

# Tech Psych

A Newsletter for Friends and Alumni of Texas Tech University's Department of Psychology

Volume 6, Issue 2

June 2005

## *Greetings... From Our Department Chair, Ruth Maki*

I've now completed my eighth academic year as Chair of Psychology at Texas Tech. We have good news and bad news about a new department chair. The good news is that we've hired a terrific psychologist who has lots of administrative experience. The bad news is that he won't start until January 1, 2006. So, I have agreed to continue through December as Psychology's chair.

Our new chair will be Dr. M. David Rudd who is presently the Chair of Psychology and Neuroscience at Baylor University. Dr. Rudd has a long list of professional accomplishments. He received his bachelor's degree from Princeton University and his Ph.D. from the University of Texas, Austin. He is board certified in clinical psychology and has served as the Chair of the Texas State Board of Examiners of Psychologists. Dr. Rudd is the President-Elect of the Texas Psychological Association and the Past President of the American Association of Suicidology. He won the Texas Psychological Association's Award for Outstanding Scientific Contributions and the Edwin Shneidman Award for Early Career Contributions in Suicidology. He is one of the nation's top researchers in the area of suicide risk. He also has a lot of administrative experience both at Baylor (where he was Director of Clinical Training before becoming Chair) and in professional organizations. I'm delighted that he has agreed to be Texas Tech's next department chair. Thanks to our Search Committee, chaired by Dr. Joseph King (Economics and Geography Department) and to Joaquin Borrego, Stephen Cook, Richard McGlynn, and Alice Young. Thanks also to Dean Jane Winer for permitting us to recruit an external chair.

Another piece of very good news is that Susan Hendrick was selected for a Paul Whitfield Horn Professorship. This is the highest honor given the faculty at Texas Tech. She shares some thoughts about her career here on p. 2. Another bit of good news is that Assistant Professor Joaquin Borrego, Jr. was one of two faculty selected to receive the first annual TTU President's Diversity and Equity Award. This award goes to faculty members who go "above and beyond" in their efforts to diversify Texas Tech.

Our Graduate Psychology Education (GPE) Program grant continues with Lee Cohen as the Project Director. Others involved are Joaquin Borrego Jr., Ruth Maki, Susan Hendrick, and Bob Morgan. Robin Hilsabeck, who was in Neuropsychiatry at the Health Sciences Center, was also participating, but she left her position

in December. The other supervisors have successfully picked up her supervision duties, although it has been quite a challenge. Clinical and Counseling students receive training at a number of community sites that serve underrepresented groups (such as the Southwest Cancer Center, clinics in the Health Sciences Center, and the Children's Advocacy Center). This grant will last for two more years, so we will have continued support for some of our graduate students. We also have several other grants in the department. Bob Morgan will soon receive an NIH grant to conduct research on psychological treatment in prisons. This is the first NIH research grant in the department in a long time (perhaps the first ever?). Frank Durso continues with his grant support from the Federal Aviation Administration to study cognitive processes in air traffic controllers. Rosemary Cogan received a small grant from the American Psychoanalytic Association to investigate changes in personality characteristics during psychoanalysis. Other faculty are submitting grant proposals and working hard to obtain funding. They are also active in publishing and continue to teach very effectively.

Our graduate program review by the University's Graduate School was just completed. We did very well. The review committee rated our programs as Excellent in Curriculum, Faculty Quality, and Student Numbers and Quality, but Poor in Facilities and Resources. We need more space and support for our graduate students. You can help with the latter by contributing to one of our endowed and non-endowed scholarship funds, listed on p. 6 of this newsletter. And, remember that I love to hear from our alums at [ruth.maki@ttu.edu](mailto:ruth.maki@ttu.edu).

