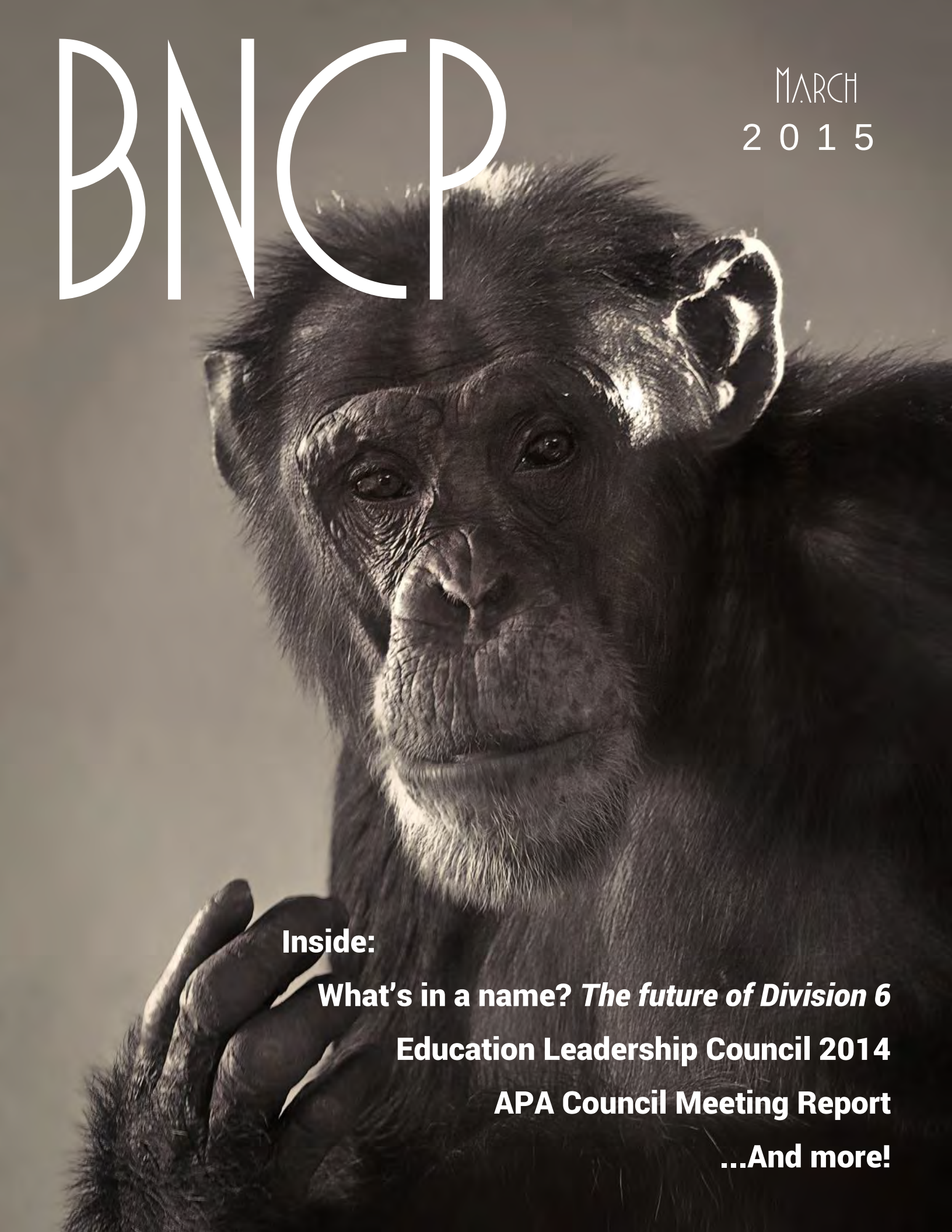


# BNCP



MARCH  
2015

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**What's in a name? *The future of Division 6***

**Education Leadership Council 2014**

**APA Council Meeting Report**

**...And more!**

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**Thank you to our contributors!**

**Have an idea for the newsletter?**

**Letters and comments welcome.**

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# What's in a Name?

David Washburn

President, APA Division 6

**D**uane Rumbaugh—one of my heroes in our field—described how a chimpanzee named Lana taught him about the importance of names. In the early 1970s, Professor Rumbaugh and his collaborators developed a computer-based communication system and attempted to teach young Lana a language-analog that featured a vocabulary of visuographic “words” called lexigrams. The work was revolutionary, both for its technological innovations and also for its ambitious research design. Nevertheless, it was slow going in those early days. Lana readily engaged the computerized keyboard, but early progress in teaching Lana to use the keys in ways that suggested anything like symbolic meaningfulness was difficult to obtain. Then, as Dr. Rumbaugh described, it just seemed to click for Lana: *THINGS HAVE NAMES!* People and places and items and activities have unique names, and the lexigrams representing those names could be used to request, label, and refer to those things. Things have names, and names are important. Lana began rapidly to learn the names of many things in her world. She began asking researchers to tell her the names of things. She even began using the pronoun *this* to refer to things for which she didn't know the name. Much of the progress made in Project Lana was catalyzed by the chimpanzee's understanding of the power of names.

