A Message from the President

It is traditional for new Presidents of Division 6 to introduce themselves by noting how important it is for members of the division to maintain their membership in APA and in the Division. Instead I thought I would break with tradition and tell you a bit about myself and why I do the kind of research that has come to be called comparative cognition.

We study animals for a variety of reasons but those of us who study comparative cognition do so for several additional reasons. First, evolution has selected animals, including humans, for their ability to survive, find food and shelter, find a mate, and (depending on the species) care for their young. In an ever-changing unpredictable environment, often animals must be flexible enough to adapt to those changes faster than natural selection would permit. The possession of certain skills provide humans with the behavioral flexibility needed to make such adaptations and they may do so in other animals as well. Although it is not always easy to study these processes in a nonverbal organism, it is challenging and remarkably rewarding.

Second, although humans have surpassed other species in the quantity and quality of their cognitive behaviors, there appear to be few of those behaviors that one can specify as being uniquely human. Recent research with nonhuman animals on metamemory, theory of mind, and folk physics has narrowed that list even further.

Third, comparative cognition research has implications for the study of human cognition. If one can show... (continued on page 2)
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The Behavioral Neuroscientist and Comparative Psychologist is the official newsletter of APA Division 6 — Behavioral Neuroscience and Comparative Psychology — and is published 3 times a year. Mailing addresses used are those appearing on the official APA roster and a separate Division roster. Corrections and changes of address should be sent directly to the APA Directory Office, 1400 North Uhle St., Arlington, VA 22201, and to the newsletter editor (see below).

As the official newsletter of Division 6, BNCP publishes official business, committee reports, news items, job announcements, information on technical issues, topics of current interest, and information about the professional activities of Division 6 members. News items and articles should be submitted to the Editor at the address below (preferably by email). Paid advertisements are not officially endorsed by Division 6. The Editor welcomes comments and suggestions for ways in which BNCP can better serve the needs of the members. The preferred method of submission is by email. Send correspondence and submissions to Eric P. Wiertelak via e-mail at wiertelak@macalester.edu. Postal mail should be sent to Eric P. Wiertelak, Department of Psychology, Macalester College, Saint Paul, MN 55105. Other contact information: Phone: (651) 696-6111; FAX: (651) 696-6348.

(Message, from page 1) that what appears to be a complex human behavior can also be found in a supposedly cognitively simpler animal, it may be that there is a simpler explanation of the behavior not only for the simpler animal but also for humans. Thus, we may learn something about human behavior by studying the cognitive behavior of other animals.

My interest in experimental psychology began rather late in my undergraduate career. I was an electrical engineering major at Union College (Schenectady, NY). I had entered the engineering program because I enjoyed problem solving and the idea of creating electronic devices appealed to me. But the engineering curriculum was more routine and formulaic than I had anticipated (at least at the undergraduate level) and when I approached the college guidance counselor with my dissatisfaction, he suggested that I take a psychology class.

My first exposure to psychology was an adjustment-oriented introductory course that seemed to me to be closer to philosophy than to psychology. It was a very ‘feeling’ oriented course and was far removed from the science courses that I had been taking. That could have turned me off to the field, but instead it encouraged me to look into the scientific side of psychology. When I did explore a bit further, I discovered that the field of experimental psychology was replete with former math, physics, and engineering majors who were applying scientific methodology to the study of behavior.

My favorite psychology professor at Union was Clare Graves and he advised me that the University of California at Berkeley would be an ideal place to go for my graduate work. (continued on page 3)
Although he turned out to correct, it was not for the reasons that he gave me. According to Graves, Edward Tolman was at Berkeley and I should see if I could work with him. As it turned out, Tolman had not only retired by the time I applied to Berkeley, but even more unfortunately he had died several years before. But I decided to go to Berkeley anyway and I entered the graduate program in experimental psychology in the fall of 1963.

At Berkeley I was able to work with Al Riley. Al was originally trained in human learning but he was just becoming interested in basic questions about the mechanisms responsible for stimulus generalization and post-discrimination generalization gradients, and animals with their limited past experience with laboratory tasks seemed to be better suited for questions about the role of attention, learning, and cognition in how organisms perceive dimensions.

The initial question was to what extent would discrimination training between two values on a stimulus dimension result in better attention being paid to variation along that dimension and thus, would result in better future learning involving that dimension. For example, if a rat learned a brightness discrimination, would it make the rat more sensitive to other stimulus differences along the brightness dimension? As it turned out, this line of research became part of a renaissance of research that had been pioneered by Tolman – an area of study that has come to be known as comparative cognition.