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## *The Susan Hendrick Perspective*

Ruth Maki requested that I write a feature article for the Spring 2005 Psychology Department Newsletter. The occasion for this request is my recent promotion to Paul Whitfield Horn Professor of Psychology. This designation is the highest honor that Texas Tech can bestow, and currently there are approximately 30 Horn Professors (including this year's group) on the campus. They represent most of the colleges (e.g., Agriculture, Arts and Sciences, Business, Education, Engineering, Fine Arts, Law). As of this year, approximately 20% of the group are women.

Since I have the freedom to write about anything I wish, I've decided to write a bit about my own career path and some words of wisdom – or at least experience!

### *Career Path*

I came to Texas Tech in 1984 from private practice in Miami, Florida, as an "older" new faculty member. Hurrying to catch up, I attained early tenure and promotion to Associate Professor in 1988 and promotion to Full Professor in 1992. I served two terms as Director of the Counseling Program, one year as Chair of the Department of Theatre and Dance, and two years as an Associate Dean in the College of Arts and Sciences. I have taught consistently, though not a wide variety of courses, and I enjoy teaching both graduate and undergraduate students. I am one of the lucky faculty to teach a course in my area of expertise, an undergraduate course in Close Relationships. I've advised 21 dissertations and have several more students in process. I am listing the students because I am proud of them: Evan Shapiro, Jayne Bellando, Nancy Adler, Raquel Contreras, Maria Raciti, Marilyn Stinson, Carl Middleton, Jill Inman-Amos, Laura Bettor, Dawn Sokolski, Barbara Pettit, Brenda Stewart Meeks, Rebecca Schaefer-Porter, Denise Wilborne, Marcy Satsky Kerr, Michele Patterson-Ford, Brock Boekhout, Daniel Knabb, Jason White, Denise Wilborne, and Jennifer Boothe.

My research has nearly always been within the close relationships domain, a field that Clyde and I helped develop. I love the work. I continue to study love styles, sexual attitudes, relationship satisfaction, self-disclosure, gender, and most recently, respect.

My current clinical/applied focus is as the supervisor of the "Counseling Team" at the Southwest Cancer Treatment and Research Center, affiliated with both the TTU Health Sciences Center and University Medical Center. This work was initiated from a large training grant to the department. I began working with one graduate student, Amy Burnett Hershberger, by attending oncology rounds and other meetings in July of 2004. We learned the system, worked the system, and altered the system -- all the while welcomed by staff and patients alike. The team (both counseling and clinical students) has grown to three grant-funded

students, two students in practicum experiences, and (Spring Semester) five second-year students observing and shadowing. We have lab coats, a pleasant office, and a "place at the table." We chart, round, and provide input at various medical meetings. I am credentialed at UMC and have an Adjunct Professorship in Internal Medicine. The opportunities for clinical work, other applied work (e.g., Human Factors), research, and grant-writing are limitless. In these months, we have watched patients get better and have watched patients die. Cancer is not for sissies. But overall and most importantly, I believe that all of us on the team have reaffirmed why we do what we do -- why we are psychologists, and hopefully, healers.

When I began this work, Clyde thought I was crazy -- a busy person becoming even busier. Now he still thinks I'm crazy, but he understands why I do it and supports me unequivocally.

### *Words of Wisdom*

So what have I learned, and what can I share? Here are a few pithy thoughts:

- Do what you love, to the extent that you can.
- Work for meaning, not for money, to the extent that you can.
- Know your limits -- and have someone you trust who will tell you when you have reached them.
- Seek balance -- work, play, health behaviors, solitude, friends, self-care, other-care
- Body -- Mind -- Spirit; this is not just a catch phrase
- Be transparent when possible and opaque when necessary.
- Don't let the ----- get you down.
- Try to do well -- and to do good.
- Learn when to take advice and when to ignore it.
- Ask forgiveness rather than ask permission.
- You can be a healing force, no matter what your area of psychology
- Mental health wisdom and healing are not limited to psychologists.
- Ask for help.
- Don't always look competent -- it's harder to get help if you don't look like you need it.
- It's okay -- and probably mandatory -- to take a mental health day now and then.
- There are many different ways to contribute to the common good; one size does not fit all.
- Chocolate doesn't cure much, but it makes a lot of things easier to cope with.
- LIVE LONG AND PROSPER. (Mr. Spock, Starship Enterprise)

