

THE AMPLIFIER

SOCIETY FOR
MEDIA PSYCHOLOGY & TECHNOLOGY
DIVISION 46 OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

FALL/WINTER 2012

PRESIDENT'S COLUMN

Phyllis Koch-Sheras
Sherfam@aol.com



Phyllis R. Koch-Sheras

Congratulations and thanks to all those who worked so hard on the Convention and the name change for the Division. Now that those things are accomplished, we can move forward on the Media Ethics Casebook and other important projects. A proposal for the Casebook will be submitted to APA Publishing soon. Please let me know if you would like to be involved in that project. All are welcome.

Speaking of ethics and the media, my Presidents Address at the Convention in August (8/3/12), as some of you know, was a panel entitled "Civil Discourse in the Media: An Oxymoron." (You can read a review of Dr. Pauline Wallin's informative presentation on that panel in this Newsletter.) Also presenting interesting viewpoints were Dr. Mary Alvord and a representative of the local Orlando news media. The Presidential Trio has been a living example of civil discourse throughout our meetings this year, and we continued to model that in our presentation on the panel. (No incivility demonstrated—just cooperation and the facts!) I wanted to take this opportunity to share here some of the facts and thoughts that I presented on that panel.

Words are powerful emotional triggers. Throughout history, going back to Thomas Jefferson and John Adams, our country has always had intense debates on important issues. However, it seems that we have entered an era of unusual intensity and velocity of partisan bile with an escalation of the dialogue in politics, on the internet, television and radio, and in the print media about healthcare, abortion, gay marriage, and so on. Dr. Wallin gives significant statistics on this. As media psychologists, we need to be keenly aware of the potentially dangerous role of social media, or "cyber cascades," as it has been called, in which information—true or false and often anonymous—spreads like wildfire.

We might ask ourselves why there is so much incivility in the media these days. It may partly be due to the competition for votes and ratings. There is often a focus on the negative, sensational, or outrageous because that brings in more listeners, viewers, and potential voters. In the media, the sensation seems to trump

substance. Another reason may be the lack of investigative reporters in a tight economic environment, leaving a vacuum filled by the internet catering to personal perspectives. There is an absence there of complexity and informed civil discourse and argumentation.

Another reason for the incivility may be the view that free speech is an absolute. Certainly, all views are important to be recognized, but points of view should be made responsibly with distinctions clarified and sources acknowledged. We need to educate ourselves and others. There is now a whole generation of people who, in the words of journalist Kathleen Parker, "have spent a frightening percentage of their lives consuming data in a world of tweets, blogs and food-fight commentators for whom fame is a goal and reality a show." Civil discourse and ethical behavior starts at home. We can't depend on the government to regulate it; we need to regulate ourselves. We can start by talking and listening to our colleagues, family, and friends respectfully and by encouraging others to do so.

I have learned from my work with couples over the years that lifelong love can be sustained through accomplishing Four Cs: commitment, cooperation, communication, and community. That means committing to cooperate and communicate with our partner respectfully and compassionately. Cooperation in this sense is compromise in which both partners win by working together to achieve a common vision. When we all realize that we are working toward the common good, perhaps that goal will encourage engaging in more civil discourse to accomplish it. That takes a community of people working together, whether it is to strengthen couples or society in general.

Hopefully, fostering and teaching self-control and boundaries to our kids and others will encourage critical thinking and ethical behavior and reduce incivility in the media—and even the incidence of violence in society. Social programs like the News Literacy Project and the Center for News Literacy are addressing these issues. As media psychologists, we might want to take on media literacy training in the schools. Any suggestions or ideas for projects in this regard that our Division might pursue are welcome. There will likely always be incivility and violence in the media, but by being vigilant and active, we can make a difference in our profession, in the media, and in the world.

Past President's Column

Civility Online: Still Evolving, and What You Can Do in the Meantime



Pauline Wallin

Pauline Wallin
drwallin@DRWALLIN.COM
Presented at APA 2012

Rudeness is nothing new. What is new is that in the context of online communications, we are exposed to more of it. Compared with five years ago, we are interacting with more people and observing more interactions among others. Think of the dozens (or hundreds) of conversations you see every day on listservs, Facebook,

Twitter, and forums.

Most of these conversations are polite, but we've all seen rude, aggressive postings directed at specific individuals. People post things online that most would never say to someone face to face. Maybe even you have posted an inflammatory message in a heated moment.

Thus, just the number of communications that we participate in or observe makes it more likely that we'll encounter rudeness and incivility.

But there are additional factors that come into play:

- **Truncated communications.** Tweets and texts are 140 characters maximum, so the messages are truncated and abbreviated; and sometimes important words are left out.
- **Electronic communications also lack voice tone and pitch, as well as nonverbal cues such as gestures and facial expression.** In face-to-face conversation we rely on these cues to interpret the other person's intent and attitude more accurately.

But words on a screen lack this meta-communication, as it's called. As a result, the meaning behind the words may be difficult to decipher. One partial solution is emoticons—like the smiley face, which is supposed to signify that the sender is writing with a friendly attitude. It helps, but it's not a substitute for all the other meta-communication elements.

- **People don't read with careful attention online.** On more than one occasion I have quickly read an email and responded to it, and got a follow-up from the sender: "Thanks for your reply. But what about my second point?" Apparently I didn't process the original message correctly. Can you relate?

All the above factors increase the likelihood for misinterpretation,

(continued on page 4))

Inside This Issue

Phyllis Koch-Sheras, President; V. Krishna Kumar, Editor; Kathryn Stamoulis, Associate Editor; Frank Farley, Consulting Editor.

President's Column	1
Past President's Column	2
President-Elect's Column	3
From the Editor	5
Publication and Submission Guidelines	5
From the Associate Editor	6
APA Council of Representatives Report	6
Join the Division 46 Listservs	7

Articles

Fabrication, Plagiarism, Embellishment, and/or Dumb Mistakes in Science Journalism: Observations From My 2010 Interview With Jonah Lehrer	8
Behavior in Space Adds a New Frontier in Media Psychology	9
National Simulation Center Champions <i>Serious</i> Videogames to Train and Educate	10
The Creative Web	13

Articles by 2012 Division 46 Awardees

The Evolution of Information and Communication Technologies, Advocacy for Global Mental Health, and Social Change	14
Human Goodness and Digital Technology: Potential for Research	15

From Our Film and Theater Critics

A Mixed Chorus for Carell's Dr. Bernard Fell	16
My "Two Cents" for The Threepenny Opera Worth Far More Than Two Bits!	17

Division Matters

Welcome to New Board Members	18
Member News	19
Committee Reports	20
Convention Committee Report	19
News Media, Public Education, Public Policy Committee Report	21
Media Watch Committee: A Report From the Movie Domain of MWC	21
Membership Chair Report	22
Telehealth and New Technologies Committee Report	22
(Some of) What Psychologists Need to Know About Telepsychology	

Join Our Facebook Group	26
Call for Nominations for Division 46 Board of Directors	26

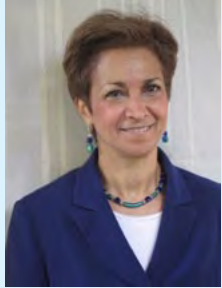
2012 Officers and Committee Chairs	26
--	----

Join Division 46 Today!

www.apa.org/divapp

President-Elect's Column

Focus on the Intersecting of Psychological Science With Technology: Self-Monitoring and Apps



Mary Karapetian Alvord
malvord@alvordbaker.com

Headlines such as CNN Health's article, "Smartphone apps become 'surrogate therapists,'" lead us to wonder where mobile technology may take us in the future. In recent years, there has been a surge in technology-assisted methods designed to help us monitor and change behavior(s)—via smart phone apps and recording capabilities, and through web-based monitoring techniques. The intersecting of psychological science with technology appears promising in enhancing our ability to initiate, monitor, and maintain behavioral, cognitive, and mood changes. However, to date, most apps lack the support of efficacy research. We must also recognize limitations that often accompany technological advance(s) and take appropriate precautions with respect to privacy and security issues.

Relevance of Self-Monitoring

Self-monitoring is particularly important because it holds potential for helping people to change behavior. Psychological research in the late 1960s through the 1970s showed that self-monitoring, through written or oral recordings, helps facilitate this change. Roy Baumeister, in his 2011 book *Willpower*, reviews how frequent self-monitoring can improve self-control and discusses studies to support this. In line with his research, recent 32-year-long longitudinal studies by Moffitt et al. (2011) show that those with higher self-control during childhood predict better adult outcomes on health, financial status, and social and interpersonal relationships.

From a mental health perspective, self-monitoring offers an important vehicle for tracking behaviors, thoughts, and moods. In this way, patterns may be uncovered and appropriate treatment avenues explored and implemented.

Technology to Facilitate Self-Monitoring

With electronic devices now as close as your pocket, paper-and-pencil methods of recording are no longer the sole way to engage in self-monitoring. Over 500 apps are available to help individuals track their behaviors, thoughts, moods, and medical-related symptoms (<http://quantifiedself.com/guide/>). Self-monitoring components are central to those apps that are designed to target specific mental health issues—from mood and anxiety disorders to substance-related and eating disorders. These apps may augment the therapeutic process by encouraging clients to undertake between-session assignments by electronically prompting people to engage in self-monitoring behaviors throughout the day and by providing a portable mode of recording. In addition, many of these apps

can provide summaries and graphs of the data entered, enabling psychologists to discern, at a glance, a snapshot of the clients' functioning since the previous session; this mode of communication may also support indirect disclosure. For people not currently working with a psychologist, some of the apps may point users to relevant resources, information, or treatment services.

Tim Steenbergh, a psychology professor at Indiana Wesleyan University who, along with his research lab colleagues, has developed an app to measure ecological momentary assessment (EMA), in other words, collecting data real-time: www.emaresearch.org. This website discusses research methodology to support assessment via handheld technology and how it may be harnessed to promote positive behavioral change.

While some of these more comprehensive apps may improve the dissemination of helpful treatment techniques to individuals who might not otherwise receive services, the limitations and precautions listed below should be taken into consideration.

Limitations and Precautions

In this day and age, it is relatively easy for "anyone" who is technologically savvy to create an app. Currently, there seems to be no regulatory board that oversees the dissemination of these apps to the public. Unfortunately, some apps may contain viruses or may phish for information. Accordingly, we must draw people's attention to these risks and direct them toward those apps that have been designed in collaboration with specialists in the field and, to the extent possible, which are based on empirical research. Also important to consider are limitations involving privacy concerns. On some phones, the data are backed up to a virtual storage space. However, at the present time, it is unclear how "protected" these networked online storage systems actually are. Conversely, individuals with mobile devices that do not routinely back up their data may run the risk of losing all of their data (e.g., if the device is lost) or of having their data compromised in the event that appropriate security features have not been implemented.

Also, there are concerns associated with apps created to alert professionals or caretakers that are based on communication and movement patterns, or on clients' reports of serious symptoms (e.g., suicidal thoughts). Mistakes or misuses of these applications may lead to potential liability issues in the event of adverse events.

Future Directions

In order to evaluate the effectiveness of "App" use for self-monitoring and for facilitating behavior change, future research efforts are needed. Despite the proliferation of apps on the market, to date, minimal investigation has been conducted to support specific apps.

As I write this, I am aware that technology continues to advance and that, as a consequence, there will likely ensue even more creative ways for individuals to monitor their behaviors and moods.

For a list of references, please contact the author.

Past President's Column

(continued from p. 2)

getting annoyed, and taking things personally that were not intended as such.

Add to the mix the ability to reply instantly. Before the Internet, if you wanted to send someone a message you had to go through several steps:

- Write or type your message on paper
- Put the paper in an envelope
- Address it
- Find a stamp.
- Then you had to take it to a mailbox or post office.

Back then, if you wrote a letter in anger, by the time you got to the point of actually mailing it, you had time to settle down and reconsider.

Now, with online communication, there are no barriers, nothing external to slow you down. Just one click or tap, and your message is sent into cyberspace. VERY EASY to be impulsive in your communication, without filtering what you say, and a good chance that you might regret it.

Will this online rudeness ever stop?

There is hope. A few weeks ago I had the pleasure of hearing evolutionary psychologist Dr. Elisabeth Cornwell speak at James Randi's *Amazing Meeting*. She explained that as rules of behavior are enforced in societies, there is more repugnance and ostracism of those who don't conform.

For example, a couple of hundred years ago it was quite acceptable to do things in public that we would consider rude today—in terms of table manners, bodily functions, and certain kinds of speech. But as social norms gradually evolved into a greater refinement of etiquette, rudeness would get you socially rejected.

