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;

Continued on page 13
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. Szymanski 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 website.

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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 reasearchers 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 Forgivingness 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
“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
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!

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.”

Continued on Page 7
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](http://psychology.utk.edu/gradstudy/counseling/index.shtml)

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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.
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.”

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
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.

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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.

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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.

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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.

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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

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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.

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Psychology Staff News  
Connie Ogle

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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
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.

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.


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).
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 Givens’ 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.


*Italicized names indicate a Faculty member and bold names indicate a current student.*


Continued on the next page.
Finally, if you would like to discuss your contribution with me or with any of our faculty, please contact us.

Thank you and have a great year.
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.

Donna B. Batson
Dr. Jonathan E Whalen & Dr. Brenda J. King
Dr. Anthony M. Soza
Dr. Carol S. Ronka, Ph.D.
Dr. Frank D. Castlebury
Dr. Gordon M. Burghardt & Dr. Sandra L. Twardosz
Dr. Jennifer C. Friday
Dr. Joel S. Dubow & Mrs. M. Trenice Mullis-Dubow
Dr. Karl W. Buddenhagen
Dr. Kenneth M. Steele
Dr. Larry C. Hayes
Dr. Margaret Shelley Perry
Dr. Richard L. Cave
Dr. Robert Numan
Dr. Todd D. Burley
Dr. Warren H. Jones & Ms. Kathryn E. Jones
Dr. William G. Kremer & Mrs. Joanne B. Kremer
Dr. William N. Jennings & Mrs. Mary K. Jennings
Manitoba Museum
Mr. Roy M Mitchell & Mrs Melissa A Mitchell
Mr. Allen R. Taylor & Dr. Ann S. Taylor
Mr. Frank H. Rice & Mrs. Terri Andes Rice
Mr. Hazen H. Kreis III & Mrs. Cindy B. Kreis
Mr. Hix P. Slagle, Jr. & Mrs. Mary J. Slagle
Mr. Michael Master
Mr. Samuel R. Wilson & Mrs. Lauren E. Wilson
Mr. Tyler S. Shepard
Mrs. Alison L. Abbagnaro
Mrs. Cathy S. May
Mrs. Jo Perkins Watson
Mrs. Karen L. Johnson
Mrs. Margaret E. Woodruff
Mrs. Nancy Ann Willis
Mrs. Tammy K. Myers
Ms. Jodie Michelle Roop
Ms. Kelly Christine Utt-Grubb
Ms. Shadia Sarkar

Dr. Jerri L Yates
Dr. Amy Rutherford Crockett
Dr. Arnold David Froese
Dr. Edward H. Loveland
Dr. H. Stuart Bacon, PhD, ABPP
Dr. Jan L. Culbertson
Dr. John L. Hawley Jr.
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Dr. Laura R. Washlington
Dr. Martin J. Lutz, Jr.
Dr. Rita Barbara Schonberg
Dr. Thomas W. Lucik
Dr. Warren Scott Bobrow
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Jayetta M. Rogers
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Mr. Charles B. Shell
Mr. Christopher A. Broyles
Mr. G. Laurent Choiniere
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Mrs. Mary L. Bricker
Mrs. Stephanie R. Parrott
Ms. Connie J. Ogle
Ms. Karen V. Fulmer-Scales
Ms. Lauren A. Ferrell
Sylvia T Gurley

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.
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…

- Students, staff, and faculty are devising stop-gap measures to help everyone cope.
- Dr. Lawler has appropriated funds to repaint much of the building.
- New offices have been constructed in former lobby areas and the clinic waiting room.

What we need…

- A new building.
- More research and office space for graduate students.

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
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: