

UNIVERSITY OF NEBRASKA - LINCOLN

DEPARTMENT OF
PSYCHOLOGY

SPRING 2009



FROM THE CHAIR

I am pleased to have this opportunity to say “hello” to students, alumni, colleagues, and friends of the Department of Psychology. It has been a long time since we had a department newsletter and we hope to make this a regular occurrence.



One function of the newsletter will be to keep you informed about important changes that happen in (and around) the halls of Burnett. I'll start with updates on the most recent departures. While it is always sad to see folks move on to other positions, we are happy for their opportunities and success. (Unfortunately, the past year and a half have been busy in this regard!) In the summer of 2007, Jenn Hunt left for a position in the Department of Psychology at Buffalo State University and Marc Kiviniemi joined the University of Buffalo College of Public Health. In the fall of that year, Becki Barnes moved to a staff position in the Dean's Office in the UNL College of Engineering. Finally, in January 2008, Marcela Raffaelli joined the Department of Human and Community Development at the University of Illinois at Urbana-Champaign. We miss you all—please keep in touch!

Fortunately, we have brought in new colleagues as well. In 2007, Mike Dodd joined the faculty, recruited for his expertise in cognitive psychology. This past fall, Eve Brank and Sarah Gervais became our most recent faculty additions, both with expertise in social and law psychology. As you will see in the program descriptions and photos in this issue, we have had numerous other changes in the faculty in the 15 years since we have done a newsletter, so I won't note all of the changes here! In the most recent staffing changes, Jamie Longwell moved into Becki's position, joining us in the main office. Jodi Carter has become the new Psychological Consultation Center secretary, filling Jamie's position, and Celeste Walmer has also joined the department as our new academic adviser for psychology undergraduates. This newsletter includes staff profiles, including Claudia Price-Decker who has been with us for 25+ years, and Roxie Earnest who joined us in 2006.

A lot of wonderful things you may recall from the past are present today and we are building on those successes. This includes the annual Nebraska Symposium on Motivation, the longest running symposium in psychology which is now in its 56th year. We continue to have outstanding doctoral programs and one of the most popular undergraduate majors on campus. Our research productivity is also outstanding. Faculty and graduate students have been increasingly active and successful in pursuing external funding, resulting in an all-time high of approximately \$2.4 million in grant awards during 2008, not including contracts and work our faculty do that is attributed to UNL Centers or other programs. Our efforts to continue to refine and expand our curriculum continue as well, including a new undergraduate and graduate Psychology of Diversity class, and a new “Diversity Concentration” option for our graduate students. We will keep you more regularly informed via our newsletter. You may also keep informed via our Department Web page at www.unl.edu/psypage. As you have news or requests for the newsletter, please let me know. I look forward to hearing from you.

David J. Hansen, Ph.D.
Professor and Chair

PSYCHOLOGY PROGRAM OVERVIEW

Biopsychology Program

Broadly speaking, faculty members in the biopsychology doctoral program examine affective neuroscience, animal communication, comparative cognition, and learning and memory. More specifically, research in the Avian Cognition Laboratory, directed by Alan Bond and Alan Kamil, spans a broad array of behavioral and cognitive studies (e.g., selective attention in blue jays and social cognition in jays), united by the view that animal intelligence is responsive to specific evolutionary and ecological demands. The facilities of the Bioacoustics Laboratory, directed by Daniel Leger, supports research on all signals in the audible range with ongoing research investigating geographical variation in bird song such as that observed in neotropical flycatchers. The Biopsychology Laboratory, directed by Ming Li, focuses on the role that brain neurotransmitter systems play in the control of motivated behaviors (both appetitive and aversive, normal and abnormal) such as the psychobiological mechanisms of antipsychotic action and behavioral mechanisms underlying positive and negative symptoms of schizophrenia. Research in the Behavioral Neuropharmacology Laboratory, directed by Rick Bevins (program head), bridges areas of neuroscience, pharmacology, psychology, immunology, and animal learning and cognition in the use of preclinical animal models to understand factors involved in the development and maintenance of drug abuse, as well as the development of potential pharmacotherapies and immunotherapies. There are additional faculty in other programs and departments that collaborate and/or conduct related research. Such research includes transitive inference in humans (John Flowers), developmental impact of nicotine exposure (Kim Espy), smoking and depression (Dennis McChargue), response to novelty (Sandra Wiebe), reproductive behavior and energetics (Gwen Bachman).

Clinical Psychology

The clinical psychology training program (CPTP) is among the oldest in the country, having maintained accreditation by the American Psychological Association continuously since 1948. The program follows a scientist-practitioner model, offering generalist training as well as concentrations in adult, child and family, and forensic psychology. Each year 8-10 students are admitted from an applicant pool of over 200. Current research interests among faculty include

substance abuse, severe mental illness, pediatric neuropsychology, child maltreatment and family violence, treatment of anxiety disorders, diversity issues, forensic psychology, threat assessment, and mental health policy. The core faculty consists of David DiLillo (director of clinical training), Kim Espy (senior vice chancellor for research), David Hansen (department chair), Debra Hope, Dennis McChargue (associate director of clinical training), Mario Scalora, and William Spaulding. Mary Fran Flood serves as director of the Psychological Consultation Center (PCC), the program's training clinic. Integral to the exceptional training the CPTP provides is its integration within the surrounding community. Many students complete practica in community settings, providing an invaluable professional training experience. The use of community placements allows access to a broad range of clinical populations and increases the external validity of research and clinical training. Several faculty members maintain combined service delivery/research programs, which provide students with opportunities for the integration of science and practice. Research productivity among faculty and students is high. Several federally funded research grants are maintained within the program, which recently ranked 8th of 224 programs nationally in research productivity of graduates holding academic positions (Roy, Roberts, & Stewart, 2006).

