

INSIGHT

Published by the Psychology Graduate Student Association

Inside this issue:

Program Directors	2-4
Undergraduate Program Update	5
Faculty/Alumni Spotlight	6-7
Welcomes & Farewells	8
Staff Updates	9
Recognition Night	10
Grad Student Awards	11
PGSA Update/Faculty Spotlight	12
Faculty Publications	13-15
Grad Student Publications	16
Mental Health Breaks	17
A Special Thank You	18
We Need Your Help	19
Alumni Update	20

Department Head Dr. James E. Lawler



Welcome to our fifth newsletter written and edited by our Psychology Graduate Student Association. Thanks especially to Erin O'Mara, Christen Mullane, Katie Little, Mark Daniels, and all those who submitted articles.

I want to thank those who contributed so generously this last year. However, the number of contributors has dropped. I do not know why that is. Perhaps the news that there have been several multimillion dollar contributions to UT has made some feel that their \$25 contribution cannot possibly make a difference. But those \$25 and \$50 gifts are the lifeblood of support for our undergraduate and graduate students, allowing us to provide travel to national meetings and cash awards to both undergraduate and graduate students who excel in research, teaching and academics. We also use these donations to provide dissertation awards, which allow us to support research projects that would otherwise be cost prohibitive. Please consider writing a check today to one of the funds listed on a subsequent page of this newsletter. Our students really need your help!

The department continues to change, with both retirements and new hires. Bob Wahler and Len Handler retired and both have taken post-retirement appointments, so they will be with us part time for the next three years. Wes Morgan has also announced his retirement and four-year post-retirement agreement. Kathleen Lawler Row retired and took a position as Chair at East Carolina University. Fumiko Samejima retired. Fred Leong resigned and took a position at Michigan State University, and Susan Lonborg returned to her previous position at Central Washington University. Other retirements include Vidya Anderson as Lecturer and Karen Fawver, who has been on our staff for 30 years.

There are a number of changes in Program Directors. Deborah Welsh has taken over as Director of Clinical Training, Lowell Gaertner has taken over as Director of the Experimental Program, and Jake Levy and Dawn Szymanski are Interim Co-Directors of the Counseling Psychology Program. In addition, Derek Hopko has taken over as Associate Head. Both Derek Hopko and Lowell Gaertner were promoted to Associate Professor with tenure, and Associate Professor Daniela Corbetta received tenure. Rajan Mahadevan was promoted to Distinguished Lecturer.

We had several new faculty who joined us in this last academic year: Todd Moore in Clinical Psychology; both Dawn Szymanski and Gina Owens in Counseling Psychology; and Matthew Cooper in Behavioral Neuroscience. Four new faculty arrive for this coming fall semester: Brent Mallinckrodt, as Professor and Director of Counseling Psychology; Paula Fite and Deborah Rhatigan as Assistant Professors in Clinical Psychology; and Greg Reynolds as Assistant Professor in Experimental Psychology. We have also hired a new full-time Lecturer, Beth Cooper.

We will be searching for two new faculty this current year, one in experimental and one in clinical.

We currently have four faculty with extramural funding from NIH (Lowell Gaertner, Derek Hopko, Jenny Macfie, and Deborah Welsh), one with other extramural funding (Gordon Burghardt), and several others with extramural applications under current review (Daniella Corbetta, Todd Freeberg, Kristina Gordon, Jim McNulty, Michael Olson, and Todd Moore). Several others are developing their grant applications now. Derek Hopko also just learned that a major 3-yr grant from the Susan Komen Breast Cancer Foundation has been funded.

Continued on page 4...

Experimental Psychology Program Update

University of Tennessee

Experimental Program Director
Dr. Lowell Gaertner



So, you ask, “Lowell, why serve as Director of the Graduate Program in Experimental Psychology?”

Read my lips: the fame. Hey, where are the paparazzi? No, it’s the glory. But, where’s the confetti and marching band? Perhaps, it’s the cash. Ouch, my wallet just pinched me! Administrative tasks, paperwork, and hierarchies bore me. What was I thinking!?!?

My thrill comes from science: contemplating fuzzy concepts, pursuing novel questions, and dissecting basic processes with clean experiments. Indeed, it’s the thrill of science that motivated me to serve as Director. I accepted this responsibility with a primary goal in mind: *amplify the scientific atmosphere among the graduate students*. Don’t get me wrong, our students are bright and capable. In my five years here, however, I haven’t felt the electricity of excitement among the students that hooked me when I was a student – and this is an observation shared by other faculty. I suspect the graduate students are innocent and, instead, guilt lies with me and my fellow faculty. Perhaps, we have fostered norms and practices that mute the excitement of science? I readily admit that I’m pointing fingers with no ready solution. I know what I’d like to “see,” but I don’t yet have a complete plan to bring about that “vision.” Here is what I would like to “see:” (1) Students engage in research beyond those projects necessary for a PhD; (2) Students collaborate with each other on research projects, rather than relying solely on their relationship with their advisor; (3) Students actively share their research with the world via journal submissions and conference presentations; (4) Students actively engage speakers, when

speakers visit our Department; (5) Students shift their self-definition from student to scientist – indeed, as scientists we invariably tackle new information and, in that regard, we are life long students. But not all students are scientists, and a shift in self-definition may do good (as the empirical self-literature suggests). Essentially, I would like to see our department alive with the thrill of science. Of course, infusing that thrill is the next step and I’m always open to suggestions (gaertner@utk.edu).

A second and related goal involves the structure of the Experimental Program. Historically, the Experimental Program at UT was designed with a “one of everything” strategy. The Department recruited one specialist in the multiple sub-disciplines of psychology, such as Development, Cognition, etc. Such a strategy certainly provides breadth in graduate teaching. In the absence of large faculty numbers, however, that breadth comes at the expense of depth. As the science of psychology has advanced each sub-discipline has expanded in unique directions and no one person can master the multiple sub-disciplines of each sub-discipline. The alternative to the “one of everything strategy” is to concentrate strength and grow programmatic areas of study. The benefit of this alternative strategy, at least in my experience, is that proximity among scientists with similar but distinct interests (a) stimulates creativity and excitement and (b) attracts graduate students with clearly defined research interests. Over the past year or so, we as a program have decided to concentrate our strength and foster three areas of graduate study: Biological, Developmental, and Social. I look forward to the continued growth of those areas both in terms of number of faculty and graduate students and, if not more importantly, research vigor. I anticipate that the Experimental Program with Biological, Developmental, and Social tracts will be a very exciting place to discover and push the boundaries of understanding!

Clinical Psychology Program Update

Clinical Program Director
Dr. Deborah Welsh



When I look back over the past academic year, I realize how many new developments have occurred for the clinical program. It's not surprising that I'm tired. It has been a stressful, exciting, productive, and exhausting year for those of us involved with the clinical program. I don't have enough space to mention all of our new developments, but I'll highlight a few of the bigger ones.

The biggest new developments are the changing faces around Austin Peay. We had three retirements last year among the clinical faculty—Bob Wahler, Len Handler, and Anne McIntyre. We had an emotionally powerful retirement party for them last fall and were impressed with the huge attendance by clinical psychology alumni. Alumni came from all over the country to join current faculty, students, and local community leaders in celebrating these three fine folks. We are very grateful for the many years of service that they provided to the clinical program, and for the numerous contributions that they made to the lives of so many students, clients, and colleagues. We have also hired three new clinical faculty: Todd Moore, whose interests include substance use, intimate partner violence, gender role stress, and men's health studies; Deborah Rhatigan, who is interested in trauma and intimate partner violence; and Paula Fite, whose research and clinical work is focused on the etiology, prevention, and developmental sequelae of antisocial behavior. Janet Carnes, the clinical program's administrative assistant for the past 23 years, left this spring to pursue her accounting interests. Kim Givens has recently joined us as our new administrative assistant. We are excited to have these new faces around Austin Peay.

The changing faces in the clinical program mean that our program is in a period of transition. To aid in negotiating this transition, we have worked hard this year to include the input from everyone in our clinical community as our clinical program develops. Improving communication has been an important goal for the program. Toward this end, weekly clinical faculty meetings have been re-established and regular meetings with students and part-time clinical faculty have begun. We conducted an anonymous survey of the clinical students, and many good ideas and concerns were expressed. The clinical faculty had a full-day retreat last fall to examine our program as a whole and to discuss ways to improve it. We will continue to strive for improved communication as our

program continues to develop. We hope you will share your thoughts and suggestions with us.

