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DIVISION 6 EMAIL REFLECTOR

Division 6 maintains an email reflector to keep members up to date with the latest information on research funding, employment opportunities, and other items of general interest. If you have recently changed your email address, you may need to re-subscribe to the reflector. To update your current address or to join the list for the first time, follow these simple instructions:

Send precisely the following 4-word message:
SUBscribe div6 John Doe

Change John Doe to your first and last name; the computer will find the subscriber’s email address in the message automatically. Put nothing else in the message. Mail the 4-word message to the following address:
listerv@lists.apa.org

More info can be found at:
http://listserv.apa.org
The Behavioral Neuroscientist and Comparative Psychologist is the official newsletter of APA Division 6. Behavioral Neuroscience and Comparative Psychology is published 3 times a year. Mailing and emailing addresses used for distribution of BNCP 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 BNCP 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). Advertisements and announcements 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.

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--Plan Ahead for 2009--
APA Convention in TORONTO!!!

It might seem like a long time from now, but plan now to attend the APA convention in Toronto, Ontario, Aug 6-9, 2009. Toronto is a great city, and APA is a terrific place for sharing research, professional development, and networking. So come north! As you doubtless know, 2009 is a special year for Division 6ers: It marks the 200th anniversary of Charles Darwin’s birth and the 150th anniversary of publication of The Origin of Species. We’ve come a long way since then, and we need to celebrate, reflect, and talk about the future. Accordingly, a major theme for Division 6 programming will be Evolution in Mind, and other divisions are eager to collaborate to put on excellent, cross-cutting, well-attended sessions. Have an idea for a talk, symposium, poster, or methods or teaching workshop related to evolution or another of your passions? The proposal submission deadline will be in early December -- just a few months away -- so start thinking and talking with others soon. Program Chair for 2009, Suzanne McDonald is eager to hear your great ideas for the meeting, so drop her a line (suzmac@yorku.ca). Note: Everyone outside of Canada will need a passport for travel to Toronto -- if you don’t have a passport, be sure to get the process started early!
“Adaptive Behavior” here refers to behavior produced ultimately by evolution, but locally by processes of development, motivation, adaptation, and learning, which together usually markedly improve the fit between an organism and its local circumstances. There are two misleadingly simple criteria for identifying such behavior: the first is by its function—i.e., that it promotes individual and/or group survival; the second is by its reliable emergence in recognizable form and function under a “reasonable” set of environmental conditions. The reason these criteria can be misleading is because the expression of adaptive behavior necessarily depends on the interaction of pre-organized elements of development, motivation, and learning with local stimulus conditions. It seems inevitable that there will be both facilitations and conflicts, with outcomes ranging from examples of unusual individual reproductive success, including long-lasting species radiations, to individual failure, including death and extinction.

Adaptive Behavior in Division 6.

On that sobering note, I return to the present to review some important adaptive successes in Division 6, and suggest additional opportunities for facilitating behaviors encouraging longer term success. We have an excellent set of elected and appointed officers coming in this year, including Nancy Dess as President and Mark Bouton as President-elect, plus access to an exceptional convention program put together by Christina Williams. Thanks for the help of Peter Balsam, Jeff Alberts, Rick Bevins and others for their work on critical committees, Karen Hollis for continued support as past president, Bruce Overmier, Council Representative, our Executive Committee Representatives, Bob Cook and Lisa Savage, Kim Christian, our Early Career Representative, and Andrea Gillman, our Student Representative. Huge thanks go to Chana Akins, our secretary-treasurer, for her continued willingness to oversee our finances, minutes, and APA communications, and to Eric Wiertelak, our communicator-in-chief, both lending critical continuity to the Division.

I am also pleased, as well as regretful, to thank Don Dewsbury once more for his long and admirable service as he steps down as historian of Division 6. Don’s longer view of our field has been very helpful, as has his insistence on the importance of collecting historical materials for our division, and for APA, generally. Gary Greenberg has agreed to be historian beginning this next year. Finally, a reminder to all current officers and appointees, please preserve a list of duties, suggestions, and kinds of deadlines, so that each new occupier of your office begins with some accumulated knowledge. Send your information on to your successor, with copies to Chana, Nancy, and me. If your successor is a mystery, please ask Nancy Dess and/or Eric Wiertelak. If you are a new electee or appointee of the Division, please request information about duties and time-lines from the outgoing person in your position, and add to it your own experience to pass on to your successor. To put the issues involved in nautical terms, it’s hard to get the divisional ship out of the harbor if neither the crew nor the captain knows the nature and timing of their duties.

(Continued on page 4)
Adaptive Behavior in the Laboratory

Historically, the majority of the attempts by ethologists/behavioral biologists to explain adaptive behavior have focused on instinctive behaviors in natural conditions (although we should all take note of Tinbergen’s investigations of the determinants of stickleback reproductive behavior in well-set-up aquariums). In contrast, psychologists have focused on the critical contribution of presumably general stimulus and response learning mechanisms involving the presentation of reinforcers carefully contingent on arbitrary responses. More recent developments in both fields have begun to focus on more specific neurophysiological and cognitive learning mechanisms (e.g., concept formation, information processing specializations, the integrative role of the forebrain, and the storage, retrieval, and modification of memories); however, the tendency still is to generate adaptive behavior referencing general learning mechanisms rather than delving into the contribution of more specific mechanisms (though see the work of Hollis on territorial defense and Domjan on sperm production).

In my opinion both psychologists and behavioral biologists could have been more analytic in their claims about the causation of behavior. As a result both evolutionary and learning explanations of behavior have too much power and too few constraints. In addition each group tends to quickly accuse the other of ignorance: psychologists lack knowledge of evolution, ecology, optimality theory, and genetics or development, while biologists lack understanding of the flexibility and importance of general learning mechanisms and neurophysiology that contribute to the construction of adaptive behavior.

