

May 2018



Society for Behavioral Neuroscience and Comparative Psychology



Inside this issue:

**Big changes to APA governance
New Pipeline Members
APA Convention Preview
and more!**



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Thank you to our contributors!

Contribute any time by sending content to:
editoralandaniel@gmail.com.

Interested in joining Division 6/SBNCP? We welcome new members and have made it easy to join us!

- 1) You do not have to be an APA member.
- 2) Membership is always free for undergraduate and graduate student affiliates.
- 3) The first year is dues-free for everyone, \$15-25 after that.
- 4) **Joining is easy**, see our new membership process at the link-- just a short form and an email.

Already a member? Please share this with colleagues, students, and others.
<http://www.apadivisions.org/division-6/membership/index.aspx>

Message from the President

Allyson J. Bennett
President, APA Division 6

Our twin initiatives this year—“reaching in” and “reaching out” – have included changes and ongoing efforts to help our society continue to grow and to share our voices more widely with the scientific community, the broader membership of APA, and the public. You can read about many of those efforts in articles within this newsletter and you may have already encountered them in our social media platforms and email list.

Last Fall, I recruited a small committee of SBNCP members and officers who have worked together on a range of activities centered on communications within and beyond the society. We have focused partly on social media – increasing the diversity of content and frequency of communications shared via our Facebook and twitter accounts. At the same time, we are working with APA Division Services to redesign and refresh our website with content that is useful to a variety of audiences—students, early career psychologists and neuroscientists, and others interested in the division and its history.

In light of the importance of communications within and outside of the division, I recently proposed an amendment to SBNCP by-laws to add a standing Communications Committee. That amendment passed vote of the membership and we will now move forward with a group that can help sustain efforts to share SBNCP news, views, and members’ work with the broader community and public. As with all our committees, if you are interested in playing a role, please get in touch! The division’s work benefits from a greater number and diversity of members involved in different efforts and activities. Committee service is a great way to learn more about SBNCP, to broaden your networks, to contribute perspectives, and learn.



One of our other primary goals this year is to learn more about our members, build connections between them, and share the value of SBNCP membership with others who may be encouraged to join our community. One way that we are doing that is by reaching out to SBNCP members to ask them why they are a part of the division. We have received many great responses that are included in our “Member Features” on SBNCP’s Facebook page. The features include a brief biography, quote, photo, and website link. We’ve included some in this newsletter and you can read more at our Facebook site (<https://www.facebook.com/SBNCP/>). You do not have to have a Facebook account to view them. If you would like to be included in our member features and we haven’t written to you yet, please feel free to contact either me or President-elect Mike Beran.

As one of the “single-digit” divisions of APA’s 50+ divisions, ours has a rich history that dates formally to 1944 and includes many founders in the areas of biological and comparative psychology. Continuing the division depends on maintaining our current membership while also continuing to grow in new members and a more diverse membership.

To facilitate membership growth by making it easier to join, we have worked with APA Division Services to streamline the process.

The very brief membership application can be found on our division's webpage and is emailed to our membership chair, Cynthia Crawford. There are no dues for the first year—so nothing to pay, just an email to get started in your SBNCP membership. <http://www.apadivisions.org/division-6/membership/index.aspx>

Another important change to our membership is the new amendment to our bylaws that will allow undergraduate students to become affiliates of our division. As with graduate students, the affiliates do not pay dues, but are welcomed into our community. Affiliates can receive and send news via our division email list and are eligible to participate in committees. In addition, the bylaws were also amended to include trainees—those individu-

als between undergraduate and graduate school—to receive affiliate status with dues waived.

I, along with our Membership Chair, Cynthia Crawford, and the Executive Committee, urge you to encourage colleagues, students, and others to consider joining our SBNCP community. It is easy to join and, as indicated by the member quotes below, valuable to students and to psychologists and neuroscientists at all career and life stages. Please consider sharing this newsletter, sharing the link, and sharing your enthusiasm so that together we can build a stronger and more diverse SBNCP community.

Allyson J. Bennett
President, APA Division 6



NEWS: Amendment to Society Bylaws.

Recently, the executive committee voted to adopt two changes to the bylaws. One is designed to facilitate the engagement and visibility of the division via social media outlets, and the second is designed at broadening affiliate memberships.

Amendment to Article VII. Committees.

The Communications Committee shall consist of: two co-chairs with 2-year terms, one representing Behavioral Neuroscience and one representing Comparative Psychology; the Newsletter Editor; the ECPN representative; and the Program Chair. The President, in consultation with the EC, will appoint the committee chairs. In addition, a minimum of 2 additional members (SBNCP fellows, members, or affiliates), will be appointed to serve staggered terms of three years each. The terms of the committee co-chairs will also be staggered. The Division Secretary, President, and President-Elect will serve ex officio.

It shall be the duty of the Communications Committee to assist the EC in communications to further enhance the visibility of SBNCP and its members; to use a wide range of communications venues to enhance SBNCP's interaction with the broad community of psychologists, scientists, and the public; and to offer assistance in broad dissemination and promotion of the work of other committees.

Amendment to Article II. Section 5. Student/trainee Affiliates shall be persons (a) with an expressed interest in behavioral neuroscience or comparative psychology and who are current undergraduate students, graduate students, or other trainees with undergraduate degrees and intent to apply to graduate programs (trainee status is limited to 3 years total), (b) who are sponsored by a Fellow or Member and (c) who are approved by the Membership and Growth Committee.

Society for Behavioral Neuroscience and Comparative Psychology

SBNCP Pipeline Scholars Program

The SBNCP Pipeline Scholars Program is designed to recognize outstanding students in behavioral neuroscience and comparative psychology and to provide information and mentoring that will help these developing scholars to succeed in gaining admission to doctoral study, to thrive in graduate study, and to build productive careers as SBNCP members.

Do you know an undergraduate student who intends to pursue graduate training in behavioral neuroscience, comparative psychology, or related areas? Is this student actively involved in research, as evidenced, for instance, by presentation of a poster at a local or national conference or completing an Honors thesis? Nominate outstanding undergraduate students in psychology, neuroscience, or related disciplines with research interests in SBNCP topics for recognition as *SBNCP Pipeline Scholars*. If nominated and approved, these students will receive a certificate from the Society and will be added to the distribution list for announcements, newsletters, opportunities, and other information. SBNCP Pipeline Scholars can include the recognition from the Society on their CVs and graduate-school applications, and will be encouraged to join the Society as graduate-student affiliates when they become eligible.

Any Member or Fellow of the Society for Behavioral Neuroscience and Comparative Psychology is eligible to nominate one or more undergraduate students for this honor by emailing a brief statement of recommendation for each to sbncp.pipeline@gmail.com. Each nomination should include the student's CV (including name, affiliation, address, email), and a brief summary of the student's qualifications (e.g., research activities, GPA, graduate-study plans). Nominations will be reviewed and students will be contacted by email. Nominations of students from underrepresented minority groups are particularly encouraged.



History Matters:



By David A. Washburn, SBNCP Historian

For this *History Matters* column, we celebrate the 30-year anniversary of Duane Rumbaugh's presidency of Division 6 by highlighting his 45-year research partnership in comparative psychology with the chimpanzee Lana.

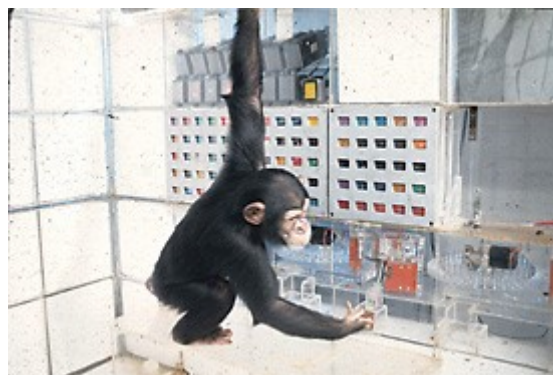
At the APA convention 30 years ago, Duane M. Rumbaugh (1929-2017) delivered a Division 6 Presidential Address titled, "Comparative Psychology and the Great Apes: Their Competence in Learning, Language and Numbers." The talk summarized the findings from Rumbaugh's first three decades of research with chimpanzees and other nonhuman primates. It was an interim report, as it turns out; that is, Rumbaugh would continue to study primate behavior and cognition for nearly three full decades beyond his Division-6 presidency. And for 75% of this fascinating and productive 60-year career of primate research, Rumbaugh enjoyed the partnership of a remarkable chimpanzee (*Pan troglodytes*) named Lana (1970-2016).



Duane and Lana met at the Yerkes Primate Center in Atlanta, about a year after she was born. Rumbaugh, who had been trained as a general experimental psychologist in the Spence-Hull tradition, had studied the maze behavior of rats for his M.A. (1951, Kent State

U.) and Ph.D. (1955, U. Colorado) projects; however, as a faculty member at San Diego State College in 1958, he became increasingly interested in studying learning by testing the monkeys and apes at the zoo. On the strength of this research, he had subsequently been recruited in 1969 to the Yerkes Center at Emory University as Associate

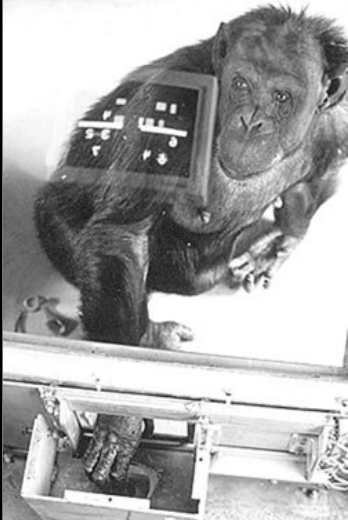
Director and Chief of Primate Behavior. At the encouragement of Yerkes Director Geoffrey Bourne, Rumbaugh proposed an innovative approach to studying whether great apes could learn a human-like language. His goal was to enhance experimental precision and objectivity into the attempt to answer longstanding questions about ape intelligence and communication. Young Lana was the first chimpanzee assigned to the project, and she became the focal participant because of her willingness voluntarily to explore and to interact with the apparatus.