Cognitive Psychology

With research focusing on human perception and attention, memory, learning, decision-making, and other aspects of human cognition and information processing, the cognitive psychology program at UNL covers a broad range of topics in both basic and applied research. The program has a core faculty comprised of program head, Dr. John Flowers, Dr. Bob Belli, Dr. Brian Bornstein, Dr. Michael Dodd, and Dr. Cal Garbin. Dr. Flowers' research program includes the study of human information processing, visual attention, implicit and explicit learning, and data sonification and visualization. Dr. Belli's work focuses on autobiographical memory, eyewitness memory, and the role of memory in survey response, and has produced innovations in survey methodology. Dr. Bornstein's work includes investigations into eyewitness memory (e.g., effects of arousal, cross-race effect); jury decision-making, especially in civil cases (e.g., awarding of damages); and procedural and distributive justice. Dr. Dodd's work examines



visual attention, eye movements, errors of memory, and the interconnections between these various cognitive systems. Dr. Garbin's work on how Web-based technology can improve student learning has vastly contributed to the integration of technology into the academic experience of students from every program in the psychology department. His additional interests in multivariate measurement and statistical modeling have established his position as the psychology department's resident stats consultant and primary statistics instructor. Additional faculty members in the department and beyond conduct related work, including Anne Schutte (spatial cognitive development, dynamic systems theory, neural network modeling, motor planning), Lesa Hoffman (methodological challenges of studying cognitive aging), and William Spaulding (from Clinical Psychology). Affiliated faculty from other departments includes Ram Bishu (Industrial and Management Systems Engineering), Tom Carell (Speech Pathology & Audiology), and Ali Moeller (Curriculum & Instruction).

Developmental Psychology

The developmental psychology program focuses on exploring the conditions of children's lives in which development unfolds. Faculty members have expertise in fundamental processes of child and adolescent development and are committed to integrating their knowledge with application and public policy issues. The developmental faculty consists of five core faculty members. Lisa Crockett (program head) conducts research on adolescent risk behavior and sexuality, as well as ethnic differences in parenting and adolescent adjustment. Gustavo

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PROGRAM OVERVIEW

Carlo conducts research on prosocial and moral behaviors in children and adolescents. Carolyn Pope Edwards has a joint appointment in the College of Education and Human Sciences. Her research and teaching focus on early childhood socialization and education in international perspective. Anne Schutte's primary research area is cognitive development in early childhood, with an emphasis on the development of spatial memory, perception, and attention. Brian Wilcox, who directs the Center on Children, Families, and the Law, focuses on the linkages between child development and public policy, including adolescent sexual behavior, child welfare, child care, and children and the media. Additional faculty members in the College of Education and Human Sciences provide complementary expertise on issues of child development. Several developmental faculty members are members of the Latino Research Initiative, which pursues interdisciplinary scholarship on issues relevant to Latino youth and families.

Law and Psychology Program

The law/psychology program at the University of Nebraska–Lincoln has been in existence since 1974. The program trains scholars who are engaged in basic and applied research and writing on psychosocial issues and problems related to the law. The Department of Psychology and the College of Law jointly sponsor the program, which is the world's oldest ongoing integrated program in psycholegal studies. It remains unusual in the breadth of training, with students specializing in virtually any area of psycholegal studies. Faculty and students focus their work in traditionally important psycholegal areas such as jury decision-making, eyewitness memory, children's decision-making, distributive and procedural justice, domestic violence, criminal responsibility, juvenile justice, the admissibility of scientific evidence in litigation, forensic psychology, and so on. They also work on less-studied topics such as tax compliance, altruistic behavior, child support, death penalty issues, sexual harassment, mental health law, and health care policy issues. The Law/Psychology Program offers interdisciplinary training in psychology and law. All students enroll in a program of study in psychology and a program of study at the UNL Law College (i.e., either the JD or the masters of legal studies). The program specializes in training scholars who will be able to apply psychology and other social and behavioral sciences to analyze

empirical issues in law and policy in order to improve our understanding of the operation of law and policy in society. The focus of the program is on legal decision making broadly construed.

Headed by Richard Wiener, the program's core faculty includes Brian Bornstein, Bob Schopp, Cynthia Willis-Esqueda, Mario Scalora, Eve Brank, and Sarah Gervais. (Drs. Bornstein, Wiener, Willis-Esqueda, Scalora, Brank, and Gervais hold primary appointments in the Department of Psychology and secondary appointments in the College of Law, while Dr. Schopp's primary appointment is in law and secondary appointment in psychology.) Affiliated faculty members include Bob Belli, John Flowers, Debra Hope, Alan Tomkins, Vicky Weisz, and Brian Wilcox. The faculty maintains active research and scholarship agendas. Dr. Wiener's research concentrates on the process and theory of decision making in important legal contexts such as discrimination, sexual harassment, capital punishment, and criminal juries. Dr. Schopp's primary interests emphasize mental health law, criminal law, and the intersection of these two areas. His recent projects have addressed the role of psychopathology in criminal competence, responsibility, and punishment as well as the appropriate roles of clinical psychologists in providing assessment, treatment, and expert testimony for various legal purposes. Dr. Bornstein's research focuses on jury decision-making, especially in civil cases, and eyewitness memory. He also studies distributive and procedural justice. Dr. Willis-Esqueda studies interdisciplinary approaches to the cognitive and motivational origins and manifestations of race and ethnic bias in law and legal process. Dr. Scalora studies offender risk both at the individual level and at the state and organizational level. Dr. Brank conducts research concerned with the social psychology of the application of law to youth and the elderly. Dr. Gervais studies gender issues, power, and objectifying women, and the roles of these factors in prejudice and discrimination. Dr. Tomkins, who is also director of the UNL Public Policy Center, conducts research on a variety of issues at the intersection of policy and law (e.g., rural, natural resource, and health issues). Dr. Weisz's research projects include assessments of court and legal processes, evaluations of innovative legal or quasi-legal programs, and children's participation in court. Dr. Wilcox primarily studies policy

related to families and the law and focuses especially on topics of program development and evaluation.