A Field-Laboratory Approach

It seems to me that a little thought should suggest there are no truly arbitrary, artificial environments, or completely invariant natural environments. On what basis would animals respond to such extreme environments? By using its arbitrary, artificial environment filters? Or very narrow filters? It seems to me that most effective artificial experimental environments designed by psychologists have more than a hint of the natural circumstances and behavior of their species; and these environments are often improved by good experimentalists who carefully watch what stimuli, responses, and reinforcers produce the most vigorous and reliable behavior. This seems not unlike how ethologists like Tinbergen successfully experimented with animals like sticklebacks in the laboratory. In this small article, I provide two examples of experimental circumstances that appear to engage POLRMs (pre-organized learning-related mechanisms) in both laboratory and field-like conditions.

The first example is the behavior of rats in mazes, in particular straight alleys and radial arm mazes. I was once informed by a biology graduate student that rats (my animal of choice), were completely artificial-worthless “Ivory Snow animals,” (this was a reference to a washing soap of the late twentieth century)... “white, found in a box, and 99 & 44/100ths % pure.” I admitted it was a cute saying, but it made very little sense to me. I had read a lot of work ranging from Steininger to Calhoun and Barnett that provided information about the behavior of both wild and laboratory rats, and I had seen behaviors similar to those of wild rats occurring in my laboratory rats, including marking, exploring, and persistent following of estrus females. As an aside it is worth watching a recent film made by British researchers who released their albino laboratory rats into a barnyard. Within a day the rats showed behaviors similar to those of wild rats.

Mazes

Near the beginning of my laboratory life, I examined the data showing that rats are highly oriented to paths in natural environments. I decided to test the possibility that trail or path running were related to behavior in two common pieces of laboratory apparatus, straight alleys and radial arm mazes. If so, I expected such running to be relatively independent of the presence of food (or any other form of secondary reinforcement) in the goal box.

The considerable laboratory data we acquired on this issue appeared unequivocal (although I had a difficult time publishing them). If rats are placed in the start box of an unbaited straight alley, released, and then removed at the end of a fixed two minute from wherever they are, they soon acquire straight alley running in a way nearly identical to the acquisition shown by animals with food in the. (Continued on page 5)
goal box (basically, their start times were slower). In a later study of rats run in a radial arm maze (again without food), Wesley White, Kristi Bell, and I showed that groups of rats showed similar acquisition whether the arms were baited or not. Summaries of this research and references to the original publications are available in an article published in Behavior and Brain Research in 2002.

It became clear that the adaptiveness of maze running behavior, far from being simply shaped by the receipt of food in the goal box, was based on underlying mechanisms that did not require the presence of food. Examination of other classic instrumental behaviors such as lever pressing in rats and key pecking in pigeons revealed similar contributions from simple exposure, and further confirmed that designers of apparatus were attuned either through conceptual analysis, exposure to animal subjects in other circumstances, or careful observation of the repertoire of their animals.

In short, the adaptiveness of behavior in a learning paradigm appears to be based as much on evolutionary ecology as on general learning mechanisms. Further, the designers of general learning apparatus appeared to have had a keen eye for adaptive behavior in the species they designed for. In a more analytic test of our hypothesis relating laboratory and natural behaviors, we examined carefully how prey-naïve rats and members of another five species of rodents treated rolling ball bearings predicting food, then compared it to how the same species treated live insect prey (crickets, in this case). The extent of topographical similarities was remarkable.

Looking back, it is worth recognizing that one of the first people to object to treating learning procedures as the primary independent cause of adaptive behavior was Bob Bolles (a scientist I greatly respected, and not only because of a shared tendency to attend national conventions in less than formal attire). Never one to mince words, Bob expressed his exasperation with the assumed causal power of learning procedures in the introduction to his 1983 book on Evolution and Learning.

“Once upon a time, and I cannot tell you just when it was, there was an angry god, and again I cannot tell you just which god it was, but he put a terrible curse on psychology with these words: ‘You will never ever discover anything about underlying causal processes, and you will never ever understand the overlying functional significance of anything. You will be forever doomed to be methodologists. You will content yourselves with teaching each other how to do experiments, and you will never know what they mean.”

Finally, in the interests of equal time, I would like to point out that biologists suffer from short-sightedness as well. Many field biologists have a grave mistrust of laboratory apparatus. I recall showing a well-known behavioral ecologist a film of the work Gary Lucas and I had done clarifying the basis of superstitious behavior in pigeons. The film clip showed a pigeon in a large laboratory box receiving food on a fixed-time food delivery schedule. The resultant behavior of the pigeon largely consisted of stepping back and forth in front of the hopper opening, while showing pendulum and/or bobbing motions of the head and neck and bumping its breast against the hopper wall. The ecologist enthusiastically dismissed the behavior as behavioral stereotypy based on the unnatural confinement experiences of the animal in the apparatus and in its home cage in the laboratory.

Next I showed him a clip of another laboratory pigeon presented with food every 15 sec in the same box, but this time from a hopper just beneath a hole in the floor near the middle of the chamber. This pigeon circled the hopper, tilting its head, keeping its eye on the ground like a pigeon looking for grain in a field. The ecologist grew quiet. Finally, I showed him a movie of another of our pigeons exposed to the same hopper wall as the first pigeon, but this one placed free-standing in an open field. When the pigeon in the field began stepping side to side in front of the free-standing “wall,” neck swaying and head bobbing, the ecologist became agitated and left the room.

The point is not that behavioral ecologists are uniquely silly or unusually over-committed to a theoretical point of view. Psychologists, who have given the superstition paradigm considerably more thought and energy, have not progressed much past the interpretation of the pigeon’s behavior as based on arbitrary accidental reinforcement or on stimulus substitution based on temporal conditioning. The first view doesn’t account for the similarity of
the behavior of different pigeons, and the latter doesn’t deal with the differences due to changes in the environment.

In short, it is imperative that we be interested in adaptive behavior, and that we not ignore any of its determinants. Evolution happens, particular perceptual filters, motor forms, and regulatory tendencies are selected—how these relate to developmental and testing environments, genetics, and previous experience is important. Expanding to neuroscience is not different. Brains, neurons transmitters, modulators, synapses, genes all were selected for survival in a particular range of environments with particular environmental demands. Investigations must reference them to development, behavior, diet, selection environment, and experience to understand how they related to adaptive behavior.

How About Psychology for Science Contests?