The project that Rumbaugh and his team of collaborators proposed for Lana involved a computer-based communication system in which visuographic symbols called "lexigrams" represented words. A grammar was invented to govern the combination of these symbols into sentences. Consequently, Lana and her human caretakers could use the computerized keyboard to ask and answer questions, to make requests, to comment, to control automated dispensers, and so forth. Lana's use and comprehension of these communicative symbols were tested and reported in published articles, and subsequently summarized in Rumbaugh's (1977) book, *Language Learning by a Chimpanzee: The Lana Project*. The work also generated considerable interest and discussion, both complimentary and critical, within the scholarly literature as well as within the popular media.

Lana's success in learning to use the com-

puter-based lexigram keyboard for communication paved the way for other chimpanzees (e.g., Sherman, Austin, Ai, Panzee) and bonobos (e.g., Kanzi, Panbanisha) to be trained in similar ape-language projects. Her lexigram learning also inspired researchers to develop and test key-



board-based language interventions for non-speaking children and young adults with intellectual disabilities, particularly as computers became more portable and thus more useful as alternative and augmentative communication devices. While the focus of language-

acquisition studies turned to these other participants, Lana remained active in research, as Rumbaugh began to study her capacity to master a different type of symbols: Arabic numerals that represented different quantities. Rumbaugh and his collaborators trained Lana to label quantities with numeric symbols, and to enumerate productively so as to produce a number of responses corresponding to the value of a symbol. As with the language work (which also continued with her through these years), Lana excelled in this research, and taught much to Rumbaugh and the other scientists and caregivers who worked with her. These findings were recorded in additional publications by Rumbaugh and his colleagues—and were summarized in the presidential address that he delivered when the APA convened its 1988 meeting in Atlanta. Many Division 6 members remember this meeting for the opportunity Rumbaugh provided to tour Georgia State University's Language Research Center and to meet Lana.

Lana continued voluntarily to engage in a wide range of research activities, right up to her death at the age of 46 years. She continued to use the lexigram keyboard, and in 2000 was shown to have excellent retention of the symbols she learned in the 1970s, many of which had been removed from her keyboard decades earlier. She enjoyed interacting with human researchers and caregivers, for instance by responding to the numerosness or other characteristics of physical stimuli they presented, including stimuli that were only represented in Lana's memory. She eagerly played game-like computerized tasks that revealed her capacity for executive attention, learning, memory, planning, self-control, and other competencies. Rumbaugh and his collaborators documented these abilities in at least 200 articles and chapters. Scientists continue to analyze Lana's data for more insights about the human and nonhuman primate mind.



Rumbaugh retired from Georgia State University in 2001, but continued to study Lana and other nonhuman primates, albeit remotely and at the more leisurely pace of retirement. In his final book, *With Apes in Mind: Emergents, Communication and Competence*, Rumbaugh (2013) discussed his lifelong journey of discovery in comparative psychology. As he wrote the final paragraphs of the memoir, he reflected on where the journey had taken him, and on those who had traveled with

him. “And, above all, who is my best chimpanzee confidant, my consult? It’s Lana. I love Lana! She was and is the grandmother of all of my professional life. She has taken me hand in hand and led the way throughout this account...But of them all, who is my queen? Lana! Laurels for Lana!” (p 273).

Duane Rumbaugh died on June 22, 2017, just 7 months after the passing of his beloved Lana. Just days before his death, Duane was talking science and helping to plan a conference organized in Lana’s honor. Together, Duane and Lana taught us so much about primate behavior, communication, and cognitive competence. They also taught us about the friendship that can develop across animal species, and some of the ways that such partnerships can enrich our lives as well as our science.



In Memoriam

We lament the passing of SBNCP members who have died in the last year, and express our heartfelt condolences to their families and friends.

In this space, we also want to acknowledge the sad loss of several nonhuman primates who had contributed extensively to our field through their participation in noninvasive behavioral research.

Mercury (11/18/86-9/23/16) was an adult male chimpanzee at the Language Research Center who died unexpectedly of heart failure. He has contributed data to dozens of studies of learning, memory, self-regulation, and other topics. Just four weeks later, his mother **Lana** (10/7/70 - 11/14/16) died. Among her many contributions, Lana was the first chimpanzee to use a computer-based lexigram keyboard to communicate, in a project directed by Dr. Duane Rumbaugh.

Chantek (12/17/77 - 8/7/17) was a male Bornean/Sumatran hybrid orangutan who was trained to use American Sign Language by Dr. Lyn Miles and her team. In recent years, Chantek was also a star at Zoo Atlanta, where he continued to participate in behavioral research. Most recently, the chimpanzee

Sherman (5/10/73 - 1/14/18) died at the age of 44. He had been language-trained by Dr. Sue Savage-Rumbaugh to use the lexigram system to communicate with humans and, more significantly, with another chimpanzee named Austin (who died in 1996). Sherman also made important contributions to our understanding of categorization, numerical cognition, delay of gratification, episodic-like memory, problem solving, and many other topics.

SBNCP expresses our sympathies to everyone who was touched by the lives of these chimpanzees, and who is mourning the loss of these great-ape friends.



COUNCIL OF REPRESENTATIVES WINTER MEETING REPORT

MARCH 9-10, 2018

Mark Krause

Division 6 Council Representative

There is much to report following the winter 2018 Council of Representatives meeting held in Washington DC. 2018 APA President Dr Jessica Henderson Daniel presided over a packed agenda that included several major items. The APA will be undergoing two major changes in the coming years. First, on the agenda was the mundanely titled “joint membership agreement”, which was a proposal to completely restructure the APA and its professional practice organization (APAPO). The former is a 501(C)3 organization, and as such is capped at \$1million for legislative activity (e.g., lobbying) and cannot establish a political action committee (PAC), among other limitations. The APAPO is a 501(C)6 and as such has no limit on its lobbying cap, can establish a PAC, and can offer voter guides and legislator score cards. Council (myself included) voted to combine the APA and APAPO into a single C6 organization. This is huge. 2017 APA president and Division 6 Fellow Dr Antonio Puente has been instrumental in this effort, and graciously agreed to tell us a bit more about it via [this video](#) . Naturally, the APAPO has a vested interest in promoting clinical practice and has been able to do so with far fewer restrictions than the APA. However, research, education, and public interest are also major responsibilities and missions of the APA. Until now these aspects of the APA have been restricted by the laws and limits governing C3 organizations. The proposed name for the combined 501(C)3 and (C)6 organization is the APA Insti-

tute for Psychology (the APAIP...a name not yet set in stone...it does not exactly roll off the tongue). The combined membership will begin in the 2019 dues cycle and is not expected to involve an increase for the first three years. The proposal we voted on was drafted by the major governance leaders of the APA, including the Board of Directors, Council Leadership Team, and the individual Boards of Scientific, Professional, and Educational Affairs, and others. This move toward dual membership as a C6 organization carries great potential for enhancing the status and representation of psychology in national recognition and grant funding dollars. The Division 6 interests of research and education stand much to gain from the reorganization. For example, initiatives to hire staff to advocate for federal research dollars and protect grant related salaries should soon commence. I ask that you please watch closely and voice any concerns you have to me and future Council representatives for our division, as well as Division 6 Executive Committee leadership.

One of my greatest concerns is how the dual membership plan will ultimately affect membership, dues, and involvement in the APA, and of course within Division 6. We can nil afford to lose members, or deter potential recruits. We need to continue attracting new, diverse, talented and motivated members. My hope is that the inherent risk that goes with a change such as this is worth it. The newly organized APA will need to demonstrate its commitment to im-

proved advocacy for science and education in order to make it relevant to students and early career behavioral neuroscientists and comparative psychologists, who are the lifeblood of Division 6. In addition to the grassroots advocacy we do for early career scientists and students within our Division, I believe that our Executive Committee members should plan on devoting time and energy into ensuring that our interests are represented among the APA Board. One does not have to go through the slow boil of moving business through the Council of Representatives to accomplish this. If you have ideas or concerns, let the Division 6 Executive Committee know your thoughts and concerns.

The other major item of business in Council was to review, discuss and vote on whether Master's level psychology students should have a path toward licensure to practice. Certain states do grant independent or supervised practice by Master's level graduates, but the APA currently only recognizes, via its accreditation processes, doctoral level programs in psychology. Council voted approval for the APA Board to proceed with a plan to create a pathway to licensure for Master's level psychologists. This will involve major changes in terms of how the APA will decide on training requirements and accreditation standards for Master's programs. This will apply only to those Master's programs that train students to provide mental health services. The timeline for this process was estimated at two years, so there will be more updates to follow as the APA board updates and involves Council in the decision making process along the way. Along with many colleagues I share the belief that doctoral level psychology programs and those who graduate from them are essential to the mental health profession. However, master's level graduates from social work and mental health counseling (e.g., CACREP) programs have become common fixtures in both mental health agencies and private practice. Providing the same opportunities to master's level psychology graduates

will hopefully be healthy to our organization, and most importantly ensure great equity and accessibility to mental health services to the public. Although Division 6 is primarily populated by scholars focused on research and education, I know we have many who are involved in private practice and clinical training. I encourage you to get in touch with me and executive council members if you have questions or concerns.