Social Personality Program

The social personality doctoral program has faculty with a broad range of interests including social cognition, stereotyping, prejudice and discrimination, and legal decision-making. Headed by Brian Bornstein, the program's core faculty includes Alan Tomkins, Richard Wiener, Cynthia Willis-Esqueda, Eve Brank, and Sarah Gervais. Dr. Bornstein's research focuses on jury decision-making, especially in civil cases, and eyewitness memory. He also studies distributive and procedural justice. Alan Tomkins, J.D., Ph.D. is director of the University of Nebraska Public Policy Center and maintains an affiliation with the program, though he is not actively involved in program activities at this time. His research interests include public participation in policymaking, public trust and confidence in government, and program evaluation. Dr. Wiener's research concentrates primarily on the application of social psychological theories to important legal questions, such as capital punishment and sexual harassment. Cynthia Willis-Esqueda holds a joint appointment in the Department of Psychology and the Institute for Ethnic Studies. Dr. Willis-Esqueda's research concentrates on interdisciplinary approaches to the cognitive and motivational origins and manifestations of race and ethnic bias. Eve Brank, J.D., Ph.D. recently joined the social psychology faculty at UNL after serving as an assistant professor at the University of Florida. She conducts research at the intersection of social psychology and law emphasizing parental responsibility laws, juvenile justice, and elder caretaking laws. Sarah Gervais, Ph.D. completed a post doctorate experience at University of Minnesota before joining the UNL social psychology program. Dr. Gervais studies power, gender, and objectification in the context of prejudice and discrimination.

This research-oriented program encompasses diverse theoretical orientations and methodologies. Most graduate students receive financial support as teaching or research assistants, and students have numerous opportunities to gain substantial teaching as well as applied (e.g., practicum) experience.

PSYCHOLOGY FACULTY

BOB BELLI

Dr. Belli is an applied cognitive psychologist who joined the faculty in 2002, and he is a member of the cognitive psychology program. Presently, he serves as North American Editor of Applied Cognitive Psychology. He received his Ph.D. in experimental psychology from the University of New Hampshire in 1987. Dr. Belli's research interests focus on the role of memory in applied settings, and his published work includes research on autobiographical memory, eyewitness memory, and the role of memory processes in survey response. The content of this work focuses on false memories and methodologies that can improve memory accuracy. Teaching interests include courses on basic and applied cognitive psychology, and on the psychology of survey response. Dr. Belli shares a joint appointment with the survey research and methodology program.

RICK BEVINS

Dr. Bevins' research program bridges areas of neuroscience, pharmacology, psychology, animal learning, and immunology. He uses animal models as a tool to elucidate factors involved in the etiology of drug abuse. This research includes assessment of neuropharmacological and behavioral variables that affect learned associations between environmental cues and the psychoactive effects of abused drugs. Other empirical effort focuses on the parallel between mechanisms mediating novelty and drug reward, the ability of drug cues to acquire additional excitatory and/or modulatory control over behavior, and immunotherapy techniques for nicotine and methamphetamine addiction.

BRIAN BORNSTEIN

Dr. Brian Bornstein is professor of psychology and courtesy professor of law at UNL. He started at the university in 2000. He is a member of the law/psychology, social, and cognitive psychology programs. He is interim director of the social-personality program and associate director of the law-psychology program. He received his Ph.D. in psychology from the University of Pennsylvania in 1991, and a master of legal studies from the University of Nebraska in 2001. Dr. Bornstein's research efforts focus primarily on how juries, especially in civil cases, make decisions, and the reliability of eyewitness memory. Additional areas of focus are in applying decision-making principles to everyday judgment tasks, as in medical decision making and distributive justice. He teaches courses on human memory, psychology and law, decision making, and history of psychology at the graduate and undergraduate levels.

EVE BRANK

Dr. Brank received her J.D. (2000) and Ph.D. (2001) from the University of Nebraska–Lincoln in the law-psychology program. She joined the UNL faculty in 2008 and is part of the law/psychology and social programs. Prior to joining the Nebraska faculty, Dr. Brank was on the faculty in the Department of Criminology, Law and Society at the University of Florida. Her research primarily focuses on juvenile and family law issues and the law's attempt to criminalize deficits in family accountability. In particular, she studies the public support, implementation, and effectiveness of parental responsibility laws within the context of the juvenile justice system.

Dr. Brank also studies elder law issues with a specific focus on the legal requirements of elder caregiving. Dr. Brank teaches courses on psychology and law and social psychology.

GUSTAVO CARLO

Dr. Carlo is professor of developmental psychology at UNL. He is an affiliate of the Latino and Latin American Studies program, the Child Clinical Psychology Program, the Center for Great Plains Studies, and the Center for Children, Families, and the Law at UNL. Dr. Carlo's main scholarly interest is on the individual, parenting, and cultural correlates of positive social and moral behaviors in children and adolescents. He has published in several distinguished journals including *Child Development*, *Developmental Psychology*, *Journal of Research on Adolescence*, and *Journal of Personality and Social Psychology*. He has co-edited several volumes on moral development research and research on Latinos. He co-edited the 51st NE Symposium on Motivation volume (2005). Dr. Carlo received his Ph.D. in 1994 in developmental psychology from Arizona State University. He was a recipient of a Research Excellence Award from the John Templeton Foundation and the American Psychological Association in 2001.

LISA CROCKETT

Dr. Crockett's research interests focus on adolescent development. She conducts research in two primary areas: adolescent risk behavior, with an emphasis on sexuality; and ethnic differences in parenting and adolescent adjustment. In one study, Dr. Crockett has followed a sample of rural adolescents from junior high into early adulthood. Using this data set, she has examined predictors and consequences of early sexuality activity and heavy drinking among rural youth. More recent analyses focus on the implications of adolescents' family relationships, peer relationships, and prosocial behavior for the quality of their romantic relationships in adulthood. In a second study, she and Dr. Marcela Raffaelli have examined the childhood origins of adolescents' sexual risk-taking. In a third study, she has examined the relations between parenting practices and adolescent adjustment across different ethnic groups, using national survey data and qualitative data from focus group interviews with teenagers. Dr. Crockett served as associate editor of the *Journal of Research on Adolescence* from 1999-2004 and is on the editorial boards of the *Journal of Early Adolescence* and the *Journal of Adolescent Research*.