Frank J. Mandriota

In spite of all the majors in psychology, it, as a science, is poorly understood by the public.

I am a judge at science contests and fairs, and in the past 9 years out of thousands of contest entries, a relatively small fraction are in behavioral science and successful. Readers might wish to volunteer at contests and fairs, of which there are many more than Intel and Westinghouse. They almost always need judges and Division 6 members, academics and researchers are qualified and welcome. State and local associations sponsor many such events. An example is the Long Island Science and Engineering Fair [http://www.lisef.org/index.asp].

If students became more informed of the opportunities to do research in psychology, their parents would get some of the information about the field. Do a little Google searching and you will see that psychology is rarely mentioned in Exploratoria, Science Kits, Science clubs, etc. Here is a typical list:

Senior Projects (Grades 10 - 12)

Select Topic Area: •Biology •Engineering •Physical Science •Earth Science / Meteorology •Environmental Science •Computer Science

The lack of placement of psychology as a science extends to printed media. For example, in the youngster’s encyclopedia The New Book of Knowledge, under Experiments and Other Science Activities, in 17 pages Psychology is not mentioned once. There is “How Fast Is Your Reaction Time”, the well-known exercise releasing a yardstick, but it is covered under Health and Fitness, as is “How Your Sense of Smell Affects Your Sense of Taste”.

We can try to fill the gaps by judging at fairs, writing to newspapers and magazines and giving talks in our communities. Quite a bit of software is available for science projects in Psychology. Here is one set that I am involved with. It has a tutorial: [http://sciencecontests.blogspot.com/2008/06/psychology-experiments-for-science.html].

Back Issues of

The Behavioral Neuroscientist and Comparative Psychologist

are available online at

APA President-Elect James Bray Proposes Change to Annual Convention

APA President-Elect James Bray has a bold idea for changing the APA Convention in Toronto. The Division 6 Executive Committee seeks your opinion of his proposal for a ‘Convention Within a Convention.’ Please read his letter (below) and share your thoughts ASAP -- email them to Div 6 President-Elect Nancy Dess, dessnk@oxy.edu by August 20.

The Convention Within the Convention
Proposal for Changing the Annual Convention
James H. Bray, Ph.D.
APA President-Elect

The annual meeting of the American Psychological Association is one of the premier events and membership benefits of the association. Over the past several years the needs of members for programming and activities provided by the convention have changed. For practitioners these needs include affordable and high quality continuing education. For scientists these needs include life-long learning about the latest research and statistical methods and cutting-edge developments in cross-discipline areas of inquiry.

To better meet the needs of scientists and practitioners it is proposed to try an experiment to change the programming and format of part of the 2009 convention. The proposed Convention Within the Convention will consist of 96 hours of programming that will run from Friday afternoon through Sunday morning. Half of the hours will be devoted to science programming and half will be devoted to practice sessions. Tracks of programming will be developed to address topics that are selected by a central program committee appointed by the President, in consultation with the Board of Convention Affairs and Divisions and boards who contribute hours. Sessions will be workshop formats of at least one hour in length, with one presenter per program hour.

Examples of practitioner tracks are provided in appendix 1. The over-arching theme of the practitioner tracks is to integrate applied and basic science with clinical skills building.

This proposal was discussed by the Board of Scientific Affairs at its March 2008 meeting and they were enthusiastic about the concept. The BSA proposed the theme of “Going Back to School for Advanced Training,” for their Convention Within the Convention. BSA sees this proposal as an important way to draw scientists back to the convention and meet their needs for continuing education. They developed a proposal for tracks of programming for these sessions. See appendix 2 for more details and examples.

Please note: The suggested programming in the appendices are only examples. The final program will be determined by the central program committee, with input from Divisions and boards who donate hours to the Convention Within the Convention.

Why am I coming to Divisions for conventions hours? Divisions control 85-90% of the program hours at the annual convention. Thus, in order for us to try something different, Divisions need to participate.

Why can’t APA just create more hours for programming? Because of room and scheduling limitations the number of program hours for each convention is set and cannot be expanded.

The Request:
1. I request that Divisions participate in the Convention Within the Convention by donating some of their program hours. A total of 96 hours is needed to have the complete program. Please contribute as many program hours as possible. If every Division gave 2 hours we would have plenty of hours for this special programming. However, after meeting with president-elects at the Division Leadership Conference, it was clear that some Divisions did not want to participate. Thus, I ask that you give as many hours as possible so that we can make this happen! (Continued on page 8)
2. If your group donates hours please nominate one person to be on the central program committee. The President will appoint members to the central program committee in consultation with the Board of Convention Affairs. Send that person’s name and email address to me at jbray@bcm.edu.

I will ask the Board of Convention Affairs to establish coordinated scheduling of this programming so that similar programming in the regular convention is complementary to the Convention Within the Convention. APA staff will be asked to develop a marketing plan for this programming that includes the use of targeted email messages, web-based advertising, and other means to inform members.

Please let me know if your Division will be participating and how many hours you will contribute for the Convention Within the Convention by September 1, 2008. I am also willing to come to your board meeting at the 2008 convention to talk with you about my proposal. Contact me at jbray@bcm.edu if you have questions or want me to visit your board meeting. Many thanks for your consideration of this request.

July 2008

Appendix 1: Examples of Practice Oriented Programming

The over-arching theme of the practitioner tracks is to integrate applied and basic science with clinical skills building.