The APA continues its major effort to establish clinical practice guidelines. In the 2017 winter meeting we voted to approve the clinical guidelines for treating post-traumatic stress disorder. In the ensuing months there has been much discussion about grievances folks have concerning the emphasis on randomized-controlled trials (RCTs) for informing the guidelines. It has unfortunately opened up some wounds (assuming they ever healed).

Council representatives from various divisions have asserted that excluding non-RCT studies disadvantages practitioners and clients who might benefit from other forms of therapy. Also, there is cogent argument that the guidelines do not account for "common factors", which do predict successful outcomes. Ultimately, Council voted against opening up the matter for further debate, and averted the possibility of revising the guidelines we passed just one year ago. We will see this tension continue to play out as new guidelines are put to vote. It certainly did as we deliberated on the new set of guidelines focused on reducing obesity and overweight in children and adolescents. These guidelines were ultimately passed through Council, though it should be noted that the state of the research in this area does not lead to particularly strong conclusions or recommendations. This of course is no fault of the authors of the guidelines, as their task is to make recommendations based on comprehensive review of the literature and from openly solicited input from practitioners. Fortunately, the practice

**Council voted to
create a pathway
to licensure for
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psychologists.**

guidelines that APA are creating has a process in place for periodic review and updating.

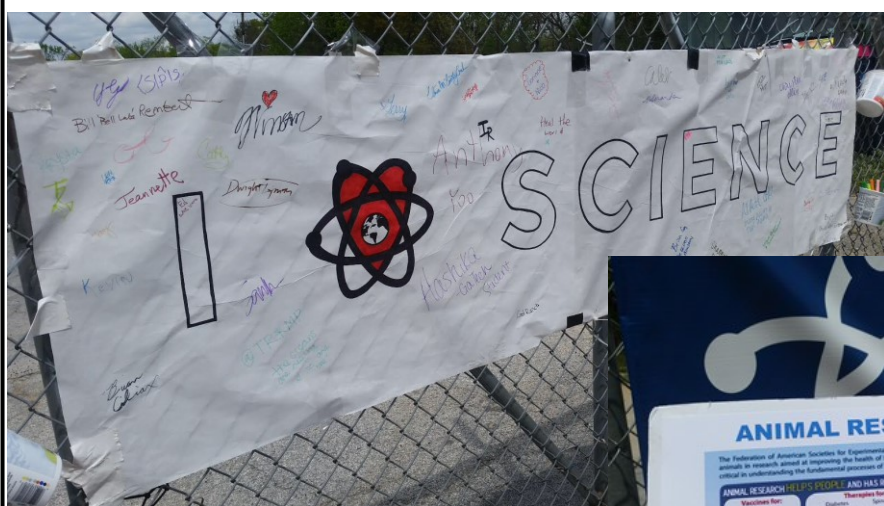
The Division 6 Executive Committee, led by President Allyson Bennett, has been working very hard to increase diversity within its membership and ranks. This is consistent with efforts currently underway within Council to promote and educate representatives about diversity. It is all too easy to say things such as “We need to have discussions about the importance of diversity”. Well-intentioned words combined with inaction will do nothing to promote and maintain diversity among us. The Council Diversity Work Group (CDWG) gave an excellent report to the Council floor in our March meeting. Three subcommittees within the work group have been charged with addressing policy and procedural changes, diverse representation and participation, and diversity training and cultural shift. Some of the work by the CDWG has been internally focused within Council, and was spurred by ongoing experiences of voices being drowned out, or systemic problems that disadvantage many individuals within Council. In addition, we will likely see the

efforts of the CDWG in externally focused ways that will hopefully strengthen our efforts to support diversity at divisional and general membership levels. The CDWG recommendations will be tremendously helpful in replacing well-intentioned words with meaningful action.

The full meeting minutes for our Winter 2018 meeting can be found [here](#) . It is a pleasure to serve Division 6 and the APA as your Council representative. As always, please do not hesitate to contact me with questions, concerns, or matters of business and policy that you want to promote.

Best regards,
Mark Krause

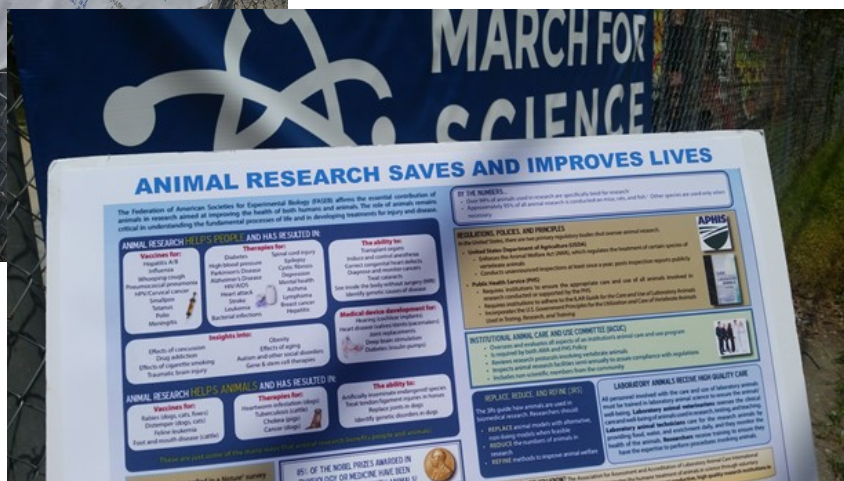
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MARCH FOR SCIENCE

Photos from this year's March For Science in Atlanta, GA.

Contributed by David A. Washburn.





PSYCHOLOGICAL WELLBEING THROUGH A COMPARATIVE LENS

REPORT BY
DAVID A. WASHBURN

In the first of two ‘*SBNCP Regional Reach-out*’ symposia scheduled for March, a panel of researchers discussed scientific research on the topic of psychological wellbeing—of human and nonhuman animals. Dr. Terry Maple, Dr. Jim Weed, Dr. Darlene Meador-Osborn, and Dr. David Washburn examined efforts to understand, support, and assess the psychological welfare of nonhuman primates and other animals, and discussed the implication of these findings for understanding, supporting and assessing the psychological health of at-risk human populations. Much has been learned from the hundreds of studies conducted both before and since the Animal Welfare Act was amended 33 years ago to require researchers to provide an environment that supports the psychological, as well as the physical, wellbeing of primates maintained for research. But the goal of our efforts should not stop at psychological wellbeing, argued SBNCP member and panelist Terry Maple (Georgia Institute of Technology and the Jacksonville Zoo). Wellbeing implies healthy coping, which is necessary, but not sufficient; rather, comparative psychologists work so that animals in laboratories, zoos and other contexts might *thrive*. Consequently, Maple prefers the term “psychological wellness” as the focus of our

evidence-based assessments and interventions.

David Washburn (Georgia State University), a former SBNCP President, noted that the four fundamental components of psychological wellbeing in nonhuman primates—comfort, companionship, challenge, and control—also appear to be important facets of psychological health in a review of the literature on research with aged human adults in long-term care facilities. That is, the basic needs for health and comfort, social support, stimulation and challenge, and choices and control are at least as important for older adults as for nonhuman animals, and manipulations of these variables have been shown to produce alterations in measures of psychological wellbeing of both species.

The symposium was sponsored by SBNCP and scheduled for the 2018 convention of the Southeastern Psychological Association, which met in Charleston, SC. The session was dedicated to the memory of Duane M. Rumbaugh, who was president of Division 6 in 1988, and whose death in 2017 ended a 70-year career of research and advocacy for the psychological wellbeing of nonhuman primates. The panelists argued that the topic was important for species other than primates, howev-

er: Drs. Maple and Weed discussed work with gorillas and monkeys, but also with elephants, prairie dogs, rabbits, goats, and many other species.

Dr. Darlene Meador-Osborn (Georgia Gwinnett College) studied with Professor Rumbaugh in her graduate program, but subsequently spent her entire career working with children with intellectual and developmental disabilities. Dr. Meador-Osborne illustrated how the comparative lens has affected and improved her efforts to assess the psychological wellbeing of this at-risk population. Additional research is needed with these children, as with aged adults and many other groups of human and nonhuman animals. To paraphrase a mot-

to of Professor Rumbaugh's, SBNCP's should take the lead in these efforts, so that *together* we might thrive.

The SBNCP Regional Reach-out program is a partnership between Division 6 and the regional psychological associations. It provides cutting-edge scholarship from behavioral neuroscience and comparative psychology for the regional's programs, and raises recognition across the discipline for the Society for Behavioral Neuroscience and Comparative Psychology. For more information or to organize a SBNCP Regional Reach-out symposium, contact:

David Washburn, (dwashburn@gsu.edu).



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DIVISION 6 IS ACTIVE IN APA'S COALITION FOR PSYCHOLOGY IN SCHOOLS AND EDUCATION (CPSE)

AMANDA M. DETTMER, PHD



The Coalition for Psychology in Schools and Education, December 2017

Hello, fellow SBNCP members! I am the Division 6 representative for APA's Coalition on Psychology in Schools and Education ([CPSE](#)), a diverse group of psychologists representing many divisions across APA to promote and make publicly accessible applications of psychological research to improve the quality of PreK-12 education. I am writing to update you on my recent activities in the Coalition.

