and will be responsible for determining the scope of and developing Telepsychology Guidelines for Psychologists. Composition of the TF determined prior to this Council meeting. Funds to cover members’ attendance at two meetings in 2011 will be provided by the respective organizations.

**Guidelines**
Adoption of Guidelines relating to parenting coordination; practice in health care delivery systems; psychological evaluations in child protection matters; assessment of and intervention with people with disabilities; evaluation of dementia and age-related cognitive change; and psychological practice with lesbian, gay and bisexual clients.

**The following motions were also approved**
Committee on Early Career Psychologist Member Increase (from 6 to 7); Report of the Working Group on Diversity Training—Council received the Report and increased total amount of available funding to $10K; Report of the Presidential Task Force on Advancing Practice; adopt as APA policy the Principles for Quality Undergraduate Education in Psychology; Report of the Presidential Task Force on Caregivers; Affirming Research on Global Climate Change; bring a bylaws change request to the August 2011 meeting changing the criteria for eligibility for becoming dues exempt to 69 years of age (previously 65 years of age) and 29 years of membership (previously 25 years of membership).

**SPTA Information Dissemination**
Council approved motion to permit APA to forward summaries of information concerning APA work or issues from COR members elected by an SPTA to all APA members residing within the state they represent, regardless of the recipients’ SPTA membership status. The messages would be screened by APA senior staff for potential conflicts with APA policy. This service is not intended to be used for the purpose of the SPTA membership marketing or individual electioneering. This will be evaluated at the end of the year to determine the impact on APA staff.

**Report of Convention Task Force**
Convention statistics were reported, six objectives of the “ideal” Convention were identified, and six recommendations were made. The item will come to August Council for approval.

**Presentations**
Center for the History of Psychology at the University of Akron Director, Dr. David Baker, gave a visual tour of the Center featuring artifacts of the Archives (e.g. manuscripts, records, instruments, books, media, tests, and letters).

The diversity training on Immigration by J.P. Van Oudenhoven focused on patterns of relations between immigrants and host societies and included an exercise on intercultural effectiveness training.

A “Conversation with APA Council” regarding the APA Good Governance Project was led by the Cygnet Strategy Corporation. Specific proposals are anticipated 2012–2013.

Join Division 46 Today!
You can find the online membership application form at the APA website (http://memforms.apa.org/apa/cli/divapp/).
Joseph Jastrow: An Early Media Psychologist

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Joseph Jastrow, the feisty founder of Wisconsin’s psychology department, picked fights with everyone from Mark Twain to the University of Wisconsin president, but he was also a pioneer when it came to sharing science with the public.

The first psychology laboratory in the United States had been established just 8 years earlier at Johns Hopkins University in 1883. Jastrow, a graduate of the program, was, in fact, the first person in the United States to have received a doctorate in psychology. His department at Wisconsin was barely 3 years old. The American Psychological Association didn’t exist. It would be founded in 1892 with exactly 26 members, including Jastrow.

Imagine the young psychologist’s dismay when he stopped at a New Hampshire library to check a map, picked up Harper’s, and discovered that one of the country’s most eminent novelists, Mark Twain, was making a mockery of the fledgling science. Or so Jastrow thought. Twain had considered his piece more positive. It hailed psychologists for their studies into telepathy and for making supernatural events valid research subjects.

Jastrow—as he later reported—read Twain’s article in a rising fury, tossed it down and rushed to the nearest telegraph office. He fired off a request to his own editor, at Scribner’s, to rebut the novelist’s claim. His article, which appeared the following month, dismissed Twain as a mere writer who had obviously been easily gulled by pseudoscientists.

That was Jastrow. Opinionated, arrogant, argumentative, and irrepressible. A passionate public spokesman for his profession. A man who quarreled with everyone from his own university’s president to the author of the Sherlock Holmes stories, Sir Arthur Conan Doyle (another misguided believer in the supernatural). A complicated man, Jastrow, as the influential behaviorist Clark Hull once wrote, was both “a unique personality and a truly historic figure from American psychology.” The man’s real interest, Hull said, was “a desire to make available to the literate masses the substance of scientific psychology.” His efforts in that regard “flowed from his pen in an uninterrupted stream.”

This dapper, driven, difficult man believed, far ahead of his time, that science should be shared with the public. He insisted that the study of human behavior was not an abstract academic endeavor but the stuff of everyday life. After he retired from the University of Wisconsin in 1893, he pushed that idea further, writing a nationally syndicated newspaper column, “Keeping Mentally Fit,” and becoming one of America’s first radio psychologists, hosting a show from the NBC studios in New York from 1935 to 1938.