## *News From Our Department Programs*

### *. . . From Robert Morgan, Counseling*

It is a very exciting time in the Counseling Psychology program. First, and foremost, we are very excited about Dr. Susan Hendrick's promotion to Horn Professor, the highest level of achievement at Texas Tech University. We are very pleased that Dr. Hendrick received this well-deserved honor. It is a testament to her scholarly contributions, teaching, and service. Most impressively, as past students are well aware, Dr. Hendrick was able to achieve this level of professional accomplishment without losing sight of the focus on graduate student development. It continues to impress me that Dr. Hendrick can remain as prolific as she is, while maintaining an emphasis on the quality of training for our graduate students. I've also been promoted to Associate professor (effective fall) with tenure (effective immediately which means I am now free to give you the really good scoop in these newsletter articles).

In addition to our faculty promotions, we were once again successful in the internship match process as all three students who applied for internship successfully matched. We offer hearty congratulations to Amy Hershberger, Annette Kluck, and Aven Senter. We will miss all three of these students in our department; however, we are very excited as they prepare to leave TTU and make their mark as counseling psychologists. Thanks goes to Dr. Erin Hardin for enthusiastically helping the internship applicants successfully navigate the process.

Additional excitement comes to us this year courtesy of the American Psychological Association's Committee on Accreditation. We were fortunate six years ago to receive a seven year extension of our APA accreditation status; however, the time is here for a new review. At first thought, this was anything but exciting; however, this review affords us an opportunity for more focused self-evaluation. Furthermore, as a new training director this review forces me to complete a thorough review of every facet of our training program. Most importantly, it offers us a chance to identify areas of strength and areas we need to improve. This is not an endeavor we take lightly. In fact, the counseling psychology faculty spent much time and effort this academic year identifying areas of growth and development that we would like to see in our program (see programmatic goals below). Regarding re-accreditation, we need your help. By now all graduates from the last six years should have received an Alumni Survey. Please assist us in our efforts for re-accreditation by completing and returning these surveys as quickly as possible. We need your help to know how we are doing and to provide useful data for the accrediting body.

Lastly, as promised in the last newsletter article, I would like to summarize programmatic goals that the faculty

developed for the program (Note: This process was not in response to programmatic problems as much as a desire to strive towards greater heights). Before summarizing the goals, I'd like to publicly thank the counseling psychology faculty for tolerating my incessant focus on what we can do better and the endless hours of revising and re-revising our goals. One outcome of this process for me has been the strengthened realization that we have a strong program with an even stronger commitment to the training environment we provide; however, there is always room for improvement. As such, I spent the first few months of my stint as training director meeting with graduate student cohorts (by year admitted) as well as each faculty member individually to assess perceptions of our strengths and weaknesses. The faculty then reviewed this information and developed a list of potential goals. This was followed by the seemingly endless process of organizing, revising, and re-revising the goals (this is where faculty were very tolerant of my unbridled enthusiasm as a new training director).

As a result of this year-long process, we've developed the following three overarching programmatic goals: (1) Improve the Quality of our Training, (2) Improve the Training Environment, and (3) Improve our National Recognition. We believe we offer excellent training, but we want to get stronger by increasing student involvement in national organizations, increasing student research productivity (making it easier for students to be successful in research efforts), and continuing to improve our practicum and professional training opportunities (e.g., the development of our Professional Brown Bag series). Although we offer a student-friendly training environment, we would like to continue to improve the lines of communication and focus on fostering the best training environment possible. Examples of steps to accomplish this goal include having yearly socials for program faculty and staff to interact outside of the structure of the department and establishing a Town Hall Meeting for program faculty and students to discuss the state of the training. We aim to improve the national reputation of the program. We consider ourselves one of the best kept secrets in counseling psychology whereby our reputation does not match our worth. Thus, as a faculty we have committed ourselves to becoming more nationally visible through our research efforts as well as our active involvement in national and regional organizations. To accomplish these three overarching goals, we've considered specific steps we must accomplish in one year, five year, and ten year increments. So, it's time for the work to begin and for me to end this rather long newsletter article. Feel free to contact me at [robert.morgan@ttu.edu](mailto:robert.morgan@ttu.edu).

