



# The General Psychologist

Society for General Psychology

A Publication of the Society of General Psychology  
Division 1 of the American Psychological Association

Volume 53, Issue 2

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Spring 2019

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## President's Column Alexandra Rutherford Looking Back to Think Ahead: Lessons From 1969



In thinking ahead to our upcoming convention program in August, I find myself actually reflecting back – exactly 50 years back, to be precise. The theme of the 1969 APA convention was “**Psychology and the problems of society.**” George Miller, cognitive psychologist and founder of the Harvard Center for Cognitive Studies, was president. Just as he was about to give his presidential address, 12 members of the newly formed Black Students Psychological Association stormed the stage and

demanded that the leadership of the APA **hear their concerns**. Together with members of the Association of Black Psychologists, the two groups forced APA to confront psychology’s history of culturally biased testing practices, the lack of employment opportunities for African American psychologists, and inadequate recruitment and support of African American graduate students.

And of course, George Miller also gave his address. Noting that “It is customary on this occasion to summarize one’s own research” Miller chose instead to honor the convention theme and “express some personal opinions about the current state of our discipline and its potential role in meeting the human problems of society” (Miller, 1969, p. 1063). Miller went on to exhort his colleagues to “give psychology away” and outlined some of his ideas for **what kind of psychology** that should be.

As a good cognitive psychologist, Miller was critical of the “psychology of behavior control” that was then in fashion, fearing that it had created a negative public image for psychology. Instead, he proposed “that the real impact of psychology will be felt...through a new and different public conception of what is humanly possible and **what is humanly desirable**. I believe that any broad and successful application of psychological knowledge to human problems will necessarily entail a change in our conception of ourselves and of how we live and love and work together” (p. 1066). At the historical moment of Miller’s address, African American

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## President's Column Cont: Rutherford Looking Back to Think Ahead

psychologists were calling out and rejecting what Derald Sue would come to call the ethnocentric monoculturalism of White, Eurocentric psychology (Sue, 2004). Instead, they formulated a whole new conception of the Black **experience outside this framework**, developing a psychology focused on communalism, strengths, and resilience.

Miller's call to imagine what is humanly possible and desirable, to **rethink** how we live and love and work together, is just as important in 2019 as it was at the end of the turbulent and transformative decade of the 1960s. It has become urgently imperative to rethink our conception of ourselves and how we relate - not only to each other and the human-made world - but also to the physical and natural world, a relationship that will ultimately determine whether or not we can continue to live and love and work together at all.

In some recent work, colleagues and I have explored how **psychology has been complicit** with the intensification of neoliberal forms of subjectivity, but also how it can **contribute to disrupting and displacing** these with new forms (Pickren, 2018; Rutherford, 2018b). Thinking against/outside the neoliberal imaginary is challenging. What role can psychology play in helping shape public conceptions of what is humanly possible and humanly desirable in times such as these?

In my own research, I once again turn to history for guidance, I have been attempting to unpack how feminist psychologists have used their science and practice to shape public conceptions of gender and gender relations. By closely examining the history of their efforts to **change policy** from the local, to the institutional, to the national level, I am interested in illuminating the specific dynamics at play in "giving psychology away" to create a more gender-equitable society (e.g., Rutherford, 2018a)

. I will talk more about this project in my presidential address at convention, entitled "The science and politics of gender." *Please feel free to storm the stage, this time in solidarity.*



### Further reading:

- Miller, G. A. (1969). Psychology as a means of promoting human welfare. *American Psychologist*, 24, 1063-1075.
- Pickren, W. E. (2018). Psychology in the social imaginary of neoliberalism: Critique and beyond. *Theory & Psychology*, 28, 575-580.
- Rutherford, A. (2018a, Sept. 17). Acknowledging rape: What the origins of the "1 in 5" statistic teaches us about sexual assault policy. *The Behavioral Scientist*. Hyperlink to <http://behavioralscientist.org/what-the-origins-of-the-1-in-5-statistic-teaches-us-about-sexual-assault-policy/>
- Rutherford, A. (2018b). Feminism, psychology and the gendering of neoliberal subjectivity: From critique to disruption. *Theory & Psychology*, 28, 619-644.
- Sue, D. W. (2004). Whiteness and ethnocentric monoculturalism: Making the "invisible" visible. *American Psychologist*, 11, 761-769.





## Division 1 at APA Preview

**PROGRAM CHAIR: JEFFERY YEN**  
UNIVERSITY OF GUELPH

# PSYCHOLOGY AND PREFIGURATIVE CHANGE

APA Division 1 Provisional Convention Program - Chicago, August 8-11, 2019

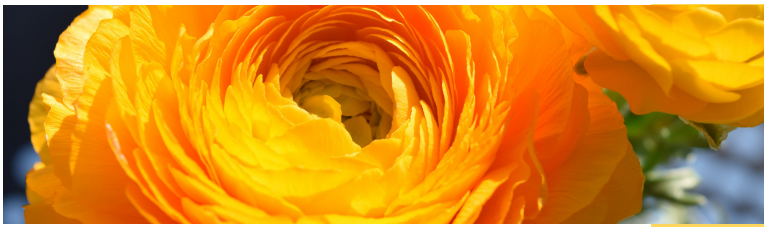
	Thursday 8/8	Friday 9/8	Saturday 10/8	Sunday 11/8
8:00-8:50	Paper Session: Bilingualism; Military Mental Health	Co-Sponsored Symposium (Div 1, 24): On the Shoulders of Activist Scholars: Building Healthy Environments for Immigrants and Refugees		
9:00-9:50	Paper Session: Community, Society, and Health--- Approaches to Understanding and Intervening in Social Issues		Division 1 Presidential Address Alexandra Rutherford	Paper Session: New Perspectives on Development
10:00-10:50	Invited Address: Philip Zimbardo	William James Book Award Address Sunil Bhatia		Paper Session: Procrastination; Financial Well Being; Location and Decision Making
11:00-11:50	Symposium: The Cost of Caring---An Examination of Healthcare Providers' Recovery in Puerto Rico Post-Hurricane Maria	Poster Session I	Ernest R. Hilgard Lifetime Achievement Award Nancy E. Hill	
12:00-12:50		APF Arthur W. Staats Lecture for Unifying Psychology Janet E. Helms	Poster Session II	
13:00-13:50	George A. Miller Award Address Eli Finkel			
14:00-14:50	Conversation Hour: Extending Care via Wearable Biosensors and AI			
15:00-15:50	Executive Committee Meeting			
16:00-16:50		Co-Listed Symposium (Div 1, 5, 24, 35): Women in Psychology	Paper Session: Well-Being at University---Ethnicity and Resilience and the Experience of Student Debt	
17:00-17:50	Divisions for Social Justice Social Hour (not yet confirmed)	Foundational Divisions Social Hour (Div 1, 24, 26, 39)	Business Meeting	
18:00-18:50				
Day/time TBD	Collaborative Program Proposals in which Division 1 is a participant:	Symposium: Psychedelic Therapy: A Guide, a Volunteer, and a Discussion with author Michael Pollan	Symposium: Psychological AI: Ethics, Empathy, and Outcomes	

**Location** APA Convention Chicago, IL  
**Conference Dates** August 8-11, 2019  
**Registration is Open**  
<http://convention.apa.org/>



2019 Division 1 Program Chair **Jeffery "Jeff" Yen** is currently Associate Professor in the Department of Psychology at the University of Guelph, Canada, and is Book Review Editor for the journal *Theory & Psychology*.  
**Email** [jyen@uoguelph.ca](mailto:jyen@uoguelph.ca) for questions regarding program or suite programming..





## Review of General Psychology: 2019 Call for submissions on the theme of Re-envisioning General Psychology!

The differentiation of psychology, the proliferation of professional practice areas, the addition of new areas and subdisciplines of psychology, diverse methodological critiques, and the internationalization and globalization of psychology have both undermined and necessitated the project of a general psychology. Specialization, embodied in the educational practices of many programs in psychology, and a research model that has been focused on understanding details of the psychological, have made it difficult to support the idea of a general psychology. More recent intellectual trends have contributed towards a scepticism towards generality.