Why didn’t he become a radio star in Wisconsin? Perhaps he wasn’t ready. More to the point, the university wasn’t ready. In the years before he left, Jastrow routinely complained that his pay was held below that of other professors. The dean of the College of Letters and Science replied that no additional money would be forthcoming to a professor who “had emphasized popularization at the expense of investigation.”

When he first moved to Wisconsin, Jastrow blazed with research ideas. He invented an “automograph”—something like the planchette on a Ouija board—to make tracings of hand movements. He wanted to distinguish between voluntary movements and involuntary twitches. He studied hypnosis and introduced a course in the subject. He researched visual perception and invented optical illusions—known as Jastrow Objects—that can still trick eyes today. His neat, precise experiments gained respect from his peers; when William James published his seminal textbook, The Principles of Psychology, in 1890, he cited Jastrow 25 times.

In 1892, Jastrow agreed to organize the psychology exhibit at the Columbia Exposition, the Chicago World’s Fair scheduled to open a year later. He arranged to re-create famous psychology laboratories, borrowing brass instruments from Europe, charts from his fellow Americans, office furniture from one and all. He also used the exhibit to conduct experiments, running reaction-time tests on thousands of people who visited the pavilion. His reputation earned him a nickname from the University of Wisconsin’s literary magazine, the Aegis—“Psycho-Jastrow, the deep thinker.”

For all of his interest in public awareness of science, Jastrow showed no real enthusiasm for the classroom. His lectures were “frequently dull and uninforming.” When his classes shone, it was because he was able to bring some exceptional guest speakers, such as his friend, the magician Harry Houdini. The two men had bonded over a shared interest in debunking fraudulent claims by spiritualists, and Houdini would do magic tricks in Jastrow’s classes to illustrate the art of deception.

But bringing in notable speakers did not pacify University of Wisconsin officials, who complained about Jastrow’s indifference to their expectations and the decline in his experimental work. Led by university president Charles Kendall Adams, the administration kept Jastrow’s salary depressed and took punitive actions against his extracurricular work. One of the reasons that Jastrow had become so worn out during the 1893 exhibition was that the University of Wisconsin refused to release him from any teaching duties during the fair’s run.

Jastrow distanced himself from the campus, spending more and more of his time earning money by writing for popular magazines and by doing paid lectures around the country. On the lecture circuit, he proved that when he cared, he could be a lively and entertaining speaker, often drawing standing-room crowds.

In 1903, the University of Wisconsin downsized his title from.
professor of experimental and comparative psychology to professor of psychology. At that time, Jastrow was no longer doing any noticeable experimental work. He was, however, deliberately baiting Adams and his confreres, publishing article after article on the inadequacies of university administrators. In the Nation, Science, Century, the Educational Review, Jastrow repeatedly raised the question of whether college administrators really knew how to foster an intellectual environment. He warned especially against autocratic leaders, saying that the whole system was imperiled if it became undemocratic, if college presidents were allowed to become imperial presences on campus.

He would later publish a book, The Betrayal of Intelligence, that would encourage everyone—even college professors—to maintain an independent spirit: “Be critical—critical of what you accept, critical of whom you follow as authority.”

Jastrow was a born critic. It was one reason he became such a notable attack dog on the subject of supernatural research, taking on even his longtime friend and colleague, William James. James had become so fascinated with investigating the supernatural that he helped found the American Society for Psychical Research. Following James’s lead, Jastrow briefly joined the Society before quitting in a fit of exasperation.

He loathed the charlatanism of professional mediums with their séances held in the dark. He was contemptuous of people whose wide-eyed acceptance of floating tables and luminous ghosts fostered a lucrative trade. From his pen spilled a deluge of censorious articles, including his dismissal of Twain’s favorable review of telepathy. Years later, Jastrow summed up much of his writing on the subject in an article published in the intellectual review Forum, titled “Do the Dead Come Back? A Psychological Interpretation of Human Gullibility.”

But criticizing university administrators and combating spiritual credulity was only a small part of what Jastrow came to see as his public mission. He wrote books accessible to the general public: Fact and Fable in Psychology in 1900, The Subconscious in 1906, Character and Temperament in 1915. These were bookended by article after article for popular magazines, on comparative psychology, involuntary movements, animal intelligence, moral choice, the mental attributes of dictators, inherited intelligence, and the criminal mind. In the latter, Jastrow directly took on the popular belief in genetic determinism. “The largest source of crime is misery,” he wrote in the North American Review.