In an effort to increase graduate applications and to provide useful information for our students and faculty, we have completely re-designed the webpage for the clinical program. Our webpage now contains updated information about our program, our faculty, our students, our alumni, and the Knoxville community. Please check it out and send us your new information so that we can keep it updated in the future: <http://web.utk.edu/~welsh/clinical/>.

We have also worked to increase training options for our students. We have added three new clinical placement options over the past year. Clinical students now have opportunities to do one- or two day-per-week field placements in an emergency room setting, a neuro-psychology medical unit, and a residential substance abuse treatment facility. This is in addition to established placements in community mental health centers, a hospital-based outpatient treatment center, forensic juvenile assessment, and a residential adolescent treatment facility. Directors of internship programs consistently comment that our students are among the most experienced and well-trained, and we hope these additional placement sites will only add to our reputation for producing finely-trained clinical students.

In addition to our goal of producing students with excellent clinical skills, students continue to excel in the domain of research. Students have applied for and received fellowships from the department and external organizations to fund their research. Several of our students applied for, and one, Julianne Helmuth, received a prestigious NIMH Pre-doctoral Ruth L. Kirchstein National Research Service Award. Most of our students have presented their work this year at a variety of national and international conferences. Take a look at our impressive students' vitae on our newly renovated webpage.

Most recently, at the request of the Dean's office, the clinical faculty has developed a proposal for a new 7,000 square foot, state of the art, training clinic. This proposal was just submitted to the Dean of the College. We'll keep you posted on the status of this project as it develops.

These many new developments and transitions in the clinical program occur in the context of our continuing longstanding commitment to training outstanding clinicians and researchers. The many changes that are occurring will build upon this strong tradition and commitment to the Tennessee Model of clinical training.

Counseling Program at the University of Tennessee

Counseling
Dr. Jacob Levy
& Dr. Dawn Szymanski
Interim Co-
directors



The Counseling Psychology Program is very excited to announce the addition of Dr. Brent Mallinckrodt as its new Director. Dr. Mallinckrodt is an extraordinarily well respected scholar and psychologist. He currently serves as the Editor of the *Journal of Counseling Psychology*. Prior to joining the faculty at UT, Dr. Mallinckrodt held faculty appointments at several top tier counseling psychology programs including the University of Missouri, University of Oregon, and the University of Iowa. Dr. Mallinckrodt joins a counseling faculty at UT that includes a solid junior faculty including Drs. Jacob Levy, Gina Owens, and Dawn Szymanski (all of whom have joined the Department in the last three years). Along with their more senior colleagues, Drs. Mark Hector, Teresa Hutchins, and John Lounsbury (Counseling adjunct, primary appointment Experimental Psychology), the Counseling program is poised to embark on an exciting and productive time as its continues its tradition of excellence.

Dr. Lawler—cont. from pg. 1

We are still the largest undergraduate major in the College of Arts and Sciences, and Rich Saundargas continues as an outstanding Director of Undergraduate Studies, insuring that our course offerings meet the needs of our majors and the many thousands of others on campus who take our courses, and that our many majors receive quality advising. He also does an outstanding job of teaching our GTAs how to teach and makes sure that our many Introductory Psychology sections run smoothly. Finally, he developed a new addition to our introductory course, which infuses world perspectives throughout the semester, and is being used for the first time this summer.

One of our biggest challenges in upcoming years is space. As the number of faculty has increased and the research needs of those faculty have increased, space is at a premium. Although we still have fewer faculty than many of our sister institutions, we currently do not have the space to accommodate new faculty lines. Yet we have somewhere between 4-7 fewer faculty than our peer psychology departments.

It is exciting and challenging to have so many new faculty in the department. With your support, we can help retain these outstanding young researchers and teachers. Consider a donation today!

Undergraduate Program at the University of Tennessee

Dr. Richard Saudargas Teaching at UTK



The Psychology program is known for the quality of its undergraduate teaching. In fact, graduate student teachers from the counseling, clinical, and experimental programs have been recipients of several Chancellor's Graduate Student Teaching Awards, and continue to offer a high quality learning experience to undergraduates at the University of Tennessee.

Dr. Richard A. Saudargas, Director of Undergraduate Studies and a professor himself, is currently responsible for training graduate teaching assistants. He enjoys his training experiences immensely, because in his opinion, graduate level teachers are "enthusiastic and willing to learn." This love of teaching, as well as a passion for the material itself, instills a reciprocal respect for psychology in undergraduate students. At least it makes psychology courses a lot of fun, both to teach and to take!

Currently, the UT psychology program is working to infuse multicultural and cross-cultural studies into both undergraduate and graduate level psychology classes. In keeping with the University of Tennessee's "Ready for the World" initiative, which emphasizes the importance of gaining knowledge about the global community, students are being encouraged to engage in and learn about research in psychology in different cultures. For example, the Introduction to Psychology classes will include readings about psychological research in countries as diverse as Japan, China, New

Zealand, Australia, Ghana, Tanzania, and Canada—to name a few.

Dr. Saudargas pulled together these various research studies to match chapters in *Introduction to Psychology*, a book he also edited for use in undergraduate psychology classes. The new reader is called *Multicultural Readings in Psychology*, and will be utilized in classes in the coming academic year. Intro to Psychology students will be required to read and discuss at least two articles from this reader for each unit in class. They will thus relate to and write about topics such as motivation, intelligence, memory, and human development from varying cultural perspectives.

In order to further integrate multicultural and cross-cultural elements into the psychology curriculum, Dr. Saudargas and the psychology faculty at UT have consulted the experts. Dr. Toy Caldwell-Colbert, provost at Central State University in Ohio, came and spoke with faculty and students regarding minority graduate student and faculty recruitment and retention on April 30, 2007. Additionally, Dr. Susan Goldstein presented information and material to aid the psychology department in infusing its curriculum with multicultural content in mid-May.

When asked where he would like teaching at the University of Tennessee to be in ten years, Dr. Saudargas states, "Well, I'll be retired by then!" However, his hope is that the department will continue to expand and develop, and that there will always be special emphasis on teaching psychology. "The department should hire someone dedicated to undergraduate teaching and to training the future professoriate," he states. After all, for most of us, it was our teachers who interested us in the study of psychology in the first place.

Faculty Spotlight

Dr. John Lounsbury



John Lounsbury has been developing and validating an integrated series of personality assessments that encompass the Big Five and narrow personality traits--such as Identity, Career Decidedness, Optimism, and Work Drive--contextualized to academic and work settings. These have been used by a wide variety of organizations in the U. S. and other countries for purposes of career assessment/planning as well as employment testing. Most recently, Monster.Com has been using his *Adolescent Personality Style Inventory* in their Making It Count program delivered to 2.5 million high school students. His *Transition to College Inventory* has been used by colleges for First Year Studies and Freshman orientation programs. This work has created databases used in 10 dissertations and for a number of publications which can be found in Google Scholar.

Did You Know?

That Psychology is the largest undergraduate major at The University of Tennessee, boasting over 900 students!

Alumni Spotlight

Amy Claxton
UT B.A., 2003



I graduated in 2003 with a degree in Psychology, and I currently live in Northampton, MA. I went straight from my undergraduate career to my graduate school career. After four years at UT, I guess I wasn't completely sure that I had had enough, so I decided to pursue my Ph.D. in clinical psychology. I am currently finishing my fourth and next-to-last year at the University of Massachusetts in Amherst.

I earned my Master's Degree in Clinical Psychology in 2006, so I guess that is a professional milestone. I also earned a University Fellowship my first year at school.

When I am not working on my degree, I have taken off time during each summer to travel and explore the country, which is probably my favorite thing to do. I'm also in the midst of becoming a bicycle commuter, which is taking something of a commitment. I like the idea of conserving energy. Otherwise I'm probably either playing intramural sports or zoned out in front of the television!