The Coalition meets semi-annually, each June and December, at APA headquarters. Here, we present work collaboratively on projects to fulfill our mission, propose ideas for new topics, and meet with APA staff, prominent psychologists, educators, and policymakers. At the June 2017 meeting, we had the pleasure of meeting with Dr. Arthur Evans, APA's new CEO, and were pleased to hear of his commitment to advancing evidence-based educational practices. At the December 2017 meeting, we heard from program officers at the [Institute of Education Sciences](#) to learn more about their funding structure and priorities, and also from Allie Kimmel, a Senior Education Policy Advisor on the U.S. Senate [HELP Committee](#).

At the June 2017 meeting, I proposed a new project: a "stress primer" geared toward teachers to help inform them about causes of stress, signs of stress across development, and resources to guide their students toward. It turns out that Dr. Yardira Sanchez, Division 16 representative (School Psychology), had a similar idea but focusing on different mental health issues – so, we are delighted to combine forces to now be co-leading the CPSE's newest project, "Mental Health Primer for Teachers," which will provide information for classroom teachers to help them identify behaviors *in the classroom* that are symptomatic of men-

tal health and other psychological issues (including stress). The goal is to direct teachers to appropriate resources for students based on the issue, not for teachers themselves to treat students. These resources will include school resources as well as local and national resources. The team working on this project will produce 1-page handouts (digital and hard copy) for each topic for teachers to refer to. Topics will include (but are not limited to): stress, sadness, trauma, gender/sexual identity, bullying, and substance abuse. We continued work on this project at our December 2017 meeting, and we are nearly ready to send a final draft of a 1-pager for our first topic, "Students Experiencing Stress," to the Committee of Teachers of Psychology in Secondary Schools (TOPSS) for review before the send it on to pilot in classrooms. A more thorough description of this project and recent updates can be found in the CPSE's December 2017 [minutes](#).

I am also pleased to have contributed to the final production of a wonderful resource for teachers, a video module called "[Academic Caring of Adolescents](#)," which was featured on APA's home page. And, in October 2017, I wrote a [blog post for APA's Psych Learning Curve](#) about back-to-school stress. I encourage you to take a few minutes to check these out!

More to come after our next meeting in June.

~Amanda M. Dettmer, PhD

Division 6 members probably will be familiar with *semantic satiation* -- the curious loss of meaning when a word is repeated over and over again. (If not, try it -- just say a common word over and over; pretty soon, it seems absurd.) Did you ever think about an example of the *converse* in academe -- specifically, the naming of schools, colleges, or divisions within institutions in a manner that is not intellectually defensible and, yet, seems to have become meaningful by virtue of repetition?

Do you have a “natural sciences” unit in your institution? If so, what is the meaningful alternative -- *unnatural* sciences? Are “social sciences” *unnatural*? How about “life sciences” or “physical sciences”? In contrast to *dead* or *immaterial* sciences? Is “life” not “physical”?

Psychology continues to struggle for legitimacy as a science in many institutional contexts. In many academic institutions, psychology departments are not resourced sufficiently to provide the same kind of laboratory experiences for undergraduates that are considered essential in chemistry, biology, or physics. At the National Science Foundation, psychology is or isn’t a “real” science depending on the program or directorate.

Attempts to garner legitimacy have tended to emphasize how psychology is like chemistry, biology, or physics. Some psychology departments have gotten more resources by switching divisions in their institutions. That “us, too” strategy is tapped out. Time for a new one. We could start small. Could we try, at least, to “call out” nonsensical labels for institutional units? They are tied to tired notions about “hard” versus “soft” sciences and the privileging of scientific research at low levels of organization (and the kinds of people who do it) over research at higher levels of organization (and the kinds of people who do it), and they socialize

students to those notions and values. To our detriment.

Formal, structural distinctions between “natural” from “social,” or “life” from “physical” hamper recognition of psychology’s breadth -- spanning levels of organization and time scales -- as an asset (a “hub” science). They keep us in limbo and divides and stratifies academe in unhelpful ways.

What names should replace nonsensical ones? In terms of shaking loose from unhelpful or unjust norms, College A, B, and C would be preferable to “natural,” “life,” “social,” or “physical” sciences.



How about the School of Really Tiny (Quarks) & Ginormous Things (Universe) With Not Much in Between? Or the School of Medium Sized Things (Families & Communities) with A Nod to Smaller (Individuals) and Bigger (Cultures & Nations) Things? And the School of Most Things Except the Cosmos (Multi-Level Integration from Cells to Society in Ecological Context)?

Seriously, it won’t be easy to agree on what names should replace a stale *status quo*. But is something else worth a try? Psychology has been knocking on the treehouse door for a long time. Maybe we should re-assess how cool the treehouse is. There are many things about other sciences and the communities they form that we should not be trying to emulate. (Consider, for instance, the demographic homogeneity of physics and engineering.) Maybe we should think about reframing academe in a way that makes psychology a *model* discipline with bridges to many others. Just sayin’.

OPINION: CLINICAL PSYCHOLOGY'S DESPERATE NEED FOR COMPARATIVE PSYCHOLOGY

DANIEL MARSTON, PHD, ABPP

This article is a plea for help.

I write this article both as a member of SBNCP (which I joined as APA's Division 6) and a licensed clinical psychologist. I find my chosen profession to be in desperate need of help that members of our division are in the best place to provide.

Clinical psychology has, in recent decades, become of shell of its former self. Complex clinical decision-making and case formulation have been replaced by mechanical views of the therapy process. Clinical manuals rule the treatment approaches many clinicians take. These manuals provide a "paint-by-numbers" approach (a term first used in Silverman, 1996) where specific steps guide each treatment decision. There is no room for variation as each case is treated the same as every other case with a similar diagnosis. Licensed professionals are not expected to incorporate their own insights and understandings but are expected to just follow each step towards a predetermined goal (which is similarly lacking in any individuality).

Even the well-used phrase "empirically-supported treatments" (which sounds good on the surface) is similarly devoid of any real meaning. Hundreds of individuals who all meet the same diagnostic criteria are grouped together and specific treatment steps are applied. Finding statistical significance between treatment groups is used as the sole determination of what steps should be taken in every case. There is no focus on "why" problems occur. Nor is there a focus on "why" treatment steps work. There is just a focus on finding steps that work for the largest groups.

Actually, it is much the same way that medicine is practiced. Physicians prescribe medications with-

out necessarily knowing exactly why they work. There may be some recollection of biochemistry in medical school but it is not necessary that the physician recall those details while following what the PDR says should be prescribed. Implementing treatments without knowing exactly why they might work is not in and of itself a problematic approach. It is just that psychotherapy is supposed to be different.

Psychotherapy is supposed to emphasize a full understanding of why people act the way they do. Freud emphasized defense mechanisms, Harlow focused on emotional attachment and Skinner highlighted reinforcement. All the most prominent names in clinical psychology, at least up until this century, recognized understanding problems to be as important as understanding specific treatment approaches.

These authors also shared an awareness of comparative psychology's importance for understanding human behavior. Ani-

mal research played a major role in the development in each major school of psychotherapeutic thought. When the emphasis was on incorporating comparative psychology into understanding clinical psychology there was naturally an incorporation of complexities into treatment approaches. And those complexities have been lost in contemporary approaches to psychotherapy.

In recent years there have been some attempts to move forward into getting clinical psychologists again to recognize and incorporate more of comparative psychology into their approaches. I have been pleased to be involved in some of those efforts. I was one author of a recent book, along with Dr. Terry Maple, entitled "*Comparative Psychology for Clinical Psychologists and Therapists*" (Marston & Maple, 2016), which focused on addressing this issue



DESPERATE NEED FOR COMPARATIVE PSYCHOLOGY

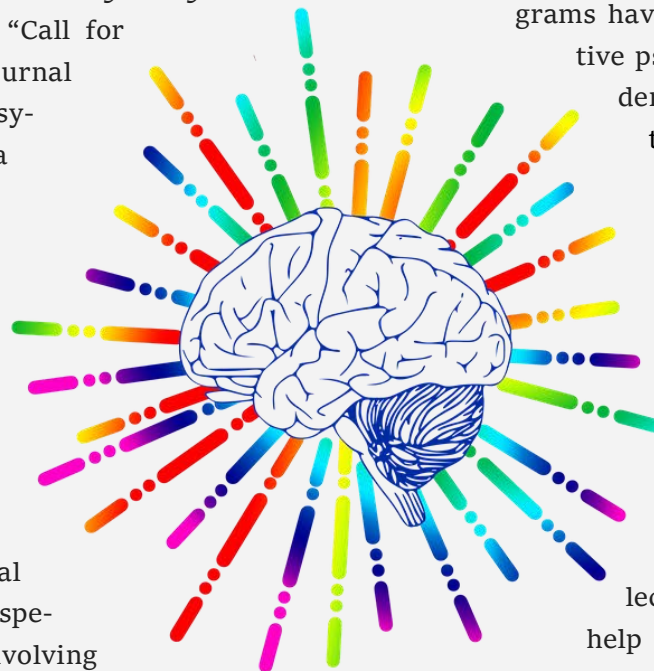
directly. I also was pleased to be the Guest Editor of a recent Special Issue of *The International Journal of Comparative Psychology* entitled “Exploring the Intersection of Comparative Psychology and Clinical Psychology”. There are several members of SBNCP who wrote excellent articles for this Special Issue and it is available as an open-access publication at https://escholarship.org/uc/uclapsych_ijcp/30/o (volume 30).