In his mid-60s, he took a job as a lecturer at The New School in New York City, where he stayed until 1932. Jastrow published eight popular science books between 1928 and 1938, wrote his syndicated newspaper column, and broadcast a national radio show. At the time of his death on January 8, 1944, he was working on yet another book. As science historians have looked back at his life, many have remarked that he failed to live up to his promise as an outstanding researcher. They would be right, of course. But he gave his profession another gift, not well appreciated at the time, but equally enduring. He helped people see that the science of psychology mattered, that the science he loved could help illuminate the world in which we live.

Deborah Blum is a Pulitzer-winning science writer and a professor of journalism at University of Wisconsin—Madison. Her latest book is The Poisoner’s Handbook (Penguin Press). A longer version of this article “Mind Tricks for the Masses,” originally appeared in the Summer 2010 issue (Vol. 111[2], pp. 39–43, 63) of On Wisconsin Magazine (onwiscinson.uwalumni.com). The article was excerpted by V. K. Kumar, Editor, with permission from On Wisconsin.

**Heroism, the Horror, and Hollywood: Fame in the Service of Humanity**

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There are two main kinds of heroism in Hollywood, as I see it. The one that gets most of the attention is on screen—the movies, the roles, the performances that inspire and thrill: To Kill a Mockingbird, It’s a Wonderful Life, Schindler’s List, For Whom the Bell Tolls, Gandhi, Casablanca, High Noon, The Harriet Tubman Story, Slingblade, and many more, heroism large and small. Each of us can generate a formidable list of favored movies depicting various forms of heroism. The concept itself is central to much of Hollywood’s oeuvre.

But I write here of another aspect of Hollywood heroism—off screen and actual, not acted. This is the personal involvement of Hollywood icons in pursuing good works, using their fame, charisma, personal power and media influence to do great and generous things. I got to thinking of this side of the media world when my recent days became inundated with media queries concerning the life and times of Elizabeth Taylor upon her death on March 23 at age 79. Thus followed multiple appearances in USA Today, Christian Science Monitor, etc., on my perceptions of this Hollywood grande dame (indeed she was truly a Dame as bequeathed by Queen Elizabeth!). And despite her great beauty, interesting movies, amazing marital history, and long-time star power, a feature of her career that stood out for me was her deep and continuing commitment to a profound social, scientific, humane and charitable cause, eliminating the horror of HIV/AIDS. As someone who has studied heroes and heroism for a long time, and horror, I saw here aspects of real heroism (to listen to an interview about my model of heroism and related aspects, go to the following link: http://pwallin.audioacrobat.com/download/FrankFarley.mp3).

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**Heroism, the Horror, and Hollywood** (continued from p. 7)

Two significant features of much heroism are risk-taking and generosity (the G-Factor). Taylor was one of the early and deeply committed benefactors in the battle against HIV/AIDS, at a time when there was much prejudice, ignorance, moralizing, and stigma attached to the topic. She gave enormous amounts of time and money to this effort, including raising funds from Hollywood, politics, and elsewhere. It was truly a lifelong cause for her. And it was risky for her career and reputation. One wonders what were the opportunity costs she incurred in unrealized media and movie accomplishments. Taylor was one of the earliest and most famous Hollywood icons as I understand it to contribute so much personally to a great cause. Her contemporary Paul Newman worked extensively in supporting efforts to ameliorate juvenile delinquency. The legacy of these and a handful of others is found in the current contributions of such as George Clooney (the Sudanese horror), Sean Penn (the horror in Haiti), Angelina Jolie (UN), Brad Pitt (the Katrina horror), Oprah Winfrey (AIDS, disaster relief, animal rescue, etc.), to name a few.

The cynical might say that many of these efforts are superficial and directed at public relations and career in one way or another. This is always a possibility for some celebrities, but whatever the reasons, the attention they can bring to important issues is itself valuable in motivating solutions to very significant world problems. Any celebrity seriously involved in stopping the horror is showing a form of heroism—fame in the service of humanity. One wishes that more of the famous and the powerful of the media were so inclined!

**Isn’t Everyone Doing It? The Reality of Hook-Ups**

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Hook-ups and break-ups, common occurrences on TV shows and in the news, are often presented as socially normative behavior. Whether in an episode of *Grey’s Anatomy* or the private lives of politicians, sexual deviancy intrigues audiences, researchers, and clinicians alike. As its title indicates, the current film *No Strings Attached* takes a look at this intriguing social phenomenon.

