WHAT’S INSIDE

COUNCIL MEETING REPORT
SURVIVING GRADUATE SCHOOL
...AND MORE!
Thank you to our contributors!
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editoralandaniel@gmail.com.

GUESS WHO?

Last year was the 100th anniversary of my birth, and 2019 marks the 40th anniversary of my presidency of Division 6.

Under the direction of Clark Hull and Donald Marquis, I completed a dissertation (1942) at Yale on conditioned inhibition and excitement in rats; however, the remainder of my career involved research with other small mammals.

I was tenured at the University of Wisconsin, almost by accident, 22 years after earning my Ph.D.

I had a startling research program, as illustrated by the title of my most highly cited publication, which was also my 1974 presidential address to the Society for Psychophysiological Research.

A 1990 award and commendation from the American Psychological Association recognized me for seminal and profound contributions to developmental psychology, psychophysiology, and cognitive psychology.

WHO AM I?
2019 DIVISION 6 PROGRAM SUMMARY

Div 6: The Educational Value of the Modern Zoo  
Thu 8/8 9:00 AM - 10:50 AM

Div 6: Choice Behavior in Humans and Nonhuman Animals  
Thu 8/8 11:00 AM - 11:50 AM

Div 6: Behavioral Neuroscience and Comparative Psychology Poster Session  
Thu 8/8 1:00 PM - 1:50 PM

Div 6: The Neuroscience of Empathy and Compassion  
Thu 8/8 2:00 PM - 3:50 PM

Div 6: [Executive Committee Meeting]  
Thu 8/8 5:00 PM - 6:50 PM

Div 6: Choice Behavior in Humans and Nonhuman Animals  
Fri 8/9 8:00 AM - 8:50 AM

Div 6: The Cognitive Abilities of Unique and Understudied Species  
Fri 8/9 9:00 AM - 10:50 AM

Div 6: Mike Beran’s Presidential Address,  
Fri 8/9 4:00 PM - 4:50 PM

Div 3: Joint Social Hour Divisions 3 and 6  
Fri 8/9 5:00 PM - 6:50 PM

Div 3: Summit on Psychological Science---Present and Future, With Town Hall Meeting and Audience Participation  
Sat 8/10 8:00 AM - 9:50 AM

Div 6: See for Yourself---Video-focused Animal Cognition Highlights  
Sat 8/10 4:00 PM - 4:50 PM

Div 6: Clever Systems Early Career Investigator Award  
Sat 8/10 5:00 PM - 5:50 PM

Div 6: Cognitive Frameworks for Detecting Hidden Abilities in Human and Nonhuman Primates  
Sun 8/11 9:00 AM - 9:50 AM

Div 6: Interdisciplinary Science and Tobacco Product Regulation---Informing the FDA About Electronic Cigarettes  
Sun 8/11 10:00 AM - 11:50 AM

Div 6: Business Meeting  
Sun 8/11 11:00 AM - 11:50 AM
If APA follows-through with its promise of a high-visibility announcement reveal, then you should already know about the big news out of the Winter Council meeting, particularly if you are an APA member as well as SBNCP member. The Council of Representatives was asked to approve or reject the 2019 APA Strategic Plan, reflecting almost one year of work and input from many broad constituencies. (Great pride was repeatedly expressed at the number of member interviews, officers, focus groups, boards, committees, surveys, and public comments that were part of the ‘co-creation’ of the strategic plan.) CoR votedwhelmingly (96%) to approve the plan, which was framed by this mission statement: “To promote the advancement, communication, and application of psychological science and knowledge to benefit society and improve lives.”

The full strategic plan can be found at https://www.apa.org/about/apa/strategic-plan/index and is summarized by these four strategic priorities:

**Utilize psychology to make a positive impact on critical societal issues.**
- Employ psychology to improve population health, increase access to services, and reduce disparities.
- Promote the application of psychological science to the development and adaptive use of new technologies that affect people’s lives.
- Use psychology to improve the functioning of public and private institutions, organizations, systems, and communities.
- Increase the influence of psychology on policy decisions at the international, national, state, and local levels.
- Foster the advancement of human rights, fairness, diversity, and inclusion through the application of psychological science.

**Prepare the discipline and profession of psychology for the future.**
- Attract, diversify, develop, and support the next generation of psychology professionals.
- Protect and increase funding for applied psychology, education, practice, basic, applied, and clinical research, and training.
- Facilitate greater alignment between the science and practice of psychology.
- Promote the adoption of new technologies and methodologies in psychology and guide their integration into the discipline and profession.
- Ensure that psychology functions as a hub of interdisciplinary collaboration.