### *. . . From Dick McGlynn, Experimental*

From the beginning, the programs in experimental psychology at Texas Tech have used the traditional mentoring system in which a student works closely with an advisor throughout graduate school and learns by doing when it comes to research. I thought this was universal, but when my daughter was in graduate school in English I discovered that students in the humanities are mentored much less and mostly by the program as a whole instead of an individual advisor. Certainly, advisors are not advocates for their students as we tend to be.

I was thinking about the mentoring process recently while managing a celebration to honor my major professor, Pat Laughlin, on his retirement - although I'm not sure you can call it retirement when the individual is still going to the office every day and even teaching an occasional course. We had a very nice little reception at Chicago's Palmer House at the conclusion of the Midwestern Psychological Association meeting. A few former students made remarks which produced some clues about the nature of successful mentoring in our field. What I induced was that the most important thing in working well with graduate students is respect. Mutual respect for persons is the basis of it all, but it is also respect for ideas, self-respect, respect for data, and prominently in Pat's case, respect for the process of science.

How do we approach mentoring in the experimental program? I took an empirical approach and asked other faculty to send me brief thoughts about mentoring. I thank the contributors who will remain anonymous. I asked for too quick a response to have much of an *n*, but there were a couple of themes.

One theme had to do with the development of critical thinking and how it helps students "shift from an undergraduate focus on courses to a graduate focus on creating and testing new knowledge" and become "the strongest critic of their own work." A similar observation was that students "show faster development if advisors encourage critical feedback in lots of contexts and provide opportunities for students to practice things like writing reviews of manuscripts."

Another theme had to do with the closeness of supervision. On the one hand, "(I) make them feel that I am approachable. Otherwise I leave them alone to do their work." On the other hand, "I think students need some structure (e.g., scheduled meetings w/ advisor, lab times they can count on, etc.) to really thrive...but micromanaging (students' own projects) doesn't seem to work well." There is actually a lot more common ground than these out-of-context quotations suggest, but they highlight an issue that individual advisors and students have to come to terms with.

There is also the motivational function in mentoring, expressed succinctly in one comment that "sometimes they need a shoulder to cry on and sometimes they need a good kick in the butt." This advisor added, "I can do both with equal skill." Things can also get emotional which reminds me that skill levels vary in all these areas. Another daughter of mine did graduate work for a time in social psychology with a friend of mine, a sweet man but one not known for emotional expressiveness. She told me that one day she found herself in his office weeping. "What did Sam do?" I asked hoping for some clue about how to deal with these situations. "Same as you, dad, he pretended it wasn't happening."

In the end, I think advisor-students dyads muddle through all these issues in somewhat different ways as Pat and I did. If you accomplish something together and are still friends after 40 years, some things must have gone right.

Dick McGlynn (r.mcglynn@ttu.edu) is the Director of the Experimental Program.

### *. . . From Lee Cohen, Clinical*

I am wrapping up my fifth year at Texas Tech University and was appointed to serve as Director of Clinical Training last January. This is quite an honor for me as I have truly enjoyed being a part of our students' training and look forward to continued (and expanded) involvement in my new role. While I have enjoyed serving in this new capacity, it is clear that I have some big shoes to fill. Before giving you all a rundown of what has transpired over the past several months, on behalf of the faculty and students in our division, I want to express our many thanks to Dr. Stephanie Harter who served as Director of Clinical Training (for her second time) from 2000-2004. Dr. Harter is currently on developmental leave and is hopefully recharging her batteries in Spain. I know I am not the only one who has missed having Dr. Harter in the Psychology Building this semester, and I think it is safe to say that we all very much look forward to her return in the fall of 2005! Also, on behalf of the faculty and students in the clinical division I want to thank Dr. Ruth Maki for her many years of support to our division as Department Chair. Similar to my situation, our new chair has his work cut out for him as Dr. Maki truly moved the department forward in a number of positive ways.

