

INSIGHT

Published by the Psychology Graduate Student Association

Department Head Dr. James E. Lawler



We have a lot of majors – and much more!

Everyone knows that we have a lot of majors (nearly 900) and over 100 PhD students. And everyone knows that virtually every student on campus takes Introductory Psychology, Child Psychology and Abnormal Psychology from us. Because we are such a large major and because we play such a large role in service courses for non-majors in Arts and Sciences, as well as other colleges, many people think of us unidimensionally. But we are decidedly multidimensional.

There are some who might look at our 30 tenured and tenure-track faculty and think we are a large department. Yet we have fewer faculty than the University of Georgia (40) and the University of North Carolina (44). We have fewer even than universities that are not the flagship institutions in their state. For example, East Carolina University has 35 faculty and the University of Memphis has 38.

Despite our relatively small size, we are making great progress. Our faculty and students have received a number of national awards. These awards are highlighted on our web page <http://psychology.utk.edu> under Psychology News, and I encourage you to keep up with our listings.

Research awards include funding from NIH, NSF, the Donnelly Foundation, and the Susan Komen Breast Cancer Foundation to faculty and NSF, NIH and Fulbright funding to graduate students.

Two of our faculty are Editors-in-Chief of

official journals of the American Psychological Association – the *Journal of Comparative Psychology* and the *Journal of Counseling Psychology*.

Four of our faculty received national press coverage in 2007 (New York City Public Radio, syndicated nationally; interview in *Parent Magazine*; interview on the *Today Show*; and book reviews in the *New York Times* and *Wall Street Journal*).

Our faculty reviewed 237 article and grant submissions for 2007, a record. Faculty also serve on the Editorial Boards of 24 scientific journals, also a departmental record. Articles published by faculty were cited 909 times in the scientific literature in 2007, yet another record.

This year's entering class of graduate students includes recipients of three highly-competitive fellowships from the Graduate School: the J. Wallace and Katie Dean Fellowship, the Diversity Enhancement Fellowship, and the Re-Entry Women's Graduate Fellowship.

Our graduate students were first authors of 17 peer-reviewed publications and co-authors of two others. Over 40 graduate students were first author presenters at national and international meetings in 2007.

Our graduate programs are highly sought. We received 248 completed applications for our 22 openings for Fall, 2008.

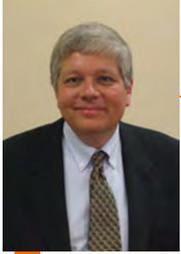
Due to cutbacks in state funding, we are facing some critical challenges. Some of these include the need for a new building to house our Psychological Clinic; the need to generate operating funds for the clinic, which has become increasingly expensive to run and keep at the cutting edge;

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And Now, a Word From Our Newest Director... Brent Mallinckrodt



Counseling Program Director
Dr. Brent Mallinckrodt

This has been a year of change and excitement for the Counseling Psychology program. Soon after I arrived in July, I met with each member of the core faculty to hear their perspectives on what we do well, what areas should be a focus for improvement, and how I might help each of my new colleagues perform their roles more effectively. In early September, I continued gathering feedback by meeting with UT Counseling Center senior staff and with program students in a Town Hall Meeting. The process resulted in a strong sense of collective pride about many aspects of the program – especially the clinical training that students receive at the Counseling Center, and the supportiveness among each cohort of students. However, we also identified several areas that needed improvement. As a result of this feedback process, here is a brief listing of the changes we instituted during the past academic year.

- Prepracticum training tied to supervision training. Beginning next year Dr. Szymanaski will teach our Prepracticum course. Her students will continue to develop their skills through volunteering at the Career Center, but they will also see volunteer “quasi-clients” solicited from our list of psychology majors. Each student will see a volunteer client for 6-8 sessions, with each session videotaped so that supervision can be provided by advanced doctoral students in Dr. Owens’ Supervision course. We believe this new system will provide much more intensive training to Preprac students, and a guaranteed source of trainees for the Supervision course. Although the system will not be fully implemented until next year, this past Fall first-year students did receive more intensive microcounseling skills training through videotaped role plays. As this year’s first-year practicum students began seeing clients, feedback from the Counseling Center suggested that this additional training was quite effective.
- Model training sequence. We developed a “Curriculum Planner Form” that presents a list of all required courses in one organized document, together with a suggested sequence for completing each requirement. All courses offered by Counseling faculty conform to this sequence. If students follow this suggested plan, our hope is that they will experience far fewer course conflicts – and none involving courses offered in the Counseling Program. Though several very productive and supportive meetings with Professor Deb Welsh, we

formalized a cooperative agreement which calls for the Counseling Psychology program faculty to provide a course in Multicultural Psychology, and Clinical program faculty to provide a course in Ethical and Legal issues each year. This will be a great benefit students in both programs. Deb and I will continue to work together to find other ways our programs can benefit from this type of cooperation.

- New, portfolio-based comprehensive examinations. We have done away with comps based on a sit-down exam, and replaced the old system with a portfolio that students will gradually assemble throughout their training. The portfolio is a series of professionally relevant written tasks, for example, developing treatment plans, writing an integrative assessment report, and designing a research study to assess psychotherapy effectiveness. Other portfolio “artifacts” are specifically designed to prepare students for internship applications, for example, by describing their personal theory of counseling change. A student’s comps examining committee consists of the same three counseling psychology faculty members who form part of the dissertation committee. The comps committee evaluates the written portfolio and conducts an oral examination for the student. Our belief is that this system will provide a much more task-relevant examination that will more thoroughly prepare students for internship and their eventual career.
- New emphasis on social justice training. Before the academic year began, members of the faculty met for a retreat to share their vision of what an ideal Counseling Psychology program would look like, if we were to design one from the foundation up. One aspect of these discussions led to a redesigned assessment training sequence that will begin in the 2009-10 academic year. In response to students’ feedback, this sequence will emphasize integrative report writing. In addition, the major “buzz” in our discussions was the remarkable agreement among each member of the faculty that we should add a new component to our training model. The new, “Scientist-Practitioner-Advocate” training model features a two-semester course sequence of “social justice practica” which will teach students to conduct social action research, and to gain skills in consultation, program development, and intervening at a systemic level to bring about social change. We are very excited about this new addition to the curriculum. The change was described on our newly redesigned web site.

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2008 Exhibition of Undergraduate Research and Creative Achievement

This year the Psychology Department sent 3 outstanding undergraduate research posters to EURCA. Participants included Nicole German (faculty mentor Kristina Coop Gordon), Mickey Langlais (faculty mentor Deborah Welsh), and Thomas Thibus (also mentored by Dr. Gordon). Both Langlais and Thibus thoroughly enjoyed their experience, particularly the opportunity to engage with other highly motivated undergraduates. Thibus said it was "an environment that was bursting with creative energy." All 3 students said it was a valuable experience which helped them gain confidence in their field.

EURCA was a very enjoyable experience for me. I got to see some amazing research projects and ideas and spend time with fellow undergraduate researchers in an environment that was bursting with creative energy. It was a great opportunity to present my research and a great experience. My project was titled An Exploration of the Link Between Forgiveness and Parenting Styles and it was authored by myself (Thomas Thibus), Lee Dixon, and Dr. Gordon.

Authors: Mickey Langlais and Katie Little

Advisor: Deborah Welsh

Title: Communication Within Couples and Their Peers and Influence on Sexual Behaviors

EURCA was a fun experience to engage with other psychology students doing research and to talk about future plans. It is a valuable experience presenting your study to professors who know very little about the research in the field.

Catching Up With Psi Chi 2007-2008

The UT Psi Chi chapter participated in a number of charitable events this academic year. In the fall, several members participated in the Walk for Mental Health Awareness that was held in Oct., 2007. During the holiday season, chapter members donated bicycle helmets, clothing, and money to the Salvation Army's Christmas Drive; two youngsters ages 12 and 14 were the recipients of these gifts from our chapter. We closed out the semester with a fall induction. Ten individuals were inducted into the society.

During the spring semester, the officers participated in Bowling for Kid's Sake at the Down Under on Campus. Our chapter raised \$250.00 for the Big Brothers and Big Sisters organization in our area. We closed out this semester with the election of new officers and a formal induction for 17 new members of Psi Chi.

The new officers are as follows:

David Lindeman (Pres.),
Andrea Powell (VP),
Ashley Murphy
Alison Curlee (Sec/Treas.)

- David Lindeman

The Psychology Department Goes Abroad: Social Psychology in Greece!

