



BEHAVIORAL NEUROSCIENCE & COMPARATIVE PSYCHOLOGY

DIVISION 6
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TABLE OF CONTENTS

President's Message • P. 2

A Mystery from History • P. 3

Division Leader Response to
APA Resolution • P. 4

Early Career - Survey Link • P. 9

Membership Chair Request • P. 9

CPSE Report • P. 10

Pipeline Scholars Info • P. 11

Awards • P. 12

Special Highlight (p. 4).

Division leaders respond to APA Resolution: "Apology to People of Color for APA's Role in Promoting, Perpetuating, and Failing to Challenge Racism, Racial Discrimination, and Human Hierarchy in U.S."

WHO WE ARE AND WHO WE WILL BE

BY ANTONIO E. PUENTE

Division 6 has a long and distinguished history and continues serving as a scientific benchmark to an evolving APA. To better understand its history as well as its trajectory, I followed the approach of Don Dewsbury, one of our division's distinguished historians and president as well as my undergraduate mentor, in dissecting history. Specifically, I reviewed all the 47 electronically archived newsletters which go back to 1998.

Though the following is not an empirical analysis by any stretch of the imagination and probably biased by own interpretation, there are some patterns that appear evident. Here are some observations for your consideration:

History- Probably one of the most interesting aspects of who we are is our history. Fascinating behind the scenes articles were plentiful (e.g., Harlow's work) reflecting a rich and varied past. From a personal perspective, the beginning of neuropsychology and clinical neuropsychology clearly begins in our division and, for that matter, where my entry to APA began in 1978.

Future- The division has spent a significant portion of time nurturing our students and early career colleagues. There is a long-standing attention to the concept that we are only as good as those that come after us.

Science- Whether it is comparative or behavioral neuroscience, there is a legacy of fascinating research that crosses species, physiological domains, and cognitive and behavioral constructs. Focusing on what Timberlake outlined in one of his presidential columns was 1) evolution, 2) nature vs (or/and?) nature, 3) adaptive and maladaptive expressions.

Awards- Our society has many awards, from best paper to significant scientific contributions, we cover widely the acknowledgment people and ideas that have brought our science to the forefront of psychology, neuroscience, and animal behavior.

Representation- Though we have a long history of cycling contributors, some have done more than their fair share over many decades of service. Whereas we have representation largely from large R1 public institutions, smaller teaching colleges, research and medical centers are also represented. Women have become increasingly present in our membership and leadership though we still have a long way to reflect an increasingly diverse and international world.

Advocacy & Engagement- In just about every issue a focus on advocating for psychological science was present along with great interest in collaborating with other associations, divisions and, most of all, with APA. However, there is strong current and incorrect belief that science does not matter to APA and our division stands for bygone values. Neither is further from the truth, especially today. If there ever was a need for what the SBNCP stands for, it is now.

To those that have served the division, including our founders, Donald G. Marquis, Donald B. Lindsey and Clifford T. Morgan, and the many individuals that currently serve the division, including our most recent past presidents Mark Krause and Jonathon Crystal, we are deeply indebted. To those that will serve our division in the future, you have a history of significant accomplishment, long held values tied to both our legacy and to expanding horizons, and an important mandate to make sure that who we have been, who we presently are, and who we will become remain foundational both to psychology and to APA.

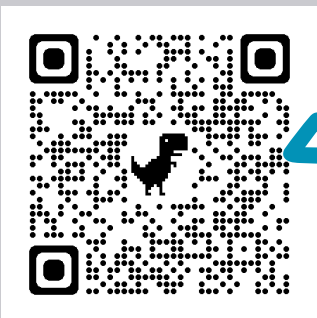
THE PRESIDENT'S MESSAGE

(CONT'D)

A MYSTERY FROM HISTORY: WHO AM I?

by David A. Washburn
& Esther Pruitt

For the first time, the "History is Our Story" newsletter column is being submitted as a recorded video. To hear Dr. Washburn's history report and to learn about the scholar described by these clues, scan here to watch the video:



I was a professor of psychology at Cornell, Texas, Bryn Mawr, South Florida and Hawaii, but I also held visiting appointments in Germany, Japan, Argentina, New Zealand, Israel, Italy, Australia, Canada, and Yugoslavia.

My tendency for blunt and scathing criticism might make some wonder whether my name was as much a personal description as a surname.