My dissertation at Berkeley focused on the role of ‘instructions’ in the memory of rats. In the 1960s, humans in verbal learning experiments were generally given instructions at the time of recall as to what they were supposed to remember, but of course instructions could not be included in animal experiments. Although animals cannot be given instructions directly, they can be provided with contextual cues that are analogous to instructions. A rat could learn one task in context A and another in context B. Then at a later time, its memory could be tested in either context A or context B (the instruction). As it turned out, providing such an instruction at the time of recall greatly enhanced the rat’s performance (Zentall, 1970).

When I took my first faculty position, at the University of Pittsburgh, I began studying two new areas: social learning in rats (Zentall & Levine, 1972) and same/different concept learning in pigeons (Zentall & Hogan, 1976). The term social learning has been applied to phenomena that likely involve a number of different motivational, learning, and cognitive mechanisms.

One phenomenon in particular interested me. Humans are able to imitate not only actions that have an effect on the environment (e.g., striking a nail with a hammer) but also those that do not (e.g., imitating a model who raises her hand) and they can even imitate actions that when performed cannot be seen by the performer (e.g., imitating a model who puts his hand on his head). When such opaque imitation occurs in humans it is attributed to the ability of humans to take the perspective of the model (specifically, the imitator could ask himself, ‘what would I have to do, such that others would see me doing what I see the model do?’ – that is, one would be expected to have an internal representation of oneself).

Our first question was, are animals capable of opaque imitation? And if they are, by what mechanism could an animal accomplish this? Many years later we have good evidence that both pigeons (Zentall, Sutton, & Sherburne, 1996) and Japanese quail (Akins & Zentall, 1996) are capable of opaque imitation. We also know that observing the model receive reward for performance is important (Japanese quail will not imitate if the model is not rewarded for its behavior, Akins & Zentall, 1998), that following observation the birds can defer performance of the observed behavior for at least 30 min (deferred imitation, Dorrance & Zentall, 2001), and that they can imitate a sequence of two behaviors (Nguyen, Klein, & Zentall, 2005). Yet, we still don’t know how they do it.

For the past 30 years, I have been at the University of Kentucky where I have been involved in a number of lines of research on comparative cognition, including equivalence learning (Urcuioli, Zentall, Jackson-Smith, & Steirn, 1989), spatial learning and memory (Zentall, Steirn, Jackson-Smith, 1990), directed forgetting (Roper & Zentall, 1993), transitive inference (Steirn, Weaver, & Zentall, 1995), cognitive dissonance (Clement, Feltus, Kaiser, & Zentall, 2000), and timing (Kaiser, Zentall, & Neuman, 2002). Over those years, the National Institute of Mental Health and National Science Foundation have been generous enough to fund this research and for that I am extremely grateful.

(continued on page 4)
During the time that I have been at the University of Kentucky I have also edited or co-edited 4 books: Social Learning: Psychological and Biological Perspectives (with B. J. Galef, Jr., 1988), Animal Cognition: Essays in Honor of Donald A. Riley (1993), Stimulus Class Formation in Humans and Animals (with P. Smeets, 1997), and Comparative Cognition: Experimental Explorations of Animal Intelligence (with E. A. Wasserman, in press).

Perhaps the most rewarding aspect of research in comparative cognition is generating experiments to assess the cognitive abilities of other species and finding either that they are more like us (more cognitive) than we think or sometimes that we are more like them (less cognitive) than we think. It turns out that we can learn a lot from animals and that has been a very challenging and rewarding experience.

The physicist Richard Feynman once said, “Science is like sex. Sometimes something useful comes out of it, but that is not why we do it.” And that is certainly true of research on comparative cognition. Even closer to home, in the introduction to his book, ‘Purposive behavior in animals and men’ Edward Tolman said, “In the end the only sure criterion is to have fun,” and although it is clearly not yet the end, I am certainly having fun.

References
While many of you were enjoying Convention, some of us were running around trying to complete the work of Council and also trying to attend some of the wonderful sessions of the meeting. Because of commitments to governance, I was only able to attend a few sessions, but the ones I did attend shared important qualities…they were excellent presentations with fine speakers, and they concerned interesting, current topics.