A more recent example of the evolution of societal norms is around smoking. In the 1950s and 1960s smoking was socially acceptable, even glamorous. Now, of course, smokers are marginalized, more by repugnance from others than by the anti-smoking laws themselves.

Citing the work of Steven Pinker, Dr. Cornwell noted that when people find themselves in a new frontier there's no established social protocol. For example, in the Wild West cowboys were rude and crude, but they weren't shamed or ostracized because of it.

In a way, Cornwell said, the Internet is a new frontier. We're at the stage where social norms and etiquette are evolving. As online communities become less tolerant of rude behavior, those who violate the norms will become marginalized and lose social standing.

Thus, from an evolutionary point of view, we should expect to see increasingly civil communication online as people become more mindful of what they say.

But there will always be outliers—those who are chronically angry or narcissistic; and the bullies who hijack conversations and create a demoralizing or threatening atmosphere. Social norms and pressure will not stop them.

Just as in the physical world, we'll need external enforcement in the online world to help protect the targets of their attacks.

One strategy that Youtube recently adopted is that in order to post a comment about a video, you must use your real name, unless you can give them a valid reason why you can't. That should improve the quality of the comments on Youtube, which has been dubbed one of the worst cesspools of comments on the Internet.

When people can't hide behind a pseudonym or false identity, they are more vulnerable to being shamed. And shame is a powerful deterrent against incivility.

It's a fine line, however. Any attempt to regulate online activity has met with much resistance. A bill introduced a few months ago in the New York State Senate proposes that anonymous posts online should be subject to takedown by a webmaster if the person refuses to attach their legal name to the post and verify their legal name, IP address, and home address.

The bill hasn't been voted on yet. Opponents claim it goes too far in terms of how much personal information is required to post a comment online. And even if it did pass into law, it would be difficult to enforce.

So for now we have to rely on non-legal routes. We can each do our part to promote civil discussion online. Here are some suggestions:

- **Monitor your own postings.** If you wrote something in anger, wait a couple of hours before posting it—just in case you want to change your mind. If you would not want your comment posted on a highway billboard, don't post it online.
- **Think long-term.** Remember, the Internet keeps a “permanent record” of everything you post.
- **If you have a blog, set it so that comments need to be approved.** That way you'll be able to prevent creeps from posting nasty comments.
- **Don't engage in arguments online.** Resist the urge to respond when provoked. People who are out to win are not going to listen to what you have to say anyway. The more we ignore hostile attacks, the less the attackers are reinforced. They won't necessarily go away—more likely they'll find someone else to attack—but it will at least slow them down.

From the Editor

Is Technology the New Skinner Box Shaping New Habits?



V. Krishna Kumar

V. Krishna Kumar
kkumar@wcupa.edu

Skinner, the head honcho of radical behaviorism, designed technology that shaped and controlled the behavior of many rats. It appears that Skinner's notions are fully at work at an unprecedented pace with new technologies continuously shaping our work habits, lifestyles, and relationships with friends and family members. Only some years back, I had a home office set up in the basement with a desktop computer and monitor. I would go up and downstairs a few times a day to work, giving me a nice workout. The only thing I might bring downstairs was a cup of tea but usually not food.

Now the situation is different—the office set up downstairs still exists, but I am unlikely to go downstairs unless I am looking for a certain book, using the treadmill, re-setting the Wi-Fi router, or transferring a file from my old computer. I have a new work space—my family room where I sit on the couch with my laptop and TV on, but muted with closed captions and do just about all of my work on the couch. I occasionally glance at the TV, perhaps as my eyes probably have the need to watch a large screen rather than the small laptop screen. As I write this editorial, my attention wandered to the commentary about iPhone 5 on CNBC, giving me a short break from my ongoing struggle to find the right thoughts or words to complete this editorial. Every so often, an incoming e-mail alert pops up with a ding in a small window on the screen while I am engaged in other tasks on my laptop. The coffee table and the floor space underneath serve as my desk cluttered with papers and books, requiring a quick tidying up when some visitors arrive.

Headsets and closed captions make it possible for another family member to watch TV while you continue to work. The laptop and TV combination cuts down on any lengthy conversation, the possibility of getting into arguments, and the need to share irrelevant small talk such as what happened at work today. Using the family room makes snacks and food easily accessible. The Wi-Fi router has redefined the phrases “work space” and “couch potato.”

I see students in the students' lounge at the university with their heads buried in laptops, hardly socializing with each other. I wonder how many students go to the library these days and for what purpose. It's good that my university allowed a Starbucks to open in the library where I do see students socializing. If I go to the library, I see more students on the computer than in the stacks looking for a book or reading a journal. A few years back, I remember walking to the library and staying there for several hours once or twice a week, but my main reason to go to the library these

days is to deliver a journal that I donate to the library. I typically obtain articles online or request them through the Inter-Library Loan service without leaving my home or office, saving considerable time. As I understand, people can now use a website that will do their homework, take tests, and get an online degree on their behalf for a fee. Individuals getting a degree using these online services perhaps should list it as dis-Honorary degree on their CVs!

Receiving bills and making payments online save us significant time, even eliminating the occasional need to walk to a postbox located in the next block. The postal mail typically consists of catalogs, CE course announcements, ad pages from local stores, and some professional mail. Friends and relatives just forward e-mails they receive from others to keep you entertained or you just go on Facebook to find out what your friends or your relatives are up to. Facebook has given a new meaning to “keeping in touch” and knowing who is a “friend.” LinkedIn has redefined the term professional contacts—it keeps you informed on the updated profiles of your professional contacts, minimizing the need for you to contact them by telephone. I guess the time you save by using various online services gives you more time to do more work online.

Are laptop and other technological devices types of Skinner Boxes? I press keys on a laptop (analogous to bar press in a Skinner Box), and I get reinforced maybe on a variable schedule (possibly a combination of interval and ratio) by a variety of reinforcers, for example, interesting news, photos, and information on developments in technology. Additionally, the e-mail alert pop-ups and dings possibly serve as discriminative stimuli that sustain my online presence over long periods of time and keep me away from getting a real, perhaps a more preferred, reward of socializing with friends and engaging in small talk over a beverage at a bar in my neighborhood.

Publication and Submission Guidelines

The *Amplifier* is the official newsletter of APA Division 46, Media Psychology & Technology, and is published twice a year (Spring/Summer, Fall/Winter). Unsolicited contributions from members are welcomed and encouraged. Articles must be relevant to media psychology and should not have been published elsewhere. All submissions should be sent to the Editor, V. Krishna Kumar, PhD (kkumar@wcupa.edu). Submissions must be received by April 1 for the Spring/Summer issue and October 1 for the Fall/Winter issue. Authors should ensure that their manuscripts comply with all APA publication and ethical guidelines.

From the Associate Editor

The Psychology of Internet Trolls



Kathryn Stamoulis

Kathryn Stamoulis
kestamoulis@hotmail.com

October has been a significant month for unmasking Internet trolls and providing psychology with a major opportunity to understand their behavior. Trolls aren't people who simply have an unpopular opinion; they are Internet users who post comments with the intent of offending and irritating their readers. Trolls are found in the comment sections of many news stories, blog posts, and on some professional listservs.

On Gawker.com, writer Adrian Chen unmasked "the biggest troll on the web," a reddit.com user (a forum with 40 million hits a month). The man behind username "Violentacrez" posted thousands of photos of unconsenting teen girls called "Jailbait" often in their skirts or bathing suits, but he refused to post provocative photos of girls who looked older than 15. He also posted many racist, misogynistic, and vile posts including a thread of photos of "dead children." He claims to be neither a racist nor a pedophile, just a man who likes to outrage people. He also says he values his freedom of speech,

but begged the reporter not "to out him." The "troll" was revealed to be a 49 year-old father with a disabled wife who comes home from his desk job every evening and lies in bed with his computer.

When a friendly, complimentary stranger asked a 15 year-old Canadian girl named Amanda Todd to flash her breasts, she complied. After that, he blackmailed her for more illicit images. When she refused, he started a campaign to torment her, creating a Facebook page in her name with the photo of her breasts as the profile picture. All her friends and family were also sent the picture and harassed. This man was beyond a troll; he became a stalker, relentlessly harassing the teenage girl. After a year of abuse, she committed suicide. After her death, "Anonymous" conducted an investigation which revealed her harasser as a 30-year-old man. Personal details of this man are still limited, but this case has received so much attention, the public will likely soon gain more information.

Trolls seem to have many traits of people with Oppositional Defiant Disorder: feelings of anger and spite, a disdain for authority, and a desire to deliberately provoke others. Perhaps these two trolls felt powerless at home, and offending (harassing) others provided them with a sense of power.

Unmasking trolls appears to be a current trend; hopefully, the threat of being revealed will curb the behavior of would-be trolls. Regardless, a personal understanding of why people engage in this behavior will help us address the Internet's darker side.

APA Council of Representatives Report, August 2012 Meeting



Elizabeth Carll

Elizabeth Carll
ecarll@optonline.net

APA's Council of Representatives voted to fund a \$3 million internship stimulus program to increase the number of accredited internship positions over the next three years. Funding was in recognition of the growing imbalance between the number of psychology graduate students who need a clinical internship to complete their degree requirements and the availability of those internships. The

money will help offset program expenses in such areas as application and site visit fees, program consultation fees, and intern stipends and benefits. The typical maximum grant to an individual program will not exceed \$20,000. Funding will be available starting this fall through an application process. Only non-profit [IRS 501(c)3] agencies will be considered for funding.

The Good Governance Project is progressing with the goal of examining and revamping how APA is governed and how Council is functioning, as it meets only twice a year, with the goal of increasing

the rapidity of decision making and responding to new developments. Three possible plans were discussed. There is one plan for incremental change, one plan for moderate change, and a plan for more significant change proposed with a single governing body whose members are selected based on specific competencies. This body would be responsible for gathering broad input on a variety of issues through ad hoc advisory groups, expert summits, member surveys, and more. An essential component will be addressing appropriate checks and balances. Though the plans are in the process of being discussed, there seemed to be agreement that moderate to significant change is needed. The GGP team will solicit further Council input at its next meeting in February and throughout the Spring. Final approval for the new governance plan is expected August 2013.

Council adopted as APA policy the Resolution on the Recognition of Psychotherapy Effectiveness which was designed to increase the public and allied health professionals' awareness of psychotherapy's effectiveness in reducing people's need for other health services and in improving long-term health. The resolution cites more than 50 peer-reviewed studies on psychotherapy and its effectiveness in treating a spectrum of health issues and with a variety of populations. While the resolution recognizes that in some instances the best treatment is a combination of medication and psychotherapy,

the results of psychotherapy tend to last longer than psychopharmacological treatments and rarely produce harmful side effects. In related presentations the APA's Psychological Science and Action (PSA) project will be promoting psychological science online, in the media, and through grassroots outreach. The APAPO also has developed a public education program to promote psychological services.

Other Actions by Council

- Approved the 2013 budget revenue forecast of \$108 million. APA Chief Financial Officer Archie Turner reported that the association's financial position is strong. Licensing revenue from APA's databases continues to be the largest component of APA.
- Adopted the revised Guidelines for Ethical Conduct of Behavioral Projects Involving Human Participants by High School Students as APA policy and approved August 2022 as the expiration date for these Guidelines.
- Approved \$12,300 in additional expenditures to fund a meeting and conference calls in 2012 of the Task Force on Trafficking of Women and Girls.
- Approved \$6,300 in additional expenditures to contribute to the funding for a meeting and conference calls in 2012 of the Guidelines for Psychological Practice with Older Adults Revision Working Group.
- Approved the creation of APA's first open methods, open-data, open-access journal—*Archives of Scientific Psychology*. Fee-based publishing now represents approximately 15 percent of all scholarly publishing.
- Approved the 2012 class of APA Fellows. A total of 109 members were elected to Fellow status in recognition of their contributions to psychology.
- Approved funding for representatives of the four ethnic-minority psychological associations (EMPAs) to continue to attend APA council meetings as delegates/observers. In a related action, the council approved a bylaws amendment to create official council seats for the four EMPAs. The proposed change requires a bylaws amendment which will be forwarded to the full APA membership with a pro-con statement for a vote this Fall. The EMPAs are the Asian American Psychological Association, the Association of Black Psychologists, the National Latina/o Psychological Association, and the Society of Indian Psychologists.
- Adopted as APA policy the revised APA Continuing Education Sponsor Approval Policies and Procedures Manual.
- Adopted as APA policy the Policies and Procedures Manual for the Recognition of Organizations that Provide Certifications in Specialties and Proficiencies in Professional Psychology.
- Approved an extension for recognition of Biofeedback: Applied Psychophysiology as a proficiency in professional psychology for an additional period of one year, to expire in August 2013.
- Approved an extension for recognition of Counseling Psychology as a specialty in professional psychology for an additional period of one year, to expire in August 2013.
- Approved an extension for recognition of Clinical Psychology as a specialty in professional psychology for an additional period of one year, to expire in August 2013.
- Approved an extension for recognition of School Psychology as a specialty in professional psychology for an additional period of one year, to expire in August 2013.
- Approved the continued recognition of Clinical Child Psychology as a specialty in professional psychology for a period of seven years, to expire in 2019.
- Approved the continued recognition of Industrial- Organizational Psychology as a specialty in professional psychology for a period of seven years, to expire in 2019.
- Approved Division 44's proposal to develop and launch a journal in the area of sexual orientation and gender identity to be published by APA through the Educational Publishing Foundation (EPF) imprint.
- Approved Division 5's Section on Qualitative Methods: Society for Qualitative Inquiry in Psychology proposal to develop and launch a journal in the area of qualitative psychology to be published by APA through the Educational Publishing Foundation (EPF) imprint.
- Received the report of the Presidential Task Force on Educational Disparities.
- Received an update on the business pending item "Affirming, Supporting, and Disseminating Psychological Research on Global Climate Change."
- Received an update on the business pending item "Revision of the Standards for Educational and Psychological Testing."