DAVID DILLO

Dr. DiLillo received a Ph.D. in clinical psychology from Oklahoma State University in 1997 and joined the UNL faculty in 2000 following post-doctoral work at the University of Missouri. His primary research interests lie in the areas of family violence, and marital and couple relations. In the area of family violence, he is particularly interested in the long-term adjustment of adults who have experienced various forms of childhood trauma and maltreatment (e.g., sexual abuse, physical abuse, exposure to domestic violence). His work has explored several aspects of this issue, including the interpersonal functioning of adult survivors, and possible mediators of the long-term impact of abuse. More recently, Dr. DiLillo has begun to investigate the longitudinal course of marriage among newlywed

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couples. Part of this work is an NIMH-funded project that explores associations between childhood abuse history and adult marital and parent-child functioning. Dr. DiLillo has also conducted research on the causes and consequences of accidental injury. His teaching activities include a graduate-level psychotherapy course, marital and family therapy, and supervision of clinical practicum. Dr. DiLillo is currently the director of the clinical psychology training program.

MIKE DODD

Dr. Dodd received his Ph.D. in cognitive psychology from the University of Toronto in 2005 and was a Killam postdoctoral fellow at the University of British Columbia before joining the faculty in 2007. His research encompasses many different aspects of human cognition, with a particular focus on visual attention (e.g., visual search inhibition of return object-based attention apparent motion sensory processing scene perception oculomotor programming planning and execution of saccades in younger and older adults task-induced changes in eye movements), memory (false memory, retrieval-induced forgetting, directed forgetting), and goal-directed activity, as well as the interactions between these cognitive systems (e.g., interactions between the spatial distribution of attention and memory, interactions between motor action and working memory, interactions between numbers/ordinal sequences and attention). He teaches PSYC 263 (Introduction to Cognitive Processes).

CAROLYN POPE EDWARDS

Dr. Edwards joined the faculty in 1997. She received her Ed.D. in human development from Harvard University, and she teaches courses in developmental psychology (infancy and early childhood, life span, theories of developmental psychology). Her interests center on social and moral development in cultural context socialization processes within the family and international early childhood education. She has conducted research and held research positions at universities in Italy, Norway, and Kenya. She is currently part of the UNL Getting Ready Project focused on strengthening relationships between parents, their young children, and the children's caregivers and educators, as well as the Midwest Child Care Research Consortium, concerned with improving the quality of children's services and the early childhood professional workforce.

JOHN FLOWERS

Dr. Flowers joined the UNL faculty in 1972. He received his Ph.D. from Yale University in 1972 in experimental psychology. Dr. Flowers teaches courses in perception and cognitive psychology at both the graduate and undergraduate level. His primary research interests are in the general area of human information processing, particularly attention, implicit learning, and the perception of structure. His interest in the perception of structure has recently led

to a research program on the use of sound as a means for representing data. Dr. Flowers is currently the area adviser for the graduate specialty in cognitive psychology.

CAL GARBIN

Dr. Garbin joined the UNL faculty in 1985, after receiving his degree in experimental psychology from the University of Texas at Arlington. His initial investigations of multimodal perception and crossmodal memory for object attributes such as shape and texture eventually gave way to an overwhelming desire to understand how Web-based technology can be used to increase the speed, depth, and application of student learning. His courses include a cradle-to-grave (well, sophomore-to-doctorate, at least) series of research methods and data analysis classes and an on-line introductory psychology course. Much of his research is collaborative, which, along with his consulting work, allows him to apply and continually broaden his methodological and statistical skills and have some great stories for class.

SARAH GERVAIS

Dr. Gervais has a dual Ph.D. in psychology and womens studies from Penn State. After completing her post-doc at the University of Minnesota, Dr. Gervais joined the law/psychology and social psychology areas at the UNL in Fall 2008. Sarah's research examines power and subtle prejudice. Examining behaviors like the objectifying gaze, flattery, patronization, and interpersonal confrontation, Sarah has found that the discriminatory acts of powerful people are often more subtle and nuanced than previously thought, but they still have negative consequences for recipients. Sarah also examines the relationship between subtle prejudice and public policy and law.

DAVE HANSEN

Dr. Hansen joined the faculty in 1992. He received his Ph.D. in clinical psychology from the University of Mississippi in 1985. Dr. Hansen is



chair of the Department of Psychology. His primary research area is child maltreatment (sexual abuse, physical abuse, neglect, and witnessing domestic violence), including factors related to identification and reporting, assessment and intervention with victims and families, and the correlates and consequences of maltreatment. An additional area of research is social-skills assessment and intervention with children and adolescents. His research emphasizes procedures for enhancing the effectiveness of clinical interventions, through assessing and improving adherence, generalization, maintenance, and social validity. Dr. Hansen is the co-director of the Family Interaction Skills Clinic (with Dr. Mary Fran Flood) and director of Project SAFE, a clinical treatment program for sexually abused children and their families. Dr. Hansen's teaching interests include clinical psychology, psychological assessment and intervention, clinical supervision, and family violence. Please see Dr. Hansen's Child Maltreatment Research Team Web site for additional information on research and clinical service/training opportunities: http://www.unl.edu/psypage/grad/maltreat_lab/

LESA HOFFMAN

Dr. Hoffman received her Ph.D. in cognitive and quantitative psychology at the University of Kansas in 2003, and completed a post-doctoral fellowship at Penn State University before joining the faculty in the fall of 2006. At the core of her research is the integration of advanced quantitative methods (e.g., multilevel, structural equation, and item response modeling) to the examination of psychological and developmental processes, particularly within the study of cognitive aging. Recent projects have focused on the role of visual attention in predicting impairment in older drivers, the methodological barriers to examining longitudinal changes in cognition, and innovation applications of multilevel modeling for within-person designs. She teaches graduate courses in quantitative methods, such as longitudinal data analysis and advanced multilevel modeling.