We understand the historical transformation of general psychology not only as a problem but as an opportunity. We are convinced that the particularization of the psychological necessitates, from a scientific or intellectual point of view, the project of a general psychology that provides an integrated or comprehensive understanding of large bodies of research, mental life, and its analyses and applications. General psychology itself is a topic of reflexivity and research. We suggest that such psychological trends require a “Re-envisioning of General Psychology.” We believe the time has come to open the debate about what general psychology means, targets, or covers, the assumptions it is based upon, and to identify the conditions for its possibility as a topic or subdiscipline. Under our editorship, manuscripts may be based on the [psychological sciences](#) or draw from the [psychological humanities](#), including interdisciplinary and transdisciplinary studies.

The target audience for Review of General Psychology are psychologists, scientists, and scholars from any field who are interested in innovative conceptual, theoretical, “big” empirical, or methodological debates regarding the psychological, whether in academia, professional practice, and/or the larger culture, particularly those drawing upon [diverse traditions](#), Western or non-Western.

Although a special issue on the topic is planned, we invite submissions on the topic throughout the years of 2019 and 2020. All manuscripts go through peer-review in accordance with APA and Sage policies. Authors should prepare manuscripts according to the Publication Manual of the American Psychological Association (6th ed.).

### Manuscript submissions:

<https://journals.sagepub.com/home/rgp>

For questions, please contact

RGP Co-Editors:

Wade Pickren ([rgpwade@gmail.com](mailto:rgpwade@gmail.com))

or Thomas Teo ([tteo@yorku.ca](mailto:tteo@yorku.ca)).

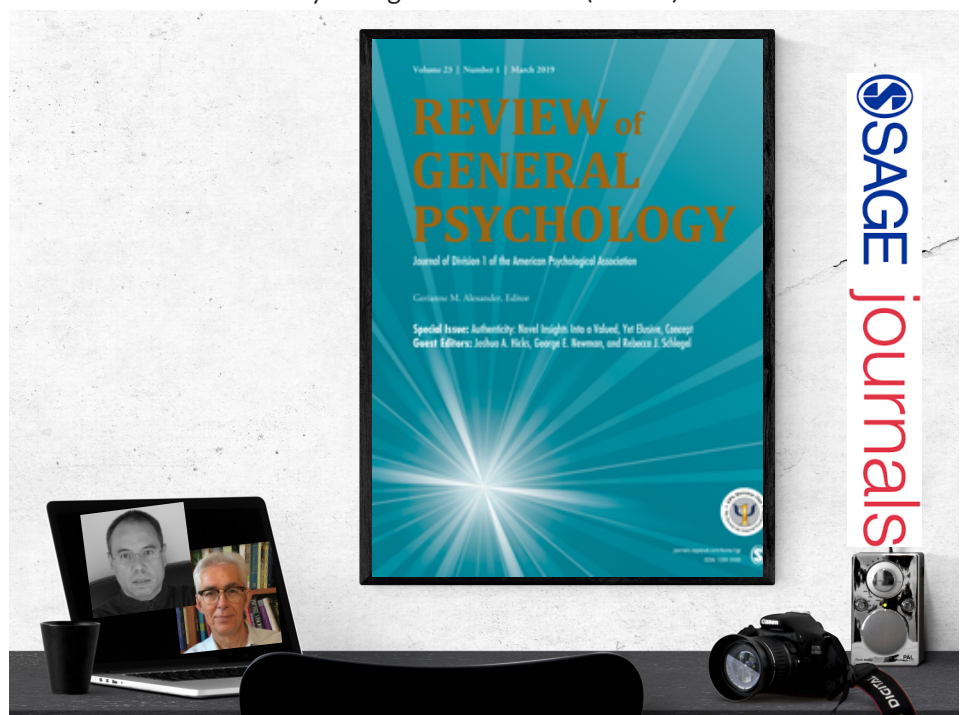
Be sure to check out the current Special Issue: Authenticity: Novel Insights Into a Valued, Yet Elusive, Concept with

Guest Editors:

Joshua A. Hicks,

George E. Newman

and Rebecca J. Schlegel





## Awards and Grant

Each year Division One celebrates exemplary integrative scholarship in psychology with a wide array of awards announced during APA's Annual Convention. See the conference schedule in this issue for the 2018 awards winners talks in Chicago. 2019 submissions are closed and the winners will be announced in August. For more on the awards offered by the division visit <https://www.apadivisions.org/division-1/awards/index>



Sometimes we all need a second chance. Lucky for you the **Mary Whiton Calkins Grant** has a **new deadline**. Applications for this new round are due by **May 30th**.

"This award, funded through the American Psychological Foundation, supports the research of faculty who teach at primarily undergraduate serving institutions and who identify undergraduate education as their primary focus. The strongest proposals will align with one or more of Div. 1's (Society for General Psychology) goals and will support faculty members who seek to promote coherence among psychology's subfields. "

For more details see our awards page or the APF Funding site: <https://www.apadivisions.org/division-1/awards/index>

### 2020 Gold Medal Awards for Life Achievement: Call for nominations

Deadline to nominate is June 1, 2019.

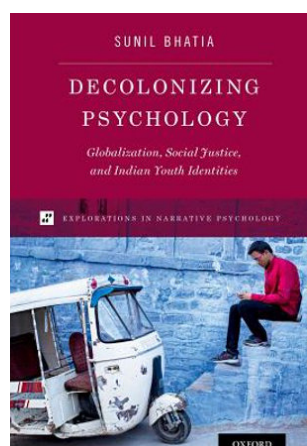
The American Psychological Foundation (APF) invites nominations for the APF 2020 Gold Medal Awards. The awards include a mounted medallion; a waiver of 2020 convention registration fees; round trip airfare; and a travel stipend of \$1,000 to attend the 2020 American Psychological Association Annual Convention in Washington, D.C.

The deadline for all award nominations is June 1, 2019.

The Gold Medal Awards recognize life achievement in and enduring contributions to psychology. Eligibility is limited to psychologists 65 years or older residing in North America. Awards are conferred in four categories: the Science of Psychology; the Application of Psychology; Psychologist in the Public Interest; and in the Practice of Psychology. For additional criteria and nomination requirements, visit <https://www.apa.org/apf/funding/gold-medal>

Looking for summer reading: Check out **2018 William James Book Award** winner *Decolonizing Psychology: Globalization, Social Justice and Indian Youth Identities* by *Sunil Bhatia, Connecticut College*, (Oxford University Press, 2017).

<http://www.oxfordscholarship.com/>





## Cast Your Division 1 Ballot: Candidate Statements

**Candidate:** Sarah L. Friedman, PhD

**Office:** Division 1 President-elect

### Candidate Statement:

I am honored by my nomination for the position of President of the Society for General Psychology (APA Division 1). If elected, I will bring to this position my personal and professional experience including my being a naturalized US citizen who is grateful for the opportunities provided in the US, my experience as a research administrator and a scientific researcher who has worked in Federal agencies, in a non-profit research and analysis corporation and currently as an academic Research Professor. I will also rely on my familiarity with APA, where I served for many years as a Division Representative to the Committee for Children Youth and Families and where I now serve my second term on the APA Council of Representatives and its Diversity committee.

I am interested in interdisciplinary perspectives, a fact that led me to envision and implement long term longitudinal research of child development that focused on social, emotional, cognitive, linguistic, academic, and physical health development of children from birth through adolescence and which studied family, child care, school, physical maturation and genetic contributions to development (NICHD Study of Early Child Care and Youth Development). Throughout my career I travelled to international conferences where I learned to appreciate the importance of including culturally diverse perspectives, leading to my commitment to cultivate in Division 1 the participation of clinicians and researchers from around the world. As your President, I will work to build a membership and programs that reflect diversity of age, ethnicity, nationality and disciplinary background.