<table>
<thead>
<tr>
<th>Track 1</th>
<th>Track 2</th>
<th>Track 3</th>
<th>Track 4</th>
<th>Track 5</th>
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</thead>
<tbody>
<tr>
<td>Attachment based psychotherapies</td>
<td>Business of practice</td>
<td>Evidence-based therapies</td>
<td>Couple and family therapies</td>
<td>Health and behavior</td>
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<td>Friday PM</td>
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<td>Neuroscience of attachment for practitioners</td>
<td>Setting up a successful independent practice</td>
<td>Evidence-based treatments for depression</td>
<td>Research on marriage and family process. The well marriage checkup</td>
<td>Psychological approaches to pain management</td>
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<td>Individual oriented attachment based therapies</td>
<td>Marketing for successful practice</td>
<td>Evidence-based treatments of anxiety</td>
<td>Evidence-based treatments of marital discord</td>
<td>Psychological approaches to treatment of obesity</td>
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<td>Couple oriented attachment based therapies</td>
<td>Insurance 202</td>
<td>Evidence-based treatments of personality disorders</td>
<td>Evidence-based treatments of marital affairs</td>
<td>Enhancing medical compliance</td>
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<td>Sunday AM</td>
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<tr>
<td>Family oriented attachment based therapies</td>
<td>Niche practice examples</td>
<td>Evidence-based treatments of substance use problems</td>
<td>Family therapies for family conflict, divorce, stepfamilies</td>
<td>Screening, brief intervention and referral for substance use problems</td>
</tr>
</tbody>
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(Continued on Page 9)
Appendix 2  
BSA Proposal for “Back-To-School” Program  
2009 APA Convention Within the Convention  
-Draft-  
Proposal Overview  
The Board of Scientific Affairs proposes to enhance the 2009 APA convention program through the inclusion of a rich set of educational offerings that serve the broad scientific discipline and profession of psychology. Specifically, we propose a 48-hour educational track to run across three days of the 2009 APA convention. BSA believes that the educational offerings will enliven the convention, will attract wide attention in the field of psychology, and will attract psychologists to the convention (including both scientists and practitioners who have stopped attending the convention). Importantly, this programming will contribute to building a niche for the American Psychological Association as the professional psychological organization that provides lifelong learning across the career span for those in science, education, policy and practice.  

Rationale  
A number of converging forces bring us to this proposal:  
(1) The sense of BSA that the APA convention would be revitalized by programming that serves the need for lifelong learning of psychologists across the career span and across both science and practice;  
(2) The proposal of James Bray, APA president-elect, of a “Convention Within the convention” that would provide extensive and intensive treatment of broad, multi-faceted content areas of psychology, with components of the programming on any topic that range from fundamental theory and basic research findings to application;  
(3) Writings by Science Directorate Executive Director Steve Breckler in the Psychological Science Agenda that argues for ongoing education for psychologists across the career span;  
(4) The great success of the Advanced Training Institutes of the Science Directorate in cutting edge methodologies (e.g., fMRI, longitudinal data analysis), and the fact that the demand for these Institutes greatly exceeds the available capacity for participants  
(5) The success of the Presidential Plenary Sessions on methodology at the APA convention (administered by Mark Appelbaum and focused on statistical methods), with attendance in the hundreds;  
(6) The fact that graduate level psychology training and our work as psychologists is fractionated, specialized, and we do not have a broad picture of what is going on in psychology, broadly conceived, outside our own areas. Often, we do not understand what our colleagues are doing. It has also been hard to keep up with technical advances in the field and in the allied disciplines required for interdisciplinary work and interdisciplinary collaborations.  

Suggested Training Tracks  
BSA proposes three concurrent tracks of educational programming for the 2009 convention. These are as follows:  
Track I: Quantitative Methods—Research Design, Measurement, and Analysis  
Track II: Emerging Technologies and Approaches  
Track III: Current Multi-Faceted, Multi-Perspective Substantive Areas of Psychology  
Each track would receive 16 of the 48 hours. In accord with the proposal of James Bray, there would be four hours of each track on Friday afternoon of the convention, eight hours on Saturday of the convention, and four hours on Sunday morning of the convention.  

Breadth and Depth  
Within each track, programming would be created to appeal to psychologists who want training at a number of levels.  
Level A. In any topic, there would be an introductory overview session, explaining the questions, goals, approaches, terminology, and findings. These sessions would appeal to psychologists who want to know what a topic is about, (e.g., fMRI, what is all the fuss?; what is the “new look” in treatment of missing data?; what are new genetic approaches and what are they telling us?). We conceive of a broad range of presentations at Level A, our Buffet of topics in modern psychology. Convention attendees could create a several-day self-selected program of introductions to new areas and methods in psychology.
Congratulations to new President-Elect
Mark Bouton

Level B. This level includes more in-depth programming to appeal to researchers in related areas or who anticipate making use of new methodologies.

Level C. Hands on information (particularly Track I, Quantitative Methodology)

The levels at which any topic were presented and the length of presentation would be tailored to the topic. Below is one example of potential structuring of one topic in Track I, Quantitative Methodology. This illustrates a four-hour block capturing all three levels. There could also be two-hour sessions, and even one-hour introductory sessions.

Consider a potential topic from Track I, Modern Approaches to Treatment of Missing Data. There could be a one-hour overview lecture on new approaches to missing data analysis—multiple imputation and direct maximum likelihood—and why older procedures like pairwise deletion are less appropriate; terms would be defined, the need for and contribution of new methods would be explained. This could be followed by 1.5 hours of more in-depth lecture on modern approaches to missing data, with a final 1.5 hours of “how to” with demonstration of modern software. There would be supporting materials for all these sessions. The first session would appeal to a broad range of researchers who want to understand what is “going on” in analysis of data sets where some data are missing. The second session would appeal to researchers who are confronted with missing data and want to understand how state-of-the-art approaches work in more depth. The third session would appeal to those who want to implement modern approaches to missing data in their own analyses.

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<tr>
<th>Track 1</th>
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<td>Advances in developmental psychology</td>
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<td>Longitudinal data analytic methods</td>
<td>Advance topics in neuroscience</td>
<td>Advances in social psychology</td>
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<tr>
<td>Hands-on methods for data analysis</td>
<td>Genetic bases for psychologists</td>
<td>Advances in applied experimental psychology</td>
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<td>Sunday AM</td>
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<tr>
<td>Multi-level modeling methods</td>
<td>Advance topics in genetic bases</td>
<td>Writing successful NIH grant applications</td>
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Teaching Tidbits for Fall Semester

Nancy Dess

A new teaching season is upon us! Don’t forget helpful resources available from APA:

• Brief videos (15 min) featuring nonhuman animal research -- Perception & Action, and Psychopharmacology. Only $19.95, information and ordering at http://www.apa.org/science/rcr/carevideo.html


• APA and other resources for ethics education and regulatory compliance, at http://www.apa.org/science/rcr/animals.html

• Looking for ways to get undergraduate and/or graduate students involved in stewardship and outreach? Encourage them to make a G8-10 Exploring Behavior classroom presentation this fall -- complete materials (including modules on sex, drugs, and other topics featuring lab animal research) and tips at http://www.apa.org/science/rcr/ebop.html, and point them to the Committee on Animal Research & Ethics’ “Top Eleven” list of activities, at http://www.apa.org/science/rcr/eleven.html.