**Elevate the public’s understanding of, regard for, and use of psychology.**
- Expand the public’s perception of psychology to accurately reflect the full breadth of the field.
- Influence educational systems to foster lifelong appreciation and application of psychology.
- Make psychological science accessible and understandable to the public and key decision makers.
- Distinguish psychology’s unique contributions in health, health care, and human welfare.
- Become a go-to organization for the public regarding the quality and effectiveness of psychology-related products and services.

**Strengthen APA’s standing as an authoritative voice for psychology.**
- Expand APA’s position as a premier provider of science, practice, education, and career resources for psychology.
- Establish, uphold, and embody the ethical standards for the profession and discipline nationally.
- Increase the impact of APA’s legislative, regulatory, marketplace, and social welfare advocacy.
- Serve as a leading resource for standards and evidence-based guidelines for the field.
The strategic plan was repeatedly described in the meeting as transformational, exciting, revolutionary, and impactful. However, the goals themselves are not dramatically different from those in APA’s first strategic plan, approved 10 years ago. In 2009, APA committed to “expand psychology’s role in advancing health” and “increase recognition of psychology as a science”—as well as aiming to “maximize organizational effectiveness” (e.g., enhancing APA programs and services, optimizing governance). So what is so transformative about the four strategic objectives that APA has just embraced?

That answer appears not to be so much in the strategic plan itself—although these priorities are undeniably broader and more ambitious than in 2009—but rather in how the plan is supposed to be used. If the strategic goals are to be transformative, then APA will use it as the lens through which every decision—policy, resource allocation, organizational, and otherwise—will be viewed. Dr. Arthur C. Evans Jr., APA CEO, promised that accountability and progress metrics will now be developed to gauge implementation of these strategic priorities. If APA is to succeed in achieving these goals, then we should expect every decision going forward to ‘move the needle’ on one or more of these impact-oriented priorities. Stay tuned!

If indeed APA follows through as promised, then it behooves SBNCP to consider practical steps we can take, with measurable outcomes, toward one or more of these priorities.

To comment on the APA Strategic Plan and to monitor progress, visit https://www.apa.org/about/apa/2018-strategic-plan

Among the other issues that were debated and voted on by the APA CoR in February (selected from the 600+ page agenda):

Revised wording was approved to Association Rule 100-1.4 to clarify that Divisions can release policy or position statements so long as they do not conflict with APA policies; so long as the statements are first reviewed by Division Services, government relations staff, legal counsel, and appropriate APA staff; and the statement contains a disclaimer clause acknowledging that the division is not speaking on behalf of APA or any other division. **This is a wording change only, and not a new or revised policy.** The bottom line: **Divisions must not re-release statements of policy or position without APA approval, and in no case in opposition to APA policy or position.**

Council approved a new journal: *Technology, Mind and Behavior.* It also approved a policy recognizing the literature on the adverse effects on children of physical punishment and recommending alternative forms of discipline with positive outcomes. This recommendation was coupled with the resolution and commitment to raise public awareness and to provide competency-based outreach and culturally sensitive education/training. A news release on the Resolution on Physical Discipline of Children by Parents can be seen at https://www.apa.org/news/press/releases/2019/02/physical-discipline.

Council voted to receive a report of the Board of Educational Affairs to Develop a Blueprint for APA Accreditation of Master’s Programs in Health Service Psychology (i.e., to develop a program for accreditation of M.A. programs in the areas—clinical, counseling, school—for which the APA currently offers accreditation of doctoral programs). You can read this report at www.apa.org/ed/governance/bea/masters-accreditation-blueprint.

Clinical Practice Guidelines for the Treatment of Depression Across Three Age Cohorts and a Revised Model Education and Training Program in Psychopharmacology for Prescriptive Authority were also approved. Both seem strongly linked to science, including research from our disciplines. The aspirational guidelines for depression treatment in children and adolescents, adults, and older adults should be published online later this year. The update on policies related to training in psychopharmacology primarily allows more of the training to take place pre-doctorally, rather than post-licensure.

Council approved an updated Resolution on Child and Adolescent Mental and Behavioral Health which challenges the Association to “take a significant leadership role to support and advocate that it is every child’s right to have access to culturally competent, developmentally appropriate, family-oriented, evidence-based, high-quality mental health services that are in accessible settings.”

Although not a specific agenda item, there was substantial buzz (both formal and hallway) about APA’s new
advocacy arm and agenda. As is described elsewhere in this newsletter, advocacy was also a key topic of discussion at the Coalition for Academic, Scientific and Applied-research Psychology caucus, where the CARE/STAR-organized congressional briefings in support of primate research. The APA Advocacy Survey was advertised, and computer stations were available for CoR members to respond. Dr. Evans touted impressive results from APA’s previous lobbying in support of the Graduate Psychology Education program, which has seem dramatic increases in federal funding as a direct result of the association’s effective advocacy. One of APA’s clearest and most compelling web pages, https://www.apa.org/advocacy, summarizes many of the activities that are supported by our dues—activities that APA pursues with unique energy and effectiveness.