Given the "changing of the guards", it should not be surprising to learn that it has been quite a chaotic year in the department and especially in the clinical division. As many of you are aware, we have been in the process of trying to fill the position left vacant by the departure of Dr. Gary Fireman, and as of yet have not been successful. We are optimistic that we will find an excellent candidate next year. However, with Dr. Harter being on developmental leave, our division is currently down from 7 to 5 full-time faculty members. Unfortunately, despite us being short-handed, the

amount of work in the department and division remains the same. The fact that we have managed, is a tribute to the value of teamwork.

Although we have been short-handed, we have continued to contribute substantially to the department, as well as to the university and the field. Specifically, Dr. Gregory Mumma continues to serve as Director of Graduate Studies, while Dr. Cathy Epkins has been serving as one of the two Associate Chairs of the Department. Dr. Joaquin Borrego served as President of Raiders Rojos, the Hispanic National Alumni Chapter for TTU, and has received a number of awards this academic year. Specifically, Dr. Borrego received a Tribute to Teachers Award through the College of Education and was one of three individuals university wide to receive an Excellence in Diversity and Equity award that was presented to him by President Jon Whitmore. Finally, I continue to serve as project director for our training grant awarded by the U.S. Department of Health and Human Services and thank the other faculty members in the department (Drs. Borrego, R. Maki, S. Hendrick, and Morgan) who have been instrumental in making this grant a success.

Taking into consideration that a major indicator of a program's strength is the strength of its students, I am

happy to report that we continue to have incredible success in placing our students at excellent internship sites across the country. Fortunately, as many of our exceptional students leave us for the final stage of their formal training, we continue to attract outstanding students to join our program. This year, four of our students (Jennifer Boothe, Edyta Skarbek, Jarrod Steffan, and Amalyssa Rodriguez) applied for internships. Despite the fact that more and more students nationwide are not successfully obtaining internships, all four of our students were placed at highly rated sites on match day. The future of the program also looks bright as we were able to recruit 8 talented undergraduates from strong undergraduate psychology programs.

I hope to hear from many of our alumni over the next year and learn where life has taken you. This information is useful for accreditation purposes, however, it is always good to know what our alumni are doing in the "real world." As always, we welcome the input of our alumni as we continue our efforts in maintaining a strong and up-to-date training program that is on top of the emerging needs in the field. I would be delighted to hear from you and can easily be reached at [lee.cohen@ttu.edu](mailto:lee.cohen@ttu.edu).

### ***Clinical Psychology Graduate Students' Internship Placement for 2005--2006***

Jennifer Boothe	Baylor College of Medicine, Houston, TX
Amalyssa Rodriguez	Cypress-Fairbanks ISD, Houston, TX
Edyta Skarbek	VA Medical Center, Salt Lake City, UT
Jarrold Steffan	Northeastern Oklahoma/Oklahoma Forensic, Vinita, OK

### ***Counseling Psychology Graduate Students' Internship Placement for 2005--2006***

Amy Hershberger	VA Medical Center, Gainesville, FL
Annette Kluck	Eastern Virginia Medical School, Norfolk, VA
Aven Senter	Federal Medical Center – Carswell, Fort Worth, TX

## ***Welcome to Our New Graduate Students for 2005-2006***

(Chancellor's Fellowship recipients are in bold print)

