On Interpreting Stereotype Threat as Accounting for African American-White Differences on Cognitive Tests.
By Sackett, Paul R.; Hardison, Chaitra M.; Cullen, Michael J.
American Psychologist. 2004 Jan Vol 59(1) 7-13

C. M. Steele and J. Aronson (1995) showed that making race salient when taking a difficult test affected the performance of high-ability African American students, a phenomenon they termed stereotype threat. The authors document that this research is widely misinterpreted in both popular and scholarly publications as showing that eliminating stereotype threat eliminates the African American-White difference in test performance. In fact, scores were statistically adjusted for differences in students’ prior SAT performance, and thus, Steele and Aronson’s findings actually showed that absent stereotype threat, the two groups differ to the degree that would be expected based on differences in prior SAT scores. The authors caution against interpreting the Steele and Aronson experiment as evidence that stereotype threat is the primary cause of African American-White differences in test performance. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

Should There Be a Three-Strikes Rule Against Pure Discovery Learning?
By Mayer, Richard E.
American Psychologist. 2004 Jan Vol 59(1) 14-19

The author’s thesis is that there is sufficient research evidence to make any reasonable person skeptical about the benefits of discovery learning—practiced under the guise of cognitive constructivism or social constructivism—as a preferred instructional method. The author reviews research on discovery of problem-solving rules culminating in the 1960s, discovery of conservation strategies culminating in the 1970s, and discovery of LOGO programming strategies culminating in the 1980s. In each case, guided discovery was more effective than pure discovery in helping students learn and transfer. Overall, the constructivist view of learning may be best supported by methods of instruction that involve cognitive activity rather than behavioral activity, instructional guidance rather than pure discovery, and curricular focus rather than unstructured exploration. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

Loss, Trauma, and Human Resilience: Have We Underestimated the Human Capacity to Thrive After Extremely Aversive Events?
By Bonanno, George A.
American Psychologist. 2004 Jan Vol 59(1) 20-28

Many people are exposed to loss or potentially traumatic events at some point in their lives, and yet they continue to have positive emotional experiences and show only minor and transient disruptions in their ability to function. Unfortunately, because much of psychology’s knowledge about how adults cope with loss or trauma has come from individuals who sought treatment or exhibited great distress, loss and trauma theorists have often viewed this type of resilience as either rare or pathological. The author challenges these assumptions by reviewing evidence that resilience represents a distinct trajectory from the process of recovery, that resilience in the face of loss or potential trauma is more common than is often believed, and that there are multiple and sometimes unexpected pathways to resilience. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

How the Mind Hurts and Heals the Body.
By Ray, Oakley
American Psychologist. 2004 Jan Vol 59(1) 29-40

The author reviews some of the social and behavioral factors acting on the brain that influence health, illness, and death. Supported with data from several areas of research, his proposal for understanding health and illness provides both the concepts and the mechanisms for studying and explaining mind-body relationships. The brain is the body’s first line of defense against illness, and the mind is the emergent functioning of the brain. This mind-body approach incorporates ideas, belief systems, and hopes as well as biochemistry, physiology, and anatomy. Changing thoughts imply a changing brain and thus a changing biology and body. Belief systems provide a baseline for the functioning brain upon which other variables act and have their effects. (PsycINFO Database Record (c) 2005 APA, all rights reserved)
By Barclay, Allan; Alberts, Fred L.
American Psychologist. 2004 Jan Vol 59(1) 41-42
Memorializes Theodore H. "Ted" Blau, one of America's foremost advocates for the clinical application of psychological knowledge. Although private practice remained his primary passion and work until his death, Ted served as consultant to various organizations, was a leading forensic psychologist, was an adjunct professor, and provided many years of service in the governance of the American Psychological Association (APA).

By Lubinski, David
American Psychologist. 2004 Jan Vol 59(1) 43-44
Memorializes John Bissell (Jack) Carroll, an early leader in the development of psycholinguistics and a dominant contributor to psychometrics and the study of individual differences in cognitive abilities. His seminal work in evaluating foreign language proficiencies across multiple cultures combined his expertise in psycholinguistics with that in psychometrics and defined fundamental issues in the study of language acquisition.

Nancy Collier Waugh (1930-2002).
By Fozard, James L.; Norman, Donald A.; Thomas, John C.; Barr, Robin A.
American Psychologist. 2004 Jan Vol 59(1) 45
Memorializes Nancy Alicia Collier Waugh. Her best known publications describe her seminal contributions to the development of the information-theory approach to cognition and, later, her applications of these concepts to an analysis of age-related changes in memory. Less well-known but equally important are her professional collaborations that influenced the development of these two areas far beyond her own publications.

By Van Cott, Harold P.
American Psychologist. 2004 Jan Vol 59(1) 46
Memorializes Robert W. Swezey, a nationally recognized expert in applied industrial psychology and a pioneer in cutting-edge research on training and simulation. He was the founder and president of InterScience America, Inc., a research and development firm.

By Steele, Claude M.; Aronson, Joshua A.
American Psychologist. 2004 Jan Vol 59(1) 47-48
This comment notes that P. R. Sackett et al (see record 2004-10043-001) have raised a concern: that 29 mischaracterizations of an experiment from C. M. Steele and J. Aronson (see record 1996-12938-001) spread over 8 years of media reports, journal articles, and textbooks could mislead teachers, students, researchers, policymakers, and parents into believing that the African American-White test-score gap is entirely caused by stereotype and not at all by group differences in opportunities and test-related knowledge, and that this belief could undermine efforts to improve African American students' academic skills. Sackett et al focus on the reporting of only a single experiment from the first published article on stereotype threat. It is argued that this extremely narrow focus greatly exaggerates three issues. These issues are addressed in turn.