Hook-ups are one-time, casual, and impersonal sexual encounters between strangers or recent acquaintances that may or may not involve intercourse and carry no expectations of future sexual or romantic involvement. Hook-ups differ from the phenomenon of “friends with benefits” where friends engage in physical intimacy on a short or long-term basis, but without emotional involvement or commitment of any sort.

Many studies of hook-ups have focused on college students. Paul, McManus, and Hayes (2000) found that 78% of the 555 undergraduate students they surveyed reported experiencing at least one hook-up, with a third reporting sexual intercourse with “a stranger or brief acquaintance” (p. 84). Flack, et al. (2007) found that 23% of the women and 7% of the men surveyed (n = 172) at a small liberal arts university reported experiencing hook-ups with unwanted sexual intercourse. They also reported that almost 78% of fondling sexual intercourse occurred at parties or bars. In a recent study (Booher, 2010) of nearly 1500 university students, 33% reported experiencing one or more hook-ups.

Stepp (2007, as cited in Felder & Carey, 2010) suggested that hook-ups are more common among high achieving and career-minded women, who have little time to invest in committed relationships. Mass media often promulgate the message of hook-ups freeing women from gender role stereotypes, but they rarely explore the emotional toll caused by such spontaneous sexual encounters. The morning after a one-night stand, a female actress awakens glowing with a perfectly tousled appeal, but some research suggests otherwise. In addition to the possibility of being sexually assaulted, or contracting a sexually transmitted disease, sexual encounters during hook-ups may place many women at high risk for experiencing symptoms of trauma, including emotional numbing, avoidance responses and hyperarousal (Flack et al., 2007). Men in contrast appear to feel “rewarded for [their] sexual prowess and experience” (p. 1107, Fielder & Carey, 2010), though a small minority report stress responses due to hook-ups (Flack et al., 2007). I have found no studies that have examined the long-term effects of unwanted sexual encounters during hook-ups.

It is interesting that Lambert, Kahn, and Apple (2003) found that college men and women, generally, overestimated comfort levels with hooking-up on the part of their same-sex peers, and that both genders believed the other gender to be more comfortable with hooking-up. Such discrepancies between private and public beliefs are referred to as pluralistic ignorance.

**Interview on Heroes and Heroism**

The first in a series of audio interviews of Division 46 members by President Pauline Wallin, as one of her Presidential initiatives, is with Frank Farley on his work on heroism, and can be accessed at http://pwallin.audioacrobat.com/download/FrankFarley.mp3
Why do college students engage in hook-ups? Studies suggest that impaired judgment caused by alcohol is associated with greater likelihood of seeking sexual partners, having sex with many partners, and engaging in high risk sexual activities (Flack et al., 2007; Gute & Eshbaugh, 2008). Socio-cognitive theories suggest that participants in hook-ups may see permissiveness in (a) their parents views about intimate relationships, (b) their immediate social context on campus, and (c) in the messages they receive from the mass media (Fielder & Carey, 2010) as reflective of current normative sexual behaviors. For example, in All About Steve, Sandra Bullock, portraying a quirky smart crossword puzzle writer, wastes no time on a first date, disrobing and straddling the man in his car parked in her parent’s driveway before the date has even begun.

These displays of sexual urgency and desperation have clear implications for young adults and a culture that has come to accept hooking-up as normal—everyone is doing it, why shouldn’t I—a rather risky premise upon which to base one’s sexual behaviors even occasionally.

References
Psychology Day at the United Nations

Florence W. Kaslow
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The APA-NGO (Non Governmental Organization) Delegation to the UN did a superb job of organizing a splendid event. Deanna Chitayat, our lead delegate and the entire team invested countless hours of thought and effort deciding on the program, selecting and inviting presenters and arranging rooms for the events—given that the main UN building is undergoing renovation. Although our APA-NGO delegation is the main sponsor for this event, there was fine collaboration from the other psychological organizations’ NGO delegations such as IAAP and ICP. Judy Kuriansky, an active Division 46 member, was involved as part of the IAAP/NGO delegation and graciously videotaped the afternoon sessions.

Four years ago this idea was masterminded by Dr. Florence Denmark, then the chair of our NGO delegation, along with Dr. Merry Bullock, Director of the APA Office of International Affairs (OIF). It has blossomed from a half-day event with a small attendance to a now full-day event that was oversubscribed two weeks in advance.

