

# Ψ PSYCHOLOGY ALUMNI NEWSLETTER

Summer 2007    The University of Alabama    College of Arts & Sciences

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*psychology.ua.edu*

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## Greetings from the Chair

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When Hurricane Katrina slammed into the Gulf coast in August 2005, I had been a member of The University of Alabama family 8 months. Thousands of displaced persons from the southeastern shores poured into Tuscaloosa and the faculty and students of the Department of Psychology immediately mobilized to provide assistance for those individuals whose life course had suddenly turned. This was my introduction to the heart, dedication, professional skill, and concern for others that I have come to learn characterizes this department.



I arrived at The University of Alabama in January, 2005. I no longer refer to myself as the new chair. I feel I have been broken in by now. Let me tell you about myself. I was raised in New York City and went to graduate school at the University of Tennessee. That's two strikes against me. Most of my career was at the University of Memphis where my main activity was studying sleep (no joke). When the opportunity arose, I came to the University of Alabama to work with this outstanding Psychology Department. I guess the football team had a little bit to do with it also.

I have gotten to know the Psychology faculty well and have also met many undergraduate and graduate students. The people of this department have more talent and dedication than any I have encountered. The Psychology Department's enthusiasm and creative energy are inspiring.

Many themes help shape the contributions of the Psychology Department's faculty: undergraduate education, graduate education, psychological research, and service to the Department, the University, the community, and the profession of psychology. Here are some brief highlights:

- More than 1/3 of our faculty now teach Introductory Psychology which indicates renewed commitment to quality education for undergraduate students.
- The Experimental Psychology program has been expanded to offer graduate training in social psychology and developmental psychology, adding to the focus on cognitive psychology.

- All our faculty have an active research program in some aspect of psychological science. The program typically prepares undergraduate students to advance as blossoming graduate student scientists and prepares graduate students to launch careers as scientists and to advance psychological knowledge. The scope of psychological science represented in this Department is wide-ranging and includes such topics as developmental disabilities, media influence, gerontology, health, and psychological aspects of the legal system.

- Our faculty donates a tremendous amount of service. Our response to Hurricane Katrina victims is a prime example. Of our faculty, 3 hold elected office in national psychological organizations; 5 are journal editors, and all serve on some combination of Department and campus-wide committees that help the University run.

This Department of Psychology is a dynamic community of students and faculty. Several recent changes may be of interest to you. We have a new Web site [psychology.ua.edu](http://psychology.ua.edu) that presents a clear image of who we are and the opportunities we offer. Four new faculty joined the Department this year: Professors Martha Crowther (Clinical Geropsychology); Lynn Snow (Clinical Geropsychology), Rosanna Guadagno (Social Psychology); and Melissa Jackson (Clinical Child Psychology). The scope of the Experimental Program has tripled in size and the Clinical Program has also expanded to provide concentrations in Clinical Geropsychology and Clinical Health. Last year, Psychology faculty were awarded \$3.3 million in external research funds for psychological science, placing us among the top departments in the College of Arts and Sciences in grant support.

These are exciting times in the Department of Psychology, a good place to be. If you have ideas about how you can contribute to or participate in the future of this Department or just want to stop by and say, "Hi," I'd like to hear from you.

Peace,

Kenny Lichstein

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# Some Departmental History

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*By Paul Weisberg*

The Department of Psychology was created in 1937. A Masters Degree in Psychology was offered in 1947 and doctoral programs in Experimental and Clinical Psychology were, respectively, launched in 1954 and 1958. Nowadays, a doctoral candidate in Psychology can major in one of seven concentration areas: Clinical Child; Clinical Health; Clinical Geropsychology; Psychology & Law; Cognitive Psychology; Developmental Science; and Social Psychology. To find area descriptions and faculty, visit our Web site. Three important documents are also available. Go to the Web site and click the link under departmental history to read the papers by Ellis, Rickard or Siegel.

To provide some closure between the past and present, I asked Dr. Norman Ellis to describe some of the noteworthy early historical events in our Experimental program and asked Dr. Charlie Rickard to cover our Clinical program. They could cover any time period they wished. The Alumni Newsletter Committee, consisting of Dr. Steve Prentice-Dunn, Carl Clements, Kenny Lichstein (ad hoc member), Marie Moore (a graduate student who served as Assistant Editor) and myself, mulled over the Ellis and Rickard writings and decided that highlighting the content in the form of "historical tidbits" would be dynamic and easier for readers to digest and recall. I wrote the historical tidbits for the Experimental Program and Carl Clements did the one for the Clinical program.

Anyone wanting a more complete historical account should consult Paul Siegel's unpublished 1995 book, "A Personal History of the Department of Psychology of the University of Alabama." A copy has been placed in the Gorgas Library. At the Circulation Desk on the 2<sup>nd</sup> floor, ask for Siegel/Gorr. Pc1. The complete book is also on our Web site.