I recalled this anecdote as I thought about the challenges that we face in Division 6. The Division of Behavioral Neuroscience and Comparative Psychology is one of 54 subdisciplines or interests within the American Psychological Association. Whereas many APA members choose not to affiliate with a division (and indeed, as will be discussed below, one can affiliate with a division without joining APA), much of the work of the Association is accomplished through the efforts of its divisions. Given how fractionated our discipline tends to be, *divisions* is in many ways the appropriate name for these groups! The threads of science, practice, and education that serve to unify psychology belie tremendous differences within our discipline and profession. I understand why the term “divisions” was used, but the connotation is unfortunate.

The challenges that D6 currently faces are not caused by the fact that it is called a division—although I don't



think that *helps!* The truth is that our division is dying. Although behavioral neuroscience and comparative psychology (at least comparative cognition) seem to be alive and well, the Division of Behavioral Neuroscience and Comparative Psychology is on an unsustainable trajectory toward irrelevance or even extinction. According to the most recent membership-demographic data available from the APA Center for Workforce Studies (2013), D6 has 25% fewer members than in 2005, and 9% fewer than just 5 years ago. We are in the bottom quartile of size, with fewer members than 42 other divisions. It is true of course that our current membership includes many of the most distinguished and highly accomplished scholars in all of psychology. Although we are fortunate to have the long-time commitment, leadership, and service of these senior scientists; more than 70% of D6 affiliates/members/fellows are at least 60 years of age. More than 40% are age-70 or older. In 2013, the average age of D6 members was 67.3 years, and only 3.5% of the members were under age 40. Compare those figures to the 2009 data (65.7 years and 3.6%) and the picture is clear: Our division isn't just getting smaller. It's getting *older*. Unless we can figure a way to ensure that the 76% of our members who earned their PhDs more than 25 years ago live forever (and I'm all for that!), our division will literally die unless we become more effective in attracting young behavioral neuroscientists

and comparative psychologists.

These problems are not new, or even unique to D6; but they are intractable. Our membership trends have not reversed despite aggressive and targeted recruiting efforts, outstanding convention programming, improved communication, early-career initiatives, and the leadership of many excellent D6 officers who in recent years have invested considerable energy, creativity, time, and resources into addressing these serious problems. We are at a crisis. Change is required. Without suggesting that any one change will turn this tide, I do want to argue that we should consider any changes that might help. The distinguished and longstanding members who constitute the majority of our division must now decide whether steadfastly to maintain the traditions of the division or to consider changes that might allow D6 to outlive our generation.

For one such change, we return to the importance of names. Behavioral neuroscientists and comparative psychologists *should* identify with D6, but many do not affiliate with our division because they have made the decision—for whatever reasons—not to join APA. We believe that there are many excellent reasons for paying APA dues, and the benefits of APA membership can be articulated elsewhere. However, as was mentioned above, one does not need to be an APA member to affiliate with D6. Just like APA members can pay division dues to join D6, qualified scholars interested in behavioral neuroscience or comparative psychology can pay D6 dues and affiliate with our division without joining APA. Few do this however. Among the reasons why this might be the case is our division name.

About half of the current APA divisions have already changed to “Society of...” or “Society for...” names. For example, Division 2 became the Society for the Teaching of Psychology (STP). Division 12 became the Society of Clinical Psychology. Division bylaws (including ours) *allow* qualified individuals to join a division without joining the APA, but these “Society...” names *encourage* such membership. In speaking with Presidents of these other divisions, I’ve learned that many have seen membership

growth since their name changes, particularly in the number of affiliates. This influx of affiliate members and the division dues they pay have served to revitalize those Societies without undermining their role in APA governance, their support of the APA’s missions, or their value to APA members. Further, I’ve been surprised at the level of support and encouragement that APA Division Services offers for divisions like ours seeking change names and to grow membership by recruiting affiliates.

After careful consideration, your Executive Committee is recommending that our division do as so many other APA divisions have done, and amend the bylaws so as to

adopt a new name: *the Society for Behavioral Neuroscience and Comparative Psychology*. I see great opportunities for growth if D6 becomes the SBNCP, and no downside. The academic qualifications for division membership will remain unchanged. Our role in APA will remain unchanged, where we will still be D6 (just as

STP is still D2 and so forth). It is a name that embraces the two branches of psychology that already identify us. It’s a name that emphasizes what we are *for* rather than stressing our differences with other psychologists. It is a name that early-career and senior scholars alike should want to join—a professional Society—whether or not they also join the Association.

So, what’s in a name? In this case, I believe that our future rests, at least in part, in a name. When you receive the ballot, I’m asking all D6 members to endorse the change to the Society for Behavioral Neuroscience and Comparative Psychology. This change alone won’t solve our many problems, but it will make it much easier to expand our membership and the benefits we provide. I welcome questions/comments about this recommendation (dwashburn@gsu.edu), and I look forward to working with each of you to help our division to adapt and to grow so that it remains the kind of Society that we—and our students—will want to join.