But let me back up to Tuesday evening prior to Convention. I arrived in D.C. about 4:00 pm and was able to pick up luggage, and get to the hotel only a half hour late for my 4:00 pm meeting of the Caucus Chairs. The one complaint discussed there was the fact that there were thirteen caucuses scheduled to meet during the evening before Council (7:00-10:30 pm) and early morning hours (7:00-9:00 am) on two days. This made it impossible to attend all the caucuses of interest. As president of the Coalition for Academic, Scientific and Applied-research Psychology (CASAP), CASAP business and Executive Committee meetings had to have first priority, but I also attended part of the Caucus for the Optimal Utilization of New Talent and two meetings of Women’s Caucus.

I will strongly urge the new Council Representative from Division 6 to be active in CASAP. This group has led the way in several important issues for Council. Before I left Sunday morning, I (with support from many colleagues) submitted three new agenda items to facilitate the role of science in APA:

(a) To represent the various constituencies of the members of the Board of Directors, we asked that the Board of Directors prepare two slates for the election of two members-at-large each year. These slates will ensure that the members of Council will include members representing the diverse interest areas of Education, Practice, Public Interest, and Science Directorates. The slates will include representatives for the two areas with the fewest representatives remaining on the Board for the following year. In this year’s Board of Directors’ election, the two scientist/academic-candidates were not successful. Michael Wertheimer lost by only one vote. We are encouraging him to run again next year for a seat in 2007, in hopes that 2006 will not be repeated with no academic/scientist on the Board.

(b) In order to establish a new division, we are asking that a new members-only Web site be created for petitioners for the purpose of entering names of members wishing to support a new division. A change in the Rules would need to be made to make this possible. This change would eliminate the need to verify signatures (it would be done automatically), and would insure that each petitioner was reading the exact same petition.

(c) The other item is for a twelve-member Task Force to be appointed to consider the convention program coordination, programming structures, programming content, programming time distribution, program development, input to APA, and feedback from, APA, and cross-cutting programming. This item was the result of the Division 6 Executive Committee meeting during which there was considerable discontent over the placement of our division sessions in the program. Although the content was excellent, the scheduling was not. Of course, each of these agenda items will now go to Boards and Committees for discussion and may change considerably by the time they go back to Council for a vote in the next year or so, but it is a start.

Much of the CASAP business meeting was devoted to planning for supporting Bruce Overmier and Sharon Brehm for president-elect of APA when the ballots are sent out in October. Please rank these two as #1 and #2 on your ballot, to help us have a scientist/academic as president in 2007. (continued on page 6)
We also talked of encouraging scientific/academic Council representatives to run for Board of Directors and for the other APA Boards and Committees. One method to help improve your chance of being elected to such an office is to ask CASAP to support you. To do so, simply request a form (I can send one: cheal@asu.edu), fill it in, and email it back to me.

The director of the Science Directorate, Steve Breckler, attended the CASAP meeting. He responded to many questions and informed us that the first Science Leadership Conference will be held in early December. This meeting is to be limited to 150 participants who will represent divisions, Boards, Committees, Council representatives, diversity (ethnic, gender, etc.), early psychologists, and some people who do not identify with APA, such as Alan Kraut of APS. Tom Zentall, the new President of Division 6, will attend.

After the Caucus Chairs meeting on Tuesday, Council had a Plenary Session. During this session, announcements were made. President, Ron Levant, welcomed us and told of progress on his initiatives (Making Psychology a Household Word, etc.). The CEO, Norman Anderson, gave us a budget overview:

- 2005; they project approximately a half million surplus
- 2006; they expect a surplus of $463,400
- 2007; they expect a surplus of $1,362,000
- 2008; they expect a surplus of $4,178,900

These figures for the budget include funding for the Academic Enhancement Initiative, Public Education, Psy21, Public Communications, National Public Radio, and Campaign for APA and Psychology. We also learned that APA will receive a real estate tax abatement on the headquarters building (expected to be $1,000,000 per year) because APA has agreed to hold Convention in Washington, D.C., every third year. Thus, the good news is that the association is in very good fiscal health.

