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A Message from the President

Mark Krause, SBNCP president

Strange times we are in. I imagine most of have been expressing something similar in emails, into a webcam, and through the fabric of a mask at the grocery store. As I write this many of us are wrapping up the academic year, or are heading in that direction. And this is happening in a way that I presume most of us have never experienced: From home, online, via Zoom meeting, and anxiously awaiting our return to campus, laboratories, and the physical space and social environment that we require to do much of our work. Those of you in clinical practice are likely navigating new challenges with telehealth platforms and procedures. Regardless of how each of us is affected individually, we all share the experience of uncertainty. Sharing this experience with my colleagues, unpleasant as it may be, brings into sharp focus the importance of the people I work with at all levels; from my faculty colleagues down the hall, and extending to the SBNCP membership.

The pandemic has exposed many things, some of which we were already aware, but are now much harder to turn away from or avoid. Opinions on matters of science (e.g., climate change, now pandemics), fertilized by reading others’ social media feeds, are somehow given the same regard as statements made by the devoted scientists doing the actual work. Inequity is, to say the least, a major problem laid painfully bare among those with limited or zero access to basic needs and services. Tuition driven universities in particular, already walking a tightrope, are flailing. Our students face the dual burden of a major commitment they have made to education, and economic and employment uncertainty. The dynamics of domestic life, especially for working families, have undergone significant rearrangement. And, of course, the pandemic can hit close to home. A former student of mine lost her mother to the coronavirus. I am sure that for some readers it has hit even closer, and I extend my condolences.

I want to express my gratitude to the division 6 executive committee, and to the contributors to the spring 2020 newsletter. Don’t forget to vote by June 12th for our next President, Council Representative, and Member-at-Large. Many thanks to Jeremy Bailoo, SBNCP secretary, for organizing the election process (and the numerous other important tasks that Jeremy manages). David Washburn has provided a delightful summary of the winter Council of Representatives meeting. His report is 2nd only to live streaming in terms of informativeness. Reading it made me nostalgic for my time on Council. I am so grateful for David’s service on Council, and to our division in general. As some may already be aware, David recently retired from Georgia State University and joined the faculty of his undergraduate alma mater, Covenant College in Georgia. SBNCP student representative Brielle James has written yet another wonderful article about goal setting. As usual Brielle’s article, though written in the context of her role as student representative, is helpful for folks at any stage of their career. Amanda Dettmer provides us with an update on her work with the Coalition for Psychology in Schools and Education.

“We all share the experience of uncertainty.”

The APA is going virtual for the 2020 convention. Details on how this format will actually look will be announced in June. Before the pandemic I regularly heard colleagues comment on how there are more conferences than time or money allow, and that some online options might be a solution. Perhaps the pandemic will put us at a tipping point toward an enduring change in conference organization and delivery. However, I would not want all conventions to go this route, and look forward to returning to the “normal” way of doing things once we have recovered. I will dearly miss the time with my colleagues, attending sessions, and the division social. Reggie Gazes and Erik Garcia did a fantastic job as program co-chairs. I cannot thank them enough for their hard work. They assembled a packed schedule full of cutting edge topics and amazing speakers. Although we will not assemble in person, I do very much look forward to hearing people’s talks.

A hearty congratulations to our 2020 award winners! Thank you Lauren Highfill and Jennifer Vonk for co-chairing the committee. Finally, many thanks to Michael Beran and Jonathon Crystal, my Presidential trio colleagues, for consulting with me over this past year.

I wish you all the best, and a healthy return to whatever our next “normal” looks like.

Mark Krause, SBNCP, Division 6 President
Clifford T. Morgan Service Award - Allyson Bennett

D.O. Hebb Distinguished Scientific Contribution Award - Gordon Burghardt

Early Career Investigator Award - Kano Fumihiro

Brenda Milner Award - Audrey Parrish

Dr Parrish’s award is based on her work:


D.G. Marquis Behavioral Neuroscience Award: Anna E. Smith (first author)


Frank Beach Comparative Psychology Award: Emma Tecwyn (first author)


For more information about the individual awards and past winners see https://www.apadivisions.org/division-6/awards/.
When we set our New Year’s resolutions for 2020, I am sure that social distancing and stay-at-home orders were not included. However, even though our world has been turned upside down by COVID-19 and a global pandemic, many of us want to continue to progress towards our graduate degrees. If you are anything like me, once you heard you would be working from home for the foreseeable future you started planning all of the writing, data analysis, and reading that you could finally catch up on. You started making a to-do list of things to get done, and before you realized it that list was long enough to reach to Mars and back. As a result, instead of tapping into a newfound productivity, I found myself overwhelmed. In an effort to remain focused and productive during these unprecedented times, I have begun to approach my to-do list of academic tasks differently – by setting SMART goals. The benefits of SMART goals are that they allow you to clearly set your intentions, focus your effort, time, and resources productively, and increase the likelihood of accomplishing your goals.