David Washburn  
*President, APA Division 6*

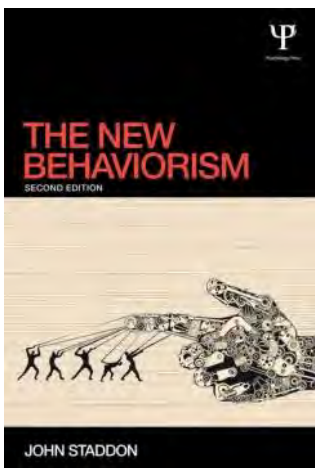
**“Change is  
required.”**



# Member Accomplishments

*Here's what our Division 6 colleagues have been up to:*

Image Credit: Thomas Teubert., *Agility*, September 18, 2010, Creative Commons License.



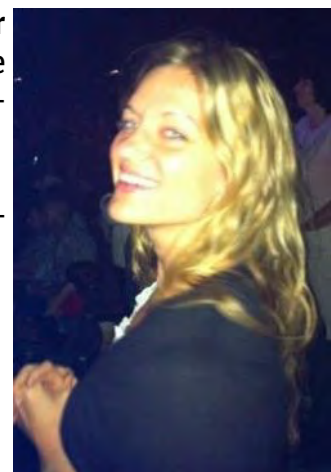
A second edition of **The New Behaviorism** by our own **John Staddon** was published in 2014. This edition is almost completely rewritten and about twice as long as the first. The focus is on research with animals and the book covers two new social issues and also devotes more space to the philosophy of cognitivism and the science behind theoretical behaviorism. Expanded topics include rationality, values, free will, consciousness, and more.

The link (which includes short reviews) is <http://www.psypress.com/books/details/9781848726888/>

## Nicolle Carr

Severe Aggression and Self Injury in the Classroom. Evidence Based Interventions. (November 2014) Oklahoma Statewide Autism Conference. Norman, OK

The ABCs of ABA. (Nov. 2014) Oklahoma Statewide Autism Conference. Norman, OK



### Keep up the good work!

We'd love to hear what you're working on.

Submit your news to the editor at any time, [alan.daniel@glennville.edu](mailto:alan.daniel@glennville.edu).



# **Learning in the Digital World: Report from the Education Leadership Conference 2014**

Alan M. Daniel, PhD

**E**very year at APA dues renewal time, I find myself assessing the benefits of membership. Some are evident (cheap access to psycnet is a big plus for me), but other things aren't as obvious, such as APA's psychology education and research advocacy in Washington, DC. Thanks to Division 6, I had the opportunity to attend this year's Education Leadership Conference, which was a fantastic firsthand opportunity to see APA advocacy in action.

The first two days of the conference were focused on conversations about the theme, "Learning in a Digital World." There was a lot discussion about the kinds of skills needed for effective online teaching, with general agreement that they are different from the skills needed for face-to-face (F2F) teaching, and that the APA should take efforts to ensure that teachers of online courses get appropriate training in evidence-based practices for effective online learning. I did not detect any sense that anyone was afraid online courses were any less rigorous than F2F courses, though there was speculation that colleagues from other disciplines may have those concerns.

There was an emphasis on effectively using the data that course management systems produce, such as predictive analytics. Psychologists are unique in that they are often comfortable and receive training in monitoring quantitative data, and are used to creating interventions that change behavior. This makes us a great discipline to develop and implement on-the-fly interventions to help our students. After all, the ones who study learning and memory should be the best at structuring their courses to facilitate learning and memory, right?

To my delight, there was a strong emphasis on using what we know about the science of learning to inform our pedagogy. For example, we had presentations on ways to use testing effects to the student's advantage, as well as optimizing multimedia to "reduce cognitive load" and generate better retention of material. Both of these examples had an empirical component, which is where we need to be going, in my opinion. It was clear to me, however, that experimentally-minded folks were in the minority, which I believe underscores the importance of our presence at these events. And since an unnamed Div 6 member, to protect anonymity we'll give him the pseudonym "Papini," teased me mercilessly about my call to use games as in-

## Conference Highlights

*Most Awkward Moment:* Victor Benassi (University of New Hampshire) was describing an experiment in which they took a random half of a professor's PowerPoint chapters and modified them according to a set of multimedia principles, which improved final exam performance for modified chapters compared to the unmodified chapters. Someone (fairly) criticized that the novelty of the modified powerpoints could also explain the difference. The awkward moment came when I suggested that this could be controlled by taking another chapter's powerpoints and making them *worse* according to the multimedia principles, causing scores to go *down*. To my amusement, this idea was met with an audible gasp of shock and murmurs from the audience. Benassi was gracious in acknowledging my approach, with the idea that we could build in remediation or a grade curve to ensure fairness.

*Biggest Epiphany:* In general, I noticed a trend that the most "mature" professors were the ones who were doing a lot of teaching. Given their heavy course loads, community college professors gain teaching experience at an astounding rate, and thus are great resources for pedagogical ideas.

*Most Useful Take-Away:* [Carnegie-Mellon's Online Learning Initiative](#) has developed a free Introductory Psychology e-book and course materials which incorporate established phenomena, such as the "testing effect," to improve classroom learning outcomes. Additionally, the CMU OLI has research methods courses and statistics courses, though these were developed by different individuals and may not have the same features. Also of interest is this new book: [Applying Science of Learning in Education: Infusing Psychological Science into the Curriculum \(2014\)](#).

spiration for effectively motivating students, I have to point out how forward-thinking I was in the 2013 winter newsletter: one of the plenary sessions was devoted to the

use of video games as a pedagogical tool.