Division 6 Awarded Grant from APA’s Commission on Ethnic Minority Recruitment, Retention and Training in Psychology

Nancy Dess

The Division 6 leadership successfully competed for funds to enhance professional development and community building. The proposal, “Building a 21st Century Behavioral Neuroscience/Comparative Psychology Community,” described the challenge facing our fields now and going forward with respect to attracting and supporting talented junior researchers. Funds will support two activities in 2008. First is a workshop at the Convention in Boston, on prejudice and intergroup relations in the workplace -- including our workplaces. John Dovidio (Yale University) has graciously agreed to lead this workshop, which will be grounded in his compelling empirical research on how subtle, often unconscious biases influence interactions between members of different social groups. Understanding is the first step toward creating research communities that are more diverse, humane, just, and vibrant. (Attention all graduate students and post-docs coming to Boston -- be sure not to miss this event, Saturday morning Aug 16, 7-8:50 am, Quincy Room at the Westin!) Second is a strategic planning meeting in Washington DC in November, during the Society for Neuroscience meeting. The charge to participants is to develop a specific, feasible outreach-and-mentoring plan to be implemented at both organizations’ 2009 meetings, one that will build on the successes of the mentoring program in which Division 6 has participated for almost 3 years.
Announcements

On Horn-Tooting: Special Section in IJCP

Letting people know about why our research matters is vital to sustaining it. Doing so is critical to attracting students, fostering public support, nurturing relationships with other scholars, and ensuring that the work is a funding priority for foundations and government agencies. How to do it best? A range of views on the subject were recently published in a special section of the International Journal of Comparative Psychology, co-edited by Division 6 Fellows Mark Blumberg (University of Iowa) and Nancy Dess (Occidental College). Entitled Speaking Up, Speaking: Views on Advocating for Our Science, the section presents six essays reflecting diverse perspectives on how Division 6ers can effectively promote our shared enterprise. Available online as .pdf, at http://www2.gsu.edu/~wwwscp/ijcp-vol20-1-2007/ijcp-vol20-1.pdf. (For specific do-it-now advocacy suggestions, see the Committee on Animal Research & Ethics’ “Top Eleven” List: Eleven Things to Do to Enhance the Visibility of Nonhuman Animal Work, at http://www.apa.org/science/rcr/eleven.html.)

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, [fun-faculty.org].

Inquiries regarding submissions should be directed to Gary Dunbar, JUNE Editor-In-Chief at any stage in the writing process.
Gary.dunbar@cmich.edu; 989-774-3282 (phone); 989-774-2553 (fax), Department of Psychology, Central Michigan University, Mount Pleasant, MI 48859.
Behavioral Neuroscience and Comparative Psychology

Division 6 Program for APA 2008

and other events of interest to members

Thursday, August 14, 2008

Symposium

How Animals, Humans, and Computer Models Remember Visual Objects

10:00 AM - 11:50 AM, Boston Convention and Exhibition Center, Room 213
Robert G. Cook, PhD, Chair

Aude Oliva, PhD, Participant/1st Author
Remembering Thousands of Objects With High Fidelity

Robert G. Cook, PhD, Participant/1st Author
Long Term Memory Capacity and Intelligence in Animals

Joel Fagot, PhD, Participant/1st Author
Single Trial Learning of Picture Response Associations in Pigeons and Baboons

Thomas Serre, PhD, Participant/1st Author
Computational Models of Object Recognition in the Visual Cortex

Jeremy M. Wolfe, PhD, Participant/1st Author

Role of Memory in Visual Search

Symposium

Hippocampus and Memory-- A Symposium in Honor of Helen Mahut

12:00 PM - 1:50 PM, Boston Convention and Exhibition Center, Room 156A
Mark Moss, PhD, Chair

Suzanne Corkin, PhD, Participant/1st Author

HM’s Legacy to Cognitive Neuroscience
Symposium-- continued

Mark Moss, PhD, Participant/1st Author
What Phineas Gage Could Not Know: Prefrontal Cortex and Hippocampal Interactions

Stuart Zola, PhD, Participant/1st Author
Mild Cognitive Impairement, Amnesia, and Dementia: Predicted by Eye Tracking?

Jocelyne Bachevalier, PhD, Participant/1st Author
Development and Decline of Memory Functions in Primates

Marilyn Albert, PhD, Participant/1st Author
Using Imaging to Track Development and Treatment of Alzheimer’s Disease

Fellows Addresses

Comparative Cognition
1:00 PM - 1:50 PM, Boston Convention and Exhibition Center, Room 153A
Karen Hollis, PhD, Chair

Michael J. Beran, PhD
Animal Willpower? Studying Delay of Gratification in Nonhuman Primates

Aaron P. Blaisdell, PhD
Role of Associative Learning in Spatial Cognition

Symposium

Estrogen for Healthy Cognitive Aging-- Today’s Treatment or Yesterday’s News?
2:00 PM - 3:50 PM, Boston Convention and Exhibition Center, Room 209
Karyn M. Frick, PhD, Chair

John H. Morrison, PhD, Participant/1st Author
Age Dependent Effects of Estrogen on Cortical Neurons

Karyn M. Frick, PhD, Participant/1st Author
Estrogenic Modulation of Age Related Memory Decline in Rodent Models
Symposium--continued

Agnes Lacreuse, PhD, Participant/1st Author
Estrogen Effects on Cognition in Young and Aged Monkeys

Barbara B. Sherwin, PhD, Participant/1st Author
Estrogen and Cognitive Aging in Women

Symposium

Ear Infections, Taste Perception, and Obesity-- Unexpected Connections
2:00 PM - 3:50 PM, Boston Convention and Exhibition Center, Room 153A
Linda M. Bartoshuk, PhD, Chair