Specific – When setting a goal, it should be specific. By outlining exactly what you hope to accomplish, you create a solid foundation from which you can focus your effort. A specific goal should be able to answer the following five “W” questions:

♦ What do I want to accomplish?
♦ Why is this goal important?
♦ Who is involved to achieve this goal?
♦ Where will this goal be located? This question will not always be applicable, especially for personal goals, but if a location or specific event is involved in your goal, identify it here.
♦ Which resources or obstacles may be involved? If you find that your goal is not realistic due to the number of obstacles you would face, refine the specifics of your goal to tackle one of those obstacles. For example, if my goal is to “create a computer test for my new study” but I do not know how to code a computer program, then I can refine my goal to “learn how to code in Python.”

Measurable – A proper goal is a measurable goal. Measurable goals are more tangible because they allow you to track your progress and know when you’ve reached the finish line. Tracking your progress increases your likelihood of meeting your deadlines, plus it is exciting to watch yourself get closer to achieving your goal. Therefore, ask yourself what metrics are you going to use to determine when you have met your goal? If it is a larger project, consider setting specific tasks as milestones to accomplish.

Achievable – It is important that you create a goal that inspires motivation, not discouragement. Have an honest reality check with yourself to make sure that your goal is stretching your abilities, but within what is possible. Ask yourself, how can I accomplish this goal? How realistic is this goal, based on other constraints (financial factors, tools/skills needed, etc.)? You may need to develop new skills or find additional resources in order to make your goal attainable. Most importantly, be careful to not set a goal that is within someone else’s power to control. For example, “get my paper published” depends on the opinions of the journal editor and reviewers. However, “finish writing my manuscript and submit my paper for publication” is entirely up to you.

Relevant – Relevance refers to making sure that your goal aligns with your broader career goals and plans and that there is a real benefit that comes with meeting it. You should avoid setting goals just for the sake of setting them and instead evaluate why the goal is actually important to you. Once you identify the key benefit, it can be helpful to incorporate it into your goal. For example, if your goal is to “publish my research paper” but you do not care about the public’s opinion of your work, then you might change your goal to “increase the visibility of my research.”

What are SMART goals? SMART is an acronym that helps guide you to make clear and achievable goals that are Specific, Measurable, Achievable, Relevant, and Time-bound.
relevant goal, the answer will be “yes” to the following questions:

- Does this seem worthwhile?
- Is this the right time?
- Does this match my other efforts/needs?
- Am I the right person to reach this goal?
- Is it applicable in my current socio-economic environment?

**Time-bound** – The important final step in creating a SMART goal is setting a realistic deadline for the goal. Having deadlines provides you with something to focus on and work towards. If you allow your goals to stretch into infinity, you likely will not succeed. Ask yourself specific questions about the goal deadline and, if it is a longer-term goal, identify what can be accomplished at different stages within that time period.

**Conclusion**

By working through the SMART acronym to create your goals, you are able to clearly identify what needs to be accomplished, by when, and what success will look like. This goal setting method is helpful because it removes vague objectives and guessing. While you should be prepared to ask yourself a lot of questions, the result will be a fine-tuned goal that is actually attainable. To make the experience even less daunting, consider downloading one of the many SMART goal templates that have been made widely available online for free download. Once you have created your SMART goal, be sure to write your goal down, set regular progress check-ins, and celebrate your wins along the way (even the small ones) to keep yourself on the road to success. You may even want to consider writing a SMARTER goal. This acronym adds “Evaluate” and “Re-do” to the process to ensure that you are constantly evaluating your goals and re-setting them as needed.

After all, career directions change and personal goals evolve, so a goal you set six months ago may no longer make sense. Either way, whether you write a SMART goal or a SMARTER goal, having more clarity about what you hope to achieve will undoubtedly drive you closer to success. I do not go through this process with all of my goals (daily to-do list items, such as answering emails or grading papers, for example, do not require SMART goals), but it does help me identify my major goals and outline the smaller steps that I will need to accomplish.