The conference, of course, is really a backdrop for our advocacy efforts on Capitol Hill. This year, we asked our congressmen to support the senate's proposed budget of \$8.9 Million for the Graduate Psychology Education program, which is increased from last year's \$6.9M. The GPE program provides grants to institutions for doctoral level clinical training in behavioral health for under-served areas, with a special emphasis on getting no-cost mental health benefits to veterans and their families, rural populations, and older adults. As someone who sees poverty on a daily basis in a vast desert of behavioral health options, I was an easy sell on the need for these grants.

The GPE program is the only program solely dedicated to the education and training of doctoral-level psycholo-

gists. In 2012-2013, GPE supported more than 1400 graduate students, with 93% of those in underserved communities, and 88% in primary care settings. We received advocacy training as part of the conference. We were divided into teams based on our states and congressional districts, and we visited our congressmen and congresswomen to ask directly for support for GPE. It really was impressive to see the APA's advocacy arm in action. Plus, I got a really cool pin that says "PsycAdvocate" on it.

Finally, I would like to thank the division for the opportunity to attend this year's ELC conference. I hope I can continue to represent and advocate for the needs of Division 6 in the future!

Alan M. Daniel



Proud Sponsor of Division 6's  
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**Division**, *noun* : the process of dividing or the state of being divided; a separation or grouping, as in military troops; the opposite of multiplication

**Society**, *noun* : a group of interdependent individuals that constitute a community; an organization of people grouped by mutual interests, shared institutions, similar activities, and/or common culture

## What are we *for*?

The Executive Committee of the APA Division of Behavioral Neuroscience and Comparative Psychology (Division 6) is recommending a **name-change**, to the

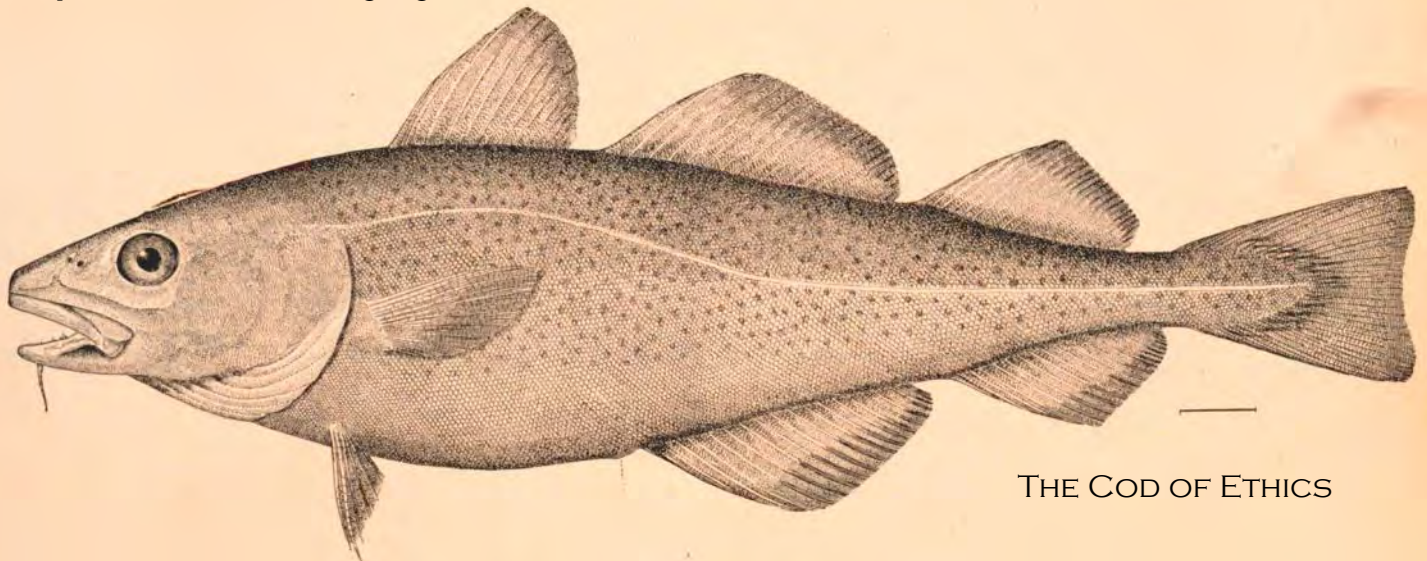
## SOCIETY FOR BEHAVIORAL NEUROSCIENCE AND COMPARATIVE PSYCHOLOGY.

**Your vote is necessary** to approve the bylaws amendment that would move this name-change forward—and move D6 forward, into a future in which we remain active in APA governance, science, education, and public interest, while building a membership and establishing an identity as a scholarly society that is *for* behavioral neuroscience and comparative psychology.

Contact David Washburn (dwashburn@gsu.edu) or another EC member if you have questions. Look for the ballot on this issue to arrive **this summer**, and return that ballot promptly with your vote to indicate what YOU are for!

# Listserv Commentary: Ethics of Basic Animal Research

In February, I polled the Div 6 listserv for some tips on how to approach the ethics of basic animal research to the general public (i.e., undergraduate students). Many people weighed in with a panoply of viewpoints; here are the highlights.