I had a great academic experience as an undergraduate at UT. During my sophomore year I took my first psychology class with Dr. Morgan. He talked about the opportunity to volunteer for a position as a research assistant. I had never considered that psychologists would do research! I stumbled into the STARR lab with Dr. Welsh. I had no knowledge, but I was full of curiosity. I have definitely been shaped by the people that I met there and the experiences that I had. Not only did I learn the ins and outs of a major research project, but I began to learn to think psychologically by having a project in the undergraduate research fair. I also received great career and life advice from Dr. Welsh and the graduate students in the lab. I have many memories of great mentoring and lab get-togethers that made the experience a good one.

For current students, I would recommend becoming involved as a research assistant if there is anything remotely interesting about psychology to you. Also, you should volunteer to be subjects for extra credit as well, because that is a way to learn how research is done from the outside-in. Also, study abroad! It is the easiest way for you to ever spend a significant portion of your life experiencing another culture.

Dr. Jeffrey Erickson

PhD in Clinical Psychology 1976

After graduating from the University of Virginia in Charlottesville and the University of Richmond, I continued to migrate south. I was offered a NIMH stipend involving real money and a tuition waiver to come to UT. This was an offer I couldn't refuse. I grew up primarily in the Northeast. I was used to the nomadic lifestyle of a military brat. So moving to a new place was nothing out of the ordinary. But it was as my parents said "in the South." It still surprises me that I made a home and raised a family here.

Since graduating in 1976, here are some of the things I have been involved in:

1. After 2 1/2 years as director of the Child and Adolescent program at the Helen Ross McNabb center, I joined the first of three private practice groups. Each was instrumental in its own way as I consolidated my practice focus on diagnosing and treating psychopathology primarily in young people.
2. I met and married my wife of 27 years. She also is a mental health professional. We each shared the bifold purpose of raising our two children and developing our diagnostic and therapeutic skills as we pursued our respective careers -frequently in parallel but sometimes intersecting.
3. When I am not professionally engaged I indulge my ongoing passion for new learning. Sometimes it has a professional context but oftentimes it is in a seemingly unrelated field. I love my children, my wife, my 1984 Series III Jaguar, and golf. Our son is a First Lieutenant and leads a

platoon of Airborne Military Police soldiers in Iraq. Our daughter is married and works in advertising. Now that they are pursuing their adult lives, I look forward to pursuing two passions from a previous life, sailing and flying.

4. I believe that the way the curriculum was structured when I was in training was extremely influential in shaping the kind of psychologist that I became. There was an equal emphasis on diverse theoretical orientations providing the students with a broad exposure to different but related theoretical orientations. By virtue of my clinical work, it developed that I experienced the enormous pressures of being an expert witness in a criminal trial. Having survived this, the area of forensic work and more new learning opened up professional opportunities that I had previously avoided.

5. What advice do I have for current students? Try to appreciate early on that life is but a moment. Try not to be inhibited, reticent or timid. Consult with your colleagues not just your friends. Invest in your family.

6. Beyond my day-to-day practice I am pursuing two professional endeavors. One is to continue to be involved in clinical training. Currently, I supervise graduate students in the clinical program. Additionally I believe that I can make a contribution to our profession through active involvement in the Tennessee Psychological Association where I am awed by the enormous contribution of time and energy made by my colleagues so that our profession remains as vital today as it was when I was in school.

Where are they now?
Get included...send in your alumni update
today!





Outgoing Faculty & Staff

Bob Wahler
 Len Handler
 Wes Morgan
 Kathleen Lawler Row
 Fumiko Samejima
 Fred Leong
 Susan Lonborg
 Vidya Anderson
 Karen Fawver
 Janet Carnes



Incoming Faculty & Staff

Todd Moore
 Dawn Szymanski
 Gina Owens
 Matthew Cooper
 Brent Mallinckrodt
 Paula Fite
 Deborah Rhatigan
 Greg Reynolds
 Beth Cooper
 Christy Maples Lynch
 Kasey McGee
 Kimberly Givens

Dr. Leonard Handler: A Student's Perspective

Dr. Leonard Handler grows orchids. He has a house full of art and family photos, and within its walls there exists a carefully planned space for potted plants. He is a gentleman in the most straightforward sense of the term; he is a man with a generous heart, with the ability to nurture things. He loves to garden. Even as a boy, he grew flowers and vegetables on the fire escape outside his window. The potential for growing things was, in fact, one of the reasons Dr. Handler came to Tennessee--to live, to work, and to grow. It seems the outdoor climate here is closely matched by the intellectual one. Dr. Handler was born and raised in Brooklyn, New York. There, he briefly met another of our faculty, Dr. Howard Pollio. Both were at Brooklyn College. Handler states, "I felt we were destined to become good friends, and I was right." Forty-one years later, Dr. Handler remains in Knoxville, Tennessee. Though other universities have offered Handler positions throughout those years, the intellectual atmosphere at UT and the friendships he has made here (and, perhaps, the weather!) have combined to make UT his most satisfactory choice.

Before coming to UT, Dr. Handler married a woman who showed him how to get to the library. They have been finding their way through life together ever since. He and Barbara have two children together, a boy and a girl, who are now both married, themselves. He has one grandson by his daughter, whom he calls Ollie, in addition to two Finnish grandchildren—the product of the marriage of a Finnish exchange student who stayed with the Handlers for several years. It is obvious that Dr. Handler's ability to nurture relationships extends beyond the University doors, beyond his clinical practice. Dr. Handler has made relationships the major focus of his life.

His relationships with his graduate students, whom he mentors in more ways than by simply encouraging their research, demonstrate this fact. "I took all the negative things that I experienced in my undergrad and did the opposite," he says. Handler still remembers the uncertainty, the lack of feedback and of deserved praise he and his fellow students experienced when he was a graduate student. As a new faculty member at the University of Tennessee, Handler was not much older than some of his students; he realized that, for his students to prosper and flourish, attentiveness and feedback (whether positive or negative) would be necessary. As the years have passed, Dr. Handler's relationship with his students has transformed from friend, to father-figure, to grandfatherly mentor, and throughout he has made the effort to maintain communication with his students--or, as he views them, his colleagues. "I discovered that, to be an effective teacher in the area of personality assessment, it is important to be supportive and facilitating, in a holding environment that allows students to feel safe and hopefully more sure of themselves." Out of this safety sprouts discussion, and from those roots in conversation grows interesting research and improved clinical skills.

By incorporating graduate students into his projects and research, Dr. Handler has found that he has been able to continue learning and being exposed to new perspectives and ideas, as well. His first years at the University were admittedly "hectic," but Handler still

managed to find time for other activities. He began a psycho-social cancer program at UT Hospital in 1974, and worked there with his students. In his early years at UT, he worked in the Johnson-Humphrey presidential election campaign in 1964 and consulted weekly at a rehabilitation center for emotionally disturbed and brain-damaged children. As time has passed, he has taken up interests in art and photography. One of his former students, Jeff Slavin, is Handler's photography teacher and critic. Additionally, Dr. Handler established a group practice with several of his former students; their office building currently stands on the same street where Dr. Handler and his wife spent the first three years of their time in Knoxville. His life loops forward and back through itself, like roots, like a vine in the sunlight.

When asked, "How do you want to be remembered," Dr. Handler is quiet for a few moments, reflecting. He tells me that everyone will be forgotten. He hopes that his ideas and perspectives will live on through his students. He realizes that his own accomplishments may not be remembered, though he recognizes that they have been "drops in the bucket," that he has added his bit of momentum to scientific research and psychological theory. He has formed deep and lasting relationships with his clients and his students, who have become his colleagues and peers.

When I visited Dr. Handler's house just this year, I had the privilege of meeting his handy-man, named Fred. Interesting, intelligent, and colorful himself, Fred was effusive in his praise of both Dr. Handler and his wife--not for their research or respective academic accomplishments (though these did impress Fred greatly), but for their interpersonal presence and generosity. Fred has known the Handler family for years, during which his own life has taken difficult twists and turns; throughout, the Handlers have been supportive and encouraging to him.