The theme of this year’s conference was “Reach Them, Teach Them: The Role of Psychology in Achieving Universal Access to Education.” Achieving universal education is one of the eight Millennium Development Goals (MDG’s) that governments of the world agreed to reach by the year 2015. The event offers UN staff, ambassadors and diplomats, NGO representatives and students, the opportunity to learn what psychologists contribute to the United Nations, to exchange ideas and to establish multi-stakeholder relationships on global issues.

“Providing universal education is fundamental to solving global problems,” said Deanna Chitayat, Co-Chair of the organizing committee for Psychology Day. In her opening remarks she stated. “With 100 million children globally who are not attending primary school, psychologists must be in the forefront of finding out ‘Why?’ and answering ‘How?’” Besides education, issues addressed by psychologists at the UN range from ageing and trauma to social development, peace, human rights, organizational effectiveness, and rights of women, children, families, refugees and the disabled.

The morning session constituted a briefing by the UN Department of Public Information (DPI). Moderated by DPI Chief of NGO Relations, Maria-Luisa Chavez, panelists included Dr. Barbara G. Reynolds, Senior Advisor, Education, UNICEF, speaking on the role of psychology in achieving universal education; the President of the Interamerican Society of Psychology Maria Regina Maluf from Brazil, addressing methods to teach children endangered by poverty; Liberian refugee and current graduate student in the United States, Foday Sackor, shared his gripping personal experiences about education in war-torn Liberia and in a tent city he had lived in years ago, and Pamela Flattau, on National Educational Technology Plans and the use of broadband technology and fiber optics in providing access to education internationally.

Carol Goodheart was present to represent APA Council and introduce the afternoon session. I was privileged to be invited to do the plenary address for the afternoon session. Entitled “The Pivotal Role of the Family in Their Child’s Learning,” I sought to relate the Educational Institution or Structure that is one of the essential component of the six basis Institutions in all societies to the others—family, economic (financial), political (governmental), religious, and health (physical and mental) as these are foundational and circumscribe what exists and what is possible in each of the other domains. I tried to encompass the MDG goals and the 2010 report by the UN Girls International Education Task Force as well as span the variegated socioeconomic strata within and between countries. At a more basic level it looked at parent(s) role in developing attitudes toward education, and study skills; respect for teachers; safe learning environments at home, on the way to school and in school; forming parent-teacher associations; political advocacy; overcoming religious barriers to education for girls, welfare/poverty and lack of parents in major deterrents, and ever so much more that comprises the multifaceted global big picture. The questions that followed were all thought provoking and led to a lively discussion.

Next there were three workshops: (1) Innovative ideas with presentations on projects in the Honduras, Madagascar and Uganda; (2) Innovative Technology in K–12 Stem Education and Leveraging New Technologies to Serve Diverse Populations; (3) Challenging Places and Situations: Education in Haiti, Abolishing School Fees in Africa and Educating Young People During and After Violence.

After this jam packed day that took us on a rapid trip to many parts of the globe, there was an international reception by and for the NGO delegates, the student volunteers and the presenters at the Alcala Restaurant, near the UN. Interchanges were lively and spirited.

Psychology Day at the UN is a major contribution that APA through the OIA and our NGO delegation makes to the international scene and the pursuit of peace and justice. If you can ever arrange to attend it, I think you will not only find it worthwhile but also quite informative.
Committee Reports

News Media, Public Education, Public Policy Committee

Elizabeth Carll, Chair
Jon Cabiria, Chair

For 2011, the News Media Committee has three projects underway to promote excellence in the reporting of psychological information and research and to develop programs and helpful information for Division members concerning news interviews and media issues.

In recognition of the importance of news reporting to benefit the public, the News Media Recognition Award for excellence in the reporting of psychological information and research was launched in 2002 by the News Media, Public Education, Public Policy Committee. The recipient of the 2010 News Media Recognition Award was Melissa Healy of the Los Angeles Times. At the time of this writing, nominations are being sought for the 10th Annual News Media Recognition Award which will be presented at the 2011 APA Convention.

A symposium for the 2011 APA Convention on News Media and Social Networking and Social Change has been organized by the Division 46 News Media Committee and co-sponsored with Division 35 Media and Public Policy Task Force.

A series of interviews with journalists is being developed by the News Media Committee. The interview series is being kicked off by Pauline Wallin as part of her presidential initiatives. Each episode (audio interviews) will focus on specific recommendations which will be helpful to psychologists who are interviewed by the media.

We would like to thank the members of the News Media, Public Education, Public Policy Committee for their ongoing work and participation.