As I look back over our Agenda Book, I am amazed at how many actions Council took even though the meeting in the summer is much shorter than the winter meeting (only a day and a half in comparison to two days and a half). Agenda items passed include:

a) All proposed new fellows were approved. For Division 6, these were: Chana Akins, Barry Dworkin, E. Roy John, Theresa Jones, Bruce King, Randy Nelson, Kristy Nelson, and Mark Stanton. Congratulations to you all and welcome to our division. I hope you will each take an interest in the division and volunteer for governance roles.

b) Council approved a better method for filling vacancies on Boards and Committees: This motion came from CSFC, so, of course, I supported it.

c) Council adopted as APA policy: (1) the statement on Health Care for the Whole Person (APA is working with 23 other health groups on this issue); (2) the report of the 2005 Presidential Task Force on Evidence-Based Practice; (3) the Resolution on the 2005 White House Conference on Aging; (4) the Resolution on Violence in Video Games and Interactive Media, April, 2005; (5) the Resolution on Anti-Semitic and Anti-Jewish Prejudice; (6) the Resolution on Religious, Religion-Based and/or Religion-Derived Prejudice; (7) the Resolution Recommending the Immediate Retirement of American Indian Mascots, Symbols, Images, and Personalities by Schools, Colleges, Universities, Athletic Teams, and Organizations.

d) Council approved: (1) amending Association Rule 30-6 on how Council acts on submitted reports from a board, committee, task force, division, or other body of APA. Council may adopt, file, refer, or reject a report; (2) The National Standards for High School Psychology; (3) the inclusion of $35,000 in the 2006 preliminary budget for the funding of a Task Force on the Implementation of the APA Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change for throughout APA; (4) the 2006 Preliminary Budget in principle calling for a 2005 probable surplus of $456,900, and a surplus of $463,400 for the 2006 Preliminary Budget. This budget includes an $8 member dues increase and a $1 graduate student increase (with increased revenues from students to go to the APAGS budget).

e) Council received: (1) the report of the Board of Directors Work Group on the Recommendations of the Commission on Education and Training Leading to Licensure; (2) a statement as APA policy based on the report on the 2005 Presidential Task Force on Evidence-Based Practice; (3) the Report of the Children & Adolescents Task Force of the
Meet Your Division 6 Student Representative

by Stephanie Washburn

Many of you probably do not know me so I would like to take this opportunity to introduce myself. My name is Stephanie Washburn and I am the current student representative for the Division. Although, I have held this position for almost a year, I have only begun to understand my role in the organization. Like me, you may also be asking yourself, “What exactly is the role of the student representative?” Well, as the title implies, I represent the student members of Division 6. My mission is to help graduate students get the most out of APA so that they remain members of the organization in the future.

I met with the members of the executive committee this past year at the convention to discuss issues relevant to student members. In the course of these discussions, we identified a number of issues that need to be addressed. These include declining student membership, reduced participation in division affairs, and ineffective procedures for tracking current student members. The remainder of my time as the student representative will be devoted to addressing these issues. I have already begun to update the membership list. Hopefully all of you have received either an email or a letter from me requesting information. If you have not, and are still a student member, please email me at swashburn@tamu.edu to update your information. Once the membership list has been updated, I plan to start a student listserv to encourage communication among the student members.

The issue of increasing student membership and participation will be an ongoing initiative that will require the assistance of the Fellows and regular members of the Division. I encourage these members to consider joining APA and to sponsor their membership in the Division. I also encourage current student members to discuss the benefits of APA membership with new graduate students. Your influence can facilitate membership growth, which can lead to a more active role for students in APA. If you, or someone you know, is interested in joining the Division as a student member please visit www.apa.org/divisions/div6/mbrinfo.html for more information.

(Report, from page 6) Ad Hoc Committee on End-of-Life Issues; (4) the annotated version of the UN World Conference Against Racism, Racial Discrimination, Xenophobia and Related Intolerance Declaration and Programme of Action.


g) Council thanked the Task Force on the Psychological Effects of Efforts to Prevent Terrorism and referred the report to the Board of Scientific Affairs for further development.

One thing that helps to fill my Council time is my role as a member of the Committee on Structure and Function of Council (CSFC). I participated in the debriefing session for off-going Council members. There was a discussion of the best and worst experiences on Council with the hope of improving the process for the future. Our committee will discuss these issues at our meeting in D.C. in November.

With all of this business, we still completed all of our agenda and closed at noon on Sunday, with plenty of time for me to catch my afternoon plane back to Phoenix. We arrived almost on time and, outside of being very tired, all was well on the home front. Only a few minor catastrophies occurred while I was gone, such as a storm that knocked over a 15-foot saguaro cactus.