There are a few other books that address this very important issue. One book that looks at the issue from the perspective of psychiatry is *Evolutionary psychiatry: A new beginning*.

There also was a recent “Call for Papers” in the APA journal “Translational Issues in Psychological Science” for a special issue entitled “Animal Models as Empirical Foundations for Practice” (<http://www.apa.org/pubs/journals/tps/call-for-papers-animal-models.aspx>).

What is particularly promising about this planned Special Issues is the journal is specifically focused on involving graduate students at the very beginnings of their careers.

Comparative psychology has focused primarily on the importance of basic research. This has led to recent difficulties for the field as funding agencies and government and university programs emphasize applied research (Maple, 2016). What I can tell you definitively is that there is a strong, strong need for comparative psychology in the applied research realm. Modern approaches to clinical psychology show an emptiness and lack of necessary complexity whenever appreciation of comparative psychology is removed.



My hope is that the next generation of clinical psychologists will have more of an understanding of comparative psychology than does the present generation. Undergraduate students show a strong interest in understanding animal behavior, even if their ultimate professional goals are clinical, but often lack the opportunity to study the subject. Colleges and universities need to be more open to offering these course selections (with a particular emphasis on helping students understand comparative psychology's contributions to clinical psychology's history and what modern comparative psychology offers aspiring clinicians). Graduate clinical programs have even less access to comparative

psychology offerings even if students show a strong interest in the material. Given that the focus of clinical programs often has to be on what licensing agencies require, leaving less room for electives not related to licensing exams, there may be less room for courses specifically dedicated to comparative psychology. But even here there is often the opportunity for single lectures or special seminars to

help students understand the importance that understanding behavior across human and nonhuman species has for understanding clinical conditions. Clinical students in the process of training will take the opportunity for learning experiences even if they are not earning school credit. What is most important for them is understanding how the material comparative psychology addresses is relevant to understanding the conditions they expect to treat.

When I talk to university faculty who ask “What do I say to clinical or counseling students who say comparative psychology has no relevance to their professional goals?” I start by simply saying “Tell them they are just plain wrong”. Saying that is easy

and I realize that explaining why it is wrong is more complicated. I hope that I have outlined some basics to help explain further why it is wrong. If I can provide any more insights about this issue, which is very important to my profession, please contact me at drdanmarston@comcast.net or call me at 412-380-2695.

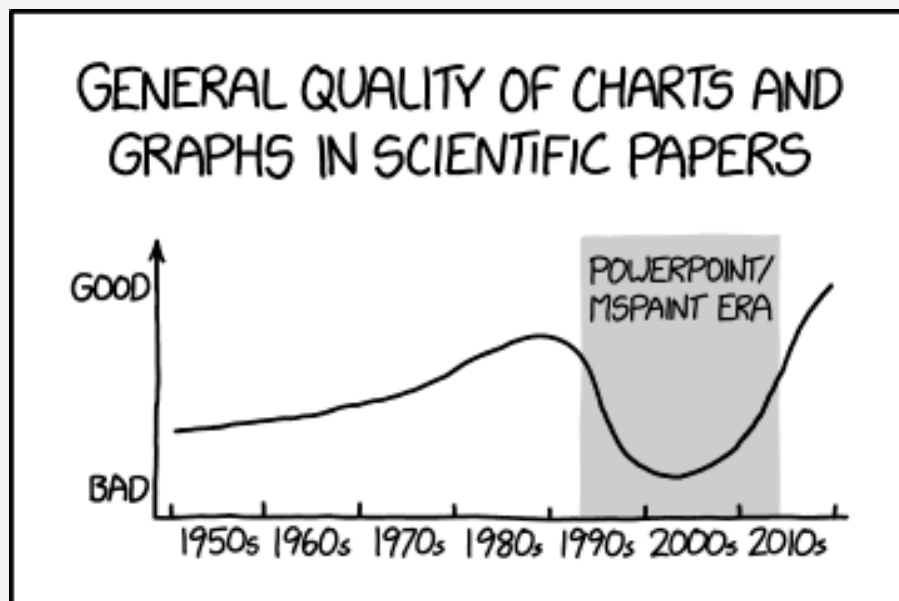
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We value the opinions of our contributors. The views of opinion pieces do not necessarily reflect the views of the division.

Do you have a thought for the newsletter? Let us know!

EditorAlanDaniel@gmail.com



JOIN US!

126th APA Convention Happy Science Hour

Reconnect with colleagues, meet new ones,
and unwind at this informal social
hosted by Divisions 3, 6, 21, 23, 28, 40, 50, & 56
and the Science Directorate.

**SF Marriott Marquis, Yerba Buena Salons 10 & 11
Thursday, Aug 9, 5-7 pm**



Your Hosts



**Society for Experimental Psychology
and Cognitive Science** **DIVISION 3**

28 **PSYCHOPHARMACOLOGY
AND SUBSTANCE ABUSE**



SCP **SOCIETY FOR
CONSUMER
PSYCHOLOGY**

APPLIED EXPERIMENTAL & ENGINEERING PSYCHOLOGY
DIVISION 21 OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

**THE SOCIETY FOR
CLINICAL NEUROPSYCHOLOGY**

TRAUMA PSYCHOLOGY
DIVISION 56

APA Division 6 2018 CONVENTION HIGHLIGHTS

(information subject to change)

The 2018 Convention promises great programming from Division 6! This year, we have **four** collaborative programming symposia, our annual Happy Science Hour, a multi-divisional poster session, and fantastic Division events! Below are Division 6 programming highlights:

Collaborative Programming

Symposium: Neuroscience of Creativity
Thursday, 8/9 12-12:50PM Moscone Center Room 2004
Co-Listed with Divs. 3, 10, 20, 21
Chairs: Hod Orkibi, PhD & Susan Magsamen, MA

Symposium: Are you In or Out? Insights Into Ingroup and Outgroup Bias from Primates, Humans, and Virtual Reality
Thursday, 9/9 1-1:50PM Moscone Center Room 2004
Co-Listed with Divs. 36, 41, 46
Chairs: Evelyn Maeder, PhD & Amanda M. Dettmer, PhD

Symposium: Engaging the Body 2020 — Establishing Embodiment as a Metatheory
Friday, 8/10 4-5:50PM Moscone Center Room 158
Co-Listed with Divs. 3, 7, 10
Chair: Nancy K. Dess, PhD

Symposium: How to Diversify Psychological Science Faculties — An Evidence-Based, Action-Oriented Workshop
Saturday, 8/11 8-9:50AM Moscone Center Room 157
Co-Listed with Divs. 3, BSA, APAGS
Chair: Nancy K. Dess, PhD

Division Programming

Presidential & Award Addresses

2018 Presidential Address
Science and Service: Giving Without Giving Up or Giving In
Allyson J. Bennett, PhD
Thursday, 8/9 11-11:50AM Moscone Center Room 306

2018 Clever Systems Early Career Investigator Award
Rodent Models of Depression: Behavioral and Pharmacological Perspectives
Sergio D. Iniguez, PhD, MA
Thursday, 8/9 2-2:50PM Moscone Center Room 313

2018 D.O. Hebb Distinguished Scientific Contributions Award
Dissociable Learning Processes: A Comparative Perspective
John D. Smith, PhD

2018 Brenda A. Milner Award
Oral Contraceptives and Cognition: A Methodological Perspective
Adriene Beltz, PhD
Saturday, 11-11:50AM, Moscone Center Rooms 310/311

Invited Address

Sameness May Be a Natural Concept That Does Not Require Learning
Thomas R. Zentall, PhD
Sunday, 8/12 9-9:50AM, Moscone Center Room 313
Co-Listed with Div. 3

Symposia

Creating Cultural Change Within Psychological Science — Advocacy and Professional Responsibility
Friday, 8/10 9-10:50AM, Moscone Center Room 3003
Co-Listed with Divs 1, 3, 18, 32, 45, CECF, APAGS
Chairs: Tyson Bailey, PsyD & Roseann Fish Getchell, MA, MEd

Rumbaugh Memorial Symposium on the Intrinsic and Translational Motivation for Primate Research
Saturday, 9-10:50AM, Moscone Center Room 2004
Co-Listed with Divs 3, 26
Chair: David A. Washburn, PhD

Poster Session

Co-Listed with Divs. 3, 8, 12, 29
Thursday, 8/9 9-10:50AM Moscone Center Halls ABC

Business Meeting

Sunday, 8/12 10-10:50AM, Moscone Center Room 3002



CAN WE FEATURE YOU?

Member features and SBNCP social media

One of our SBNCP initiatives this year includes building greater opportunity for interaction and exchange of news and resources between SBNCP members and others via our social media platforms. Our goal is both to facilitate exchange among society members, but also to reach a broader audience with news and perspectives from psychological scientists.

You can find our facebook page here: <https://www.facebook.com/SBNCP/>

Each week we post content on our Facebook page that includes research findings and notes about new publications (Mondays); news, perspectives, and resources of particular interest to students and early career psychologists (Tuesdays); news and resources relevant to current issues that affect science and scientists (Wednesdays); articles, notes, and resources about the history of psychology (Thursdays); and, finally, on Fridays-- featured posts are about our SBNCP members.