The Siegel book identified the research and contributions of 25 former faculty members and noted the fine work of Becky Pollitt as Executive Secretary. Siegel looked back with gratification and sometimes with anguish over the projects that the department considered or actually did. Some dealt with the role played by psychology in rectifying the deplorable living conditions in such places as Bryce Hospital, Partlow State School and Hospital and the State Prison System. Then, there was the largest research project probably ever proposed that Siegel called "The Thing." Thirty-one distinguished researchers and administrators were to serve as consultants on a board called "A Behavior Research Development Center at the University of Alabama." Its mission was to coordinate research and development that pertained to aspects of "mental hygiene" and education in Alabama. Read pages 14-17 in Siegel to find out how "The Thing" started and what became of it.

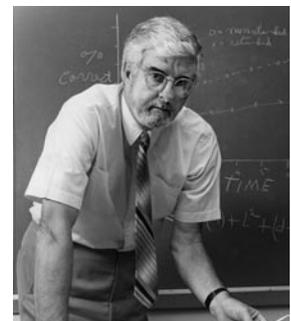
## Experimental Psychology Tidbits

Psychology undergraduate courses were first listed in the A & S catalog in 1937. That makes the Psychology Department 70 years old this year. We hope you'll find the pieces drawn from our history informative and worthy to pass on to others.

If you think our graduate curriculum is somewhat difficult now, you'll gasp at the demands of the Psychology MA program introduced in the late 1940's: 48 hours of course work, a thesis to be defended before faculty, AND competency in reading German or French (an attribute based on classical European schooling). This language requirement lasted almost 35 years in nearly all psychology programs across the USA. The requirement was withdrawn when the average number of psychological articles read in French or German by practicing psychologists was close to zero!

The PhD program began in 1954 and, according to Norm Ellis, "Scientific psychology was the main thrust

of the department. Students came away steeped in Pavlov, Thorndike, Titchener, Watson, Hull, Spence, Tolman and Skinner." Those of you familiar with these names will know that, except for Titchener, the others studied the learning behavior of animals in laboratory settings. When Psychology moved to



*Dr. Ellis*

Gordon Palmer, its entire 4<sup>th</sup> floor had cubicles containing mostly Skinner boxes with bar-pressing rats and key-pecking pigeons creating clicking sounds from stacked relay equipment. Mazes for animals were also there along with devices to measure physiological changes. About 20 years later, the rough (and somewhat smelly) 4<sup>th</sup> floor was turned into office and human research space. The former tile floors are now neatly carpeted, though some of us wonder what continues to live beneath the carpets!

There were no electronic calculators in the early days. Comer Hall, notes Ellis, had a “computing room” with a single, hand-cranked Marchand calculator. When it jammed, students panicked about meeting statistical deadlines. A repairman came from Birmingham to rescue the helpless students. Ellis recalls that, “If you were responsible (for the malfunctioning), you’d better wipe away your fingerprints (from the hand-crank), and steal away.”

It was common for freight trains to pass close to Comer Hall and, when they did, some classrooms pulsed as the trains roared past. Unaware of these conditions, an applicant applying for a faculty position was giving a presentation in Comer Hall during one of these “shaking” events. Concluding that an earthquake was in progress, he panicked and rushed toward the door. The audience,

sitting patiently for the din to pass, reassured the frightened applicant about the normalcy of the afternoon train passing. Needless to say, the now brave applicant took many deep breaths, re-gathered his wits and finished his talk. And yes, Paul Weisberg got the job!

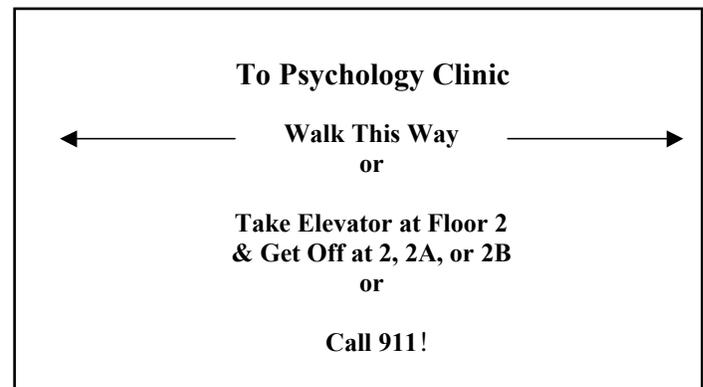
Norm Ellis recalls the worst of times in T-town in 1964 just after the “stand in the school-house door.” (Norm received his MA in Psychology from the UA in 1952 and, like the Bear, he returned to “Momma” in 1964 as a faculty member.) “Segregation was much the order of the day.” There were separate drinking fountains, separate seating in theaters and the presence of the KKK who picketed integrated restaurants on the strip. Norm found KKK leaflets in his back yard apparently dropped from an airplane. Of course, the KKK caused far worse things.