If I may take a moment to act as oracle, I will agree with Fred. I believe Dr. Handler will be remembered as warm, as deeply rooted, as both challenging and nurturing. His contributions to research on projective instruments and personality assessment, which are by no means inconsequential, will doubtless live on in the work of his students, to many of whom he has been both a mentor and a friend. His openness and caring, which are evident in so many aspects of Dr. Handler's life, will grow forward even when his name has been forgotten. Perhaps one or two of his students will echo his action and influence, even without realizing they have done so. Kindness is a seed which sprouts irrespective of the memory of its ancestors. Dr. Handler is retiring from the fast-paced rhythm of the University of Tennessee. Looking back at his life, he says it has been like the Tennessee river. I see in him the qualities of water, the ability to encourage growth; I see in him orchids. He says his decisions have been anchored in the depths of him in ways it takes hindsight to see. "Trust yourself," is his advice, and he has kept his own counsel. That is why he came here, to Tennessee, to the place where I am from and which throbs in my own veins, like rain on river water, like sunlight. I am fortunate to have met him.

PSYCHOLOGY STAFF NEWS

- Connie Ogle

Staff enjoyed attending our Annual Awards Night this year. Once again, we extend our thanks to Sandy Thomas for the enormous amount of work she does to make this event run smoothly. She assists each presenter and speaking just for myself, I wouldn't have any idea what to do or when to do it without her guidance! We had two staff members recognized for years of service at Awards Night this year. Sandy Thomas celebrated her 20th year with UT and Kelly Dailey celebrated 25 years; Sandy and Kelly received a gift certificate from the Department in honor of their service. April Adams was the 2007 Staff Appreciation Award recipient, and received a plaque and a cash prize. April received several nominations recognizing her efforts in the Psychological Clinic and I was very proud to honor her with the award. In other Awards Night news, all staff were acknowledged and each received a gift bag in recognition and appreciation of their work over the past year. Awards Night is always a lot of fun, with good food and fellowship. Thanks again, Sandy, for everything you do to put this together.

With retirements and resignations, we have recently said "farewell" to two staff members. Karen Fawver retired last year after more than 30 years in the Department. Karen's knowledge, efficiency and contributions to the Department will be greatly missed. We wish her health and happiness and the best retirement possible! Janet Carnes left the Department in February 2007 to pursue another job opportunity which will allow her to better use her accounting degree. While we were very sorry to see her leave the Department after 23 years, we are also very proud of her success. The loss of these two long-time staff members who were so talented and knowledgeable had a defi-

nite impact on the staff and the Department as a whole.

Due to retirements and resignations, we have welcomed new staff members over the past year or so. Christy Maples Lynch returned to the Department in Spring 2006 as a Principal Secretary for the Clinic. Christy once again provides bookkeeping services for the Clinic, in addition to her work as a Departmental secretary. We are very happy to have her back on our team, and we welcome her enthusiasm and efficiency. Christy and her husband Josh recently welcomed the birth of their first child, Jacob Andrew Lynch. Kasey McGee joined the Department in December 2006 to work with budget issues, course and room schedules and several other duties. Kasey is also a former UT employee who left Campus for a position in Georgia. She decided to return to Knoxville and to the University last year, and we were very pleased to have her accept our offer to become a part of our Psychology community. Kimberly Givens joined the Department in March 2007 and now works with Dr. Welsh, Clinical Program Director. Kim provides valuable assistance to Dr. Welsh, and assists with all the reports and other documents required by the American Psychological Association. Kim worked at UT previously, left for other opportunities, then decided to return to Campus. Kim and her husband Tony, also a UT employee, have two daughters, Ashley and Allison. We feel very fortunate to have these three staff member join our team and we welcome Christy, Kasey and Kim to the Department.

We look forward to the next academic year, and we want to thank you for your continued support of the Department. We wish you well.

Recognition Night 2007

The Faculty Appreciation Award

Dr. Deb Welsh

The Staff Appreciation Award

April Adams

Graduate student research awards

Science Alliance in Psychology~ Julianne Hellmuth

Experimental: Ellen Harvey

Clinical: Maria Armento

Counseling: Annie Gupta

Graduate Student Teaching Award: Chrissy Acevedo & Pam Armata

Outstanding Undergraduate student awards

Extraordinary Achievement Award: Zeena Abdul-Rahman

Professional Promise Award: Sarah Howes



Recognition Night 2006

The Faculty Appreciation Award

Dr. Robert Wahler

Graduate student research awards

Science Alliance in Psychology~ Experimental: Jon Iuzzini

Science Alliance in Psychology~ Clinical: Eric Peters

Psychology Travel Support Award: Karen Davis

Clinical Psychology Award: Lorrie Dellinger

Graduate Student Teaching Award: Jacqueline Kracker

Outstanding Undergraduate student awards

Extraordinary Achievement Award: Jennifer Smith

Professional Promise Award: Daniel Klyce

Undergraduate Research Fair Awards: Rachel Raines & Evelyn Blane

The Staff Appreciation Award

Kimber Kirby

Staff years of service

Louise Murr - 25 years

Graduate Student Accomplishments

Student Awards

Sarah Elkins

Scholarly Activity in Research Funds (SARIF) \$3600

Tanya Hess:

Dissertation Award, American Academy of Forensic Psychology

Donna Kennedy:

\$400 Dissertation Research Award.

\$500 Sigma Xi Grants-in-Aid of Research

Kimberly Kent

University of Tennessee 2006 Chancellor's Award Finalist, Outstanding G.T.A.

Erin O'Mara

Society for Personality and Social Psychology Travel Award for 2007 Annual Meeting.

Accepted to Summer Institute in Social Psychology, Summer 2007 at University of Texas, Austin. Sponsored by Society of Personality and Social Psychology and the National Science Foundation.



Dissertation awards:

Spring 2005

Kerry Towler \$673

Sharon Risch \$700

Fall 2006

Chad Sims \$400

Spring 2007

Karen Davis \$400

Donna Kennedy \$400



Psychology Graduate Student Association

The officers of the PGSA would like to thank everyone for a wonderful year. The 15th Annual Austin Peay Golf Classic was a lot of fun. Twenty-two players participated in the tournament held on Friday, October 6, 2006 at Three Ridges Golf Course in Knoxville. In total, we raised over \$750 that helped to fund graduate student travel and research during the course of the 2006-2007 school year. We would especially like to thank all the local businesses who generously provided support in the form of hole sponsorships and prizes. In total we granted a total of nine cash awards to deserving graduate students.



In other PGSA news, the new officers for PGSA in 2007-2008 school year are:

Erin O'Mara—President
 Sara Elkins—Vice President
 Christen Mullane—Secretary
 Andrea Meltzer—Treasurer
 Katie Little—Social Coordinator



We are taking signups for the 16th Annual Austin Peay Golf Classic! Visit with friends and former teachers for an exciting day of golf at the Three Ridges Golf Course on Sunday, September 23, 2007. For more information please contact Dr. Deborah Baldwin at dbaldwin@utk.edu.



Dr. Mark Hector

What would practice and research in psychology be like with less emphasis on efforts to quantify and qualify human experiences and more emphasis on first person accounts of how human beings make meaning regarding their experiences? What effect would it have if psychologists recognized and stated their own biases and prejudices and bracketed them before engaging in practice and research? What would happen if psychologists put forth no theory, but rather let the sense of the experience emerge from the narrative of a respected research participant? What could psychologists learn if they delved into fiction, biographies and autobiographies as part of literature reviews? How might practice and research in psychology change if psychologists focused on hermeneutics, phenomenology and existentialism in order to promote the understanding of human experience? How might a humanistic framework influence a psychologist?

These questions have led me in new and exciting directions for the past few years (I was trained at Michigan State University as a quantitative counseling psychologist).

A few of the research projects on which I have recently helped psychology students are as follows:

- Being an American soldier in Iraq or Afghanistan
- Experience of having an abortion
- Being a depressed male
- Performing as an elite college woman basketball player
- Experiencing counter-transference in therapy
- Experiencing process in therapy
- Creating a role for a play as a professional actor
- Being addicted to alcohol
- Being discriminated against as a woman professor
- Being a woman from China living in the Southeast
- Being a German Olympic athlete

One interesting aspect of this research is listening to the narratives of the research participants and beginning to understand their perspectives. The research group discussions, as we seek overall themes of each experience, reveal the richness of first person interview data. I believe these research participants have told us far more than we could ever learn from a battery of questionnaires or controlled laboratory studies.