"Going to Greece was truly a once in a lifetime experience that I will never forget! Athens and the island Spetses were unbelievable. Both the memories and friendships made while on this study abroad experience will always be held close to my heart." – Genna Parker, a Junior Psychology major

Psychology, though the largest undergraduate majors at the university, has yet to offer a course through the Programs Abroad Office...until now! The Department of Psychology held their first faculty-led study abroad course during the 2008 mini-term semester, an exciting endeavor for both The University of Tennessee and the Department.

The Social Psychology course, led by Dr. Jerri Yates and Graduate Teaching Assistant Andrea Meltzer, traveled to Greece May 11 through May 31, 2008. Nineteen undergraduate students from a variety of majors, including Psychology, English, Anthropology, and Classics, were enrolled in the course. These students studied, in the cradle of civilization, a different culture for 22 days during an ideal time to visit the historic land.

The program was based in the ancient and very modern city of Athens, Greece at the University of Indianapolis, Athens (UIA) campus. There, students spent just over two weeks experiencing the urban lifestyle and the vast cultural differences Greece had to offer. Each morning was spent in the UIA classroom, located at the base of the Acropolis, learning the basics of social psychology: friendship, love, leadership, prejudice, discrimination, peace, and conflict, among many others. There were two day-trip excursions to the Greek towns of Delphi and Sounio as well as a 4-day/3-night stay on Spetses, one of the Saronic islands well known for its history and beauty. While visiting Delphi, students learned the story of Socrates' visit to Delphi and the importance of "knowing thyself" as well as how it related to the social psychological self. At Sounio, students experienced the Temple of Poseidon while enjoying a lesson on conflict and peacemaking, an integral aspect of social psychology. While on the island of Spetses, students were able to experience the different lifestyle that a rural community may offer in comparison to the urban, Athenian culture. During those days, students attended daily classes and even gave individual presentations while still having the ability to experience the breathtaking views and opportunities the island had to offer. Ami Nikitas, a Junior English

major, recalls "my favorite part of the trip was biking Spetses. It was an amazing, unexpected, and different way to see the island and new aspects of the country. I could smell the lemon trees, the basil, even the sheep! It was all absolutely charming. I could see the turquoise ocean and the other islands far in the distance; I never imagined seeing Greece that way!"



The course incorporated experiential learning in a different culture to explore the broad subject matter included in a traditional social psychology course. Studying this material in a different culture allowed for a personal integration of many of the concepts in an entirely novel way as compared to a traditional classroom setting at UTK.

Mary Braddock, a Senior College Scholars major put it best when she said:

"As the University emphasizes becoming ready for the world, young students are continuously looking for opportunities to explore and grow. The social psychology course was the perfect class to take abroad because it focused on cross cultural attitudes and social observance. My peers and I lived out what we were studying. This opportunity has given me the ability to understand people and their viewpoints succinctly, while having the chance to relate and bond with other students."

The Department of Psychology, as well as the students who participated, believe this first-time study abroad experience was an overwhelming success. We hope to see it remain an integral part of the psychology program with possible course expansion in the coming years!



- Andrea Meltzer

Psychology Graduate Student Association 2007-2008

The officers of the PGSA would like to thank everyone for yet another wonderful year. The 16th Annual Austin Peay Golf Classic was not only a lot of fun, but also very successful! We had a record number of 47 players at this year's tournament at Three Ridges Golf Course in Knoxville, TN, bringing in over \$1,800! This money helped to fund graduate student travel and research during the course of the 2007–2008 school year. We would especially like to thank all the local businesses who generously provided support in the form of hole sponsorships and door prizes. In addition to our success on the golf course, PGSA was able to provide twenty-two travel awards of \$60 each to our graduate students.

In other PGSA news, the new officers for PGSA in 2008-2009 school year are:

Sara Elkins * Andrea Meltzer—Co- Presidents
 Marci Breedlove, Vice-president
 Jennifer Willett —Secretary
 Katie McIntyre—Treasurer
 Ali Nathanson—Social Coordinator

PGSA would also like to thank Dr. Deb Baldwin for her years of dedication and support to our organization as she steps down to be the faculty sponsor for Psi Chi. We are very grateful to Dr. Todd Moore for generously agreeing to be our new faculty sponsor. Dr. Moore has already had a great impact, helping us organize a winter social at a local restaurant and pub, and setting the date of our 17th Annual Austin Peay Golf Classic. We are very lucky to have him!