Join the Division 46 Listservs!

Send an email to listserv@lists.apa.org. Type the following in the body of the note: subscribe listservname

div46announce — news from division leadership
div46-mediapsych — discussion among members
div46research — research forum

Articles

Fabrication, Plagiarism, Embellishment, and/or Dumb Mistakes in Science Journalism: Observations From My 2010 Interview With Jonah Lehrer



Dean Keith Simonton
dksimonton@ucdavis.edu

Dean Keith Simonton

By now, probably every media psychologist knows about Jonah Lehrer, the science writer who was obliged to resign from his position at *The New Yorker* after confessing that his 2012 book *Imagine* contained some serious fabrications—most notably quotes attributed to Bob Dylan. Furthermore, Lehrer has been accused of both plagiarism (e.g., of Malcolm Gladwell) and self-plagiarism (i.e., expropriating without due attribution previously published material into the same book). I was recently drawn into this affair when Boris Kachka, a writer for *New York Magazine*, interviewed me about a 2010 article that Lehrer had written for the *Wall Street Journal* (WSJ). In that article my research on the age-productivity relation was extensively discussed with direct quotations. This material on my work had evidently been “fraudulently recycled” in *Imagine* as well. Curious about the nature of the borrowing, a little googling revealed a website specifically devoted to making comparisons between Lehrer’s earlier and later writings, including a large section identifying the whole paragraphs lifted from the 2010 WSJ article for use in the 2012 book (Champion, 2012). I found the comparisons edifying. To illustrate, let us compare two parallel paragraphs that are reasonably representative of the others.

From WSJ: “Dean Simonton, a psychologist at the University of California, Davis, has spent the last several decades expanding on Mr. Quetelet’s approach, sifting through vast amounts of historical data in search of underlying patterns. For instance, Mr. Simonton has shown that physicists tend to make their first important discovery in their late 20s, which is why it’s a common joke within the field that if a physicist hasn’t done Nobel-worthy work before getting married, then he or she might as well quit. According to Mr. Simonton, the only field that peaks before physics is poetry” (Champion, 2012).

From *Imagine*: “Dean Simonton, a psychologist at UC Davis, has spent the last several decades expanding on Quetelet’s approach, sifting through vast amounts of historical data in search of the

subtle patterns that influence creative production over time. For instance, Simonton has shown that physicists tend to make their most important discoveries early in their careers, typically before the age of thirty. The only field that peaks before physics is poetry” (Champion, 2012).

It should be immediately apparent that the second paragraph is a very close paraphrase of the first. A few words are changed here and there, some added and some subtracted—the latter happening more so because the book’s paragraph is visibly shorter. Significantly, the main reason for increased brevity is the omission of the passage about physicists needing to do their Nobel-quality work before marriage. I am pleased that the author later dropped this statement, because the first paragraph makes it seem that I made it, which is false. I still possess the exchange from the original January 25, 2010, email interview, and it is clear that this cute observation was his addition, an “embellishment” of my more restricted statement. Whether this misleading elaboration exceeded the boundaries of good journalistic practice, I leave to others to decide. It would not be acceptable in a scientific publication.

Even so, I am ambivalent about applying the term “self-plagiarism” to the second paragraph. To be sure, if the latter paragraph were written by a different author—like a student in a term paper—we would definitely feel comfortable with the accusation. Indeed, Lehrer’s self-plagiarism here—the degree of paraphrasing—matches closely the cases of actual plagiarism (Champion, 2012). He seldom stole long passages verbatim. Yet it could be argued that by adding the qualifier “self” we must change the standards. After all, paraphrasing of this nature is commonplace in scientific publications. Scientists who pursue highly productive research programs will often write sections filled with boilerplate concerning the sample participants, the measures, the manipulations, the statistical analyses, and so on. Although a word or number might be altered here or there, and perhaps even the syntax changed from time to time (e.g., passive to active voice), the result remains highly “self-plagiaristic.”

Nor could it be otherwise. The number of synonyms in the English language is finite, and the proportion of those words that are exactly equivalent in meaning is extremely small. Contrary to Microsoft Word’s Thesaurus, arithmetical, numerical, arithmetic, geometric, and algebraic are not synonyms of the term “statistical” as used in most journal articles. Admittedly, the scientist will invariably include a self-plagiarizing-avoiding self-citation that gives credit to the earlier studies in which that method, technique, or analysis was first introduced. That was something that Lehrer failed to do—to cite his earlier pubs and blogs. Yet apart from any copyright issues that only lawyers can decide after scrutinizing signed contracts, I would consider that failure Lehrer’s only genuine infraction.

So far, it seems that I have been rather forgiving. If I were his editor, I might have taken Lehrer aside for a long, closed-door conversation, and perhaps afterwards given him a public wrist slap—such as

happened to Fared Zakaria at CNN, another caught-in-the-cookie-jar plagiarist—were it not for an even more problematic infraction. Scientists working with science writers trust that the writing accurately represents the scientific findings. Scrutiny of the two paragraphs reveals a critical exception to this basic tenet: One word is switched to another, a “first” to a “most” that converts a statement from an empirical truth to an absolute falsehood. In particular, the age at which a physicist makes the “first important discovery” is not the same as the age at which he or she makes the “most important discovery.” On the contrary, the two career landmarks differ by about a decade, a difference that Lehrer should have known, because he was sent copies of the original research (see Simonton, 1991, 1997). For a concrete case, Einstein’s general theory of relativity followed about ten years after his special theory of relativity.

Perhaps the switch in adjectives was a measly mistake, a mistake that might be forgiven as being sloppy but not deliberate. Yet maybe this critical change was instead a journalistic embellishment to make the point more dramatic. Should that be the case, then the replacement is far less acceptable. My research that Lehrer cited explicitly showed that physicists produce their best work in their late 30s, about the same age as other eminent creators in the mathematical sciences. That fact may be more boring, but it is also more valid. In either case, I am glad that *Imagine* has been withdrawn from publication. I do not want to spend the next several years having my research results misrepresented in a best-selling book. More specifically, I hope that physicists do not believe that they are over the hill at 30 years old. They even have my permission to marry whenever they want to!

References

- Champion, E. (2012, June 20). *How Jonah Lehrer recycled his own material for Imagine*. Accessed August 22, 2012, <http://www.edrants.com/how-jonah-lehrer-recycled-his-own-material-for-imagine/>
- Lehrer, J. (2010, February 19). *Fleeting youth, fading creativity*. Accessed August 22, 2012, <http://online.wsj.com/article/SB10001424052748703444804575071573334216604.html>
- Lehrer, J. (2012). *Imagine: How creativity works*. New York: Houghton Mifflin Harcourt.
- Simonton, D. K. (1991). Career landmarks in science: Individual differences and interdisciplinary contrasts. *Developmental Psychology*, 27, 119-130.
- Simonton, D. K. (1997). Creative productivity: A predictive and explanatory model of career trajectories and landmarks. *Psychological Review*, 104, 66-89.

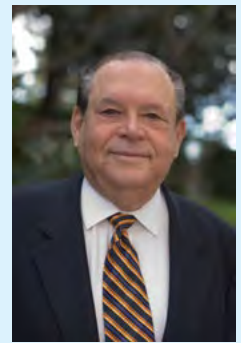
Behavior in Space Adds a New Frontier in Media Psychology

Bernard Luskin
BernieLuskin@gmail.com

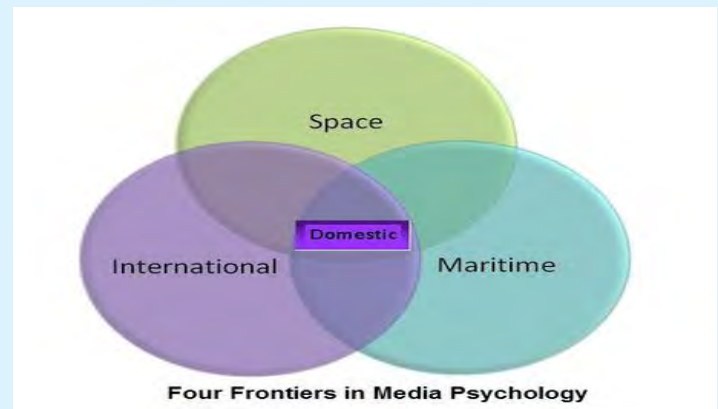
I recently interviewed two leading attorneys about the emerging field of space law, Michael Singer, Esq., a partner in a law firm specializing in space law, and Robert Lutz, Esq., a respected professor

of International Law at Southwestern University School of Law. Both told me that application of the law includes the effects of the law on human behavior and they agreed that Media Psychology and Law must be combined as space exploration and applications become an increasing reality.

Singer told me that his grandfather and uncle were founders of SEGA, the renowned entertainment game company, and served on its board of directors. Singer said, “Entertainment media stimulates and challenges the imagination increasing the enthusiasm and vision of space technology innovators.” Robert Lutz added, “The military also extensively studies the psychology of media-centric games,” and helped refine the conversation by pointing out that domestic law, international law, maritime law, and space law overlap and also break new ground in law and human behavior.



Bernard Luskin



Space law includes property rights, mining rights, multimedia entertainment, travel and tourism, intellectual property including copyright, trademarks, and patents. It frames how each affects specific areas of media such as e-communications, film, telecommunications, telemedicine, telehealth, telepsychology, and other variations. “The University of Mississippi Law School now offers the first ‘Certificate in Space Law’ and also publishes the *Journal of Space Law* twice each year www.spacelaw.olemiss.edu/. The University of Nebraska and McGeorge University of the Pacific also have space law forums,” Singer said.

Singer and Lutz agreed that the tort field of space law is rapidly growing as a result of the millions of dollars of satellite damage due to negligently placed space debris that continues to collide; efforts to communicate in space increase as fanaticized galactic functioning becomes a reality. There will be hundreds of new inventions and thousands of new patents making their way to the US patent office. Lawyers have begun debating a myriad of issues related to ownership rights on the Moon, Mars ... and beyond. I have testified as an expert witness regarding media effects on behavior in many intellectual property, trademark, and copyright cases.

Examples of early players include Conrad Hilton who, before his

passing in 1969, announced his own plans for a hotel on the moon and charged the Hilton family to continue to work to fulfill his dream. Elon Musk from Space X, who recently launched a private rocket with a payload that docked with the Mir space station, and entrepreneur Richard Branson, who formed the Virgin Group of more than 400 companies, is building a spaceport in New Mexico and a space ship called the “Enterprise” that plans to take off, explore space, and return to earth. Google also has announced plans to launch space telescopes as Google’s first venture into mining asteroids. Singer believes that Google users will soon be space spotting as part of the Search for Extraterrestrial Intelligence (SETI) program, in partnership with major universities and lone home enthusiasts interested in experimenting with outer space communications.

Singer described his Universe Broadcasting Corporation (UBC), dedicated to the exploration and colonization of outer space. UBC has developed a proprietary communication system allowing users to send messages to space in search of response. He said that “by applying the psychological fundamentals of game entertainment media, UBC gives everyone the chance to be a space explorer and participate in the search for extraterrestrial intelligence. “In the near future, UBC plans to broadcast entertainment, higher education, legal and media training programs in new forms of publishing,” he said.