I worked for, and received a letter of recommendation from, famed theoretical physicist Robert Oppenheimer, "father of the atomic bomb." My professional mentors included a Warden, a Dall, an industrial psychologist, and a Nobel Laureate.

Pete Seeger's album of folk songs, "Birds, Beasts, Bugs & Fishes (Little and Big)" could also be a title of my research program on the comparative study of learning.

<https://youtu.be/49NgvX2X98>

Division 6:

Looking ahead by confronting our past

The American Psychological Association (APA) is the leading organization for psychologists in the U.S.. Accordingly, it has a special obligation to share in leading the field. A part of leadership involves looking back at previous actions (or inactions) as a guide for charting future directions. On October 29, 2021, the APA Council of Representatives adopted a set of resolutions: 1) [Apology to People of Color for APA's Role in Promoting, Perpetuating, and Failing to Challenge Racism, Racial Discrimination, and Human Hierarchy in U.S.](#) 2) [Role of Psychology and APA in Dismantling Systemic Racism Against People of Color in U.S.](#) 3) [Advancing Health Equity in Psychology](#). The resolutions were preceded by a historical account of psychology's contributions to creating, maintaining, and perpetuating individual, structural, and systemic racism (see "[Examining psychology's contributions to the belief in racial hierarchy and perpetuation of inequality for people of color in U.S.](#)").

Here, several past, present, and future leaders of APA Division 6 (Society for Behavioral Neuroscience and Comparative Psychology, or SBNCP) reflect on the APA's resolution, the role of our Division in the history and future of APA, and opportunities for our community to make changes to improve inclusivity, diversity, and equity within our field and our society. We underscore that these reflections are limited and that a great deal of learning, growth, listening, and action remain to be done. At the same time, there is no time to waste in getting to work, including making more progress on initiatives begun in past years.

Division 6 — Past, Present, and Future

Our Past

While the APA as a collective body drafted and approved the set of resolutions, we do not believe that this should be viewed as "cover" for its 56 divisions. The apology highlights a history of racism within the organization and its membership, but divisions and their members need to also look at their own histories with regard to racism and discrimination. Division 6 is no exception. Leadership of years past endorsed openly racist ideas, and contributed to the scientific study and application of practices that perpetuated belief in racial hierarchy and perpetuation of inequality. APA and others' historical reviews provide examples, and key historical figures involved in Division 6 (or its precursors) are found within the account.

Some early Division 6 leaders played roles in the American eugenics movement and engaged in research designed from racist assumptions, with outcomes that contributed to racist policy and practice in the U.S. (e.g., Robert Yerkes, D.O. Hebb, and Margaret Washburn; see Yakushko, 2019; Dettmer & Bennett, 2021). Dissemination of research supporting the idea of White superiority was facilitated through publication in the journal aligned with Division 6, the Journal of Comparative Psychology (JCP). Further, the journal's early editors included psychologists identified with the U.S. eugenics movement. We will not repeat the entirety of APA's report: "[Examining psychology's contributions to the belief in racial hierarchy and perpetuation of inequality for people of color in U.S.](#)" However, knowing this history and teaching this history are among the actions that we can undertake, as is reflection to guide our science and ensure that we work to achieve a more equitable, inclusive, and just field.

"...Divisions and their members need to also look at their own histories with regard to racism and discrimination."

Many divisions within APA, including Division 6, offer awards named after prominent psychologists in their fields. Such named awards have a number of functions. Among them is a clear message of admiration and honor for the individual named. The historical record demonstrates that some of APA's named scientific awards honor people who were exclusionary psychologists: they were either directly involved in the eugenics movement and related research, or they excluded certain groups of people (e.g., women and people of color) from research, or they worked closely with those who did. Some examples of the problematic named awards are Division 19's Robert M. Yerkes Award, Division 7's G. Stanley Hall Award, and several of Division 6's named awards: The Frank A. Beach, D.O. Hebb, D.G. Marquis, and Clifford T. Morgan awards, each of which are given to members of the Division for specific contributions or recognition. Each award reveres a White man, most of whom made their most notable contributions to our field at the height of the eugenics movement, and when women and people of color were excluded from pursuing psychology as a profession (Crump, 2020).