Again, I will remind you that you are needed in APA governance. Do consider running for office…division offices, boards and/or committees, etc. And remember to vote for Overmier and Brehm for APA President-elect when your ballot arrives.
Highlights from Washington D.C.
Division 6 Events at APA 2005

Executive Committee

Tom Zentall, Stephanie Washburn, Jim Grau and Janice McMurray

Steven Breckler and Bruce Overmier

Don Dewsbury and Mary Lou Cheal

Gary Greenberg and Robert Drugan

Bruce Overmier, Jeff Bitterman and Mauricio Papini

Bruce Overmier and Chana Akins

Duane Rumbaugh receives the Hebb Award from 2004-05 President Jim Grau
A “Hot Topic” Approach to Introductory Psychology: What’s in it for Division 6
by Nancy K. Dess

The prevailing organizing rubric for introductory psychology courses is subdisciplinary: Most students are introduced sequentially to biological, developmental, cognitive, clinical, and social perspectives; some departments even split Intro into two courses, a “natural science” course and a “social science” course. That organization may effectively introduce students to the structure of academic psychology but may impede progress toward other important objectives. For Division 6ers, those objectives include (1) getting a larger, more sociodemographically diverse group of students interested in comparative and neuroscience perspectives in psychology and (2) encouraging them to think analytically as well as integratively, across species, cultures, and levels of analysis. These objectives are important both because “Intro” remains a critical pipeline into the profession and because our interests are served by educating a voting citizenry that is knowledgeable about and supportive of the work we do.

For several years, my colleagues and I at Occidental have organized Intro differently and in a way that I think better serves Division 6 interests: We choose a few complex phenomena and explore each from multiple subdisciplinary perspectives. In this approach, students are introduced to the diverse ways that psychologists approach each “hot topic,” while still learning about the concepts, languages and methods that distinguish subdisciplines. One semester our “hot topics” were Communication, Child Rearing, Emotions, Desires, and Social Justice, each covered in a unit roughly three weeks long. This set of topics was chosen from a list of candidates (including others such as Alcoholism and Friendship) based on comprehensiveness vis à vis subdisciplines and opportunity to revisit subdisciplines in different contexts during the course. For instance, issues in Communication include basic processes in hearing and vision, language development, similarities and differences in how different species communicate, the relationship between cognition and language, and cross-cultural bases of and barriers to communication (including deaf culture). In every unit, I am able to craft lectures that include comparative and/or neuroscience themes and empirical work.

Each unit begins with a feature film. Then students read modules from diverse parts of Myers’ (2003), Exploring Psychology in Modules; the 8-12 page modules are less daunting and more digestible than the typical 40-page textbook chapter and can be read in any order. Each unit concludes with an interactive “lab” session and student group presentations in which they apply material from the unit to scenes in another film. While we particularly enjoy team-teaching Intro and the students benefit from the labs and group presentations, this hot-topic approach could be implemented perfectly well by individuals teaching Intro alone or more didactically. This topical organization provides easily grasped “hooks” that grab students’ attention and increase the coherence of material covered in each unit. In addition, because we design units based on our interests, the course has a personalized rather than a generic sensibility; neither we nor their students face weeks on end on subdisciplines in which we have little interest. I personally can testify to feeling more enthusiastic and engaged in Intro now that every unit focuses on a topic in which I am really interested.

Our long-term goals in teaching the course this way are structural. We share a concern with others about overspecialization and fragmentation of psychology and hope that equipping students early to think integratively may better prepare them for interdisciplinary work in psychology (e.g. social neuroscience), other fields, or daily life. We also are keenly interested in multiculturalism, and a topical approach infuses multiculturalism through the course rather than marginalizing it. This approach also could help to diversify scientific psychology. Using rich, personally meaningful topics to contextualize psychological science may make it a more appealing and accessible career path for students from groups currently underrepresented in psychology -- especially in Division 6-related areas.

(continued on page 10)
For purposes of this newsletter piece, I haven’t presented any of the empirical support for the contention that fewer, integrative units on transparently meaningful topics should enhance learning -- but support does exist. And though we know that standard student course evaluations are at least as good now as they were when we taught the course conventionally, we haven’t done anything resembling good assessment of whether we are achieving our lofty goals; logistics and inclination have not permitted it. My hope is that some others, perhaps better situated and more inclined to systematically assess this approach, will give it a try. I’m happy to provide a sample syllabus if you’re game. I would especially encourage Division 6ers in whose departments Intro is disproportionately taught by instructors inclined to give short shrift to nonhuman-animal, basic process, or neuroscience research to consider jumping in. Try it -- I’m betting you’ll like it, and your students will, too.

Announcements

AMERICAN PSYCHOLOGICAL FOUNDATION
CHARLES L. BREWER DISTINGUISHED TEACHING OF PSYCHOLOGY AWARD

The American Psychological Foundation (APF) invites nominations for the APF 2006 Charles L. Brewer Distinguished Teaching of Psychology Award.