Linda M. Bartoshuk, PhD, Participant/1st Author
Ear Infections: A Source of Taste Damage

Derek Snyder, BS, Participant/1st Author
Ear Infection and Obesity in Adults

Kathleen Daley, PhD, MPH, Participant/1st Author
Ear Infections and Obesity in Children

Howard Hoffman, PhD, Participant/1st Author
Ear Infections, Tonsillectomies, and Obesity: NHES

John Hayes, PhD, Participant/1st Author
Adiposity, Taste Phenotype, and Food Liking

Friday, August 15, 2008

Symposium

From Eye to Brain and Back Again
8:00 AM - 9:50 AM, Boston Convention and Exhibition Center, Room 254A
Jeremy M. Wolfe, PhD, Chair
**Symposium--continued**

James DiCarlo, PhD, Participant/1st Author  
*Transformation of Visual Signals Along the Primate Object Recognition Pathway*

Pawan Sinha, PhD, Participant/1st Author  
*Learning to See After Prolonged Blindness*

Peter H. Schiller, PhD, Participant/1st Author  
*Look and See: How the Brain Does It*

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**Symposium**

*Psychological Well-Being-- Update for the 21st Century Primate*

9:00 AM - 9:50 AM, Boston Convention and Exhibition Center, Room 157B

David A. Washburn, PhD, Chair

Melinda A. Novak, PhD, Participant/1st Author  
*Psychological Well-Being: Between Panaceas and Pitfalls*

David A. Washburn, PhD, Participant/1st Author  
*Psychological Well-Being of (Nonhuman) Primates*

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**Invited Addresses**

*B.F. Skinner New Researcher Awards for Basic and Applied Behavior Analysis*

9:00 AM - 9:50 AM, Boston Convention and Exhibition Center, Room 152

Kathryn J. Saunders, PhD, Chair

John C. Borreco, PhD, Participant/1st Author  
*Translational Evaluations of Reinforcer Efficacy*

Federico Sanabria, PhD, Participant/1st Author  
*Out of Control: How I Learned to Stop Worrying and Love the Unruly Pigeon*

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**G. Stanley Hall Lecture**

Stephen T. Higgens, PhD  
*Reinforcement and Substance Use Disorders*

11:00 AM - 11:50 AM, Boston Convention and Exhibition Center, Room 206B

Rita M. Curl-Langager, PhD, Chair
Symposium

Physical Activity and Children’s Cognition-- Convergent Multidisciplinary Experimental Evidence
2:00 PM - 3:50 PM, Boston Convention and Exhibition Center, Room 251
Catherine L. Davis, PhD, Chair
Phillip D. Tomporowski, Co-Chair
Phillip D. Tomporowski, PhD, Participant/1st Author
Physical Activity and Cognition: Executive Function Theory
Jack A. Naglieri, PhD, Participant/1st Author
Measurement of Psychological Processes Including Executive Function
Catherine L. Davis, PhD, Participant/1st Author
Aerobic Training Benefits Children’s Cognition and Achievement: Randomized Controlled Trial
Jennifer E. McDowell, PhD, Participant/1st Author
Changes in Brain Activation Following Exercise Training in Overweight Children

Invited Address

D.O. Hebb Distinguished Scientific Contributions Award
2:00 PM - 2:50 PM, Boston Convention and Exhibition Center, Room 203
Mark E. Bouton, PhD, Chair
Stephen J. Suomi, PhD
Risk, Resilience and Gene X Environmental Interactions in Primates

Symposium

Developmental Plasticity and the Origins of Risk and Resilience
3:00 PM - 4:50 PM, Boston Convention and Exhibition Center, Room 203
Christina L. Williams, PhD, Chair
Frances A. Champagne, PhD, Participant/1st Author
Epigenetics and the Transmission of Behavior Across Generations
Symposium--continued

Staci D. Bilbo, PhD, Participant/1st Author
Neonatal Infection Alters Brain Development and Cognition in Adulthood

Susan L. Anderson, PhD, Participant/1st Author
Impact of Juvenile Psychostimulant Exposure on Brain and Behavior Development

Christina L. Williams, PhD, Participant/1st Author
Prenatal Choline Availability Alters Risk of Age-Related Cognitive Decline

Stephen J. Suomi, PhD, Discussant

Invited Address

Med Associates Distinguished Contribution to Basic Behavior Analysis Award
4:00 PM - 4:50 PM, Boston Convention and Exhibition Center, Room 207
Kathryn J. Saunders, PhD, Chair

Murray Sidman, PhD
Some Speculations About Stimulus Control and Equivalence Relations

Presidential Address

William D. Timberlake, PhD
Surprise? Food and Addictive Drugs Can Entrain Circadian Anticipatory Activity
5:00 PM - 5:50 PM, Boston Convention and Exhibition Center, Room 254A

Nancy K. Dess, PhD, Chair

Executive Committee Meeting
6:00 PM - 7:50 PM, Westin Boston Waterfront Hotel, Executive Board Room
Saturday, August 16, 2008

**Conversation Hour**

CIA Mentoring--- Conversation About Professional Community
7:00 AM - 8:50 PM, Westin Boston Waterfront Hotel, Quincy Room

**Invited Address**

9:00 AM - 9:50 AM, Boston Convention and Exhibition Center, Room 155
Mark P. Reilly, PhD, Chair

Derek Hamilton, PhD

**Relative and Relational Features of Stimulus Functions in Rat and Human Spatial Navigation**

**Invited Address**

9:00 AM - 9:50 AM, Boston Convention and Exhibition Center, Room 156C
Warren H. Meck, PhD, Chair

Matthew Wilson, PhD

**Eavesdropping on Reactivated Memories and Reconstructing the Content of Dreams**

**Symposium**

**Sleep-Dependent Memory Consolidation and Neural Plasticity**
10:00 AM - 10:50 AM, Boston Convention and Exhibition Center, Room 156C
Warren H. Meck, PhD, Chair