However, given the unprecedented stress set forth by the coronavirus pandemic, do not demand an amplified level of productivity from yourself. As always, prioritize your health and safety (physical and psychological) above your productivity. Learning new skills are a bonus, not the expectation, during this uncertain time. Instead consider smaller, manageable tasks that are not overwhelming but will still contribute to your overall productivity and goal achievement, such as literature reviews, manuscript outlines, or reading articles. Alternatively, find new ways to collaborate with others on bigger projects that you are working on. Recently, I came across a tweet that has gone viral that read “You are not working from home; you are at your home during a crisis trying to work.” As we all work through the stressful and emotional toll brought on by COVID-19, it is acceptable to relax your expectations and approach yourself and others with kindness and empathy. While we will not be able to escape our new reality, hopefully this new approach to goal setting will help you manage some of the stress and uncertainty by keeping you connected to your academic work.
Update from the Coalition for Psychology in Schools & Education (CPSE)

Amanda M. Dettmer, PhD
Division 6 Representative

The Coalition for Psychology in Schools and Education (CPSE) is comprised of members from various divisions within APA. The CPSE mission is to bring together interested psychologists to promote and make publicly accessible applications of the research that psychology has developed to assist the nation in improving the quality of public and private PreK-12 education. I am delighted to be the Division 6 representative to the CPSE.

The CPSE held its semi-annual meeting from December 6-8, 2019, at APA headquarters in Washington, DC (meeting minutes can be found here). Though I could not attend the meeting in person for family health reasons, I prepared my working groups to continue the excellent progress they’ve made on their projects. I am delighted to provide updates to the projects I am leading, as well as others I am representing SBNC in:

**Mental Health Primers:** Officially launched in 2018, I am leading this working group which has now developed and published several primers to provide information for classroom teachers to help them identify behaviors in the classroom that are symptomatic of mental health and other psychological issues. The goal is to direct teachers to appropriate resources for their students. The intent is not for teachers themselves to treat students, but for teachers to recognize behaviors and provide tangible resources for the students as needed. You can find the published Mental Health Primers on the APA website; published topics include Students Experiencing Stress, Students Experiencing Sadness, Students Experiencing Low Self-Esteem or Low Perceptions of Competence, Students Experiencing Inattention and Distractibility, and Students Who Have Experienced a Crisis. Four more primers are currently in production at APA, focusing on trauma, bullying, gender identity, and shyness/social withdrawal. And, five more primers are in development, focusing on worry/fear, abuse/neglect, anger/defiance/understanding sources of aggression, microaggressions, and teen dating violence.

**APA Book Chapter:** At the June 2018 meeting, I began working with colleagues to as the lead author on a chapter on self-regulation for a book to be published by APA this July, Healthy Development in Young Children: Evidence-Based Interventions for Early Education (Alfonso & DuPaul, Eds.). My chapter (Chapter 7), co-authored with Dr. Amanda Clinton, of APA’s Office of International Affairs (and an active member of CPSE), and Heather Meldon, Director of Elementary Education at the Anchorage School District in Alaska, is titled, Self-regulation in Young Children: A Skill Set for Lifetime Success, and will appear in the book’s second section on Preparing for School: Ensuring Academic Success.

**Motivation Myth-Busters:** I am part of a new CPSE working group on identifying and combatting motivational myths that would have implications for teachers working with students. This project is led by Drs. Benjamin Heddy (Division 15) and Wendy Grolnick (Division 12).

**Reducing Educational Disparities:** I am also part of a CPSE working group to update the APA’s Ethnic and Racial Disparities in Education report in 2020. This project is led by Drs. Tara Raines (Committee on Ethnic Minority Affairs) and Celeste Malone (Division 45).

The June 2020 meeting will be held virtually June 5-6. In addition to progressing on the projects above, the CPSE will be considering how we can contribute resources that work toward aiding educators during the COVID19 crisis. I look forward to updating you all after that meeting.