Areas identified for media psychology study during the interviews are:

- Social Networking
- Education
- Promotional Transmissions—marketing, advertising, sales
- Video Games
- Publishing
- Telehealth
- Mining
- Military and Security Applications
- Entertainment Programming, and
- New Product Development

Geostationary orbit allocation

When I was CEO of Jones Interactive, Inc., a company of Jones International, Inc., headed by legendary cable mogul Glenn Jones, we operated four satellite transponders on a satellite in geostationary orbit. Using our transponders we managed a series of commercial and educational satellite cable networks including Jones Education Networks, Mind Extension University, a pioneering education

network, and the (PIN) Product Information Network, a pioneering network that broke new ground in the format and use of infomercials. Each of the Jones networks coupled the emerging technology with the psychology of their applications from education to product sales and was an important vehicle for our study of media effects in order to increasingly understand how and why people responded as they did.

The UN Office for Outer Space Affairs

The United Nations has now established the UN Office for Outer Space Affairs as part of the United Nations Secretariat. It is located at the United Nations Office in Vienna as a symbol acknowledging the importance of space as an area of world interest.

Progress in space will trigger discussions about the freedom of exploration, liability for damage caused by space objects, the safety and rescue of spacecraft and astronauts, arms control issues, the prevention of harmful interference with space activities and the environment, the notification and registration of space activities, new globalization in entertainment and education, new rules for publishing and media communications, new types of entertainment programming, scientific investigation and the exploitation of natural resources in outer space and other yet unidentified areas that will ultimately be included in our field of media psychology.

Redacted and revised from my Psychology Today Blog—Media Psychology Effects, dated September 25, 2012

National Simulation Center Champions *Serious* Videogames to Train and Educate

Mary Gregerson
oltowne@aol.com

Marco Conners
Marco.C.Conners.civ@mail.mil

Shane Gibbons
shane1gibbons@gmail.com

Gaming is not always fun and, well, games—sometimes *serious* gaming has important outcomes with learning (education), skill building (training), or health as goals. Gaming is a \$40 billion industry. The vital hub for Department of Defense gaming research and development for education and training is the TRADOC Capability Manager, Gaming (TCM Gaming) at the US Army’s National Simulation Center (NSC) at Fort Leavenworth, Kansas.



Mary Gregerson

TCM Gaming is the centralized planner, manager, and integrator for all Gaming capabilities development for the US Army.

Cutting edge applications grounded in scientific design and evaluation characterize the NSC past, present, and future *serious* gaming initiatives. Games for Training (GFT) tools and products are key training enablers identified in the newly published U.S. Army Training Concept. GFT is universally accepted, cost efficient, and a highly effective training capability.



Marco Conners

Serious games repurpose the entertainment impetus of fun games for other targeted outcomes. In amusement games, entertainment is an end in and of itself. *Serious* games capitalize on the motivational drive reflexively emanating from enjoyment of the game playing activity, which becomes incidental to another primary aim. In *serious games* enjoyment recedes into background while learning/training/health enhancement takes the foreground.



Shane Gibbons

In choosing a game design, *serious game* developers must consider many design aspects, including single versus multiplayer gameplay. Single player games are likely to facilitate individual learning such as knowledge (facts, understandings, and procedures), cognitive skills (reasoning, memorization, and planning), and attitudes (disposition toward others, ideas, or institutions). Multiplayer games are more

likely to orient the player toward social learning which includes communication, collaboration, and negotiation skills (Harteveld & Beckebrede, 2011). Although a game designer is likely to see learning gains with either format, the learning process is best facilitated by the appropriate format.

The broad field of *serious* gaming includes the NSC training/education aims and other serious gaming efforts. For instance, the [Robert Wood Johnson Foundation Games for Health](#) intersects video games and health for improving health and health care (see their [YouTube channel](#), [Flickr](#), and [Pioneering Ideas](#) blog (also [Pioneer \(675\)](#)). Historically, psychologist Pam Kato and the non-profit company Hope Labs established in 2006 the gold standard for scientifically based design and evaluation of their *serious* game [Re-mission](#). This psychoeducational tool promotes medication adherence in children being treated for cancer, by nanobot Roxie (representing medicine) using her weapons to aggressively shoot and kill cancer cells. Aggression was a good tool to overcome a health adversary. As of 2008, more than 126,000 copies of English, Spanish, or French versions of *Re-mission* had been distributed in 81 countries worldwide.

Complementing the *Re-mission* repurposing of aggression toward health aims, contouring aggression for pro-social ends of protection and immersive training also characterizes the Army's *serious* gaming, which has two arms—training and education. The NSC training arm has presented games for First Person Shooter/Thinker while the education arm focuses on providing serious games that instruct in negotiation skills, language training, biometrics and forensics, and moral-ethical training. NSC efforts include partnering with the local elementary and secondary school programs who recently received a grant for integrating serious games into the classroom curriculum.

Squire (2005) suggested gaming has the potential to aid students for whom traditional education practices are simply not working, possibly because the traditional classroom does not appeal to the learning styles of students. Prensky's (2001) concept of the "digital native," those born into a world saturated with digital technologies, fittingly describes most students in both the K-12 and university classrooms. They think and process information fundamentally differently from their predecessors—for them learning is a nonlinear and active process (Prensky, 2001). *Serious* games have the potential to appeal to digital natives learning process in ways the traditional classroom cannot.

TCM Gaming, through a MilGaming Portal and a Community of Practice Forum, provides downloads, updates, patches, a repository of scenarios, models, and other content focused on customer support and extending best practices. This innovative approach saves the Army millions of dollars in fielding, software distribution, etc., while providing a professional forum where users can exchange ideas, content, and solutions to training and education challenges. The games that fall under the purview of the NSC as part of the Army's Games for Training (GFT) program of record are in Figure 1 (see next page).

TCM Gaming has adopted a "leasing" approach to acquisition of the specific gaming tools and enablers to keep gaming affordable. Gaming innovation occurs on a cycle of 6 months or less. TCM Gaming coordinates with their material developer PEO STRI, contracts for vendors to deliver a commercial off-the-shelf product (COTS), and improves it to fit Army training or education requirements. The government takes the same approach for its off-the-shelf products (GOTS); however the cost for the GOTS approach is usually greatly reduced as the government has already procured or developed the solution or tool that TCM Gaming seeks.

Regardless of the approach used, TCM Gaming re-initiates a fair and open competition about every three years in order to take advantage of industry innovation and changing requirements. Products are funded in three ways: (a) GFT program dollars, (b) other government agencies and require no additional funding, and (c) other government proponents and are usually focused on providing niche or focused games to a smaller training audience.

Some popular games for training and education films in the current GFT portfolio include the following:

MORAL COMBAT: A 3D first person ethics training game using

GFT Portfolio (FY12)

1. GFT “games” that require program funding



2. GFT “games” that do not require program funding



3. GFT “games” that are funded by proponents



5

a series of challenging ethical scenarios to stimulate and evolve the moral working self.

ELECT BILAT: A 3D software simulation that provides an immersive and compelling training environment to practice skills in conducting meetings and negotiations in a specific cultural context

TACTICAL LANGUAGE: This suite of Tactical Language and Culture Training System programs based on Rosetta Stone software are self-paced interactive “serious games” that enable rapid and sustained learning of foreign languages and cultures.

Video Creation Tool: A CNN-like reporting and media function delivers proponent POI, staff rides, lessons learned, and doctrine in an exercise.

VBS2 v 1.5: A 3D first-person platform providing realistic, geo-specific, semi-immersive environments.

VBS2 FIRES: An advanced call-for-fire “Plug-In” for VBS2 that simulates artillery, naval gunfire support, mortars, and MLRS to a high level of detail.

URBANSIM: A PC-based virtual training for practicing the art of battle command in complex counterinsurgency and stability operations to maintain stability, fight insurgency, reconstruct the civil infrastructure, and prepare for transition.

Future developments include games that train or educate soldiers and leaders in:

- a. *Suicide Prevention and Resiliency*
- b. *Counseling Techniques*
- c. *Human Dimension Modeling*

The Suicide Prevention and Resiliency and Counseling Techniques are currently under development for use by soldiers within the next year. Human Dimension Modeling (HDM) is initially focused on an avatar that represents the actual individual Soldier’s capabilities such as marksmanship, fitness scores, height, weight, and BMI. This capability forces leaders to make decisions based upon the actual preparedness level of their soldiers, teams, squads, and platoons, thus forcing a more realistic military decision making process. HDM is currently undergoing field-testing in anticipation of a release in the middle of 2013.

References

- Squire, K. D. (2005b). Changing the game: What happens when video games enter the classroom? *Innovate*, 1(6). Retrieved on October 19, 2012 from <http://www.innovateonline.info/index.php?view=article&id=82>.
- Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), 1-6
- Harteveld, C., & Bekebrede, G. (2011). Learning in single- versus multiplayer games: The more the merrier? *Simulation & Gaming: An Interdisciplinary Journal*, 41(3), 316-340.

The Creative Web

Frank Farley (ffarley@temple.edu), Jean C. Allison, Thomas. A. Dixon, Ashir Karim, Joseph A. Kumi, Shamima Sultana, William Tanguay, and Cathy Washington

We are caught in the web. It envelopes us, motivates us, thrills us, enrages us, destroys us, liberates us, controls us, inspires us. The web and the internet are the most fundamentally world-changing innovations of recent decades. What role are they playing in continuing the innovation, in creating the creativity we need for this challenging and risky 21st century? This short piece outlines a few interesting websites devoted to innovation and creativity in one way or another, in domains that are general in nature, or focused on education, or business-oriented. These sites may be helpful as resources or a starting point for an understanding of one of the most needed psychological qualities of ours or any time—creativity. The list was developed as part of a Temple University course on innovation and creativity, and is not an exhaustive list but one with some interesting and useful sites. Some sites may be for-profit, others not. Some sites may espouse particular perspectives or viewpoints, others not.

General Sites

Big Think (<http://www.bigthink.com>): Focuses on the most important ideas, including their significance, relevance, and application.

Creativity Pool (<http://www.creativitypool.com>): Global participation in sharing ideas across a wide range of topics.

The Creativity Post (<http://www.creativitypost.com>): How to spur creativity by sharing the “very best content on creativity, in all of its forms.”

Society for the Psychology of Aesthetics, Creativity and the Arts (<http://www.apa.org/divisions/div10/>): Covers the gamut of creativity and innovation and publishes one of the best journals in the field.

American Creativity Association: The International Association for Creative Professionals (<http://www.aca.cloverpad.org/>): Hosts conferences and provides professional resources.

Kickstarter and IndieGoGo (<http://www.kickstarter.com>) and (<http://www.indiegogo.com>): Provides crowd-sourced funding for creative and innovative projects.

Brain Pickings (<http://www.brainpickings.org>): Creatively “connecting the dots” across ideas and disciplines globally, with the goal of producing new ideas and concepts.

Serendip Studio (<http://www.serendip.brynmawr.edu/exchange/>): Thinking for oneself, posing new questions, new directions. “dialogue based learning, public teaching, and special projects in community-based digital publishing.”

TEDx (<http://www.ted.com/tedx>): Community-level talks on a wide variety of frequently creative topics.

MacArthur Foundation (<http://www.macfound.org/>): “...supports creative people and effective institutions committed to building a more just, verdant, and peaceful world.”



From left to right, Frank Farley, Jean C. Allison, Thomas. A. Dixon, Ashir Karim, Joseph A. Kumi, Shamima Sultana, William Tanguay, and Cathy Washington

Education-Related Sites

The Creative Education Foundation (<http://www.creativeeducationfoundation.org/our-process/what-is-cps>): “To engage and develop the next generation of creative thinkers and innovators.”

Education Scotland—Learning, Teaching and Assessment: (<http://www.educationscotland.gov.uk/learningteachingandassessment/approaches/creativity/index.asp>): Incorporating creativity into learning environments.

Creativity and Education (<http://www.teachers.ash.org.au/researchskills/thinking.htm>): Strategies, questions, ideas for creativity and motivation.

My StoryMaker (<http://www.carnegielibrary.org/kids/storymaker/>): Carnegie Mellon University—An “online story creation tool” that offers creative approaches to authorship.

PsycCentral—Learn, Share, Grow (<http://blogs.psychcentral.com/creative-mind/>): Resources for developing creativity and innovation. Many links.

The Partnership for 21st Century Skills (<http://www.p21.org/overview/skills-framework/262>): “...advocates for 21st century readiness for every student.” Includes “critical thinking and problem solving; communication, collaboration; and creativity and innovation.”

Organization/Business/Leadership Sites

Creativity at Work (<http://www.creativityatwork.com>): Developing organizational creativity, innovation, leadership.