## Gordon Palmer Here We Come!

In 1968 Psychology moved to Gordon Palmer (GP), which consisted both of the 4-story Math-Psychology building and a 2-story-connected structure that housed the Psychology Clinic and below it the Center for Development and Learning Disorders (CDLD). What resulted from psychology’s new home was:

- An immediate increase in needed office, classroom and research space. With the support of A & S and funding from federal and state sources, it was now possible to recruit new faculty positions and graduate students.
- In 1945, there were 3 full time faculty members and 5 MA students. By 1982, these numbers climbed to 15 and 50 MA or PhD students. Today, the respective numbers are 27 and 87. And guess what –we still need lots more space.
- A funded grant proposal by Ellis allowed him to start a PhD program in experimental psychology that emphasized CDLD research with individuals diagnosed with mental retardation. As Paul Siegel noted, that grant “proved to be an enormous asset to the (experimental) graduate program in psychology.”
- That productive research was attained by those associated with the CDLD; Ellis on the study of cognitive processes, primarily on memory systems, Paul Siegel on incentive motivation, Al Baumeister on high-rate stereotypical behavior and Paul Weisberg on academic enhancement for at-risk preschoolers.

- Once inside GP, newcomers continually got lost in the human maze created by the designers of GP and the 2-story attachment where the Clinic and the CDLD (now called the Cognitive area) are found. Entering the front entrance of GP, one is immediately exposed to 2<sup>nd</sup> floor-marked classrooms. The problem is that there is another set of 2<sup>nd</sup> floor-marked rooms located in the Psychology Clinic, which is one flight below the 2<sup>nd</sup> floor GP rooms!
- Clinic personal searching for missing patients who are wandering GP have tried to overcome the poor building design by posting signs in hopes of leading the flock to the promised floor. But be careful. As the figure below intends to show, the lost cannot be easily saved.



## Clinical Psychology Tidbits

Transitioning from a master's program implemented in 1947 to doctoral programs in psychology was a relatively smooth process. The PhD in Experimental and Clinical were launched close in time, 1954 and 1958, respectively, and their curricula were 70-80% overlapping. APA accreditation of the clinical program, usually considered a hurdle, was achieved in record time—one year later.

Prior to the launching of the PhD program, many top UA masters students had gone elsewhere to complete their PhD. Prominent examples included Norm Ellis (Louisiana State), Ray Fowler (Penn State), Mike Dinoff (Tennessee), and Irv Alexander (Duke). Thus, it was clear that Alabama could attract highly capable graduate students. Thereafter, the faculty recruited the “best and brightest” MA students to stay on for the doctorate. This charter group of students served to validate the new PhD curriculum.

Tuscaloosa has long been known for its abundant health and mental health facilities and programs. From its earliest days, the department had affiliations with Bryce Hospital, Partlow State School, and the VA Hospital where clinical psychology graduate students regularly “interned.” To these facilities, others over the years have been added; the UA Student Health Center, Brewer-Porch Children's Center, Taylor Hardin Secure Medical (Forensic), and the Harper (Geriatric) Center.

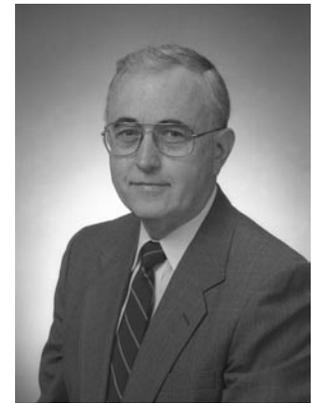
UA's Psychological Clinic (once located where the Child & Family Research Clinic now stands) was a central component of clinical training. The Clinic was well ahead of its time as a precursor to the community mental health

movement of the late 60's. It also became the launching pad for many community ventures, such as traveling teams of faculty and graduate students providing special education testing in rural west Alabama (on Saturdays!).

When Gordon Palmer Hall opened its doors in 1968, the Clinic for the first time had adequate space, complete with 2-way observation rooms.

Video capacity and professional furnishings soon became standard. The Clinic has recently extended its assessment and therapy services to a wider range of clients, and these new “clinics” now specialize in Anxiety Disorders, Autism Spectrum Disorders and Geropsychological problems.

Among its innovative programs, the department had the first doctoral concentrations in the nation combining clinical psychology and mental retardation (began in the mid 1960s and supported by NIH) and correctional-forensic psychology (began in the early 1970s and supported by the Justice Department). As noted below, the present Clinical Child concentration grew out of the Camp Ponderosa venture and was, for many years, supported by NIMH institutional training grants. The clinical program still maintains the Clinical Child and Psychology Law doctoral concentrations as well as newer concentrations in Clinical Health and Clinical Gerontology.