The featured member posts include both new and long-time members, as well as our student affiliates. The posts are short biographies of the member and can include their photo and a link to their website. We also ask the member if they would like to include a quote about why they joined, or why they are a member of, SBNCP. Read some example posts below.



Would you like to be featured? If so, please send a few lines of your preferred bio and a quote about why you are a member of SBNCP. If you also would like to send a preferred photo, that would be terrific. If you would like us to tag you on Facebook, or include your twitter handle, please just let us know. You can send this information to either Allyson Bennett (allyson.j.bennett@wisc.edu) or Mike Beran (mberan1@gsu.edu).

Please don't hesitate to let me know if you have any questions about either the social media initiative, or other SBNCP topics. Please also feel free to suggest any student affiliates in your lab that we should feature in the upcoming months. If your students are not already affiliates, please feel free to let them know that we welcome students to join the society and do not charge dues for student affiliates.

Our Facebook and twitter accounts are linked on our recently-updated APA website, as is a pdf of our most recent newsletter. <http://www.apadivisions.org/division-6/index.aspx>

About the committee: The Communications Committee (CC) currently includes: SBNCP President Allyson Bennett, President-Elect Michael Beran, Secretary Nicolle Carr, Historian David Washburn, Past Historian Gary Greenberg, Council Representative Mark Krause, Early Career Psychologist/Neuroscientist Jeremy Bailoo, 2018 Program Co-chair Amanda Dettmer, Student Representative Erin Alderson, Past Student Representative Erik Garcia, Newsletter Editor Alan Daniel, SBNCP Fellow Sangeeta Panicker. The Communications Committee assists the EC in communications to further enhance the visibility of SBNCP and its members; to use a wide range of communications venues to enhance SBNCP's interaction with the broad community of psychologists, scientists, and the public; and to offer assistance in broad dissemination and promotion of the work of other committees.

SBNCP Featured Members

Want to read more? See the SBNCP Facebook page, or stay tuned for the next newsletter.
Want to contribute? Drop us a line.



Karen Hollis

Professor Karen Hollis, a past President of SBNCP and an APA Fellow, shares the story of why she joined APA and why she remains a member. Hollis' research explores the adaptive advantage of individual learning in non-human animals, integrating the psychological study of animal learning with an evolutionary approach to animal behavior. For some time she has been researching the way in which animals use learned signals to anticipate the appearance of biologically important events—such as food, rivals, predators and mates—and, thus, optimize their interaction with these events. In addition to being a past president of SBNCP, Hollis was also the first woman also to serve as President of APA's Division 3 (Experimental Psychology). When asked why she joined SBNCP and continues to support the Society, she replied "I joined APA when my Ph.D. advisor, Bruce Overmier, gave me the gift of initial membership in both APA and Division 6. When Bruce was president of Division 6 (1990-1991) he promoted this clever strategy to increase APA membership; once a new member sees first-hand what APA does for psychological science, it's a no-brainer to remain an active supporter. Let me emphasize that point: APA does more, spends more, lobbies more, than any other professional organization — even the largest of those organizations, like Society for Neuroscience — to advocate on behalf of animal-based research. Like many APA members, I value and belong to several professional organizations, but my membership in APA is essential — it's the organization that protects our science."

<https://www.mtholyoke.edu/people/karen-hollis>

Erik Garcia

Dr. Erik J Garcia joined SBNCP as the Graduate Student Representative in 2016. He earned his PhD in Experimental Psychology at Kansas State University in May 2017. Under the supervision of Dr. Mary Cain, Erik determined that environmental enrichment protects against illicit drug seeking after 1 day of abstinence and continues to be protective after 40 days of abstinence. He also examined different types of glutamate receptors in the nucleus accumbens, a brain region critical for reward, motivation, and goal-oriented behavior. Currently, Erik is a postdoctoral researcher in the Center for Addiction Research at the University of Texas Medical Branch at Galveston. Erik's current research is examining the effects of ghrelin receptors on cocaine self-administration and cue-controlled behavior in rats. He has a passion for mentoring, teaching, and research and hopes to lead his own neuropsychopharmacology and neuroscience lab. According to Erik, SBNCP is a critical organization for professional development, establishing networks, and seeing excellent research in animal cognition and neuroscience. Everyone who has an interest in learning or, even teaching, this area of psychology should follow the SBNCP page for the latest news and research.



Gary Greenberg

Gary Greenberg, Professor Emeritus, in the Psychology Department at Wichita State University, served for many years as our society's historian. Prof Greenberg is a comparative psychologist and a developmental psychobiologist whose interests are in the evolution and development of behavior. He says: "I understand comparative psychology to be a general psychology, the search for general principles of behavior which apply across the animal spectrum, humans included. My book (with M. M. Haraway, Principles of Comparative Psychology, 2002, Allyn & Bacon,), presents a unified theoretical perspective for all behavior." Greenberg joined the division around 1970 while still in graduate school at Kansas State University. Following his PhD he became mentored by Ethel Tobach and it was she who got him involved in Division affairs, initially as the Chair of the Committee on Comparative Psychology. As such he conducted roundtable discussions at APA meetings as well as at Ethology Society meetings. He is most proud of being introduced for his Division Fellows address by Jerry Hirsch. SBNCP appreciates Greenberg's scientific and theoretical contributions to the field, as well as his tireless service as historian. <http://webs.wichita.edu/?u=psychology&p=%2Fpeople%2Ffaculty%2Fgreenberg%2F>

Erin Alderson

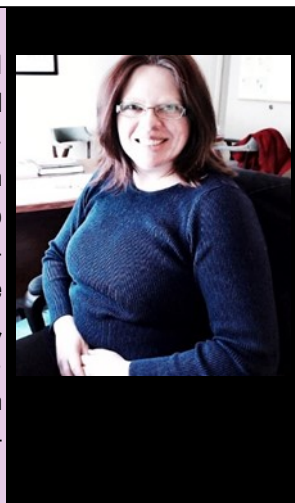
SBNCP's Graduate Student Representative Erin Alderson is a first year PhD student in Systems Neuroscience at University of California, Riverside where she is studying electrophysiology under Dr. Peter Hickmott. Alderson studied biological psychology and developmental psychopharmacology as an undergraduate and Master's student with Dr. Cynthia Crawford at California State University, San Bernardino. When asked why she joined the society, Alderson said:

"I joined APA's division 6, because I believe that sharing and comparing the knowledge from diverse fields within neuroscience will give us a greater understanding of human and animal behavior, which is of benefit to us all." Her eventual goal is to enter academia as a professor and researcher.



Koren Ganas

SBNCP welcomes new member Koren Ganas, PsyD, research assistant professor in the Department of Health Science Education and a clinical assistant professor in the Department of Psychiatry at University of Illinois College of Medicine - Rockford. When asked why she is a SBNCP member, Dr. Ganas replied: "Originally trained as a practitioner-scientist with focus on health and neuropsychology, I joined Division 6 in 2017 due to its unique cross-discipline membership to connect with colleagues who share interest in synthesis of behavioral neuroscience research with clinical practice to develop scientifically sound tools that allow practitioners to achieve better clinical outcomes, reduce patient suffering, and improve the human condition." Dr. Ganas serves as a course director for the brain and behavior curriculum for first-year medical students at the Univ of Illinois College of Medicine -Rockford. Some of her current projects include research in medical student/provider resiliency and empathy, and developing integrated discipline, case-based curriculum. Dr. Ganas received her doctor of psychology (PsyD) degree and master of arts degree in clinical psychology from the Arizona School of Professional Psychology at Argosy University/Phoenix, and her bachelor of arts in psychology from the University of Illinois at Chicago. She is currently obtaining a post-doctoral master of science degree in clinical psychopharmacology from Fairleigh Dickinson University.



Amanda Dettmer

Dr. Amanda Dettmer, SBNCP member and 2018 Program Co-Chair, is a behavioral neuroscientist, primatologist, and psychologist with expertise studying early life environments that contribute to chronic stress and later cognitive and social development. When asked why she joined, she answered: "SBNCP gives me professional and personal support in a way that few other societies do. I am part of a group of scientists with similar training who also give me much to think and learn about. Important to me also is the advocacy work - for science and scientists - that many members of this society engage in." Dr. Dettmer is currently the 2017-18 APA Executive Branch Science Fellow in partnership with the AAAS Science & Technology Policy Fellowships and is placed at the Institute of Education Sciences. She earned her BS in zoology from the University of Washington, Seattle, and her MS (2007) and PhD (2009) in behavioral neuroscience from the University of Massachusetts Amherst. Dr. Dettmer worked as a senior postdoctoral fellow at the National Institute of Child Health and Human Development (NICHD) at NIH, where she led several research programs aimed at identifying the causes and consequences of long-term stress in nonhuman primate models of child development. Dettmer currently serves on APA's Coalition for Psychology in Schools in Education (SBNCP representative), is executive secretary of the American Society of Primatologists, and is a member of the Society for Neuroscience (SfN) Committee on Animals in Research, as well as an editor for the Speaking of Research news blog. Dettmer was a 2016 SfN Early Career Policy Ambassador. Dettmer, an enthusiastic science communicator with school-aged children, has also served as the chair of the Governing Council of her local public charter Montessori school, in which she oversaw school policy and made regular presentations to the county board of education. She still serves on the Governing Council as chair of the Education & Curriculum Committee.