Looking ahead by confronting our past (cont'd)

This tradition of named awards no longer reflects our individual commitments to equity and inclusion, nor does it align with the recent APA resolutions on racism. We as a Division must ask ourselves: Is this how we want to proceed? Are there better, more inclusive and respectful ways to recognize comparative psychologists and behavioral neuroscientists for their work? Perhaps it is time to end named awards and instead name awards for the accomplishment that we wish to honor and amplify.

"We as a Division must ask ourselves: Is this how we want to proceed?"

Our Present

Available data on our Division's current membership demographic shows we lack diversity across a range of identities. Most evident are a lack of gender and age diversity, though we note that more data are needed for other identities including racial/ethnic identity, disability, sexual orientation, and others. In the 100th Anniversary Special Issue of JCP, Dettmer & Bennett (2021) noted that, "Diversity and representation of non-White males within the membership of APA Division 6 is also low in comparison to overall membership. For Division 6, in 2019 72.8% of the membership identified as male, 27.2% female, compared to the overall APA divisional member where 49% identified as male, 50.7% as female, 0.1% as other/self-identify (APA, 2020). As of 2021, APA no longer included race/ethnicity in its public-facing website, but data made available from APA for 2016 (APA, n.d.) show that, of Division 6's 424 members, 71% identified as male, 76% as White, 53% over 70, 32% 50-70, and only 11.4% under 50. We also note that in 2019 the division's membership is listed as 27.2% women, with 11.5% in the 31-50 year-old age range, 12.3% 51-60 years of age (APA, 2020)." It is helpful to examine these numbers in a broader context. For example, in the United States the number of awarded PhDs in neuroscience in academic year 2015-2016 was roughly equal when broken down by people identifying as female (52%) and male (48%) (SfN 2017 Report of Neuroscience Departments and Programs Survey). These proportions are consistent with surveys examining demographics in neuroscience across a wider range of degree levels (e.g. undergraduate and masters students (Ramos et al., 2017).

Many factors likely contribute to the lack of diversity in Division 6 membership, both presently and historically. Among them may be climate, inclusivity, and sense of belonging. In fact, both the history and current demographics of Division 6 provide evidence that work is needed to ensure that membership in the society can be viewed as valuable and that we are a welcoming community.

In terms of climate, we might also look at the division's communications, including the newsletter and the listserv. A thoughtful examination of past content could drive explicit efforts to improve the diversity of science, scientists, and topics featured in future newsletters, for example. With respect to the listserv, continuing attention to its content is also important. As an example, Division 6 has a long history of wide-ranging exchanges of information on its listserv. After years of dissatisfaction from many members with the nature of some exchanges, in 2020 the Division leadership adopted a code of conduct and eventually appended the following statement to all messages posted to the listserv: "The Society for Behavioral Neuroscience and Comparative Psychology (APA Division 6) has established a Code of Conduct. The code may be accessed at this link: <https://www.apadivisions.org/division-6/about/policies-procedures.pdf> Use of DIV6@lists.apa.org implies consent to comply with the Code." Earlier in 2021, the Executive Committee received complaints from Division 6 members and removed a subscriber from the listserv. Although removing one subscriber is some degree of (very small) progress, the relatively low frequency of "flare ups" on the listserv makes it difficult to judge if problems will continue in the future. Nevertheless, we must all commit to ensuring that the listserv remains a safe and welcoming place for all subscribers.

Our future: Building a more inclusive community

SBNCP must do more than pay lip service to the issues of racism, equity, and inclusion. Our Division must recognize and account for our history, and must also continually take actionable steps to improve our practices. While there is no simple checklist to declare the work of enhancing equity and inclusion "done," there are steps we can take to begin. We propose the following actions as a start to strengthening our Division.

Looking ahead by confronting our past (cont'd)

Moreover, we, the undersigned, commit to working towards enacting these practices, and we encourage all Division 6 members to join us and to offer their own suggestions for work the division should consider and undertake:

Diversify membership. SBNCP leadership, as well as general membership, must commit to recruiting and retaining members of all backgrounds, with myriad identities, and with diverse experiences. We must build intentional, effective, and sustainable efforts to invite and welcome new members, especially those from minoritized communities, into our fold. The fields of comparative psychology and behavioral neuroscience, and our Division in particular, need far more diversity and representation among its scientists. This diversity must be evident not only in terms of career stage, but in other aspects of scientists' intersecting identities, including race/ethnicity, gender identity, and sexual orientation, among many others. While robust efforts to examine how Division 6 can improve the benefits of membership and ensure that it is an inclusive society are needed, efforts for broader invitation and encouragement to join are also needed. Some ways we can achieve this are by sending personal invitations to scientists at all career stages via email, in person at conferences or meetings, in lectures and seminars, at relevant clubs on campuses (e.g., psychology and neuroscience clubs), and via social media. Our Division should also engage on social media with groups representing scientists from diverse identities and backgrounds (some examples are @realscientists, @BlackInNeuro, #BlackInAnimalBehavior, and @scicurious_pod on Twitter). Division 6 leadership and members can also make concerted, sustained efforts to recruit members by sending regular applications for membership to both students and faculty at HBCUs and at other universities [known to have excellent programs in place](#) for students from historically underrepresented and marginalized communities.

Diversify division leadership. Building on the action items to diversify membership, SBNCP should explicitly invite and encourage historically underrepresented members, including Black, Indigenous, and People of Color (BIPOC), LGBTQIAP+, and other members to run for leadership positions. And we must elect them.

Modernize conference programming. Our Division must make a concerted effort to understand past representation in and content of our programming, and to increase diversity in convention panels. As with awards and other honors, we should also review our past programs to evaluate how inclusive and diverse our sessions devoted to memorials and tributes have-or have not-been.

We should also consider modeling approaches [other organizations have taken](#) to intentionally diversify their programming and to increase the breadth of their invitations for conference presentations while also reducing bias, as well as hosting networking and recruiting events. One such example is the Council of University Directors of Clinical Psychology's [\(CUDCP\) Diversifying Clinical Psychology \(DCP\)](#) networking event, the longest standing diversity recruitment program in clinical psychology. Going forward, our Division should also prioritize dedicated programming time devoted to learning about and training in anti-racist practices for science, research, academia, and everyday life.

"Division 6 has an opportunity to lead by example"

Publications. Division 6 has an opportunity to lead by example. Our journals must explicitly invite and encourage non-white, non-male Division 6 members to apply for and serve on editorial boards. And we must appoint them. Data about demographic diversity of editors and editorial boards for APA journals in general are not publicly available and, to our knowledge, there has been no effort by APA to collect, analyze, and make this data available. From our analysis, there have only ever been two women editors of one of our flagship journals, JCP, and only three of our other journal, Behavioral Neuroscience (BN). For context, overall in APA's 34 core journals roughly 80% of the editors have been men and at least three of these journals appear (from available data) to have never had a woman serve as editor (Dettmer & Bennett, 2021). Note that a good number of the early editors were also associated with eugenics and appear in the apology resolution. This lack of diversity reflects the lack of diversity in APA journal leadership more broadly, as well as APA journal editorial boards' lack of willingness to provide such data (Roberts et al., 2020; Buchanan et al., 2020 - for broad context). Division 6 does not have editorial or other control and authority over the two journals associated with it; those remain APA's purview.

Looking ahead by confronting our past (cont'd)

However, as members of the division with which they are associated, we can strongly advocate for JCP and BN editors to consider and adopt some, or all, of the range of policy and practice changes recommended by Roberts et al. (2020) and Buchanan et al (2020). To this end, JCP and BN editorial board members can consult the APA's recent Equity, Diversity, and Inclusion Toolkit for Journal Editors (Pollock, 2021), which offers more than 30 recommended actions editors can take to promote equity and inclusion in their journals. In addition, The recommendations include accountability metrics as well as annual review, analysis, and planning for improvement. We also encourage readers to review the recommendations. Further, for those who conduct research with human participants, we encourage researchers to move past the White default and carefully consider participant diversity and addition of constraints of generality statements in their papers.

Improve representation in teaching syllabi and address bias in citations. Division 6 researchers, teachers, and mentors must learn about and assist in building databases that facilitate identification, inclusion, and amplification of the work of scholars of color, including the BIPOC-authored Psychology [papers](#). We must take the time to find, cite, share, and amplify the scholarly work of BIPOC psychologists in our own work.

Work to improve representation in our home institutions. As researchers, scholars, and academicians, Division 6 members have a responsibility to help improve representation in our departments and home institutions. Successful encouragement of future behavioral neuroscientists, particularly women and students of color, will help fortify the pipeline that is fostering a more diverse community of behavioral neuroscientists and comparative psychologists. Myriad approaches can be employed to accomplish this goal throughout various stages of the educational experience, including recruitment, retention, training, and nomination of students from marginalized communities for internships and awards, to name a few. These activities need not end at the departmental or institutional boundaries; efforts to improve trainee representation in our laboratories can be equally effective at bringing us closer to strengthening this pipeline and, ultimately, improving representation within our ranks.