If you are interested in learning more about the Coalition or have questions about our work, please feel free to email me at amanda.dettmer@yale.edu.
Council of Representatives report:  
A day in the life of a Council of Representatives member

David Washburn  
SBNCP Council Representative

7:00 am: Check for emails to the CoR listerv. Two messages arrived already this morning, making about 300 email conversations since last February’s meeting. These two emails included a detailed letter to APA leadership and the CoR, jointly authored by several Council members, offering many suggestions for improvements in the handling of Council issues during the meeting. [In my experience, the people who feel most strongly on both sides of an issue are the ones who have such concerns, and believe that their side of the debate is being short-changed; for the majority of the CoR members in the middle of issues, Councilers on the side of extending discussion rather than cutting people off.] The second email was a reminder to Council members of our “interpretive power” (a concept introduced during diversity training in February 2019), so that we might provide a voice to groups of people who are not in the room, but who are affected by our decisions.

7:45: Meeting of the Coalition for Academic, Scientific, and Applied-research Psychology (CASAP), where Russ Shilling (APA Chief Scientific Officer) and members of his staff updated us on activities of the Science Directorate, including its productive collaborations with the other directorates; its work on the 2020 Science, Mind and Technology conference; publication issues, including open access and the potential for a zero-year embargo policy; and other topics. Other topics discussed by CASAP included nominating scientists to be on the presidential ballot, finding volunteers to serve in CASAP leadership positions (chair, secretary), and spending CASAP savings. [There are about a dozen caucus and coalition meetings at each Council meeting—several over meals, even one with a dance—which discuss and support science, education, outreach, diversity, and many other topics throughout the year.]

8:30: Breakfast! One of the many perks of Council of Representatives membership is that APA feeds us very, very well. The generous breakfast buffet was the first of three delicious and bountiful meals today, plus two snack breaks with coffee/tea/sodas and food.

9:00: Clicker tests, roll call, order of agenda, and remembrance of APA members who have died since the last Council meeting. The first three items on the agenda are procedural—although occasionally someone takes items off the “consent agenda” (which includes items, like approval of the minutes, that are automatically considered approved without discussion or vote). This year, we also received a welcome from the Chair of the Council Leadership Team (CLT), acknowledging the indigenous people who originally occupied the land upon which we were meeting, and who were historically dispossessed of their lands by colonialism.

The memorial moments for deceased members are always poignant and meaningful.

Less rewarding, Council members were also greeted by a stack of papers waiting for them when they arrived for the 9 am session, including a total of 10 single-spaced pages of updates on the Hoffman Report and the lawsuits/legal activities that followed. [Each Council meeting has included such an update, since the 2015 report.]

9:30: Presidential remarks typically include a statement of the president’s focal initiative for her year of leadership. Dr. Sandy Shullman [who was masterful in her management of this Council meeting!] wants to focus on increasing psychology’s public recognition for expertise and impact—goals that are consistent with the APA’s new strategic initiatives. President Shullman also showed a video that summarized APA actions and impact since August, and she discussed the association’s leadership, rapid condemnation, and nimble response to the recent news about immigrant children’s confidential therapy records being used by ICE in deportation hearings. Extending a discussion from the Plenary Session the previous night, she indicated that this Council meeting (and year more broadly) would be about implementation of the Strategic Plan. She charged Council to focus on “the three Cs”: Content (what strategic priorities and objectives we want the APA to pursue first, and what other good activities will need to wait until later), Capacity (both organizational and beyond, including federal research funding and national partnerships), and Culture (the context of our priorities). On the third point, she is ending the regular “diversity training” sessions for CoR in favor of “diversity and inclusion learning” activities. [During the Saturday Council meeting, the always-impressive CEO of APA, Dr. Arthur Evans, hit these same themes in his presentation on the strategic plan during the Saturday session. However, now that the Council meeting has ended, I have to say that little was accomplished by way of setting objectives for meeting the strategic priorities.]

10:00: Psychologist and organizational-change consultant Dr. Gary Bradt led a 30-min workshop on leadership through change, following-up the brief overview he had given at the Plenary Session the previous evening. Dr. Bradt advocated for TAP (thoughts, actions, purpose) model that emphasizes positivity, savoring, gratitude, compassion, and working for something beyond yourself. He was charismatic and polished—it is clear to see why he is in demand by corporations—but my read of the room was more skepticism and derision than enthusiasm. A 75-minute table discussion with group activities, guided questions, and tech-assisted response options (e.g., so everyone could see the keywords from table-based discussions as concept clouds) ensued on the topic of how to enhance Council’s effectiveness as a policy-making body. [Each Council meeting includes some number of these discuss-and-report activities, although Council leadership appears to be trying to make it more apparent how such discussions actually contribute to APA decision-making.]