**Candidate:** Jocelyn Turner-Musa, PhD

**Office:** Division 1 President-elect

### Candidate Statement:

I am humbled by the nomination to serve as president of The Society for General Psychology (Division 1). As president, I will work with members to advance our mission of promoting coherence among psychology's diverse specialties and fostering awareness of the integrative nature of general psychology. I will continue efforts to expand and diversify our membership to reflect the multiple perspectives of psychology. This includes increasing our social media presence to publicize Division 1 initiatives, strengthening participation of students and early career professionals, and continuing support of interdivisional activities.

My experience provides me with the skills needed to effectively and innovatively develop new avenues to support outreach, diversity, and inclusivity for Division 1. As Division 1 Awards Coordinator (2014-2018), I liaised with other APA divisions, the APF, professional organizations (e.g., APS), and worked closely with Division 1 leadership. The position gave me a greater understanding of Division 1 policies, organizational structure, initiatives, and its role as a foundational division. My leadership skills have been enhanced through participation in the APA Leadership Institute for Women in Psychology and the Association of American Colleges & Universities STEM Leadership Institute.

Consistent with APA's mission, it is important that we advance psychology as a discipline that benefits society and improves lives. Division 1 is in a unique position to proactively bridge the gap between psychology's diverse perspectives to support this mission. I am prepared to serve and work with you to achieve our collective goals and appreciate your support.

Ballots were emailed or mailed to members on April 22nd and 23rd, 2019. Polls close on June 6, 2019.

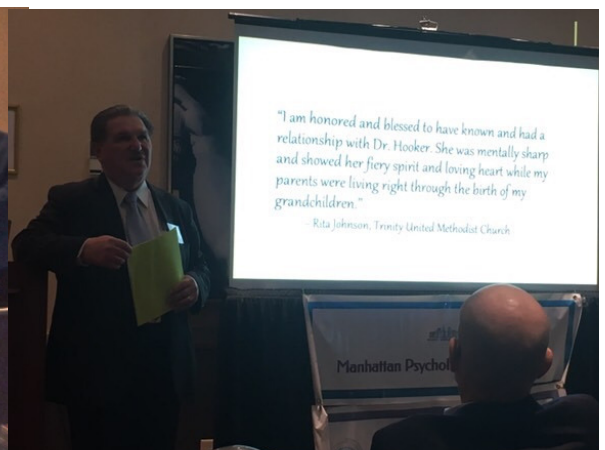
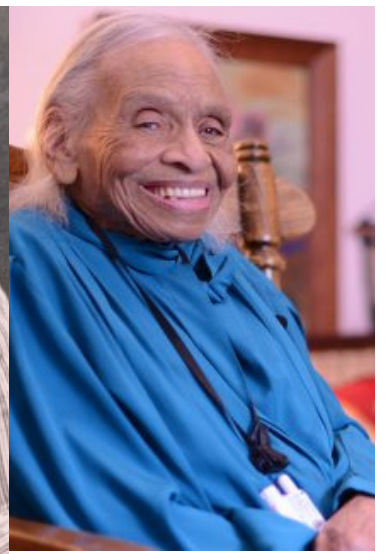




### In Honor: EPA Salutes Dr. Olivia Hooker

Event Photos Courtesy of Dr.'s Jennifer Bazar and Harold Takooshian. Olivia Hooker Photo credits: Hooker Family Photos, Fordham University News Archives, and L.A. Times.

“Across her 103 years, psychologist **Olivia J. Hooker** (1915-2018) was an inspiration to all around her-as a gifted teacher at Fordham, talented researcher at the Kennedy Child Study Center, role model and leader in her community” and country. One March 2, 2019 the Eastern Psychological Association took a moment to honor her life and legacy as well as to mark her passing with a tribute by some of her colleagues who reflected on how Dr. Hooker's life touched theirs. A sample of participants included Gail Wright Sirmans, Harold Takooshian, David S. Glenwick, Dolores O. Morris. The event was organized by Minister Karen Blacks and Dr. Harold Takooshian.





## Invited Column: Primary Sources in the Classroom: Project Ideas for Investigating Mental Health Care in the United States through Digitized Asylum Reports

Lizette R. Barton, MLIS, Reference Archivist, Cummings Center for the History of Psychology

The **Cummings Center for the History of Psychology (CCHP)** houses a fairly large collection of American asylum reports, from both public and private institutions, which range from the early 1800s through the 1960s. The **Cushing Memorial Library Collection of Asylum Reports** includes nearly 500 reports and the exciting news for you is they are now all available online in full-text for you and your students to use. You can find the collection here: <https://tinyurl.com/CCHP-asylumreports>. Use the search bar to search for single words within the collection or use the advanced search to look for complete phrases or to omit certain words. You can organize and view the collection by date or title. The reports are available as PDFs, many of them word searchable, so download away.

You may be thinking, "Sure, this all sounds neat but how can I use these reports in my classroom?" Great question! Instructors have used the reports on site in a variety of ways and nearly all of those projects are adaptable to off-site users.

**Example 1:** An investigation into the language used to describe the mentally ill. Students, alone or working in groups, download three reports from three different decades and investigate the language used to describe mental illnesses. This can be a starting point for students to research how descriptive language has changed or evolved and how the diagnosis of mental illness has changed as well. For example, many reports will include information on patients with tuberculosis and epilepsy, two examples of conditions that are no longer considered mental illnesses.

**Example 2:** An investigation of how the treatment of mental illness has changed in



your state or region. Students, working alone or in groups, identify an asylum in your state or region for which we house reports. They can research whether or not that treatment facility is still open and its history in the region. They can use details from the reports to learn more about the history of mental illness and treatment in your state or region.

**Example 3:** An investigation into the history of the treatment of the mentally ill. Treatment for mental illness is always evolving and these reports provide an opportunity to examine treatment methods over time. Students, alone or in groups, can determine the most popular treatment methods used and further investigate how methods have changed or been discarded. If you'd rather your students not continue the work outside of class you could facilitate a class discussion on the topic instead. The discussion could begin with students listing the most popular methods in their reports and continue with a discussion providing more details such as the validity of certain methods or perhaps how a method has evolved and is still used today. A sub project here would be to have students select reports from both before the introduction of antipsychotic medications and after in order to analyze how drugs changed the course of mental health treatment.

**Example 4:** An investigation into the costs of asylums and state hospitals. The asylum reports, especially those of public institutions, provide very detailed information regarding operational costs. Students can review reports and find actual dollar amount for things like flour and bed sheets as well as staff and treatment costs. You and your students can use this data to have a discussion about the cost of mental