*Dr. Rickard*

## A Camp for Emotionally Disturbed Children

Suppose it's summer during the 1960's and, as a parent of an emotionally disturbed child, you seek enrollment in a special summer classroom, but just as during the school year, none is available. Relatives and friends might share some of the care-giving responsibilities, but these helpers are usually unable to improve the child's academic performance or control emotional outbursts. A program that provided more effective and longer lasting support is urgently needed

Two UA clinical psychologists, Drs. “Charlie” Rickard and Mike Dinoff, offered another option: Have children attend a 6-week residential camp that specialized in the treatment of emotional disturbances. Here are some features of their camp:

- It was located in the foothills of the Appalachian Mts. in northeast Alabama where the cool weather invited lots of outdoor activities. Called Camp Ponderosa, it provided an open, country style of living that appealed to children.
- Altogether about 60 boys & girls, from 10 to 16 years of age who lived in the southeast attended. There were 6 cabins with about 10 boys or girls in each one.
- UA Psychology graduate students, who received academic credit and sometimes modest compensation, served as camp counselors along with selected undergraduates. They arrived a week before camp started and (1) learned about the program from Drs.

Rickard, Dinoff or former counselors; (2) read reports from mental health and other referral agencies upon which the children were selected; and (3) formulated individualized treatment plans.

- Programmed academic instruction was scheduled two hours per day in rotating shifts. Other daily activities included cooperative group games or projects that the youth had voted on earlier such as playing baseball or volley ball, talking a hike for exercise and exploring nature or working together to build a useful structure such as a picnic table. When the children became uncooperative or displayed other symptoms that interfered with the group task or game, the team, kids and counselors would discuss what had happened and attempt to resolve the source of conflict.

### Two Byproducts of Camp Ponderosa

Among the parents given positive feedback about their child's progress, one very impressed father asked Drs. Rickard & Dinoff what could be done in the way of developing a year-long program for emotionally disturbed children. To this father, a prominent state legislator, it was suggested that direct funding from the State for the

building and support of a facility on the UA campus should be proposed.

A bill was passed and it earmarked yearly funds for an UA-based treatment children's center that came to be called Brewer Porch (BP). Albert Brewer was the governor who signed the bill and Ralph Porch, who proposed it, was the father whose child attended Camp Ponderosa.

While BP was being built, in the mid 1970's a Monday-Friday residential facility called Ridgecrest Children's Center (RCC) offered services for emotionally disordered youngsters on the UA campus in a renovated military barracks. BP opened in 1977 as a 7 day-residential facility that contained many more clients and a greater range of services and professionals to accommodate the children than those who attended RCC. Of historical significance is that RCC and BP were probably the first campus-based treatment facilities operated by a non-medical agency in the USA.

A second significant byproduct of Camp Ponderosa was that it set the stage for the development of a graduate program in Clinical Child Psychology, which formally began in 1972.

## Faculty Happenings

### Activities of Some Psychology Faculty

John Lochman continues to study the implementation of a research-based intervention system for aggressive children and their parents through a controlled training trial in 57 elementary schools in Alabama. One project is examining how the school's working climate and counselor characteristics affect the process of implementing the intervention with integrity and with adaptability to meet local school and counselor needs. Support is funded by the National Institute of Drug Abuse, the National Institute of Mental Health and the Office of Juvenile Justice and Drug Prevention.

Ed Merrill & Fran Conners plan to do research on cognitive aspects of intellectual disability. Their most recent research focuses on language and memory in individuals with Downs Syndrome.

Bev Thorn received a National Institute of Health grant to study the effectiveness of Cognitive Behavior Therapy for chronic pain in rural African-American and White elderly individuals. She was also elected president of the Health Psychology section of APA's Division 38 for a 3-year term. After serving for 14 1/2 years as Director of our Clinical Psychology

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### The Newly Established Chair's Awards

**Carl Clements**

Distinguished Faculty Service

**Ron McCarver**

Distinguished Contributions by an Adjunct

**Jim Hamilton**

Distinguished Faculty Teaching

**Dave Roskos-Ewoldsen**

Distinguished Faculty Research

**Patti Thomas**

Distinguished Contributions  
by a Staff Member

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program, Bev has stepped down from this position. She continues, however, to serve as Editor of the Journal of Clinical Psychology.

A word of special thanks is extended to the members of the Colloquium Committee, who were Drs. Ward (Chair), Scogin, Snow, Guadagno & DeCoster as well as Bridget Doan, a graduate student representative, for the distinguished speakers they were able to invite. In recent times, these speakers were: Drs. William D. Hopkins, Albert Bandura (see photo), Robert Sternberg, Joel S. Warm and Fred Biasini.

Martha Crowther is the new Director of Clinical Psychology and is a member of the Clinical Geropsychology concentration area. Her research interests include the nature, impact and consequences of custodial grand parenting and she seeks to design intervention programs to reduce stress in this population.