Noon: Lunch, in case people are starving after a huge breakfast and coffee break at 10:30.

1:00 pm: Council considered the first official rule or policy item of this
meeting, a Resolution on Opposing Discriminatory Laws, Policies and Practices Aimed at LGBTQ+ Persons. Surprisingly, there was no debate or discussion from the floor—surprising not because the resolution was controversial, but because CoR tends to discuss and debate everything—and the resolution passed on the first vote.

1:30: APA Chief Diversity Officer Dr. Dawnavan Davis reports to Council on the activities of her office during her first year as the inaugural CDO. Dr. Davis emphasized EDI (equity, diversity and inclusion) and IDEAS (inclusion, diversity, equity, actions and solutions) in her mission to impact APA’s identity, practice, and culture.

1:45: In Part 2 of our Diversity and Inclusion learning session (following the brief overview during the Plenary the previous night, and to be followed by Part 3 on Sunday morning), Dr. Bernardo Ferdmam led a 90-minute workshop consisting of information presentation, table-based discussion with guided questions and more tech-assisted reporting. The theme of this session was looking inward: what is each CoR member doing personally to promote inclusion? Dr. Ferdmam discussed (as he had in a brief video and paper that we reviewed in advance of the Council meeting) the need to balance comfort and safety on the one hand with the inevitable discomfort of inclusiveness on the other. The goal should be to spread comfort around equally (i.e., make sure everyone feels equally comfortable being themselves), and also to spread discomfort around equally (i.e., make sure everyone feels the discomfort of difficult conversations equally). Much as when one exercises, leaning into discomfort can be productive and healthy.

With real-time, anonymous feedback on the screen and in our apps, it was easy to see the entire range of responses from Council members. Some indicated that they felt completely safe, included, and acknowledged; others endorsed NO statements suggesting that Council was place for safe and open discussion in which representatives’ voices were heard. Some Council members decried the activities as juvenile and useless. Some Council members criticized colleagues who refused to participate in the activities or questioned the utility of such.

3:15: Following the first, of what is typically several, Presidential Citations to meritorious members, CoR took a coffee break. Afternoon breaks always include high-energy snacks like fruit, nuts, chips, popcorn, and sweets. [Apparently we were going to need our energy for some tasks in the afternoon.] Council members walk around proudly with fruit and healthy snacks—and yet somehow the massive mountain of full-sized candy bars seems also to have disappeared. There is something really delightful about watching 175 faculty members and practicing psychologists, many very senior, eating popsicles and ice-cream sandwiches!

3:45: Two more items were presented for discussion and vote. The first was the Education and Training Guidelines for Psychological Assessment in Health Service Psychology. It generated no discussion, and passed on the first vote. Similarly, the Resolution on Sexual Orientation, Gender Identity, Parents and their Children generated minimal discussion (all in favor) and passed on the first vote. [Cue the twilight zone music, and I began thinking “this is the most efficient Council meeting ever, at least with respect to actual business items!” I packed up my clicker and prepared for the meeting to adjourn early.]

4:15: Because we are ahead of schedule, a motion from the floor recommended moving an item from Sunday’s agenda to the remaining time on Friday. The item was an Amendment to Association Rule 220 pertaining to Bylaws amendments. The amendment was proposed to clarify the rules for pro/con statements that accompany bylaws amendment recommendations by Council when they are sent to the general membership for ratification. The amendment did not change the policy for these pro and con statements, but simply clarified the procedures for producing them.

[As an illustrative aside: As described in my previous Council report, a majority bylaws amendment was proposed by Council following the August 2019 meeting. APAGS had proposed a new Graduate Student membership category which would give graduate students the right to vote in APA presidential elections, apportionment ballots, future bylaws-amendment votes, and a few other issues. The proposal by APAGS had generated hours of debate at the August Council meeting, spread over two days. Ultimately, CoR recommended changes to the bylaws in support of the APAGS proposal. By policy, the default procedure is that bylaws-amendment proposals are distributed to the membership for vote, accompanied by statements in support of and statements in opposition to the proposed changes. However, Council can vote to suspend this default position and to send the bylaws amendment to the membership without pro/con statements. The decision is an important one, because bylaws amendments almost never pass when they are accompanied by pro and con statements; in general, the membership is very conservative with respect to amending the bylaws, choosing to vote against whenever there are “con” arguments. At the August Council meeting, almost ¾ Council members voted to recommend the bylaws amendments to the membership; however, in a subsequent vote they failed to reach the 2/3rds threshold necessary to suspend the default pro/con statements. Despite this, the majority of APA members voted in favor of the bylaws changes that would give graduate-student members the right to vote on issues that affect their futures in the discipline; however, the issue fell 58 votes short of the 2/3rds threshold necessary for a bylaws amendment to pass. Thus, the amendment failed and graduate students still cannot vote in the association—as could have been predicted, once it was clear that the ballot would include pro/con statements.]
Shullman tabled the issue for continued discussion and (one hopes) vote as the first item on Saturday morning.