THE AWARD:
The awardee receives a plaque, a $2,000 check, and a two-night, three-day, all-expenses- paid trip to the American Psychological Association’s (APA) 2006 annual convention, in New Orleans, LA where the award will be presented.

REQUIREMENTS:
The award recognizes a career contribution to the teaching of psychology. The APF Teaching Subcommittee selects a psychologist for the award who has demonstrated:

- Exemplary performance as a classroom teacher;
- Development of innovative curricula and courses;
- Development of effective teaching methods and/or materials;
- Teaching of advanced research methods and practice in psychology;
  and/or,
- Administrative facilitation of teaching;
- Research on teaching;
- Training of teachers of psychology;
- Evidence of influence as a teacher of students who become psychologists.

APPLICATION PROCESS:
APF provides nomination forms. Nominations should include the form, a statement that illustrates how the nominee fulfills the guidelines of the award, and the nominee’s current vita and bibliography. Letters in support of the nomination are welcome. All materials should be coordinated and collected by the chief nominator and forwarded to APF at the same time.

The deadline for receipt of materials is December 1, 2005. Requests for nomination forms and completed nomination packets should be mailed to the APF Charles L. Brewer Teaching Award Coordinator, 750 First Street, NE, Washington, DC, 20002-4242. Requests for nomination forms may also be sent to foundation@apa.org.
Do You Teach Undergraduate Neuroscience?

Call for Submissions:
Journal of Undergraduate Neuroscience Education (JUNE)

JUNE is an electronic journal that publishes peer-reviewed reports of innovations in any area of undergraduate neuroscience education related to the mission of advancing undergraduate neuroscience on topics such as novel pedagogy and original laboratory exercises. All articles should be written for an audience of college faculty and include references to relevant literature, supplies, and/or supplemental materials such as animations, websites, etc. Figures and qualitative or quantitative assessment of pedagogical outcomes are also encouraged wherever appropriate. JUNE also invites submissions as letters to the editor and reviews of textbook, curricular, equipment, or media.

JUNE is a publication of Faculty for Undergraduate Neuroscience (FUN) and is free to read and download. Visit JUNE today at [www.funjournal.org/default.asp] or follow the links from the FUN website, [funfaculty.org]. Inquiries regarding submissions should be directed to Barbara Lom at any stage in the writing process. balom@davidson.edu; 704-894-2338 (phone); 704-894-2512 (fax), Box 7118, Davidson College, Davidson NC, 28035-7118.

AMERICAN PSYCHOLOGICAL FOUNDATION
GOLD MEDAL AWARDS

The American Psychological Foundation (APF) invites nominations for the APF 2006 Gold Medal awards. The awards include a medal, $2,000 (to be donated by APF to the charitable institution of the winner’s choice), and an all-expense-paid trip for the award winner and one guest to the 2006 APA convention in New Orleans, LA, for two nights and three days. (Coach round-trip airfare, and reasonable expenses for accommodations, and meals for two individuals will be reimbursed.) The Gold Medal awards recognize life achievement in and enduring contributions to psychology. Eligibility is limited to psychologists 65 years or older residing in North America. Awards are conferred in four categories:

Gold Medal Award for Life Achievement in the Science of Psychology recognizes a distinguished career and enduring contribution to advancing psychological science.

Gold Medal Award for Life Achievement in the Application of Psychology recognizes a distinguished career and enduring contribution to advancing the application of psychology through methods, research, and/or application of psychological techniques to important practical problems.

Gold Medal Award for Enduring Contribution by a Psychologist in the Public Interest recognizes a distinguished career and enduring contribution to the application of psychology in the public interest.

Gold Medal Award for Life Achievement in the Practice of Psychology recognizes a distinguished career and enduring contribution to advancing the professional practice of psychology through a demonstrable effect on patterns of service delivery in the profession.

Nomination Process: Gold medal award nominations should indicate the specific award for which the individual is nominated and should include a nomination statement that traces the nominee’s cumulative record of enduring contribution to the purpose of the award, as well as the nominee’s current vita and bibliography. Letters in support of the nomination are also welcome. All nomination materials should be coordinated and collected by the chief nominator and forwarded together in one package. (Note: There is no nomination form.)