DEBRA HOPE

Dr. Hope received her Ph.D. in clinical psychology from the University at Albany-State University of New York in 1990 and joined the department in the same year. Her current research interests include assessment and treatment of anxiety disorders (particularly social phobia). Dr. Hope is the director of the Anxiety Disorders Clinic, one of the speciality services within the Psychological Consultation Center. Her work on psychopathology emphasizes information processing models that describe the role of attention and memory in social phobia and the impact of these cognitive processes on interpersonal functioning. Dr. Hope also has ongoing research on both the outcome and process of psychotherapy. Research on psychotherapy outcome includes examining predictors of successful treatment, the mechanisms underlying cognitive-behavioral treatment for anxiety disorders, and adapting protocols developed for research to non-research clinical settings. The on-going work on psychotherapy process investigates a variety of variables including the therapeutic alliance, client satisfaction, and homework compliance. Dr. Hope also has a teaching and research interest in the psychology of women. Dr. Hope teaches the core psychotherapy course and supervises practicum.

ALAN KAMIL

Dr. Kamil's research focuses on animal cognition in a broadly evolutionary context. His general approach is to work in the laboratory studying problems suggested by natural history and ecology under controlled circumstances. The broad questions are how cognition evolved, how animals use cognitive abilities to solve problems in nature and how cognitive abilities can affect the evolutionary process. These interests are pursued in three areas: the detection of cryptic prey, spatial cognition in seed-caching corvids, and the evolution of intelligence in social corvids.

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Seated front row left to right: Cal Garbin, Eve Brank, Rich Wiener, Bob Belli, Sarah Gervais, and Ming Li

Back row, left to right: Carolyn Pope Edwards, Dave Hansen, Brian Wilcox, Deb Hope, Lisa Crockett, Dan Leger, Anne Schutte, David DiLillo, Mike Dodd, Lesa Hoffman, Brian Bornstein, Cynthia Willis-Esqueda

Not pictured: Rick Bevins, Gustavo Carlo, John Flowers, Alan Kamil, Dennis McChargue, Mario Scalora, Will Spaulding, and Alan Tomkins

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DAN LEGER

Dr. Leger joined the faculty in 1980. He received his Ph.D. in biological psychology from the University of California, Davis. He teaches biopsychology, learning and motivation, and physiological psychology. Dr. Leger's research interests include, from most specific to most general: bird song, animal communication, animal behavior, evolutionary psychology, and biological bases of behavior. He is currently investigating bird song and animal anti-predator behavior. Dr. Leger is one of the core faculty in the Nebraska Behavioral Biology Group (NBBG).

MING LI

Dr. Li received his Ph.D. in psychology from the University of Toronto, Canada in 2002. He joined the UNL faculty in the fall of 2005 after completing a postdoctoral fellowship at Centre for Addiction and Mental Health, Toronto. His main research interests include: animal models of schizophrenia, psychopharmacology of antipsychotic drugs, comorbidity of nicotine use in schizophrenia, and neurobiology of rat maternal behavior.

DENNIS MCCHARGUE

Dr. McChargue received his Ph.D. in clinical psychology at Oklahoma State University. Over the past seven years, before joining the faculty in 2005, he finished his postdoctoral training in 2000 and transitioned into a research assistant professor position at the University of Illinois at Chicago and health research scientist at the Edward Hines VA Hospital.

MARIO SCALORA

Dr. Scalora received his Ph.D. from the University of Nebraska in 1989 and joined the faculty in 1997. His research interest addresses various types of targeted violence issues including: threats to public institutions and infrastructure/threat assessment sexual offending and workplace violence. Dr. Scalora is currently performing research in a variety of areas related to targeted violence and threat assessment. This research continues to involve collaboration with state and federal agencies dealing with threat management and counterterrorism issues. Dr. Scalora also collaborates with local, state, and federal law enforcement on threat assessment research, assessing predictive risk factors concerning threatening and violent activity toward public officials and institutions. Concerning sexual offending, he and his colleagues are investigating a range of personality and other risk factors related to sexual recidivism. On a related note concerning targeted violence, his research team is also investigating various risk-related issues (e.g., the nature of mental illness, predictive value of precious threatening behavior) concerning multiple samples of workplace violence. Dr. Scalora is also affiliated with the law/psychology program at UNL.

ANNE SCHUTTE

Dr. Schutte received her Ph.D. from the University of Iowa and joined the faculty in 2004. Her research interests are in the area of cognitive development, with a particular focus on the role of experience in the development of spatial cognition. Her primary research program centers on the development of spatial working memory in early childhood. Her research is based on a dynamic systems model of cognition, the Dynamic Field Theory. She teaches courses in developmental psychology, cognitive development, and child behavior and development.

WILLIAM SPAULDING

Dr. Spaulding received his Ph.D. from the University of Arizona in 1976 and completed a postdoctoral fellowship in Mental Health Research and Teaching at the University of Rochester, 1976-1979. He joined the UNL faculty in 1979. His research interests address various aspects of schizophrenia and other severe disorders, including clinical and experimental psychopathology, the effectiveness of treatment and rehabilitation, and service systems and social policy. Recent projects in his research group have included neuropsychological impairment in schizophrenia, cognitive and neuropsychological predictors of success in treatment and rehabilitation, neuroendocrine aspects of schizophrenia, assessment of stress and coping in rehabilitation, social cognition in psychosis, the effectiveness of cognitive treatment, state hospital reform, and involuntary treatment. Dr. Spaulding also has general interests in psychopharmacology and the integration of psychopharmacological and psychological treatment. He teaches graduate courses on psychopathology, psychopharmacology and the history and philosophy of psychology, and supervises clinical practica. His recent book, *Treatment and Rehabilitation of Severe Mental Illness*, with co-authors Mary Sullivan and Jeffrey Poland, is a comprehensive integration of theory, research, and practice principles.