Committee members for 2011 include: Elizabeth Carll, founder and chair; Jon Cabiria, co-chair; Mary Alvord, Linda Berg Cross, Sharon Brennan, Helen Friedman, Jerri Lynn Hogg, Michelle Ronayne, Pamela Rutledge, Paul Scheinberg, June Wilson.

A Report from the Media Watch Committee

Introductions and Mission

Ryan M. Niemiec
rmjnATsbcglobal.net

I am pleased to introduce you to the Media Watch Committee (MWC) of 2011 and its mission.

Your Media Watch Committee consists of the following:

- Jeremy Clyman
- Mary Gregerson
- Karen McGra
- Ryan Niemiec (Chair)
- Michelle Ronayne
- Susan Stone

We are a small, hardworking group of individuals—each with expertise and passion in at least one core media domain. In addition, we have a growing Advisory Panel that includes: Stephanie Dargoltz, Frank Farley, Stuart Fischoff, Jim Iaccino, Judy Kuriansky, Goal Auzeen Saedi, and Harriet Schultz.

While the MWC cares about educating psychologists and the public on all forms of media, we are putting our closest attention to the domains of television, film, electronic media (Internet, radio, social networking), and video games.

The MWC is continuing the more than 12-year long tradition of the committee in nominating media with the best portrayals of mental health professionals for the Shirley Glass Golden Psi Award. In addition, the MWC has expanded its scope and is tracking the following focus areas within each of the above media domains:

- The portrayal of positive psychological phenomena such as positive emotions, character strengths, positive relationships, resilience, meaning, achievement.
- The portrayal of problematic psychological phenomena such as psychopathology (diagnoses made), relationship conflict, abuse, trauma, and the misconceptions therein.

Most important, the MWC will share its findings with everyone. Division 46 members—by virtue of the listserv—will be the first to see the categorizations, listings, and descriptions. The MWC will then make the information available to all psychologists and mental health professionals, as well as to consumers.

If you have any questions, comments, or a suggestion that fits closely with the MWC’s goals, e-mail Ryan at rmjnATsbcglobal.net.
Happy Spring! After the winter some of us experienced, spring is a time to come out of hibernation and get together. Our Membership Satisfaction Survey indicated members’ strong interest in more networking events. In the Philadelphia area, we are planning another networking event (i.e., we met for coffee in the fall). More information is forthcoming. The Membership Committee encourages members to initiate and organize networking events. These events can be something simple, like coffee, most importantly to provide the opportunity for members to get to know each other.

The APA Division 46 Facebook group has 58 members and growing. The purpose of the Facebook group is for members to show off their work. Members can post and share their publications, presentation information, YouTube videos, and generally talk about current projects. You must be a member of Division 46 and Facebook to join the group.

Please note that this group drastically opposes the scope of the listserv, which is not intended for self-promotion.

Division 46 also has a Facebook group for students, called APA Media Psychology Division 46 Student Committee. Our student members are our future leaders so it is essential that we connect and mentor them. Please support this group by liking it on Facebook.

Finally, APA Division 10, The Society for the Psychology of Aesthetics, Creativity, and the Arts is offering our members a free membership in Division 10 for one year. Division 10 is committed to interdisciplinary scholarship encompassing the visual arts, poetry, literature, music, and dance. Their three main interconnected topics are creativity (including developmental, motivational, affective, and cognitive processes), the arts (including aesthetic content, form, and function), and audience response to the arts (including preferences and judgments).

Looking forward to seeing you at future events and at the APA Convention in Washington, DC, this summer.

**Member News**

**Dr. Jean Cirillo** has published another book, The Soul Mate Myth: A 3-Step Program to Finding Authentic Love-Without Settling (http://www.amazon.com/Soul-Mate-Myth-Authentic-Love-Without/dp/144051271X/ref=pd_rhf_p_t_1)

**Irene Deitch, PhD.** Past President of Media psychology, has been a recipient of a number of awards and honors recently: (a) the American Psychological Association’s Lifetime Award as Running Psychologist’s (RP) Annual Convention, San Diego, California, at Ray’s 5K RP race; (b) the Stella Award- Friends of Hospice Award for Hospice work and Community Service; (c) Alpha Beta Award from the Delta Gamma Society International—an Distinguished Women in Education; (d) Lifetime Achievement Award —Brooklyn College; (e) The Staten Island Advance (Local Newspaper) honored her as Woman of Achievement; and (f) at Brooklyn College, she received a $2000 grant from the Milton Fisher ’38 2nd Harvest Award for Achievement and Public Service. She donated $1,000 to the Creative Writing Program at Brooklyn College and $1,000 to the Counseling Program (Psychology Department at Brooklyn College). Irene volunteers to run a group for Women 85+ in an Assisted-Living Facility (Sunrise), serves as a Board member of University Hospice, Professional Education Committee of the American Cancer Society; and, is Co-Chair of the Academy of Retired Professors, (ARP), which she organized in 2008.

