

# psychology *matters*

A publication of the Wayne State University College of Science

## Inside This Issue

Comments from the Chair

President's Award

Phased Retirement

Alumni –  
What They're Doing!!!

Graduate Student Recognition  
Day

Recent Graduate Degrees

Psychology Faculty –  
Areas of Interest

"Development Matters"

Alumni Information Form

Wayne State University  
Fund Gift Form

## Psychology Matters Staff:

Editor:  
Karen L. Schramm

**WAYNE STATE  
UNIVERSITY**

Wayne State University is an equal  
opportunity/affirmative action  
employer.

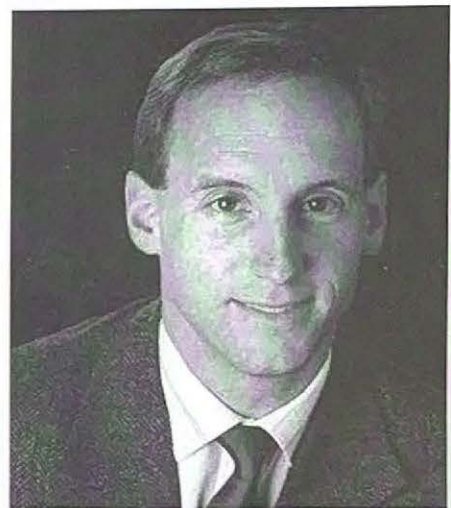
Winter 2001

## Emotions and Health

*The Research of Mark A. Lumley*

In 1990, while a post-doctoral fellow in behavioral medicine at the University of Michigan, Lumley had an encounter that would shape the direction of his research for the next decade. A psychiatrist who specialized in biofeedback (not an oxymoron!) told Lumley about the high rates of "alexithymia" in chronic pain and stress patients who were seeking treatment, and suggested that this condition needed to be better understood. The word alexithymia was coined in the early 1970s, and it literally translates to "without words for feelings." Alexithymic people have a deficit in their ability to identify their emotional feelings, differentiate emotional states from physical sensations, and communicate their feelings to others. They also tend to lack imagination and fantasy and prefer to think about external rather than psychological experiences. Alexithymia appears to be a risk factor for various disorders of emotional regulation, including anxiety, substance abuse, and eating disorders, as well as most "psychosomatic" disorders, such as hypertension, gastrointestinal disorders, and chronic pain conditions. Alexithymia also interferes with the process of insight-oriented therapy.

Lumley came to Wayne State University and joined the clinical psychology faculty in 1991. (Actually, Lumley returned to WSU, which was also his undergraduate institution in the early 1980s, before he went for graduate training at the University of Florida.) Most of Lumley's research has been in collaboration with a large number of bright and motivated undergraduate and graduate students, often in conjunction with their theses and dissertations. In many cases, the gradu-



ate student has identified a population of interest, and Lumley has encouraged the student to examine alexithymia and other variables related to stress and coping. Lumley and students then identify and collaborate with medical colleagues at local hospitals (e.g., Detroit Medical Center hospitals, and Henry Ford Hospital) to conduct the study.

Lumley and his graduate students (noted parenthetically) have studied a number of topics, including the role played by alexithymia and other emotional processes in people with pathological gambling (Kevin Roby), unrecognized heart attacks (Susan MacNeill, Mary Theisen), silent myocardial ischemia (Tracey Torosian, Laurenn Rowland, Adam Bank), non-cardiac chest pain (Tracey Torosian), chronic pain (Sally Norman), and the health and adjustment of

*continued on page 5*

# NEWS FROM THE CHAIR'S OFFICE

## Joseph Jacobson, *Interim Chair*



In mid-May, Don Coscina announced that he was stepping down after 5 years as Department Chair. His tenure was marked by continued success by department faculty in securing external funding and, in particular, by several excellent new hires whom Don played an active and effective role in recruiting. These included George Borszcz and Tom Fischer in biopsychology, Rodney Clark in clinical, Marcus Dickson and Boris Baltes in I/O, and Lee Wurm in Cognitive. Don will now return to the teaching faculty and will have more time to devote to his research in the biopsychology area.

Joe Jacobson is stepping in as Interim Chair on a 1-year basis while the Department conducts a national search for a permanent Chair. Joe received his Ph.D. from Harvard in 1977 and has been on the developmental area faculty since 1978. His research, conducted in collaboration with his wife Sandra Jacobson, now a Professor in the Department of Psychiatry and Behavioral Neurosciences, has focused primarily on effects of prenatal exposure to toxic agents on infant and child development. From

1980-1992, Joe and Sandy followed a cohort of children exposed prenatally to elevated levels of polychlorinated biphenyls (PCBs), a ubiquitous environmental contaminant, due primarily to their mothers' consumption of Lake Michigan fish. This research culminated in a 1996 article published in *New England Journal of Medicine*, which linked prenatal PCB exposure to deficits in IQ and reading comprehension at age 11 years. During the past 5 years, the Jacobsons have been involved in collaborative research involving Inuit infants in Northern Quebec and Greenland, where, due to prevailing weather patterns and local diet, PCB exposures are among the highest on earth. Since 1986, Joe and Sandy have also been collaborating with Robert Sokol, formerly Dean of the Medical School, in a prospective, longitudinal study of the effects of recreational drinking during pregnancy on infant and child development. During the past year, they began a 13-year follow-up assessment of this cohort.

As Interim Chair, Joe's principal priorities are to help move the Department forward in terms of both research productivity and stature within the University. He plans to work actively with the faculty on plans to reorganize and streamline the Department structure in ways that will help improve our research and teaching missions.

## President's Award for Excellence in Teaching

**T**he President's Award for Excellence in Teaching recognizes faculty who have made outstanding contributions to teaching. Since 1977, 150 faculty have received the award. We are proud that Associate Professor of Psychology Melissa Kaplan-Estrin was one of two recipients this year.

Dr. Kaplan-Estrin does an excellent job on the ordinary teaching duties of a Wayne State University faculty member. However, the award recognizes her outstanding contribution to students in the Program in Applied Human Development, the Infant Mental Health program and in the Liberal Arts and Sciences Doctoral Program (LASDP) program. The Program in Applied Human Development provides training at the Master's level in human development, particularly infant development, to people who intend to or who are working in human service positions in the Detroit area. Graduates of the program are employed as physical therapists, occupational therapists, infant mental health specialists, early intervention specialists, administrators of prevention and intervention programs and as instructors in community colleges.

Dr. Kaplan-Estrin also has served as a member of the faculty advisory board for the Merrill-Palmer Infant Mental Health (IMH) Graduate Certificate Program since its inception in 1989. Two of the required courses for the IMH program, are taught every year by Dr. Kaplan-Estrin. Since 1992, she has been the Psychology Department adviser for the Liberal Arts and Sciences Doctoral Program that provides research/academic mentoring and support for disadvantaged undergraduates interested in graduate education and research careers. Of the undergraduate students

who have participated in the LASD program, 10 have been admitted to the Psychology doctoral program.

Students describe Dr. Kaplan-Estrin as being supportive and sensitive to their concerns and needs. She makes herself readily available to students to assist with projects, provide resources, provide recommendations or just to discuss ideas. She has mentored generations of graduates who now teach at colleges and universities, direct child and family agencies, determine early childhood policies at the state and national levels and care directly for the well-being of very young children and their families in educational, mental health, hospital and child care settings. We are very proud of her and of the University recognition of her accomplishments.



**Graduates of the program are employed as physical therapists, occupational therapists, infant mental health specialists, early intervention specialists, administrators of prevention and intervention programs and as instructors in community colleges.**

# PHASED RETIREMENT: An Interview with Dr. Carolyn Shantz

By Karen L. Schramm



Dr. Carolyn Shantz is the first faculty member in the Department of Psychology to participate in the Phased Retirement Program. There are currently only 5 people in this new program in the entire university, 2 are from the College of Science, 2 from the College of Liberal Arts and 1 from the Business School.

## What is Phased Retirement?

Until last year phased retirement (or part-time employment) was negotiated between an individual faculty member and the chair of their department. This year a new program was negotiated in the AAUP contract that allows a faculty member to apply for phased retirement. With this new program the phased retirement must be approved not only by the chair of the department, but also the Dean of the appropriate college and the Provost.

A person may apply for a maximum of three years of phased retirement. During this time period the faculty member is only working half-time doing teaching, research and service. Half-time teaching is considered two courses in the Department of Psychology, which can be negotiated to be done either by one course in Fall term and one in the Winter term, or both courses during one semester. The employee also receives half-time pay, but retains full time benefits during their course of phased retirement. Each person has the option to retire fully after 1 year of phased retirement, or 2 years, but then must fully retire at the end of the 3-year phased period.

The actual wording of the AAUP Contract follows:

### Article XII/Compensation Section K

*2a. Phased Retirement: Faculty bargaining-unit members may elect to reduce, on an irrevocable basis, their workload to 50% for a period of up to three years, following upon which they will retire from the University.*

*The salary basis for this period shall be 50% of the amount paid to the employee prior to his/her election of this option, as adjusted by such across-the-board and selective increases that may become available. During this period, the employee shall be entitled to all benefits associated with full-time employment, including participation in TIAA/CREF or other operative retirement programs.*

## What are the benefits that you receive during phased retirement?

All major benefits are fully covered, such as medical, dental and life insurance. Dr. Shantz thought that this provision helped her to make this important decision.

## Why did you choose the phased retirement program?

"I recently turned 65 and thought that the phased retirement will help me ease into full retirement" she said. She also stated that during the phased retirement contributions can still be made into her TIAA-CREF and Fidelity retirement programs, which is another added bonus to phased retirement.

## Would you recommend this retirement program to other?

"This is definitely an individual choice", Dr. Shantz said. Anyone who is thinking of retiring will want to explore all of their options. This may not be the plan for everyone, but I would encourage all faculty to consider it. "Although added free time certainly has its benefits, a gradual change to full retirement will be easier for me under this program."

*(LUMLEY- continued from page 1)*

people with rheumatoid arthritis (Margaret Jordan), HIV infection (Janice Tomakowsky), sickle cell disease (Jocelyn McCrae) inflammatory bowel disease (Steve Ondersma, Michelle Corlis), and chronic myofascial pain (Julie Smith). Other students have examined emotional factors and health in elementary school children (Jill Meade), recently widowed men (Laurie Mastrogianis), adults with pseudoseizures (Tina Tojek), and employed people having coronary bypass surgery (Laurie Hipley). Prospective studies have examined the prediction of new cardiac problems (Jennifer Huffman), the development of post-concussion syndrome (Brian Stogner), and treatment adherence among people with systemic lupus erythematosus (Mazy Gillis), and migraine headaches (Jennifer Huffman). Other students have studied how alexithymia is associated with smoking (Karen Downey), the functioning of the cerebral hemispheres (Theresa Ovies), psychophysiological reactivity (Larry Friedlander), social support and physical symptoms (Theresa Ovies), sleep characteristics (Robert Bazydlo), treatment utilization (Sally Norman), and family variables (Jennifer Gramzow, Camey Mader). Since 1991, Lumley has mentored 15 students to their doctorate degrees, 10 to masters degrees, and he is currently working with 7 others. He has published 35 articles, 26 of which are with his students (11 with students as first authors).

Although Lumley's six years as an assistant professor were productive in terms of publications, developing an international reputation as an expert on alexithymia, and being tenured and promoted to associate professor in 1997, he was not satisfied with the direction of his research. Descriptive, correlational research fills journals, but often has little relevance to the real world practice of clinical psychology, in which intervention is key. Thus, after gaining tenure, Lumley decided to shift toward developing and testing interventions to enhance emotional regulation and reduce stress. Lumley borrowed the experimental paradigm of expressive writing developed by James Pennebaker, in which participants are randomly assigned to write in a journal for several days about stressful yet unresolved life experiences, or about neutral topics (control condition), and changes in participants' health and adjustment are tracked over time.

Lumley and doctoral student Jane Kelley were the first to adapt this paradigm for use at-home with a medical population, testing the effects of private disclosure among patients with rheumatoid arthritis. The findings--improved mood and physical functioning after disclosing and verbally processing stressful experiences--prompted

further research. Lumley obtained a 5-year research grant from the Arthritis Foundation to test both private writing and private talking about stressful, positive, or neutral topics among a large sample of patients with rheumatoid arthritis. He and graduate students Tina Tojek and Debra Macklem are in the midst of this ambitious study, which is recruiting and testing patients from five area hospitals or clinics. In addition, this exciting disclosure or written expression paradigm is being used by several of Lumley's other graduate students, who are testing it in people with chronic pelvic pain (Sally Norman), fibromyalgia (Mazy Gillis), or teenagers with asthma (Lori Warner). Lumley also has just completed collecting data on 113 undergraduates who had elevated levels of physical symptoms. This study showed that writing about stressful experiences for four days led to a grade point average the subsequent semester that was .5 points better than that of control participants! This study also included a third group of participants who received guided writing--brief daily didactics to guide their writing and help them identify stressors, label emotions, recognize consequences of stress, and change their cognitions. Lumley hypothesizes that this additional guidance will be beneficial especially for alexithymic people.

In academic year 2000 - 2001, Lumley is the recipient of a Career Development Award from WSU. He plans to integrate his interest in alexithymia and interventions by being the first to develop and test a psychoeducational intervention for adults with alexithymia. This advance will help to answer currently unknown questions about the etiology of alexithymia, and whether it truly is a causal factor in various health problems. In addition, such research holds the potential for providing methods to help people whose psychological and emotional style are often challenging for therapists and physicians.

Lumley credits much of his success to the great motivation, efforts, and skills of numerous students, to a host of collaborating physicians, and to various psychologist colleagues with whom he has collaborated, including emeritus professors Larry Stettner and Francine Wehmer; current faculty Brian Lakey, Lisa Rapport, and Rita Casey; as well as Gisela Labouvie-Vief, with whom he is currently collaborating on studies of emotional regulation throughout the lifespan. He greatly appreciates his long-time collaboration with Mark Ketterer of Henry Ford Hospital, as well as more recent ventures with Frank Keefe of Duke University. Finally, he thanks the various funding agencies that have supported his work (Arthritis Foundation, American Heart Association of Michigan, Michigan Lupus Foundation, National Funeral Directors Association, and NIH).

# ALUMNI

*A special thanks to everyone who responded to our last newsletter. We are truly interested in finding out what is going on with you, so please keep the responses coming!*

## 1940s

Harold M. Jacobs (B.S., '48) retired as a Staff Development Specialist from the U.S. Office of Personnel Management in 1986. He is still active in the Institute for Continued Learning at the University of California in San Diego.