On the Value of Correcting Mischaracterizations of Stereotype Threat Research.
By Sackett, Paul R.; Hardison, Chaitra M.; Cullen, Michael J.
American Psychologist. 2004 Jan Vol 59(1) 48-49
Replies to comments by C. M. Steele and J. Aronson (see record 2004-10043-009) on the mischaracterizations alleged by P. R. Sackett et al (see record 2004-10043-001) in the 1995 experiment by Steele and Aronson (see record 1996-12938-001) on the intellectual test performance of African Americans. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

Journal Impact Factors and Self-Citations: Implications for Psychology Journals.
By Anseel, Frederik; Duyck, Wouter; De Baene, Wouter; Brysbaert, Marc
American Psychologist. 2004 Jan Vol 59(1) 49-51
Comments on the study by J. G. Adair and N. Vohra (see record 2003-02034-002) of changes in the number of references and citations in psychology journals as a consequence of the current knowledge explosion. They made a striking observation of the sometimes excessive number of self-citations in psychology journals. However, after this illustration, no further attention was paid to the issue of self-citation. Therefore, an important underexplored question is to what extent impact factors of psychology journals are artificially inflated or deflated by self-citations. For the present article, the authors used the Institute for Scientific Information (ISI) databases.
Web of Science (WoS) and Journal Citation Reports (JCR) as the basis of our analyses. From each article (including empirical articles and literature reviews) in five high-, five middle-, and five low-ranked journals in psychology published in 1998 and 1999, they collected the number of self-citations and other-citations in 2000 from the WoS. Data analyses show that, compared with low- and middle-impact psychology journals, the true citation counts of high-impact psychology journals are actually underestimated. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

On (Not) Trimming One’s Toenails With a Bazooka.
By Green, Christopher D.
American Psychologist. 2004 Jan Vol 59(1) 51

Comments on the study by J. G. Adair and N. Vohra (see record 2003-02034-001), which showed that the number of references used in psychological articles has increased over the past few decades. This increase constituted such a crisis in their view that they advised psychologists to cut back on the number of references they use as a way of responding to the information explosion. C. D. Green contends that there is no crisis. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

Galton on Spirituality, Religion, and Health.
By McCormick, Douglas J.
American Psychologist. 2004 Jan Vol 59(1) 52

Comments on the four articles in the special section on spirituality, religion, and health in the January 2003 issue of American Psychologist (2003, Vol 58, 24-74). These articles acknowledged the long tradition of research in this area but cited no work prior to William James (1902) and Durkheim (1897/1951). This is a pity, as Francis Galton, the father of differential psychology, published pioneering works 30 years earlier in his book Hereditary Genius (1869) and in a paper titled "Statistical Inquiries Into the Efficacy of Prayer" (1872). (PsycINFO Database Record (c) 2005 APA, all rights reserved)

By Richmond, Lee J.
American Psychologist. 2004 Jan Vol 59(1) 52

Comments on (1) the article by W. R. Miller and C. E. Thoresen (see record 2003-02034-003), which states that the area of spirituality, religion and health is seen as an emerging field; and (2) the article by P. C. Hill and K. I. Pargament (see record 2003-02034-006), which states that conceptualization and measurement of religion as spirituality neglect to consider any of the definitional work that has been completed and reported at the summit conferences of the Association for Spiritual, Ethical, and Religious Values in Counseling. Richmond asserts that the authors limited their search for resource material. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

Religion, Spirituality, and Health.
By Rayburn, Carole A.
American Psychologist. 2004 Jan Vol 59(1) 52-53

Comments on the article by W. R. Miller and C. E. Thoresen (see record 2003-02034-003) on spirituality, religion, and health. The authors failed to mention how very far back into history the connections between religiousness, spirituality, and health go. On gender differences in religiousness and spirituality, Miller and Thoresen reported that more people see spirituality and religiousness as overlapping but not the same. However, several other studies have found that this relationship is more complex. Rayburn also comments on the article by P. C. Hill and K. I. Pargament (see record 2003-02034-006) on advances in the conceptualization and measurement of religion and spirituality. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

Unaddressed Problems in the Study of Spirituality and Health.
By Kier, Frederick J.; Davenport, Donna S.
American Psychologist. 2004 Jan Vol 59(1) 53-54

Comments on the four articles in the special section on spirituality, religion, and health in the January 2003 issue of American Psychologist (2003, Vol 58, 24-74). These articles did not address, or did not address adequately, three issues that are fundamental to the question of studying religion and mental health. First, the question of the control groups for the research studies that were cited was hardly mentioned. Second, this line of research is focused heavily on the Judeo-Christian majority. Perhaps the biggest problem with this line of research is that the writers did not seem to provide safeguards that would preclude the general public and the press from taking their conclusions out of context. (PsycINFO Database Record (c) 2005 APA, all rights reserved)

Spirituality, Health, and the Discipline of Psychology.
By Miller, William R.; Thoresen, Carl E.
American Psychologist. 2004 Jan Vol 59(1) 54-55

Replies to comments by D. J. McCormick (see record 2004-10043-013), L. J. Richmond (see record 2004-10043-014), C. A. Rayburn (see record 2004-10043-015), and F. J. Kier and D. S. Davenport (see record 2004-10043-016) on the special section on spirituality, religion, and health in the January 2003 issue of American Psychologist.
Announcements.
By No authorship indicated
American Psychologist. 2004 Jan Vol 59(1) 57-60

Journal announcement by APA's Practice, Science, Education, and Public Interest Directorates and the Office of International Affairs seeking nominations for the association's 2005 awards. (PsycINFO Database Record (c) 2005 APA, all rights reserved)