Three Presidential Citations were presented at the winter Council meeting: to the APA Leadership Institute for Women in Psychology, to former American Psychological Foundation Chief Elisabeth Strauss, and to Dr. Bethany Teachman, who was chair of APA’s Advisory Steering Committee for the Development of Clinical Practice Guidelines and the founding chair of the Coalition for the Advancement and Application of Psychological Science.

CoR was also led in two sessions of “expanding interpretive power” training, led by Dr. Stephanie Fryberg. Interpretive power is defined as “the ability to understand individuals’ experiences and behaviors in relation to their cultural contexts” (Brady, Fryberg, Shoda, 2018, pg. 11406; interested SBNCP members are encouraged to read this PNAS article at https://tinyurl.com/y6yuosrd).

If you have questions about these or other items from the Council of Representatives Winter meeting, please contact me at dwashburn@gsu.edu.
The D. O. Hebb Distinguished Scientific Contribution Award honors a psychologist who has made distinguished theoretical and/or empirical contributions to basic research in behavioral neuroscience and/or comparative psychology.

*Awardee: Meredith West*

The Brenda A. Milner Award recognizes the author of an outstanding paper in the field of behavioral neuroscience or comparative psychology.

*Awardee: Lorenz S. Neuwirth*, “Early neurodevelopmental exposure to low lead levels induces frontoexecutive dysfunctions that are recovered by taurine cotreatment in the rat attention set-shift test: Implications for taurine as a psychopharmacotherapy against neurotoxicants” to be published in the Journal of Advances in Experimental Medicine and Biology in early 2019

The Clifford T. Morgan Distinguished Service to Division 6 Award recognizes members of Division 6 who have made sustained and exceptional contributions to the Division in both scholarly work and service.

*Awardee: Michael Domjan*

The Clever Systems Early Career Investigator Award honors an early career psychologist (within 10 years of the Ph.D.) who has made a substantial contribution to the fields of comparative psychology and/or behavioral neuroscience. This year’s winner will give an invited address at the 2019 Convention.

*Awardee: Damian Scarf*

The Frank A. Beach Comparative Psychology Award is given each year to recognize the best paper published in the Journal of Comparative Psychology – as selected by the Editor and Consulting Editors of the Journal.


The D. G. Marquis Behavioral Neuroscience Award is given each year to recognize the best paper published in Behavioral Neuroscience – as selected by the Editor and Consulting Editors of the Journal.


http://dx.doi.org/10.1037/bne0000245

Congratulations to all winners!
History is Our Story:

FRANCES KEESSLER GRAHAM

By David A. Washburn, SBNCP Historian
Sony introduced the Walkman: If you had about $200, you could listen to your favorite disco-music cassettes, while dancing in roller skates. Margaret Thatcher was sworn in as the first woman elected Prime Minister of the UK. Everyone knew where and what Three Mile Island was. A new Toyota Corolla cost about $3,700, plus another 86 cents for a gallon of gas. The Entertainment and Sports Programming Network—you know it as ESPN—launched with the laughable idea of showing sports 24/7. And the American Psychological Association’s Division of Physiological and Comparative Psychology (Division 6) convened in New York, led by Professor Frances K Graham of the University of Wisconsin, Madison. Dr. Graham was just the second woman (six years after Dr. Brenda Milner) to be elected president of Division 6. [Author’s note: In the historian’s column on Dr. Margaret Harlow that appeared in the last newsletter, a masculine pronoun was accidentally used to describe Dr. Graham—a typo made more embarrassing by the fact that I had already started working on the present column!] Previously, Dr. Graham had served our division as Member-at-Large on the Executive Committee, Council Representative, and Secretary-Treasurer for the first six years after our division re-emerged from its decade-and-a-half merger with Division 3.

**1979.**

Frances Jeanette Keesler was born August 1, 1918 in Canastota, NY to Norma (Van Surdam) and Clyde Keesler. Her parents were college educated—Norma as a librarian turned accountant, and Clyde as an engineer and inventor—and so, despite the Great Depression, borrowed the money to ensure that Frances could attend Pennsylvania State University after she graduated from Prospect Park High School, near Philadelphia. She enrolled at Penn State as a mathematics major with plans for a career in accounting until forced by curriculum requirements to take an introductory psychology course. It changed her life. About that 1936 course, she recalled: “Before the semester ended, I had been converted. I announced my decision [to major in psychology] to my parents and asked permission to finish my undergraduate degree early so that the money for my final undergraduate year could finance the first graduate year....It was my first experience with teaching that viewed a field of knowledge as developing, as involving not only what was already known, but also what needed to be found out” (pgs. 171, 172-173). The switch to psychology was also accompanied by a shift in focus toward complementary coursework in anatomy, biology, chemistry, genetics, physics. Through careful planning and hard work, Keesler indeed earned her BA degree a year early, despite changing majors. In 1938, the 19-year-old Frances was admitted for graduate study at Yale University with support from a one-year Mary E. Ives Fellowship from her alma mater. A year later, Yale used a small fellowship for women to keep Frances from transferring to Bryn Mawr for financial reasons.