Business Innovation Factory (<http://www.businessinnovationfactory.com/projects/sxl>): Among other initiatives, “each year BIF hosts a Collaborative Innovation Summit that brings crazy cool people from all walks of life together for 2-days of storytelling, innovation and connection.”

Y Combinator (<http://ycombinator.com/>): Supports and funds innovative collaborations between start-ups and industry professionals.

Articles by 2012 Division 46 Awardees

The Evolution of Information and Communication Technologies, Advocacy for Global Mental Health, and Social Change



Elizabeth Carll
ecarll@optonline.net

Elizabeth Carll, APA Council Representative, Chair, United Nations NGO Committee on Mental Health, was awarded the 2012 Division 46 Distinguished Professional Contributions to Media Psychology.

Elizabeth Carll

When I was asked by the *Amplifier* editor, Krishna Kumar to write an article about my work, as he was asking the various award winners to submit an article, I thought, where could I begin? As a trauma and health psychologist, my experiences are diverse including developing media outreach public information initiatives for state and national disaster response activities; working with teens who were being harassed online; and community concerns about violence in video games and interactive media and testifying before regional, state, and the U.S. Congress on media and mental health; collaborating with journalists; and other activities. However, it is the use of advocacy for social change and for promoting global mental health that has spanned my career that is a key passion.

The recognition of the importance of the need to reach global agreement on complex problems such as broadening access to information, bridging the digital divide between the rich and poor, right to privacy, and the right of free expression, was the basis for the first United Nations World Summit on the Information Society (WSIS) in 2003 in Geneva, Switzerland. My participation in the Summit was the result of having read the draft proposal of the WSIS Declaration of Principles and Plan of Action and to my surprise, there was no mention of mental health anywhere in either of the documents, including the section on health.

The omission of any reference to mental health prevention, treatment, services, and promotion of mental health in the WSIS documents was reminiscent of the lack of parity between physical and mental health services in health plans and programs in the United States. The lack of parity in access, services, and costs

reflects the failure of the integration of mental health services into the health care system even in a nation, which is considered one of the most affluent and technologically advanced nations in the world. It was this apparent glaring omission in relationship to the use of information and communication technology (ICT) which prompted my interest in attending the meeting.

Given this unfortunate lack of integration of mental health services in comprehensive health care, the landscape was ripe for replication of the existing problem of lack of parity on a much larger scale involving ICT. To prevent the recurrence of this problem, it became evident that integration of physical and mental health services needed to take place at the time of the inception and development of the basic services that would be included in global declarations as necessary and accessible through ICTs. This prompted my collaborating with mental health organizations and professionals to address this problem.

In consulting with the International Society of Traumatic Stress Studies (ISTSS), the organization decided to spearhead the initiative to address and rectify this problem and asked me to represent the organization at the Summit. The ISTSS Statement on Information and Communication Technologies, Mental Health and Trauma was drafted (Carll, Danieli, and Braak, 2003) identifying the issues and the importance of the integration and access of mental health information services via ICT.

Although representing ISTSS, it was also helpful to have the support of the NGO Committee on Mental Health at the United Nations, a consortium of multidisciplinary organizations established in 1996, for which I then served as the founder and chair of their Media/ICT Working Group. As the only mental health professional involved in the drafting of the CS WSIS Declaration, the successful inclusion of access to mental health information and services via ICTs, demonstrated for me the importance of multidisciplinary expertise and support in the complex and, sometimes, highly charged process of developing consensus in a multi-stakeholder community. As well as demonstrating the importance of a single or small group of voices in a democratic process.

Fast forward nearly a decade later, to the United Nations Summit on Non-Communicable Diseases (NCDs) in September 2011. NCDs were defined as cardiovascular disease, cancer, diabetes, and respiratory illnesses by the UN. Although mental health had been included in a variety of UN documents over the years through focused advocacy, in the meetings leading up to the Summit, there appeared to be concern that mental health would not be included as a risk factor for NCDs in the outcome Declaration of the U.N. Summit on NCDs, which would be agreed to by the 193 nations of the U.N. General Assembly. Therefore, it was urgent that mental health be included as a significant component of NCDs, as intervention and prevention services were expected to take place through primary care. In addition, the World Health Organization

projected depression to be the greatest burden of disease by 2030, surpassing cancer and heart disease. Furthermore, due to the lack of health care specialists in developing countries, telehealth and other technologies would be important healthcare tools. Therefore, the NGO Committee on Mental Health in New York partnered with the NGO Forum for Health in Geneva and with the input from other NGOs globally, mental health was included as a risk factor for NCDs.

In May 2012, I attended the United Nations World Summit on the Information Society (WSIS) Forum in Geneva and participated on a panel on ICTs and Poverty Eradication. ICTs, such as mobile phones, have enormous influence in improving the economies of developing nations. Poverty is one of the key elements affecting the mental health of all people. The recognition of social media and technology as a powerful tool in accomplishing rapid social change and the potential for reducing poverty was recognized by the world's nations in less than a decade from the first WSIS. It has been especially gratifying to be able to participate in the process of contributing to social change and the expansion of mental health information and services to benefit the well-being of people globally.

Human Goodness and Digital Technology: Potential for Research



Dana Klisanin

Dana Klisanin
danaklisanin@mac.com

Dana Klisanin was awarded the 2012 Division 46 Early Career Scientific Contribution to Media Psychology.

Last year Martin Seligman launched the “Flourish 51” initiative calling for a global boost in well-being by 2051. Specifically, by this date, his goal is to have 51% of the world’s population experience flourishing. It goes without saying that an achievement of this magnitude depends upon many factors, but perhaps none holds more promise than the intentional exploration, use, and design of digital technologies.

Seligman agrees, citing social media and prosocial video games as venues with the potential to boost societal well-being (Chamberlin, 2011). In light of this potential, how might we, as Members of Division 46, facilitate this intention? Where can we look to expand our sense of the possible insofar as research into the positive potential of digital technologies is concerned?

Although human flourishing has long been of interest to psychologists

across the breadth of the discipline, nowhere is this focus more notable than in the Humanistic, Transpersonal, and Positive schools of psychology. Although these schools have unique philosophic groundings, they share intentions conducive to expanding our sense of the possible and with it research that aims to explore the positive potential of digital technologies. Humanistic Psychology intends, or holds the view, that human beings are basically good; Transpersonal Psychology intends that human beings can experience spiritual or unitive states of consciousness; and Positive Psychology intends that human beings can thrive, lead fulfilling lives, in a word—flourish.

As the matrices within which my own education was nurtured, early on I found myself recognizing that an essential feature of media capable of promoting societal flourishing would be the integration of qualities of high moral development, (i.e., character strengths and virtues) with Internet technologies. I coined the term *transception* to refer to this fusion and began to notice exemplars on the Web (Klisanin, 2005). Before long, I was investigating digital altruism, networked heroism, and most recently the emergence of an archetype embodying the heroic act as mediated by digital technology—the cyberhero (Klisanin, 2011, 2012).

Opportunities for such research abound in the form of creative social media initiatives worldwide.¹ Through keeping the intentions of the Humanistic, Transpersonal, and Positive schools of psychology in mind media psychologists can investigate the impact of these various initiatives and facilitate the design of future initiatives.

Such intentionality is more important than we might realize. Global access to the Internet is increasing in large part due to mobile, or smart phone proliferation, but some researchers (e.g., Anderson & Rainie, 2008) do not expect this access to yield more personal integrity, social tolerance, or forgiveness. Although we don’t often think about it, the foci of our research can influence and affect such outcomes, for example, Aquino, McFerran, & Laven (2011) designed four studies to determine whether people are inspired to do good by thinking about acts of goodwill and whether common acts of kindness would be enough to elicit feelings of moral elevation, or whether the deeds had to be extraordinary. They exposed participants to various forms of media (e.g., articles and videos) demonstrating either common or extraordinary acts of kindness and then gave them an opportunity to contribute money to others or keep it for themselves. They found that hearing about extraordinary good deeds made participants more likely to give away their money, and that those who saw themselves as highly moral were more likely to give away money more often than those who did not. The findings led the researchers to suggest that “even a seemingly weak stimulus, like a story of moral goodness, can evoke moral elevation responses in nonexperimental settings” (2011, p. 716).

If successfully replicated, Aquino et al.’s findings have tremendous implications that could promote personal integrity, social tolerance and even forgiveness, altering, perhaps even reversing Anderson and Rainie’s (2008) expectations. For example, one implication of the Aquino et al.’s findings is that societies might become healthier if the news media routinely showcased extraordinary stories of goodness. Indeed, the noted futurist Barbara Marx Hubbard (1998) has been

calling for creating and airing “good news” for years due to the conviction that society mirrors what it projects. Aquino et al. have provided evidence supporting this view. But the implications of this research only begin with the news media—they continue into the expansive domain of social media. What would the consequences be if people everywhere realized the power they have to affect social well-being simply through sharing positive stories via social media such as Facebook? What if “liking” such content has a positive ripple effect as well?

Globally, hundreds of millions of people routinely use social media to act on behalf of others. Researching this area may impact people in more than one way: (a) scientists send a message that human goodness is a valued behavior; and (b) research can provide ways of promoting goodness and human flourishing. As scientists, we don’t know what we’re going to find when we set out on an exploration, but we know one thing—to find a diamond we must be willing to enter the mine.

References

Anderson, J., & Rainie, L. (2008). *The future of the Internet III*. Retrieved April 2010, from <http://www.pewinternet.org/Reports/2008/The-Future-of-the-Internet-III/1->

Summary-of-Findings/1-Summary.aspx?r=1

Aquino, K., McFerran, B., & Laven, M., (2011). Moral identity and the experience of moral elevation in response to acts of uncommon goodness. *Journal of Personality and Social Psychology*, 100, 703-718. doi: 10.1037/a0022540

Chamberlin, J. (2011). Flourish 2051. *Monitor on Psychology*, 42(9), 56-57. Available online at: <http://www.apa.org/monitor/2011/10/seligman.aspx>

Hubbard, B. M. (1998). *Conscious evolution*. Novato, CA: New World Library.

Klisanin, D. (2005). Transpersonal artistry: Designing evolutionary guidance media. *The Journal of Transpersonal Psychology*, 37, 52-77.

Klisanin, D. (2011). Is the internet giving rise to new forms of altruism? *Media Psychology Review [Online]*, 3, 1. Available from: http://mprcenter.org/mpr/index.php?option=com_content&view=article&id=215&Itemid=180

Klisanin, D. (2012). The hero and the internet: Exploring the emergence of the cyberhero archetype. *Media Psychology Review [Online]*, 4, 1. Available from: http://mprcenter.org/mpr/index.php?option=com_content&view=article&id=216&Itemid=182

End Note

1. A number of these initiatives were recently celebrated at the Social Good Summit. <http://mashable.com/sgs/>

From Our Film and Theater Critics

A Mixed Chorus for Carell’s Dr. Bernard Feld



Mary Gregerson

Mary Gregerson
oltowne@aol.com

Frederick Heide
fheide@alliant.edu

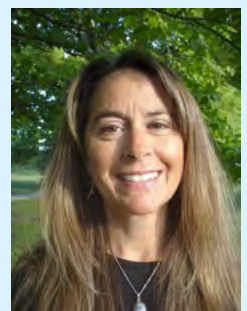
Jody Jessup
jodyjessup@gmail.com

Following the footsteps of the Greek philosopher Diogenes, psychologists have been looking endlessly for a good psychologist portrayed in the multitude of current films and movies featuring mental health professionals (see Cannon, 2008; Gregerson, 2011). This season, a film portrayal of a mental health professional whom we would welcome as a colleague exists only partially in Steve Carell’s role of marriage counselor Dr. Bernard Feld in *Hope Springs* (Frankel, 2012). Yes, his eyes sparkle as he appreciates the idiosyncrasies of his patients’ bravura when denying hang-ups about sexuality. Yes, he gently holds steady through the flips and flops of his patients being reeled in toward increased marital and sexual intimacy. However, there are other aspects of how therapy is depicted in this film that raise concerns, as discussed below.

Psychotherapy and films have two intersecting fields of activity in media psychology: (a) healing through films and (b) healing in films. The first intersection focuses upon the selection of movies that have potential to educate, stimulate, and contour through social modeling (Bandura, 2004; Singhal, Cody, Roger, & Sabido, 2004). Can watching a film heal? In the 1980s at Harvard University, the late, great psychologist David McClelland (1989) identified “The Mother Teresa Effect” by demonstrating rises in immunological indices of health in Harvard University undergraduates after they viewed films of the late Mother Teresa ministering to the poor and those ill in the streets of Calcutta, India. After working as a post-doctoral fellow with Dr. McClelland, this review’s senior author started cultivating clinical evidence for the positive repurposing of popular fictional films for therapeutic ends. This resulted recently in her editing the third book in the APA Division 46 Media Psychology Book Series, *The Cinematic Mirror for Psychology and Life Coaching*, in which chapters selectively present films reflecting themes like relationships, families, and adolescence.



