2021
APF & APA AWARDS
MEMBERS of the American Psychological Association (APA), donors of the American Psychological Foundation (APF), and friends of psychology, we welcome you to share in celebrating the 2021 APF and APA Awards. We are proud to honor recipients of the APF Awards, the APA Awards, and the APA/Psi Chi Edwin B. Newman Graduate Research Award.

It is our privilege to present psychology’s highest awards to our distinguished colleagues. The dedication and achievement that all APF and APA award recipients have demonstrated are worthy of the national recognition with which we honor them.

We are pleased you have joined us in this tribute and celebration.

Sincerely,

Jennifer F. Kelly, PhD, ABPP
APA President (2021)

Terence M. Keane, PhD
President, American Psychological Foundation
2021 American Psychological Foundation Awards
APF Gold Medal for Life Achievement in the Practice of Psychology
APF Gold Medal for Life Achievement in Psychology in the Public Interest
APF Gold Medal for Life Achievement in the Science of Psychology
APF Gold Medal Award for Life Achievement in the Application of Psychology
APF Charles L. Brewer Award for Distinguished Teaching of Psychology

2021 American Psychological Association Awards
Distinguished Scientific Contributions Awards
Distinguished Scientific Early Career Contributions to Psychology Awards
Distinguished Professional Contributions Awards
Distinguished Contributions to Psychology in the Public Interest Awards
Distinguished Contributions to Education and Training Awards
Distinguished International Contributions Awards
2021

AMERICAN
PSYCHOLOGICAL
FOUNDATION
AWARDS
The American Psychological Foundation (APF) confers four awards in recognition of distinguished careers and enduring contributions to psychology: the APF Gold Medals for Life Achievement in the Practice, Application, and Science of Psychology, and in Psychology in the Public Interest. Award committees in each field recommend recipients from nominations submitted by members of the American Psychological Association for final approval by the APF Board of Trustees. Members of the 2021 APF Board of Trustees are Terence M. Keane, PhD, president; Melba J. T. Vasquez, PhD, vice president; W. Bruce Walsh, PhD, secretary; Linda Forrest, PhD, treasurer; J. Gayle Beck, PhD; Camilla Benbow, EdD; Dorothy Cantor, PsyD; Connie S. Chan, PhD; Douglas C. Haldeman, PhD; Anthony W. Jackson, PhD; Antonio E. Puente, PhD; Katherine C. Nordal, PhD; Aurelio Prifitera, PhD; Arthur C. Evans Jr., PhD (ex-officio); Archie L. Turner (ex-officio); and Eric Butter, PhD, APA Board of Directors liaison.

APF Gold Medal Awards

RECIPIENTS

1956 Robert S. Woodworth, PhD
1957 No award given
1958 Edwin R. Guthrie, PhD
1959 Edwin G. Boring, PhD
1960 John Dashiell, PhD
1961 No award given
1962 Walter Miles, PhD
1963 Gordon W. Allport, PhD
1964 No award given
1965 Heinnrich Kluver, PhD
1966 Karl N. Dallenbach, PhD
1967 No award given
1968 Floyd H. Allport, PhD
1969 Henry A. Murray, PhD
1970 Sidney L. Pressey, PhD
1971 B. F. Skinner, PhD
1972 Gardner Murphy, PhD
1973 Harry Harlow, PhD
1974 Donald O. Hebb, PhD
1975 Neal E. Miller, PhD
1976 Arthur Melton, PhD
1977 Daniel Katz, PhD
1978 Ernest R. Hilgard, PhD
1979 J. McVicker Hunt, PhD
1980 Pauline Sears, PhD
1981 Theodore Newcomb, PhD
1982 Nancy Bayley, PhD
1983 J. Paul Guilford, PhD
1984 Anne Anastasi, PhD
1985 E. Lowell Kelly, PhD (Application)
1986 Kenneth E. Clark, PhD (Application)
1987 Kenneth B. Clark, PhD (Public Interest)
1988 Gardner Lindzey, PhD (Public Interest)
1989 Norman Garmezy, PhD (Public Interest)
1990 George A. Miller, PhD (Science)
1991 William Bevan, PhD (Public Interest)
1992 Arthur Benton, PhD (Application)
1993 George W. Albee, PhD (Public Interest)
1994 Ronald E. Fox, PhD (Practice)
1995 Leonard D. Eron, PhD (Public Interest)
1996 Harold Goodglass, PhD (Application)
1997 Theodora M. Abel, PhD (Practice)
1998 Mary D. Ainsworth, PhD (Science)
1999 Herbert J. Freundberger, PhD (Practice)
2000 Peter M. Benassi, PhD (Practice)
2001 Peter M. Benassi, PhD (Practice)
2002...
2000  Harry Levinson, PhD (Application)
        Stanley Moldawsky, PhD (Practice)
        Robert Perloff, PhD (Public Interest)
        Roger N. Shepard, PhD (Science)
2001  Henry P. David, PhD (Public Interest)
        Herman Feifei, PhD (Practice)
        R. Duncan Luce, PhD (Science)
        Joseph D. Matarazzo, PhD (Application)
2002  Mathilda B. Canter, PhD (Practice)
        John B. Carroll, PhD (Science)
        Peter M. Lewinsohn, PhD (Application)
        Ann P. Streissguth, PhD (Public Interest)
2003  Nicholas A. Cummings, PhD (Practice)
        Robert Rosenthal, PhD (Application)
        Charles D. Spielberger, PhD (Science)
        Ethel Tobach, PhD (Public Interest)
2004  Florence L. Denmark, PhD (Public Interest)
        Edwin A. Flesheim, PhD (Application)
        Arthur L. Kovacs, PhD (Practice)
        Janet Taylor Spence, PhD (Science)
2005  James J. Gallagher, PhD (Public Interest)
        Howard Leventhal, PhD (Science)
        Jerome M. Sattler, PhD (Application)
        A. Eugene Shapiro, PhD (Practice)
2006  Albert Bandura, PhD (Science)
        Asher R. Pacht, PhD (Public Interest)
        Eric Schopler, PhD (Application)
        Jack G. Wiggins Jr., PhD (Practice)
2007  Patricia M. Bricklin, PhD (Practice)
        Irving I. Gottfesman, PhD (Science)
        Rhoda K. Unger, PhD (Public Interest)
        Mcary Vernon, PhD (Application)
2008  Alice Hendrickson Ealey, PhD (Science)
        Raymond D. Fowler, PhD (Public Interest)
        Florence W. Kaslow, PhD (Practice)
        Theodore Milton, PhD (Application)
2009  E. Scott Geller, PhD (Public Interest)
        Stuart Oskamp, PhD (Application)
        Robert J. Resnick, PhD (Practice)
        Mary K. Rothbart, PhD (Science)
2010  Patricia Gurin, PhD (Public Interest)
        Richard H. Price, PhD (Application)
        Richard F. Thompson, PhD (Science)
        Judith Peschya Worell, PhD (Practice)
2011  Walter C. Borman, PhD (Application)
        Marcia K. Johnson, PhD (Science)
        Bernice Lott, PhD (Public Interest)
        Charles Silverstein, PhD (Practice)
2012  Carol D. Goodheart, EdD (Practice)
        Marsha M. Linehan, PhD (Application)
        Salvatore R. Maddi, PhD (Public Interest)
        Philip G. Zimbardo, PhD (Science)
2013  Patrick H. DeLeon, PhD, JD, MPH (Practice)
        Jacquelynne S. Eccles, PhD (Public Interest)
        Elizabeth F. Loftus, PhD (Science)
        Frank L. Schmidt, PhD (Application)
2014  Thomas J. Bouchard Jr., PhD (Science)
        Richard M. Lerner, PhD (Application)
        Gilbert O. Sanders, EdD, ABMP (Practice)
        Bonnie R. Strickland, PhD (Public Interest)
2015  Brian A. Iwata, PhD (Application)
        Sarnoff A. Mednick, PhD (Science)
        Walter E. Penk, PhD, ABPP (Practice)
        Derald Wing Sue, PhD (Public Interest)
2016  David W. Johnson, PhD (Application)
        Richard E. Nisbett, PhD (Science)
        Sandra L. Shullman, PhD (Practice)
        Beatrice A. Wright, PhD (Public Interest)
2017  Rodney R. Baker, PhD (Practice)
        Robert J. Gatchel, PhD, ABPP (Application)
        Lynn Nadel, PhD (Science)
        Joseph Everett Trimble, PhD (Public Interest)
2018  David H. Barlow, PhD, ABPP (Practice)
        Marvin R. Goldfried, PhD (Application)
        Constance L. Hammen, PhD (Science)
        James M. Jones, PhD (Public Interest)
2019  Lillian Comas-Diaz, PhD (Practice)
        Bruce E. Wampold, PhD (Application)
        Alan E. Kazdin, PhD, ABPP (Science)
        Janet E. Helms, PhD (Public Interest)
2020  Jean A. Carter, PhD (Practice)
        William E. Cross, Jr., PhD (Application)
        Phoebe C. Ellsworth, PhD (Science)
        Richard M. Suinn, PhD (Public Interest)
2021  Samuel Knapp, PhD (Practice)
        Connie C. Mcloyd, PhD (Public Interest)
        Frederick J. Morrison, PhD (Application)
        Dnarned Weiner, PhD (Science)
APF Gold Medal for Life Achievement in the Practice of Psychology

Samuel Knapp, PhD

Samuel Knapp’s long, distinguished career has resulted in demonstrable effects and significant contributions to best practices in professionalism, ethics education, positive ethics, and legislative advocacy as Director of Professional Affairs for the Pennsylvania Psychological Association and as an ethics educator extraordinaire. Dr. Knapp’s work has modified the way psychologists think about professional ethics through education, from avoiding disciplinary consequences to promoting overarching ethical principles to achieve the highest standards of ethical behavior. His focus on respectful collaboration among psychologists promotes honesty through nonjudgmental conversations. His Ethics Educators Workshop and other continuing education programs have brought together psychology practitioners and faculty to focus deeply on ethics and resulted in the development of the APA Ethics Educators Award. His publications, presentations, and workshops on ethics are extensive and widely cited, making him a top psychologist in the ethics field. He was awarded the APA Lifetime Ethics Educators Award in 2014. Dr. Knapp’s approach to legal advocacy through the Pennsylvania Psychological Association has been emulated nationally. Using a building block strategy to get psychologists embedded in legislation at the state and national level by focusing on small steps, his leadership has resulted in laying the groundwork to expand opportunities and impact for psychologists.

Samuel Knapp received his master’s degree in psychology from the Indiana University of Pennsylvania, earned his doctorate in counseling from Lehigh University, and holds a diplomate from the American Board of Counseling Psychology. The encouragement of Dr. Leon VandeCreek at Indiana University of Pennsylvania facilitated a lifelong commitment to writing and scholarship. Dr. Knapp was the Director of Professional Affairs at the Pennsylvania Psychological Association from 1987 to 2021 and taught in the doctoral programs at the Philadelphia College of Osteopathic Medicine and Lehigh University. He has written numerous books and articles largely focused on ethics or suicide prevention.

The work at the Pennsylvania Psychological Association allowed Dr. Knapp the opportunity to participate in continuing education programs and to meet many psychologists who were committed to patient well-being and ethical principles. He had previously worked in economically challenged areas of rural Pennsylvania where he acquired sufficient experience to appreciate the cognitive and emotional demands on practicing psychologists. These experiences and encounters helped Dr. Knapp to develop or co-develop programs that focused on core values, promoted self-reflection, and encouraged the development of what Dr. Brad Johnson and colleagues would call a competent community, in which colleagues nurture and challenge each other in the benefit of public well-being.
APF Gold Medal for Life Achievement for Psychology in the Public Interest

Vonnie C. McLoyd, PhD

Vonnie C. McLoyd has made outstanding contributions in the public interest as a scholar, mentor, and leader in professional affairs. Her scholarship advanced understanding of the processes through which poverty harms children and provided evidence of the protective effects of social support on parents and children experiencing poverty and neighborhood violence. Her work helped transform the study of African American children to one focused on normative development, contextual influences, and sources of within-group variation. She increased ethnic diversity in psychology through her extensive mentorship and activities undertaken as a leader in the Society for Research on Adolescence, the Society for Research in Child Development, and the Association for Psychological Science.

Vonnie C. McLoyd is the Ewart A. C. Thomas Collegiate Professor of Psychology at the University of Michigan—Ann Arbor. A developmental psychologist, McLoyd studies the processes by which family-level economic stress influences children's socioemotional adjustment and processes that buffer its adverse effects. Her work is published in premier journals in the field, including Child Development, Developmental Psychology, Journal of Research on Adolescence, and Journal of Marriage and Family. Dr. McLoyd's research has been supported by the National Institute of Mental Health, the National Institute of Child Health and Human Development (NICHD), the William T. Grant Foundation, the Rockefeller Foundation, and the Spencer Foundation and recognized by awards from the National Council on Family Relations, the Society for Research in Child Development (SRCD), the William T. Grant Foundation, the MacArthur Foundation, and APA's Division 45, Society for the Psychological Study of Culture, Ethnicity, and Race. She was a member of the National Academies of Sciences Consensus Committee that issued a report in 2019 titled “A Roadmap to Reducing Child Poverty.” She is past Associate Editor of Child Development and American Psychologist and past President of the Society for Research on Adolescence. Currently, Dr. McLoyd is President-Elect of SRCD and co-Director of the University of Michigan Developmental Psychology Training Program on Context and Human Neurobiology funded by NICHD.
APF Gold Medal for Life Achievement the Applications of Psychology

Frederick J. Morrison, PhD

Frederick J. Morrison, PhD, is recognized for pioneering research linking psychology and education. He was one of the first psychologists to utilize the information-processing approach to study childhood reading disorders, demonstrating that dyslexic children do not suffer primarily from a visual-perceptual deficit but from a language-based phonological coding problem. He discovered and exploited a natural experiment, termed school cutoff, to study the causal impact of early schooling on children’s language, cognitive, social, and academic skills. His findings confirmed the critical role of instructional practices on children’s growth but also that the most effective instruction varied with the skill level of the child. Based on these insights, with colleague Carol Connor, Dr. Morrison developed and implemented an intervention to individualize student instruction, confirming that children benefit from different types of instruction. Recently, he has led efforts to link psychological and neurophysiological perspectives in the study of children’s executive function and its role in academic development. He pioneered the collection of neurophysiological data directly in schools, from children as young as 4 years of age. He demonstrated, with colleague Jennie Grammer, that schooling effects on executive function could be observed in the brain prior to their appearance in children’s overt behavior.