In addition to these financial difficulties, the young scholar experienced challenges in finding a faculty member who would advise a female student. However, Dr. Clark Hull welcomed the promising young scholar into his lab to study conditioning of rats. One of the things that originally attracted Frances to Yale for graduate study was the opportunity to study infants, and so she also sought out these research experiences, completing three-year apprenticeships with Dr. Pauline S. (Pat) Sears in a child psychiatric clinic, and with Dr. Dorothy P. (Dottie) Marquis, studying conditioning of neonates. Frances Keesler Graham (for she and fellow graduate student David Graham, son of accomplished neurophysiologist Helen Tredway Graham, were engaged in 1939 and married in 1941) completed
the requirements for the Ph.D. in experimental psychology in 1942. Her dissertation, directed by Professors Clark Hull and Donald Marquis, was titled *Transfer of Conditioned Inhibition and Conditioned Excitation*.

After graduation, Fran and Dave Graham moved to Washington University, St. Louis, where he continued his medical training, and where she worked in a variety of nontenure-track research positions until 1957. This period in Missouri was interrupted twice: once for a move (1945-1946) back to Pennsylvania when David was called to duty in the Medical Corps for WWII, and more notably from 1948-1951 when she held a tenure-track faculty appointment (instructor, subsequently promoted to assistant professor) at Barnard College in New York, while her spouse interned in psychosomatic medicine at Cornell Medical School. Writing about the St. Louis period in Dr. Graham’s life and career, Keen (2013) noted, “It was during the mid-1940s that Fran's penchant for turning any opportunity into gold shone forth. She had a half-time position in neuropsychiatry, which was strictly clinical work. Fran had homilies she was fond of quoting, and one was ‘If in a desert, study cacti.’ True to form, she began doing research on patients and, with Barbara Kendall, developed the Memory-for-Designs test for detecting brain damage that is still in use (Graham & Kendall, 1946, 1960). She gave the patent to the American Psychological Association as she did not deem it fitting for a scientist to be involved in marketing a product” (pg. 941). To date, more than 200 published studies have been conducted worldwide with the Graham-Kendall neuropsychological assessment tool.

This was also a period of family growth for the Groves, with children Norma (born in 1944), Andrew (1945), and Mary (1952). In her 1988 autobiography, Professor Graham wrote with candor about the challenges of work/life balance, and the sacrifices required to be a psychologist, wife and mother. In 1953, she began collaborating with Alexis Hartmann from pediatrics and Miriam Pennoyer, a pediatrician, on an NIH-funded research project investigating the effects of anoxia in neonates. Subsequently, she served as PI with these same collaborators on a 7-year grant from NIH, covering her salary as a research associate and supporting her growing scholarly program. Two years later, she also obtained grant support to develop neuropsychological assessments for preschool children with various brain injuries.

SELECTED ENDURING SCHOLARLY CONTRIBUTIONS OF FRANCES K. GRAHAM, DIVISION 6 PRESIDENT (1978-1979)

Development of early neuropsychological assessment instruments for neonates and children, including the Graham-Kendall Memory-for-Designs test and an instrument for scoring behavioral observations of newborns, known as the Graham-Rosenblith scales (which, in turn, influenced development of the Brazelton)

Development of tools and methods for identifying many physiology-psychology relations, establishing herself as an expert in psychophysiology

Almost 100 publications, including influential reports such as “The more or less startling effects of weak prestimulation” (*Psychophysiology*, 1975) reporting the systematic manipulations of interstimulus interval that suggested separate attention-orienting and attention-intensity responses in infants and adults

Classic and definitional publications like “Heart-rate change as a component of the orienting response” (*Psychological Bulletin*, 1966) and summary chapters like “Attention: The heartbeat, the blink, and the brain” that synthesized psychophysiological evidence of the interplay between automatic, preattentive processing and selective attention in stimulus processing

Important early neuropsychological studies of anoxia, brain injury, anencephaly, and phenylketonuria (PKU), such as “Precocious cardiac orienting in a human anencephalic infant” (*Science*, 1979) that established foundational findings and had practical implications for the treatment of children with these conditions