Frederick Heide



Jody Jessup

The second intersection between film and psychotherapy in media psychology focuses on how popular fictional movies depict psychotherapy, and receives oversight from the APA Division 46 Media Psychology Media Watch Committee, which embraces the standard of excellence in the portrayal of mental health professionals. Some critics (e.g., Vogel, Gentile, & Kaplan, 2008) have noted that many portrayals of psychotherapy not only are not therapeutic intrinsically but after being viewed, this “bad portrayal” of therapy also discourages those in need from seeking mental health assistance. “Even among well-rated films, virtually all psychologist portrayals include some inaccurate or unethical actions,” Cannon (2008) has asserted. Good therapy depicted in films not only prospers the health of the profession but also fosters health and mental health for viewers—thus, our Diogenes quest for “a good movie psychologist.”

Professional reviewers as well as professional psychologists recognized the positive aspects of Carell’s Dr. Bernard Feld. In the month after the release more than 30 online reviews praised not only the artistic and popular merit of this movie, but also specifically mentioned the therapist portrayed by Steven Carell. Pickle (2012) noted, “Carell tackles perhaps the biggest challenge, playing Feld totally straight. The doctor is not without a sense of humor, but Carell incorporates that into the form of a sensitive, perceptive and caring professional.” Only one reviewer (Muldering, 2012, from the Catholic News Service) cautioned potential viewers that “the frankness with which director David Frankel’s film approaches marital intimacy veers, at times, into intrusiveness.”

Although we recognize the progress Hollywood has made toward excellent psychology in the portrayal of therapy and this therapist, we had definite reservations as well. To give these reservations context, a brief summary of the film may be helpful. Kay, a reticent Midwestern housewife (played brilliantly by Meryl Streep) and her accountant husband Arnold (an equally adept Tommy Lee Jones) are in a marriage that’s lost its fizz. They sleep in separate bedrooms and barely exchange words at breakfast. When Kay buys them each plane tickets to a week of “intensive couples counseling” with Dr. Feld in Maine, Arnold resists vociferously and barely boards the plane. Feld briefly acknowledges that Arnold doesn’t think his marriage needs work, but then rapidly assigns the couple a series of increasingly challenging behavioral exercises that include intimate touch, explicit discussion of sexual preferences, and eventually performing a sexual act in a movie theatre.

We realize that this is a comedy, and the film certainly works well at that level. However, we have at least three significant concerns about this portrayal. First, Feld never truly invites both members into the therapeutic work in a way that insures cooperation. Indeed, his speedy instigation of change without bringing Arnold on board seemingly portrays a caricature of couples’ counseling that could frighten certain viewers from seeking help. Second, throughout the film Feld is “doing” therapy to the clients rather than invoking their own “inner expert.” While this might be agreeable to those of us with a more systems-based or directive orientation, those who adopt a more solution-focused style in therapy will likely find this disquieting. Finally, the implication in the film that Feld is suggesting or supporting an illegal act is obviously deeply

problematic.

In sum, we can offer a hymn of praise for Steve Carell as an actor. His understatement, warmth, nuance, and intelligence are a step forward in film portrayals of psychotherapists. On the other hand, how he depicts the therapist is offset to an unfortunate degree by how the script presents psychotherapy itself.

References

- Bandura, A. (2004). Health promotion by social cognitive means. *Health Education and Behavior*, 31(2), 143-164. DOI: 0.1177/1090198104263660
- Cannon, B. J. (2008). In search of a good psychologist in a good movie: Persisting stereotypes. *Pennsylvania Psychologist Quarterly*, reprinted on the website Psychmovies.com. Accessed via Internet Explorer on 10/8/12 at <https://sites.google.com/site/psychologyinfilm/articles/portrayal-of-psychologists-in-the-movies>.

My “Two Cents” for *The Threepenny Opera* Worth Far More Than Two Bits

Mary Gregerson
oltowne@aol.com



Mary Gregerson

The Threepenny Opera by poet-playwright Bertolt Brecht and composer Kurt Weill reveals 1928 German Epic theatre at its best. In a recent apt performance by the Lawrence, Kansas Arts Center troupe directed by Ric Averill, Artistic Director of Performing Arts, psychological themes emerged in this “beggar’s opera” with nary a psychologist in sight. A tongue-in-cheek satire of both the mainstream opera and operetta of its time, this precursor to musical comedy pokes fun at mores, morals, and the *deus ex machina* of everyman’s wish fulfillment for last minute reprieve and rescue.

The central theme of good vs. evil emerged as the lead character “Mack the Knife” (portrayed by Seth Golay, an Actors’ Equity player) struggled with his gangster and good guy sides, personifying the psychodynamic concept of splitting. He’s a horrific enemy and a great friend. Spoiler alert!—He marries goody-two-shoes Polly Peachum (played by Lawrence native Breanna Pine, returned from New York City) while obsessed with prostitutes. Even his friends split, becoming turncoats to their essential natures; that is, the prostitutes become good citizens by turning in Mack, and the police become bad—his childhood friend Chief Constable Tiger Brown (embodied by Ric Averill) twists and turns the law to protect Mack from the “crime of incarceration.” What finally does in Mack is his compulsion to visit “his whores,” where he is nabbed for the second time by authorities, who first captured him when he was betrayed by these denizens of the night—some people never learn!

The last minute rescue (*deus ex machina*, literally translated as Machine of God which plucks the threatened hero/heroine from peril) of Mack from the gallows by the soon-to-be-visiting Queen is hilariously staged with the same parable-like whimsy Averill showed when directing for many years the now sadly defunct Seem-To-Be-Players children's theatre troupe. His signature had always been the unexpected. One wonders what over-the-top embellishments might have delightedly populated the earlier parts of the opera staging had he let that chained imagination flow unfettered, seeping into the, by comparison, relatively staid, expected period piece—being historical does not keep one from being hysterical. Yet the singular incongruity of the *deus ex machina* messenger “riding” a clapboard carousel horse heightens its hilarity.

Still, the mostly staid comportment early on is shattered occasionally by what one Bible Belt critic (Shepherd, 2012) called “racy,” meaning when fellatio is implied and when prostitutes sit with legs splayed. Such *pro forma* sexuality, though, lacks the guttural verve arising from sexual tension between revealing and not wanting to

reveal that infuses the entertainment truism “sex sells.”

This review would be incomplete without mention of THE major star of the opera—the 12-musician Free State Liberation Orchestra conducted by Carlos Espinosa. The musical group gallantly played original scores on 23 different instruments, including the harmonium—all in our party chattered among ourselves, trying to determine at the outset what was a harmonium! This late 19th/early 20th century popular musical instrument produces accordion-like sounds by bellows-driven air passing over free reeds. Though purportedly background orchestration, this front-and-center music provided more foundation than framework and proved the outstanding performance of the evening. Bravo!

Reference

Shepherd, S. (2012/Oct 14). *Racy “Threepenny Opera” comes to Arts Center.* [www.lawrence.com](http://www.lawrence.com/news/2012/oct/14/racy-threepenny-opera-comes-arts-center/) Accessed on October 24, 2012 via Internet Explorer at <http://www.lawrence.com/news/2012/oct/14/racy-threepenny-opera-comes-arts-center/>

Division Matters

Welcome to New Board Members



Bernard Luskin

Bernard (Bernie) Luskin, President-Elect, has participated in Division 46 for almost 20 years. He works internationally in the development of Media Psychology courses and degree programs and advising governments and companies in using media effectively. Bernie has been CEO of four colleges and universities, several Fortune 500 companies in electronic publishing, telecommunications, interactive media, and technology and has produced books, television series, and interactive applications. Examples include the first interactive Sesame Street CD, Compton's

and Grolier's Encyclopedias. His *Psychology Today Blog* is, “The Media Psychology Effect.” He is active in Family Therapy and telehealth as well as consulting for media, research, and legal organizations. His UCLA doctoral focus was in computer assisted instruction. He has been recognized by the European Commission for Lifetime Contributions to media and education and received a 2011 Lifetime Achievement Award from the Media Psychology Division.

Frank Farley, Elected Member-at-Large: I am a former President of Division 46, and APA. I am honored to be elected Member-at-Large of the Society for Media Psychology and Technology. It is a thrill to be on the Board at this particular time as the Division becomes the “Society,” entering a new era. I have given much

of my professional life in APA to this fine Division/Society, and worked hard with many others to bring about the just-accomplished title change and conversion to “Society.” We are one of the main locations in APA where the public meets psychology, with influence over the future of the field and the role APA plays in getting good ideas out to the public to improve lives and change the world! The new and emerging technologies relevant to psychology will increasingly be incorporated into our Society's portfolio. A continuing issue in our Society is membership. We are one of the smallest APA divisions. With the explosive development of psychology-relevant technologies, it is time for us to grow! Your ideas to facilitate growth, and new directions for the Society, are welcomed. Please contact me at frank.farley@temple.edu with your ideas for the Society to pursue. I will bring them to the Board and get back to you about them. Thanks.



Frank Farley

Pamela Rutledge, PhD, MBA, Elected Member-at-Large, is a consulting psychologist specializing in message strategy, interactive media development, and experience design based on applying positive psychology for optimal engagement and positive growth. Dr. Rutledge worked with KCET on the design of the “Sid the Science Kid” website and Children's Hospital, Boston during the development of the Generation Cures campaign. Dr. Rutledge also works with organizations



Pamela Rutledge

to assess and develop core stories and strategies for transmedia branding. Dr. Rutledge is Adjunct Faculty in the Organizational and Leadership Psychology Department and Faculty Director of the Media Psychology Program at Massachusetts School of Professional Psychology. A writer, researcher, and speaker, she is also Director of the Media Psychology Research Center, adjunct at Fielding Graduate University, and an instructor and advisory board member at UC Irvine Extension. She developed and teaches courses on Social

Media Audience Profiling, 21st Century Leadership, Narrative and Media, and Transmedia Branding through Storytelling. Dr. Rutledge authors "Positively Media" on PsychologyToday.com and is a frequent expert source for the media on the psychology of media and technology in popular culture, among them *Good Morning America*, *LA Times*, *ABCnews.com*, *Toronto Sun*, and *USA Today*. You can find her on Twitter at @pamelarutledge

Member News

Fenichel, Michael publishes *Current Topics in Psychology* since 1996, which includes reports and resources reflecting psychology practice, research, and education since the pre-social-media days of the last century. (The goal remains "giving psychology away" as well as providing resources for students, colleagues, and interns.). New articles highlight the media/technology/psychology interface as presented by some of our colleagues, and include Rutledge et. al., TransMedia Story Telling [<http://www.fenichel.com/storytell.shtml>], Rizzo's "Virtual Reality Goes to War" [<http://www.fenichel.com/VR2012.shtml>] and Zimbardo's "Analysis of a TED Talk" [<http://www.fenichel.com/zimTED.shtml>]. Main site: <http://www.fenichel.com>

Kaslow, Florence (Florrie), Division Past President, is pleased to announce that her next book, *Divorced Fathers and Their Families: Legal, Economic and Emotional Dilemmas*, will be published by Springer Science in late October 2012. The book will be available in hard back and in electronic form (e-book). For information on how to order the best edition for yourself, please visit Springer's website www.springer.com

Klein, Roger (University of Pittsburgh) recently produced 6 videos for SAGE Publishers in the areas of Research Methods and Statistics. The videos feature SAGE authors and are approximately 6 minutes each. They will be used by faculty who adopt SAGE textbooks and will be available to their students online. Roger produced two videos with Dr. John Creswell (University of Nebraska) on Mixed Methods and Qualitative Research, two with Dr. Neil Salkind (University of Kansas) on Introductory Statistics and Statistics Anxiety, and two with co-authors Drs. Dahlia Remler (CUNY, Baruch) and Gregg Van Ryzin (Rutgers Univ., Newark) on Research and Public Policy. In addition, four of Roger's students (three undergraduates and one graduate student) presented media posters through Division 46 at the APA convention in Orlando (see photo).

Koch-Sheras, Phyllis, PhD, and Sheras, Peter, PhD. *Lifelong Love: 4 Steps to Creating and Maintaining an Extraordinary Relationship* (Harlequin, July, 2012). 260 pages. Paperback. A recent review stated that "unlike many articles on the subject of relationship, this book provides a lot of depth and a variety of perspectives that if considered are likely to make the relationship, the 'couplehood,' a rich, successful and long-lasting one." (Echo, October '12).