Faculty Publications

2006, 2007, & In Press

Matt Cooper

Johnson, E.C., Hill, E., & Cooper, M.A. (2007). Vomiting in wild bonnet macaques. *International Journal of Primatology*, 28:245-256.

Cooper, M.A., Aureli, F., & Singh, M. (2007). Sex differences in reconciliation and post-conflict anxiety in bonnet macaques. *Ethology*, 113:26-38.

Demas, G.E., Cooper, M.A., Albers, H.E. & Soma, K.K. (2007). Novel mechanisms underlying neuroendocrine regulation of aggression: A synthesis of rodent, avian, and primate studies. In: *Handbook of Neurochemistry and Molecular Neurobiology: Behavioral Neurochemistry, Neuroendocrinology and Molecular Neurobiology*. Blaustein, J.D. (ed), Springer Press, New York.

Singh, M., Kumara, H.N., Kumar, M.A., Singh, M. & Cooper, M.A. (2006). Male influx, infanticide and female transfer in *Macaca radiata radiata*. *International Journal of Primatology*, 27:515-528.

Cooper, M.A., Huhman, K.L., Karom, M. & Albers, H.E. (2005). Repeated agonistic encounters in hamsters modulate AVP V1a receptor binding. *Hormones and Behavior*, 48:545-551.

Cooper, M.A. & Huhman, K.L. (2005). Corticotropin-releasing factor type II (CRH2) receptors in the bed nucleus of the stria terminalis modulate conditioned defeat in Syrian hamsters. *Behavioral Neuroscience*, 119:1042-1051.

Cooper, M.A., Bernstein, I.S. & Hemelrijk, C.K. (2005). Reconciliation and relationship quality in Assamese macaques. *American Journal of Primatology*, 65:269-282.

Daniela Corbetta

Corbetta, D., Williams, J., & Snapp-Childs, W. (2006). Plasticity in the development of handedness: Evidence from normal development and early asymmetric brain injury. *Developmental Psychobiology*, 48, 460-471.

Spencer, J.P., Clearfield, M., Corbetta, D., Ulrich, B., Buchanan, P., & Schöner, G. (2006). Moving toward a grand theory of development: In memory of Esther Thelen. *Child Development*, 77, 1521-1538.

M. Thomas, & J. McClelland (Eds.), *Toward a New Grand Theory of Development? Connectionism and Dynamic Systems Theory Re-Considered*. Oxford University Press.

Todd Freeberg

Freeberg, T. M. (2006). Social complexity can drive vocal complexity: group size influences vocal information in Carolina chickadees. *Psychological Science*, 17, 557-561.

Lucas, J. R., Freeberg, T. M., Clucas, B. A., Egbert, J., & Schwabl, H. (2006). Fecal corticosterone, body mass, and caching rates of Carolina chickadees (*Poecile carolinensis*) from disturbed and undisturbed sites. *Hormones and Behavior*, 49, 634-643.

Lowell Gaertner

Boldry, J. G., & Gaertner, L. (2006). Separating status from power as an antecedent of intergroup perception. *Group Processes and Intergroup Relations*, 9, 377-400.

Gaertner, L., Iuzzini, J., Guerrero Witt, M., & Oriña, M. M. (2006). Us without them:

Evidence for an intragroup origin of positive ingroup regard. *Journal of Personality and Social Psychology*, 90, 426-439.

Sedikides, C., & Gaertner, L. (2006). Primacy of personal self. In M. Kernis (Ed.), *Self esteem: A sourcebook of current perspectives*. New York, NY: Psychology Press.

Boldry, J. G., Gaertner, L., Quinn, J. (in press). Measuring the measures: A meta analytic investigation of the measures of outgroup homogeneity. *Group Processes and Intergroup Relations*.

Gaertner, L., Sedikides, C., Luke, M., & Iuzzini, J. (in press). Hierarchy among selves:

An implication for relations with persons versus groups. In H. A. Waymatt, & J. J. Bauer

(Eds.), *Quieting the ego: Psychological benefits of transcending egotism*. Washington, DC: American Psychological Association.

Sedikides, C. Wildschut, T., Gaertner, L., Routledge, C., & Arndt, J. (in press). Nostalgia

as an enabler of self-continuity. In F. Sani F. Sani (Ed.), *Individual and collective self continuity: Psychological perspectives*. Mahwah, NJ: Lawrence Erlbaum Associates.

Kristina Gordon

Baucom, D.H., Gordon, K.C., Snyder, D.K., Atkins, D.C., & Christensen, A. (in

press). Treating affair couples: Clinical considerations and initial findings. *Journal of Cognitive Psychotherapy*.

Snyder, D. K., Baucom, D. H., & Gordon, K.C. (in press). Treating infidelity: An

integrative approach to resolving trauma and promoting forgiveness. In P. R. Peluso

(Ed.), *In Love's Debris: A Practitioner's Guide to Addressing Infidelity in Couples*

Therapy. New York: Routledge.

Hughes, F. M., Stuart, G. L., Gordon, K. C., & Moore, T. M. (in press). Predictors of

Relationship Violence Perpetration in Women Arrested for Domestic Violence. *Journal*

of Social and Personal Relationships.

Whisman, M., Gordon, K.C., & Chatav, Y. (in press). Predicting sexual infidelity in a

nationally representative sample: The relative contributions of vulnerability, stressors,

and opportunity. *Journal of Family Psychology*.

Stuart, G. L., Moore, T. M., Gordon, K. C., Hellmuth, J. C., Ramsey, S. E., & Kahler, C.

W. (2006). Reasons for Intimate Partner Violence Perpetration among Arrested Women. *Violence Against Women*, 12, 609-621.

Lebow, J., & Gordon, K.C. (2006). You cannot choose what is not on the menu:

Obstacles to and reasons for the inclusion of relational processes in the DSM-V. *Journal*

of Family Psychology, 20, 432-437.

Stuart, G.L., Moore, T.M., Kahler, C.W., Gordon, K.C., & Ramsey, S.E. (2006).

Psychopathology of Women Arrested for Domestic Violence. *Journal of Interpersonal*

Violence, 21, 376-389.

Faculty Publications Continued

Derek Hopko

Crittendon, J., & Hopko, D. R. (2006). Assessing worry in older and younger adults: Psychometric properties of an Abbreviated Penn State Worry Questionnaire (PSWQ-A). *Journal of Anxiety Disorders*, 20, 1036-1054.

Hopko, D. R., Hopko, S. D., & Lejuez, C. W. (2006). Behavioral assessment of work-related issues. In M. Hersen (Ed.), *Clinical handbook of behavioral assessment, Vol. 1*. (pp. 567- 599). New York: Academic Press.

Hopko, D. R., Lejuez, C. W., Osborne, A., Daughters, S. B., Aklin, W. M., & Strong, D. R. (2006). Construct Validity of the Balloon Analog Risk Task (BART): Relationship with MDMA use by Inner-City Drug Users in Residential Treatment. *Journal of Psychopathology and Behavioral Assessment*, 28, 95-101.

Hopko, D. R., Robertson, S., & Lejuez, C. W. (2006). Behavioral Activation for Anxiety Disorders. *The Behavior Analyst Today*, 7, 212-232.

Armento, M. E. A., & Hopko, D. R. (in press). The Environmental Reward Observation Scale (EROS): Development, Validity, and Reliability. *Behavior Therapy*.

Hopko, D. R., Hopko, S. D., & Lejuez, C. W. (in press). *Mood Disorders*. Chapter to appear in *The Handbook of Functional Analysis and Clinical Psychology* (P. Sturmey, Ed.). Elsevier Press.

Hopko, D. R., & Robertson, S. M. C. (in press). Depression. *Encyclopedia of Counseling*. F. T. L. Leong (Ed.). New York: Sage.

Hopko, D. R., Robertson, S. M. C., Widman, L., & Lejuez, C. W. (in press). Specific phobias. Chapter to appear in the *Handbook of Assessment, Conceptualization, and Treatment (HACT)* M. Hersen and J. Rosqvist (Eds.). New York: John Wiley.