The deadline for receipt of complete nomination materials is December 1, 2005; complete nomination packets may be emailed to Foundation@apa.org or mailed to the Gold Medal Awards Coordinator, American Psychological Foundation, 750 First Street, NE, Washington, DC 20002-4242.
“Global Realities: Intersections and Transitions”

February 2, 2006

Through his “focus on family” platform, APA President-Elect Dr. Gerry Koocher plans to spotlight three areas that span all of psychology’s constituencies, one of which is: Diversity in Psychology: “Our society is becoming diverse in ways that couldn’t have been imagined 20 years ago,” says Koocher, noting that not only are minority populations growing, but so are transracial marriages and international adoptions. “Psychology has the potential to help to move America in greater acceptance of multiculturalism.”

Registration: available beginning 9/1/05 at www.Reisman-White.com
Earlybird Rate: $135 (before 12/15/05), Regular and On-Site Rate: $150 (on or after 12/15/05)

Confirmed Plenary Speakers:
Dr. Mary Pipher: Clinical psychologist and an adjunct clinical professor at the University of Nebraska; NY Times best-selling author of Reviving Ophelia and In the Middle of Everywhere in which she “unites refugees, people who have fled some of the most repressive regimes in the world, with all of us...”
Dr. Donald J. Hernandez: Professor in the Department of Sociology at the University at Albany (SUNY); had overall responsibility for the National Research Council report titled From Generation to Generation: The Health and Well-Being of Children in Immigrant Families and Children of Immigrants: Health, Adjustment, and Public Assistance
Dr. Carola Suarez-Orozco: Co-Director of Immigration Studies at NYU and co-author of Children of Immigration and Transformations: Migration, Family Life, and Achievement Motivation Among Latino Adolescents. She is also a co-editor of the award-winning six volume series entitled Interdisciplinary Perspectives on the New Immigration.

A call for Conference Poster presentations is forthcoming through participating Divisions (Div 12 Section VI, Divisions 12, 16, 17, 29, 35, 37, 39, 42, 43, 45, 48, 51, 52, 53, 54). Check your newsletters for more information.

Location: St. Anthony- A Wyndham Historic Hotel, 300 East Travis, San Antonio, TX, 78202 (210) 227-4392 Room Rate: $139.00 (single/double) before January 9, 2006

Co-Sponsors: The American Orthopsychiatric Association; SRCD (Society for Research on Child Development); CEMRRAT-2 (Commission on Ethnic Minority Recruitment, Retention and Training), Division 45- Society for the Psychological Study of Ethnic Minority Issues, Division 35 - Society for the Psychology of Women, Texas Psychological Association

Summit Co-Chairs: Toy Caldwell-Colbert, PhD – President of Div 45 and Cynthia de las Fuentes, PhD - President of Div 35

Continuing Education: Society of Counseling Psychology (Division 17) is approved by the American Psychological Association to offer continuing education for psychologists. Society of Counseling Psychology (Division 17) maintains responsibility for the program.
Division 6 Awards

The Awards Committee of Division 6 is seeking nominations for the following three professional awards:

The D. O. Hebb Distinguished Scientific Contributions Award

The Clifford T. Morgan Distinguished Service to Division 6 Award

The Brenda A. Milner Award

The following three awards require nominations from members of Division 6. By February 1, 2006, please submit the name and institutional affiliation of your nominee, plus a short (150-300-word) statement explaining why the nominee is deserving of the award. Send nominations to Joe Steinmetz, Chair of the Awards Committee at steinmet@indiana.edu, or by post to:

Joseph Steinmetz, Ph.D.
Department of Psychology
Indiana University
1101 E 10th Street
Bloomington, IN 47405-7007
Phone: 812-855-3991

The D. O. Hebb Distinguished Scientific Contributions Award honors a psychologist who has made distinguished theoretical or empirical contributions to basic research in behavioral neuroscience and/or comparative psychology. The recipient receives a plaque at the Business Meeting of Division 6, held at the APA Annual Convention, and is expected to present the D. O. Hebb Distinguished Scientific Contribution Award Lecture in August of the following year at the APA Annual Convention. (Please note that the recipient does not have to be a member of Division 6.) The 2005 award winner was Duane Rumbaugh (Georgia State University).

The Clifford T. Morgan Distinguished Service to Division 6 Award recognizes members of Division 6 who have made sustained and exceptional contributions to the Division. Recipients of this award are expected to have made a prolonged contribution in terms of both scholarly content and service to the Division. The recipient receives a plaque at the Business Meeting of Division 6, held at the Annual Convention. The 2005 award winner was Nancy Dess (Occidental College).