6:00 pm: A reception and dinner at APA headquarters was scheduled. Still stuffed from the afternoon snack break, I returned to my hotel room [which is always paid for, as are the flights and other travel expenses, by APA for the February and August Council meetings] to write these thoughts.

8:00 pm: A “culture-check” survey was distributed to the CoR listserv, as happens after every day of a Council meeting, inviting feedback from the representatives regarding the tone of discussions and ways of improving things. Responses to this culture-check survey will be distributed to all Council members at the start of the next-day’s meeting—a meeting that will be packed with discussions, debates, and votes on APA policies and resolutions on issues such as climate change, violence in video games, APA governance and decision-making, implementation of strategic initiatives, and—yes—procedures regarding pro/con statements. [Feedback distributed the next morning was fairly negative, indicating that too much Council time is spent on workshops and not enough on work. Accordingly, Saturday morning’s meeting began with announcements from the leadership team about Council culture, incivility, and efficiency. Later, Council members representing equity/diversity/inclusion similarly challenged fellow CoR representatives to be purposeful and mindful regarding our culture of inclusion.] Additional Council-related information, questions, and opinions pop into the listserv inbox throughout the night.

That summarizes a fairly typical day at Council of Representatives meeting. To summarize the other days’ activities in the form of a more traditional Council report:

CoR ultimately voted to refer the pro/con amendment back to CLT for revision and for consideration by Council at the August meeting.

Financial report: For the last 6 years, budget responsibilities have been delegated by CoR to the Board of Directors, as part of the “Good Governance Project.” The 2019 and 2020 APA budgets, produced and approved by the BoD, are both deficit budgets, with more than $20m more spending than revenue across the two years. The 2020 budget reflects an 11% increase over 2019. APA overspending, which the Chief Financial Officer described as planned and strategic expenditure of reserves designed to build capacity (e.g., growth of the APA office), corresponding to the priorities in the strategic plan. Council charged the CEO with bringing the budget into balance by 2021.

Council debated whether to continue this delegation of selected responsibilities, including budget approval, to the BoD. After several hours of discussion, the Council voted to continue delegation of budget management and CEO approval, but to retain decisions about dues. Each of these decisions will be reviewed every three years. [On Sunday, a motion to reconsider these decisions was supported, and after lengthy debate voted to retain approval authority over dues increases, but to allow the membership office to reduce dues as recruitment incentive without Council approval].

Dr. Janet Swim gave a presentation to Council on psychology and climate change. APA CEO Dr. Evans followed with a report of APA activities in this area, including co-sponsoring an international summit on psychology of climate change, with 44 nations participating; conducting a national poll on ‘eco-anxiety’ and related topics; and producing a 69-page report on connection between mental health and climate. A Resolution to the Global Climate Change Crisis was presented to Council for consideration, as amended, and was approved.

Council also voted to approve a Resolution on Supporting Sexual/Gender Diverse Children and Adolescents in Schools, which archived and updated a 2015 resolution. Guidelines for Psychological Assessment and Evaluation were also approved. Council voted to receive the Report of the 2019 Violent Video Games Task Force, and then considered an ultimately passed a resolution to amend the 2015 Resolution on Violent Video Games by adding a caveat to the preamble clarifying that violence cannot be attributed to any single variable or factor.