In 1957, Fran and Dave Graham were recruited by the University of Wisconsin, Madison. Her initial position was research associate in the Department of Pediatrics,
Frances and David Graham (ca 1993).


and later joined the psychology faculty at the rank of lecturer. When she received a Research Scientist Award from the NIMH in 1964, Dr. Graham became a tenured associate professor; indeed, tenure was an unanticipated requirement of the new Research Scientist Program, and so UW had to grant tenure or return the funds! Promotion to full professor would follow four years later, with half of her academic time assigned to Pediatrics and half to Psychology. The NIMH Research Scientist Award was renewed regularly—it ultimately supported her salary and scholarship for 25 years!—and in 1980, Professor Graham was also appointed to an endowed Hilldale Research Professorship at Wisconsin. She was continuously funded by federal grants until 1993, well into her next faculty appointment. Frances was hired as a professor of psychology at the University of Delaware in 1986 and retired three years later. (David Graham retired with the move to Delaware and was adjunct faculty in psychology until his death in 1999.) Frances Graham was Emerita Professor of Psychology at Delaware from 1989 until her death on April 19, 2013.

In a 1993 interview for the Society for Research on Child Development Oral History Project (see URL in figure caption), Professor Graham described the three phases of her research career. Phase I was the pioneering developmental neuropsychology research on the effects of prenatal oxygen deprivation on cognition and behavior, subsequently extended to studies of children with other types of brain injury. Phase II began with discovery, with postdoc Rachel Clifton, of the cardiac orienting response, the automatic psychophysiological responses (heart rate deceleration) corresponding to attention capture by a surprising stimulus. This work, building on seminal studies of the orienting response by Russian researchers like Pavlov and Sokolov, resulted in several classic and highly cited publications in the history of psychophysiology. The third phase was characterized by work on the startle reflex, the autonomic responses (cardiac acceleration, blink) that accompanies it, and the effects of prestimulus events in inhibiting it. In this work she was able to link reflexive responses with attention-related brain responses. Some of Graham’s many scholarly contributions are listed in the Table.

For this work, Frances K. Graham received many honors in her career. She received the G. Stanley Hall Medal from the American Psychological Association’s Division of Developmental Psychology (Division 7), the Gold Medal Award from the American Psychological Foundation, and the William James Fellow Award from the American Psychological Society. Three scholarly organizations recognized Dr. Graham with their Distinguished Contributions Awards: the Society for Psychophysiological Research, the Society for Research In Child Development, and the APA (see the 1991 American Psychologist reference below for the full commendation). She was elected to the National Academy of Sciences in 1988. Each year in her honor, the Pennsylvania State University Social Science Research Institute awards the Frances Keesler Graham Early Career Professorship to support innovative research programs. Among the many honorific service appointments professor Graham accepted in her amazing career, she was appointed by President Jimmy Carter to the Presidential Commission on Ethics in Medicine and Biomedical and Behavioral Research; she chaired the AAAS Section on Psychology; and she was elected president of the Society for Psychophysiological Research, the Society for Research on Child Development, and, of course, of our society.

Whether it was called “physiological psychology” or “behavioral neuroscience” or some other title, Division 6 has a proud history of contributions that have illuminated the relation between brain and behavior, and
that have profoundly affected the treatment of children and adults with neurocognitive challenges. Few in our history illustrate this statement better than Dr. Frances Keesler Graham, that brilliant and hard-working young woman whose future research, instruction, and service contributions (and personal life) were radically redirected by one introductory psychology course, which she remembered as being taught by Dr. Fred Brown, one year removed from his own Ph.D. in clinical psychology from Minnesota. It begs the exciting question: **Is a future discipline-changing president of SBNCP sitting as a student in one of the classes we are teaching right now?**

To learn more about Frances K. Graham:


Historian’s column clarification: In the previous issue of the newsletter, I attempted to contrast the Wisconsin newspaper’s report of Margaret Harlow’s death: On the one hand, the title was marginalizing (“Mrs. Harry Harlow dies”); on the other hand, the announcement exaggerated her accomplishments by claiming that Margaret Harlow was joint recipient of the National Medal of Science for 1967. For clarity, no mention of Margaret Harlow was made when President Johnson awarded the National Medal of Science Award to Harry Harlow, February 13, 1968. –DAW