Frederick Morrison is professor (emeritus) of psychology, professor in the Combined Program in Education and Psychology and research professor in the Institute for Social Research at the University of Michigan. He is currently visiting professor, University of California, Los Angeles School of Education and Information Sciences. He received his PhD from Harvard University in 1971. In recent years, his research has focused on understanding the nature and sources of children’s cognitive, literacy, and social development over the school transition period. This work ranges from conducting basic research studies utilizing natural experiments and large-scale longitudinal descriptive studies of children’s developmental trajectories to developing, implementing, and evaluating two major school-based interventions aimed at improving children’s learning during the preschool and early school years. Recently, Dr. Morris has been exploring schooling effects on brain and behavioral measures of children’s self-regulation. He has been recognized for his contributions to development and education, as a two-time winner of the Dina Feitelson award from the International Literacy Association, for the best research article published in 2005 and again in 2015. Dr. Morrison has been continuously funded by federal granting agencies for 25 years. Over that period, he has served on national review panels at the National Institute of Health, the National Institute of Child Health and Human Development, the National Science Foundation, and the Institute of Education Sciences. He has mentored approximately 50 graduate student and 10 postdoctoral fellows.
APF Gold Medal for Life
Achievement in Psychology
in the Science of Psychology

Bernard Weiner, PhD

*For his prolific and influential contributions to psychological science through the development of an attributional approach to motivation and emotion. Bernard Weiner examined people’s causal explanations of their own and others’ behavior and showed these to have affective and behavioral consequences on achievement, help-giving, stigmatization, and interpersonal transgressions. The conceptual and empirical rigor of his research is widely recognized and continues to inform studies in countless domains. Weiner also was an inspiring mentor to numerous doctoral students and postdoctoral fellows from around the world, who continue to build on the rich legacy of his attributional approach.*

Weiner was born in Chicago, IL in 1935. He is the third son of parents who fled the Ukraine, Russia in 1920. Weiner received his BA degree in 1955 and an MBA in 1957 from the University of Chicago. During the latter period, he was a research assistant to Dr. Harold Leavitt, who is primarily responsible for Weiner entering the field of psychology.

Following two years in the Army, Weiner enrolled in the psychology doctoral program at the University of Michigan. There, John Atkinson gave life to Weiner’s interest in the building of motivation theory. Weiner’s first academic position was in 1963 at the University of Minnesota. During this time, Weiner initiated a program of research on motivation and memory while remaining committed to the study of achievement strivings.

Weiner was then exposed to the body of research on causal beliefs. He reversed the thinking in this area by considering attributions, such as ability and effort as causes of success and failure, as independent rather than dependent variables (e.g., not whether the person is the cause, but given the person is the cause, so what?). This was the initial shift toward the creation of an attribution-based theory of motivation, which was of main concern during his 50-year academic career.

Following two years at the University of Minnesota, Weiner moved to UCLA. There he befriended Harold Kelley, and later Fritz Heider, two leading figures in the field of causal attributions. His theory, which is captured by a sequence of attribution-emotion-action, became incorporated into the study of not only achievement motivation, but also helping, reactions to the stigmatized, and more. It also played a formative role in the development of other motivational concepts, including learned helplessness and mindset. For his contributions, Weiner has been awarded membership in the National Academy of Education and holds a number of distinguished research awards.
APF Charles L. Brewer Award for Distinguished Teaching of Psychology

Named for Charles L. Brewer for his outstanding contributions to psychology and teaching, this APF award recognizes exemplary career contributions to the teaching of psychology. The APF Charles L. Brewer Distinguished Teaching of Psychology Award Committee selects recipients with the approval of the APF Board of Trustees. The award committee adheres to the following guidelines for selection: exemplary performance as a classroom teacher; development of innovative curricula and courses; development of effective teaching methods and materials; teaching of advanced research methods and practice in psychology; influence as a teacher of students who become psychologists; and administrative facilitation of teaching. Members of the 2021 APF Board of Trustees are Terence M. Keane, PhD, president; Melba J. T. Vasquez, PhD, vice president; W. Bruce Walsh, PhD, secretary; Linda Forrest, PhD, treasurer; J. Gayle Beck, PhD; Camilla Benbow, EdD; Dorothy Cantor, PsyD; Connie S. Chan, PhD; Douglas C. Haldeman, PhD; Anthony W. Jackson, PhD; Antonio E. Puente, PhD; Katherine C. Nordal, PhD; Aurelio Prifitera, PhD; Arthur C. Evans Jr., PhD (ex-officio); Archie L. Turner (ex-officio); and Eric Butter, PhD, APA Board of Directors liaison.

RECIPIENTS

1970 Fred S. Keller, PhD
Freda Gould Rebelsky, PhD
1971 T.S. Krawiec, PhD
Jack L. Michael, PhD
1972 James McCary, PhD
1973 James B. Maas, PhD
Frank Joseph McGugan, PhD
1974 Frank A. Geldard, PhD
Ohmer Milton, PhD
1975 Bernice Neugarten, PhD
Philip Zimbardo, PhD
1976 James V. McConnell, PhD
1977 Fred McKinney, PhD
1978 Douglas K. Candland, PhD
Robert Daniel, PhD
1979 Delos D. Wickens, PhD
1980 Carlos Albizu-Miranda, PhD
Elliott Aronson, PhD
1981 James A. Bayton, PhD
1982 Henry Geistman, PhD
Carolyn Wood Sherif, PhD
1983 Michael Wertheimer, PhD
Ben James Winer, PhD
1984 Robert Freed Bales, PhD
David Coles, PhD
1985 Frank A. Beach, PhD
Wilbert J. McKeachie, PhD
1986 Ludy T. Benjamin Jr., PhD
Ellen P. Reese, MA
1987 E. Mavis Hetherington, PhD
Benton J. Underwood, PhD
1988 Stephen F. Davis, PhD
Richard L. Solomon, PhD
1989 Charles L. Brewer, PhD
1990 No award given
1991 David S. Holmes, PhD
1992 Patricia Marks-Greenfield, PhD
1993 Peter S. Fernald, PhD
1994 Harry P. Bahrick, PhD
Patricia Keith-Spiegel, PhD
1995 Margaret W. Matlin, PhD
Sherman Ross, PhD
1996 Mark E. Ware, PhD
1997 No award given
1998 Diane F. Halpern, PhD
1999 Barbara F. Nodine, PhD
2000 Jane S. Halonen, PhD
2001 Frank J. Vattano, PhD
2002 Douglas A. Bernstein, PhD
2003 Victor A. Benassi, PhD
2004 G. William Hill IV, PhD
2005 Thomas E. Ludwig, PhD
2006 Randolph A. Smith, PhD
2007 Baron Perlman, PhD
2008 Scott Plous, PhD
2009 William F. Buskist, PhD
2010 Bernard C. Beins, PhD
2011 Neil Lutsky, PhD
2012 Richard L. Miller, PhD
2013 Dana S. Dunn, PhD
2014 Mary E. Kite, PhD
2015 Roger E. Kirk, PhD
2016 Sue Frantz, MA
2017 Regan A.R. Gurung, PhD
2018 Stephen Linn Chew, PhD
2019 R. Eric Landrum, PhD
2020 Linda M. Woolf, PhD
2021 Elizabeth Yost Hammer, PhD
Elizabeth Yost Hammer, PhD

Elizabeth Yost Hammer is recognized for her significant career as a psychologist with a proven track record as an exceptional teacher of psychology. Dr. Hammer is a passionate, student-centered teacher, as well as a distinguished expert in pedagogy and teaching of psychology. Her leadership roles in Psi Chi and the Society for the Teaching of Psychology were an inspiration to many, and she is a highly regarded speaker and contributor. Throughout all her work as a leader, mentor, teacher, faculty member, and peer, she remains student-centered, inclusive, and appreciative of the diversity of talents and perspectives across the field.

Elizabeth Yost Hammer earned her PhD in experimental social psychology from Tulane University, followed by an academic position at Belmont University. Dr. Hammer now serves as the Director of the Center for the Advancement of Teaching and Faculty Development and the Kellogg Professor in Teaching at Xavier University of Louisiana. As Director, she expanded the mission of the Center to support the development of faculty across all career stages and areas of professional responsibility. Her work as Director includes implementing workshops to meet faculty needs as well as regularly teaching in the classroom. Dr. Hammer is a past Southeastern vice-president and a national past-president of Psi-Chi. She has served as treasurer of the Society for the Teaching of Psychology, a member of APA’s National Conference on Undergraduate Education in Psychology, and a strand Co-Leader for the APA Summit on High School Psychology Education. More recently she participated in APA’s Introductory Psychology Initiative, where she was a member of the Teacher Training and Development Team.
2021
AMERICAN
PSYCHOLOGICAL
ASSOCIATION
AWARDS
The 2021 recipients of the APA Distinguished Scientific Contribution Awards were recognized by the 2020 Board of Scientific Affairs and selected by the 2020 Committee on Scientific Awards. Members of the committee were Nicholas B. Turk-Browne, PhD; (Chair); Barbara L. Andersen, PhD; Nancy K. Dess, PhD; Kenneth A. Dodge, PhD; Ann M. Kring, PhD; and Bonita London, PhD.
Awards for Distinguished Scientific Contributions

The Awards for Distinguished Scientific Contributions are presented to persons who, in the opinion of the Committee on Scientific Awards, have made distinguished theoretical or empirical contributions to basic research in psychology.