**Howard S. Friedman**’s new book, The Longevity Project: Surprising Discoveries for Health and Long Life from the Landmark Eight-Decade Study, was published in March 2011 (NY: Hudson Street Press, 2011). This book aims to change the conversation about what it truly takes to optimize chances for a long, healthy life. A Fellow of Division 46, Howard is Distinguished Professor of Psychology at the University of California, Riverside. See www.howardsfriedman.com/longevityproject/

**Dean Keith Simonton, PhD.** has recently published a new book entitled Great Flicks: Scientific Studies of Cinematic Creativity and Aesthetics. Oxford University Press. For outline of contents, go to http://psychology.ucdavis.edu/Simonton/GreatFlicksToC.html
The 2011 Division 46 Convention program theme focuses on media, technology, and communication. Programs include interactive media, social networking, emerging technologies, and telemental health. More than half of the programming is devoted to the newer and innovative technologies theme, while the remaining program covers the diversity of media psychology. This year there are 30 posters that provide an avenue to reach out to members, nonmembers, students, and ECPs in an effort to grow the Division. We look forward to seeing you at the convention.

### Thursday, August 4

**1:00 PM–1:50 PM**  
**Symposium: Attachment Theory Explaining Attraction to Media Celebrities**  
Chair, Sharon Brennan; Participant Gayle S. Stever

**2:00 PM–2:50 PM**  
**Symposium: Celebrity Psychologists and the Media—Albert Ellis**  
Chair: V.K. Kumar; Participants: Debbie Joffe Ellis, Frank Farley

**3:00 PM–3:50 PM**  
**Business Meeting**

**4:00 PM–4:50 PM**  
**Board Meeting**

### Friday, August 5

**8:00 AM–8:50 AM**  
**Symposium: Internet Blogging, Media Expertise, and the Consequences on Public Policy**  
Chair: Neil Rocklin; Participants: Kevin Volkan, Wendy L. Walsh

**9:00 AM–9:50 AM**  
**Symposium: Using Movies to Help Clients—Clinical Applications and Directions for Research**  
Chair: Ryan M. Niemiec; Participants: Ryan M. Niemiec, Stefan E. Schuilenberg, Danny Wedding

**10:00 AM–10:50 AM**  
**Symposium: Perspectives on Media Coverage of Socially Disruptive Phenomena**  
Chair: Sharon Lamb; Participants: Glenda M. Russell, Elise Wages, Sharon Lamb

**11:00 AM–11:50 AM**  
**Symposium: Psychological Services via Technology in Australia and the United States**  
Chair: Melinda Mueller; Participants: Leslie Posen, Melinda Mueller, Marlene M. Maheu, Dawn Sampson

### Saturday, August 6

**9:00 AM–10:50 AM**  
**Symposium: The News and Social Media—Tools for Social Change**  
Co-Chairs: Elizabeth Carll, Jon Cabiria; Participants: Pamela Rutledge, Elizabeth Carll, Jerri Lynn Hogg, June Wilson, Phyllis R. Koch Sheras, Martha E. Banks

**11:00 AM–11:50 AM**  
**Skill Building Session: Writing for the Popular Press**  
Chair: Pauline Wallin; Participant: Daniel J. Tomasulo

**12:00 PM–1:50 PM**  
**Invited Symposium: Innovative Technologies for Psychological Intervention, Consultation, and Training**  
Chair: Elizabeth Carll, Participants: Stephane Bouchard, Albert Rizzo, Hunter Hoffman, Timothy Lacy, Jon Cabiria

### Sunday, August 7

**9:00 AM–9:50 AM**  
**Skill Building Session: Using Social Networking Sites in Clinical Practice and Public Education**  
Chair: Pauline Wallin, Participant: David J. Palmiter

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10:00 AM–10:50 AM
Poster Session

Attitudes Toward Media Coverage of Professional Athletes
Joseph W. Pieri, Roger D. Klein, Elaine N. Rubinstein,

Please Don’t Jump: Internet Culture and Response to Suicidal Intent
Matthew G. Liebman, Nicole F. Nadell, Thomas P. Demaria

Women’s Media Use During the First Year of College
Jennifer L. Walsh, Robyn L. Fielder, Kate B. Carey, Michael P. Carey