A request from the SBNCP Historian: If you have photos, notes, minutes, or other archival materials from Division 6’s history, please contact me at dwashburn@gsu.edu. I’d be happy to scan and return, or otherwise to archive, relevant information of historical interest. I am particularly eager to acquire photos from previous meetings and of previous officers. Thank you.
Imagine getting into the graduate program of your dreams! You arrive at a new campus to work in a lab (and with a mentor) who you hope will provide not only guidance but also a sense of belonging. As the first year or two goes by there are successes and setbacks, and you come to realize that some parts of graduate school can be very challenging. These challenges are not just in the academic sense, but also in the sense of how they affect your psychological well-being. In some cases, these can be major issues, such as realizing that you are not interested in the research area you chose when you entered your program. But, in many cases, this psychological distress is the result of a lot of smaller things, that together can weigh on you in a way that makes school feel overwhelming. You may feel that you are not forming or keeping relationships with other people in your life because of the time commitment of school. You may lose interest or the opportunity to engage in hobbies or healthy habits, such as exercise. You may struggle with the continuous list of things that need to be done, to the detriment of not noticing how much you are accomplishing. No one of these things alone makes graduate student life difficult, but together they can put you at risk for feeling overwhelmed, anxious, uncertain, and even depressed.

Even as a prospective student, I knew graduate school would be difficult. After all, I worked very hard to get here and nothing worth having comes easy – stress was to be expected. However, chronic and unmanaged stress can turn into distress and lead to concerning mental health conditions. Recognizing this possibility is the first step to finding ways to buffer against these unfortunate, but unavoidable, aspects of pursuing a graduate degree.

Graduate students have begun talking more openly about the stressors of graduate school that have existed for some time and it is elucidating some interesting findings. Several recent studies suggest that there is a mental health “crisis” occurring in graduate education programs. For example, 50% of Ph.D. students in Belgium experience psychological distress (Levecque et al., 2017). More alarmingly, in that study 32% of students were at risk for having or developing a psychiatric disorder such as depression. These prevalence rates significantly exceeded those for the highly educated general public, highly educated employees, and higher education students.

A recent survey of over 2,200 graduate students across numerous countries, institutions, and fields of study found similar results. The study found that graduate students are over six times more likely to experience mental health issues, such as anxiety and depression, compared to the general population (Evans et al., 2018). Women and transgender and gender-nonconforming students were especially at risk for anxiety and depression compared to their cisgender male counterparts. Another study at the University of California at Berkeley found even higher rates of mental health issues among graduate students, reporting that 47% of Ph.D. students there demonstrated signs of depression (Graduate Student Happiness & Well-Being Report, 2014).

In addition to these challenges, graduate students often experience feelings of doubt in our abilities, as well as worries that we are unqualified or undeserving of our accolades and place in graduate school. Together, these feelings are...
known as “imposter phenomenon” (Clance, 1985). As a result, achievement-related tasks often incite feelings of fraudulence, self-doubt, depression or anxiety, and worry. Imposter phenomenon is especially common among women and students of color.

So, if you are a graduate student and are feeling the pressures of academia taking a toll on you, know that you are not alone in that experience. Attending graduate school comes with a unique set of experiences and challenges that can be hard to navigate. This new environment demands we be more focused than perhaps we ever have been before, while also dealing with additional pressures from financial strain, social and family relationships, and other responsibilities. The experience of obtaining a Ph.D. often comes with intense professional pressures, which can result in high academic expectations, constant deadlines, and little sleep or opportunity for social lives outside of academia. Additionally, the abstract nature of research can lead to academic disengagement and a loss of perspective on why we initially began this journey.

Levecque et al. (2017) found that work-life imbalance, worries about the job market and one’s academic career prospects, tense advisor-student relationships, and insufficient support from colleagues, among other things, were all correlated with mental health problems among graduate students. Fortunately, there are ways to combat the challenges that graduate school can present to students’ mental health, with new ideas frequently emerging. This begins with establishing a good balance between doing the things we enjoy (e.g., hanging out with friends or reading an interesting new article) and those things that we don’t (e.g., answering emails). While this can be hard to attain in the “publish or perish” culture and fierce funding environment of academia, practicing regular self-care habits and finding work-life balance can be protective factors against the mental health crisis that affects graduate students. Compiled from various sources, as well as personal experience, below are several strategies and tips that I suggest can help graduate students navigate school with a healthier mind.

**Downtime.** Making time for socializing with family, friends, or partners, as well as for rest and hobbies that you find enjoyable can help recharge your energy and focus. Don’t forget about your life outside of school and schedule time to do fun things for yourself. Spending time with friends and/or family is especially great for graduate students who mainly only interact with the small circle of people they see in class and lab every day. It is important to step outside of your “graduate school bubble” and take a break to get your mind away from academic issues – go see a movie, go out for dinner, take a trip, join a social club, or just go for a run.

**Take care of your physical health.** Exercising regularly, eating a healthy diet, and cutting back on excessive caffeine, other recreational or stimulating drugs, and alcohol are all important steps to taking care of your body. Exercise helps release tension from stress and a healthy diet provides your body and mind with the fuel they need. Additionally, quality sleep is a crucial aspect of physical and mental well-being and is very restorative for the mind. Be sure to schedule regular visits with your doctor, as well.