RECIPIENTS

1956  Wolfgang Kohler, PhD
      Carl B. Rogers, PhD
      Kenneth W. Spence, PhD

1957  Carl I. Hovland, PhD
      Curt P. Richter, PhD
      Edward C. Tolman, PhD

1958  Frank A. Beach, PhD
      Paul E. Meehl, PhD
      B. F. Skinner, PhD

1959  Leon Festinger, PhD
      Donald B. Lindsley, PhD
      Neal E. Miller, PhD

1960  Harry F. Harlow, PhD
      Charles E. Osgood, PhD
      S. Smith Stevens, PhD

1961  James J. Gibson, PhD
      Donald O. Hebb, PhD
      Henry A. Murray, PhD

1962  Jerome S. Bruner, PhD
      William K. Estes, PhD
      Harry Nelson, PhD

1963  Roger G. Barker, PhD
      George A. Miller, PhD
      Carl Pfaffmann, PhD

1964  Gordon W. Allport, PhD
      Wendell R. Garner, PhD
      J. P. Guilford, PhD

1965  Floyd Allport, PhD
      Fritz Heider, PhD
      Paul Thomas Young, PhD

1966  Nancy Bayley, PhD
      Clarence H. Graham, PhD
      Richard L. Solomon, PhD

1967  Solomon E. Asch, PhD
      Ernest R. Hilgard, PhD
      James Olds, PhD

1968  James E. Birren, PhD
      Eleanor J. Gibson, PhD
      Muzaffer Sherif, PhD

1969  Jean Piaget, PhD
      Stanley Schachter, PhD
      Herbert A. Simon, PhD

1970  Donald T. Campbell, PhD
      David Krech, PhD
      R. Duncan Luce, PhD

1971  Roger William Brown, PhD
      Harold H. Kelley, PhD
      Roger W. Sperry, PhD

1972  Edwin E. Ghiselli, PhD
      Leo Hurvich, PhD†
      Dorothea Jameson, BA†
      Patrick Suppes, PhD

1973  Lee J. Cronbach, PhD
      Brenda Milner, PhD
      Benton J. Underwood, PhD

1974  Angus Campbell, PhD
      Lorrin A. Riggs, PhD
      Richard F. Thompson, PhD

1975  Donald E. Broadbent, PhD
      Robert R. Sears, PhD
      David Shway, PhD

1976  Beatrice C. Lacey, MA†
      John I. Lacey, PhD†
      Theodore Newcombe, PhD
      Roger N. Shepard, PhD

1977  Richard C. Atkinson, PhD
      Russell L. De Valois, PhD
      Edward E. Jones, PhD

1978  Julian Hochberg, PhD
      Philip Teitelbaum, PhD
      Robert B. Zajonc, PhD

1979  John W. Atkinson, PhD
      Gordon H. Bower, PhD
      John Garcia, PhD

1980  Albert Bandura, PhD
      Alvin M. Liberman, PhD
      Michael Posner, PhD

1981  David M. Green, PhD
      Irving L. Janis, PhD
      James L. McCaugh, PhD

1982  Daniel Kahneman, PhD†
      Walter Mischel, PhD
      Mark R. Rosenzweig, PhD
      Amos Tversky, PhD†
1983 John W. Thibaut, PhD
    Endel Tulving, PhD
    Hans Wallach, PhD
1984 Noam Chomsky, PhD
    John H. Flavell, PhD
    Floyd Ratliff, PhD
1985 Clyde Coombs, PhD
    Mortimer Mishkin, PhD
    Allen Newell, PhD
1986 Robert P. Abelson, PhD
    Gunnar Johansson, PhD
    Robert A. Rescorla, PhD
1987 Morton Deutsch, PhD
    Jerome Kagan, PhD
    David C. McClelland, PhD
    Saul Sternberg, PhD
    Niko Tinbergen, PhD
    Ledyard R. Tucker, PhD
1988 Irving T. Diamond, PhD
    Frederic M. Lord, PhD
    Eleanor E. Maccoby, PhD
    William J. McGuire, PhD
    Julian B. Rotter, PhD
    George Sperling, PhD
1989 Mary Ainsworth, PhD†
    John Bowlby, MD†
    J. Douglas Carroll, PhD
    Richard S. Lazarus, PhD
1990 Frances K. Graham, PhD
    John A. Swets, PhD
    Anne Treisman, PhD
1991 Paul Ekman, PhD
    Patricia Goldman-Rakic, PhD
    Richard E. Nisbett, PhD
1992 Ursula Bellugi, EdD†
    Walter Kintsch, PhD
    Edward S. Klima, PhD†
    K. Warner Schaie, PhD
1993 Peter J. Lang, PhD
    Paul Slovic, PhD
    Larry R. Squire, PhD
1994 John R. Anderson, PhD
    Jon H. Kaas, PhD
    Neil Schneiderman, PhD
1995 Rochel Gelman, PhD
    William A. Mason, PhD
    Michael L. Rutter, MD
1996 Robert W. Goy, PhD
    James L. McClelland, PhD†
    David E. Rumelhart, PhD†
    Shelley E. Taylor, PhD
1997 Ellen S. Berscheid, PhD
    Edward Smith, PhD
    Robert H. Wurtz, PhD
1998/9 Elliot Aronson, PhD
    William T. Greenough, PhD
    Allan R. Wagner, PhD
2000 Richard J. Davidson, PhD
    E. Tory Higgins, PhD
    Elizabeth S. Spelke, PhD
2001 Alan D. Baddeley, PhD
    Irving I. Gottesman, PhD
    Michael M. Merzenich, PhD
2002 John T. Cacioppo, PhD
    David E. Meyer, PhD
    William T. Newsome, PhD
2003 Lila R. Gleitman, PhD
    Bruce S. McEwen, PhD
    Claude M. Steele, PhD
2004 Sheldon Cohen, PhD
    E. Mavis Hetherington, PhD
    Richard M. Shiffrin, PhD
2005 Charles G. Gross, PhD
    Douglas L. Medin, PhD
    Robert S. Siegler, PhD
2006 Michael Davis, PhD
    Marcia K. Johnson, PhD
    Martin E. P. Seligman, PhD
2007 Marilyn B. Brewer, PhD
    Jean M. Mandler, PhD
    Paul Rozin, PhD
2008 Michael S. Gazzaniga, PhD
    Janellen Huttenlocher, PhD
    Hazel R. Markus, PhD
2009 Susan E. Carey, PhD
    Alice H. Eagly, PhD
    Steven F. Maier, PhD
2010 Jonathan D. Cohen, MD, PhD
    Susan T. Fiske, PhD
    Joseph E. LeDoux, PhD
2011 Carol S. Dweck, PhD
    Barry J. Everitt, PhD†
    Trevor W. Robbins, PhD†
    Daniel M. Wegner, PhD
2012 Edward F. Diener, PhD
    Michael J. Meany, PhD
    Daniel L. Schacter, PhD
2013 Ian H. Gotlib, PhD
    Robert M. Sapolsky, PhD
    Linda B. Smith, PhD
2014 Richard N. Aslin, PhD
    John A. Bargh, PhD
    Carol A. Barnes, PhD
2015 Stanislas Dehaene, PhD
    Edna B. Foa, PhD
    Michael Tomasello, PhD
2016 Kent C. Berridge, PhD†
    Avshalom Caspi, PhD††
    Dedre Gentner, PhD
    Terrie E. Moffitt, PhD††
    Terry E. Robinson, PhD††
2017 Mahzarin R. Banaji, PhD†
    Anthony G. Greenwald, PhD†
    Gordon D. Logan, PhD
    Robert J. Plomin, PhD
2018 Charles S. Carver, PhD†
    Janice K. Kiecolt-Glaser, PhD
    Patricia K. Kuhl, PhD
    Michael F. Scheier, PhD†
2019 Linda M. Bartoshuk
    Dante Cicchetti, PhD
    David A. Kenny, PhD
2020 Stephen P. Hinshaw, PhD
    Elissa L. Newport, PhD
    Lynn Nadel, PhD†
    John O’Keefe, PhD†
2021 Lisa Feldman Barrett, PhD
    Megan R. Gunnar, PhD
    Henry L. Roediger, III, PhD

†Award was for collaboration.
Lisa Feldman Barrett, PhD

For her groundbreaking contributions to affective science. Lisa Feldman Barrett’s conceptual act theory of emotion has challenged prevailing views of emotions as basic and universal and has created much needed dialogue and innovation. In her work, she models a creative approach to doing psychology that freely ranges over the full breadth of the field, drawing insights from philosophy, biology, anthropology, linguistics, law, and beyond. Her work employs a wide variety of behavioral and brain measures, and she has been a driving force in methodological innovation.

Lisa Feldman Barrett received her BSc degree from the University of Toronto (1986) and her PhD from the University of Waterloo (1992). Upon receiving her graduate degree, she joined the faculty at Pennsylvania State University and then, in 1996, joined the faculty at Boston College. In 2010, Dr. Barrett moved to Northeastern University where she is currently University Distinguished Professor of Psychology and Director of the Interdisciplinary Affective Science Laboratory (IASLab).

Dr. Barrett co-founded the Society for Affective Science (SAS) with Dr. James Gross, serving as its president in 2014-2015. She founded the journal Emotion Review, published by Sage, with Dr. James Russell and with him served as its Editor-in-Chief (2007-2012).

Dr. Barrett was honored with the McGovern Award Lecture in the Behavioral Sciences from the American Association for the Advancement of Science (2020), a Guggenheim Fellowship (2019), a Mentorship Award for Lifetime Achievement from the Association for Psychological Science (2018), the Diener Mid-Career Award in Social Psychology from the Society for Personality and Social Psychology (2014), and the Career Trajectory Award from the Society for Experimental Social Psychology (2006). She is a fellow of the American Academy of Arts and Sciences and the Royal Society of Canada.
Megan R. Gunnar, PhD

For her seminal contributions to elucidating the associations between stress response systems and human behavioral development; for linking these associations to our understanding of how early caregiver experiences moderate stress physiology and facilitate coping in young children; for translating our knowledge about early biopsychosocial development to inform child care policies pertinent to children and adolescents; and for making substantive theoretical contributions to developmental science. Megan R. Gunnar has ushered new ways of thinking about stress to the field of psychology as well as provided strong and generous scientific leadership, leaving a lasting and inspiring impact on psychological science.

Megan R. Gunnar received her BA degree from Mills College (1973) and her PhD from Stanford University (1978) and then completed a post-doctoral fellowship at Stanford Medical School. In 1979, Dr. Gunnar joined the faculty at the University of Minnesota where she is currently Professor of Psychology and Director of the Institute of Child Development and Associate Director in the Center for Neurobehavioral Development.

Dr. Gunnar was honored with the Association for Psychological Science James McKeen Cattell Award (2021), the International Society for Psychoneuroendocrinology Lifetime Achievement Award (2018), the Association for Psychological Science Mentor Award for Lifetime Achievement (2014), the Society for Research in Child Development Award for Distinguished Scientific Contribution to Child Development (2009), and the APA Division 7 G. Stanley Hall Award for Distinguished Contributions to Developmental Psychology (2006).

She is a fellow of the American Academy of Arts and Sciences and the National Academy of Education.
Henry L. Roediger III, PhD

For outstanding contributions to understanding human memory and cognition, and his leadership in advancing experimental psychology. Through careful experimentation and scholarship, Henry L. Roediger has consistently identified and driven major areas of research that have important theoretical implications and inform our understanding of the human condition. He elucidated the surprising fallibility of human memory, revealed powerful implicit influences on memory, and showed that memory tests do more than evaluate—they facilitate future retrieval.

Henry Roediger received his BA degree from Washington and Lee University (1969) and his PhD from Yale University (1973). Dr. Roediger then joined the faculty of the Department of Psychology at Purdue University. In 1988 he was appointed Lynette S. Autrey Professor of Psychology at Rice University. In 1996 Dr. Roediger moved to Washington University in St. Louis, where he is now James S. McDonnell Distinguished University Professor of Psychology.

Dr. Roediger received the Howard Crosby Warren Medal from the Society of Experimental Psychologists (2008), the William James Fellow Lifetime Achievement Award (2012) and the Lifetime Mentor Award (2016) from the Association for Psychological Science, and the John P. McGovern Award from the American Association for the Advancement of Science (2017). He was elected to the National Academy of Sciences in 2017 and to the American Academy of Arts and Sciences in 2006.
Award for Distinguished Scientific Applications of Psychology

The Award for Distinguished Scientific Applications of Psychology is presented to a person who, in the opinion of the Committee on Scientific Awards, has made distinguished theoretical or empirical advances leading to the understanding or amelioration of important practical problems.

RECIPIENTS

1973 Conrad L. Kraft, PhD
1974 Gerald S. Lesser, PhD†
   Edward L. Palmer, PhD†
1975 Nathan H. Azrin, PhD
1976 Fred S. Keller, PhD
1977 Starke R. Hathaway, PhD
1978 Alphonse Chapanis, PhD
1979 Joseph Wolpe, MD
1980 Edwin A. Fleishman, PhD
1981 Anne Anastasi, PhD
1982 Robert M. Gagne, PhD
1983 Donald E. Super, PhD
1984 Gerald R. Patterson, PhD
1985 John Money, PhD
1986 Martin T. Orme, MD, PhD
1987 Robert Glaser, PhD
1988 Leonard Berkowitz, PhD
1989 Aaron T. Beck, MD
1990 Wallace E. Lambert, PhD
1991 Joseph V. Brady, PhD
1992 Charles R. Schuster, PhD
1993 Herschel W. Leibowitz, PhD
1994 John E. Hunter, PhD†
   Frank L. Schmidt, PhD†
1995 Ann L. Brown, PhD
1996 Ward Edwards, PhD
1997 Harold Stevenson, PhD
1998/9 Jean P. Chapman, PhD†
   Loren J. Chapman, PhD†
2000 David H. Barlow, PhD
2001 David T. Lykken, PhD
2002 Robert Rosenthal, PhD
2003 Stephen J. Ceci, PhD†
   Elizabeth F. Loftus, PhD†
2004 Edward Taub, PhD
2005 Karen A. Matthews, PhD
2006 John P. Campbell, PhD
2007 Peter M. Bentler, PhD
   Karl G. Jöreskog, PhD
2008 John L. Holland, PhD
2009 Nancy E. Adler, PhD
2010 David M. Clark, PhD
2011 Alan E. Kazdin, PhD
2012 Kelly D. Brownell, PhD
2013 J. Richard Hackman, PhD
2014 G. Terrence Wilson, PhD
2015 Michael E. Lamb, PhD
2016 James W. Pennebaker, PhD
2017 Jacquelynne S. Eccles, PhD
2018 Kenneth A. Dodge, PhD
2019 James S. Jackson, PhD
2020 Steven D. Hollon, PhD
2021 James H. Sidanius, PhD

†Award was for collaboration.
James H. Sidanius, PhD

For profound contributions to social, personality, and political psychology. Crossing levels of analysis from social science to evolutionary biology, James H. Sidanius’ work is exemplary on theoretical, methodological, and empirical grounds and is widely regarded for its societal significance. He used sophisticated statistical techniques to analyze the cognitive-motivational basis of political ideology and the role of racial resentment in public opinion. He was an early advocate and practitioner of collecting data from different societies and cultures. The development of social dominance theory represents a milestone in the scientific understanding of intergroup dynamics, social hierarchy, and the psychology of oppression. His work was often provocative and controversial, and he played a key role in important debates concerning racism, sexism, and world politics.

James H. Sidanius received his BA degree from the City University of New York (1968) and his PhD from the University of Stockholm, Sweden (1977). Upon receiving his doctorate, he joined the faculty at the University of Stockholm. He was on the faculty at the University of Texas at Austin from 1984 to 1988. He moved to the faculty at the University of California, Los Angeles in 1988 and then joined the faculty at Harvard University in 2006 where he is currently the John Lindsley Professor of Psychology and of African and African American Studies.

Dr. Sidanius received the Harold Lasswell Award for Distinguished Scientific Contribution in the Field of Political Psychology from the International Society of Political Psychology (2006), the Career Contribution Award from the Society for Personality and Social Psychology (2013), the Gordon Allport Intergroup Relations Prize from the Society for the Psychological Study of Social Issues (2014 and 2017), and the Scientific Impact Award from the Society of Experimental Social Psychology (2019).

Dr. Sidanius passed away on June 29, 2021, before the APA Awards Ceremony took place. The Board of Scientific Affairs acknowledges his many contributions to the field of psychological science.
Awards for Distinguished Scientific Early Career Contributions to Psychology

The Early Career Awards, given for the first time in 1974, recognize the large number of excellent young psychologists. Recipients of this award may not have held a doctoral degree for more than 9 years. For purposes of this award, psychology has been divided into 10 areas: animal learning and behavior, comparative; developmental; health; cognition/human learning; psychopathology; behavioral and cognitive neuroscience; perception/motor performance; social; applied research; and individual differences. Five areas are considered each year, with areas rotated in 2-year cycles. The areas considered in 2021 were applied psychology, behavioral/cognitive neuroscience, individual differences, perception/motor performance, and social psychology. Each year panels are selected for the areas under consideration, and these panels recommend nominees to the Committee on Scientific Awards.