Outstanding Undergraduate Research Assistants: In Their Own Words

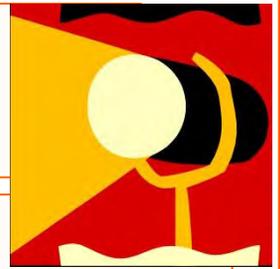
Any given day in Austin Peay, Walters, Ayres, and other buildings around campus, psychology research assistants are hard at work helping UT faculty and graduate students conduct their research; research that leads to the array of publications listed on Pages 11-13 of this newsletter. That's right, Friday afternoons, Saturday mornings, and every other day of the week, you can find these students soothing crying toddlers, putting rats, mice, birds, and lizards through their paces, interviewing adolescents, and deceiving their peers. Maybe you're wondering: "How could faculty possibly get college students to do this?" Well, first of all, the students are getting course credit, up to 3 credit hours per semester, for PSYC 489. (The course name has led to these indispensable young people being affectionately dubbed "489s" throughout the department). Among the most outstanding members of this army of undergraduates, the experiences of the job itself seem to be the biggest attraction. But don't take our word for it, take theirs!

Eric Brelsford (returning student), who works in *three* different research labs (**Dr. Gordon, Dr. Moore, & Dr. Rhatigan**), said "the lab work, in particular, has strengthened my desire to conduct research in psychology. The collaborative dynamic of a lively lab group combined with the thrill of discovery has turned out to be as rewarding as I imagined."

Scott Campion ('09) works in **Dr. Macfie's** lab, and acts to coordinate some of the lab's dozens of less experienced 489 students, and says of the job: "Well I do feel a bit out of place at times, but it is quite rewarding to see how well we can all work together." Of the overall experience, he says "It has opened so many doors for me, including paper presentations, jobs, networking, and generally just focusing me to enjoy and learn about what a future career in psychology could be like."

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Alumni Spotlight: Dr. John Hubbard



Dr. John Hubbard graduated from the University of Tennessee with a Ph.D. in Experimental (Cardiovascular Psychophysiology) in 1983. His advisor was the current department head, James Lawler. After a stellar tenure at UT, Dr. Hubbard accepted an NIH postdoctoral fellowship in Cardiovascular and Clinical Pharmacology at the University of Texas Health Sciences Center. Additionally, Dr. Hubbard is a Board Certified Diplomate in Applied Pharmacology and a Fellow of the American College of Clinical Pharmacology.

Dr. Hubbard has been associated with pharmaceutical research and development for over 22 years. In his current position as the Global President of Clinical Research Division for ICON plc, Dr. Hubbard is overseeing over 300 research projects being conducted by his thousands of employees.

In 2007, Dr. Hubbard's Clinical Research Division was recognized by Lehman Brothers Equity Research R&D Managers Survey as being the "Leading CRO for International Project Execution," by Frost and Sullivan's Best Practice Awards as being the "North American Pharma and Biotech Service Provider of the Year", and by Thompson Centerwatch/William Blair's Sponsor Survey as being

both their favorite full service CRO and favorite CRO to work with,

In addition to his excellence in pharmaceutical research and development, Dr. Hubbard has authored or co-authored three book chapters and 76 published articles and abstracts in the areas of cardiovascular/autonomic pharmacology, clinical pharmacology, and drug development.

At UT, Dr. Hubbard's dissertation was titled, *Hemodynamic Patterns at Rest and During Aversive Classical Conditioning in Normotensive and Borderline Hypertensive Rats: Effects of Intracerebroventricular Clonidine*, and he was the co-investigator for two National Institute of Health research grants to examine Models of Sustained Arterial Hypertension and CNS Mechanisms in Stress-Induced Hypertension

The Department is very proud of Dr. Hubbard's outstanding accomplishments since his years at the University of Tennessee!

A special thanks to Dr. Hubbard and his wife, Jeanne Hubbard, for their generous donation to the Department.

Brent Mallinckrodt, Continued from page 2:

We received almost double the number of applications to the program for 2008 as we received in 2007. The entering doctoral class of 2008 was selected, in part, for their interest in developing social justice advocacy skills.