**Check in with yourself.** Keep an eye on your mood and energy levels by keeping a journal or practicing meditation. Listening to the physical, emotional, and mental cues from your body and noticing any red flags in your mood and energy will let you know when you may be pushing yourself too hard and need a break. A regular meditation practice can help declutter the mind and enhance focus.

**Work smarter, not harder.** If you procrastinate on challenging tasks (e.g., writing a manuscript), find a peer who is going through the same thing and schedule time to work together. You will see that others have similar anxieties about their own
work as well. Instead of struggling alone, become each other’s accountability partners and support each other. Forming writing groups with other graduate students can also be a great way to keep each other accountable and make progress on writing goals for the semester. In addition, learn your own patterns of productivity – when are you most productive and when are you not during the day? Schedule time to work during your productive hours and plan breaks for when that productivity tends to wane. Focused work is always better than just clocking in a lot of time at work.

**Celebrate yourself.** It is important to acknowledge and reward yourself throughout the process of completing your work. After completing a difficult task, especially if it is a part of a larger milestone or body of work, give yourself permission to feel relief, pride, and growth. These reflective moments can lead to the release of endorphins in your body and re-center your focus, enabling you to continue working. Taking ownership of your accomplishments and accepting positive feedback from others is also important. Additionally, seek out the tasks within larger collaborative projects that you are good at and enjoy doing (e.g., data entry or running statistical analyses). Contributing your skills is a very affirming experience.

**Build a strong relationship with your mentor.** A positive mentoring relationship between graduate students and their advisor(s) builds a strong foundation for a positive experience in graduate school. A strong relationship also fosters a supportive environment where students feel comfortable communicating openly with their advisors about possible concerns before they become larger issues. Relationships with more senior graduate students can be another source of great mentorship and guidance as you navigate your graduate program. And, these relationships can last a lifetime. The support of a good mentor will continue well beyond school, in the same way that high school and college friendships can be lasting, positive aspects of your life.

**Stay mindful of your long-term goals.** When you find yourself getting lost in the abstraction of working on research that does not have immediate short-term results, reconnect to your original motivation(s). This will help you rediscover your “why,” reduce stress, and reframe your research as an opportunity to learn and grow. This reframing also works with difficult tasks – approach them with curiosity, instead of as an instance requiring you to prove yourself.

**Don’t hesitate to get help or support if you need it.** It’s okay to not be okay. Ask your advisor, another faculty member that you trust, friends, or family for help or support. Peers or mentors can be great sources of encouragement, as well as help you find new coping strategies, abilities, and strengths. They may possess helpful advice about how they’ve successfully navigated similar experiences themselves. Also, utilize the mental health care resources available at your university, such as the campus counseling center (which often offers free therapy sessions to students) or academic accommodations from the campus disability resource center. There is no shame in receiving mental health treatment.

With better practices, graduate students can enjoy the years of schooling it takes to achieve their goals (and degrees) instead of suffering through them. And remember, graduate school won’t last forever!

**References**


Message from the President
Continuing to “Reach Out” and Share the Mission of SBNCP

Over the past two years, SBNCP has made a strong effort to reach out to the broader scientific community and to the public, to share our mission and our efforts to promote comparative psychology and behavioral neuroscience. As part of this, we continue to increase our social media presence. I strongly encourage those of you already on social media to share your professional highlights (and those of your students) with us, so that we can Share and Retweet. Our Facebook page can be found by looking for APA Division 6 Society for Behavioral Neuroscience & Comparative Psychology or @SBNCP. On Twitter, we are @BxNeuroCompPsy.

Social media can be a great resource for people at all stages of their careers. Students can use our accounts to learn about opportunities in the field for scholarships or awards, or to gain new insights into aspects of research, mentoring, teaching, and so forth. For those who are in faculty or research positions, social media is an excellent way to promote and amplify accomplishments, to highlight new work, or to find new collaborators. And, for all us, this is a way to learn more about the people who work in our fields, and to see the breadth of research being conducted across the world.

I was a hesitant, late joiner to social media for my professional life (and barely a user in my personal life), but I have found a very nice system of engagement that has helped me keep up without cutting into my time beyond what I am willing to spare. I use social media to be more connected and aware of very serious and important issues in science, including issues about diversity and inclusiveness, training and mentoring, governmental regulation (and proposed regulation), use of statistics and other aspects of methodology (e.g., the ongoing replication crisis and ideas such as pre-registration), and other things.