## 1950s

Don Worpell (M.A., '52) received his Ph.D. in 1956 from the University of Michigan. He is retired from the Directorship of Psychological Services at S. Nevada St. Hospital. He is enjoying his active retirement which involves hiking, snow skiing, scuba diving, paddle tennis, reading, traveling and family involvement.

## 1960s

Jay G. Riggs (B.A., '64, M.A., '68, Ph.D., '71) is a Professor Emeritus at Eastern Kentucky University. He retired last year after 30 years of service with the Psychology Department at Eastern Kentucky University.

## 1970s

Ryan D. Tweney (Ph.D., '70) is currently a Professor of Psychology at Bowling Green State University. He is continuing his research on the cognitive basis of scientific thinking, and on the history of science and of psychology.

Margaret L. Magner (B.A., '73) is currently a Yoga and Meditation Teacher and Yoga Therapist at the Northwestern Michigan College in Grand Traverse Resort and Spa and the owner of the Crooked Tree Yoga. She is currently teaching yoga and meditation to groups and individuals. She is also a certified Yoga Therapist. Yoga therapy is a holistic approach to psychological and physical wellness.

Marshall L. Silverstein (Ph.D., '74) is a Professor of Psychology at Long Island University, Brookville, NY. He had a book published in 1999 by Lawrence Erlbaum Associates, entitled "Self Psychology and Diagnostic Assessment: Identifying Self Object Functions Through Psychological Testing".

Bill Foureman (M.A., '77) is employed as the Senior Counsel at the Proctor and Gamble Company. "He is terribly sorry to learn of the death of his former classmate Chuck Gdowski, who always said, life was too short to quit smoking."

## 1980s

Jill Stevens Bush (B.A., '81) is a Staff Attorney at the Wayne County Friend of the Court, Third Circuit Court.

Robert Mayer (Ph.D., '82) is employed as Vice President of HR CNA Healthcare and Benefits in Chicago.

Bruce Roth, D.O. (B.S., '85) is currently an Adult and Child Psychiatrist working in a Private Practice in Commerce Township.

Cheri Anderson (B.A., '87) went on to get an M.A. in 1993 and Ph.D. in 98 in counseling. She is the Owner and a Therapist at Counselors and Creative Consultants, and also a part-time faculty member at WSU College of Education and William Tyndale College. Her interests in research are focused towards Gambling and it's impact on minority seniors. Her teaching interests are Crisis Counseling, Family Counseling and Social Psychology.

Terry DeRocher Lerma (Ph.D., '87) is currently a Assistant Director at Blue Water Center for Independent Living in Port Huron, Michigan. He is a Fellow for the American College of Forensic Examiners. His recent presentations have been at the National HIV/AIDS Prevention Conference (Atlanta, Georgia) and the National Mental Health Consumers and Survivors Summit (Portland, Oregon).

Fannie M. Phillips (B.S., '88) went on to get her M.A. in Education in 1995. Is a retired teacher and enjoys reading, traveling, family, teaching. She is currently a substitute teacher in the Detroit Public Schools two days per week.

*...What they're doing!!!*

## Wayne Alumnus Elected APA President *by M. Marlyne Kilbey*



(ALUMNI- continued from page 6)

### 1990s

Cheryl M. Harrison Jusela (B.S., '92) is working at Beaumont Hospital. She is also a student in the BSN program at Oakland University and is expected to graduate in 2002.

Caterina P. Dominici (B.S., '94) is employed at the Barbara Ann Karmanos Cancer Institute hospice program. She is very involved in volunteer leadership and community related activities. She is a Member of the Board of Directors for the Children's Metropolitan Museum of Detroit. Recently she was the keynote speaker and honorary member of the Golden Key National Honor Society, WSU Chapter. She is also a writer, producer of television and corporate videos.

April M. Rudd (B.A., '98) is currently a Foster Care Worker and enrolled in the Masters Program in Social Work here at Wayne State University.

**O**n January 1, 2001, Norine Johnson, class of '72, will take office as President of the American Psychological Association. Norine entered WSU's doctoral program in clinical psychology with what some might have considered a full-time career – wife and mother of two small children. Her ability and dedication to becoming a psychologist so impressed faculty, however, that she was awarded one of the two NIMH scholarships available that year to first year graduate students. The faculty's judgment of Norine's talent was not in error for indeed she has gone on to become a spokesperson and leader for the entire profession of psychology.

In the years since graduation, Johnson has had an outstanding career having served as Director of Psychology at Kennedy Memorial Hospital for Children in Boston, MA and, more recently, as President of her own firm which provides consulting on a host of mental health issues. Throughout the years, she has maintained an independent practice and an active involvement in state and national psychological associations. Within APA, she has served as President of Division 35, Psychology of Women, member of the Committee on Accreditation, member of the Board of Directors and now President-Elect.