There are many wonderful things about serving on the Council of Representatives, and I am truly honored to represent Division 6. My colleagues on Council are hard-working, intelligent and thoughtful, dedicated volunteers who are contributing time and expertise to the APA and our discipline. I always learn things from the people at my assigned table, by the conversations over meals, and by the professional-development activities provided by Council leadership (even the groan-worthy discussion assignments and activities). There is a Council choir (and a new Council quartet) that rehearses together and sings twice during each CoR meeting. But there’s a significant amount of ‘sausage-making’ in Council service: it is the epitome of “the process of making progress” and is typically more process than progress. It is politics. It is thick with parliamentary procedure. It is 178 psychologists, with various levels of expertise, experience, and motivation, trying to craft a paragraph in real time (although there are lots of procedures to keep us from doing this sort of thing). It is passionate arguments about important issues—issues that may or may not actually be the actual topic that is on the floor for vote at the time (e.g., 45 minutes of impassioned arguments during Sunday’s session about the validity of the 2015 resolution on violent video games, when the only issue on the floor to be discussed and voted on was whether to add a caveat as a preamble to the already-approved 2015 resolution on violent video games). As SBNCP representative, I am in a position to influence and to advocate on any issues directly relevant to our society (the scholarly one, as well as the broader one), and to advocate more generally for science and evidence-based decision-making on all issues. It is an important, rewarding, frustrating, and informative service role. In writing this “day in the life” I considered the title, “So, you want to be a representative to Council?” In all honesty, however, I want the take-home message from this report to be, “You so want to be a representative to Council!” I am grateful for the opportunity to represent you, and I recommend service/leadership experience highly to D6 members, and particularly to those who are relatively early in their careers.

I end this report in the way that Council choir has frequently sung the CoR meeting to a close: Shalom Chaverim.

Respectfully submitted,

David A. Washburn
SBNCP Council Representative
Symposium (A): Animal Cognition Outside the Box---Examining the Application of Laboratory Methods to Study Cognitive Abilities in Naturalistic Settings
Lauren M. Guillette, PhD, University of Alberta, Edmonton, AB, Canada
  Title: Social Learning in Nest-Building Birds
Regina Gazes, PhD, Bucknell University
  Title: The Relationship Between Social Position and Cognitive Performance in Monkeys
Susan Healy, PhD, University of St Andrews, St Andrews, United Kingdom
  Title: Can Hummingbirds Count?

Symposium (A): Animal Models of Hippocampal-Dependent Functions
Jonathon D. Crystal, PhD, Indiana University at Bloomington
  Title: Animal Models of Episodic Memory
Olga F. Lazareva, PhD, Drake University
  Title: Relational Learning in Avian Hippocampus

Symposium (A): Teaching Neuroscience and Comparative Psychology in Classrooms and Communities
  Co-listed Division 2
Chair: Melissa Birkett, PhD, Southern Oregon University
Lauren Highfill, PhD, Eckerd College
  Title: Learning by Doing in Comparative Psychology
Christina Ragan, PhD, Purdue University Northwest
  Title: Spontaneous Firing! Hands on Neuroscience
Kristin Supe, PhD, Ohio State University
  Title: Scavenger Hunts, Zombie Legends, and Focused Exploration in Neuroscience
Laura A. Freberg, PhD, California Polytechnic State University--San Luis Obispo
  Title: A Basic How-to for Incorporating Epigenetics in Psychology Courses
Amanda Dettmer, PhD, Yale University
  Title: Community Conversations: New Ideas for Science Outreach

Symposium (A): Replication in Comparative Cognition
Benjamin Farrar, MA, University of Cambridge, Cambridge, United Kingdom
  Title: How Important Is Replication for Comparative Cognition?
Michael Beran, PhD, Georgia State University
  Title: Pre-Registration and Replication: Why Comparative Cognition Needs Both...at Least Sometimes

Featured Events
Donald O. Hebb award address
Gordon Burghardt, PhD, University of Tennessee
  Title: Multiple Approaches to Solving the Mystery of Play

Division 6 Presidential Address
Mark A. Krause, PhD, Southern Oregon University
  Title: Comparative Perspectives on the Evolution of Learning and Memory

Science and Service: Milner and Morgan Award Winners
Audrey Parrish, PhD, The Citadel
  Title: The Impact of Item Distribution on Quantity Judgments in Primates
Allyson J. Bennett, PhD, University of Wisconsin--Madison
  Title: Science, Service, Stronger Together

Co-Listed Sessions
John O’Keefe, Distinguished Scientific Contribution Award Address: The Hippocampal Cognitive Map: its role in the storage of spatial context information

Lynn Nadel, Distinguished Scientific Contribution Award Address: Cognitive Maps: Contexts and Memory

Randy Nelson, Neal Miller Lecturer: Effects of Light at Night on Brain and Behavior

Dorothy Fragaszy, Master Lecturer (Learning, Behavior, and Action): Capuchin monkeys using tools: knowledge in action