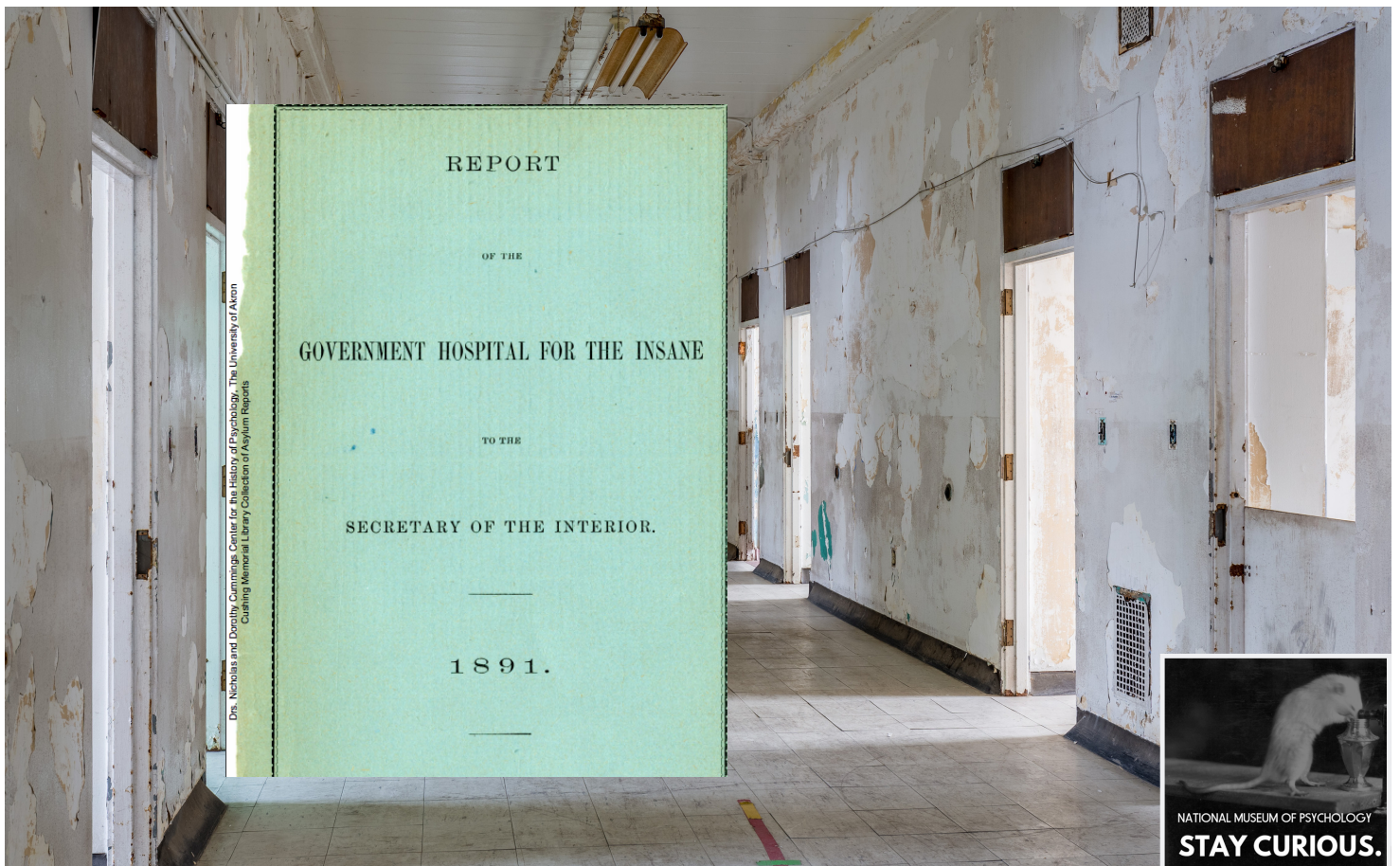
## Invited Column Cont: Primary Sources in the Classroom

healthcare in America. You can look at the data within the context of deinstitutionalization and the Community Mental Health Act of 1963 as well as the streamlining of certain treatment methods in order to reduce costs.

**Example 5:** An investigation of the differences in **public and private care** for the treatment of the mentally ill. Students, working alone or in groups, locate a report from a public institution and a private institution from the same time period. While reviewing the two reports they can look at costs, differences in treatment methods, patient population information and patient data like length of stay and the rate of “cured patients.” Following the students’ gathering of information, you could facilitate a larger discussion surrounding current issues regarding the costs of mental health treatment and how socio-economic status may affect treatment options.

**Example 6: Keep it simple.** Have each student review an asylum report of their choosing and ask them the following questions: (1) What is the most surprising thing you read? (2) What did you find most interesting? (3) What is one question you had after reading the report? Follow this up by leading a class discussion.

Primary sources often get the bad rap of being inaccessible and hidden away in archives. Sure, we can’t digitize everything in archives, but every now and then we have the ability to make materials available online and provide greater access to primary source documents. This is one of those times! The Cushing Memorial Library Collection of Asylum Reports available at the Cummings Center for the History of Psychology ([www.uakron.edu/chp](http://www.uakron.edu/chp)) is a rich collection of primary source documents you and your students can use in a variety of ways. If you’re interested but need a little guidance please do not hesitate to reach out to us ([ahap@uakron.edu](mailto:ahap@uakron.edu)) as we are always willing to help.





## Invited Member Submission: Walking through History: Case of a Former Psychiatric Hospital Site

Jennifer L. Bazar, Lakeshore Grounds Interpretive Centre  
Humber College, Toronto, Ontario, Canada  
<https://www.lakeshoregrounds.ca/>

An abandoned building with a previously isolationist history which connects to a marginalized population breeds intrigue. Our lack of historical engagement on the sites of former mental health institutions has not dampened interest – if anything, it has contributed to an increased wonder and desire to step through the walls. Keeping people from entering the closed facilities has perpetuated misinformation, assumptions, and allowed community lore to grow unabated.

The story of the **Mimico Branch Asylum / Lakeshore Psychiatric Hospital** (opened 1890, just outside Toronto, Canada) is no different. Following the closure of the institution in 1979, portions of the property were used for independent mental health programming, although film crews were the most regular users. As the property became increasingly run-down, the future of the buildings became the centre of a passionate debate. As has been the case in other areas, the community rallied to protect the site. Unlike typical arguments which focus on architectural history, much of the preservation drive at the Lakeshore site came from the view that the former Hospital property “belonged” to the community; specifically, it had become their park, their valued green space, that needed to be saved against the encroachments from the urban density and sprawl of Canada’s largest city.

The community was successful in their arguments, with heritage designation assigned in 1989. That same year, the government entered into a 99-year lease with the neighbouring Humber College.

Although there was no formal recognition of the Hospital on campus, the history of the site was never ignored. It was immediately following the first wave of renovations that our story begins to align with the all-too-common trope of the haunted asylum with ghost tours and haunted houses being offered on the grounds. Growing criticism in the second decade of the 2000s brought about the end to these events with concerns raised by community members and mental health activists as to the risk of perpetuating stigma.

### Birth of the Interpretive Centre

The termination of the ghost tours coincided with a key development on the part of the College: the establishment of a department through which the unique history of the grounds could be shared. As part of the negotiations between the College and the City for the construction of a new student centre, the College agreed to establish, staff, and fund what would become known as the Lakeshore Grounds Interpretive Centre – the institution where I currently serve as Curator.

With this, the tours were reborn as “**historic tunnel tours**.” Initiated by my predecessor, the tours provide a summary of the major trends and changes over the 89-years of the institution’s history. My aim is to normalize the discussion of the institution’s history: rather than focusing on the unique or unusual, the tragic stories of “them”.

Up until the opening of the Interpretive Centre, the new

Excerpt from Dr. Bazar's March 2019 Invited History of Psychology Address at the Eastern Psychological Conference in New York, NY.

history-based tours were offered to a handful of classes within the College and twice a year to the public. Once we opened in 2017, we began to expand these offerings: 3,500 people attended the 91 tours we hosted through the first year and we are on-track to meet that number in our second year. With these more regular offerings and dedicated department to provide the tours, we began to look at the challenge of engaging students at a deeper level.

### Annual Report Activity

This past year we initiated a new pre-tour in-class activity that *built on a similar project* by Lizette Royer, Archivist at the Cummings Center for the History of Psychology in Akron, Ohio. We provide each student with a copy of an annual report from the former Hospital – I tend to select a few reports from different years so that comparisons can be drawn across time – along with a series of questions. After students explore the reports, we review their responses as a group. It makes almost no difference as to which report years they have, the overlap across the other questions is sufficient for group discussion.

And so, we begin with the **population** – once shared I explain that the institution was designed to house 500 patients, a number surpassed on all of the reports in the room, and that the institution would reach its peak population of 1,500 in the 1930s. With this question we introduce the challenge of overcrowding and the fact that the institution was the central location of mental health treatment – a concept that tends to be greeted with a fair amount of disbelief.