Roger Klein's students presented media posters through Division 46 at the APA convention in Orlando. They're pictured along with family members.

Komrad, Mark, S. M. D. (2012). *You Need Help! A Step-by-Step Plan to Convince a Loved One to Get Counseling*. Hazelden Press. (Foreword written by former First Lady Rosalynn Carter.)

Plante, T. G. (Ed.). (2012). *Religion, Spirituality, and Positive Psychology: Understanding the Psychological Fruits of Faith*. Santa Barbara, CA: Praeger/ABC-CLIO. ISBN: 978-0-313-39845-2. <http://www.abc-clio.com/product.aspx?isbn=9780313398452>

Plante, T. G., & McChesney, K. (Eds.). (2011). *Sexual Abuse in the Catholic Church: A Decade of Crisis, 2002-2012*. Santa Barbara, CA: Praeger/ABC-CLIO. ISBN: 978-0-313-39387-7. <http://www.abc-clio.com/product.aspx?isbn=9780313393877>

Singer, Dorothy, & Singer, Jerome. (2012). *Handbook of Children and the Media* (Revised). Sage Publications. It contains 35 chapters dealing with current research and new electronic media.

Zerovnik, Gregory F. (Greg), EMBA, PhD (Touro University Worldwide). *Engaging Media Content and Fluid Intelligence: Is There a Correlation?* Saarsbrücken, Germany: Lambert Academic Publishing. The book is available now. The publisher uses a "print on demand" model. The ISBN number is 978-3-659-22653-3.

Committee Reports

Convention Programming Committee Report

Jerri Lynn Hogg, Co-Chair, HoggJL@aol.com

Sharon Brennan, Co-Chair, drsharonbrennan@earthlink.net

Fran Blumberg, Co-Chair, Blumberg@fordham.edu

Great successes in Orlando with more to come in Hawaii!

Our society continues to grow and embrace media, traditional and new. Division 46 programming, networking, and activities at the Orlando (2012) convention spurred several new memberships. The society is already gaining members as a direct result of the programming planning for the convention in Hawaii (2013).

The theme for the 2012 Division 46 Convention program was Social Media and Emerging Technologies for the Psychologist. Presentation topics included social media, augmented reality, education and mental health issues awareness through media that matters, ethics, and working with the media across media forms.

Division 46 president-elect Mary Alvord spoke on working with print media as part of the Psychologist's Guide to Working With the Media symposium. Other panelists included Pamela Rutledge, Elizabeth Carll, Jerri Lynn Hogg, and Linda Berg-Cross. A lively debate arose during the Division 46 and Division 47 (Sports Psychology) symposium, The Tumultuous Relationship Between Athletes and the Media, Chair, Sharon Brennan; Participants, Mitch Abrams, Glenn Pfenninger, Jon Weislow; Discussant, Stephanie

Shields. A diverse selection of immersive technologies was explored during the symposium Psychology in Emerging Technologies: Social Media, Augmented Reality, Social Change, Chair, Jerri Lynn Hogg; Participants, Michael Neal, Sean Thoennes, Shane Pase, Leah Smeenk Enrique.

Probably the most talked about presentation was delivered by Phyllis Koch-Sheras and discussion panel during her presidential address, Ethics and Civil Discourse in the Media: An Oxymoron? The social hour directly followed and was the best attended in recent years. Members and non-members (many of them are now members as a result of the social hour) gathered to share their mutual interest in media psychology and technology as well as toast in the award recipients: Dr. Phil Zimbardo, Distinguished Lifetime Contributions to Media Psychology; Dr. Elizabeth Carll, Distinguished Professional Contribution to Media Psychology Award; and Dr. Dana Klisanin, Early Career Scientific Contributions to Media Psychology Award.

We are already in full swing preparing for the 121st Annual APA Convention in Hawaii. There are a few changes in the format due to the location. Instead of the usual 4-day convention program format, the same number of hours will be spread over 5 days. Regularly scheduled substantive programming will end at 2 PM each day. Social hours, board and business meetings, and other community events will take place in the later afternoon and evening. Submissions are also due a few weeks earlier than traditionally in the past. Submissions for proposals are due no later than November 20, 2012.

Another change for Hawaii (2013) is the addition of in-suite



Division 46 presidents at APA 2012 Convention Social Hour

APA 2012 Convention

programming. This is a direct initiative of Mary Alvord, president-elect. The in-suite programming is designed to offer a time and space for in-depth discussions and presentations outside of the normal conference programming. We would also like to provide demonstrations of technology applications important to the psychological community. Ideally we would like to offer our membership a variety of tools to try out and explore. Some ideas include HIPPA compliant conferencing technology and a GPS location device for member exclusive directory of in-suite programming linked to APA digital convention programming tool. Sponsors are welcome and encouraged. Several have signed on already. Please let us know if you have any potential presentation, demonstration, or sponsors for the in-suite programming. All sponsors will be recognized formally and informally in society-related materials and publications.

The theme for Society for Media Psychology and Technology's Hawaii (2013) program—Media Psychology and Technology: Avatars, Telehealth, Twitter, oh my! The concentration is on newer media technologies (such as augmented reality, virtual reality, and social media) and how they can be used and studied through the



Phil Zimbardo (left) receiving Distinguished Lifetime Contributions to Media Psychology Award



Phyllis Sheras giving presidential address at APA 2012

lens of psychology and mental health care. Proposals can include symposia or posters (our division does not accept individual paper proposals). Submissions can be made online at <http://www.apa.org/convention/index.aspx>. Full details about the procedures for submitting proposals can be found at <http://www.apa.org/convention/call-for-programs.pdf>. Please feel free to contact us if you have any questions or ideas (email addresses listed above).

We are also seeking members for a panel to evaluate convention proposal submissions. All submissions go through blind review. We have already had a strong response and expect many great proposals for too few time slots. Please contact me, Jerri Lynn Hogg, if you wish to be included on the blind reviewers' panel.

It takes great effort to plan for a convention. We want to thank everyone who assisted for your efforts. They are greatly appreciated. A special thank you goes out to Sharon Brennan as she rotates off as co-chair of the program committee. Her work as co-chair for conventions 2011 and 2012 has been invaluable. Thank you. We would also like to welcome Fran Blumberg to the committee as co-chair for 2013.

It has been an honor to be a part of the planning.

APA 2012 Convention



Elizabeth Carll (center) receiving Distinguished Professional Contributions to Media Psychology Award



Dana Klisanan (center) receiving Distinguished Early Career Scientific Contributions to Media Psychology Award



Pauline Wallin, past president (left), receiving award for service as president



Participants of the APA 2012 Convention Symposium Psychologists Guide to Working With the Media (left to right: Linda Berg Cross, Jeri Lynn Hogg, Pam Ruledge, Elizabeth Carll, and Mary Alvord).

News Media, Public Education, Public Policy Committee Report

Jerri Lynn Hogg, Chair
HoggJL@aol.com

Launched in 2002 the News Media, Public Education, Public Policy Committee recognizes the importance of news reporting to benefit the public. Key initiatives of the committee include committee members participating in news interviews to inform the public about psychological issues, programing for APA conventions, and a recognition award for journalists who exemplify excellence in reporting of psychological information and research.

A symposium was organized for this year's APA convention programing (Orlando, 2012). The symposium, Psychologist's Guide to Working With the Media, included committee members Pamela Rutledge who talked about navigating social media, Elizabeth Carll who discussed interviewing on television, Mary Alvord who spoke to communicating effectively with print media, Jerri Lynn Hogg who discussed utilizing radio, and Linda Berg-Cross who addressed cultural relevancy in interviewing.

Sadly due to unforeseen circumstances the News Media Recognition Award was not awarded this year.

The News Media Committee currently has a project in process consisting of a series of interviews that focus on specific recommendations which will be helpful to psychologists who are interviewed by media.

Thinking ahead, new initiatives for the committee include focusing on how psychologist can affect the news media and how psychologist scan message more effectively.

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 2012 include Jerri Lynn Hogg, chair; Elizabeth Carll, founder; Mary Alvord; Linda Berg Cross; Sharon Brennan; Helen Friedman; Pamela Rutledge; Paul Scheinberg; June Wilson; and Bernie Luskin.

Membership Chair Report: Updates, Fall 2012

Joanne Broder Sumerson
joannebrodersumerson@gmail.com

Happy Fall! I hope you are doing great in every way. We are very excited about our new name, Society of Media Psychology and Technology. I love our new name because it reflects the

interdisciplinary diversity within our talented membership. We are psychologists; the practitioners and scholars who work together to publicize, study, research, educate, and apply media and technology to improve best practices for individuals, groups, and systems.

According to *Why the APA Is Losing Members*, by one of our Division 46 members, John Grohol (2012), the American Psychological Association as-a-whole has experienced a 7.6% decrease in membership from 2010 to 2011. He speculated the lack of perceived benefits was a prominent reason for the membership decline.

The Division 46 Membership Satisfaction Survey, which was administered in 2010, revealed that our membership wanted more networking opportunities. Thus, the Society of Media Psychology and Technology is working to deliver more networking opportunities to you.

We have a new Facebook group, APA Division 46—Society of Media Psychology and Technology. "Like" us on Facebook, along with the other 150 (and counting) "Friends," to hear when our members share links to their *Psychology Today* blogs, publication announcements, and media appearances. It is a great way to connect and network with our members. The new and improved Facebook group is just one step in that direction.

More benefits to follow ... Stay tuned as the Executive Board works even harder to improve Division 46!

Reference

Grohol, J. (2012). *Why the APA Is Losing Members*. Psych Central. Retrieved on October 10, 2012, from <http://psychcentral.com/blog/archives/2012/07/13/why-the-apa-is-losing-members/>

Media Watch Committee: The Theater Domain Subcommittee Report

Susan Birne-Stone
drsusanstone@optonline.net

Frederick Heide
fheide@alliant.edu

Theater Subcommittee: Susan Birne-Stone, Chair, Daria Alongi, Mary Banks Gregerson, Fred Heide, and Negin Pahlavan.

Theater, one of the oldest and original forms of media, continues to be used to both entertain and educate. Some shows directly portray psychological concepts, while others reveal mental health themes less explicitly. Theatergoers report that some shows have been transforming and have had "therapeutic" like effects.

As one example, the musical *Next to Normal* portrays a family,

their journey through loss, mental illness, and various mental health treatments. The musical gives audience members a peek into what it is like to have a mental illness and its effects on family members. It presents the complex dynamics of family relationships, including marital and parent-child. It tells the story from each person's perspective, revealing each of his or her struggles and strengths. The musical can and has been used to educate the general public about mood disorders and decrease the stigma associated with mental illness and treatment.

Although the power of theater to affect viewers has been noted anecdotally since the time of the ancient Greeks, research has begun to document this empirically. Studies have shown that attending a live dramatic performance can significantly increase belief in the value of condom use to prevent HIV/AIDS, intentions to participate in substance abuse prevention activities, and inculcate other important health-related attitudes (e.g., Hovey, Booker, & Seligman, 2007; Stephens-Hernandez et al., 2007). A recent study (co-written by one of the authors) documented for the first time that professional musical theater, a highly popular art form, could lead to attitude change (Heide, Porter, & Saito, 2012). The importance of such results becomes clearer when we realize that almost 60 million Americans go to theater each year. Furthermore, the effects of theater on attitude have been documented in a wide range of audiences, from well-heeled European-Americans to Mexican-American migrant farm workers and inner-city slum residents in India (Singhal, Cody, Rogers, & Sabido, 2004). Clearly, the value of theater to affect change on a mass scale is well-worth exploring.

The Media Watch Committee has historically reviewed movies, television shows, and more recently video games. This past year a new domain was created within the committee: The Theater Domain. Since early Spring 2012 this new subcommittee has begun to develop long- and short-term goals. In the months ahead, committee members plan to review shows and aggregate data concerning psychological themes, positive psychology concepts, and portrayals of mental health professionals and treatment. Viewing recommendations for professionals and the general public will also be included. As we begin to aggregate the data, the findings will be disseminated through various means including Facebook, blogs, and presentations. The committee also plans to serve as a resource for those looking for information related to psychology and theatre. We hope to develop a database where links to related articles and research can be found.