If you are not actively involved with social media, but would like to share information with our members, SBNCP is happy to promote and distribute articles and news for you. You can contact me or any of the EC members for more details on how to send us information that we can then post or tweet for you, from our accounts. If you are very active in social media, and would like to help SBNCP in this area, we have a Communications committee that is always happy to have new members. Again, contact me for more information.

SBNCP also has moved beyond social media to increase its presence at various conferences. We distribute materials about the Society at the Psychonomics Society meeting and the Comparative Cognition Society meeting. Most recently, we went even further, by sponsoring an award at the Southeastern Psychological Association (SEPA) meeting, held in Jacksonville, Florida, in March. Beginning last year, SEPA instituted a new type of programming format – the data blitz – that consisted of participants giving a 5-minute, 3-slide presentation, as a way to introduce and “tease” their later poster presentation on the same topic. In 2018, the neuroscience-themed oral session was standing-room-only, and the posters also were well-attended. So, SBNCP teamed up with SEPA this year to sponsor the data blitz. I was a co-chair of the oral session, during which I discussed the role of SBNCP in supporting those who call...
themselves comparative psychologists and behavioral neuroscientists, and I distributed literature about SBNCP to about 40 attendees. Thanks to generous donations from some SBNCP members, we were able to sponsor the blitz session and provide a cash award and plaque to the winner of the Best Student Presentation at the poster session. There were many excellent candidates, and so it was a tough decision for the committee members, Dr. Bonnie Perdue (Agnes Scott College), Dr. David Washburn (Georgia State University), Dr. Tad Patton (Augusta State University), and Dr. Michael Friedman (Piedmont College). The winner was Brielle James (Georgia State University), for her presentation on "Memory Interference in a Chimpanzee During a Food Naming Task." Hopefully, SBNCP will be able to continue this tradition at future SEPA meetings, and perhaps find ways to sponsor other student awards at other meetings. Please contact me if you have any ideas about that, as I would love to find even more ways to make SBNCP visible and engaged in new ways in our field.

More Convention highlights:
Allyson Bennett’s Presidential Address, James Pate and Sue Savage-Rumbaugh speak at the Rumbaugh symposium.
Recruitment – Part 1: You have been assigned to a committee!

The SBNCP Chair of the Membership Committee is appointed each year by the president of the society. That person typically works with the previous chair, and the incoming chair appointed by the president-elect, to constitute a Membership Committee. Frequently, additional members are deputized to help—and I am grateful to student member Nawaf A. Matar for assisting this year! But in truth, every SBNCP member is also part of the Membership Committee. Every organization grows, in large measure, buy individual relationships rather than by generic recruitment. I am a member of Division 6 because someone (in my case, Dr. Duane Rumbaugh) way-back-when encouraged me to join. You probably have a similar story. With this in mind, I write this month to ask you for three actions on behalf of the SBNCP Membership Committee.

Action item 1. Please commit to introducing SBNCP to at least one colleague or other researcher in behavioral neuroscience or comparative psychology. The recruitment flyer that is included in this newsletter can be used to facilitate this introduction, but I ask each current member/fellow/affiliate of the society to reach out to at least one nonmember between now and July 1. Remind new members that, if they join now ($25 for members/affiliates, no cost for graduate students), they essentially receive 2019 for free, as their payments get applied to January 2020 dues. Email sbncp.info@gmail.com with the name or names of individuals who you will contact on behalf of the Division 6 Membership Committee.

Action item 2. Are your graduate advisees—and other graduate students in your department who do behavioral neuroscience and comparative psychology—affiliated with SBNCP? Please encourage each student to join! They will receive division newsletters and other information, become eligible for SBNCP awards, and benefit from networking and mentoring opportunities in the society. Graduate students can affiliate with the society without paying dues. This will allow them to experience the benefits of membership.

Action item 3. Photographs needed! Recruitment flyers and other promotional materials benefit from a variety of pictures that illustrate the research that our members do. If you have photos that we can use to highlight behavioral neuroscience and comparative psychology, please send them to sbncp.info@gmail.com. Thank you!

Recruitment – Part 2:Nominate promising undergraduates as SBNCP Pipeline Scholars

This newsletter’s “History is our story” column highlights the life and contributions of Dr. Frances K. Graham (1918-2013), who led our division in several elected offices and who contributed richly to the field through her career-long program of developmental psychophysiology and behavioral research. Dr. Graham was studying mathematics in college until a required introductory psychology course changed the sophomore’s major, her career, her life. Her inspiring biography reminds us: the talented and diverse graduate students of the next decade, and the leaders of behavioral neuroscience and comparative psychology in the decades to follow, are undergraduate students in our classes today.

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 completion of 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.

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. 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.
We want YOU on the team!

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That’s all, folks! We hope to see you in Chicago.

Alan M. Daniel, Newsletter Editor