*Remember Dr. Bandura's classic research on childhood aggression? UA students also greet Bobo, the 3-foot doll, used in his work.*

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## Teaching of Psychology: A Guided Experience in the College Classroom

*By Steve Prentice-Dunn*

Teaching a college course for the first time can be a challenging blend of excitement and uncertainty. That initial experience can heavily influence whether teaching will be part of a person's career aspirations. The Department of Psychology at the University of Alabama has been a pioneer in recognizing the importance of training graduate students to teach. Over 30 years ago, we established a course, Teaching of Psychology, that gave graduate students valuable teaching experience while under the guidance of a faculty member. Indeed, our course has served as a model for similar courses across the country.

In the Teaching of Psychology course, graduate students have full responsibility for a class of 35 introductory psychology students. They develop the course goals and syllabus, create lectures, lead discussions, and administer exams. During a weekly, two-hour seminar, the graduate students in the course share ideas for lectures, discuss student problems, and review assigned readings on various topics including lectures, active learning techniques, tests, diversity, ethics, Web site construction, evaluation of teaching, and the experiences of new faculty.

Graduate students receive feedback on their teaching in several ways. Early in the semester they observe and provide feedback for two of their colleagues. At the beginning and end of the semester, graduate students collect numerical ratings and narrative comments about their teaching from their undergraduate students. Twice during the semester, graduate students videotape their classroom instruction and then attend an individual consultation session with the faculty supervisor in which they discuss ways to improve.

Undergraduate students and their parents are sometimes concerned about the quality of instruction provided by graduate students. Two decades of data reveal that our graduate student-taught classes in introductory psychology are rated by undergraduates as highly as those taught by faculty. In addition, published studies indicate that our Teaching course increases graduate students' factual knowledge of our discipline as well as their confidence and presentational skills.

Although many of our graduates do not pursue academic careers, they readily recognize the measurable and intangible benefits that result from their Teaching of Psychology experience. The course creates an initial teaching experience that is effective and rewarding to both new instructors and their undergraduate students.



*Dr. Steven Prentice-Dunn; Students, left to right: Abbe Boeka, Kristen Payne, Kathryn Moss, Chris Klein*

# Using Cognitive Behavior Therapy to Help Rural Older Adults

by Forrest Scogin

Frail elders living in rural areas are at high risk for physical and emotional health problems that contribute to a poorer quality of life. Negative feelings that result when a person's needs and goals are not being satisfied are significant predictors of physical illness, psychological disorders and increased medical costs. Because specialized health-care providers are usually not found in rural areas, those who live there have difficulties receiving adequate and sustained mental health care.

Often anxiety, depression and other emotional disorders are related to the way we think. When thoughts or cognitive processes are not helpful, people are likely to initiate and persist in maladaptive behaviors that lessen the chances of improving their physical and psychological health. In our research, a well-established treatment procedure called Cognitive-Behavioral Therapy (CBT) was adapted to help rural, older adults deal with unhelpful thoughts and behaviors in ways that will lead to improvements in their quality of life. Consider the following example: Older clients "tell themselves" that they are not worth anything because they can't work like they once did. Our therapists have them identify ways in which they actually do work such as cleaning the house and taking care of the dogs. As a result, the clients modified their beliefs to be less harsh and judgmental. These kinds of changes often lead to increased activity, greater life satisfaction and decreased emotional distress.

Our project, known as PEARL (Project to Enhance Aged Rural Living) was funded by The National Institute of Aging. The participants were ethnically diverse, medically frail elders who had few resources. To enable those with limited transportation and other difficulties, CBT was provided in the participant's

homes. Visiting social workers and health-care personnel used CBT and, when available, a primary caregiver was trained to facilitate therapy.

Home-delivered CBT improved both quality of life measures and the emotional well being of the participants studied. While CBT has a strong track record in treating mental disorders in older adults, these findings support CBT's application to an overlooked aspect of the older population, namely those who are medically frail with few resources and from rural areas. The benefits of CBT also held for a more cognitively compromised and less educated sample than typically seen in community-based studies of mental health interventions. A further finding was that CBT was effective with ethnically diverse older adults. The majority of the people in this study were African-American and their quality of life improvements were significantly better than those of White participants. However, improvements in emotional well-being measures did not differ as a result of ethnicity.

There is the question of the practical side of providing treatment. Our providers traveled many miles and spent considerable time to get to the participants. Future studies should examine the effectiveness of CBT when home intervention is delivered by local providers.



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## Faculty Comings and Goings

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### Jean Spruill Retires



In 2005, I retired after an academic career that spanned 40 years and 7 Universities. I got into psychology because I didn't want to go to work. I was a math major at LSU when I met Karen Berg whose father, Irvin Berg, was the Chair of the Psychology Department. When Irv asked about my future plans, I replied that job offers from AT&T and IBM might be expected. He said he would offer me an assistantship and tuition waiver if I would

enroll in the psychology graduate program. Since I didn't really want full-time work, going to graduate school was appealing and I said, "OK."