In other developments, we began a year long process of data-gathering in anticipation of our APA Accreditation Site Visit, which will occur in Spring, 2009 (the same semester as the Clinical Program's APA Site Visit). I want to share two highlights from these data. Soon after I arrived I heard about the widespread perception that GRE scores of Counseling students are significantly lower than students in our Department's other two programs. After checking the data I found that the difference was entirely due to the lower verbal GRE scores of international students. Considering students who are native speakers of English, the scores across all three programs are essentially equivalent. Second, of the 39 students to graduate from 1997-2005 who live in the U.S. and whose licensure status is known, 36 (92%) are licensed as psychologists.

Finally, there are two faculty transitions to report.

Teresa Hutchens announced her intention to retire in December, 2009. We'll miss Teresa, and we hope that she'll return from time to time to provide colloquia on the beachfront ecology of South Carolina! Dr. Melissa Bartsch, Staff Psychologists at the UT Counseling Center, joined us as Adjunct Assistant Professor.

Rereading these paragraphs helps me to realize why this past year passed so quickly! On a personal note, I want to thank the faculty colleagues and students who welcomed me so warmly, and worked so hard to make this past year so successful. Change is never easy, especially such comprehensive change, but at each stage it has been great to have such a spirit of cooperation and cohesion as we move forward. It has been a wonderful year, and I am looking forward to the year ahead when we will really start to see some of these changes pay dividends. Finally, we always appreciate the ongoing support of alumni and friends of the program. For more news and updates, including "Photos of life in the Program, see the program web site: <http://psychology.utk.edu/gradstudy/counseling/index.shtml>

Outstanding Research Assistants, Continued from page 5:

Nicole German ('08) works in **Dr. Gordon's** lab, and calls her extensive involvement in the lab an "invaluable" experience, in that "it brings classroom ideas into focus and application." She was able to attend the national conference for the Association for Behavioral and Cognitive Therapists, of which she said: "Being able to sit and hear about cutting edge research, much of which hasn't been published yet or is brand new, straight from the expert on it, is a rare and unique opportunity."

Mickey Langlais ('08) started working in **Dr. Welsh's** lab during his freshman year, and now, as a senior, works in **Dr. Gordon's** lab. Of his four-year journey into research, he notes: "There are so many different measures, studies, and other things that are just confusing and overbearing when you just study them in class. The hands-on experience helped excel my knowledge of the research and work I can expect in graduate school."

Kristen McCollum ('08) also works in multiple labs with diverse foci – for **Dr. Macfie** and **Dr. Moore**. Of her work in Dr. Macfie's lab, she said, "I find personality disorders fascinating and wanted to learn more about Borderline Personality Disorder." She also said, "I was attracted to Dr. Moore's lab because he is studying violence in relationships and substance abuse. I was eager to learn more about the relationship between the two and substance abuse in general."

Carl Nix ('08) works in **Dr. Matthew Cooper's** neuroscience lab, which he says "helps bring the topics to life and you will learn more than you ever could from just reading about it in a book." He added, "I think it is a great learning experience - I enjoy the problem solving and also being a

part of something that has such potential to contribute to neuroscience and other related fields."

Michelle Reeder ('07) was a 489 in **Dr. McNulty's** lab, and enjoyed the experience so much that she recently turned down other handsome offers to continue working with him as a graduate student in the fall of 2008!

Dani Scott ('09) is another of **Dr. Macfie's** exceptional 489 students. Although she is less experienced than some of her peers, her poise and hard work have made quite an impression on her mentor. Of the work Dani says: "Working in a lab gives you a sense of personal responsibility and professionalism quite unlike anything else available to undergrads. Knowing that I can handle my jobs in the lab has given me intellectual and professional confidence in other endeavors as well as within the psychology major."

Thomas Thibus ('08) speaks very highly of his experience in **Dr. Gordon's** lab. "Similar research topics could be found in other labs, but with Dr. Gordon's lab you get the personal attention and support that really helps aspiring student research assistants to grow into great researchers, and that's why it stands out as an excellent lab to me."

Lindsay Trent ('08) gets intensive clinical research experience in **Dr. Hopko's** lab. "Dr. Hopko was my professor for Abnormal Psychology which initially sparked my interest in the field of clinical psychology." In addition, she says, "I am responsible for conducting psychological assessments, administration of portions of the SCID diagnostic measure, and data entry."

- Katie Little

Where Do we Present Our Research?