Subimal Datta, PsyD, Participant/1st Author

**Common Switch for Dreaming and Memory Processing During Sleep**

Warren H. Meck, PhD, Participant/1st Author

**Prenatal Choline Supplementation Facilitates Hippocampal Activity During Adult REM Sleep**

Matthew Wilson, PhD, Discussant
Symposium

Basic Emotions--- Cutting Nature at the Joint?
10:00 AM - 11:50 AM, Boston Convention and Exhibition Center, Room 256
Louise K. W. Sundararajan, PhD, EdD Chair

Lisa F. Barrett, PhD, Participant/1st Author
Of Mice and Men: Emotions in the Mamalian Brain?
Jaak Panksepp, PhD, Participant/1st Author
Foundations of Human Affects: A Neuroevolutionary Vision of Basic Emotions
Rainer Reisenzein, PhD, Participant/1st Author
Psychologically and Biologically Basic Emotions
Louise K. W. Sundararajan, PhD, EdD Participant/1st Author
Emotions: Fluid Hierarchy in an Endless String of Glass Beads
Mark Lewis, PhD, Discussant

Invited Address
11:00 AM - 11:50 AM, Boston Convention and Exhibition Center, Room 156C
William D. Timberlake, PhD, Chair
Howard Eichenbaum, PhD
Neurobiology of Recollection

Symposium

Do Animals Have Episodic Memory?
12:00 PM - 1:50 PM, Boston Convention and Exhibition Center, Room 156C
Jonathon D. Crystal, PhD, Chair

Megan L. Hoffman, MA, Participant/1st Author
Memory for What, Where, and When Information in Rhesus Monkeys
Michael H. Ferkin, PhD, Participant/1st Author
Voles Recall the What, When, and Where of an Encounter
Symposium--continued

Jonathon D. Crystal, PhD, Participant/1st Author
Episodic-Like Memory in the Rat

Howard Eichenbaum, PhD, Discussant

Invited Address

1:00 PM - 1:50 PM, Boston Convention and Exhibition Center, Room 257A
Michael W. Parsons, PhD, Chair

Marlene Oscar-Berman, PhD
Alcoholism’s Effects on Brain and Behavior

Business Meeting

2:00 PM - 2:50 PM, Westin Boston Waterfront Hotel, Quincy Room

Social Hour

7:00 PM - 8:50 PM, Boston Marriott Copley Place Hotel, Clarendon Room

Sunday, August 17, 2008

Poster Session

Experimental and Comparative Psychology and Behavioral Neuroscience
10:00 AM - 11:50 AM, Boston Convention and Exhibition Center, Halls A and B1

Michela Sarlo, PhD, Participant/1st Author

Emotional Face Processing During Passive Viewing: An ERP Study
Co Author: Marianna Munafò, MS
Co Author: Daniela Palomba, MD
Co Author: Giulia Buodo, PhD
Co Author: Luciano Stegagno, MD
Poster Session--continued

Lillian M. Christon, MA, Participant/1st Author

**Neuroendocrine and Behavioral Correlates of Social Isolation in Rats**
- Co Author: Julia M. Friedenberg, MA
- Co Author: Tricia Norkunas, MA
- Co Author: Danielle Worthington, MA
- Co Author: Massimo Bardi, PhD
- Co Author: Craig H. Kinsley, PhD

Melissa Birkett, PhD, Participant/1st Author

**Role of GABA(A) Receptors in Diazepam Induced Attenuation of the Anxiogenic Effects of Acute Citalopram Treatment in BALB/c Mice**
- Co Author: Angela Duke, PhD
- Co Author: Jerrold Meyer, PhD
- Co Author: James Cook, PhD
- Co Author: M Van Linn, PhD
- Co Author: S. Huang, PhD
- Co Author: James K. Rowlett, PhD

Shu Wen Su, MS, Participant/1st Author

**Effects of Prenatal Bupropion Exposure in Adult Mice**
- Co Author: Chian Fang Cherng, PhD
- Co Author: Lung Yu, PhD

Barbara Pham Escobar, BS, Participant/1st Author

**Modified Arousal Interferes With Perceptual Learning in Bobwhite Quail Embryos**
- Co Author: Jimena Vaillant, BS
- Co Author: Robert Lickliter, PhD

Yumi Ando, MA, Participant/1st Author

**Comparison of Assertion Style: University Students and Juvenile Delinquents**

Kevin H. Kawa, BA, Participant/1st Author

**Effects of Adenosine Antagonists on Two Models of Parkinsonian Tremors**
- Co Author: Azadeh Jalali, BA
- Co Author: Lilia Rodriguez, BA
Poster Session--continued

Co Author: Chaz Larsen, BA
Co Author: Jennifer T. Trevitt, PhD
Co Author: Jessie J. Peissig, PhD

David A. Abwender, PhD, Participant/1st Author

Rotational Preference and Menstrual Cycle Phase Predict Learned Helplessness Susceptibility
Co Author: Michael J. Pusateri, MA
Co Author: Coletta L. Fry, BS
Co Author: Charles C. Blocher, PhD

Julie Fielder, MSW, Participant/1st Author

Hamilton Depression Inventory as Measure of Illness Severity With Postmortem Subjects With Major Depressive Disorder
Co Author: David M. Walsh, PsyD
Co Author: Amanda Gale, MA
Co Author: Jeanette Elliott, PhD
Co Author: Huda Akil, PhD
Co Author: Edward Jones, MD, PhD
Co Author: Richard Myers, PhD
Co Author: Stan Watson, MD, PhD
Co Author: William E. Bunney, Jr., MD

Jennifer M. Brielmaier, MA, Participant/1st Author

Role of Dopamine D1 Receptors in Conditioned Fear in Rats
Co Author: Hadley C. Bergstrom, MA
Co Author: Craig G. McDonald, PhD
Co Author: Robert F. Smith, PhD
Poster Session--continued

Santresda Johnson, MS, BA, Howard University
**Relationship Between IL 1 and Depression**

Connie E. Myerson, BS
**Kinematic Analysis of Locomotion Following Traumatic Brain Injury in Rodents**
Co Author: Eniko K. Toth, AA
Co Author: Joseph M. Wasserman, AA
Co Author: W.D. Dietrich, PhD
Co Author: Edward J. Green, PhD