Ruggiero, K. J., Morris, T. L., Hopko, D. R., & Lejuez, C. W. (in press). Application of behavioral activation treatment for depression to an adolescent with a history of child maltreatment. *Clinical Case Studies*.

Tull, M. T., Bornovalova, M. A., Patterson, R., Hopko, D. R., & Lejuez, C. W. (in press). Analogue Research Methods. *Handbook of Research Methods in Abnormal and Clinical Psychology*. Thousand Oaks, CA: Sage.

Ashcraft, M. H., Krause, J. A., & Hopko, D. R. (in press). Math Anxiety as a Mathematics Learning Disability. To appear in D. B. Berch & M. M. M. Mazocco (Eds.), *Mathematical Learning Disabilities: Research, Theory, and Practice*. New York: Plenum.

Jake Levy

Leach, M.M., Levy, J.J., & Denton, L.C. (2007). Variant use of religious beliefs to justify social attitudes. *Research in the Social Scientific Study of Religion*, 17, pp. 197-220.

Leong, F.T.L., Levy, J.J., Gee, C., & Johnson, J. (2007). Clinical assessment of ethnic minority children and adolescents. In S.R. Smith, & L. Handler (Eds.) *The clinical assessment of children and adolescents: A practitioner's handbook*. Mahwah, NJ: Lawrence Erlbaum, Inc.

Levy, J.J. (2007). Personality Assessment Inventory. In N.J. Salkind (Ed.), *Encyclopedia of measurement & statistics*. Thousand Oaks, CA: Sage.

Levy, J.J. (2007). Personality tests. In N.J. Salkind (Ed.), *Encyclopedia of measurement & statistics*. Thousand Oaks, CA: Sage.

Levy, J.J. (2006). The SAT. In Y. Jackson (Ed.), *Encyclopedia of multicultural psychology*. Thousand Oaks, CA: Sage.

John Lounsbury

Lounsbury, J. W., Levy, J. T., Saudargas, R. A. (2006). "Big Five personality traits and outcomes for first-year college students. *Journal of College Orientation and Transition*, 14(1), 62-70.

Landers, R. & Lounsbury, J. W. (2006) An investigation of Big Five and narrow personality traits in relation to Internet usage. *Computers and Human Behavior*, 22, 283-293.

Lounsbury, J. W., Gibson, L. W., & Saudargas, R. W. (2006). Scale development. In F. T. L. Leong & J. T. Austin (Eds). *Psychology Research Handbook: A Guide for Graduate Students and Research Assistants (Second Edition)* (pp. 125-146). Thousand Oaks, CA: Sage.

Loveland, J. M., Gibson, L. W., Lounsbury, J. W., & Huffstetler, B. C. (In Press). Broad and narrow personality traits in relation to the job performance of camp counselors. *Child and Youth Care Forum*. Huffstetler, B. C., Gibson, L. W., Lounsbury, J. W., & Loveland, J. M. (In press) An

investigation of broad and narrow personality traits in relation to the job performance of youth care workers. *Journal of Residential Treatment for Children and Youth*.

John Malone

Malone, J.C. & Perry, S.R. (in press) Santayana Told Us, Or The Prevalence of Radical Behaviorism. In Innis, N.K. (Ed.), *Adaptive behavior: A festschrift for J.E.R. Staddon*. Cambridge, MA: MIT Press, in press.

Malone, J. C. (2006). Response-Contingent Reinforcement: Notes on the Law of Effect. *European Journal of Behavior Analysis*, 7, 103-106.

Malone, J. C. (2006). *A history of psychology for modern readers*. Contract signed with MIT Press, August.

James McNulty

McNulty, J. K. (in press). Tendencies to forgive in marriage: Putting the benefits into context. *Journal of Family Psychology*

Widman, L., Welsh, D. P., McNulty, J. K., & Little, K. C. (2006). Sexual communication and contraceptive use in adolescent dating couples. *Journal of Adolescent Health*, 39, 893-899.

Severy, L., Jacobs, J., Klein, C.T., & McNulty, J. K. (2006). Acceptability of a home monitor used to aid in conception: Psychosocial factors and couple dynamics. *Contraception*, 73, 65-71.

Todd Moore

Addis, M. E., Cardemil, E., Cordova, J. V., Dowd, L. S., Hildebrandt, T., Jakupcak, M., Mansfield, A. K., Moore, T. M., & Stuart, G. L. (In press). Men's Mental and Physical Health: New Directions in ABCT. *The Behavior Therapist*.

Hughes, F. M., Stuart, G. L., Coop-Gordon, K., & Moore, T. M. (In press). Predicting the Use of Aggressive Conflict Tactics in a Sample of Women Arrested for Domestic Violence. *Journal of Social and Personal Relationships*.

Hellmuth, J. C., Follansbee, K. W., Moore, T. M., & Stuart, G. L. (In press). Reduction of Intimate Partner Violence in a Gay Couple Following Alcohol Treatment. *Journal of Homosexuality*.

Stuart, G. L., Meehan, J. C., Moore, T. M., Hellmuth, J., Follansbee, K., & Morean, M. (In press). Readiness to Quit Cigarette Smoking, Intimate Partner Violence, and Substance Abuse among Arrested Violent Women. *American Journal on Addictions*.

Stuart, G.L., Temple, J.R., & Moore, T.M. (in press). Substance abuse and interpersonal violence. In C.M. Renzetti & J.L. Edleson (Eds.), *Encyclopedia of Interpersonal Violence*. Thousand Oaks, CA: Sage.

Stuart, G. L., Meehan, J. C., Moore, T. M., Hellmuth, J., Morean, M., & Follansbee, K. (2006). Readiness to Quit Cigarette Smoking, Violence, and Psychopathology among Arrested Domestically Violent Men. *American Journal on Addictions*, 15(3), 256-257.

Stuart, G. L., Moore, T. M., Coop-Gordon, K., Hellmuth, J., Ramsey, S. E., & Kahler, C. W. (2006). Reasons for intimate partner violence perpetration among arrested women. *Violence Against Women*, 12 (7), 609-621.

Stuart, G. L., Moore, T. M., Coop-Gordon, K. Ramsey, S. E., & Kahler, C. W. (2006). Psychopathology of Women Arrested for Domestic Violence. *Journal of Interpersonal Violence*, 21 (3), 376-389.

Stuart, G. L., Meehan, J. C., Moore, T. M., Morean, M., Hellmuth, J., & Follansbee, K. (2006). Examining a conceptual framework of intimate partner violence in men and women arrested for domestic violence. *Journal of Studies on Alcohol*, 67(1), 102-112.

Mike Nash

Nash, M. R., & Barnier, A. (in press). *The Oxford Handbook of Hypnosis: Theory, Research, and Practice*. Oxford, UK: Oxford University Press

Winkel, J. D., Younger, J., Tomcik, N., Borckardt, J. J., & Nash, M. R. (2006). Anatomy of a hypnotic response: Self-report estimates, actual behavior, and physiological response to the hypnotic suggestion for arm rigidity. *International Journal of Clinical and Experimental Hypnosis*, 54, 186-205.

Younger, J. W., Rossetti, G. C., Borckardt, J. J., Smith, A. R., Tasso, A. F., Nash, M. R.

(in press). Hypnotizability and psychosomaticism: a gender-specific phenomenon.

International Journal of Clinical and Experimental Hypnosis.

Borckardt, J.J., Nash, M.R., Hardesty, S., Herbert, J., Cooney, H., Pelic, C. (2006).

How unusual are "unusual events" detected by statistical process control chart techniques.

Journal of Healthcare Quality, 28, 4-9.

Nash, M. R., & Baker, E. L. (in press). Hypnosis in the treatment of anorexia nervosa.

In J. Rhue, S. Lynn & Kirsch, I. (Eds.), *Handbook of clinical hypnosis*. Washington,

D.C.: American Psychological Association.

Nash, M. R. (2006). Identifying the Building Blocks of Hypnotizability, and the Neural

Underpinnings of Subjective Pain. *International Journal of Clinical and Experimental*

Hypnosis, 5, 360-365.

Borckardt, J. J., Pelic, C., Herbert, J., Borckardt, D. M., Nash, M. R., Cooney, H. S., and

Hardesty, S. (in press). An autocorrelation-corrected non-parametric control chart

technique for healthcare quality applications. *Quality Management in Healthcare*.