As President, Norine Johnson will represent APA's 130,000 members and affiliates in a host of activities nationally and internationally as well as presiding over meetings of the Council of Representatives and the Board of Directors as they move the organization's agenda forward. Norine has adopted three Presidential Initiatives that will focus APA's efforts during her Presidential year.

They are:

- Presidential Initiative on Health Care and Policy.
- Presidential Initiative on Expanding Opportunities for Psychology Science
- Presidential Initiative on Expanding Opportunities for Psychology Practice

An ad hoc committee of experts, as well as the appropriate APA directorate and boards and committees, is addressing each initiative. Their work will be represented in programming at the upcoming annual APA convention in San Francisco, in position papers that will be considered by the appropriate APA governing bodies, and in briefings for APA's lobbying efforts in congress and with affiliated organizations.

President Johnson will be the keynote speaker at the Fall Conference of the Michigan Psychological Association on October 19 and 20, 2001 and will deliver a colloquium on October 18 at Wayne State University during her visit to the state. Both groups are planning receptions in her honor to give Johnson a chance to catch up with old friends, talk with students and practicing psychologists, and to reflect on her experiences representing psychology to the congress, the nation, and the world. Mark these very important dates so that you are on hand to welcome President Johnson back to Wayne State University and Michigan.

# Graduate Student Recognition Day

## Excellence in Teaching Awards

Two graduate students received awards for excellence in teaching at the department's spring Graduate Student Recognition Day. One award was for exceptional teaching as a teaching assistant, and one award was for exceptional teaching in an independent course.



*Dr. Hammigan, Bernadette Cortese, Dr. Urberg*

**Bernadette M. Cortese** recently earned the Graduate Student Teaching Award from the Psychology Department. Ms. Cortese, a Ph.D. Candidate in the Biopsychology Area, was recognized for her exceptional service as a graduate teaching assistant. Ms. Cortese has served as both a laboratory course assistant and as an instructor-of-record in the Department. Letters of nomination identified her dedication to serving the needs of every student in all her classes. She puts considerable energy toward constructing lectures, lessons and assignments that challenge and stimulate and remain accessible to all students. She maintains high expectations of all her students. Ms. Cortese has broad experience teaching in the Department, preparing three different courses: Brain and Behavior, Developmental Psychology, and Psychology of Women, in addition to serving as a graduate assistant in Learning Lab. She has also instructed undergraduate and high school students in research methodology and several specific techniques in the

laboratory. Bernadette has demonstrated exemplary dedication to the highest ideals of teaching, and is a credit to the Psychology Department and Wayne State University.



*Dr. Fisicaro, Cara Bauer, Dr. Urberg*

**Cara Bauer** is the recipient of the Psychology Department's Award for Exceptional Service as a Graduate Teaching Assistant for a Laboratory Section. Cara joined the doctoral program in Industrial/Organizational Psychology in 1998 after graduating from DePaul University with a B.A. in Psychology. During her first semester, Cara was a laboratory instructor for Introduction to Psychology. For the following two semesters, she was a laboratory instructor for an undergraduate course on Statistical Methods. Since then, she has taught the lecture portion of the undergraduate Statistical Methods course twice. This fall, Cara will be the teaching assistant for a graduate-level course in Multivariate Analysis. Throughout her tenure at Wayne State, student evaluations of her teaching skills have been extremely high. In addition, students have commented on her patience, congeniality, and helpfulness. Beyond demonstrating superior teaching ability, Cara also has been actively involved in research projects that include a meta-analysis of computer-mediated communication in organizations and an analysis of the use of multi-trait multi-method data to detect nonlinear effects of psychological climate variables on job satisfaction.

Currently, Cara is working on a research project designed to investigate the effect of dress on personnel selection decisions and is completing work on her M.A. thesis on the topic of reducing the impact of gender biased stereotypes on performance evaluations of college professors.

## Steven Lewis Award



*Dr. Lichtman, Melissa Clement, Dr. Barnett*

This year's Stephen A. Lewis Award for Graduate student research went to Melissa Clements. Melissa is a doctoral candidate in the developmental program in the Psychology Department. Her research interests include social and emotional development in young children and the development and evaluation of prevention/intervention programs for children and families. Melissa has demonstrated research competencies in several ways including becoming a reliable coder of attachment in infancy and the preschool years and becoming a proficient coder of parent-child interactions.

Melissa received the Steven A. Lewis Research Award for her masters' thesis research examining predictors of attachment among children with congenital anomalies. Hers was an outstanding project involving multiple measures of parenting and attachment in an atypical sample of toddlers. She found parenting behavior, but not parental stress, social support, or children's temperament predicted the



security of children's attachment relationships.

Melissa is in the process of writing her dissertation proposal and submitting a paper for publication based on her award winning study.