Michael Domjan

Professor Michael Domjan of the University of Texas at Austin, has literally written the book about animal learning. Actually, he has written many of them, some of which you likely have used in your undergraduate or graduate study including his Principles of Learning and Behavior textbook (now in its 7th edition) and his textbook The Essentials of Conditioning and Learning published by APA which just came out in its 4th edition. He is a Fellow of Division 6 (and Division 3) and Past President of Division 6. He also is a Fellow of APS and has served on the governing board of the Psychonomic Society. He is a G. Stanley Hall Lecturer for APA (1995), Past President of the Pavlovian Society (2006-2007), and he received the D. O. Hebb Distinguished Scientific Contributions Award from SBNCP. Professor Domjan notes that he has been an active member of Division 6 for many years "because APA is the strongest voice for psychology in the United States and I think Behavioral Neuroscience and Comparative Psychology has to be a part of that voice. This is important not just for how psychology is represented in national discussions about science but also for how the members of Division 6 are represented among psychologists as a whole. By having a vibrant APA division devoted to the concerns of behavioral neuroscientists and comparative psychologists, we make the case that our area of specialization is just as important to psychology as more commonly recognized areas such as clinical, social, and developmental psychology." <https://liberalarts.utexas.edu/psychology/faculty/domjanmp>





Mauricio Papini

Dr. Mauricio Papini of Texas Christian University studies the comparative neuroscience of anxiety and frustration. He focuses on extending the comparative database of these phenomena through research in pigeons, turtles, and toads, but also, more recently, on exploring the underlying neural circuitry in rats. When asked why he feels Division 6 is important, Dr. Papini replied "I consider myself both a comparative psychologist and a behavioral neuroscientist, so joining Division 6 was a simple decision. In my research and in my teaching, I have always emphasized the study of learning, motivation, and emotion from an evolutionary perspective, which, I believe, synthesizes the ideas of comparative research on brain-behavior relationships. A brain-behavior comparative approach also has high relevance for advancing basic knowledge with translational potential. As a member of a Psychology Department, I am also interested in supporting APA, a society that makes significant efforts in promoting Psychology as a Science and helps me connect with my colleagues." Prof. Papini has a forthcoming third edition of his book *Comparative Psychology: Evolution and Development of Brain and Behavior* in which he develops his integrative viewpoint.

Jeremy Bailoo

Dr. Jeremy Bailoo, SBNCP member and Early Career Psychologist Representative, is a developmental psychobiologist who studies naturally occurring variations in the development of species-typical behaviour in humans and other animals, and their underlying physiological and neuroanatomical correlates. Dr. Bailoo was born in the twin island republic of Trinidad & Tobago. He is currently a post-doctoral fellow at the University of Bern, Switzerland and received his BS from Florida International University, his masters and PhD degrees from the University of North Carolina at Greensboro. When asked why he joined SBNCP, Dr. Bailoo said *"Animal research has contributed to our understanding of behavior, learning, memory, cognition, neurobiology, and a range of other processes in humans and other animals. SBNCP has a rich history both in terms of the leaders that comprise its membership as well as the research that they perform to inform such questions. Quite simply it is a privilege to be a part of, and to contribute to, such a rich and uniquely placed organisation that informs ideas both at the intersection of basic and applied research."* At the University of Bern Dr. Bailoo is currently working on projects to test the hypothesis that both impaired welfare and poor reproducibility of experimental results are caused by a failure to account for the nature and limitations of phenotypic plasticity. In particular, he is investigating the effects of environmental conditions on brain function and emotional state, and on variation in experimental outcomes. Dr. Bailoo's other interests include the history of psychology, the use of animal models in comparative psychology and evaluation of their effectiveness, and ethology. He is committed to science communication and public education. Among his teaching and outreach activities are serving as a senior editor and blogger at Speaking of Research. http://www.tierschutz.vetsuisse.unibe.ch/about_us/personnell/dr_bailoo_jeremy_d/index_eng.html



Roger K.R. Thompson

Roger K. R. Thompson received his Ph.D. from the University of Hawaii at Manoa, specializing in comparative psychology and animal behavior, and is recognized today as one of the world's foremost authorities in primate cognition. For more than a decade, he has held the Dr. E. Paul & Frances H. Reiff endowed Chair in the Biological Sciences at Franklin and Marshall College. He is a fellow of the Association for Psychological Science and the American Psychological Association. He is a past president of the International Society for Comparative Psychology. When asked why he is a member of APA and Division 6, he responded "They provided a 'professional home' given my education and role 'professing' my discipline of comparative psychology and behavioral science in the broad sense of the term. Importantly, APA was- and I believe- still is - the only professional society that fully supports and advocates for the significance and value of our research and teaching within not only the psychological and biological sciences in higher education, but also, governmental funding agencies and the public. I saw compelling evidence of those contributions and importantly, the defense of ethical research with nonhuman animals during my service as a member and Chairperson of CARE (Committee on Animal Research & Ethics)." <https://www.fandm.edu/roger-thompson>



Brielle James

Brielle James is a third-year graduate student in the Cognitive Sciences program at Georgia State University. Her current research interests include metacognition and perception and perceptual illusions across primate species. She is active in her department's Graduate Association of Student Psychologists and the American Psychological Association of Graduate Students (APAGS), as a member of the science committee of APAGS. When asked why she joined the Society for Behavioral Neuroscience and Comparative Psychology, she replied "I joined Division 6 to stay connected within my field. As a student beginning their career, having such close contact with established professionals and the latest developments and news within my research areas has been very beneficial." Brielle graduated with Bachelor of Science degrees in Zoology and Psychology from the University of Wisconsin-Madison. She has received an APA-USNC International Travel-Mentoring Program Award to the 31st International Congress of Psychology (sponsored by NSF) and was the 2017 recipient of the Kuczaj Memorial Travel Grant to the 24th Annual International Conference on Comparative Cognition.

Gordon Burghardt

Dr. Gordon Burghardt's 50+ year research career has been full of fascinating discoveries about reptile behavior, the comparative study of animal play, and theory and history in ethology and comparative psychology. He joined APA when just starting out in the field and the predecessor to the Journal of Comparative Psychology (JCP), the Journal of Comparative and Physiological Psychology (JCPP), published some of his dissertation research back in 1968. "I wanted to be published in a premier journal in psychology, as few psychologists had ever published papers on snakes and I wanted colleagues to appreciate what fine animals they are for various types of studies, especially involving chemoreception and behavioral development not dependent upon parental care." Since then he became a fellow of Division 6, editor of the Journal of Comparative Psychology, and President of Division 6. Dr. Burghardt's 2005 book *The Genesis of Animal Play: Testing the Limits* (MIT Press) is an ambitious exploration of play behavior across the phylogenetic spectrum, and is his most cited work.



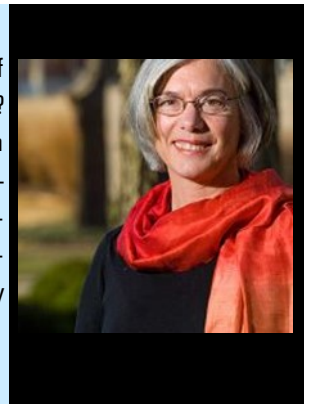
Chana Akins

Dr. Chana Akins' research at the University of Kentucky focuses on the underlying mechanisms of alcohol and drug relapse, with an emphasis on the role of learning. She was first exposed to APA when her PhD mentor, Dr. Michael Domjan, could not present at the conference and he asked her to present in his place. When asked whether she then joined Division 6, she said, "No, I did not join Division 6 as a graduate student. Ironically, I thought Division 6 seemed too big and too impersonal at the time. And no one was banging on my door to get me to join the division. But people kept asking me to participate in various ways, so I joined shortly after graduate school. While I wish I had joined sooner, joining turned out to be one of most important choices I could have ever made for my career. I benefited most by acquiring a life-long support network of scientists and friends within the division." Dr Akins is a past president of Division 6 (2012-2013) and was recently appointed to the Fellows Committee. Dr Akins recently published one many studies she has conducted on the effects of cocaine exposure on conditioned sexual responses."

Dorothy Fragaszy

SBNC member Professor Dorothy Fragaszy (Psychology Department, University of Georgia) is the new editor of APA's Journal of Comparative Psychology. When asked, "Why is this journal important for the field? What is its relevance to society/public health? What are the hot issues in your area right now?" Fragaszy answers: "Comparative psychology links psychology with biology in its focus on behavioral diversity in biological context, and it links psychological studies of other animals with psychological studies of humans. The Journal of Comparative Psychology stands out as uniquely placed within the field of psychology to link comparative studies with other areas of psychology. Comparative psychologists are positioned to provide theoretically and empirically grounded information and ideas to guide our colleagues in other areas of psychology in their application of evolutionary theory to their subject matter." Read more here about Fragaszy's perspectives and goals for JCP.