## Invited Member Submission Cont: Walking through History

Next, we establish that there was a roughly equal split in terms of the number of male and female patients within a given year. This opens up discussion of both the design of the institution as well as ideas related to gender and illness.

It is at this point that we move into the list of the most common **causes** listed as responsible for the onset of insanity.

These tend to garner some laughter from the class, with causes ranging from mental strain, worry, and overwork, to religious excitement or masturbation. We spend time defining the many terms associated with the female reproductive cycle and stages of childbirth before also addressing the presumed heredity assumption. Although the students tend to be dismissive of the list at the outset because it is so all-encompassing, the tone changes as we discuss how it was derived from the admission records on which families would record what they thought to be the cause of the onset of symptoms. We take the comment one step further by highlighting the fact that the list does not include anything that we don't also struggle with today. Difficulties in school, in work, strain at home, loss of loved ones, financial challenges, or other major life changes remain influential factors in our own mental health.

It is from here that we transition to the very closely related **table of diagnoses**. This is where the students are challenged to look beyond the report and to use their phones to Google the terms. Although historians are careful to establish that there is not a direct continuum between terminology of the nineteenth or early twentieth centuries and those today, the point here is to establish that a quick "translation" of terms makes it clear that "dementia praecox," for instance is not as distant sounding when its connections to "schizophrenia" are revealed. It also

becomes evident that some terms have remained unchanged, such as "dementia," but that their associated descriptors have flipped: whereas today a diagnosis of dementia would be presumed from the outset to be associated with advanced age unless "early onset" were added, the reports we share specify "senile dementia" to indicate that advanced age is believed to be a factor in the development of the dementia. For mental health specific classes, this comparison of terms is particularly key so that students can draw direct connections to the concepts they have covered in their lectures, but even in non-health related programs our base knowledge of the current mental health taxonomy helps students to connect more directly with the patients listed only as statistical numbers in the reports.

Finally, we move to the general question of the wider focus of the reports. Regardless of year, the trend is similar: the focus is on the maintenance and repair of the physical structure. This is where the association between early asylum physicians as **administrative caretakers** first developed. With responsibility for the care of hundreds if not thousands of individuals placed in the hands of physicians, focus inevitably fell to the basic upkeep of the institutions. Here we can step back and explore the reasons for the opening of asylums, the challenges faced by their operations, and their slow decline towards deinstitutionalization – the perfect introduction to launch into the tour.

Although the overall purpose of this activity is to encourage students to keep an open mind while on tour, it has been successful specifically in closing the gap between "then" and "now." My measure for this has come through the changes in the types of questions I

receive both during the pre-tour activity and the tour itself. A marked decline in questions related to the "horrible things that they did to people" to **direct questions** about experiences, treatments, and outcomes. There is no move away from the more challenging or controversial aspects of institutional history, but there is an opening provided for deeper discussion.

I contend that there is a very different experience between learning about our institutional history from books or lectures and actually stepping onto those grounds and exploring primary documents. Our mental health institutions may be considered particularly unique in this sense. With their initial designs to keep people out and separate their populations from the community around them and the later temptations provided by boarded-up abandonment following deinstitutionalization, we have set up a key environment in the mental health system that is taboo, off-limits, or secretive. **Preventing access only encourages people to make up their own history.**

I hope that I have piqued your curiosity to consider engaging with the sites and records of our former institutional era as tools to move the multi-century battle against stigmatization forward. If I might leave you with one final anecdote, I would cite a statement that I hear regularly from students – the observation that if "I" had been alive during the asylum era that "I" likely would have been institutionalized. This realization, above all others, is what encourages me to continue engaging with asylum history in this way. If a person can move from a view of "them" to "us" after a 90 minute tour, imagine what else can be accomplished.





## Invited Column: More Helpful Resources from Division 2: The Society for the Teaching of Psychology

Bill Altman, Vice President for Resources

The Society for the Teaching of Psychology promotes excellence in the teaching and learning of psychology. We provide information, materials, and most importantly, a community of teachers who want to help each other achieve greatness in our classrooms. So in short, we're from the APA and we're here to help you!

In addition to the peer-reviewed classroom teaching resources and sample syllabi from [Project Syllabus](#), that we discussed in our previous column, two other popular resources are the Today in the History of Psychology and Psychology in Communities wikis. They provide a wealth of information that you may find useful not only for teaching, but also for working with members of your wider community, and with representatives of the media.

The [Today in the History of Psychology wiki](#) is a constantly growing online compilation of key events and people in psychology, with over 3200 entries. We've organized it in a cross-referenced calendar format and it has excellent links to other online content. You might use it to find information for your class, or as an excellent tool for projects and assignments. For example, you might ask students to look for and discuss (or write about) the important psychological events and birthdays that happened on their own birthdays (my own birthday includes the 1660 founding of what evolved into Great Britain's Royal Society).

### Taking it to the streets: How to give psychology away and become a local media

Basic Information	Spreading the Word About Psychology
<a href="#">Printable Resource Guide</a> <a href="#">Media Checklist</a> <a href="#">Electronic Media</a> <a href="#">You Write the Stories</a> <a href="#">More Resources</a>	
<a href="#">Courting the Media</a> <a href="#">Pitching a Story</a> <a href="#">Match Stories to Needs</a> <a href="#">Get to Know the Media</a> <a href="#">Sources for Stories</a> <a href="#">Adapting to the Media</a>	<p>As p exple comr socie impo infor plain the n educ Conv from</p> <p>This aver: effec</p>

[https://jillshultz.com/williamaltman/Bill\\_Projects/Working\\_with\\_the\\_Media/Psychologists\\_and\\_the\\_Media.htm](https://jillshultz.com/williamaltman/Bill_Projects/Working_with_the_Media/Psychologists_and_the_Media.htm)



As the foundational division 1 within APA The Society for General Psychology recognizes our family of foundation divisions and encourages our members to learn more. If you are interested supplementing your Division 1 membership by also joining Div 2: STP (including access to the journal Teaching of Psychology) see [teachpsych.org/join/](http://teachpsych.org/join/). Sign-up is also available during your Division 1 renewal at <http://www.apa.org/about/division/join.aspx>

One of our most interesting efforts is the [Psychology in Communities wiki](#). We designed it around the idea that we are experts in our psychological fields, and that every year we share our knowledge of psychological science with students, helping them challenge their beliefs about behavior and perhaps improve their daily lives. Why stop there? We should share psychology with our wider communities, enriching the lives and improving the interactions of our friends, neighbors, and communities in general. So, we created this wiki to share information that will prepare us to help the general public. In this wiki, you'll find ways to work with your local media, strategies for becoming a popular speaker for local, regional, and national groups, and even scripts and PowerPoint presentations that you can use for particular talks. There's a link to STP's peer-reviewed [media training website](#), to help you determine how you'd best like to work with the media (for example, becoming a trusted source, or getting your own column or time on the air), and to give you the step-by-step directions for achieving your goal. And you can also use this wiki to create assignments for your students. For instance, you might ask them to write letters to the editor or short columns for their local newspapers, or engage in a class project that culminates in a presentation for local officials or local media on a topic of interest.

The Society for the Teaching of Psychology provides these and many other resources free of charge on our website. Membership in STP includes the journal, Teaching of Psychology, access to our Professional Development Mentoring Service, online access to the journal Psychology of Women Quarterly (Thanks to a reciprocal agreement with the Society for the Psychology of Women), access to our searchable membership directory, special publications for members only, and a host of other benefits. The cost of membership is just \$25 per year for faculty, and only \$15 for students. Learn more about joining STP on our website.





## Council of Representatives: COR Meeting February, 2019 Washington, DC

Mindy J Erchull, Division 1 Council Representative



This is a summary of the major items during the February 2019 APA Council meeting. If you would like more detail on anything, please feel free to contact me at [merchull@umw.edu](mailto:merchull@umw.edu).