Relationship Among Gender, Online Gaming, and Online Mischief

Analysis of the High School Dropout Issue in the Television News in 12 U.S. Cities
Leslie M. Babinski, Ashley Corra, Beth Gifford

Headache for an Extra $3: The Experience of Viewing 3D Movies at the Theater
L. Mark Carrier, Saira Rab, Ludivina Vasquez

To Friend or Not to Friend: A Difficult Question
Misty M. Glover, Michelle E. Ronayne, Johnny P. Nguyen

Cross Cultural Analysis of the (Dis)function of Anxiety in News Work Among U.S. and Chinese Journalists
John E. Newhagen, Zhong Bu, Xie Wenjing

College Students’ Television Friends: Parasocial Relationships As Attachment Bonds
Noelle T. Liwski,

How Do Americans View the Future of the Internet in 2020? A Comparison Among Four Generations and Technology Experts
Erika Torres, B.B. Rush, Larry D. Rosen

Direct to Consumer Marketing of Psychotherapy: A Response to Pharmaceutical Ads
Kevin J. Powell, Donnalin C.L. Constantian, Rosaire P. Daigle, Christine M. Jehu, Richelle A. McGhee, Archandria C. Owens, Heather J. Wagner

Portrait of a New Archetype: Self Reports of Cyberheroes
Dana Klisanin

Panacea or Poison: The Role of Reality Television in Creating Empathy and Understanding
Michelle E. Ronayne, PhD, Sarah Brunelle, Natalie Gagnon, Jessica Daley

Attitudes Toward Pornography and Their Correlates
Benjamin R. Locklair, Tra’Vell L. Brown, L. Alvin Malesky

My Teacher Is on TV
Johnny P. Nguyen, MA, Michelle E. Ronayne

Emotional and Attitudinal Responses to Viewing Televised Mixed Martial Arts
Nancy A. Cheever, Alexander Spradlin

Processing Emergency Information on Mobile Devices: The Influence of Media Technology on User Anxiety
Wenjing Xie, John E. Newhagen

Video Game Use, Attachment Style, and Self Esteem
Grant M. Heller, V. Barry Dauphin

Health Information: College Students Use of the Media
Brahim Shettima, Roger D. Klein, Elaine N. Rubinstein

Effects of Video Game Play on Executive Functioning in Young Adult Males: A Randomized, Controlled Trial

Online Dating and College Students: Attitudes and Experiences
W.R. Winstead III, Roger D. Klein, Elaine N. Rubinstein, PhD

Facebook Usage and Perceptions of Body Image in College Students
Kipp R. Pietrantonio, Brianna Crawford, Lacey C. Clark

Online Learning and Traditional Instruction: College Students’ Attitudes and Behaviors
Sarah Bianchi, Roger D. Klein, Elaine N. Rubinstein

Role of Twitter in Parasocial Interactions Between Celebrities and Their Fans
Gayle S. Stever

Content Analysis of Bipolar Disorder Related Video Media on YouTube.com
Erika R. Carr, Arshya Vahabzadeh, Justine Wittenauer

Children and Violent Video Games: Opinions of College Students
Anna Paula Murphy, Roger D. Klein, Elaine N. Rubinstein

If You Break Any of These Rules, You Can’t Sit With Us at Lunch: Relational Aggression in Popular Teen Films Across Three Decades
Sarah M. Coyne, Mark Callister, Halie Stout, Laura Stockdale

Backbiting and Bloodshed in Books: Short Term Effects of Reading Physical and Relational Aggression in Literature
Sarah M. Coyne, Robert Ridge, McKay Stevens, Mark Callister, Laura Stockdale

Opening the Office Door and Reaching Out
Dorree Lynn

New Media, New Addictions, New Identities

2011 Division 46 Convention Program
(continued from p. 13)
You work hard to be the best you can be. Nowadays, that includes being up-to-date on new rules, regulations, and ways to protect your patients and yourself. We work hard to ensure that your bases are covered in the event of a lawsuit, licensing board action, or other government investigation.

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ATTENTION ALL MEDIA PSYCHOLOGISTS

Have you bought and read all three volumes in the Division 46 Book Series?


If not, do so immediately and learn loads about the field and support the Division as royalties from the books provide a great revenue stream!

SERIES EXPANSION PLANNED
Might you want to contribute a book or books on media and psychology tapes now? If interested, please contact Dr. Florence Kaslow at drfkaslowATbellsouth.net to discuss your ideas and proposal! Don’t delay. Do it today!

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