## Ross and Margaret Stagner Memorial Award

Jason Allaire is an advanced graduate student, doctoral candidate, IoG trainee and newly appointed "On Site" Principal Investigator for a large federally funded clinical trial of cognitive training. Jason has contributed much to the Department of Psychology and to the Institute of Gerontology at Wayne State University. He has excelled in all three categories of academic professional life (research, teaching, and service). Moreover, he is highly regarded by his graduate student peers and psychology department faculty for his unusual generosity and citizenship. If you ask most people about Jason, the general consensus will be that he is a true "nice guy". His willingness to tutor and consult his many colleagues on statistical and methodological issues, and his willingness to contribute to improvement of student life in Psychology and Gerontology, helps him to stand out as a truly excellent contributor to our department.

Jason was recently awarded the prestigious Ross and Margaret Stagner Memorial Award by the Department of Psychology. In nominating him for this award, his mentor, Dr. Michael Marsiske remarked, "I believe Jason is a true "practical scientist" in the spirit of Ross Stagner himself. Just as Dr. Stagner devoted his research to the study of real-world problems, so too Jason

Allaire has almost entirely devoted his empirical efforts to conducting high quality research focused on the question of how to assess and to maximize elders' adaptive potential in the everyday world, even in the face of normal cognitive declines."

Jason has managed an unusual level of productivity for his brief graduate school tenure. With four journal articles and one chapter (in the highly prestigious new Encyclopedia of Psychology) published or in press, and additional journal articles under review and in progress, Jason has produced empirical manuscripts at a rate exceed-



*Dr. Coscina, Jason Allaire, Dr. Marsiske*

**Jason has produced empirical manuscripts at a rate exceeding most post-docs and junior faculty.**

ing most post-docs and junior faculty. Several of his journal articles are published in the top venues in his psychological sub-fields. One of the articles also summarizes parts of his Masters Thesis, further demonstrating his commitment to scientific dissemination.

His research has also earned external, peer-reviewed commendation in the form of research awards. The American Psychological Association's Division 20 (Adult Development and Aging) conferred upon him the "Outstanding Masters Thesis Proposal" Award, which included a significant cash prize. In addition, he received an "Alternate Award" from the Association for Gerontology in Higher Education and the AARP/Andrus Foundation for his Masters research proposal, and this year he has received the 2000/2001 Doctoral Fellowship in Gerontology from the Association for Gerontology in Higher Education and the AARP/Andrus Foundation. Jason also participated as a co-PI on a grant proposal submission to fund his dissertation research, a potentially ground breaking study of daily variability and lability in the cognitive performance of older adults. Again, this represents a level of research productivity that far exceeds the typical graduate student.

Although, Jason has been continuously funded as a graduate research assistant throughout his time at Wayne State, he has made the acquisition of teaching excellence a personal goal. He has volunteered as a teaching assistant in two methodological courses. He also served as a summer instructor of the undergraduate Introduction to Life-span Developmental Psychology course. Thus, his teaching portfolio already reflects a mix of substantive and

*continued on page 13*

# Recent Graduate Degrees

*Congratulations!*

## Master's

December 1999 - May 2000

**Janice K. Bajor** (Fiscaro) Effects of Rating Versus not Rating Previous Job Performance on Evaluations of Subsequent Job Performance.

**Margo Bowman** (Treiman) Reading and Spelling Development of Prereaders and Novice Readers as Influenced by Visual Distinctiveness, Letter Name, and Letter Sound Knowledge.

**Elaine Cohen** (Toro) Pathways to Homelessness: An Exploration of Ethnic Differences in Homeless Mothers

**Marianne Evola** (Young) Irreversible Antagonism of a High Training Dose of the High Efficacy Agonist Fentanyl.

**Crystal Vernetta Flynn** (Franks) Examining the Caregiver Stress Process of Black and White Daughter Caregivers.

**Karen Jagatic** (Fiscaro) The Influence of Prior Performance Information on Performance Evaluations as a Function of Rater Self-Esteem and Rating Experience.

**Jill Kofender** (Barnett) Emotional and Behavioral Regulation, Vagal Tone and Attachment Among Toddlers with Birth Defects.

**Lisa Natasha Mikitch** (Weisfeld) The Impact of Parental Caregiving on Middle-Aged Women.

**Dana Michelle Rosen** (Casey) Gender Effects on Adult Expectations for Emotional Responsiveness in Children.

**Emanuel T. vanBolden** (Barnett) Family Risk and Children's Internal Representations of Relationships.

**Courtney Jade Yapchai** (Toro) Cognitive and Perceptual Functioning Among Homeless and Housed Poor Children: A Risk on Resilience Perspective.

## PhDs

December 1999

**Paul Barrett** (Rapport) The Relative Validity of MMPI-2 Interpretations Based on Standard and Neurocorrected Profiles for Traumatic Brain Injury Patients Receiving Rehabilitation Services.