In 2007-2008, our students and faculty presented at the following regional and national conferences:

International Association for Relationship Research Conference
 Society for Personality and Social Psychology
 APA Convention
 Association for Behavior and Cognitive Therapies
 Turtle Survival Alliance Conference
 Tennessee Herpetological Society Conference
 Mid-Winter Meeting of the Society for Personality Assessment
 Appalachian Psychoanalytic Society
 Southeastern Psychological Association
 Society for Southeastern Social Psychologists
 Society for Research on Adolescence
 International Neuropsychological Society
 Tennessee Psychological Association

Welcome

Incoming Faculty!

Dr. Elizabeth Cooper Lecturer

EDUCATION

Ph.D., University of Georgia, Biopsychology program (2000)

RESEARCH INTERESTS

Food neophobia and social learning about diet in non-human primates.



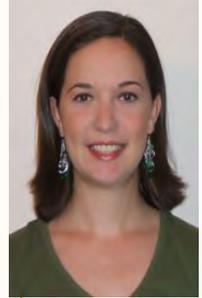
Dr. Paula Fite Assistant Professor, Clinical

EDUCATION

Ph.D., State University of New York at Buffalo (2007)

RESEARCH INTERESTS

The etiology and developmental progression of child and adolescent problem behavior.



Dr. Brent Mallinckrodt Professor, Director of Counseling Program

EDUCATION

Ph.D., University of Maryland (1986)

RESEARCH INTERESTS

Application of attachment theory to psychotherapy process and outcome; therapeutic properties of relationships throughout the lifespan; individual and multicultural differences in the development of social competencies needed to recruit social support and form close personal relationships.



Dr. Gregory Reynolds Assistant Professor, Experimental

EDUCATION

Ph.D., Virginia Polytechnic Institute and State University (2002)

RESEARCH INTERESTS

Infant cognitive development, specifically, the development of visual attention and recognition memory in the first year of postnatal life.



Dr. Deborah Rhatigan Assistant Professor, Clinical

EDUCATION

Ph.D., Virginia Polytechnic Institute and State University (2002)

RESEARCH INTERESTS

Interpersonal trauma, violence, and PTSD in adults



Dr. Gregory Stuart Associate Professor, Clinical

EDUCATION

Ph.D., Indiana University (1998)

RESEARCH INTERESTS

Intimate partner violence, psychological abuse, marital distress, and other areas of relationship functioning; the overlap between these constructs and addictive behavior



Psychology Staff News

Connie Ogle

In Spring 2008, we enjoyed the Annual Awards Night and, as always, are appreciative of the work Sandy Thomas puts into this yearly event. Kim Givens was the 2008 Staff Appreciation Award recipient. Kim received several nominations and was a very deserving recipient of the Award plaque and cash prize. Kim worked as assistant to Dr. Deborah Welsh, Clinical Program Director, and other Departmental faculty, and provided wonderful service to our Department.

We have had some resignations and retirements since our last newsletter. Kim Kirby decided to concentrate her efforts toward her degree and resigned her position as the Counseling Program secretary in August. Kim Givens accepted another UT position and left the Department in early July. We miss her smiling face and wonderful disposition, and we wish her the best of luck in her new job.

Continued on page 10

Farewell

Outgoing Faculty!

Dr. Wesley Morgan
Associate Professor, Clinical
EDUCATION
Ph.D., University of Tennessee
(1967)

RESEARCH INTERESTS
"Special things" (collecting, esthetics, fetishism); graphic art in psychological testing; history of the Thematic Apperception Test.



Dr. Teresa Hutchens
Associate Professor, Counseling
EDUCATION
Ph.D, University of Georgia

RESEARCH INTERESTS
School psychology, neuropsychology, psychological assessment, child development, learning disabilities, personality.



Dr. Warren Jones
Professor, Experimental
EDUCATION
Ph.D., Oklahoma State University
(1974)

RESEARCH INTERESTS
Instruments for measuring relationships; romantic relationships; personality and relationships.



Did You Know?

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

Graduate Student Awards and Accomplishments

Fitzpatrick, K. Appalachian Psychoanalytic Society Graduate Student Assistance Fund award of \$350 to attend a training institute on coding reflective function using the Adult Attachment Interview. The New School: New York, NY.

Howerton, D.M. (2008) 1st Place CEPO Student Research Award: Minority Issues, SEPA Convention: Charlotte, NC.

Meltzer, A. L. (2008). 1st Place CEPO Student Research Award: Women's Issues, SEPA Convention: Charlotte, NC.