### **Counseling**

Ashlee Brown	University of Wisconsin
Allison DeFinis	University of Florida
<b>Kasi Howard</b>	Anderson University (IN)
Lindsey Moore	University of Alabama
Danielle Murray	Shepherd University (WV)
Sandra Rodriguez	St. Mary's University (TX)
<b>Cynthia Spering</b>	Boston University (MA)
<b>Clinical</b>	
<b>Chikira Barker</b>	University of Florida
Meghan Goodrich	University of Nebraska-Lincoln
Cassandra Hoskinson	Ohio State University
Brandy Ledbetter	Southwestern University (TX)
Adrienne Sloan	University of Colorado
David Trotter	University of Arizona
Joseph Vanderveen	University of Illinois-Chicago
Benjamin Williams	University of Wisconsin

### **Experimental**

<i>Cognitive</i>	
<b>Curtis Craig</b>	University of Texas-Dallas
Diana Hudson	Northern Michigan University
Joshua Arduengo	Texas Tech University (MA program)
<i>Human Factors</i>	
Allyson Hall	Texas A&M- Corpus Christi
Kimberly Idom	Christian Brothers University
Kerstan Mork	University of West Florida
John Morris	University of Illinois
Arathi Sethumadhavan	Calicut University (India)
<i>Social</i>	
<b>Jack Birchfield</b>	Tarleton State University (TX)
Randy Overbeek	MacAlester College

## Psychology Scholarships

The Texas Tech University Psychology Department has several endowed and non-endowed scholarships for which Psychology graduate students can apply. Please consider donating to one of our scholarship funds. Most of the non-endowed funds can become endowed when they reach \$10,000. Also, a \$10,000 contribution allows one to name a scholarship fund. You can specify any of the accounts below when you contribute to Texas Tech University by specifying the account on your pledge card, or if you would like to create a new scholarship, please contact Ruth Maki, [Department of Psychology, Texas Tech University, Lubbock, TX 79409-2051](mailto:ruth.maki@ttu.edu), 806-742-3695, [ruth.maki@ttu.edu](mailto:ruth.maki@ttu.edu). If you wish to make a tax-deductible contribution, write a check to the Texas Tech Foundation Inc., and put the name of the fund and PSY0 on the memo portion.

### Endowed

#### **Graduate Students in Psychology**

- Dr. Theodore Andreychuk Memorial Endowment
- Clay E. George Scholarship Endowment
- Major General Vincent Luchsinger Scholarship Endowment
- Dr. and Mrs. Barry Norman Scholarship (Clinical or Counseling)
- Sharon K. Shoemaker Memorial Graduate Psychology Scholarship (Counseling or Social)

#### **Clinical Psychology**

- Charles H. Mahone Endowed Scholarship
- Robert Earl Maxey Clinical Psychology Scholarship
- Walter Locke Memorial Scholarship

#### **Counseling Psychology**

- Gulf Oil Company Endowment for Psychology
- Jane L. Winer Dissertation Scholarship Endowment
- Robert P. Anderson Counseling Psychology Scholarship

#### **Undergraduates in Psychology**

- Sharon K. Shoemaker Memorial Scholarship

### Non-Endowed

#### **General Psychology**

- Psychology Excellence Fund

#### **Clinical Psychology**

- Clinical Students' Scholarship

#### **Counseling Psychology**

- Counseling Students' Scholarship

#### **Experimental Psychology**

- Experimental Students' Scholarship

### Making Progress Toward Endowment

[Donations to facilitate that progress are welcome!]

#### **Experimental**

- Robert W. Bell Endowed Scholarship
- Julie Kyle Memorial Scholarship
- Veron Perez Scholarship

Check out our website: [www.psychology.ttu.edu](http://www.psychology.ttu.edu)

Thanks to Cynthia Dempsey, 1<sup>st</sup>-year Counseling student for preparing much of this newsletter.

### *Recent Faculty, Staff, and Student Honors*

**Kate Bleckley** received a grant from the Civil-Aeromedical Institute of the Federal Aviation Administration, "A Structural Analysis of the 1999 FAA Shiftwork Survey"

**Joaquin Borrego Jr.** served on the Convention Program Committee for AABT 39th Annual Convention to be held in Washington, D.C. in November.

**Lee Cohen and Bob Morgan** received tenure and were promoted to Associate Professors.

**TTU's Counseling Psychology Program** was ranked 27<sup>th</sup> in publications in top counseling journals according to a recent article in *The Counseling Psychologist*.

**Kelly Davis, Monica Cortez-Garland, and Edyta Skarbek** received Health and Human Services Scholarships from the TTU Graduate School.

**Pat DeLucia** was re-appointed to the editorial board of *Human Factors* following a change in editor.

**Jacek Jonca-Jasinski** was selected to attend the APA's Advanced Training Institute on Functional Magnetic Resonance Imaging.

**Jeff Larsen** accepted an invitation to attend the 2005 Positive Psychology Summer Institute in Philadelphia, June 24-29.

**Holly Morrell and Jared Dempsey** received Summer Dissertation Awards from the TTU Graduate School.

**Bob Morgan** was appointed as a Neurocognitive Consultant for Brain Power Inc. to serve as one of the medical consultants to the Dallas Cowboys at the NFL combine (February 23 – February 27, 2005).

**Roman Taraban** received \$25,000 through the Howard Hughes Medical Institute (HHMI) to organize a conference and edited volume on science education.

**Alice Young** chaired an NIH special emphasis grant review panel (March 24, 2005).

**Dissertation Defenses**  
**June 2004 through May 2005**

**Clinical**

**Richard D. Abbey**, "The Effects of Obsessive-Compulsive Disorder on Romantic Relationship." Committee Chairperson, Jim Clopton

**Jennifer L. Boothe**, "Parenting Children with Special Needs: The Couple's Relationship." Committee Chairperson, Susan S. Hendrick

**Kristie D. McGurk**, "The Relationships Among Social Reasoning and Relational and Overt Aggression in Preadolescents." Committee Co-Chairs, Richard P. McGlynn and Gary D. Fireman

**Cory Pearce**, "The Roles of Information, Partner Competence and Communication in Collaborative Growth Due to Peer Collaboration." Committee Chairperson, Gary D. Fireman

**Eric Prenskey**, "The Effects of Sensory and Behavioral Substitutes on Craving, Withdrawal, and Laboratory-Induced Anxiety after Smokeless Tobacco Deprivation." Committee Chairperson, Lee M. Cohen

**Jennifer Rigsby**, "The Effects of Writing about the Self on Mood and Self Evaluation." Committee Co-Chairs, Stephanie Harter and James Clopton

**Amalyssa J. Rodrigue**, "Social Reasoning, Negative Emotionality, and Emotion Understanding in Rejected Aggressive Children." Committee Co-Chairs, James Clopton and Gary Fireman

**Counseling**

**Nadine L. Bartsch**, "An Association of Commitment and Communal-Exchange Relationship Orientation." Committee Chairperson, Susan S. Hendrick

**April Chandler Foreman**, "The Relationship Between Needs Satisfaction and Outcomes in Graduate School: A Self-determination Theory Perspective." Committee Chairperson, Christine Robitschek

**Allegro L. Johnson**, "Psychologists' Views on Rational Suicide Assessment of the Terminally-III." Committee Chairperson, Steven Richards

**Melissa Santos**, "A Study of Comorbidity in High School Students: Relationships of Self-Reported Depressive Symptoms, Eating Attitudes, Body Dissatisfaction, Self-Esteem and Social Support in Adolescent Males and Females." Committee Chairperson, Steven Richards

**Experimental**

**Deborah Jean Harding**, "The 'Fat Babies' Hypothesis: The Power of a Pet Peeve in Interpersonal Bonding." Committee Chairperson, Richard P. McGlynn

**Katherine Austin Stalcup**, "Multimedia Learning: Cognitive Individual Difference Moderators and HCI Design Techniques Challenge the Modality and Redundancy Principles." Committee Chairperson, William S. Maki

**Where Are They Now?**

Here are the alumni updates and e-mail addresses we've received since the last newsletter. Please help us add to this column next time by sending in news about yourself. We look forward to hearing from you!