Marisa M. Luna, AA, Participant/1st Author
**Effects of Social Context on Economic Risk and Reward Decision Making**
Co Author: Joan Y. Chiao, PhD

Aleksandra Kuron, Participant/1st Author
**Eliminating Spatial Memory Sex Differences Using Shaping in Virtual Environments**
Co Author: Allison R. Joslyn, BA
Co Author: Melissa L. Berggren, BA
Co Author: Stephanie Roberts, BA
Co Author: Astur S. Robert, PhD
Co Author: C. Charles Mate Kole, PhD

Caterina M. Hernández, PhD, Participant/1st Author
**Modifications of Histone H3 in the Brains of Tg2576 Mice**
Co Author: Christina Unger Lithner, PhD
Co Author: Agneta Nordberg, PhD
Co Author: David Sweatt, PhD

James E. Witnauer, MS, Participant/1st Author
**Two Blocking Stimuli Are Less Effective Than One Blocking Stimulus**
Co Author: Gonzalo P. Urcelay, MA,
Co Author: Ralph R. Miller, PhD

Amanda C.G. Hege, MA, Participant/1st Author
**When Being Sad Improves Memory Accuracy: The Role of Mood in Inadvertent Plagiarism**
Co Author: Chad S. Dodson, PhD
Ke Rang Zhang, MD, Participant/1st Author

**Interaction of NET Gene and Negative Life Events in MD**

Co Author: Ning Sun
Co Author: Yong Xu, MD

Ke Rang Zhang, MD, Participant/1st Author

**5 HTTLPR and 5 HTTLPR 5 HTR1A Genes Combined Effects Modulate the Relationship Between Negative Life Events and Major Depressive Disorder in Chinese Population**

Co Author: Qi Xu, MD
Co Author: Yong Xu, MD

Ning Sun, Participant/1st Author

**Possible Association Between the Gamma Aminobutyric Acid Type B Receptor2 Gene and Depression of Schizophrenia in Northern Chinese Population**

Co Author: Ke Rang Zhang, MD
Co Author: Qi Xu, MD

Susan Haag, PhD, MEd, Participant/1st Author

**Long Term Memory of Visual and Haptic Information**

Jeffrey W. Gilger, PhD, Participant/1st Author

**Neurodevelopmental Study of the Twice Exceptional: The Nonverbally Gifted Dyslexic**

Co Author: Tom Talavage, PhD
Co Author: Julianna Sanchez Bloom, PhD
Co Author: Olumide Olulade
Co Author: Mike Wilkins
Co Author: George Hynd, EdD
Poster Session--continued

Brett M. Kia Keating, EdD, Participant/1st Author

Meta Analysis on Genetic Polymorphisms Related to Suicide

Maura Pilotti, PhD, Participant/1st Author

Does Familiarity Breed Contempt?
   Co Author: Martin Chodorow, PhD
   Co Author: Lauren Francois, AA

Janet D. Pittman, MA, Participant/1st Author

Impulsivity: The Relationship Between Discipline Referrals and Sexual Harassment

Clare K. Porac, PhD, Participant/1st Author

Centroid Extraction as a Process in Judgments of Line Length
   Co Author: Alan Searleman, PhD
   Co Author: Alicia Dunbar, BA

Avichg Cohen, BA, BS, Participant/1st Author

Influence of Taste Quality on Affective State
   Co Author: Alexander B. Swan, BA
   Co Author: Samantha R. Evans, BA
   Co Author: Nancy Tinajero Guerrero
   Co Author: Barbara A. Drescher, PhD

Tracey A. Ledoux, PhD, Participant/1st Author

Effects of Expressive Writing on Eating Behaviors Following a Failure Task
   Co Author: Steve Harrist, PhD

Holly J. Dannewitz, PhD, Participant/1st Author

Effects of Antidepressants on Driving and Cognitive Tasks
   Co Author: Tom Petros, PhD
Poster Session--continued

Cathrine V. Jansson Boyd, PhD, Participant/1st Author

Vision Governs Touch in Aesthetic Evaluation of Unfamiliar Stimuli
  Co Author: Patrick Haggard, PhD

Sybil Geldart, PhD, Participant/1st Author

Visual and Aesthetic Preferences for Faces Across Diverse Beauty Labels
  Co Author: Samantha Henderson

Jessica G. Irons, PhD, Participant/1st Author

  Co Author: Kelly A. Schmidtke, MA
  Co Author: Josh Johnson, MA
  Co Author: Kendee Martin, BA
  Co Author: Melissa Sylvester, BA

Cortney E. Templeman, BA, Participant/1st Author

Confidence and Vividness in Flashbulb Memories for September 11th
  Co Author: Nicole Alea, PhD

Myriah E. Rosengarten, MS, Participant/1st Author

Distinguishing Facts From Beliefs Within General Knowledge and Science Content
  Co Author: Sara Casen, BA
  Co Author: Mitchell Rabinowitz, PhD

Julie A. Grieco, Participant/1st Author

Stroop Interference and Working Memory: Measurement Differences
  Co Author: Sheila O. Quinn, PhD
Poster Session--continued

Christopher G. Warren, MA, Participant/1st Author

Sleep Restriction Shows Differences in Semantic Processing in Adult Participants
  Co Author: Rachel N. Waford, MA
  Co Author: Leila Kheirandish Gozal, MD
  Co Author: Victoria J. Molfese, PhD
  Co Author: Dennis L. Molfese, PhD

Adrienne S. Roman, BA, Participant/1st Author

Sleep Restriction and Recovery on Speech Discrimination in Adults
  Co Author: Christopher G. Warren, MA
  Co Author: Leila Kheirandish Gozal, MD
  Co Author: Victoria J. Molfese, PhD
  Co Author: Dennis L. Molfese, PhD

Aaron S. Baker, MA, Participant/1st Author

Forgetting Trauma: A Retrieval Induced Forgetting Paradigm
  Co Author: Michelle G. Craske, PhD
  Co Author: Robert A. Bjork, PhD

Arron W.S. Metcalfe, BS, Participant/1st Author

Operand Recognition and Self Reported Solution Strategies in Basic Arithmetic
  Co Author: Jamie I.D. Campbell, PhD

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