ALAN TOMKINS

Dr. Tomkins is the director of the University of Nebraska Public Policy Center. He was named director when the PPC was created in July, 1998. Dr. Tomkins is also a professor in the UNL law/psychology program. Dr. Tomkins received a B. A. degree from Boston University in 1975 with a joint major in psychology and philosophy. He earned a J.D. and Ph.D. in social psychology from Washington University in St. Louis in 1984. He joined the faculty of the law/psychology program at the University of Nebraska-Lincoln in 1986. Prior to coming to UNL, Dr. Tomkins was a research associate at the Federal Judicial Center, a visiting assistant professor of psychology at the University of Illinois, Urbana-Champaign, and a research assistant professor at St. Louis University. He also has served as a visiting professor of law at the University of Southampton (England) and as a visiting scholar of psychology at Yonsei University (Seoul, Korea). In 2005-06, Tomkins served as William J. Clinton Distinguished Fellow at the University of Arkansas Clinton School of Public Service, while also continuing as director of the Public Policy Center. Dr. Tomkins is also affiliated with the social/personality program at UNL.

RICHARD WIENER

Dr. Wiener received his Ph.D. from the University of Houston and his masters degree in legal studies at UNL. He was professor of psychology at Saint Louis University (1982- 2000) and most recently chair of the Department of Psychology at Baruch College, City University of New York. In 2002, Dr. Wiener joined the law/psychology program (as director) and the social psychology program at UNL. He is the former editor of *Law and Human Behavior*, the official journal of the American Psychology/Law Society (Division 41 of the APA). Dr. Wiener's research applies theories of social cognition to problems in legal decision-making. Among the topic areas he has investigated are perceptions of sexual harassment and jury decision making. Specifically, Dr. Wiener studies the role of generic prejudice in criminal cases and he studies how jurors reach capital murder decisions in assigning penalties. The National Science Foundation has funded and

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PSYCHOLOGY DEPARTMENT STAFF MEMBERS

The Department has five full time staff members who support the teaching, research, and service/outreach mission of the department. For this issue of the newsletter, each staff member was asked to contribute a brief bio that highlights their work in the department.

Claudia Price-Decker has been a member of the Department of Psychology since September of 1983 and the University of Nebraska community since 1982. Claudia's primary role is to assist the chair in the day-to-day operations of the psychology department. Claudia has been fortunate to have been able to serve the University community by serving on countless committees. She was asked by the chancellor to serve as the chair of the Chancellor's Commission on the Status of Women and is the only staff member to have served in that capacity at the University of Nebraska. She has also been blessed to receive the Sue Tidball Award for Creative Humanity as well as the Floyd S. Oldt Silver Pen Award for superior performance as a UNL employee. In addition, and perhaps more importantly, she was awarded the first Order of the Water Pistol Award in memory of Brian Sarata—an award she treasures beyond all others. The most important thing about Claudia is that she is a huge Sooner fan! So if you want to talk football, come to her office (unless you are from Texas—then there might be a slight problem!)

Jamie Longwell joined the Department of Psychology in April of 1997. She works as the assistant in the clinical psychology training program as well as the graduate admissions coordinator and she serves as a back-up in the Department of Psychology. She is a member of the graduate executive committee and the interview weekend committee. When she is not being pulled in all directions by the social lives of her three children, she loves to play canasta, visit with



Back row left-to-right: Jodi Carter, Jamie Longwell, David DeWester, and Celeste Walmer. Front row seated left-to-right: Cortney Page and Roxanne Earnest.

friends, watch major league baseball, and snuggle up with her 2 kitties. In June of 2004, she was the first ever winner of the department "Traveling Ding-A-Ling" award; in November of 2004, she was the recipient of the College of Arts and Sciences Applause award; and in January of 2007, she was the first recipient of the Department of Psychology College Bowl Mania award.

Roxane R. Earnest, staff secretary II, has been with the Department of Psychology since August of 2006. Employed by the University of Nebraska—Lincoln since August of 1998, she has worked for various departments which include: Polar Ice Coring Office, Mid-American Transportation Center, Center for Electro-Optics, Registration and Records – Graduation Services, and the Bureau of Sociological Research. Her duties include: payroll, accounts payable, accounts receivable, coordinator of the departmental picnic, and the international pot luck. You might say Roxane is the one that everyone goes to on a first come, first serve basis. Handling everything from cut fingers to, "Can I get into the RISO room?" She loves working with our office assistants and helping out wherever she can. She's even been known to "Puppy Sit" for some of our graduate students on occasion.

Jodi R. Carter is the most recent addition to the Department of Psychology coming in December 2007. Jodi worked for the UNL Career Services Center and most recently Gastroenterology Specialties, P.C. and The Lincoln Endoscopy Center, L.L.C. as the Human Resource Coordinator. You will find Jodi in the Psychological Consultation Center welcoming clients. She is the proud mom of a beautiful 16-year-old daughter, Shelby. She is very involved with Shelby's activities and was selected chairperson for Raymond Central Post Prom 2008 Committee. When not attending Shelby's softball games or speech meets, she enjoys Lincoln Stars Hockey, UNL softball, being a 4-H leader, reading, and crocheting.

David DeWester provides computer support for the psychology department. He started working for psychology as a student worker in 1999 and in 2004 his position was made a permanent, full-time position. David loves employee tuition remission and has used it to complete two masters degrees and is currently working on his Ph.D. in computers and business. He studies Asian languages in his spare time.