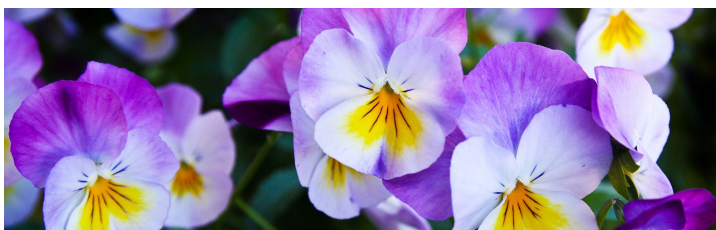
- Dr. Rosie Phillips Davis discussed some of the projects she's undertaking. These include an initiative to get psychologists to create 2 minute videos that can be used to share our science with the general public (APA PsycShorts) and her **Deep Poverty Initiative**.
- **Presidential citations** were given to:
  - o The APA Leadership Institute for Women in Psychology
  - o Elisabeth Straus, the former executive director of APF
  - o Dr. Bethany A. Teachman for her leadership in advancing evidence-based practice in psychology
- The **strategic plan** was approved. The goals of the plan are to:
  - o Utilize psychology to make a positive impact on critical societal issues
  - o Elevate the public's understanding of, regard for, and use of psychology
  - o Prepare the discipline and profession of psychology for the future
  - o Strengthen APA's standing as an authoritative voice for psychology
- We got an update on the **501c6** (APASI – APA Services Inc). The new advocacy coordinating committee is moving through the process of setting advocacy priorities. The indicated that the general factors they will be considering are
  - o Is this consistent with APA's mission?
  - o Does psychology possess needed expertise to speak to this issue?

- o Is the advocacy goal consistent with APA's strategic plan?
  - They also have some more fine-grained criteria that I'm happy to talk with you more about if there is interest.
  - The resolution on physical **discipline** of children by parents was adopted. There was concern that the resolution overstated the clarity and consistency of the effects of spanking in the research literature. There was also concern that this could harm poor families and families of color as kids are more likely to be removed from parents in these groups because of physical interactions than is true for those with more social privilege.
  - The clinical practice **guidelines** for depression were adopted. There continues to be concern about the reliance on randomized controlled trials in the development of these guidelines rather than looking at a broader array of research. There were also concerns that there's also not enough data that considers the role of different identity variables.
  - The **resolution** on child and adolescent mental and behavioral health was approved. This involved archiving an older resolution from 2004 and then approving the new one.
  - An update of APA's policies and curriculum relate to **psychopharmacology** were approved.

The key change is that there can now be more psychopharmacology training at the doctoral level rather than being post-doctoral/post-licensure. Council received a report regarding master's programs in health-service psychology. This is a first step towards developing accreditation procedures for these master's programs. Most of the discussion here centered around concerns that relate to scope of practice and title issues, but these were outside of the charge for this report and will come as this process moves forward. There was also discussion that we can't delay on this as others are already doing master's level accreditation, so if we want a say in what people can do and how they're trained, we need to act now.

- The primary agenda item that Division members talked with me about in advance of the Council meeting was the motion to revise language about the need for **Divisions** to get policy and **position statements** reviewed and approved by APA prior to releasing them and that these statements can't conflict with APA. The language revisions were approved. The actual language changes more clarified a policy already in place rather than created any actual changes. That said, it seems like Divisions have not always followed this process and APA may not have widely enforced it. Given this, the agenda item seems to have brought this to the attention of many resulting in concerns about the policy rather than the language used in the policy.





## Council Cont: COR Meeting February, 2019 Washington, DC

- For some, the concerns expressed had to do with language indicating that these statements had to originate with Divisions as some divisions are asked and routinely sign on to statements developed by other allied organizations. This was resolved with minor language edits.
- There were also concerns that this review process may be slow and prevent timely responses. APA/APA legal wants to be as timely as possible, but no hard guarantees on timing were given.
- The concern that Division members had come to me with prior to the meeting, and raised by many at the meeting, was that it troubles many that this prevents Divisions from critiquing APA. Given the recent history with problems at APA, many feel like this is a bad time to be doing this. These concerns are with the policy not the language, however, so that needs to be brought at a future meeting as a different business item. I'm sure this will be a concern discussed by the Social Justice Divisions, of which Div 1 is part of, so we'll see what comes of this in the future.

This is a summary of the major items during the February 2019 APA Council meeting. If you would like more detail on anything, please feel free to contact me at [merchull@umw.edu](mailto:merchull@umw.edu).



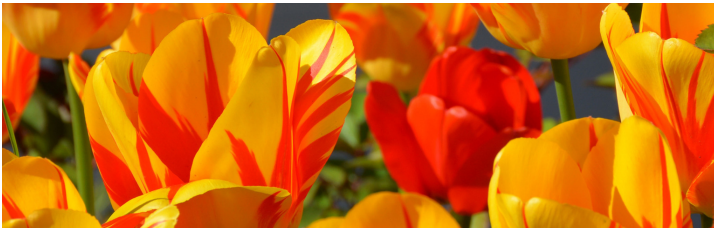
### Help Wanted: Chief of Psychology in the Public Interest

"The American Psychological Association (APA) is seeking a strategic thinker and collaborative leader for the new position of Chief of Psychology in the Public Interest. This position is responsible for leading a transformational agenda to increase the impact of APA's efforts by applying the science and practice of psychology to benefit society and improve lives. The Chief of Psychology in the Public Interest will oversee the diverse portfolio of the Public Interest (PI) Directorate, which includes programs and initiatives related to critical societal issues, with a special emphasis on underserved populations. This person will also work with the CEO, Deputy CEO, Chief Diversity Officer, and other members of the Executive Management Group to foster collaboration and to ensure alignment between APA's activities and strategic priorities."

For the full position summary see:

<https://recruiting.ultipro.com/AME1075/JobBoard/09af7a49-6e44-7933-83ad-e62b675aa816/OpportunityDetail?opportunityId=271e0815-1fe1-42bd-b38f-b1f942f97f51>





## Invited Officer Submission: Psychology and Interdisciplinarity: Reflections on a graduate seminar

Lisa Osbeck, University of West Georgia, Division 1 President-Elect

### Overview

The 21st century flourishing of “interdisciplinarity” as a construct and value interests me for several reasons: for the historical meanings of this development, for the problem-solving potential of new “hybrid” sciences to address complex human challenges, for the creative possibilities entailed in transferring concepts, methods, and models from one disciplinary context to another, and for the cognitive flexibility honed in acts of **disciplinary perspective** taking – a vital skill in a time marked by rapid change and uncertainty. My interest has been piqued not only by studying interdisciplinary science as practiced, but by participation on an interdisciplinary team that conducted the investigation of four interdisciplinary laboratories that was led by Nancy Nersessian (e.g., Nersessian, 2017; MacLeod & Nersessian, 2018; Osbeck & Nersessian, 2017; Osbeck, Malone, Nersessian, & Newstetter, 2011). Less clear to me is the framework for understanding psychology’s contribution to interdisciplinary problem-solving – what this might look like and how psychology might contribute to the promise of collaborative innovation.

To explore these questions, I offered a graduate seminar called “Psychology and Interdisciplinarity” in spring, 2018. The psychology department at West Georgia is rooted in humanistic and human science approaches to psychology but currently includes critical and social justice perspectives. So the setting was right for an **exploratory seminar** of this kind, and I was delighted that a small group of bright, articulate, engaged students decided to take up the challenge.

### Course Description

This course was intended to facilitate discussion of the possibilities for psychology’s involvement in **interdisciplinary collaboration** and to address conceptual and empirical problems posed by the project of interdisciplinarity, including problems specific to psychology. Objectives were to consider arguments for and against interdisciplinary collaboration, investigate the “boundary land” linking psychology with other disciplines, and develop a model for psychology to contribution to the

solution of urgent, complex human problems, building on existing strategies or proposing new ones. A final goal was experiential: to explore what is gained and lost by living in the margins or straddling two traditionally distinct disciplinary boundaries.