**Elizabeth Barton** (Ratner) Social and Cognitive Contributions to Young Children's Planning and Problem Solving.

**Dawn Bielawski** (Abel) The Effects of Paternal Alcohol on Sprague-Dawley Rat Offspring.

**Cheryl Boglarsky** (Siple) The Role of Stimulus Emotionality in the Recall and Recognition of Words.

**Nicole Gulan** (Dickson) Moderating Effect of Assessee Personality Characteristics on the Validity of Assessment Center Ratings.

**Kelly Hunt** (Barnett) Predicting Psychosocial Adjustment: A Longitudinal Study of Toddlers with Birth Defects.

**Catherine Kwantes** (Firestone) Individualism and Collectivism as Antecedents of Organizational Commitment: A Comparative Study of The United States and India.

**James Lamphere** (Franks) Planned and Actual Retirement: Consequences of Unmet Expectations on Individual Well Being.

**Jennifer Margrett** (Marsiske) Collaborative Cognition and Aging: A Pilot Study.

**Julie McElreath** (Bass) Development of a Biodata Measure of Leadership Skills.

**Amy Shriner** (Firestone) The Place of Personality Measures in the Prediction of Job Performance for Health Care Support Personnel.

**William Shriner** (Fiscaro) Affirmative Action Programs: The Influence of Beneficiary Performance, Physical Handicap, Hiring Program, and Race on Perceptions of Fairness and Job Performance.

**Priscilla Walsh** (Whitman) Long-Term Community Outcome Following Medical Rehabilitation in Older Adults.

**Michael Webber** (Fitzgerald) The Influence of Attachment Classification on First Year Medical Students' Perceived Competency in Communicating with Terminally Ill Patients.

May 2000

**Michelle Abela** (Jacobson) Factors Associated With Alcohol Consumption: From a Developmental Perspective.

**Alexandra Elnick** (Labouvie-Vief) Influence of Environmental Reasoning and Motivation on Environmental Behaviors Among Adults.

**Kathy Halliday-Scher** (Urberg) Parent and Friend Relationship Effects on Adolescent Substance Use.

**Qing Luo** (Urberg) Parenting and Friend Affiliation in Adolescent Development: A Cross-Cultural Comparison.

**Linda Slowik** (Lichtman) New Views on the Paradox of Organizational Control: Evidence of a Stereotype of the Poor Performer and of the Organizational Crusader.

# Psychology Faculty - Areas of Interest

**ABEL, Ernest**, Professor, Ph.D., University of Toronto, 1971.

Biopsychology - Behavioral teratology, maternal and paternal drug influences on offspring. (Primary appointment: Dept. of Obstetrics & Gynecology)

**ALEXANDER, Sheldon**, Professor, Ph.D., University of Rochester, 1958. Social - Justice and fairness, communication, attitudes, organizational behavior.

**BALTES, Boris**, Assistant Professor, Ph.D., Northern Illinois University, 1998. Industrial/Organizational - Performance appraisal and organizational climate.

**BARNETT, Douglas**, Associate Professor, Ph.D., University of Rochester, 1993. Clinical/Developmental - Developmental psychopathology, attachment theory, human motivation, family violence.

**BORSZCZ, George**, Associate Professor, Ph.D., Dartmouth College, 1987. Biopsychology - Neurobiology of emotion and learning.

**CASEY, Rita**, Associate Professor, Ph.D., University of Texas at Austin, 1988. Clinical/Developmental - Developmental, emotion, psychopathology, social development.

**CLARK, Rodney**, Assistant Professor, Ph.D., Duke University, 1997. Clinical - Cardiovascular psychophysiology, stress and biopsychosocial factors, preadolescent/adolescent psychopathology.

**COSCINA, Donald**, Professor, Ph.D., University of Chicago, 1971. Biopsychology - Brain neurochemistry and behavior, food intake, body weight regulation.

**DICKSON, Marcus**, Assistant Professor, Ph.D., University of Maryland, 1997. Industrial/Organizational - Leadership, work motivation, cross-cultural issues in organizations.

**FIRESTONE, Ira**, Professor & Chairperson of Social Area, Ph.D., New York University, 1966. Social/Developmental - Environmental psychology, attitudes, and substance abuse.

**FISCHER, Thomas**, Assistant Professor, Ph.D., University of California, Riverside, 1990. Biopsychology - Cellular basis of behavioral regulation and learning, emphasizing the role of synaptic plasticity in defined neural networks.

**FISICARO, Sebastiano**, Associate Professor & Chairperson of Industrial/Organizational Area, Ph.D., University of Texas, Arlington, 1978. Industrial/Organizational - Personnel, measurement, statistics.

**FITZGERALD, Joseph**, Professor, Ph.D., West Virginia University, 1974. Developmental/Cognitive - Gerontology, adult development, adolescent development, and memory.