**KEY TO ABBREVIATIONS AND SYMBOLS**

An: Animal Learning/Behavior, Comparative  
Be: Behavioral/Cognitive Neuroscience  
Cog: Cognition/Human Learning  
De: Developmental  
H: Health  
Ind: Individual Differences  
Me: Methodological  
Perc: Perception/Motor Performance  
Per: Personality  
Psy: Psychopathology  
S: Social

**RECIPIENTS**

1974  
Norman Adler, PhD (Be)  
John Neale, PhD (Psy)  
Michael Turvey, PhD (Cog)

1975  
No awards given

1976  
Sandra Bem, PhD (Per)  
Rochel Gelman, PhD (De)  
Martin E. P. Seligman, PhD (An)

1977  
Randolph Blake, PhD (Perc)  
Judith Rodin, PhD (S)  
J. Arthur Woodward, PhD (Me)

1978  
John R. Anderson, PhD (Cog)  
Philip Groves, PhD (Be)  
Gary E. Schwartz, PhD (Psy)

1979  
David Crews, PhD (An)  
John Kihlstrom, PhD (Per)  
Michael Maratsos, PhD (De)

1980  
Lynn Cooper, PhD (Per)  
Baruch Fischhoff, PhD (Me)  
Shelley Taylor, PhD (S)*  
Camille Wortman, PhD (S)*

1981  
Lyn Y. Abramson, PhD (Psy)  
Harvey Grill, PhD (Be)  
Robert J. Sternberg, PhD (Cog)

1982  
Richard Aslin, PhD (De)  
David S. Krantz, PhD (Per)  
Martha McClintock, PhD (An)

1983  
Russell H. Fazio, PhD (S)  
Carol L. Krumhansl, PhD (Per)

1984  
Kenneth A. Dodge, PhD (Psy)  
Marta Kutas, PhD (Be)  
Steven Pinker, PhD (Cog)

1985  
Nancy E. Cantor, PhD (Per)  
Michael S. Fasanelow, PhD (An)  
Frank C. Keil, PhD (De)*  
Linda B. Smith, PhD (De)*

1986  
Steven Penrod, PhD (Ap)  
Philip E. Tetlock, PhD (S)  
David R. Williams, PhD (Perc)

1987  
S. Marc Breedlove, PhD (Be)  
Gary S. Dell, PhD (Cog)  
William G. Iacono, PhD (Psy)

1988  
David M. Buss, PhD (Per)  
James P. Connell, PhD (De)  
Barbara B. Smuts, PhD (An)

1989  
John A. Bargh, PhD (S)*  
Donald D. Hoffman, PhD (Per)  
Ruth Kanfer, PhD (Ap)  
Thomas K. Srull, PhD (S)*

1990  
Rick E. Ingram, PhD (Psy)  
Dennis P. Phillips, PhD (Be)  
Daniel L. Schacter, PhD (Cog)

1991  
Kent C. Berridge, PhD (An)  
Susan A. Gelman, PhD (De)  
Randy J. Larsen, PhD (Per)

1992  
Philip L. Ackerman, PhD (Ap)  
Martha J. Farah, PhD (Perc)  
Daniel T. Gilbert, PhD (S/Per)  
Martin F. Sarter, PhD (An)

1993  
Patricia J. Bauer, PhD (De)  
Leda Cosmides, PhD (Cog)*  
Terrie E. Moffitt, PhD (Psy)  
Robert M. Nosoelsky, PhD (Cog)*  
Stephen T. Tiffany, PhD (H)

1994  
Patricia G. Devine, PhD (S/Per)  
Cheri Ostroff, PhD (Ap)  
Daniel J. Povinelli, PhD (An)  
Steven Yantis, PhD (Per)

1995  
Avshalom Caspi, PhD (De)  
Fernanda Ferreira, PhD (Cog)  
Charles M. Morin, PhD (H)  
Christopher J. Patrick, PhD (Psy)

1996  
Mark Gluck, PhD (Be)  
Lee Jussim, PhD (S/Per)  
David Lubinski, PhD (Ap)  
Caroline Palmer, PhD (Per)

1997  
Dare A. Baldwin, PhD (De)  
Mark S. Blumberg, PhD (An)  
Thomas N. Bradbury, PhD (Psy)  
Seth C. Kalichman, PhD (H)  
Michael J. Tarr, PhD (Cog)
1998/9 Monica R. Biernat, PhD (S)*
Gretchen B. Chapman, PhD (Ap)
Michael D’Zmura, PhD (Perc)
Steven J. Luck, PhD (Be)
C. Neil Macrae, PhD (S)*
Niels G. Waller, PhD (Ind)

2000 Alan J. Christensen, PhD (H)
Robert L. Goldstone, PhD (Cog)
Thomas E. Joiner, PhD (Psy)
Dario Maestripieri, PhD (An)
Jeffrey G. Parker, PhD (De)*
Karen Wynn, PhD (De)*

2001 Marlene Behrmann, PhD (Be)*
Paul A. S. Breslin, PhD (Perc)
Andrew J. Elliot, PhD (Ind)*
James J. Gross, PhD (Ind)*
Stephen Maren, PhD (Be)*
Duane T. Wegener, PhD (S)

2002 Deanna M. Barch, PhD (Psy)*
Marvin M. Chun, PhD (Cog)*
Nicki R. Crick, PhD (De)
Julie A. Fiez, PhD (Cog)*
Donald R. Lynam, PhD (Psy)*
Alexander J. Rothman, PhD (H)
Lisa M. Savage, PhD (An)

2003 Isabel Gauthier, PhD (Be)
Steven J. Heine, PhD (S)*
Sandra L. Murray, PhD (S)*
Nancy M. Petry, PhD (Ap)
Richard W. Robins, PhD (De)
Daniel J. Simons, PhD (Perc)

2004 Edith Chen, PhD (H)*
Elena L. Grigorenko, PhD (De)*
Gregory E. Miller, PhD (H)*
Thomas G. O’Connor, PhD (Del)*
Jenny R. Saltzman, PhD (Cog)
Eric Stice, PhD (Psy)
Klaus Zuberbuhler, PhD (An)

2005 Albert Jan (“Ap”) Dijkstra, PhD (S)
Hendree E. Jones, PhD (Ap)*
Günther Knoblich, PhD (Perc)
Robert F. Krueger, PhD (Ind)
Frederick P. Morgeson, PhD (Ap)*

2006 Mark G. Baxter, PhD (An)
Theodore P. Beauchaine, PhD (Psy)
Angela D. Bryan, PhD (H)
Seth D. Pollak, PhD (De)
Brian J. Scholl, PhD (Cog)*
Anthony D. Wagner, PhD (Cog)*

2007 Jörn Diedrichsen, PhD (Perc)
R. Chris Fraley, PhD (Ind)
Robert D. Gray, PhD (Ap)
Matthew D. Lieberman, PhD (S)
Patrik R. Vruellemeir, MD (Be)

2008 John J. Curtin, PhD (Psy)
Elissa S. Epel, PhD (H)*
Linda C. Gallo, PhD (H)*
Samuel D. Gosling, PhD (An)
Jodi A. Quas, PhD (De)
Joshua B. Tenebaum, PhD (Cog)

2009 Adam K. Anderson, PhD (Be)
Daniel J. Bauer, PhD (Ind)*
Ahmad R. Hariri, PhD (Ind)*
Christian N. L. Olivers, PhD (Perc)
Robert E. Ployhart, PhD (Ap)
Jennifer A. Richeson, PhD (S)

2010 Stanley B. Florescu, PhD (An)
Simona Ghetti, PhD (De)*
Peter J. Gianaros, PhD (H)
Benjamin L. Hankin, PhD (Psy)*
Mara Mather, PhD (Cog)
Matthew K. Nock, PhD (Psy)*
Russell A. Poldrack, PhD (Be)
Larissa K. Samuelson, PhD (De)*

2011 Nicholas Epley, PhD (S)
Adam M. Grant, PhD (Ap)
Wendy Johnson, PhD (Ind)
Cindy Lustig, PhD (Be)
David Melcher, PhD (Perc)

2012 Thomas L. Griffiths, PhD (Cog)
Angela J. Grippa, PhD (H)
Bob McMurray, PhD (De)
Friederike Range, PhD (An)*
Laurie A. Santos, PhD (An)*
Bethany Ann Teachman, PhD (Psy)

2013 Adam A. Aron, PhD (Be)
Andres De Los Reyes, PhD (Ap)*
Naomi L. Eisenberger, PhD (S)*
Todd B. Kashdan, PhD (Ind)*
Matthew R. Londo, PhD (Perc)
Jon K. Maner, PhD (S)*
Kristopher J. Preacher, PhD (Ind)*
Mo Wang, PhD (Ap)*

2014 George A. Alvarez, PhD (Cog)
J. David Creswell, PhD (H)
Emily A. Holmes, PhD (Psy)
Laura E. Schulz, PhD (De)
Amanda Seed, PhD (An)*
Katie E. Slocombe, PhD (An)*

2015 James MacKillop, PhD (Ap)*
Iris B. Mauss, PhD (S)
Bunmi O. Olatunji, PhD (Ap)*
Nim Tottenham, PhD (Be)
Nicholas B. Turk-Browne, PhD (Perc)
Simine Vazire, PhD (Ind)

2016 Adriana Galván, PhD (De)
Greg Hajcak, PhD (Psy)*
Nathan M. Holmes, PhD (An)*
Tania Lombrero, PhD (Cog)
Katie A. McLaughlin, PhD (Psy)*
Fabian A. Soto, PhD (An)*
Kate Sweeney, PhD (H)

2017 Sara N. Burke, PhD (Be)
Kathryn P. Harden, PhD (Ind)
Mark J. Landau, PhD (S)*
Adam M. Leventhal, PhD (Ap)*
Lara A. Ray, PhD (Ap)*
Nicole M. Stephens, PhD (S)*
Jessica K. Witt, PhD (Perc)

2018 Eliza Bliss-Moreau, PhD (An)
Andrei Cimpian, PhD (De)
Fiery A. Cushman, PhD (Cog)
Donald Edmondson, PhD (H)*
Kristen E. Naragon-Gayen, PhD (Psy)
Darby E. Saxbe, PhD (H)*

2019 Marc G. Berman, PhD (Be)
Wiebke Bleidorn, PhD (Ind)
Mesmin Destin, PhD (S)
Julie D. Golomb, PhD (Perc)
Ming-Te Wang, PhD (Ap)

2020 Ben Danziger, PhD (An)
Timothy F. Brady, PhD (Cog)*
Nazarbou Nosari, PhD (S)
David S. Yeager, PhD (De)
Katherine B. Ehrlich, PhD (H)
Luke W. Hyde, PhD (Psy)*
Michael T. Treadway, PhD (Psy)*

2021 Brian A. Anderson, PhD (Perc)
Molly J. Crockett, PhD (S)
Corinne A. Moss-Racusin, PhD (S)
Dobromir Rahnev, PhD (Be)
Daisy R. Singla, PhD (Psy)
Laura B. Zahodne, PhD (Ind)

*These awards were shared; they were not awards for collaboration.
Brian A. Anderson, PhD

For his outstanding and pioneering work on the role of learning in automatic attentional biases. Brian A. Anderson’s development of methodologies to study attentional capture by stimuli associated with reward gave rise to the popular idea of an overarching learning-dependent mechanism of attentional control referred to as “selection history.” His programmatic and prolific exploration of these phenomena using both behavioral and neuroscientific methods has revealed multiple independent learning mechanisms influencing attentional control. A tireless, creative, and dedicated researcher, his work has important translational implications for behavioral health and our understanding of addiction.

Brian A. Anderson is the recipient of the Early Career Award in Perception, Motor Performance. He received his BA from the University of Maine at Augusta (2006), his MS from Villanova University (2009) and his PhD from Johns Hopkins University (2014). Following a postdoctoral fellowship at Johns Hopkins University, Dr. Anderson joined the faculty in the Department of Psychological and Brain Sciences at Texas A&M University where he is currently an associate professor and Director of Human Imaging.

In 2015 Dr. Anderson received the New Investigator Award from the Society for Experimental Psychology and Cognitive Science (APA Division 3) and the Steven Yantis Early Career Award from the Psychonomic Society (2019). In 2019 he was recognized as a Rising Star by the Association for Psychological Science.

Molly J. Crockett, PhD

For distinguished contributions to the psychology of human morality; for exquisite experiments that shed light on the social, cognitive, and neuroscientific processes leading people to decide whether to help or harm, to punish or extend grace, to trust or to condemn. Through the deployment of a vast and impressive methodological toolkit, Molly J. Crockett’s work has unearthed basic principles of both moral cognition and behavior, in the lab and the world, that ultimately will inform interventions to increase our prosocial tendencies and reduce our more damning ones.

Molly J. Crockett is one of the two recipients of the Early Career Award in Social Psychology. She received her BSc from the University of California, Los Angeles (2005), and her PhD from the University of Cambridge (2011). Following postdoctoral fellowships at the University of Zurich in the Department of Economics, and the Wellcome Trust Centre for Neuroimaging at the University College London, she joined the faculty at the University of Oxford in 2014. Dr. Crockett moved to Yale University in 2017 where she is currently an associate professor of psychology.

Corinne A. Moss-Racusin, PhD

For her outstanding contributions to social psychology including investigations of backlash against gender vanguards, which have led to successful interventions that defeat stereotypes and prejudice. Corinne A. Moss-Racusin’s work helps society to overcome biases that contribute to gender segregation in the workforce, thereby liberating people to perform the work they are most passionate about without being held to double standards or expectations regarding what they “ought to be.” As a testament to her interdisciplinary approach, her research has appeared in leading scientific journals, including Nature, Science, and Proceedings of the National Academy of Sciences, and has been widely communicated through prestigious news outlets.