Informed participation in classroom discussion was the principal delivery mode. Classical and contemporary readings were organized around the following themes: Psychology, Science, and Technology; Psychology and Mathematics; Psychology and Other Social Sciences ; Psychology, Business, and Economics; Psychology and the Humanities; Psychology and the Arts. Students provided regular updates on projects throughout the semester and offered feedback to others.

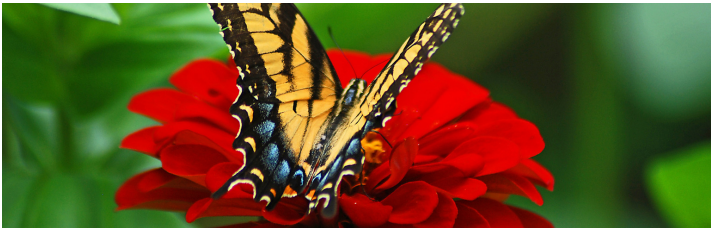
### Formal assignments

#### 1. Disciplinary Boundaries Case Study

Each student selected an academic discipline represented on the University campus with the aim of articulating the “boundary land” between psychology and another discipline (“Discipline X”). Disciplines included Computer Science, Women’s Studies, English, Anthropology, Sociology, and Art. They collected quasi-ethnographic data on disciplinary practice: at a minimum, a classroom observation, a faculty interview, and analysis of a representative text. Students were asked to use **thematic analysis** as a basis for analyzing three principal questions:

1. In what specific ways do psychological concepts influence concepts, methods, models, metaphors, analytic themes, etc. in discipline X? What is the origin story of models or concepts described, how long have they been influential, to what extent do they remain viable and current?
2. In what ways do concepts, methods, models, and frameworks from the other discipline influence psychology? How is the disciplinary influence you identify historically situated?
3. Describe to your best ability the normative framework that structures practices in this discipline, as well as any local norms (university or region specific) that seem to guide evaluation and expectations. Students also were asked to provide regular updates in class, sharing their experiences and insights and soliciting feedback for new lines of investigation and analysis. They wrote up their procedures and observations into a research report.





## Invited Submission Cont: Psychology and Interdisciplinarity

### 2. Vision Statement: Psychological Engagement in Interdisciplinary Problem Solving

I asked students to select a problem of broad scale and global impact, for which they believe interdisciplinary collaboration and **revolutionary strategies** are required, and about which they feel passionate and personally invested. Their chosen problems included global poverty, sex trafficking, illiteracy, genocide, and racism on college campuses. In addition to researching the problem of choice, students were asked to investigate ways psychology is already offering a contribution to problem solving efforts underway, but also to imagine new possibilities for increased involvement. Although intended to be a statement of possibility, the vision statement needed to be grounded in evidence and other available psychological resources (questions, concepts, models, theories, methods). I encouraged students to aim at being at once idealistic and pragmatic, large in vision but focused on **actionable contributions**. Students were asked to share their ideas in a formal presentation at the end of the semester to which the psychology department was invited.

#### Evaluation and Reflection

Any new seminar brings unanticipated challenges. In this one, students occasionally felt burdened by the nature and extent of reading, especially covering a vast range of topics. Discussion was occasionally overly broad, reflecting the constraints of merely dabbling in other disciplines. Qualitative research was new to some students, so more time than I had intended to apportion was spent discussing basic issues in data collection and analysis. One student felt that the topics were disproportionately Western; two or three students were hesitant to affirm the value of global problem solving as a goal. Both of these reactions prompted discussions that were helpful to my own **development** as a teacher and citizen. Yet on balance, formal and informal student comments suggest that the seminar was a very good experience, and it certainly was so for me.

As a class we repeatedly questioned the essence of psychology and 'the psychological,' probing the **identity of the discipline**, its values, methods, and potential. Students were especially appreciative of the opportunity

to study another discipline and learn about its peculiar characteristics and specific overlap with psychology. They also honed skills in qualitative research through data collection and analysis. Two students made valuable collaborations with new colleagues through the disciplinary case study. Students' **vision** projects were creative and original; there was wonderful energy and camaraderie in our discussion of progress toward them. Although outside attendance at our final paper presentations was modest, students treated the event like a symposium and offered intriguing reflections on the potential for psychology to extend its reach in new directions through interdisciplinary collaboration.

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- Osbeck, L, Malone, K., Nersessian, N. & Newstetter, W. (2011). *Science as psychology: Sense-making and identity in science practice*. New York: Cambridge University Press.
- Osbeck, L. & Nersessian, N.J. (2017). Epistemic identities in interdisciplinary science. *Perspectives on Science*, 25 (2), pp. 226-260







## Psychology Day At the UN: The Time is Now: Psychological Contributions to Global Gender Equality

The Twelfth annual Psychology Day at the United Nations was held on April 25th 2019. The event was co-sponsored by the APA Office of International Affairs and The Permanent Mission of Palau to the United Nations and The Permanent Mission of the Dominican Republic to the United Nations

This years theme was The Time is Now: Psychological Contributions to Global Gender Equality: Per the program "In 2015, the United Nations adopted the Sustainable Development Goals (SDGs). This program focused on ways in which psychologists may contribute to promoting SDG #5: "achieve gender equality and empower all women and girls." Experts in the field of psychology addressed the challenges in achieving global gender equity, and highlighted strategies and programs that encourage, support, and create conditions to accelerate progress towards making gender equality a reality globally."

### Chairs/Planning committee

Nélida Quintero, Ph.D. , Janet A Sigal, Ph.D. , and Leslie Popoff, Ph.D.

### Speakers included

Dr. Oliva M. Espín is Professor Emerita, Department of Women's Studies, San Diego State University

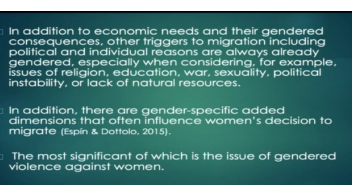
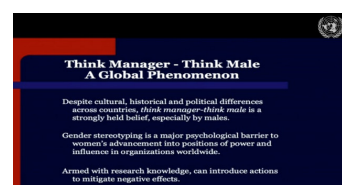
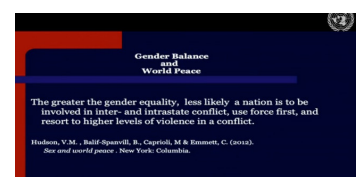
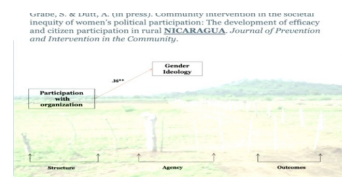
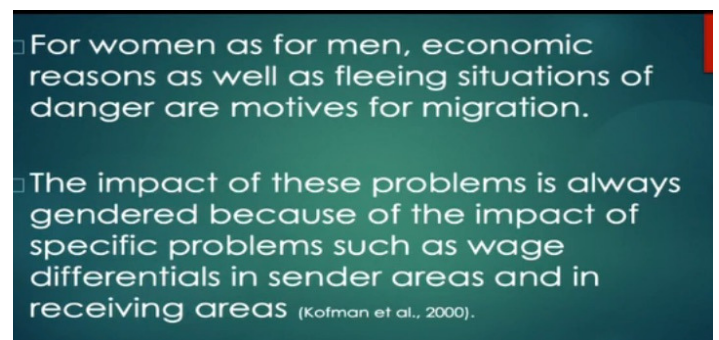
Dr. Lillian Comas-Díaz, is a clinical psychologist in private practice, and a clinical professor at the George Washington University Department of Psychiatry and Behavioral Sciences

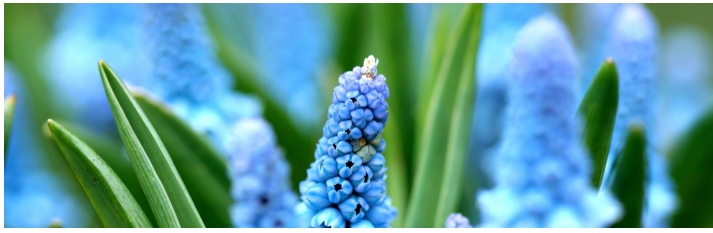
Dr. Shelly Grabe is a Professor in Social Psychology at the University of California, Santa Cruz.