- Ethics of animal research is a complex topic without a simple answer. "Animal welfare" is not a singular issue, but rather a continuous concern that requires consideration for every study. Not all animal research involves harm, pain, caging, food deprivation, or other objectionable practices. Ironically, we often depend on scientific research with animals to determine how objectionable such a practice is! It is vitally important for students to become critical and analytical thinkers to rationally evaluate the costs and benefits of any particular study.
  - Students underestimate the profound impact of mental health disorders on individuals as well as families and society. There is a profound impact in terms of both economics and human wellbeing.
  - Often the general public is unaware of the animal welfare protection systems in place, such as OLAW, USDA, IACUCs or other ethics boards.
  - Criticism of behavioral studies in particular hints at anti-psychology sentiments. At least on the surface, it appears studies that are more biomedical in nature (e.g., drug development) are more palatable than those that are purely behavioral. However, behavioral treatments can be equally effective and carry lower risks.
  - Animal research benefits animals as well as humans. Foundational work with animals leads to unexpected outcomes, such as the work with oxytocin in voles, which led to novel treatments for autism. It helps conservation efforts – for example, conditioned taste aversion to prevent wolves from killing livestock. It enhances the welfare of wild and captive animals, such as improvements in zoo animal habitats, or treatment of diseases shared with humans, like Ebola.
  - The APA's committee on animal research and ethics (CARE) has resources on this issue and is working hard to educate the public, not to mention the speaking of research website.
- Some philosophical points were engaged:**
- "Allyson Bennett has argued previously that reducing animal research does not eliminate overall suffering. The argument goes something like this; Humans are suffering; Eliminating animal research may reduce the suffering of animals but will increase (without ad-

vances provided by animal research) suffering in humans leading to an overall increase in suffering."

- Moral decisions are not necessarily rational decisions. For some people, research on a non-consenting animal feels like killing a healthy hospital visitor to save five people waiting on organ transplants. The benefits rationally outweigh the costs, but it "feels" wrong.
- The value of a particular animal's well-being is highly subjective and based upon arbitrary criteria, such as cognitive ability. Do we value a worm less than a dog? If so, would we value a smart dog more than a mentally challenged human? Many people can make these kinds of judgments, but they are not based on rational con-

sensus; they vary substantially between individuals and across cultures. Thus, the appropriate question may not be "how much does it suffer?" but rather "how much do we care about its suffering?" This view doesn't favor a cold, uncaring world; the answer for a particular place, time, and experiment may very well be "We care a lot." However, reframing the question allows us to better understand the problem at hand and identify sources of disagreement.

**The responses were many and varied; thank you all for the great discussion!**

#### Additional Resources:

[APA Committee on Animal Research and Ethics](#)

[Heffner, H. E. \(1999\). The symbiotic nature of animal research. \*Perspectives in biology and medicine\*, 43 128-139.](#)

[Miller, N. \(1985\). The Value of Behavioral Research on Animals. \*American Psychologist\*, 40, 423-440.](#)

[Mischel, G. \(2010\). Behavioral Science, Engineering, and Poetry Revisited. \*Journal of Comparative Psychology\*, 124, 336-341.](#)

[Society for Neuroscience: Defending Basic Science](#)

[Speaking of Research blog](#)