Corinne A. Moss-Racusin is one of the two recipients of the Early Career Award in Social Psychology. She received her BA from New York University (2005) and her MS (2008) and PhD (2011) from Rutgers University. Following a postdoctoral associateship at Yale University, she joined the faculty at Skidmore College in 2013 and is currently an associate professor in the Department of Psychology.

Dr. Moss-Racusin was recognized as a Rising Star from the Association for Psychological Science (2015) and elected fellow of the Society for Experimental Psychology (2016). She is on the editorial board of Social Psychological and Personality Science, the Journal of Experimental Social Psychology, and Personality and Social Psychology Bulletin.

Dobromir Rahnev, PhD

For outstanding contributions to the fields of perceptual decision making and visual metacognition. Dobromir Rahnev’s work has revealed the determinants of subjective evaluation in perceptual tasks, the sources of metacognitive inefficiency, and the neural implementation of the control of perceptual decision making in the prefrontal cortex. Rahnev’s research on the suboptimality of perception is beginning to shift the role of optimality in the field. He creatively combines computational modeling, functional neuroimaging, brain stimulation, and psychophysics, while his dedication to the principles of open science has resulted in the creation of large repositories of open data such as the Confidence Database.

Dobromir Rahnev is the recipient of the Early Career Award in Behavioral/Cognitive Neuroscience. He received his BA degree from Harvard University (2012) and his PhD from Columbia University (2015). Following a postdoctoral fellowship at the University of California at Berkeley, he joined the faculty at the Georgia Institute of Technology where he is currently an associate professor in psychology.

Dr. Rahnev is a member of the Cognitive Neuroscience Society, the Society for Neuroscience, the Vision Science Society, and the Association for the Scientific Study of Consciousness. 
Daisy R. Singla, PhD

For innovative research in the area of global mental health with an emphasis on improving access to evidence-based psychological therapies to historically underserved populations. Daisy R. Singla has emerged as a leader in the strategy of task-sharing of interventions to nonspecialist providers, and her work spans the design of culturally adapted interventions, the assessment of competencies, and the implementation of measurement-based peer supervision in the context of large pragmatic clinical trials in real-world settings on three continents. Her work also incorporates rigorous tests of moderation and mediation in the process of reducing inequities in access to evidence-based mental health care.

Daisy R. Singla is the recipient of the Early Career Award in Applied Psychology. She received her BSc from the University of Toronto (2007), her MA from Columbia University (2010), and her PhD from McGill University (2015). She then joined the faculty at the University of Toronto and is currently an assistant professor in psychiatry and a clinical scientist in the Department of Psychiatry at Sinai Health System and at the Lunenfeld Tanenbaum Research Institute in Toronto.

Dr. Singla was recognized as a Rising Star from the Association for Psychological Science (2019), an Emerging Scholar from the Society for Psychotherapy Research (2018-2019), and she received the Janet Taylor Spence Award for Transformative Early Career Contributions from the Association for Psychological Science (2021).

Laura Zahodne, PhD

For her seminal contributions to the understanding of individual differences in cognitive aging and Alzheimer’s disease, particularly in relation to racial and ethnic inequalities. Laura B. Zahodne’s work has provided foundational knowledge concerning the environmental factors that underlie persistent racial disparities in late-life cognition. Specifically, she showed that social stress (e.g., discrimination) independently contributes to cognitive inequalities. Moreover, she identified variables that protect against cognitive aging, including education and social support; thus, her work identifies potential targets for intervention. Through her rigorous and innovative research, she is addressing issues that are among the most critical facing society.

Laura B. Zahodne is the recipient of the Early Career Award in Individual Differences. She received her BS degree from the University of Michigan (2005), her MS (2008), and her PhD (2012) from the University of Florida. Dr. Zahodne was a postdoctoral fellow at Columbia University in the Department of Neurology and the Taub Institute for Research on Alzheimer’s Disease and the Aging Brain. In 2016 she joined the faculty at the University of Michigan and is currently an assistant professor of psychology as well as co-director of the Michigan Center for Contextual Factors in Alzheimer’s Disease.

Dr. Zahodne received the Springer Early Career Achievement Award in Research on Adult Development and Aging from APA Division 20, Adult Development and Aging (2015). She was recognized as a Rising Star by the Association for Psychological Science (2020) and she received early career awards from APA Division 40, Society for Clinical Neuropsychology (2021) and the International Neuropsychological Society (2021).
DISTINGUISHED PROFESSIONAL CONTRIBUTIONS

The 2021 recipients of the Distinguished Professional Contributions Awards were selected by the 2020 Board of Professional Affairs (BPA). Members of the 2020 BPA were Michael Westerveld, PhD, ABPP-CN (chair); Kathleen R. Ashton, PhD, ABPP; Ester Cole, PhD; Traci L. Bolander, PsyD; Lindsey R. Buckman, PsyD; Jo Linder-Crow, PhD, Elizabeth A. Thompson, PhD; Peter D. Liggett, PhD; Samantha L. Matlin, PhD; Jeanne Miranda, PhD; Emily M. Selby-Nelson, PsyD; Donna Rasin-Waters, PhD; and Barbara V. Ward-Zimmerman, PhD.
Award for Distinguished Professional Contributions to Applied Research

This award is given to a psychologist whose research has led to important discoveries or developments in the field of applied psychology. To be eligible, this research should have led to innovative applications in an area of psychological practice, including but not limited to assessment, consultation, instruction, or intervention (either direct or indirect). Research involving the original development of procedures, methodologies, or technical skills that significantly improve the application of psychological knowledge and provide direct and immediate solutions to practical problem areas will be considered, as will research that has informed psychologists on how better to observe, define, predict, or control behavior. Original integration of existing theories or knowledge is also eligible for consideration.

RECIPIENTS

1979  Sol L. Garfield, PhD
1980  Leonard D. Eron, PhD
1981  Carl Eidsoner, PhD, MD
1982  Roy Schafer, PhD
1983  Neal E. Miller, PhD
1984  Norman Frederiksen, PhD
1985  Albert Ellis, PhD
1986  Edward Zigler, PhD
1987  Mary D. S. Ainsworth, PhD
     Hans H. Strupp, PhD
1988  Herman Felfel, PhD
1989  Allen E. Bergin, PhD
1990  Manfred J. Meier, PhD
1991  W. Grant Dahlstrom, PhD
     Joseph D. Matarazzo, PhD
1992  Leopold Bellak, MD
     Harry Levinson, PhD
1993  Paul E. Meehl, PhD
1994  John L. Holland, PhD
1995  Kenneth I. Howard, PhD
     Lester B. Luborsky, PhD
1996  Paul Satz, PhD
1997  John E. Exner Jr., PhD
     Samuel M. Turner, PhD
1998/9 Peter E. Nathan, PhD
2000  Simon H. Budman, PhD
2001  Marvin R. Goldfried, PhD
2002  John D. Krumboltz, PhD
2003  Theodore Millon, PhD
     Stanley Sue, PhD
2004  Robert J. Gatchel, PhD
2005  Gail S. Goodman, PhD
2006  Stephen M. Weiss, PhD, MPH
2007  Bruce E. Wampold, PhD
2008  Richard Rogers, PhD
2009  Luciano L’Abate, PhD
2010  Catherine E. Lord, PhD
2011  Ronald F. Levant, EdD
2012  Leslie S. Greenberg, PhD
2013  Richard M. Foxx, PhD
2014  Thomas Grissio, PhD
2015  Leonard A. Jason, PhD
2016  No award given
2017  Cameron Camp, PhD
2018  Gary W. Harper, PhD, MPH
2019  David C. Schwebel, PhD
2020  Nancy E. Betz, PhD
2021  Joseph Patrick Gone, PhD
Joseph Patrick Gone, PhD

Joseph P. Gone has made extraordinary contributions to the application of psychological knowledge for American Indian peoples. A central problem defining his scholarship is the (post)colonial predicament of psychological services in "Indian Country." On one hand, enduring mental health disparities underscore the need for more and better mental health services. On the other, conventional psychosocial approaches to professional treatment depend on concepts, categories, principles, and practices routinely identified by community authorities and formal research as culturally foreign and experientially irrelevant for many American Indians. In response, Gone has elaborated promising new approaches to making mental health services more accessible, culturally appropriate, and demonstrably effective for alleviating debilitating distress among American Indians through three lines of research. He has documented how Indigenous peoples locally construe various facets of mind, self, identity, emotion, social relations, communication, wellness, dysfunction, and healing (i.e., ethnopsychological investigations). He has demonstrated ways in which these local construals converge with and diverge from standard approaches in professional mental health practice (i.e., assessments of cultural commensurability). And he has formulated ways that applied psychologists can use these understandings to partner with Indigenous communities to implement and evaluate alternative interventions that remain culturally consonant and robustly therapeutic (i.e., therapeutic innovations).

Joseph P. Gone is Professor of Anthropology in the Faculty of Arts and Sciences, and Professor of Global Health and Social Medicine in the Faculty of Medicine at Harvard University. A clinical-community psychologist by training, he is an international expert in the psychology and mental health of American Indians and other Indigenous peoples. Gone has collaborated with tribal communities for 25 years to critique mental health services and to harness traditional culture and spirituality for advancing Indigenous well-being. He has published over 85 scientific articles and chapters exploring the cultural psychology of self, identity, personhood, and social relations in Indigenous community settings with an emphasis on historical trauma and traditional healing. A graduate of Harvard College and the University of Illinois, Gone is currently a Fellow of seven divisions of the American Psychological Association and of the Association for Psychological Science. An enrolled member of the Aaniiih-Gros Ventre Tribal Nation of Montana, he also served briefly as the Chief Administrative Officer for the Fort Belknap Indian reservation. He has received several fellowships and career awards, including a year-long residency at the Center for Advanced Study in the Behavioral Sciences at Stanford University. In 2014, Gone was awarded a Guggenheim Fellowship.
Award for Distinguished Professional Contributions to Independent Practice

This award recognizes outstanding independent practitioners in psychology. Psychologists working in any area of clinical specialization, health services provision, or consulting who provide services to any patient population or professional clientele in an independent setting are eligible for nomination. Services provided to diverse client groups or patient populations, including but not limited to children/adolescents/adults/older adults, urban/rural/frontier populations, minority populations, and persons with serious mental illness, will be considered. Contributions may be judged distinguished by virtue of peer recognition, advancement of the public’s recognition of psychology as a profession, relevant professional association honors, or other meritorious accomplishments denoting excellence as a practitioner, including advancement of the profession.

RECIPIENTS

1972  Carl R. Rogers, PhD
1973  David Wechsler, PhD
1974  Noble H. Kelley, PhD
1975  George W. Albee, PhD
1976  John C. Flanagan, PhD
1977  George Katona, PhD
1978  Arthur L. Benton, PhD
1979  Herbert Dorken, PhD
1980  Douglas W. Bray, PhD
1981  Jack I. Bardon, PhD
1982  Milton Theaman, PhD
1983  Donald R. Peterson, PhD
1984  Nicholas A. Cummings, PhD
1985  Rogers Wright, PhD
1986  Wilbert E. Fordyce, PhD
1987  Alfred Wellner, PhD
1988  George D. Goldman, PhD
1989  Patrick H. DeLeon, PhD
1990  George Stricker, PhD
1991  Stanley R. Graham, PhD
1992  Herbert Freudenberger, PhD
1993  Charles D. Spielberger, PhD
1994  Robert D. Weitz, PhD
1995  Patricia M. Brinklin, PhD
1996  Christine A. Courtis, PhD
1997  Jack G. Wiggins Jr., PhD
1998/9  Dorothy W. Cantor, PsyD
2000  Mathilda B. Canter, PhD
2001  Reuben J. Silver, PhD
2002  William R. Safarjan, PhD
2003  Philip G. Levenskysky, PhD
2004  Miki Paul, PhD
2005  Edward A. Wise, PhD
2006  Jeffrey J. Magnavita, PhD
2007  Melba J. T. Vasquez, PhD
2008  Grady Dale Jr., EdD
2009  Jeffrey E. Barnett, PhD
2010  Lisa R. Grossman, JD, PhD
2011  Antonio E. Puente, PhD
2012  Sandra L. Shullman, PhD
2013  David M. Schnarch, PhD
2014  Thomas J. Wolff, PhD
2015  Glenn J. Larrabee, PhD
2016  Sam J. Tsemberis, PhD
2017  Mary O’Leary Wiley, PhD
2018  Paula E. Hartman-Stein, PhD
2019  Shane S. Bush, PhD, ABPP
2020  Adam S. Weissman, PhD
2021  No Award Given
Award for Distinguished Professional Contributions to Institutional Practice

This award recognizes outstanding practitioners in psychology. Psychologists working in a wide variety of institutional practice settings (e.g., schools, military settings, state hospitals, the Department of Veterans Affairs) are eligible for nomination. Services provided to diverse client groups or patient populations, including but not limited to children/adolescents/adults/older adults, urban/rural/frontier populations, minority populations, and persons with serious mental illness, will be considered. Contributions may be judged distinguished by virtue of peer recognition, advancement of the public’s recognition of psychology as a profession, relevant professional association honors, or other meritorious accomplishments denoting excellence as a practitioner, including improvement of institutional service delivery systems or development of psychologically informed public policy.