Dr. Virginia E. Schein, Professor Emerita of Management and Psychology, Gettysburg College

For the full event and printed program see UN Web TV:  
<http://webtv.un.org/d/watch/the-time-is-now-psychological-contributions-to-global-gender-equality-12th-annual-psychology-day-at-the-united-nations/6030064139001/>

For more information on the annual event:  
<https://www.unpsychologyday.com/>





## Member Submission Column: IF IT WASN'T FOR THE LIGHTHOUSE

Pat DeLeon, former APA President

With substantive change comes exciting opportunities and admittedly challenges. Tony Puente has just completed his term on the Board of Directors, having served as APA's 125th President in 2017. "The beginning of a new era for APA started this year with the development of a new focus on [advocacy](#). APA has over the last 126 years been devoted to PSYCHOLOGY. More recently, the focus on PSYCHOLOGISTS emerged from the increasing and critical need to make advocacy core to APA. The practice community, with the advent of the APA Practice Organization under the direction of Bryant Welch, had started the focus in the late 1980s. Issues such as scope of practice, physician definition, and [reimbursement](#) were attended by a devoted and outstanding staff and the effort was guided by the Committee for the Advancement of Professional Practice of Psychology (CAPP). The APA Psychological Services, Inc. took over this function but, in addition, integrated all four silos at APA – Education, Practice, Public Interest, and Science, as well as developed a sustainable revenue stream (60% of membership dues). This new entity is being directed by the newly hired Katherine McGuire who has an extensive and respected advocacy history in working both in Congress and the private sector. "The APA leadership group guiding this effort is made up of 14 highly qualified members of APA representing all of the association and being led by co-chairs Jennifer Kelly,

long time APA Secretary, and myself. This group, known as the Advocacy Coordinating Committee, is the outgrowth of two prior working groups one each in 2017 and 2018. At the present time the group is establishing its working infrastructure; as well as starting to gather data about advocacy needs. A very brief survey to all members and a sample of non-members of APA went out early in February. The goal is to gather significant amounts of information in order to develop strategic advocacy plans for the association. This exciting new venture will also increase and consolidate a wide variety of member benefits. Again, the focus of APA Services, Inc. is to better serve the needs of ALL psychologists and for APA to have ONE VOICE representing all of our members in the world of advocacy." Jennifer: "It has been a rewarding and enriching experience to be part of this inaugural group. All the members of the committee have had extensive experience in advocacy, but it has usually been within each respective area. To be able to approach advocacy from an [integrated approach](#) and eliminating the silos will serve to make the association and the profession stronger." Making A Difference: Many of us decided upon a career in psychology because we felt that we could make a real difference in the lives of our fellow citizens, on the individual or systems/societal level. Accordingly, we were particularly pleased with the APA Citizen Psychologist initiative of last year's President Jessica Henderson Daniel,

highlighting the many contributions of the often unheralded "best of psychology." Jessica -- APA Citizen Psychologists are defined as individuals who serve as leaders in their various communities. Through prolonged engagement in significant activities, they contribute to improving the lives of all. This can include public service, volunteerism, board membership and other strategic roles often not directly associated with the day-to-day work of psychologists in our careers. [APA Citizen Psychologists](#) come from all branches of the field of psychology. They bring psychological science and expertise to bear on existing challenges to improve community well-being locally, nationally, or globally.

Over the years, we have been similarly impressed by the dedication and vision of Barbara Van Dahlen, Founder and President of [Give an Hour](#), and the impact of her organization. Barbara has been formally recognized by APA Presidents Don Bersoff and Melba Vasquez. "In response to the November Borderline mass shooting in Thousand Oaks California, Give an Hour California is proud to be partnering with the Ventura County Community Foundation to support the administration of Conejo Valley Victim's Fund. In addition to assisting those who were present, injured, or lost a loved one in the attack, Give an Hour is also offering pro bono mental health support through our Provider Network, and case management services. We are working with community leaders to build and implement a comprehensive long-term plan to support not only those affected by the Borderline mass





## Member Submission Cont: IF IT WASN'T FOR

shooting, but the entire community as they move from recovery to resilience after the shooting and fires that consumed the area immediately following the shooting. We have also opened our network of volunteer mental health professionals to support the more than 12,000 **immigrant and refugee** children – and their families – who are being affected by the humanitarian crisis at the U.S. Southern border. We are honored to offer critical expertise and support to address the acute and long-term mental health consequences for children and families separated from each other upon entry to the United States. Many of these families were fleeing violence in their countries of origin. Many have already experienced considerable trauma. Working to assist government agencies and non-profit organizations responding to this critical need, Give an Hour is collaborating with major mental health associations in this unprecedented effort including

“ the APA, the California Psychological Association, and CAMFT (California Association of Marriage and Family Therapists). We are honored to be working with these fine organizations and are inviting ALL licensed mental health professionals to join us to support families affected by this trauma and others that affect our citizens [www.giveanhour.org].”  
Prescriptive Authority: For a number of us involved in the **prescription privilege** (RxP) agenda, the underlying issue has always been access to the highest possible quality of care. Ever since U.S. Senator Daniel K. Inouye addressed their membership in November, 1984, Hawaii Psychological Association (HPA) has been actively pursuing this legislative agenda, once having gotten as far as the Governor who ultimately vetoed their bill. The essence of their legislative approach has been to **actively engage** those in the community who would directly benefit. Once again this year, Mental Health America of Hawaii

made access to prescriptive authority for advanced trained clinical psychologists a high priority. Judi Steinman: “Hawai’i legislators introduced three separate bills proposing prescriptive authority for specially trained psychologists. Legislators from every island across the state served as co-introducers of these bills, a first for us in our efforts to address the tsunami of suffering in our underserved communities. Another first is that House and Senate leadership are amongst those who introduced these bills; with the House Vice Speaker, Majority Leader, Majority Floor Leader, and Majority Whips. A new Senator and Majority Caucus Leader and Majority Floor Leader – both from Hawai’i Island – introduced legislation; while the Senate Vice President is warmly supportive. Our champions in both the House and Senate include the Chairs of the respective Health Committees.”  
**Meaningful change** always takes time and persistence. “Where would this ship be?” [The Oak Ridge Boys]. Aloha.



To Join  
[www.apadivisions.org/  
division-1/membership](http://www.apadivisions.org/division-1/membership)

### Division 1 Mission Statement and Goals

#### Mission

The Society for General Psychology (APA Division 1) is concerned with creating coherence among psychology's diverse specialties by encouraging members to incorporate multiple perspectives from psychology's sub-disciplines into their research, theory, and practice. Division 1 welcomes membership from academic scientists, professional practitioners, psychologists, and students of psychology, including those whose main concern is the public interest.

#### Goals

The goals of the Society for General Psychology (APA Division 1) are to:

1. Promote awareness of general psychology as an integrative approach to the field of psychology;
2. Advocate for connection and coherence among psychology's diverse specialties;
3. Provide opportunities for integration of multiple perspectives in education, research, practice, and psychology in the public interest;
4. Recognize excellence in general psychology and in the integration of multiple perspectives;
5. Provide networking opportunities to support integrative activity for psychological scientists, practitioners, educators, theorists, historians, public policy advocates, and students of psychology;
6. Support the development of the next generation of general psychologists;
7. Collaborate and cooperate with other APA divisions to develop programs and projects designed to integrate multiple concepts, perspectives, and theories.

Approved March 2015