Celeste Walmer joined the psychology department in May 2008 as the Undergraduate adviser. She helps students with course planning, career exploration, applying to graduate school, and a variety of other things. Celeste is a UNL psychology department alum graduating in 2004 with a BA in psychology. She earned a masters in counseling from Doane College in 2006 and worked for the Department of Labor for two years before starting in her current position. In her free time, she enjoys spending time with her boyfriend and friends, playing with her two dogs, camping, softball, and karaoke.

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continues to fund this work. Currently, Dr. Wiener applies social cognitive theories of emotion, motivation, and dual process of cognitive processing to explain how legal actors reach decisions relevant to law and policy. Other topics of investigation include the role of implicit attitude activation in generic prejudice, the role of emotions in jury judgments as they develop across the presentation of criminal cases, the role of mortality salience in death penalty judgments, and the role of counterfactual thinking in negligence judgments. Dr. Wiener teaches courses at UNL on behavioral sciences and the law and legal decision making.

BRIAN WILCOX

Dr. Wilcox joined the faculty in 1994 and serves as the director of the University's Center on Children, Families and the Law, and chair of UNL's Family Research and Policy Initiative. He received his Ph.D. in community psychology from the University of Texas in 1979. Prior to coming to Nebraska, he taught at the University of Virginia, served as a legislative assistant to Senator Bill Bradley, and was director of public policy for the American Psychological Association. His teaching and research interests focus broadly on the linkages between child development and public policy, including adolescent sexual behavior, child welfare, child care, and children and the media. He regularly teaches seminars on intervention research design and methods. Dr. Wilcox is a Fellow of the American Psychological Association. He is a past president of APA's Division of Child, Youth and Family Services, co-chair of the Society for Research on Adolescence's Committee on Research, Policy and Public Information, and currently serves on the Ethics Committee for the Society for Research on Child Development and is a member of the Council of Representatives of the American Psychological Association. Dr. Wilcox is affiliated with the law/psychology and developmental psychology programs at UNL.

CYNTHIA WILLIS-ESQUEDA

Dr. Willis-Esqueda joined the Department of Psychology and the Ethnic Studies Institute in 1991. She received her Ph.D. in social psychology from the University of Kansas. Dr. Willis-Esqueda is interested in the social cognitive processes of and motivational aspects for social categorization, stereotyping, and discrimination. Dr. Willis-Esqueda and her graduate students examine the origins of "racial" and ethnic stereotypes and their influence on the processing of social information and interpretation of social behavior. The ramifications of racial and ethnic bias on legal system issues, particularly for United States indigenous populations, is a research focus. Dr. Willis-Esqueda teaches a graduate professional seminar in social psychology that provides an overview of the theoretical foundations of social psychology, as well as current research issues in the field. Other courses taught by Dr. Willis-Esqueda include Psychology of Racism and a graduate seminar in the Psychology of Race and Ethnicity. Moreover, Dr. Willis-Esqueda serves as the chair of the departments Sarata Diversity Enhancement Committee. This committee promotes diversity within the department in general, and within psychology as a discipline. Dr. Willis-Esqueda holds a joint appointment with the Institute for Ethnic Studies, where she served as the coordinator for Native American Studies for several years.

FACULTY EMERITI

Jim Cole	Monte Page
Richard Dienstbier	Clay Rivers
Alvin Landfield	Theo Sonderegger

Undergraduate Education in the Department of Psychology

Psychology is the most popular major in the College of Arts and Sciences and vies with business/management for the most popular major at the University of Nebraska–Lincoln. The vast majority (98%) of students graduating with psychology majors find employment within 12 months of graduation and over half pursue graduate training in psychology or another field. There are a variety of distinctive and noteworthy factors that contribute to the popularity of the psychology major and which assist our graduates in achieving success at their life goals. Among the highlights are:

- **Undergraduate course offerings melding rigorous scientific training with real-world applicability.** Psychology majors can choose from over 50 course offerings to explore the diverse topic areas of psychology. The undergraduate curriculum is designed to ensure that majors gain exposure to all of the major areas of psychology but also have the opportunity to delve deeper into particular subfields of interest (e.g., biological, developmental, health, and abnormal psychology). The courses offered in the psychology department share a common base in providing rigorous training in understanding psychology as a scientific discipline, applying psychological principles in real life settings, and communicating psychological concepts and applications in written and oral form.

- **Strong focus on faculty-mentored undergraduate research experiences.** Because part of UNL's mission is to conduct research to benefit the health and well-being of Nebraskans, all psychology faculty have active, cutting-edge research programs. The psychology department strives for synergy between its undergraduate education and research missions by providing numerous opportunities for undergraduate majors to work with faculty members on research projects. During their time at UNL, at least half of psychology majors are actively involved in faculty-mentored research experiences. Twenty-seven psychology students received 2007-2008 grants from UNL's prestigious Undergraduate Research and Creative Experiences (UCARE) program, which provides funding to support mentored research experiences. The psychology department also has a REU (Research Experiences for Undergraduates) program, which provides concentrated research training in psychology and law to a diverse group of undergraduates. The REU program is funded through grants from the National Science Foundation and internal UNL sources. These varied research opportunities in the psychology department provide undergraduate students with the opportunity to present their work at top-tier, national research conferences and to co-author papers that are published in highly-regarded professional journals.

- **Co-curricular activities which enrich the learning environment.** In addition to high-quality classroom instruction and cutting-edge mentored research experiences, the psychology department provides co-curricular opportunities for students to enrich their educational experiences. Of particular note, the department's undergraduate organizations Psi Chi (the National Honor Society in Psychology) and the Undergraduate Psychology Organization provide both social and educational events for students. Educational opportunities include learning about career opportunities with a degree in psychology, an introduction to the process of graduate school admissions and what students should do to prepare themselves, volunteer and internship opportunities related to psychology, and research opportunities in faculty labs.

UNL Graduate Psychology Program

The Department of Psychology at the University of Nebraska–Lincoln offers graduate programs that emphasize the development of research and teaching excellence, collegial partnerships between students and faculty, and the cross-fertilization of ideas between specializations in the context of a rigorous, but flexible, training program. The graduate program is small enough to offer individual attention to each graduate student, yet large enough to provide a broadly-based foundation for research and scholarship. Consequently, graduate students quickly become involved in the department's diverse research activities, teaching opportunities, applied practica and internships, and governance processes.