RECIPIENTS

1979  William A. Hunt, PhD
1980  Nicholas Hobbs, PhD
1981  Jane W. Kessler, PhD
1982  Asher R. Pacht, PhD
      Carolyn R. Payton, PhD
1983  Meredith P. Crawford, PhD
1984  Stephen Goldston, EdD
1985  Eric Schopler, PhD
1986  Patrick H. DeLeon, PhD, JD
1987  Edwin Shneidman, PhD
      Lenore Walker, EdD
1988  Stephen F. Morin, PhD
1989  James Garbarino, PhD
1990  Henry Tomes, PhD
1991  Oliva M. Espin, PhD
      José Szapocznik, PhD
1992  J. Wilbert Edgerton, PhD
      Gerald P. Koocher, PhD
1993  No award given
1994  Robert B. McCall, PhD
      Kenneth S. Pope, PhD
1995  Laura S. Brown, PhD
      Bruce D. Sales, JD, PhD
1996  Alice F. Chang, PhD
      Milton F. Shore, PhD
1997  Gary B. Mesibov, PhD
1998/9 Gary B. Melton, PhD
2000  Allan G. Barclay, PhD
2001  JoAnne L. Pedro-Carroll, PhD
2002  Frank J. Sullivan, PhD
2003  Lt. Col. Frank Budd, PhD
2004  Rodney R. Baker, PhD
2005  Morgan T. Sammons, PhD
2006  Thomas J. Fagan, PhD
2007  Thomas W. Miller, PhD
2008  No award given
2009  Eduardo S. Morales, PhD
2010  Kathleen M. McNamara, PhD
2011  Ronald H. Rozensky, PhD
2012  Michael E. Barnes, PhD
2013  David J. Drummond, PhD
2014  Kevin M. McGuinness, PhD
2015  Rosie P. Bingham, PhD, ABPP
2016  John E. Carr, PhD
2017  Linda R. Mona, PhD
2018  Louise A. Douce, PhD
2019  Daniel Holland, PhD
2020  Barry A. Hong, PhD, ABPP
2021  No Award Given
The APA/APAGS Award for Distinguished Graduate Student in Professional Psychology is awarded on an annual basis by the APA Board of Professional Affairs (BPA) and the American Psychological Association of Graduate Students (APAGS) to a graduate student who has demonstrated outstanding practice and application of psychology. A qualified candidate must demonstrate exemplary performance in working with an underserved population in an applied setting or have developed an innovative method for delivering health services to an underserved population.

The 2021 recipients of the APA/APAGS Awards for Distinguished Graduate Student in Professional Psychology were selected by the 2020 BPA and the 2020 APAGS Scholarship and Awards Selection Committee. Members of the 2020 BPA were Michael Westerveld, PhD, ABPP-CN (chair); Kathleen R. Ashton, PhD, ABPP; Ester Cole, PhD; Traci L. Bolander, PsyD; Lindsey R. Buckman, PsyD; Jo Linder-Crow, PhD, Elizabeth A. Thompson, PhD; Peter D. Liggett, PhD; Samantha L. Matlin, PhD; Jeanne Miranda, PhD; Emily M. Selby-Nelson, PsyD; Donna Rasin-Waters, PhD; and Barbara V. Ward-Zimmerman, PhD. Members of the 2020 APAGS Scholarship and Awards Selection Committee were Rachel Martin and Nadika Paranamana.

RECIPIENTS

2002 Anne S. Labowitz, PhD
2003 Nnamdi Pole, PhD
2004 Tonia L. Nicholls, PhD
2005 Renée E. DeRouin, MS
2006 Mona M. Amer, PhD
2007 Gabriela Livas Stein, PhD
2008 Maryam M. Jernigan, MEd
2009 Julie E. Braciszewski, MA
2010 William Q. Hua
2011 Jordan M. Braciszewski, PhD
2012 Melissa L. Anderson
2013 Elvia Lorena Navarro, MA
2014 Allie Abrahamson†
   Rebecca Bernard†
2015 Adam M. Reid, MS
2016 Luz Maria Garcini, MS
2017 Octavio Andres Santos
2018 Victoria M. O’Keefe, PhD
   Raymond P. Tucker, PhD
2019 K. Chinwe Idigo, MS
2020 Ana F. El-Behadli Gonzalez, PhD
2021 Sarah Alsaidi, MA
   Gabriel Cartagena, MS
†Award was for collaboration.
Sarah Alsaidi, MA

Sarah Alsaidi was instrumental in developing and facilitating the Audacious Young Women of Action (AYWA) program for the Arab, Middle Eastern, Muslim and South Asian (AMEMSA) girls and young women at the Arab-American Family Support Center (AAFSC) in New York City. The majority of AYWA participants are first-generation or second-generation female immigrants or refugees, with many identifying as Yemeni-American. In their daily lives, AYWA participants navigate bi-cultural identities, family and community expectations, and religious and cultural norms. Ms. Alsaidi developed a unique curriculum and program to meet the needs of AYWA participants, support their development as young people, and create a safe space for participants to connect with one another. Ms. Alsaidi was adept at navigating challenging conversations and empowering AAFSC’s young women through the programming that she developed and facilitated. Ms. Alsaidi’s work has been instrumental in uplifting and supporting Arab, Middle Eastern, Muslim, and South Asian (AMEMSA) young women through her practice and application of psychology.

Sarah earned her PhD in Counseling Psychology from Teachers College, Columbia University in 2021. Her research focuses on identity, microaggressions, and coping response strategies for people of color and allies. Sarah is also interested in the impact of discrimination on sense of self and well-being among marginalized groups as well as the influences of culture and religion on mental health stigma and help-seeking behavior. Sarah utilizes an intersectional, feminist, and social justice approach that integrates her clinical background and research. She is driven by her desire to live by these principles and values and believes in the sharing of power, self-disclosures, and active interventions. Sarah has several years of experience facilitating workshops and trainings in educational and organizational settings. She has played an integral role in the development of mental health awareness campaigns and programming in the community, initiatives centering the experiences of women of color and access to education, as well as teaching anti-bias micro-intervention strategies in education, hospital, and social service settings. Sarah believes in fostering spaces for meaningful dialogue and self-reflection, assessing problems on individual and organizational levels, and working to disarm biased norms and practices to facilitate positive change.
Gabriel Cartagena, MS

*Dedicated. Passionate. Persistent. Kind. Leader. These are just a few of the words that describe Gabriel Cartagena, MS, graduate student in the Department of Clinical and Health Psychology (CHP) at the University of Florida (UF) and incoming intern at the Yale University Doctoral Internship in Clinical and Community Psychology’s Behavioral Medicine program. At UF, he serves as the director and co-creator of the student-run Equal Access Behavioral Health Clinic and Integrated Primary Care Clinic, providing free psychological services to underserved/underinsured community members. Mr. Cartagena was an early and active participant in the Education and Advocacy Committee in CHP, working to educate colleagues about health disparities and social justice. His research endeavors focus on the impact of Minority Stress on cancer outcomes and ways to develop equitable behavioral interventions. He is dedicated to teaching others about disparities by participating in panels, creating educational content for his department and university, and most importantly, volunteering his time to directly provide care and service to minimize disparities. Mr. Cartagena’s leadership has resulted in lasting change at UF on many levels and he plans to continue to address health disparities in the future with the many tools of a citizen psychologist.*

Jean Paul-Sartre once said, “We must act out passion before we can feel it.” As a proud LGBTQ+ man, Puerto Rican, and military child, Cartagena’s passion for clinical health psychology and addressing health disparities is an embedded part of his identity, founded by a history of action.

Gabriel’s pursuit of his passions began in his undergraduate career. He graduated from the University of Alaska Fairbanks with a BA in Psychology and minor in Global Health. During this time, Gabriel became an NIH biomedical research fellow. He conducted research regarding Alaskan Native cancer survivorship, researched HIV neurotropism, and studied HIV/AIDS survivorship in rural South Africa. Gabriel served as a post-baccalaureate mental health worker with disabled individuals in rural Sri Lanka and completed a brief cross-cultural clinical psychology internship in India. Gabriel received his MS in Clinical Psychology at the University of Florida, where he is completing his doctorate.
DISTINGUISHED CONTRIBUTIONS TO PSYCHOLOGY IN THE PUBLIC INTEREST

The 2021 recipients of the APA Awards for Distinguished Contributions to Psychology in the Public Interest were selected by the 2020 Committee on Psychology in the Public Interest Awards. Members of the committee were Kimberly E. Hiroto, PhD; Scott J. Hunter, PhD; Martin Y. Iguchi, PhD; Valerie A. Earnshaw, PhD; and Perry N. Halkitis, MPH, PhD.
The APA Award for Distinguished Contributions to Psychology in the Public Interest recognizes persons who, in the opinion of the Committee on Psychology in the Public Interest Awards, have advanced psychology as a science and/or profession by a single extraordinary achievement or a lifetime of outstanding contributions in the public interest. Two awards are given—the first to a psychologist who has made a significant contribution to the public interest in the early stages of his or her career, and the second to a senior psychologist.

### RECIPIENTS

<table>
<thead>
<tr>
<th>Year</th>
<th>Recipient(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1978</td>
<td>Kenneth B. Clark, PhD</td>
</tr>
<tr>
<td>1979</td>
<td>Marie Johada, PhD, Otto Klineberg, PhD</td>
</tr>
<tr>
<td>1980</td>
<td>Isidor Chein, PhD, Nicholas Hobbs, PhD</td>
</tr>
<tr>
<td>1981</td>
<td>Herbert C. Kelman, PhD, Edward F. Zigler, PhD</td>
</tr>
<tr>
<td>1982</td>
<td>Stuart W. Cook, PhD, James S. Jackson, PhD</td>
</tr>
<tr>
<td>1983</td>
<td>Patrick H. DeLeon, PhD, JD, Seymour B. Sarason, PhD</td>
</tr>
<tr>
<td>1984</td>
<td>Jerome D. Frank, PhD, Gary B. Melton, PhD</td>
</tr>
<tr>
<td>1985</td>
<td>John Janeway Conger, PhD, Stanley Sue, PhD</td>
</tr>
<tr>
<td>1986</td>
<td>Urie Bronfenbrenner, PhD, Michael J. Saks, PhD</td>
</tr>
<tr>
<td>1987</td>
<td>Ellen Langner, PhD, M. Brewster Smith, PhD</td>
</tr>
<tr>
<td>1988</td>
<td>William Bevan, PhD, Emory L. Cowen, PhD, Leonard Saxe, PhD</td>
</tr>
<tr>
<td>1989</td>
<td>Baruch Fischhoff, PhD, David Lykken, PhD</td>
</tr>
<tr>
<td>1990</td>
<td>Susan T. Fiske, PhD, Evelyn Hooker, PhD</td>
</tr>
<tr>
<td>1991</td>
<td>Hortensia Amaro, PhD, Florence L. Denmark, PhD</td>
</tr>
<tr>
<td>1992</td>
<td>Patrick H. DeLeon, PhD, JD, Laura C. Leviton, PhD</td>
</tr>
<tr>
<td>1993</td>
<td>Durand F. Jacobs, PhD, Robert Q. Pollard Jr., PhD</td>
</tr>
<tr>
<td>1994</td>
<td>David A. Riley, PhD, Nancy Felipe Russo, PhD</td>
</tr>
<tr>
<td>1995</td>
<td>Alan I. Leshner, PhD (senior career), Gregory Herek, PhD (early career)</td>
</tr>
<tr>
<td>1996</td>
<td>James G. Kelly, PhD (senior career), Maria P. P. Root, PhD (early career)</td>
</tr>
<tr>
<td>1997</td>
<td>Bonnie R. Strickland, PhD (senior career)</td>
</tr>
<tr>
<td>1998/9</td>
<td>Lillian Cornas-Diaz, PhD (senior career), Jeannette Ickovics, PhD (early career)</td>
</tr>
<tr>
<td>2000</td>
<td>Martha Bernal, PhD (senior career), Edward Dunbar, PhD (early career)</td>
</tr>
<tr>
<td>2001</td>
<td>Phyllis Katz, PhD (senior career), Melba Vasquez, PhD (senior career)</td>
</tr>
<tr>
<td>2002</td>
<td>Brian Smedley, PhD (early career)</td>
</tr>
<tr>
<td>2003</td>
<td>Claude M. Steele, PhD (senior career)</td>
</tr>
<tr>
<td>2004</td>
<td>Dante Cicchetti, PhD (senior career), Susan Limber, PhD (early career)</td>
</tr>
<tr>
<td>2005</td>
<td>Margaret Beale Spencer, PhD (senior career), Daniel Dodgen, PhD (early career)</td>
</tr>
<tr>
<td>2006</td>
<td>Rose Clark, PhD (early career)</td>
</tr>
<tr>
<td>2007</td>
<td>Larke Nahme Huang, PhD (senior career), Gary W. Harper, PhD (early career)</td>
</tr>
<tr>
<td>2008</td>
<td>Philip G. Zimbardo, PhD (senior career), Rebecca Campbell, PhD (early career)</td>
</tr>
<tr>
<td>2009</td>
<td>Beverly Greene, PhD (senior career), Keith N. Humphreys, PhD (early career)</td>
</tr>
<tr>
<td>2010</td>
<td>Norman Abeles, PhD (senior career), Perry N. Halkitis, PhD (early career)</td>
</tr>
<tr>
<td>2011</td>
<td>Roxane Cohen Silver, PhD (senior career), Edward A. Delgado-Romero, PhD (early career)</td>
</tr>
<tr>
<td>2012</td>
<td>Bernice Lott, PhD (senior career), Marguerita Lightfoot, PhD (early career)</td>
</tr>
<tr>
<td>2013</td>
<td>Derald Wing Sue, PhD (senior career), Thema Bryant-Davis, PhD (early career)</td>
</tr>
<tr>
<td>2014</td>
<td>Gary B. Melton, PhD (senior career)</td>
</tr>
<tr>
<td>2015</td>
<td>Michael E. Lamb, PhD (senior career), Candice L. Odgers, PhD (early career)</td>
</tr>
<tr>
<td>2016</td>
<td>Faye Z. Belgrave, PhD (senior career), José Toro-Alfonso, PhD (senior career)*</td>
</tr>
<tr>
<td>2017</td>
<td>John W. Pachankis, PhD (early career)</td>
</tr>
<tr>
<td>2018</td>
<td>Kevin L. Nadal, PhD (early career)</td>
</tr>
<tr>
<td>2019</td>
<td>Daniel V. Foster, PhD (senior career), John E. Pachankis, PhD (early career)</td>
</tr>
<tr>
<td>2020</td>
<td>Brian L. Wilcox, PhD (senior career), lore m. dickey, PhD (early career)</td>
</tr>
<tr>
<td>2021</td>
<td>Kimberly G. Noble, MD, MPH (senior career), Brian J. Hall, PhD (early career)</td>
</tr>
</tbody>
</table>

*Awarded posthumously.
Kimberly G. Noble, MD, PhD

Kimberly G. Noble is a cognitive neuroscientist, developmental psychologist, and pediatrician based at Columbia Teacher’s College. With her formidable interdisciplinary skill set, she has established a new approach to the problem of child poverty. Her work illuminates the neural mechanisms by which the socioeconomic environment shapes our abilities and vulnerabilities, using the ideas and methods of neuroscience to expand on insights that come from economic, social, and psychological studies. By building a more comprehensive and integrated understanding of child poverty, Dr. Noble has ushered in a new field of study that advances the science of child development and its implications for child policy.