Benham, G., Woody, E., Wilson, K. S., & Nash, M. R. (2006). Expect the Unexpected:

Ability, Attitude, and Responsiveness to Hypnosis. *Journal of Personality and Social*

Psychology, 91, 342-350.

Michael Olson

Olson, M. A., & Fazio, R. H. (in press). Discordant Evaluations of Blacks Affect Nonverbal Behavior. *Personality and Social Psychology Bulletin*.

Olson, M. A. (in press). Measures of prejudice. In T. Nelson (Ed.), *Handbook of Prejudice*. Hillsdale, NJ: Erlbaum.

Olson, M. A., & Kendrick, R. V. (in press). Origins of attitudes. In W. Crano & R. Prislin (Eds.), *Attitudes and Persuasion*. New York: Psychology Press.

Olson, M. A. (in press). The MODE model. In R. Baumeister & K. Vohs (Eds.), *Encyclopedia of Social Psychology*. Newbury Park, CA: Sage.

Olson, M. A., Fazio, R. H., & Hermann, A. D. (in press). Reporting tendencies underlie discrepancies between implicit and explicit measures of self-esteem. *Psychological Science*.

Han, H. A., Olson, M. A., & Fazio, R. H. (2006). The influence of experimentally-created extrapersonal associations on the Implicit Association Test. *Journal of Experimental Social Psychology*, 42, 259-272.

Olson, M. A., & Fazio, R. H. (2006). Reducing automatically-activated racial prejudice through implicit evaluative conditioning. *Personality and Social Psychology Bulletin*, 421-433

Gina Owens

Owens, G. P., & Chard, K. M. (2006). PTSD severity and cognitive reactions to trauma among an undergraduate sample. *Journal of Aggression, Maltreatment, & Trauma*, 13(2), 23-36.

Eric Sundstrom

Nielsen, T. M., Edmondson, A. & Sundstrom, E. (2007, in press). Team wisdom: Definition, dynamics, applications. In E. H. Kessler & J. R. Bailey (eds.), *Handbook of Organizational and Managerial Wisdom* (pp. 21-42). Thousand Oaks, CA: Sage. ISBN: 978-1-4129-1561-8.

Dawn M. Szymanski

Szymanski, D. M., Ozegovic, J. J., Phillips, J. C., & Briggs-Phillips, M. (in press). Fostering scholarly productivity through academic and internship research training environments. *Training and Education in Professional Psychology*.

Baird, M. K., Szymanski, D. M., & Ruebels, S. G. (in press). Feminist identity development and practice among male therapists. *Psychology of Men and Masculinity*.

Szymanski, D. M., & Henning, S. L. (in press). The role of self-objectification in

women's depression: A test of Objectification Theory. *Sex Roles*.

Chung, Y. B., Szymanski, D. M., & Amadio, D. M. (in press, 2006). Empirical

validation of a multidimensional model for assessing sexual orientation. *Journal of LGBT*

Issues in Counseling, 1(3), .

Chung, Y. B., & Szymanski, D. M. (2006). Racial and sexual identities of Asian

American gay men. *Journal of LGBT Issues in Counseling*, 1(2), 67-93.

Szymanski, D. M. (2006). Does internalized heterosexism moderate the link between heterosexist events and lesbians' psychological distress? *Sex Roles*, 54, 227-234.

Cheryl Travis

Lonborg, S. D., & Travis, C. B. (2007). Living longer, healthier lives.

In V. Muhlbauer, J.C. Chrisler (Eds.). *Women over 50: Psychological perspectives*

(). New York:

Springer-Verlag.

Travis, C. B., & Meltzer, A. L. (in production). Women's health: Biological and social systems. In F. Denmark, & M. Paludi (Eds.). *Psychology of women: A handbook of issues and theories*. Westport,

CT: Greenwood Press.

Deborah Welsh

Harper, M. S. & Welsh, D. P. (2007). Keeping quiet: Self-silencing and its association with relational and individual functioning among adolescent romantic couples. *Journal of Social and Personal Relationships*, 24, 99-116.

Harper, M. S., Dickson, J.W., & Welsh, D. P. (2006). Self-silencing and rejection sensitivity in adolescent romantic relationships. *Journal of Youth and Adolescence*, 35, 459-467.

Grello, C. M., Welsh, D. P., & Harper, M.S. (2006). No strings attached: The nature of casual sex in late adolescents. *The Journal of Sex Research*, 43, 255-267.

Widman, L., Welsh, D. P., McNulty, J. K., & Little, K.C. (2006). Sexual communication and contraceptive use in adolescent dating couples. *Journal of Adolescent Health*, 893-899.

McNeeley, M. E., May, L. N., & Welsh, D. P. (2006). The effects of romantic involvement on psychological wellbeing in late adolescence. *Psi Chi: Journal of Undergraduate Research*, 11, 14-20.

Graduate Student Publications 2006, 2007, & In Press

Cannon, R. BA, Joel Lubar, PhD., **Keri Thornton, BA**, **Stuart Wilson, BA**, Marco Congedo, PhD., (2005). *Limbic Beta Activation and LORETA: Can Hippocampal and Related Limbic Activity Be Recorded And Changes Visualized In An Affective Memory Condition?* Journal of Neurotherapy 8 (4) 5 – 24.

Cannon, R. BA, Joel Lubar, PhD, Marco Congedo, PhD, **Keri Thornton, BA**, Teresa Hutchens, PhD, **Kerry Towler, MA**. (2007). *The effects of Neurofeedback in the cognitive division of the anterior cingulate gyrus*. International Journal of Neuroscience. 117 (3) 337 – 357.

Cannon, R. BA, Joel Lubar, PhD, **Aric Gerke, BA**, **Keri Thornton, BA**. *Topographical coherence and absolute power changes resulting from LORETA Neurofeedback in the anterior cingulate gyrus* (2006) Journal of Neurotherapy, Vol. 10 (1) 5 – 31.

2006: International Society for Neurofeedback and Research. Research Award plenary presentation

2007: Best Student Paper and Citation paper: Association of Applied Psychophysiology and Biofeedback Annual Meeting, Monterey, CA.

Olson, M. A., & Kendrick, R. V. (in press). Origins of attitudes. In W. Crano & R. Prislin (Eds.), *Attitudes and Persuasion*. New York: Psychology Press.

Widman, L., Welsh, D. P., McNulty, J. K., & **Little, K. C.** (2006). Sexual communication and contraceptive use in adolescent dating couples. *Journal of Adolescent Health*, 39, 893-899.

Hopko, D. R., Bell, J., **Armento, M. E. A.**, **Robertson, S. M. C.**, **Hunt, M. K.**, **Wolf, N. J.**, & **Mullane, C.** (in press). Phenomenology and Screening of Clinical Depression in Cancer Patients. *Journal of Psychosocial Oncology*.

Hopko, D. R., Bell, J. L., **Armento, M. E. A.**, **Robertson, S. M. C.**, **Mullane, C.**, **Wolf, N.**, & **Lejuez, C. W.** (in press). Cognitive-Behavior Therapy for Depressed Cancer Patients in a Medical Care Setting. *Behavior Therapy*.

Wolf, N. J., **Crouch, B.**, **Armento, M. E. A.**, **Robertson, S. M. C.**, **Mullane, C.**, **Ford, N.**, Hopko, D. R. (2006). The Harvard National Depression Screen (HANDS): An Exploratory Factor Analysis and Psychometric Properties among Adult Cancer Patients. Poster presented at the 40th Annual meeting for the Association for Behavior and Cognitive Therapies, Chicago, Ill. 2007

Hopko, D. R., **Armento, M. E. A.**, **Robertson, S. M. C.**, **Mullane C.**, **Carvalho, J.**, & **Colman, L.** (2007). Cognitive Behavioral Treatments for Depressed Cancer Patients. Paper accepted for presentation at the 6th Annual Hawaii International Conference on Social Sciences.