The psychology graduate program is one of the largest graduate programs in the university. There are five focused programs (biopsychology, clinical, cognitive, social, developmental) and the interdisciplinary program in law/Psychology. There are approximately 100 full-time graduate students enrolled in the psychology graduate

program during a typical semester. Students come from all over Nebraska, the U.S., and the world to pursue graduate training in psychology at UNL. One unique aspect of the psychology graduate program is its dual focus on rigorous research training and excellence in teaching. As is evident from the articles elsewhere in this newsletter, the graduate programs are research-intensive and offer many opportunities for students to engage in collaborative and independent research.

In addition, students have numerous teaching opportunities open to them. As teaching assistants, they gain teaching experience instructing undergraduates while working closely with faculty. As lead instructors, students design their own courses and build their teaching portfolios. Support for developing teaching skills is provided both within the department (e.g., a course on Teaching Methods for Psychology is offered each Fall) and by other units at UNL (e.g., periodic workshops sponsored by the Office of Graduate Studies). By taking advantage of these opportunities, psychology graduate students have

won University-wide teaching awards.

Graduates from the psychology department at UNL go on to a wide variety of careers after obtaining their doctorates. Recent graduates have gone into a variety of academic and non-academic positions. Those pursuing careers in academia have entered post-doctoral positions at research universities, or gone directly into faculty positions at research universities and liberal arts colleges across the U.S. Other students have gone into consulting or policy positions in the private sector, or into research positions at state or federal agencies.

The graduate program in psychology at the University of Nebraska–Lincoln is a top-rated program with a distinguished faculty and a vibrant student body. The department will no doubt play a significant role in the future of psychological research, preparing scholars who will disseminate their knowledge and experience to future generations of scholars across the country and the world.

Supporting Education and Research in Psychology

The Department of Psychology requests your assistance and support through a donation to the University of Nebraska Foundation. A charitable contribution to one of the designated psychology funds can help us provide opportunities for our outstanding undergraduate and graduate students or enhance other areas of our department.

If you would like to make a tax-deductible donation or acquire additional information, please contact the University of Nebraska Foundation at 402-458-1100 or 800-432-3216, or by mail to 1010 Lincoln Mall, Suite 300, Lincoln NE 68508-2886. Additional information about the foundation is available at www.nufoundation.org.

The funds listed below are existing University of Nebraska Foundation accounts that directly benefit the Department of Psychology. The department and foundation would be happy to discuss the possibility of setting up new funds.

Support for Undergraduates

Donald D. Jensen Undergraduate Research Award Fund (8845).

Professor Donald D. Jensen received his undergraduate and masters degrees from the University of Nebraska (1951, 1955) and received a Ph.D. in experimental psychology from Yale (1958). He taught at Indiana University (1960-68) and then returned to UNL where he was a valued member of the Department of Psychology until his death in 2003. This fund provides annual undergraduate research awards to psychology majors.

Lois E. Olive Student Research and Travel Fund (10150). Lois E. Olive was a 1955 graduate of the University of Nebraska–Kearney who received her master of education in educational psychology in 1957 and her doctor of education in 1962 from UNL. This fund, shared equally between the departments of psychology and educational psychology, provides research and travel support for undergraduate students.

Support for Graduate Students

Carl John Warden Graduate Fellowship in Psychology (2168). This fund was a bequest arranged by Edith Warden in 1964 in honor of her husband, Carl John Warden. This fund provides support for graduate students in the Department of Psychology to facilitate their research and travel to present at professional conferences.

General Contributions

Psychology Department Fund (2886). This fund permits the department to allocate resources to specific areas of need. This fund supports a variety of educational and scholarship activities, including improving teaching and research facilities, and providing special training programs (e.g., supporting colloquia and visiting scholars).

UNIVERSITY OF NEBRASKA - LINCOLN
PSYCHOLOGY NEWS

The 57th Annual

www.unl.edu/psypage/symposium

Nebraska Symposium on Motivation

Health Disparities in Youth and Families: Research and Applications

The Psychology Department of the University of Nebraska-Lincoln will sponsor the 57th annual Nebraska Symposium on Motivation on April 16-17, 2009. The symposium will unite leading scholars (Drs. Ana Marie Cauce, Andrew Fuligni, Sandra Graham, James Jackson, Vonnie McLoyd, William Vega, Les Whitbeck) who have advanced our understanding of health disparities in the U.S. Please register on-line. CE credits are available for professionals. Be sure to check the website for news on a Symposium Celebration Get-Together! Alumni, Faculty, and Friends are invited.

ALUMNI NEWS

In future issues of this newsletter, we are hoping to devote a section of alumni issues and accomplishments. If you are a UNL alumnus who majored and/or minored in psychology, or if you were a previous employee of the department, we'd love to hear an update from you as to what you're doing now. Please send updates to Mike at: mdodd2@unl.edu

UNDERGRADUATE NEWS

Psi Chi and UPO at UNL

There are two organizations at UNL that undergraduates interested in psychology may be interested in joining. **Psi Chi** is an honor society for psychology majors and minors. Membership in Psi Chi is open to sophomores and above who have completed at least 12 hours in psychology (or 9 hours with 3 hours currently enrolled) and who have an overall GPA of at least 3.3 and a within-psychology GPA of 3.5. **UPO** (the Undergraduate Psychology Organization) is a club that is open to anyone, regardless of major or standing. However, all events are held for both organizations at once and most events are open to anyone who is interested in attending. Meetings focus on issues of professional development, such as how to gain research experience, how to select and apply to graduate programs, and career opportunities for psychology majors.

Requirements and procedures for membership in each organization are posted on the Web at:

<http://www.unl.edu/psypage/psichi/index.shtml>