Kimberly Noble, MD, PhD, is a Professor of Neuroscience and Education at Teachers College, Columbia University. As a neuroscientist and board-certified pediatrician, she studies how socioeconomic inequality relates to children’s cognitive and brain development. Her work examines socioeconomic disparities in cognitive development, as well as brain structure and function, across infancy, childhood, and adolescence. She is particularly interested in understanding how early in infancy or toddlerhood such disparities develop; the modifiable environmental differences that account for these disparities; and the ways we might harness this research to inform the design of interventions. She has been awarded funding from the National Institutes of Health and more than a dozen private foundations and is one of the principal investigators of Baby’s First Years, the first clinical trial of poverty reduction in the first three years of life. Dr. Noble received her undergraduate, graduate, and medical degrees from the University of Pennsylvania. She was the recipient of the Association for Psychological Science Janet Taylor Spence Award for Transformative Early Career Contributions and is a Fellow of the Association for Psychological Science. Her TED talk has received more than 2 million views to date, and her work has received worldwide attention in the popular press.
Brian J. Hall, PhD

Brian J. Hall, PhD is seen as one of the most outstanding psychologists in China and is well deserving of the Distinguished Contributions to Psychology in the Public Interest Early Career Award due to his exceptional accomplishments as an independent investigator, scholar, and educator. Dr. Hall possesses a rare blend of research skills, productivity, academic and personal vision, the ability to take risks to obtain his goals, and a sincere and abiding interest in mentoring junior investigators. Dr. Hall has conducted ground-breaking work among migrants in China and works tirelessly to bring the best of psychology and public health to disadvantaged communities around the world.

Brian J. Hall, PhD is a clinical psychologist whose research is broadly focused on the application of interdisciplinary approaches to address diverse population health challenges. Dr. Hall earned his PhD in Clinical Psychology from Kent State University in 2011. He gained specialization in epidemiological methods and public health during a two-year National Institute of Mental Health T32 Fellowship in Psychiatric Epidemiology in the Department of Mental Health at the Johns Hopkins Bloomberg School of Public Health (JHBSPH). In 2013 Dr. Hall moved full-time to China through a UJMT Fogarty Global Health Fellowship (Consortium of University of North Carolina at Chapel Hill, Johns Hopkins University, Morehouse School of Medicine, and Tulane University), hosted by the University of North Carolina Institute of Global Health and Infectious Disease, JHBSPH, and the Sun Yat-sen University School of Public Health. In 2017 Hall was the inaugural Global Mental Health Fellow of the World Health Organization, and in 2019 he was elected as a Fellow of the American Psychological Association. Hall has served as a consultant for the World Health Organization, UNICEF, and UNAID, and has collaborated with several community-based organizations to improve the health of various populations, including internal Chinese and international migrants, adolescents, caregivers, and older adults. Dr. Hall is currently a Professor of Global Public Health at NYU Shanghai and an Associated Professor at the School of Global Public Health, NYU.
Award for Distinguished Contributions to Research in Public Policy

The Award for Distinguished Contributions to Research in Public Policy is given to a psychologist who has made a distinguished empirical and/or theoretical contribution to research in public policy, either through a single extraordinary achievement or a lifetime of work. The contribution may consist of such factors as research leading others to view specific national policies differently, research demonstrating the importance of the application of psychological methods and theory to public policy, or research clarifying the ways scientific knowledge or human behavior informs public policy.

RECIPIENTS

1988 Sandra Scarr, PhD
1989 Charles A. Kiesler, PhD
1990 John Monahan, PhD
1991 Shari Seidman Diamond, JD, PhD
1992 Linda A. Teplin, PhD
  Gail E. Wyatt, PhD
1993 Diana T. Slaughter-Defoe, PhD
1994 Thomas Grisso, PhD
1995 Marnie E. Rice, PhD
1996 Stanley Sue, PhD
1997 Ruby Takanishi, PhD
1998/9 Leonard Bickman, PhD
2000 Mary P. Koss, PhD
2001 Susan Cochrane, PhD
2002 Jeanne Brooks-Gunn, PhD
2003 Louise Fitzgerald, PhD
2004 Thomas J. Coates, PhD
2005 Gail S. Goodman, PhD
2006 Mark D. Cunningham, PhD
2007 Vickie M. Mays, PhD, MSPH
2008 Janet E. Helms, PhD
2009 Charlotte J. Patterson, PhD*
  Laurence Steinberg, PhD*
2010 G. Daniel Lassiter, PhD
2011 Richard Rodgers, PhD
2012 Dan Olweus, PhD
2013 Michelle Fine, PhD
2014 Lonnie R. Snowden Jr., PhD
2015 No award given
2016 Dorothy L. Espelage, PhD
2017 Saul M. Kassin, PhD
2018 Nicholas (“Dick”) Reppucci, PhD
2019 Sandra Bishop-Josef, PhD
2020 Gary L. Wells, PhD
2021 No Award Given

*This award was shared; it was not an award for collaboration.
The 2021 recipients of the APA Distinguished Contributions to Education and Training Awards were selected by the 2020 Education and Training Awards Committee appointed by the Board of Educational Affairs (BEA). The 2020 Education and Training Awards Committee members were Hideko Sera, PsyD (chair); Melanie Wilcox, PhD; Nancy Elman, PhD; Susan Opotow, PhD; Robert Hatcher, PhD; and Carol Falender, PhD.
Award for Distinguished Contributions to Education and Training in Psychology

This award is given by the Board of Educational Affairs in recognition of the efforts of psychologists who have made distinguished contributions to education and training, who have produced imaginative innovations, or who have been involved in the developmental phases of programs in education and training in psychology. These contributions might include important research on education and training; the development of effective materials for instruction; the establishment of workshops, conferences, or networks of communication for education and training; achievements and leadership in administration that facilitate education and training; or activity in professional organizations that promote excellence.

The Award for Distinguished Contributions to Education and Training in Psychology recognizes a specific contribution to education and training. The Career designation is added to the award at the discretion of the Education and Training Awards Committee to recognize continuous significant contributions made over a lifelong career in psychology. This year the Education and Training Awards Committee selected a psychologist for the Career designation.

RECIPIENTS

1987 Florence L. Denmark, PhD
Wilbert J. McKeachie, PhD†

1988 Leonard Bickman, PhD
Joseph H. Grosslight, PhD
Stanley F. Schneider, PhD†

1989 Philip R. Laughlin, PhD
Donald R. Peterson, PhD†

1990 Henry C. Ellis, PhD
Michael Wertheimer, PhD†

1991 Dalmas A. Taylor, PhD
Arthur N. Wiens, PhD†

1992 Ronald E. Fox, PhD†
Charles G. Matthews, PhD

1993 Jill N. Reich, PhD
Richard M. Suinn, PhD†

1994 Elizabeth Altmaier, PhD
Irwin Altman, PhD†

1995 Charles L. Brewer, PhD†
George Stricker, PhD†

1996 Cynthia D. Belar, PhD
Diane F. Halpern, PhD†

1997 Geoffrey Keppel, PhD†
Edward P. Sheridan, PhD†

1998/9 Gregory A. Kimble, PhD†

2000 Sylvia Rosenfield, PhD†

2001 Ludy T. Benjamin Jr., PhD†

2002 Barbara M. Byrne, PhD
Jessica Henderson Daniel, PhD

2003 Reginald L. Jones, PhD†

2004 Nadine J. Kaslow, PhD
Derald Wing Sue, PhD†

2005 John C. Norcross, PhD
Irma Serrano-Garcia, PhD

2006 Janet E. Helms, PhD
Michael C. Roberts, PhD

2007 Sheila M. Eyberg, PhD
Thomas R. Kratochwill, PhD†

2008 Rex Lloyd Forehand, PhD†

2009 Nadya A. Fouad, PhD

2010 Rosemary E. Phelps, PhD

2011 Jon Carlson, EdD, PsyD†

2012 W. Gregory Keilin, PhD

2013 Ronald H. Rozensky, PhD†

2014 Julio J. Ramirez, PhD†

2015 Rodney K. Goodyear, PhD†

2016 Roger P. Greenberg, PhD†

2017 Nancy S. Elman, PhD†

2018 Carol Falender, PhD†

2019 Emil R. Rodolfa, PhD†

2020 Steve McCutcheon, PhD†

2021 Kathleen J. Bieschke, PhD†

†Career designation.
Kathleen Bieschke, PhD

Kathleen Bieschke, PhD is recognized for her national impact on education and training in the field of psychology through her research and scholarship, service to the field, and national leadership roles in the Council of Counseling Psychology Training Programs and APA’s Society of Counseling Psychology and Commission on Accreditation. Dr. Bieschke, in partnership with her extraordinary colleagues, helped to lead national conversation on how to train and educate trainees to deliver competent services to a diverse clientele. Her efforts contributed to a comprehensive, developmental approach to training and education that is inclusive and welcoming of the diverse backgrounds and worldviews of both clients and trainees.

Kathleen Bieschke, PhD is a Professor of Education and Vice Provost for Faculty Affairs at the Pennsylvania State University. She received her PhD in Counseling Psychology from Michigan State University, under the direction of Dr. Frederick Lopez. Dr. Bieschke’s scholarship focuses on the development of trainee competencies. Her work first focused on the development of research competencies and then on identifying the competencies necessary to serve a diverse public. Dr. Bieschke served as the Director of Training for the PhD program in Counseling Psychology at Penn State University. She served in national leadership roles, including as secretary of the Council for Counseling Psychology Training Programs; Vice President of Education and Training for APA’s Division 17, Society of Counseling Psychology; and Commissioner Associate Chair of Quality Assurance and Chair of the APA’s Commission on Accreditation. Dr. Bieschke participated in several work groups, including as leader of the scientific foundations research competencies workgroup for the Association of Psychology Postdoctoral and Internship Centers competencies conference, and as a member of the Board of Education Affairs/Board of Professional Affairs Working Group on Restrictions Influencing Diversity Training in Graduate Education and the Joint Board of Education Affairs/Board of Professional Affairs Working Group on Competencies to Serve a Diverse Public Group. Dr. Bieschke served as one of the inaugural associate editors of Training and Education in Professional Psychology.
Award for Distinguished Contributions of Applications of Psychology to Education and Training

This award is given by the Board of Educational Affairs to acknowledge psychologists who contribute to new teaching methods or solutions to learning problems through the use of research findings or evidence-based practices. Particular emphasis is placed on the use of psychological knowledge to improve learning in educational settings, including prekindergarten to Grade 12, or in communities.

RECIPIENTS

<table>
<thead>
<tr>
<th>Year</th>
<th>Recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>Nadine M. Lambert, PhD</td>
</tr>
<tr>
<td>1999</td>
<td>Nadine M. Lambert, PhD</td>
</tr>
<tr>
<td>2000</td>
<td>Roger P. Weissberg, PhD</td>
</tr>
<tr>
<td>2001</td>
<td>Alan M. Lesgold, PhD</td>
</tr>
<tr>
<td>2002</td>
<td>Virginia Andreoli Mathie, PhD</td>
</tr>
<tr>
<td>2003</td>
<td>David W. Johnson, EdD</td>
</tr>
<tr>
<td>2004</td>
<td>Emil R. Rodolfa, PhD</td>
</tr>
<tr>
<td>2005</td>
<td>Cal D. Stoltenberg, PhD</td>
</tr>
<tr>
<td>2006</td>
<td>No Award Given</td>
</tr>
<tr>
<td>2007</td>
<td>Lauren B. Resnick, EdD</td>
</tr>
<tr>
<td>2008</td>
<td>Richard E. Mayer, PhD</td>
</tr>
<tr>
<td>2009</td>
<td>Richard Lehrer, PhD</td>
</tr>
<tr>
<td>2010</td>
<td>Michael Cole, PhD</td>
</tr>
<tr>
<td>2011</td>
<td>Arthur C. Graesser, PhD</td>
</tr>
<tr>
<td>2012</td>
<td>C. Cybele Raver, PhD</td>
</tr>
<tr>
<td>2013</td>
<td>Jane S. Halonen, PhD</td>
</tr>
<tr>
<td>2014</td>
<td>Barbara L. Bonner, PhD</td>
</tr>
<tr>
<td>2015</td>
<td>Robert L. Hatcher, PhD</td>
</tr>
<tr>
<td>2016</td>
<td>Cindy L. Juntunen, PhD</td>
</tr>
<tr>
<td>2017</td>
<td>James W. Lichtenberg, PhD</td>
</tr>
<tr>
<td>2018</td>
<td>Linda Forrest, PhD</td>
</tr>
<tr>
<td>2019</td>
<td>No Award given</td>
</tr>
<tr>
<td>2020</td>
<td>No Award Given</td>
</tr>
<tr>
<td>2021</td>
<td>William Ketterer, PsyD</td>
</tr>
</tbody>
</table>

†Career designation.
William Ketterer, PsyD

William Ketterer is recognized for his national impact on education and training through his scholarship and development of an applied relationship model. His model and practical approach enable therapists and non-therapists to harness the power of restorative relationships. He has developed a training program that has assisted hundreds of school administrators, counselors, and kindergarten through twelfth-grade teachers to better provide the relational components necessary to support students’ social/emotional development. His work empowers adults to offer the needed healing relational ingredients to support countless children recovering from emotional trauma.