Rename division awards. We believe that Division 6 should consider whether attaching names to annual awards is something we should continue. Naming awards after luminaries is common in academic societies. However, there are drawbacks to this practice. As but one example, the annual D.O. Hebb award for distinguished scientific contributions is regarded as one of our more prestigious honors. Although Hebb's contributions to basic science were enormous, we now know more about him that calls into question our tradition of idolizing him in perpetuity. More broadly, as it currently stands, four out of the five awards that Division 6 annually bestows are named after White male psychologists, and the remaining named award is for a White female psychologist. Consider this from an outward view. On the face of it, the division sends a strong signal about who we think merits our honor and whose names should be so ensured of enshrined memory. What it does not accomplish is recognition of all the other psychologists and leaders within our fields who also made remarkable discoveries and lasting contributions to our field and our society. A viable alternative is to revise the names of the awards such that they do not include names, but rather the types of scientific achievements, and duly honor the recipients. The Executive Committee for Division 6 should, within the next year, review the practice of attaching names to its annual awards, and vote on whether to continue this practice, change the names, or change the titles of the awards such that names are not included.

For meaningful change to occur we must get more comfortable with being uncomfortable. We must work to disrupt the status quo. And yet, we must not simply root out bad apples, finger-point, or blame individuals. A collective understanding and disruption of the systems of privilege and oppression that have perpetuated white supremacy and other forms of inequity in our Division is critical, so that the continued conferring of unearned privilege and extinguishing of talent ceases. This understanding and disruption is only possible through the collective and sustained actions of individuals at the departmental, institutional, and societal level. Indeed, [it takes a village](#). If each member of our Division is *intentional, inclusive, and persistent* in making concerted efforts to overcome the hurdles we face, then we may be able to contribute effectively to larger anti-racist efforts that history and present demonstrate are so urgently needed.

"For meaningful change to occur we must get more comfortable with being uncomfortable."

Looking ahead by confronting our past (cont'd)

The fields of comparative psychology and behavioral neuroscience can only reach their fullest potential and flourish to advance knowledge and benefit society, humans, and other animals by prioritizing equity, social justice, and human rights.

These are but a small set of ideas and actions to put our Division on a path of wide-ranging and sustained effort. We acknowledge that we have much to learn. We encourage and welcome your ideas and perspectives as we move forward.

Signed,

Amanda M. Dettmer, PhD, President-Elect Division 6 (2021-2022)
Mark Krause, PhD, Past-President Division 6 (2019-2020)
Jonathon D. Crystal, PhD, Past-President Division 6 (2020-2021)
Allyson J. Bennett, PhD, Past-President Division 6 (2017-18)
Nancy K. Dess, PhD, Past-President Division 6 (2008-2008)
Juan M. Dominguez, PhD, APA Council of Representatives (2022)

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CALLING ALL EARLY CAREER MEMBERS OF DIVISION 6!!

SCAN HERE
(or link below)



Division 6 APA would like to collect the opinions, suggestions or ideas from early career members and/or about the capacity to better serve the needs of our early career members. Please take a few moments to answer this survey (12 questions)

https://csulb.qualtrics.com/jfe/form/SV_9FAeAnZro6OnMCg



FROM OUR MEMBERSHIP CHAIR

BY BRAYN RICE

As the current Membership and Growth Chair for Division 6, I would like to challenge you all to help in the growth of our society. Let's all try to recruit at least one new member to the SBNCP. Our dues are still FREE for students, \$15 for members, and \$25 for professional affiliates. APA membership is not required.

Thank you very much,
Preston Foerder, Ph.D.
Division 6 Membership and Growth Chair
Department of Psychology
The University of Tennessee at Chattanooga

Update from the Coalition for Psychology in Schools & Education (CPSE)

by 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, a role I have served since June 2016.