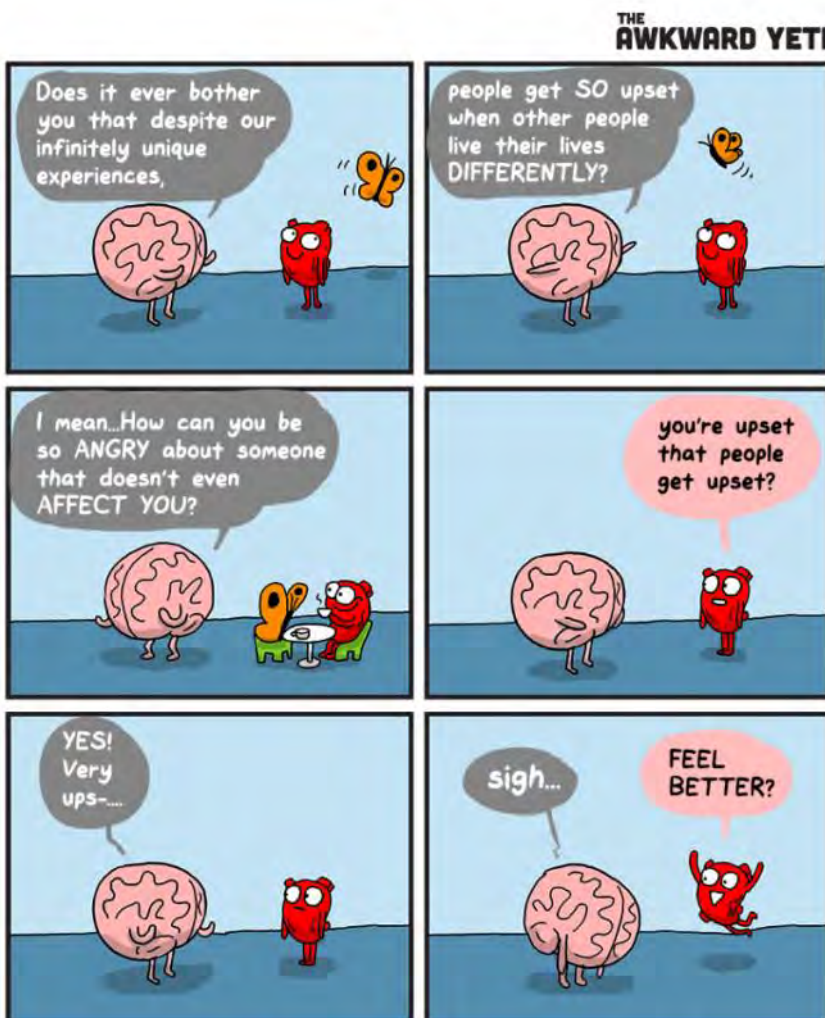




Image Credit: Guy Moll, croquis : Braga - Portugal, November 25, 2012. Creative Commons License.

**T**he 26<sup>th</sup> International Meeting of the Spanish Society for Comparative Psychology (SEPC) was held abroad for the first time, from 10 to 12 of September of 2014. The host institution was the University of Minho, in Braga, a city located in northern Portugal in a region known for its hospitality and gastronomy. Braga was founded in Roman times (279 BC) as *Bracara Augusta* and was the perfect setting for those looking to combine up-to-date comparative psychology research with a sumptuous history surpassing 2,000 years.

The meeting exceeded the expectations of the local organization, with more than 90 participants arriving from more than 30 different research institutions located around the world including countries such as Argentina, Australia, Belgium, Brazil, Mexico, Poland, Portugal, Spain, United Kingdom, and United States.

With 50 oral presentations and 34 posters, the three-day meeting was gone before we noticed. We heard about such diverse topics as cue competition, discrimination learning, evolution and optimization, latent inhibition, learning and health, mathematical models of learning, pol-

ydipsia, predictive learning, taste conditioning, other topics in Pavlovian conditioning, timing, and many interesting problems in comparative cognition. The meeting also included a tribute to Nestor Schmajuk led by Alex Kacelnik and Eduardo Alonso. The three keynote addresses were the icing on the cake: Alex Kacelnik told us why and how form and function go hand in hand in behavioral research; Cecilia Heyes illustrated how mirror neurons can develop from simple associative learning principles; and Peter Urcuioli discussed his new theory of emergent relations and stimulus class formation and how, depending on the training protocol, it can predict reflexivity, symmetry and transitivity or their opposite (e.g., anti-symmetry).

All in all, the meeting was a definite success. Of course, it also included a social program, but you know what they say about Vegas... as it turns out, it applies also to Braga.

If you would like to know more about the meeting and the society please visit [www.sepc.org.es](http://www.sepc.org.es), but above all we would be honored to welcome you in our next meeting, this time back in the Society's homeland, in Seville, Spain.

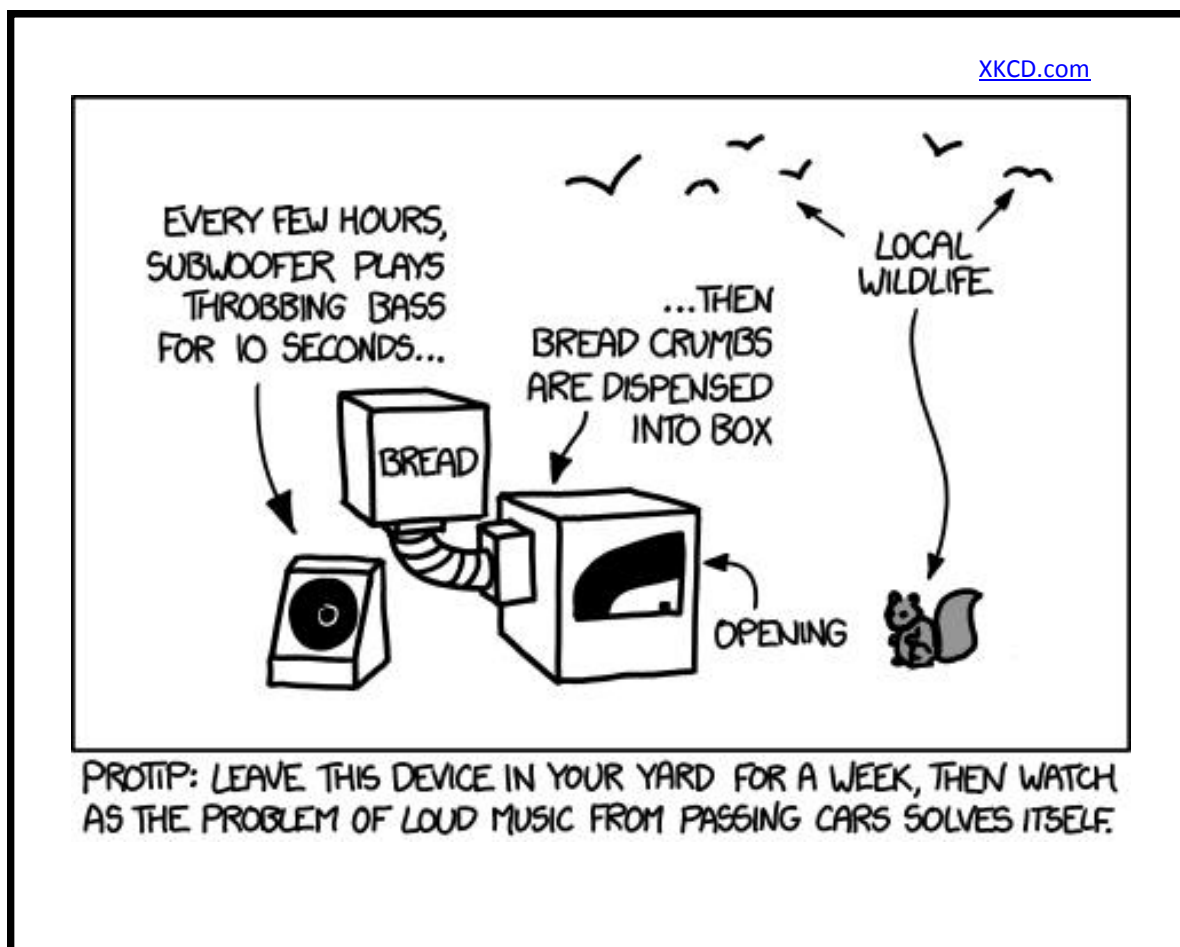
# Scientific Community Stands with Dr. Steve Suomi