<http://www.apa.org/pubs/highlights/editor-spotlight/com-fragaszy.aspx>





George Michel

Professor George Michel of UNC-Greensboro is the current Awards Chair for SBNCP. He is a Fellow of Division 3 (SEPCS) and 6 (SBNCP) of the American Psychological Association. When asked why he thinks SBNCP is so important and why he has been a longstanding member, he replied "I joined Division 6 early in my career because of its long history of support for comparative psychology and biopsychology. Many of my mentors and those individuals whose research I admired most were members of Division 6 and I liked being in that company. I am near the end of my career but I still see Division 6 as an important base for the science of psychology and as a base for improving the quality of animal research and housing. The APA is among the most active scientific societies in defending animal research while simultaneously supporting improvements in animal welfare." In 2005, Michel served as elected President of the International Society for Developmental Psychobiology. He has published two books on developmental psychobiology (both with Celia Moore) and is Associate Editor of the Cambridge Encyclopedia of Child Development (2006), and many other publications on topics such as infant sensorimotor development, anthropomorphism in animal cognition, the relation of hormones and experience in parental care, the development of emotional expression in infants, experience-hormone interactions in animals, the neuropsychology of dyslexia, and the development of handedness.

John Capitanio

Dr. John P. Capitanio is a Research Psychologist in the Department of Psychology at the University of California, Davis, and also the Leader of the Neuroscience and Behavior Unit at the California National Primate Research Center. He has been a member of APA for decades and has published multiple papers in Journal of Comparative Psychology as well as other APA journals. He knew he wanted to be a psychologist while still in high school and declared his major before he even stepped foot in his first college classroom. While his interest in animal behavior began while caring for chickens and rabbits at his home during his grade school years, it wasn't until college where he came to appreciate the psychological perspective on animal behavior. "There is an important distinction between the behaviors one sees an animal displaying, and the psychological constructs — motives, dispositions — that underlie those behaviors. Moreover, the comparative perspective highlights the interplay between psychology and ecology, and situates psychology within an adaptive, evolutionary framework; this can be hard to see when one's focus is on a single species, like humans." Dr. Capitanio is a Fellow of SBNCP as well as several other professional societies and has served as President of the American Society of Primatologists. He served APA for three years as a member of the Committee on Animal Research Ethics, chairing the committee in 2016. His research continues to focus on the causes, correlates, and consequences of naturally-occurring variation in biobehavioral organization in nonhuman primates.



Antonio Puente

Starting the week with a feature on SBNCP Fellow [Antonio Puente](#), 2017 President of the APA and Professor of Psychology at the Univ North Carolina Wilmington. Puente tells us: "I joined Division 6 when I became a member of APA in 1978, largely because my undergraduate mentor- [Donald A. Dewsbury](#)- was so active in the society. As the 2017 president of APA, I am honored to have represented one of the founding and core groups of APA's 125 year history." Thank you, Professor Puente- SBNCP is honored to count you among its members! More about Professor Puente: Born in La Habana, Cuba, he immigrated to the US in 1960 and received his PhD from the University of Georgia. Professor Puente has taught at UNCW since 1981 and prior to that at St. George's University School of Medicine. His primary teaching activities include Brain & Behavior, Clinical Neuropsychology, and History of Psychology. Puente's founding director of UNCW's Centro Hispano and his research focuses on the interface between culture and neuropsychology. He collaborated regularly with colleagues in Russia, Spain, and Latin America. Puente founded and edited the journals of Neuropsychology Review and Journal of Interprofessional Education & Practice as well as a book series in Neuropsychology. In addition to activities at UNCW, Puente maintains a private practice in clinical neuropsychology and is the founder/co-director of mental health services at the Cape Fear Clinic, a bilingual multidisciplinary health center serving the indigent. He received the APA's Distinguished Professional Contributions to Independent Practice in 2011. He has also served as president of the N.C. Psychological Association, N.C. Psychological Foundation, the Hispanic Neuropsychological Association, National Academy of Neuropsychology, and Society for Clinical Neuropsychology.

Rick Bevins

SBNCP Fellow Rick Bevins is the Willa Cather Professor and Chair of Psychology at the University of Nebraska. Professor Bevins's research team uses preclinical animal models to elucidate the behavioral, neural, and pharmacological factors involved in the etiology of drug abuse. Professor Bevins says: "I became a member of APA and Division 6 very early in my career. The Society for Behavioral Neuroscience and Comparative Psychology provided me a home in a very large professional organization with like-minded colleagues to share ideas and challenges. I also found mentors that helped me navigate the maze of academia. Now, at this point in my career, I still find Division 6 a comfortable home to find my friends and colleagues. In addition, SBNCP are strong advocate for basic science research with non-human animals. A voice much needed and appreciated." One arm of the research program in [Bevins' Behavioral Neuropharmacology Lab](https://psychology.unl.edu/psychoneuropharm/home) investigates how behavioral and neuropharmacological processes involved in the perceptibility of a drug stimulus and the behavior it controls changes with learning history. Other empirical efforts focus on novel pharmacotherapeutic approaches for nicotine and methamphetamine addiction, understanding the reward-enhancing effects of drugs using behavioral economics, and development more translationally relevant animal models to inform FDA tobacco regulation policy. They are also extending these arms of the research program to include sex differences and nicotine-alcohol interaction. Learn more about Professor Bevins here: <https://psychology.unl.edu/psychoneuropharm/home>



Bill Roberts

SBNCP Fellow Bill Roberts has made many important contributions to what we know about animal minds. His early research was focused on animal memory processes, using tasks such as delayed matching-to-sample. He also made important contributions regarding time and number representations in pigeons. He has been a leading figure on the debate about whether animals can show "mental time travel" by anticipating their future needs, and remembering their own past. He currently is working on a number of questions about cognition and behavior in dogs. In addition to being a SBNCP Fellow, he is Fellow of Division 3 of APA and was honored with the Comparative Cognition Research Award in 2005 from the Comparative Cognition Society. When asked why he joined Division 6, he replied "Because I share common interests with a number of the existing members. Division 6 has supported and promoted research in animal cognition, my research area of interest. Although I have not attended all of the yearly meetings of APA, I did enjoy attending the meeting in Toronto several years ago and serving as chair of the Division 6 Awards Committee."



Jeff Katz

Dr. Jeff Katz's research at Auburn University focuses on the comparative mechanisms of learning and cognition. When asked about why he joined Division 6, he said "I joined APA as a graduate student because I thought it was important to be part of the leading societies of our profession and was also interested in receiving my own copy of JEP:ABP and JCP. When I learned about the different divisions at APA, Division 6 was the natural fit for me. As for the benefits, it was the sense of belonging and being accepted by a division with many respected scientists that was important to me at the time." In addition to many honors as a researcher, including APA's Division 3 (Experimental Psychology) 2001 Young Investigator Award, he has received numerous awards for his teaching and mentoring. Among those was the 2015 Gerald and Emily Leischuck Endowed Presidential Award for Excellence in Teaching (2015), and recognition as Honors College Professor of the Year at Auburn (2016). He served as the secretary and president of the International Comparative Cognition Society and received the Comparative Cognition Society Recognition of Service Award (2014). Dr. Katz has published many papers on aspects of human and animal cognition, but he noted a recent favorite was this one, from one of his students' dissertations: Daniel, T. A., & Katz, J. S. (in press). Primacy and recency effects for taste. *Journal of Experimental Psychology: Learning, Memory, and Cognition*.



Bonnie Perdue

Dr. Bonnie Perdue is Assistant Professor of Psychology and Cognitive Neuroscience at Agnes Scott College. When asked why she joined the Society, she replied "As a researcher interested in cognition and comparative psychology, I joined the Society for Behavioral Neuroscience and Comparative Psychology (Division 6) because of the outstanding set of resources and connections to colleagues in the field who serve as continuous inspiration to me." Perdue received her Ph.D. in Cognition and Brain Science in 2011 from Georgia Tech. She was the Duane M. Rumbaugh Fellow at Georgia State University. She was elected to Psi Chi as an undergraduate and was the recipient of the Richard M. Griffith award from the Southern Society for Philosophy and Psychology (SSPP) in 2013. Among her many publications, she recently co-authored a book entitled *Zoo Animal Welfare*. Perdue has served as the Program Chair for the SSPP and was elected to serve on its Council from 2015-2018. She is membership chair for Division 3 of APA for 2017-2020 and also member-at-large for Division 3. Dr. Perdue will be the program chair for Division 6 for the 2019 meeting of the APA. She also serves on the CARE committee of APA.



Reggie Gazes

Professor Reggie Gazes of Bucknell University uses touchscreens to study how primates think, learn and remember. She completed her doctoral degree at Emory University and postdoctoral work at Zoo Atlanta. She writes programs that compare various cognitive skills between primate species, including matching, numerical competence, categorizing and logic. When asked why she joined Division 6, she replied "I joined Division 6 after learning about all the advocacy work APA does for our field. Policy decisions can have dramatic impacts on our science through changes to funding priorities and research regulations. Often law makers and the public (and even many fellow psychologists) aren't aware of the contributions of comparative psychology to our understanding of psychology broadly. I wanted to get involved with APA's efforts to educate law makers, educators, and the public about the value of animal research in psychology through the work of CARE (the Committee on Animal Research and Ethics) and STAR (SharingTruth about Animal Research: A Coalition of Scientific Societies). It's great to be part of the effort to advocate for our science."



THAT'S ALL, FOLKS!

This time I was afraid we wouldn't have much to go on—but it turned out that we had a lot of content! In part, this is because of our recent social media push. It's hard work to come up with content, much less on a rolling basis. Kudos to the media committee and others who have contributed to ensure that comparative psych and behavioral neuroscience have visibility on the web.

I'm looking forward to seeing you in San Francisco this August.
Yours truly, -Alan



We are in constant need of news and articles, so I hope you'll consider contributing. We count on our members to create high quality content for the enjoyment of the SBNCP community.

Contribute any time by sending content to:
editoralandaniel@gmail.com.

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