William Ketterer, PsyD provides consultation services to Vermont and New Hampshire public schools. He received his PsyD from Antioch University. He completed his internship and postdoctoral training at Norwich University where he won both the Commandant’s Award for Excellence and the Student Services Award for Excellence. Dr. Ketterer’s primary interest is in providing public schools access to evidence-based interventions geared toward reducing anger and violence in schools. Dr. Ketterer’s research directly addresses catastrophic gun violence and how to build healthy, nurturing relationships with school-aged children. He has presented his applied model of self-esteem nationally and internationally at both education and psychology conferences. Dr. Ketterer has created an empathy training tool, Empathic Exploration, that assists adults in learning how to take an empathic stance with children. His book is titled Reducing Anger and Violence in Schools: An Evidence-Based Approach.
DISTINGUISHED INTERNATIONAL CONTRIBUTIONS

The 2021 recipients of the APA Award for Distinguished Contributions to the International Advancement of Psychology and the APA International Humanitarian Award were selected by the Board of Directors as recommended by the 2020 Committee on International Relations in Psychology (CIRP). The members of the 2020 CIRP were: Brien Ashdown, PhD (co-chair); Jill Betz Bloom, PhD (co-chair); Abir Aldhalimi, PhD; Mia Bergman, PhD, ABPP; Ayşe Çiftçi, PhD; Nancy Diehl, PhD; Changming Duan, PhD; Sunita Stewart, PhD, ABPP; Elizabeth Terrazas-Carrillo, PhD.
Award for Distinguished Contributions to the International Advancement of Psychology

This award is given to individuals who have made sustained and enduring contributions to international cooperation and the advancement of knowledge in psychology.

RECIPIENTS

1991  Otto Klineberg, MD, PhD
1992  Henry P. David, PhD
1993  Cigdem Kaplanci, PhD
1994  Frances M. Culbertson, PhD
      Harry C. Triandis, PhD
1995  Paul B. Baltes, PhD
      Wayne H. Holtzman, PhD
1996  Florence L. Denmark, PhD
      Anthony J. Marsella, PhD
1997  Mark R. Rosenzweig, PhD
1998/9 Edwin A. Fleschman, PhD
2000  Florence W. Kaslow, PhD
2001  Juris G. Draguns, PhD
2002  Stanley C. Krippner, PhD
2003  Thomas D. Oakland, PhD
2004  Ronald P. Rohner, PhD
2005  Gary B. Melton, PhD
      Charles D. Spielberger, PhD
2006  Michael Cole, PhD
2007  Rubén Ardila, PhD
      Frederick T. L. Leong, PhD
2008  Puncky Paul Heppner, PhD
2009  Judith V. Torney-Purta, PhD
2010  Paul B. Pedersen, PhD
2011  Dan Olweus, PhD
2012  Fanny M. Cheung, PhD
      Daniel Landis, PhD
2013  Maria Cristina Richaud, PhD
      Fons J. R. van de Vijver, PhD
2014  Sathasivan ("Saths") Cooper, PhD
2015  Walter J. Lonner, PhD
2016  Héctor Fernández-Álvarez, PhD
2017  Mary P. Koss, PhD
2018  Mary Jane Rotheram-Borus, PhD
2019  Lawrence Hal Gerstein, PhD
2020  Sharon G. Horne, PhD
2021  Kathleen M. Pike, PhD
Kathleen M. Pike, PhD

APA’s Committee on International Relations in Psychology (CIRP) is pleased to present the 2021 APA Award for Distinguished Contributions to the International Advancement of Psychology to Dr. Kathleen M. Pike. Over a nearly 40-year career, Dr. Pike has worked with several scholars and research centers around the world. Having conducted valuable and high-quality scholarship around the world, she delivered the keynote address about the global burden of mental health at the 2014 G-20 Summit in Brisbane, Australia. In her current role as Director of the Columbia-WHO Center for Global Mental Health, she continues to work tirelessly for the advancement of psychological science as a pathway to improve the lives of people everywhere. This is evident in her development of an evidence-based online toolkit for supporting mental health during the COVID-19 pandemic, her establishment of the Global Mental Health Scholars Program, and her founding of the Global Mental Health Small Grants Program. She has taught over a thousand students from more than 60 countries, laying the groundwork for future generations to continue this important work. Based on this vital and far-reaching evidence-based work, CIRP presents to Dr. Pike the 2021 APA Award for Distinguished Contributions to the International Advancement of Psychology.

Kathleen M. Pike earned her BA and MA in psychology and international studies at Johns Hopkins University and her PhD in clinical psychology at Yale University. As Professor of Psychology at Columbia University, she serves as Director of the Columbia-WHO Center for Global Mental Health; Chair of the Faculty Steering Committee for the Global Mental Health Programs; and Deputy Director of the Health and Aging Policy Fellows Program. Dr. Pike has held university appointments at Keio University and Temple University in Japan where she received a Faculty Fulbright Research Award for her work on culture and eating disorders. Dr. Pike has extensive experience consulting to public officials in the United States and Japan on mental health policy and to global corporations on mental health and work. Dr. Pike has published over 150 articles and book chapters on eating disorders, culture, and psychopathology, global mental health, and mental health in the workplace. She has authored and presented more than 200 workshops, invited lectures, papers, and poster presentations. Her weekly Five on Friday blog on mental health has a distribution that reaches over 10,000 readers, and her TEDxTokyo talk, Don’t Call Me Crazy, has been viewed over 30,000 times.
International Humanitarian Award

The International Humanitarian Award recognizes extraordinary humanitarian services and activism by psychologists, including professional and volunteer work conducted primarily in the field with underserved populations. Award recipients are psychologists who, by their extraordinary service at a difficult time, improve the lives and contribute to the well-being of people in a large or small geographic area anywhere in the world.

RECIPIENTS

1998/9 Nila Kapor-Stanulovic, PhD
2000 No award given
2001 Karen L. Hanscom, PhD
2002 Elizabeth Lira, PhD
2003 No award given
2004 Chris E. Stout, PsyD, MBA
2005 F. H. Eduardo Almeida, PhD
2006 The Center for Victims of Torture: Guinea International Mental Health Team, 2004-2005
2007 Gerard A. ("Jerry") Jacobs, PhD
2008 Joseph O. Prewitt Diaz, PhD
Gundelina Almario Velazco, PhD
2009 Michael G. Wessells, PhD
2010 No award given
2011 No award given
2012 John Thoburn, PhD
2013 M. Brinton Lykes, PhD
2014 Malcolm ("Mac") MacLachlan, PhD
2015 Sunil Bhatia, PhD
2016 Alan Poling, PhD
2017 Kathryn L. Norsworthy, PhD
2018 Guerda Nicolas, PhD
2019 Gargi Roysircar, EdD
2020 Niels Peter Rygaard, PhD
2021 Bhava Nath Poudyal, MA
Bhava Nath Poudyal, MA

The American Psychology Association’s Committee on International Relations in Psychology (CIRP) is pleased to present the 2021 International Humanitarian Award to Mr. Bhava Nath Poudyal. Over a 25 year-long career, Mr. Poudyal has worked with several leading humanitarian institutions and published numerous scholarly articles in the advancement of assessing, designing, delivering, and evaluating mental health and psychological services, particularly in lower and middle-income areas. His work has focused on contexts within Asia, Central Asia, West Africa, and Southeast Asia. Mr. Poudyal has brought his expertise to bear on responding to the needs of torture victims in his home country of Nepal, as well as Guinea and Sierra Leone. He has also worked with the International Red Cross in the areas of missing persons, natural disasters, and violent conflicts. He has trained and mentored over a thousand lay counselors and more than 300 psychologists around the world, simplifying complex psychological principles, therapies, and treatments to provide support for people experiencing significant trauma. Because of the work Mr. Poudyal has done to restore the dignity, relationships, and hope of thousands of people, CIRP presents to him the 2021 International Humanitarian Award, and thanks him for his sacrifice and service.

Bhava started his professional work with the Centre for Victims of Torture, Nepal in 1995 after he completed his Master’s in Clinical Psychology from Tribhuvan University, Nepal. He worked in Nepal for 5 years, where he primarily lived and worked in Bhutanese refugee camps. In 2000, he moved to Guinea, with the international program of the Center for Victims of Torture, Minneapolis. Since then, he has worked in West Africa, South East Asia, South Asia, and Central Asia with various international organizations. He currently works for the International Committee for the Red Cross as a Regional Mental Health and Psychosocial Support (MHPSS) Specialist for Asia and Pacific. During his 25-year career, he has always lived in the affected country so that he can understand local nuances to design culturally relevant interventions. His work has supported survivors of different traumatic events, including torture, gender-based violence, war, earthquakes, tsunamis, and missing family members.

He has contributed to several consensus MHPSS guidelines and has published his work in several peer-reviewed journals. For his dedication towards the rehabilitation of torture survivors, he received the honor of being selected as a finalist for the Barbara Chester Award for clinicians working with survivors of torture.
The APA/Psi Chi Edwin B. Newman Graduate Research Award is given jointly by APA and Psi Chi for the best paper published or presented by a graduate student at the APA or Psi Chi convention or at any regional or state psychological association meeting held between January 1 and December 31 of the previous calendar year. For purposes of the award, research is broadly defined to include all forms of empirical psychology, such as experiments, correlational studies, historical studies, case histories, and evaluation studies. Members of the 2021 Edwin B. Newman Award Committee were Dr. Pamela E. Scott-Johnson (chair) and Dr. Susan Whitbourne.

RECIPIENTS

1979  Michael S. Fanselow  
      Natalie P. Porter  
1980  Rowland S. Miller  
1981  Peter David Blanck  
1982  Morton Ann Gernsbacher  
1983  Kathryn Perez Riley  
1984  Mark E. Johnson  
1985  Jereny Shapiro  
1986  Ruth A. Weber  
1987  James A. Shepperd  
1988  Brad J. Bushman  
      David A. Smith  
1989  Denise M. Driscoll  
1990  Catherine L. Reed  
1991  Sung-Il Kim  
1992  Daniel E. Shapiro  
1993  Julie Anderson  
1994  Agnes Chan  
1995  Prahlad Gupta  
1996  Sterling Charles Johnson  
1997  Jack B. Nitschke  
1998  Holly Hazlett-Stevens  
1999  Allison Ryan  
2000  Laura Mackner  
2001  Su Yeong Kim  
2002  Micheal E. Shafer  
2003  Rose Mary Webb  
2004  Cortney S. Warren  
2005  George M. Slavich  
2006  Gregory D. Webster  
2007  Darby Saxbe  
2008  Rebecca B. Price  
2009  Joseph H. Hammer  
2010  Eric Hehman  
2011  Michael Scullin  
2012  Cynthia J. Najdowski  
2013  Hannah Williamson  
2014  Sımeysa Tosun, PhD  
2015  Connor H. G. Patros  
2016  Megan H. Puglia  
2017  Samantha L. Anderson  
2018  Cope Feurer  
2019  Lydia G. Roos, MA  
2020  Andrew Young Choi, PhD  
2021  James P. Dunlea, MPhil
The Edwin B. Newman Graduate Research Award for 2021 is given for an exceptional research paper titled, “Children’s and Adults’ Understanding of Punishment and the Criminal Justice System.” This work suggests that children largely conceptualize incarceration as stemming from both internal and behavioral factors, whereas adults primarily attribute incarceration as stemming from behaviors. Neither children nor adults readily generated or agreed with societal explanations for incarceration. Importantly, a similar pattern emerged across groups of children with different experiences with the criminal justice system. The research for the paper was conducted at Columbia University with faculty advisor, Larisa Heiphetz, PhD.

James P. Dunlea, MPhil

James P. Dunlea is a rising fifth-year PhD student in the Department of Psychology at Columbia University. Broadly, James’s research unites approaches from several areas of psychology (developmental, moral cognition, social cognition) and related fields (e.g., philosophy, law) to understand how reasoning during childhood lays the foundation for how adults think about topics related to fairness, justice, and morality. More specifically, James’s primarily lines of work center around how children and adults reason about punishment, typically within the context of the United States criminal legal system. James’s research has appeared in several peer-reviewed outlets, including Child Development, Journal of Cognition and Development, Journal of Experimental Social Psychology, and Social Cognition.

Prior to matriculating as a PhD student, James earned his MS in Law from Northwestern University Law School and his BS in Human Development from Cornell University. James is indebted to his many mentors—including Drs. Kayla Burd (University of Wyoming), Larisa Heiphetz (Columbia University), Steve Ceci (Cornell University), and Wendy Williams (Cornell University)—for providing inspiration and support throughout his research journey.

James P. Dunlea, MPhil