PETA has consistently organized campaigns calling for an end to all research with non-human animals. Recently, their campaign has targeted research led by Dr. Steve Suomi, Chief of the Laboratory of Comparative Ethology at NIH (Institute of Child Health and Human Development). Dr. Suomi's research has investigated the influence of variable environments and genetics on risk and vulnerability in early life, and by extension adult behavior.

PETA's campaign included a request from four congressmen to review Dr. Suomi's NIH funded research, as well as the use of protesters and various tactics to disrupt Dr. Suomi during a talk at the University of Michigan.

The response by the scientific community has been one of overwhelming support for Dr. Suomi's research. This includes a [response from NIH](#), a [letter from the APA](#), and [comments from ASP](#). It is important for members of DIV 6 to be aware of these kinds of campaigns, and of the response by those supporting non-human animal research.

Ken Leising  
Chair, APA Committee on Animal Research and Ethics (CARE)



# Report from the APA Council of Representatives

Michael Domjan, PhD, Division 6 Representative

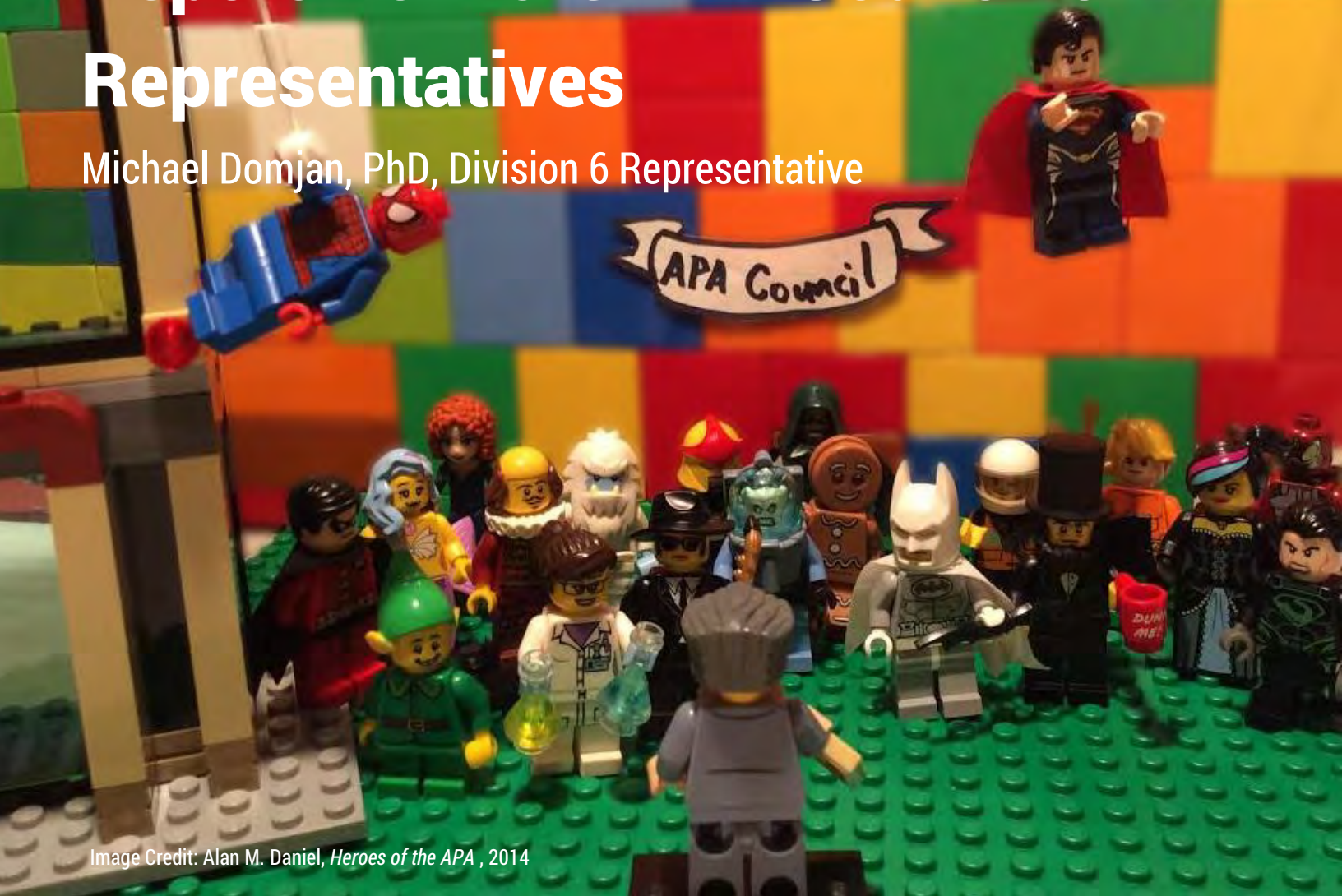


Image Credit: Alan M. Daniel, *Heroes of the APA*, 2014

**T**he APA Council of Representatives met just before and during the 2014 APA convention in Washington, D.C. A plenary session and caucus meetings were scheduled on Tuesday evening. The formal Council sessions occurred all day on Wednesday and all morning on Friday.

What I always find impressive about APA is its budget and range of activities in support psychologists of all stripes. The total APA budget for 2013 was \$104 million, with about 10% of that coming from membership dues. APA is organized into four "directorates." The Science Directorate is engaged in numerous activities that support the science of psychology. Most important for members of Division 6 is APA's commitment to defending research with nonhuman animals. This defense of animal research includes various proactive initiatives to make sure that policy-makers in the US Congress and various government agencies get a balanced perspective that includes the benefits of animal research rather than just the negative publicity promoted by animal rights activists. Currently the

Science Directorate has 24 full-time employees, which compares favorably with the staffing of the Practice Directorates, which has 25 employees.

One of the major activities of the Science Directorate is the development of treatment guidelines. The first three disorders that were targeted are obesity, depression, and post-traumatic stress disorder. Although at first I was puzzled why the development of treatment guidelines was assigned to the Science Directorate, I have been dissuaded of those concerns. A key feature of the guidelines is that they will be based on the best available research, much of it provided by behavioral neuroscientists and members of Division 6. Thus, the guidelines will showcase the relevance of basic research to the treatment of health problems of great societal concern.

The Council discussed a number of long-range policy issues. Two that may have a substantial impact on Division 6 are issues related to membership and issues related representation within APA governance. Although APA as a whole is the largest professional organization for psy-