In January of 1962 I took 4 or 5 courses in undergraduate psychology to help me prepare for the graduate program that

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### Melissa Jackson, the New Clinic Director

My PhD in clinical psychology was completed at the UA Psychology Department in 2003. I then completed a strong assessment-based internship in the Department of Psychiatry/Psychology Consortium at UAB.

I've taught the Assessment Practicum in School Psychology, Cognitive and Behavioral Interventions, Psychopathology and Consultation in Educational and Agency Settings. I served as a practicum supervisor and as Interim Director of our Psychology Clinic. After receiving my license in 2004, I worked as a private practitioner and as a consultant within the Tuscaloosa community.



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fall. I got my MA in 1963 and PhD in 1966. In 1965, I was a full-time faculty member in LSU's Department of Statistics and taught graduate courses in statistics and served as a statistical consultant to faculty and students. I had job offers from both departments of psychology and statistics and decided to stick with psychology.

After spending 10 years at Florida State University, I accepted the position as the 5<sup>th</sup> Director of the UA's Psychology Clinic to replace Michael Dinoff who had died unexpectedly in 1982. The first director, Margaret Quayle, served from 1948 to 1958. Then, Ray Fowler became 2<sup>nd</sup> director, and when he was made department chair, Michael Dinoff became the 3<sup>rd</sup> director. Dale Wisely and David Myers served as interim directors until I was hired in 1983.

Since then, much has changed. One arrangement I made with the Dean of A & S, Doug Jones, was that the Clinic would keep all the income it generated instead of it going to A & S. He probably looked at the Clinic's budget statements and saw that it only generated about \$3,000 per year so he said, "yes." Due to the increase in services to individuals and to community agencies, the income gradually increased to the current amount that was between \$30,000 and \$40,000 per year.

When I came on board, a lot of work was needed to make the Clinic look like a professional mental health center. More effective one-way mirrors were needed between the therapy and testing rooms and better sound systems were needed in each room. And then the walls cried for a fresh paint job and the rooms for decent furniture.

I served as clinic director from 1983 to 2005. It was an enjoyable time. Mostly, I taught the first assessment course for first year students and then had many of those same students in my Advanced Ethics and Professional Issues course which students took right before going on internship. My greatest satisfaction was seeing the changes in the students from their first-year assessment class to their last year before internship.

In my retirement I hope to spend more time flying for the Civic Air Patrol and traveling.

This year, when asked to serve as the Director of the Psychology Clinic, I knew that I followed an impressive list of previous directors. It is my personal goal to continue to maintain the excellence that has already been established by previous directors of the clinic and to enhance the productivity and student training and research opportunities within the clinic.

Included among my numerous responsibilities will be graduate student supervision, increased community awareness of services provided by the clinic and the development of "satellite" clinics in communities and rural settings.

At my recent psychology colloquium here, I underscored the fact that 1 in 10 children suffer from mental illness severe enough to cause impairment, but only 20% of children with severe mental health problems actually receive mental-health services. In addition, nearly 21% of adults suffer from a mental condition at any given time during the year.

The growing need for an increase in mental-health services in our communities has become a major priority for the clinic. Specialty clinics that include an interdisciplinary assessment clinic for children will require development by me and members of the Clinic Advisory Committee.

Increasing clinic-based research is another goal. I've been fortunate to publish an article in *Child Development* and in other sources and I have presented research papers and engaged in panel discussions at national and international conferences. Having served as Research Coordinator in Dr. John E. Lochman's lab, I've had the opportunity to assist with the coordination of grant-related activities.

Over the next few years I plan to compete for grants to investigate school-based mental health concerns, clinic-based research questions such as how assessment is affected by anxiety, diagnostic variables that relate to adult ADHD and multicultural issues.

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## Graduate Student Distinctions