Elissa L. Newport, Distinguished Scientific Contribution Award address: Developmental plasticity: Language acquisition and stroke recovery in children
Program for Division 06 Society for Behavioral Neuroscience and Comparative Psychology

NOTE: Dates/times and other details for “virtual” delivery will be announced as soon as possible

Symposium (A): What the Hippocampus Doesn’t Do
Sean Froudist-Walsh, PhD, New York University
  Title: The Rhesus Monkey Hippocampus Critically Contributes to Scene Memory Retrieval, but Not New Learning
Peter R. Rapp, PhD, NIA, NIH, Baltimore, MD
  Title: Functional Organization of the Primate Hippocampus: Insights From Lesion Studies and Aging
Benjamin M. Basile, PhD, NIMH, NIH, Bethesda, MD
  Title: Lies I Believed About the Primate Hippocampus

Symposium (A): The Future of Behavioral Neuroscience and Comparative Cognition—Talks by Early Career Scientists

APA Committee on Early Career Psychologists
Victoria L. Templer, PhD, Providence College
  Title: Social Enrichment Effects on Cognitive Decline Due to Aging in Rats
Sarah-Elizabeth Byosiere, PhD, Hunter College
  Title: Illusion or Reality: Are Dogs Susceptible to Visual Illusions?
Haley Fisher, doctoral student, Kansas State University
  Title: Neural Compensation in a Novel Operant Devaluation Task in Rats
Erik J. Garcia, PhD, University of Texas Medical Branch
  Title: Serotonin 5-HT2c Receptors Modulate Cocaine and Oxycodone Reinforcement
Amanda Dettmer, PhD, Yale University
  Title: Influence of Maternal Glucocorticoids on Infant Brain Development in Rhesus Monkeys

Poster Session (F): [Poster Session]
Katherine Medina, BS, City College of New York
  Title: Auditory Perceptual Load With Working Memory Manipulations: An Assessment of Perceptual Load Theory
Co-Author: Carol Lituma, BA, City College of New York
Co-Author: Robert D. Melara, PhD, City College of New York

Hideo Suzuki, PhD, University of Nebraska--Lincoln
  Title: Reduced Orbitofrontal Thickness in Aggressive but Less Depressed Individuals
Co-Author: Roarick Schollmeyer, University of Nebraska--Lincoln

Neil R. Bockian, PhD, Adler University
  Title: Functional Brain Abnormalities in Alcoholics With Antisocial or Borderline Personality Features
Co-Author: Wendy Lewis, PsyD, Kaiser Permanente, San Francisco, CA
Co-Author: Rebecca Mortland, PsyD, Advocate Health Care, Aurora, IL

Collaborative Session

Speak Up: Public Support for Nonhuman Animal Research Depends on You

Chair: Sangy Panicker, PhD (American Psychological Association)
Speakers:
  Allyson J. Bennett, PhD (University of Wisconsin-Madison)
  Patricia C. Korb, MA (American Psychological Association)
  Staffers from Congressional Offices

Hideo Suzuki, PhD, University of Nebraska--Lincoln
  Title: The Interaction of Childhood Trauma and Amygdala Volume on Bully Perpetration
Co-Author: Sophie Tonjes, BA, University of Nebraska--Lincoln
Angelica Rivera, MA, California State University--Dominguez Hills
  Title: The Relationship Between Cognitive Planning and Performance, Age, and Self-Reported Sleep Duration in College Students
Co-Author: Ramona E. Kraeutler, MA, California State University--Dominguez Hills
Co-Author: Karen Wilson, PhD, California State University--Dominguez Hills

Shauna M. Zodrow, Drexel University
  Title: Neural Activation Patterns Predictive of Emotional State and Their Resting-State Connectivity
Co-Author: Karol Osipowicz, PhD, Drexel University
Co-Author: Ellen E. Eline, BS, Drexel University
Co-Author: Isabelle Kaminer, Drexel University

Don’t miss these incredible talks!
We want YOU on the team!

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That’s all for this issue of BNCP. Here in South Texas it already feels like summer is upon us. It’s a great time to go out and admire the activity of all the creatures, and marvel at the diversity of behavior. Yesterday I saw a caterpillar whose algorithm had permanently doomed it to circle the top edge of a rotund flower pot. I christened him “Sisyphus.” I can relate, little buddy.

Wherever you are, I wish you well!
Alan M. Daniel,
Newsletter Editor

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