**COL Fred H. Brown** (Counseling, 1988) is an active duty Army Psychologist. He has provided psychological repatriation services to most of our captured soldiers since Somalia in 1993, with these operations taking him to Korea, Croatia, Moscow and Kuwait. He plans to retire in 2007 after 23 years of active military duty. After that, he hopes to attend seminary to become an Episcopal priest.

**Carol Anne Moore Coyle** (Counseling, 1982) is presently in private practice in the Ebenezer Counseling Service in Knoxville, Tennessee.

**David Greenfield** (Counseling, 1986) is currently the Chairman for the American Psychological Association Committee on Accreditation for internship and postdoctoral training. He has performed site visits for the last nine years. He has two sons who attend the University of South Florida in Tampa, and his oldest son will graduate in August. His wife, Vicki, is a tenured faculty member in the Associate Degree Nursing Program at St. Petersburg College. His email address is [shrinkyou@yahoo.com](mailto:shrinkyou@yahoo.com)

**Robert Katz** (Clinical, 1973) currently resides in New York. He is self-employed in a private practice and is a faculty member at New York University. He is involved in a program in Psychoanalysis and Psychotherapy. His email address is [drk593@optonline.net](mailto:drk593@optonline.net)

**John Kegerreis** (Rehabilitation Counseling, 1977) correctly identified Ted Andreychuk, a former department chair, in a photograph featured in a previous newsletter.

**Brenda (Stewart) Meeks** (Counseling, 1996) has a part-time private practice in Amarillo working with adults, children, and couples. Her husband, Rob Meeks, M.D., is a graduate of Texas Tech, and he is an anesthesiologist in Amarillo. They have two children. Her email address is [ariana@amaonline.com](mailto:ariana@amaonline.com)

**Mark Smolensky** (Experimental, 1990) is currently the Chief Applied Psychologist at the City University of New York. As a member of the Chancellor's core team, he is involved in both human factors and industrial/organizational psychology efforts central to the University. Along with being a professional photographer and a writer of children's books, he is also the first editor of the text, *Human Factors in Air Traffic Control*. Mark has been married for 9 years and has one daughter, and they reside near Princeton, New Jersey. His email address is [Mark\\_Smolensky@msn.com](mailto:Mark_Smolensky@msn.com).

**Patrick Thornton** (Experimental, 1997) is a Social Science Programmer in the Policy Division, Center for Education, at SRI International. SRI is a non-profit organization that conducts research and development in a variety of areas, from engineering to biotech, from Internet security to education.

**Keith Whitfield** (Experimental, 1989) is currently on the faculty of Pennsylvania State University. He recently was a first author on an article entitled 'Genes, Environment, and Race' in the *American Psychologist*.

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**PLEASE KEEP IN TOUCH !!!**

Please help us to remain in contact with you by providing us with your most current information. Please take a few minutes, fill out the form below, and return it to *Ruth H. Maki, Department of Psychology, Box 42051, Texas Tech University, Lubbock, TX 79409-2051*, or e-mail Ruth H. Maki at [ruth.maki@ttu.edu](mailto:ruth.maki@ttu.edu). If your name has changed since you graduated, please indicate such a change below.

NAME \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_  
E-MAIL ADDRESS \_\_\_\_\_  
PERMISSION TO PUBLISH E-MAIL ADDRESS \_\_\_\_\_ YES \_\_\_\_\_ NO \_\_\_\_\_  
PROGRAM \_\_\_\_\_  
YEAR ENTERED \_\_\_\_\_ YEAR GRADUATED \_\_\_\_\_  
EMPLOYER \_\_\_\_\_  
POSITION \_\_\_\_\_

PROFESSIONAL AND PERSONAL ACCOMPLISHMENTS THAT WE MAY SHARE WITH ALUMS IN FUTURE NEWSLETTERS \_\_\_\_\_  
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