**Laura Lee Philips**

Paul S. Siegel Teaching Award

**Matthew Hocking**

Oliver Lacey-Norman Ellis Research Award

**Rachel Fry**

Outstanding Dissertation Award

**Avani Shah**

Charlie Rickard Clinical Service Award

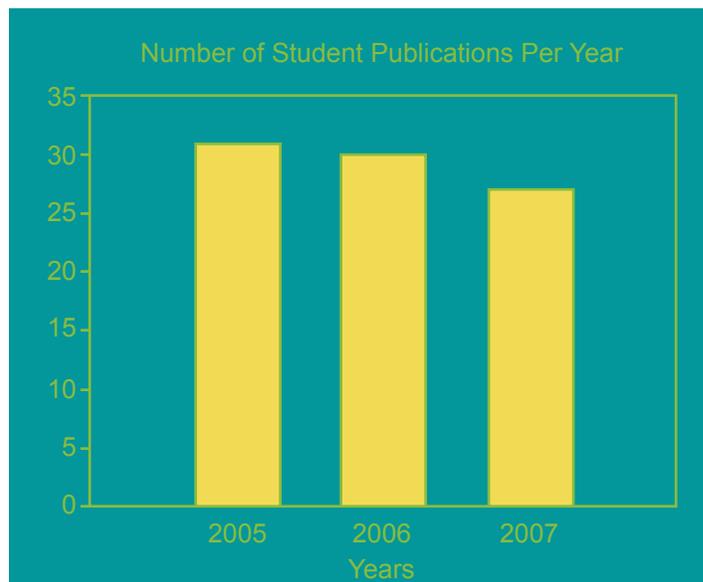
**Amie Williams**

Outstanding Research by a Master's Student Award

**Robert Cramer**

Outstanding Thesis Award

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*The data were based on 16 graduate students during their 3rd & 4th academic-school years, which are the most productive ones. Dividing 16 into the number of publications for each of the three academic years shown, i.e., 31, 30 & 27 total articles, resulted in 1.7 to 1.9 articles per student. This rate reflects substantial achievement and should foster further growth.*

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## Undergraduate Activities

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### Psi Chi



Front Row, left to right: Dr. Jerry Rosenberg, Faculty Advisor; Patsy Sibley, (Historian); Dana Weathington (Treasurer); Back Row: Ashley Dumas (Secretary); Chris Harper (President); Heather Crowell (Vice-President).

*By Chris Harper*

Psi Chi, the national honor society for students in psychology, was founded in 1929 by students at the University of Kansas. The University of Alabama chapter was begun on September 13, 1929. Psi Chi's major goal is to encourage excellence in scholarship in psychology both within and outside of the classroom.

One objective of Psi Chi is to acknowledge individual achievement by offering membership to those with a 3.0 overall GPA and 3.3 GPA in psychology course work. This year we inducted 27 new members. Our second objective is to promote learning and interest beyond what is taught in the classroom. In order to meet this goal for the coming year, we have invited faculty and graduate students to present their research ideas and findings to the membership so Psi Chi members will be inspired to take a more active role in research.

Members of Psi Chi have participated in activities across campus as well as within the department to increase the presence of Psi Chi as a campus organization. During Homecoming, members of Psi Chi were on the Quad handing out information and answering questions about psychology and general questions about the department. These visitors could additionally observe some of the computer-based tasks used in psychological research. During Honors Day, Psi Chi helped to plan an induction ceremony for inductees. Psi Chi members also presented the results of their research at this ceremony.

Recently, the psychology department has welcomed a new Department Chair, Dr. Kenneth Lichstein. Under his leadership and supported by Dr. Jerry Rosenberg, the Psi Chi advisor, undergraduates have been given the opportunity to take a more active role within the department, and Psi Chi members have responded favorably to this challenge. For example, undergraduate students were able to meet with candidates being considered for new faculty positions in the department's Child-Clinical and Social Psychology programs. The candidates were asked to describe their teaching philosophy and research interests in an informal question and answer framework. Worth

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### Honors Program



Front Row, left to right: Sadie Cole, Jennifer Stevens, Marie Moore, Anna Alberson, Emily Anderson, Leigh Alexander; Back Row: Katie Petro, Dr. Mark Klinger, Faculty Advisor; Ashley Van Egeren.

*By Dr. Mark Klinger, Director of the Honors Program*

The two year Psychology Honors Program gives undergraduate students a taste of graduate school before they complete a research project that culminates in an undergraduate Honor's Thesis, which is much like a Master's Thesis. Our hope is that their research-related experiences will increase the likelihood that they will apply to for graduate school and earn an advanced degree.

The program lasts four semesters. During the first semester of their first year, students learn "practical" aspects about the research process that are important for graduate school: how research articles get published, how to assess the quality of research publications, what major professional organizations are in their area of concentration and the professional roles to which they can aspire. Additionally, they get a chance to witness the scope and breadth of research conducted by UA faculty, and by the end of the semester, they choose a research mentor for their Honor's Thesis. During the second semester, they write the first half of their Honors Thesis, namely the introduction/literature review and methods sections.

During the second year, their major task is to complete the Honors Thesis research project. For most students, they must get approval to recruit human subjects, pilot test their procedures, collect and analyze data and write a thesis. The culmination results in a defense of their research thesis and a poster presentation of their Honors Research during Honors Day.

These experiences have been very helpful to students who enter graduate school. Over the last 5 years, 49 students have completed the Psychology Honors program. Of these students, 80% have immediately gone on to graduate school. From 2001-2003, over 90% have enrolled in graduate school. Recent graduates have entered Ph.D. Psychology programs at the University of Colorado (Cognitive), Vanderbilt University (Child Clinical), UCLA (Developmental), Florida State University (Cognitive), University of Delaware (Child Clinical), and University of Alabama (Developmental, Psychology & Law,

*continued*

mentioning is that at each meeting the overwhelming majority of those students present were members of Psi Chi.