Meltzer, A. L. Graduate Teaching Associate award from the Innovative Technology Center at UT (\$500).

Perez, N. Paul Lerner Assessment Award (November 2007).

Perez, N. Psychology Clinical Training Placement Program in Emergency and Trauma Funds Awarded \$60,000. UT Medical Center.

Scott, C.A. 2007 Chris Hebb Memorial Award for Most Outstanding Contribution to Object Relations Theory, Appalachian Psychoanalytic Society and the University of Tennessee, Knoxville, TN (\$500).

Widman, L. (February 2008). Student Poster Award from the Society for Personality and Social Psychology National Conference. (\$100).

Widman, L. Graduate Teaching Associate award from the Innovative Technology Center at UT (\$500).

Psychology Department Annual Recognition Night 2008

The Faculty Appreciation Award

Dr. Todd Moore
Dr. Brent Mallinckrodt

The Staff Appreciation Award

Kim Givens

Psy Chi Undergraduate Faculty Award

Dr. Deb Rhatigan

Graduate Student Research Awards

Laura Widman, *Science Alliance in Psychology*
Sarah Robertson, *Excellence in Research Contributions in Clinical Psychology*
Erin O'Mara, *Excellence in Research Contributions in Experimental Psychology*



Graduate Student Teaching Award

Jenny Clement



Outstanding Undergraduate student awards

Extraordinary Achievement Award

Nicole German
Kristin McCollum

Professional Promise Award

Matthew Kassner
Julia Bartmess-LeVasseur
Michelle Reeder

Staff News, continued from page 8

Kasey McGee left the Department in August after being with us since December 2006. Kasey decided to move closer to her home area and accepted a position at ETSU. Kasey's contributions will be missed, and ETSU's gain is definitely our loss! Madge Beeler decided to retire and left the Department in August. Madge worked with several Psychology faculty and we were sad to see her leave the Department. Our thanks to these wonderful women for the service they provided to our Department.

Alecia Davis accepted the position vacated by Kim Kirby, and now works as the Counseling Program secretary as well as with Departmental GTAs and lecturers. Kati Loy accepted the position vacated by Kim Giv-

ens' departure and now works with Dr. Welsh as Clinical Program secretary, as well as with several other Departmental faculty members. Christy Lynch left her position in the Psych Clinic and accepted the position vacated by Kasey. Christy now works with budget issues, course and room scheduling and several other duties. Tessi Murr was hired as Christy's replacement in the Clinic and provides Clinic bookkeeping services as well as staff support services for the Department. We welcome Alecia, Kati, and Tessi as new employees and we welcome Christy in her new position.

We look forward to this year, and thank you for your continued support of the Department. We wish you well.

Faculty & Student 2007 Publications

- Addis, M. E., Cardemil, E., Cordova, J. V., Dowd, L. S., Hildebrandt, T., Jakupcak, M., Mansfield, A. K., *Moore, T. M.*, & Stuart, G. L. (2007). Introducing the Men's Mental and Physical Health Special Interest Group at ABCT. *The Behavior Therapist*, 30, 36-44.
- Angelakis, E., Stathopoulou, S., Frimiare, J.L., Green, D.L., *Lubar, J.F.*, Kounios, J. (2007). EEG neurofeedback: A brief overview and an example of peak alpha frequency training for cognitive enhancement in the elderly. *Clinical Neuropsychologist*, 21, 110-129.
- Armento, M. E. A., & *Hopko, D. R.* (2007). The Environmental Reward Observation Scale (EROS): Development, Validity, and Reliability. *Behavior Therapy*, 38, 107-119.
- Ashcraft, M. H., Krause, J. A., & *Hopko, D. R.* (2007). Math Anxiety as a Mathematics Learning Disability. In D. B. Berch & M. M. M. Mazzocco (Eds.), *Mathematical Learning Disabilities: Research, Theory, and Practice* (329-348). New York: Plenum.
- Baird, M. K., *Szymanski, D. M.*, & Ruebelt, S. G. (2007). Feminist identity development and practice among male therapists. *Psychology of Men and Masculinity*, 8, 67-78.
- Baldwin, D.*, McIntyre, A. & **Hardaway, E.** (2007). Perceived parenting styles on college students' optimism. *College Student Journal*, 41, 550-557.
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We *Still* Need Your Help!

Last year, the 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...



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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?

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