The CPSE has been active during the pandemic. Instead of in-person semi-annual meetings, we have held truncated virtual meetings in June and December 2020, and June 2021, with our next virtual meeting scheduled for December 3-4, 2021. (CPSE membership and meeting minutes can be found [here](#)). This hard work was recognized during APA Services, Inc.'s (APASI) July 2021 Education Advocacy Summit, during which I was extremely humbled and honored to accept on behalf of CPSE, along with my CPSE colleagues Kimberly Howard, Celeste Malone, and Wendy Grolnick, [APASI's advocacy award](#). CPSE was awarded this prestigious honor for its leadership in advancing the impact of psychological science on pre-K to 12 education policy. We were surprised with this award after presenting to the summit about the impact that COVID-19 has had on children's learning and emotional well-being.

I am delighted also to provide updates to the projects I am leading and representing SBNCP 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 student 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. I am delighted to share that all our primers are now complete! You can find the published [Mental Health Primers](#) on the APA website: published topics include [Students Experiencing Stress](#), [Students Experiencing Race-Based Hate Speech and Microaggressions](#), [Students Experiencing Bullying](#), [Students Experiencing Sadness](#), [Students Experiencing Low Self-Esteem or Low Perceptions of Competence](#), [Students Experiencing Inattention and Distractibility](#), [Students Who Have Experienced a Crisis](#), [Students Exposed to Trauma](#), and [Students Exploring Gender Identity](#). Please share these primers with your networks!

Also, in Fall 2020 the CPSE received supplemental funding from the Center for Disease Control & Prevention (CDC) to refresh all primers so as to include relevant content for virtual learning environments (VLE). This funding is also going toward turning each primer into a short podcast or similar audio deliverable in order to increase accessibility for teachers. These deliverables are now in production. With this funding, we also began a stand-alone primer on mental health equity, with the intent for equity to be a lens with which to learn about all the individual primers. And, the CDC recently awarded additional funding to APA, part of which will go to CPSE to organize professional development on the primers for continuing education (CE) credits for teachers.



Social Emotional Learning and the Science Classroom

Source: [NSTA](#)

Update from the Coalition for Psychology in Schools & Education (CPSE) (Cont.'d)

Finally, we have been putting the Mental Health Primers, along with other CPSE resources, directly in teachers' hands this year. In April 2021 we were invited as keynote panelists at the National Science Teaching Association (NSTA) virtual [Spring Engage Conference](#), presenting on, 'Psychosocial Skills and Achievement: A Two-Way Street' (check out our [NSTA video interview](#)!). And on July 9, 2021 we were invited panelists at the [American Federation of Teachers \(AFT\) TEACH 2021](#) annual meeting, also held virtually, in a session titled, 'Disruptions to Student Well-Being: Keys to Unlocking Psycho-Social Skills and Achievement.'

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).

Homeschooling: In June 2021, I joined a new project led by Dr. George DuPaul (Division 53) to create easily digestible materials full of relevant information and considerations for parents considering home-schooling for their children.

If you are interested in learning more about the Coalition or have questions about our work, please feel free to email me at amanda.dettmeryale.edu.



THE 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 preston-foerder@utc.edu. 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.

Next deadline for Applications - March 15, 2022.

Preston Foerder, Ph.D.
Division 6 Membership and Growth Chair
Department of Psychology
The University of Tennessee at Chattanooga



2021 Division 6 Award Winners

Clifford T. Morgan Distinguished Service Award

Linda M. Bartoshuk (University of Florida)

D. O. Hebb Distinguished Scientific Contributions Award

Ralph R. Miller (State University of New York at Binghamton)

Early Career Investigator Award

Alexandra G. Rosati (University of Michigan)

Brenda A. Milner Award

Kristyn R. Vitale (Unity College) for:

Vitale, K. R., Behnke, A. C., & Udell, M. A. (2019). Attachment bonds between domestic cats and humans. *Current Biology*, 29(18), R864-R865.

Frank A. Beach Comparative Psychology Award

Nicole Muszynski (Hastings College) and Patricia Couvillon (University of Hawaii at Manoa) for:

Muszynski, N. M. & Couvillon, P. A. (2020). Category difference facilitates oddity learning in honeybees (*Apis mellifera*). *Journal of Comparative Psychology*, 134(3), 266–279.

D. G. Marquis Behavioral Neuroscience Award

Jason S. Snyder (corresponding author), Desiree R. Seib, Delane F. Espinueva, and Stan B. Floresco (University of British Columbia) for:

Seib, D. R., Espinueva, D. F., Floresco, S. B., & Snyder, J. S. (2020). A role for neurogenesis in probabilistic reward learning. *Behavioral Neuroscience*, 134(4), 283-295.

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