The Brenda A. Milner Award recognizes the author of an outstanding paper in the field of behavioral neuroscience or comparative psychology, either published or in press, that is written by a member of Division 6 who is within five years of having received the Ph.D. at the time of the deadline for submission. Although the paper may be co-authored, the applicant should be the senior author and the paper must represent the original work of the applicant. The paper must be in press or must have been published within the last five years. (Nonmembers of the division may apply for membership at the time of nomination.) The recipient receives a plaque at the Business Meeting of Division 6, held at the APA Annual Convention. The 2005 award winner was Michael Beran (Georgia State University).
The Awards Committee also reminds members of Division 6 of three opportunities that are available to Student Affiliates:

**The Outstanding Paper by a Student Affiliate Award** recognizes the first author of an outstanding paper in the field of behavioral neuroscience or comparative psychology, either published or in press, that is written and submitted by a student affiliate of Division 6 prior to the completion of their Ph.D. Although the paper may be co-authored, the recipient must be the first author and the paper must represent the recipient’s original work. Nonmembers of the division may apply for membership at the time of submission. Selection of candidates is done by the Awards Committee, composed of three fellows of Division 6. The award is announced publicly at the Division 6 Business Meeting and the recipient is presented with a $100 check and plaque. Nominations for this award should be sent to the Division 6 awards committee by February 1, 2006, and include a copy of the paper to be considered for the award.

Best Poster by a Student Affiliate Award: Each year, the Program Committee reviews poster presentations by Student Affiliates at the Annual Meeting and recognizes the student who provides the best presentation. The student awardee is recognized at the Business Meeting and later receives a $200 award. Members should encourage their students to become Student Affiliates and present posters at the annual meeting. We also remind members that Student Affiliates who present (as lead author) a poster at the Annual Meeting can request to have their registration fee paid (at the preregistration rate) by the division.

Two additional awards will be selected by the Editors and Consulting Editors of Journal of Comparative Psychology and Behavioral Neuroscience:

The Frank A. Beach Comparative Psychology Award is given each year to recognize the best paper published in Journal of Comparative Psychology. Each author receives a plaque at the Business Meeting of Division 6, held at the APA Annual Convention.

The 2005 award winners were Dianne P. Figlewicz¹, Jennifer Bennett¹, Scott B. Evans¹, Karl Kiyala¹, Alfred J. Sipols², & Stephen C. Benoit³ (¹University of Washington, ²University of Latvia, ³University of Cincinnati), for: “Intraventricular Insulin and Leptin Reverse Place Preference Conditioned with High-Fat Diet in Rats.”

The D. G. Marquis Behavioral Neuroscience Award is given each year to recognize the best paper published in Behavioral Neuroscience. Each author receives a plaque at the Business Meeting of Division 6, held at the APA Annual Convention.

The 2005 award winners were Emma Collier-Baker, Joanne M. Davis & Thomas Suddendorf (University of Queensland), for: Do Dogs (Canis familiaris) Understand Invisible Displacement?

Awards Committee Chair, 2004-2005:

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Nominations for President-Elect, Member-at-Large

It’s that time of year again! Time for your help in generating nominations for President-Elect and one Member-at-Large of Division 6. The elected individuals will serve for three years, starting at the close of the 2006 Annual Meeting. The individual elected as President-Elect will hold consecutively the positions of President-Elect, President, and Past President during her/his three-year term in office. Our current President-Elect, Karen Hollis, will assume the role of President in August 2006, and that post will be assumed by the new President-Elect in August 2007.

Please submit your nominations by January 31, 2006. Please list up to three individuals on the enclosed ballot (next page), in order of preference. You may send the ballot by snail mail or you may send a list by e-mail. All nominations should be directed to Chana Akins (address is on ballot form). Once nominations are received, a slate will be generated and sent to the APA Elections Office. In turn, APA will send election ballots to all APA members who are members of Division 6. As in the past, we anticipate an enthusiastic response to our request for nominations. Self-nominations are invited. Look for the APA Division 6 election ballot in your mailbox sometime in April.

DIVISION 6 NOMINATION BALLOT

List your nominations for the offices of President-Elect and Member-At-Large in order of preference. See the APA Directory or visit our website (http://www.apa.org/divisions/div6) for a listing of Division 6 members.

President-Elect
1st Choice ________________________________________
2nd Choice  ________________________________________
3rd Choice  ________________________________________

Member-At-Large
1st Choice ________________________________________
2nd Choice  ________________________________________
3rd Choice  ________________________________________

Mail, FAX, or e-mail your nominations to:

Chana K. Akins, PhD
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