Next semester we plan to do even more. Psi Chi hopes that graduate students in psychology will begin to take an active leadership role, possibly even mentoring incoming Psi Chi members as well as undergraduate students who have recently declared their major as psychology. More inter-campus activities are being planned, such as meetings with honor organizations from other departments and with other campus organizations that can furnish relevant information.

& Clinical Geropsychology). The Psychology Honors program enjoyed a very successful year in 2006 with the 10 students shown having completed their Honors thesis. Currently, a record number of 16 students have entered the program.

Former Honor students with whom we have lost touch should contact Dr. Mark Klinger, (mklinger@bama.ua.edu) and faculty members should bring to his attention potential students who would benefit from the Honors program.

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## Current Undergraduate Distinctions

**Dana Weathington**  
Outstanding Major in Psychology

**Jessie McAlpine**  
Andrew Reaves Memorial Award

**Chris Harper**  
Service to Psychology Award

**Melissa Day, Angela Macon, Abby Smith,  
John Richards & Wesley Webber**  
Recognition for Academic Excellence by a  
Psychology Major

**Chalanda Cabbil, Laurel Craig, Chris Harper,  
Angela Macon, Dana Weathington &  
Jessica & Yeake**  
Significant Contributions to Research in Psychology

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## What's Happening with Undergraduate Alumni

**J. Kaz Espy** (2002) attended law school at Mercer University in Macon, GA where he wrote for the Mercer Law Review. He is currently a partner in a firm in Dothan, AL where he specializes in consumer law violations, bankruptcy and real estate. Kaz speaks of the invaluable role provided by our advanced psychology courses which served to strengthen his writing skills and taught him much about human behavior.

**Chris Klein** (2004) received an MA in Psychology at the UA in 2006. He has received a fellowship for research from the National Alumni Association through the Alabama License Tag initiative and has already presented 3 poster sessions at national and international meetings. Chris' major research interest is the role of visual attention in implicit learning situations with adolescents diagnosed with Autism Spectrum Disorder

**Marie Moore** (2006) is enrolled in the UA Psychology PhD program with a concentration in Developmental Science. Awarded a 2007 travel grant, she presented a poster on the recall of emotional content by preschoolers at the Society for Research in Child Development meetings.

**Courtney Nicholson** (2001) graduated Cum Laude from Stetson University College of Law in Florida in 2004 and has passed the Florida Bar Exam. Now she is living in Alexandria, VA, and is in the process of being admitted to the DC and Virginia Bars.

**Tiffany Parnell** (1995) is a pharmaceutical representative for Abbott Laboratories in Chicago, and in 2005-06 she was their best representative in the nation. During her employment at Bristol-Meyer Squibb, Tiffany has won several awards, and in 1999 she received the volunteer of the year award by the Gadsden, AL Service Guild.

**Kim Skelton-Hayes** (2003) received her MA in the Community Counseling Program at UA where she was voted as the most outstanding graduate student in 2005. Kim is now in Marietta, GA where she is the lead therapist of a support team for delinquent adolescents who are at risk for out-of-home placement.

**Christy Rodenberry** (2001) received an MA in Education in 2004 and is currently a 4<sup>th</sup> grade teacher in Helena, AL.

**Candice Slaton** (2003) is a master's degree candidate in clinical psychology at Midwestern University in Chicago where she is currently involved in a psychodynamic therapy practicum at the Tinley Park Mental Health Center.

**Vanjessitha Wilkinson** (2004) is going for her MA in the UA School of Social Work. She received an Academic Achievement Award in 2005 and a Civil Justice Endowment in 2006-07. Vanjessitha has begun her field placement at the VA Medical Center in Tuscaloosa, AL.

## ACKNOWLEDGEMENTS

Special thanks are extended to those who immediately recognized my deficiencies in almost every conceivable computer skill. (Even when I tried to remove a stuck diskette, my pinky nail got caught in the slot.) Fortunately, to counter my ineptitudes, I was surrounded by able folks who came to my rescue. They are Chris Klein, Marie Moore, Jim Hamilton, my heroes in the Computer Center (and the daring 911 person who denied me). My awful typing skills were compensated for by those wonderful 3<sup>rd</sup> floor secretaries and work study students. Photographic assignments were handled with perfection by Jim

Hamilton, Zac Gibson and primarily by Rickey Yanaura whom we shall all miss. Carl Clements and Steve Prentice Dunn helped with the proofreading; if errors remain, blame them. Two other proofreaders, Kenny Lichstein and my wife, Roberta, constantly warned me to be sure the Newsletter “has plenty of white space and colorful pictures.” Know that two UA Printing Department gurus, Renee Ballard and Kathy Myers, who thankfully worked on the Newsletter, said, “Everything looks fine.”

So there! ...Paul Weisberg, Editor

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