Colman, L., **Carvalho, J. P.**, **Mullane, C.**, **Robertson, S. M. C.**, **Armento, M. E. A.**, **Bell, J.**, & Hopko, D. R. (2007). A Comparison of Behavioral Activation and Problem-Solving Therapy for Depressed Cancer Patients. Poster submitted for presentation at the 41st Annual meeting for the Association for Behavior and Cognitive Therapies, Philadelphia, PA.

Mullane, C., **Collins, T.**, **Yonkee, N.**, & Hopko, D. R. (2007). Examining the Relations of Body Mass Index, Overt Behavior, and Perceived Reward. Poster submitted for presentation at the 41st Annual meeting for the Association for Behavior and Cognitive Therapies, Philadelphia, PA.

Leong, F.T.L., Zachar, P., & **Tolliver, D.** (In press). Career specialty preferences among psychology majors: Cognitive processing styles associated with scientist and practitioner interests, *The Career Development Quarterly*.

Leong, F.T.L., & **Tolliver, D.** (2005). Towards an understanding of occupational stress among Asian Americans. In P.I.P Wong, & L.C.J. Wong (Eds.), *Handbook of multicultural perspectives on stress and coping*. New York, NY: Springer.

In Good Hands...

The University of Tennessee Clinical and Counseling Psychology has a strong tradition of success with their graduate students being accepted to top internship sites. Both programs have had all the their graduate students that applied, accepted to internship, dating all the way back to 2004.

Extracurricular Activities of the Psychology Department

Graduate students and faculty take a “mental health break” and enjoy the beauty of the Great Smoky Mountains



From Left to Right: Lina Schlacter (2nd year clinical), Ana Garrido (Speech Pathology MA program), Mike Gawrysiak (2nd year clinical), Joe Dickson (internship – Meninger Clinic), Jacqueline Kracker (internship – Johnson City VA Hospital), Diane Humphreys-Barlow (adjunct clinical faculty), Kathryn White (adjunct clinical faculty, UT Ph.D. graduate – (year)).

Rock Climbing

A weekly gathering of psychology graduate students at UT’s indoor bouldering and top rope facility helps the department learn some new skills while getting some exercise and de-stressing.



Creative Writing Group

Formed during the 06-07 school year, this group meets weekly for short free writing sessions and to discuss the poems, short stories, and songs penned by its members. At year’s end, they created a small magazine compilation of art, photographs, poetry, and prose.

Donations

WELCOME TO CLUB 100!

Each year, the donations of our alumni, faculty, and staff allow current students to continue the strong tradition of training in research, teaching, and practice at the University of Tennessee. The Psychology Graduate Student Association wishes to thank everyone who has donated in some way to our program, be it through money, time, or talent.

PGSA "Club 100" members demonstrate their commitment to education in all areas of psychology through their generous contributions of \$100 or more. No gift is too big or too small, and we appreciate donations of every size! However, we would like recognize the following "Club 100" members for their outstanding spirit of giving throughout the past year.

Dr. Joel S. Dubow
 Dr. Rita Barbara Schonberg
 Dr. Bruce D. Bainum
 Mr. Barry A. Abshire
 Dr. William A. MacGillivray
 Dr. Patrick J. Mahoney
 Dr. Beth Gunn
 Mr. Richard P. Reed
 Mr. Frederick John Hopf
 Dr. Anthony M. Soza
 Mr. Frank H. Rice
 Dr. Karl W. Buddenhagen
 Dr. William H. Balch
 Dr. William G. Krempfer
 Dr. Warren Scott Bobrow
 Dow Chemical Company Foundation
 Dr. Deborah R. Stairs
 Mr. D. Grayson Blair
 Coca-Cola Foundation
 Mr. Jeffrey Knapp Belser
 Manitoba Museum in Canada



Thank you all for your continued support! Yours is truly a gift that keeps on giving.

If you or someone you know would like to make a donation to support our psychology programs at the University of Tennessee, please refer to the form on the next page.

We need your help....

A recent Psychology Graduate Student Association poll asked psychology graduate students for a "wish list" of items that they believed would enhance their ability to learn, grow, and teach in the University of Tennessee Psychology Department. There was one item that topped just about everyone's list: a new building. The department is currently housed in the Austin Peay Building on The Hill, and has been for the past 31 years. The building is named for former Governor Austin Peay, who, in a 1925 speech at the University, said that he believed that UT was the state's hope for "the future expansion and development of Tennessee."

Complaints about the building range from peeling paint and classrooms where small chunks of plaster have separated from the walls, to frequent rain damage to walls, to not enough office and research space for professors and students. Despite psychology being the largest undergraduate major at UT (with nearly 900 majors), the building is 5th on a waiting list for a renovation (which would actually reduce the total available space in the building) and the projected time frame for a new building is between 2018 and 2023. In the

meantime, students, staff, and faculty are devising stop-gap measures to help everyone cope. For example, Dr. Lawler has appropriated funds to repaint much of the building, particularly the 2nd floor hallway to the Psychological Clinic, where clients are currently greeted with large chunks of paint flaking off of the ceiling. Dr. Lawrence, the clinic director, also approved the use of funds to improve the professional feel and to make this hallway more inviting by hanging framed art in the corridor. To house the incoming faculty, new offices have been constructed in former lobby areas and in the clinic waiting room. While these new offices make good use of the space that we have, some people are unhappy about it. Clinical students were upset about losing half of the waiting room and the windows in the clinic for two new offices. Many cite that during busy afternoon hours clients seem uncomfortably squished, or that families are unable to sit together because of the awkward seating space.

Another problem is that these new offices do not solve the issue of graduate student office space. Many graduate students do not have a research workspace or

even desk space to call their own. Some graduate students who teach undergraduate courses do not have their own office space in which they can meet privately with students. A group of faculty and students (10-15 total) have had office and laboratory space in Ayres Hall in the past few years, but this space has since been taken away, and Austin Peay is going to have to absorb them, even as it is stretching at the seams.

Aside from these measures taken to make life a little bit easier for the inhabitants of the Austin Peay Building, Dr. Lawler and the clinical faculty have been discussing plans for moving the Psychology Clinic to a new off-site location. However, this is a change that may be up to a decade in the future. This article is a not-so-thinly disguised plea for your financial support and for your voice in encouraging University officials to do everything in their power to improve the setting, and therefore the quality of work produced by students, faculty, and staff in the Psychology Department. By doing this, we hope to live up to Governor Peay's expectation for this great University.

What we have...



What we need...



Donation Information

Please apply my donation to the following cause:

Psychology Alumni Support Fund - For Departmental projects, such as updating instructional equipment and technology, and for undergraduate scholarships, travel and research awards.

Psychology Graduate Student Assistantship Fund - To support the assistantships, travel, and dissertations for graduate students in Psychology.

Mental Health Development Fund - To support the University of Tennessee's Psychological Clinic and initiatives toward promoting mental health.

Thank you for your generous contribution.

Please send this card along with your alumni update (optional) and your donation to:

Connie J. Ogle
312C Austin Peay Building
University of Tennessee
Knoxville TN 37996-0900

INSIGHT

Published by the Psychology Graduate Student Association

ALUMNI UPDATE

Name: _____

Address: _____
Street Address Apartment Number_____
City State Zip
Graduation Year (from UT): _____ Degree: _____
Concentration: _____

We'd like to know what you're up to! If possible, please answer the following questions in addition to giving us the information above.

- 1) What are you doing with your degree from UT? [e.g., nothing at all related; pursuing more education; practicing clinical psychologist (if so - describe what sorts of people you see and services you offer); professor (where?)]
- 2) What personal/professional milestones/achievements have you attained since graduating from UT [e.g., married, had kids (how many?), professional awards achievements, research grants]
- 3) What do you do when you're not doing psychology?
- 4) Tell about a significant memory you have of being a student at UT.
For example:
 - an experience that shaped or defined your career as a student or your later career
 - an important lesson you learned
 - a special moment in mentoring
- 5) What advice do you have for current students? What is something you wished you had known when you were in school at UT?
- 6) Are you currently affiliated with UT in any way? If so, how?
- 7) Anything else you'd like to tell us and/or suggestions for questions we might ask in the future:

Connie J. Ogle
312C Austin Peay Building
University of Tennessee
Knoxville TN 37996-0900

Non-Profit Org.
U.S. Postage
PAID
Permit No 481
Knoxville, TN