chologists, it's membership is declining and getting older. In addition, only about half of APA members belong to any division. Since APA governance is built on the division structure, members who do not belong to a division miss out on representation in the governance structure. The APA staff and the Council of Representatives are concerned about both of these issues. During the next year or two, we may see significant progress on both.

APA is launching an effort to develop new procedures and processes to encourage membership. One of the goals of Barry Anton, the new APA President, is to reduce dues to encourage membership. In addition, many representatives on the Council urged consideration of a requirement that all APA members belong to at least one division. Implementation of such a requirement will probably come with a subsidy making a member's first division affiliation close to cost free.

The Council again spent a great deal of its time discussing ways to make APA governance more efficient and nimble. This process dates back to before I joined the Council nearly three years ago and was called the Good Governance Project or GGP. During its last two meetings, the Council adopted a number of proposals that emerged from the GGP process. I reported on those proposals in earlier reports. Those proposals were handed off to a Working Implementation Group (WIG), whose task was to operationalize the proposed governance changes. During its August 2014 meeting, the Council focused on reports from the WIG and motions to adopt (or reject) the WIG recommendations.

One of the major changes that the Council had approved in prior meetings was to reduce the size of the Council by having only one representative from each APA

division or state/provincial psychological organization. The Council also delegated a number of responsibilities (including responsibility for managing the APA budget) to a reconstituted Board of Directors. The intent of delegating fiscal responsibility was to free up the Council to focus on long-range policy issues facing psychology rather than on issues related to day-to-day operations of APA. During the August 2014 meeting, there was considerably backsliding on both of these changes.

Each year brings numerous new members to the Council as the terms of other representatives expire. Many of the new members of Council had serious reservations about previously adopted governance proposals and voted against implementing some of them. How all this will shake out in the coming years remains to be seen. Any permanent change in the structure and function of the APA Council will require changes in the APA bi-laws, which will have to be approved in a vote of the entire APA membership. You are likely to hear about governance proposals in reports of the Division 6 Council Representative for some time to come.

I have enjoyed serving as Council Representative for the past three years. Since the start of this year, Mark Krause has taken over as our next representative. It has been an honor to serve. I am confident that representation of the division at Council will be in good hands with Professor Krause.

Respectfully submitted,

**Michael Domjan**  
Division 6 Council Representative  
2011-2014

## Congratulations!

You've finished yet another issue of *The Behavioral Neuroscientist and Comparative Psychologist*.



I hope this issue will inspire you to share your passions with us – Your submissions help make the newsletter much more interesting! Watch for specific calls for submissions on the Division 6 Listserv, or you can submit your ideas to the editor at any time, [alan.daniel@glennville.edu](mailto:alan.daniel@glennville.edu).