References

- Heide, F. J., Porter, N., & Saito, P. K. (2012). Do you hear the people sing?: Musical theatre and attitude change. *Psychology of Aesthetics, Creativity, and the Arts*, 6(3), 224-230. doi: 10.1037/a0027574
- Hovey, J. D., Booker, V., & Seligman, L. D. (2007). Using theatrical presentations as a means of disseminating knowledge of HIV/AIDS risk factors to migrant farmworkers: An evaluation of the effectiveness of the Infórmate program. *Journal of Immigrant and Minority Health*, 9, 147-156. doi:10.1007/s10903-006-9023-9
- Singhal, A., Cody, M. J., Rogers, E. M., & Sabido, M. (Eds.). (2004). *Entertainment-education and social change: History, research, and practice*. Mahwah, NJ: Lawrence Erlbaum.
- Stephens-Hernandez, A. B., Livingston, J. N., Dacons-Brock, K., Craft, H. L., Cameron, A., Franklin, S. O., & Howlett, A. C. (2007). Drama-based education to motivate participation in substance abuse prevention. *Substance Abuse Treatment, Prevention, and Policy*, 2, 1-11. doi:10.1186/1747-597X-2-11

Telehealth and New Technologies Committee Report, October 2012

Co-Chairs: Lilli Friedland, lillif@AOL.COM
Mary K. Alvord, MAlvord@ALVORDBAKER.COM

Committee members: Julie Bindeman, Fran Blumberg, Elizabeth Carll, Jerri Lynn Hogg, Shreya Hessler, Dana Klisanin, Bernie Luskin, Tony Ragusea, Pamela Rutledge, Ed Spector, June Wilson, and Sharon Tettegah.

The Telehealth and New Technologies Committee of Division 46 has expanded and has subdivided into two subgroups: (a) telehealth and (b) new technologies, including media literacy. The Committee will be meeting telephonically as a whole and also in subcommittees. We are focused on addressing the needs and uses by all psychologists (testing, consulting, I/O, clinical, supervising, forensic, research, etc.) on the ethical and proper use of technology.

Among the goals of the Committee are:

- We will have a depository of information for Division 46 members, as well as the rest of APA, in these areas.
- We have compiled the standards and guidelines of various professional groups in the area of telehealth and/or technology which will be posted on the new website.
- We are gathering information on various software and hardware items that are HIPAA-compliant and confidential for the benefit of psychologists.
- We hope to train psychologists on the appropriate and confidential use of augmented technologies via webinars, programs, and information.
- We hope to share best practices of media literacy and online safety.
- We hope to accumulate findings of the impact of new technologies.
- Dr. Fran Blumberg conducted an interview with H. Chad Lane, research scientist from USC's Institute for Creative Technologies, about virtual humans. <http://www.apa.org/divisions/div46/blumberg.html>
- An interview with Stephen Balkam, CEO of the Family Online

Safety Institute, is scheduled for December 2012.

- Dr. Tony Ragusea wrote a brief overview of Telehealth for Psychology (article follows).

Committee members are developing symposia to submit for the 2013 APA Annual convention.

(Some of) What Psychologists Need to Know About Telepsychology

Anthony S. Ragusea
dr.tony@ragusea.com

Some people don't realize that media psychology includes telepsychology, a branch of telehealth that also includes telemedicine. Telepsychology is a broad term that encompasses terms like e-therapy, online therapy, online counseling, e-counseling, and telemental health. These terms are generally considered interchangeable. All describe the use of digital technology in the practice of psychology. Specific examples of telepsychology include assessment, treatment, public education, and professional development. Telehealth technologies include (but are not exclusive to) telephone, email, instant messaging, videoconferencing, and virtual reality (VR). Software that provides mental health education or self-help programs is an example of a telehealth technology that does not involve human interaction. Note that if an insurance company covers telepsychology services, it generally applies only to videoconferencing. Most psychologists have incorporated some form of telepsychology into their practices, often without fully understanding the implications. There are three broad areas in which psychologists need to be knowledgeable: competency, regulation, and security.

Competency is difficult to operationalize. Some aspects of competency in telepsychology relate to the depth of one's understanding of a given technology. Email is easy and convenient to use, but do you know how many copies of an email are created and distributed every time you send one? A copy is likely stored in the "Sent" box of your email program, a copy is on the recipient's hard drive and possibly on other devices the recipient owns such as a smartphone or tablet, copies could be found on any connected backup drives, and copies will be located on multiple servers en route between the sender and the recipient. Understanding where sensitive data is stored and the many ways in which it can be lost or stolen is an aspect of competency. Is your data encrypted? If the technology you are using malfunctions, can you troubleshoot? Or do you have an agreement with someone else who can reliably help you? Does that person need to have authorization and signed a HIPAA business associate agreement to view confidential data

in the process of fixing your technology? How do you handle dropped calls? Understanding the strengths and weaknesses of any technology you use is critical both to providing quality care and obtaining informed consent, the same as when you are learning a new psychological test.

Understanding how technology changes the way people relate to each other is another aspect of competency. Text-based communication can be disinhibiting, for example. And people will use different communications technologies differently depending on what they want to communicate implicitly. For example, people sometimes try to avoid direct confrontation through text. There are also cultural differences to be aware of; there can be different customs and norms depending on the technology. For example, emails tend to be less formal than written letters, and text messages tend to rely on abbreviations and conciseness. There are more aspects of competency than can be discussed here.

If you are practicing telepsychology with clients in distant places, be aware that the regulation of telepsychology is a still evolving area of law. The main issue in dispute is where the practice of telepsychology takes place: Is it where the client is located, where the psychologist is located, or somewhere in cyberspace? Several states have argued that the location of the client is most important. Thus, if you practice psychology with a client who is not located (temporarily or permanently) in the state you are licensed in, you risk being accused of practicing without a license. Many states have provisions for the temporary practice of psychology across state lines, but the exact restrictions and requirements vary from state to state. It is the psychologist's responsibility to know the laws and regulations when providing interstate services.

Finally, keeping digital confidential information secure is an unwinnable war, but one you must nevertheless make a reasonable effort to win. Digital information, like paper files, can never be fully secure. There are many ways digital information can accidentally or maliciously find its way into unintended hands, and there are many, many tools and procedures that can help to minimize the chances of that happening. If you use tools like email or videoconferencing to communicate with clients, you are obligated to take reasonable steps to ensure that data is secure in transmission as well as where data is stored on your computer. You don't need a degree in information technology to be reasonably safe: Doing things like using passwords and encrypting all patient information is cheap and relatively easy to do, though you may need someone to help you get set up. Hushmail.com is a service that helps encrypt email, but there are other methods available. Mac users can easily encrypt folders using tools built into Apple's operating system, or even an entire hard drive. Many videoconference software packages automatically encrypt the video between users, but not all. The American Psychological Association Insurance Trust recommends for its customers, but does not require, use of teleconferencing companies that claim HIPAA compliance. VIA3 is one example of such a company. Use of companies that do not claim HIPAA compliance is not automatically unethical or illegal, but the psychologist assumes an increased level of risk by doing so and at the very least should become knowledgeable about the security features the company provides. If client data is stolen

in encrypted form (for example, if you lose an encrypted flash drive or laptop), you do not have to notify affected patients. But, if you accidentally email or fax the wrong person, you must notify your patient of the breach and take reasonable steps to try and prevent harm to your patient. If more than 500 patients are affected by a breach, by law you must also alert the media!

Needless to say, there is a great deal more to learn about telepsychology than can fit here. Fortunately, there are also resources available for more in-depth learning. Guidelines for the Practice of Telepsychology have been developed by a joint Task Force composed of members representing the American Psychological Association, the Association of State and Provincial Psychological Boards, and members representing the APA Insurance Trust. The Task Force is seeking comments through October 26, 2012.

Link to the draft Guidelines for the Practice of Telepsychology: http://apacustomout.apa.org/commentcentral/commentcentralPDF/Site26_Telepsychology%20Guidelines%20Draft_July2012_posted.pdf

Link to Comment: <http://apacustomout.apa.org/commentCentral/default.aspx?site=26>

Join Our Facebook Group

Media platforms like Facebook provide us with additional ways to build and maintain our network. Thus, Division 46 has developed its own Facebook Group, “APA DIVISION 46.” You must be a member of Facebook to join this Group. Facebook membership is free, so there is no cost to network, ask questions, interact, and discuss issues that are relevant to Division interests such as Internet and media psychology. This differs from the Division listserv in that it can for some be a more appropriate place for discussions since they stay between discussants, as opposed to involving everyone on the list. Please contact Joanne Broder Sumerson at joannebroder@aol.com if you would like more information.

Call for Nominations for Division 46 Board of Directors

Please consider serving on your APA Society for Media Psychology and Technology Division 46 Board of Directors in a leadership role, or please recommend a qualified colleague with whom you have been in touch and who is interested. We need your help in providing division leadership to continue developing action plans to move the Society to the forefront of the advancing field of Media Psychology.

The following positions are open for nomination until February 4, 2013:

President-Elect: This position requires a commitment of three years. It begins as “President-Elect” in 2014. It then becomes “President” in January 2015, and ends as “Past President” in 2016.

2 Members-at-Large: Three-year term (2014-2016)

Secretary: Three-year term (2014-2016)

Council Representative: Three-year term (2014-2016) (Note: A Council member who has served for six consecutive years shall not be eligible for election or appointment for a period of one year as a Representative from any Division, State/Provincial/Territorial Association, or coalition.)

Nominations, including self-nominations, are welcome. State the position for which you are making a nomination. Include a brief statement of the nominee’s interest and qualifications.

Please email nomination(s) to Bernard Luskin (Nominations Committee Chair): BernieLuskin@gmail.com

The deadline is Monday, February 4, 2013.



GROW YOUR PRACTICE IN THE RIGHT DIRECTION

As practice opportunities and settings in psychology continue to grow in new directions, The Trust helps your practice move in the right direction with innovative **Trust Sponsored Professional Liability Insurance*** and risk management services.

We anticipate trends in independent or group practice, healthcare, government, business, industry, and emerging specialty areas. We also closely monitor our professional liability coverage to ensure that your psychology practice is protected as it advances in size and scope.

You get more than just a policy with The Trust Sponsored Professional Liability Insurance Program. You get great coverage with an entire risk management program, including free Advocate 800 consultations, continuing education solutions, premium discounts, and top customer care.

**Keep moving in
the right direction.**

To learn more and apply for
coverage, visit apait.org or call
us at 1-877-637-9700.



www.apait.org

(877) 637-9700

* Underwritten by ACE American Insurance Company, Philadelphia, PA. ACE USA is the U.S.-based retail operating division of the ACE Group headed by ACE Limited (NYSE:ACE) and rated A+ (Superior) by A.M. Best and AA- (Very Strong) by Standard & Poor's (ratings as of June 13, 2012). Administered by Trust Risk Management Services, Inc. Policy issuance is subject to underwriting.



SOCIETY FOR MEDIA PSYCHOLOGY & TECHNOLOGY 2012 OFFICERS & COMMITTEE CHAIRS

Officers

President: Phyllis Koch-Sheras, PhD

President-Elect: Mary Alvord, PhD

Past President: Pauline Wallin, PhD

Secretary: Kathryn E. Stamoulis, PhD

Treasurer: Mary Gregerson, PhD

APA Council Representative: Elizabeth Carll, PhD

Members-at-Large

Frank Farley, PhD (2010–2012)

Lilli Friedland, PhD (2010–2012)

Rochelle Balter, PhD (2011–2013)

Lenore Walker, EdD (2011–2013)

Joanne Broder Sumerson, PhD (2012–2014)

June Wilson, PhD (2012–2014)

Committee Chairs

Awards Committee: Pauline Wallin, PhD

Convention Program Committee 2012:

Sharon Brennan, PhD

Jerri Lynn Hogg, PhD

Editorial Policies & Guidelines Committee:

Frank Farley, PhD

Federal Advocacy Coordinator: Elizabeth Carll, PhD

Fellows Committee: Lillian Comas-Diaz, PhD

Finance Committee: Bernard Luskin, EdD

Long-Range Planning Committee: Rochelle Balter, PhD, JD

Media Watch Committee: Ryan M. Niemiec, PsyD

Membership Committee: Joanne Broder Sumerson, PhD

News Media, Public Education, and Public Policy Committee:

Jerry Lynn Hogg, PhD

Newsletter Editor and Website/Listserv Administrator/Chair:

V. Krishna Kumar, PhD

Nominations and Elections Committee: Mary Alvord, PhD

Publications Committee: Linda Berg-Cross, PhD

Student Committee: TBA

Telehealth & New Technologies Committee:

Lilli Friedland, PhD

Mary Alvord, PhD

Website Coordinator: Pamela Rutledge, PhD

Liaison to Committee on International Relations in Psychology (CIRP): Janet de Merode, PhD

ICPSE Liaison: Peter Sheras, PhD