**FRANKS, Melissa**, Assistant Professor, Ph.D., Kent State University, 1993. Social - Health behavior, family caregiving and social support, self-concept and productive activity of older adults. (Primary appointment: Institute of Gerontology)

**HALL, Jeremy**, Instructional Specialist, Ph.D., University of Virginia, 1988.

**HANNIGAN, John**, Professor, Ph.D., SUNY-Binghamton, 1983. Biopsychology - Neurobehavioral teratology; developmental psychobiology; functional neuro-imaging. (Primary appointment: Dept. of Obstetrics & Gynecology)

**HENDERSON, Melinda**, Assistant Professor & Director of Psychology Clinic, Ph.D., University of South Florida, 1990. Clinical - Human Substance Abuse.

**JACOBSON, Joseph**, Professor and Interim Chair, Ph.D., Harvard University, 1977. Developmental - Infant development, human behavioral teratology.

**JOHANSON, Chris-Ellyn**, Professor, Ph.D., University of Chicago, 1972. Biopsychology - Psychopharmacology, substance abuse, vulnerability, medication development. (Primary appointment: Dept. of Psychiatry and Behavioral Neurosciences).

**KAPLAN, Kalman**, Professor, Ph.D., University of Illinois, Urbana, 1968. Social - Social, personality, relationship developmental, suicide prediction and prevention.

**KAPLAN-ESTRIN, Melissa**, Associate Professor, Ph.D., University of Illinois, Urbana, 1970. Developmental - Infant development.

**KEASHLY, Loreleigh**, Associate Professor, Ph.D., University of Saskatchewan, 1988. Social and Industrial/Organizational - social conflict, conflict resolution, abusive behaviors in the workplace. (Primary appointment: CULMA).

**KILBEY, M. Marlyne**, Professor, Ph.D., University of Houston, 1969. Biopsychology - Psychopharmacology, substance use disorders.

**LABOUVIE-VIEF, Gisela**, Professor & Chairperson of Developmental Area, Ph.D., West Virginia University, 1972. Developmental - Life-span development, adult development, aging.

# Psychology Faculty - Areas of Interest

**LAKEY, Brian**, Associate Professor, Ph.D., Indiana University, 1985. Clinical - Social support, social cognition, stress and prevention.

**LEVY, Sheldon**, Professor, Ph.D., University of Michigan, 1963. Social - Field research, conflict behavior.

**LICHTMAN, Cary**, Associate Professor, Ph.D., SUNY/Buffalo, 1968. Industrial/ Organizational Organization theory and behavior, industrial motivation, management development.

**LUMLEY, Mark**, Associate Professor, Ph.D., University of Florida, 1990. Clinical - Health psychology, stress, emotions.

**NAQVI, Ali**, Senior Research Scientist, Ph.D., Harvard University, 1952; Ph.D., University of Michigan, 1986, Health/Social psychology - HIV/AIDS prevention and education, teaching of health promotion concepts to children.

**RAPPORT, Lisa**, Associate Professor, Ph.D., University of California, Los Angeles, 1992. Clinical Neuropsychology, assessment.

**RATNER, Hilary**, Professor, Ph.D., University of Massachusetts, 1979. Developmental/Cognitive - Memory and cognitive development.

**SHANTZ, Carolyn**, Professor, Ph.D., Purdue University, 1966. Developmental - Social and social-cognitive, development.

**SIPLE, Patricia**, Associate Professor, Ph.D., University of California at San Diego, 1975. Cognitive - Memory and language processing, cognition, sign language, and deafness.

**TORO, Paul**, Associate Professor, Ph.D., University of Rochester, 1983. Clinical/Social - Community and child clinical psychology, homelessness and poverty.

**TREIMAN, Rebecca**, Professor & Chairperson of Cognitive Area, Ph.D., University of Pennsylvania, 1980. Cognitive - Psycholinguistics, reading, spelling, speech perception, language development.

**URBERG, Kathryn**, Professor & Department Associate Chairperson, Ph.D., University of Wisconsin, 1976. Developmental - Social development, preschoolers, adolescents.

**WEISFELD, Glenn**, Associate Professor, Ph.D., University of Chicago, 1978. Developmental/Social - Ethology and sociobiology, dominance, adolescents.

**WHITMAN, R. Douglas**, Professor & Chairperson of Clinical Area & Director of Clinical Training, Ph.D., Brandeis University, 1973. Clinical - Neuropsychology, forensic, learning disabilities.

**WURM, Lee**, Assistant Professor, Ph.D., State University of New York at Stony Brook, 1996. Cognitive - Cognition and Perception.

**YOUNG, Alice**, Professor & Chairperson of Biopsychology Area, Ph.D., University of Minnesota, 1976. Biopsychology - Psychopharmacology, opiate tolerance and dependence.

*(AWARDS- continued from page 9)*

methodological courses, as well as a commitment to both graduate and undergraduate instruction. Not surprisingly, Jason has brought the same excellence to his teaching as he has to his research. Informally, Jason is widely known in Psychology as the student to whom other students go when they have a multivariate statistical question.

In AY 1999-2000, Jason served as co-president of the Psychology Graduate Students Organization. In that capacity, he has served as faculty liaison for the students, and organized regular meetings among students. In previous years, he assisted in the design and conduct of a student survey (designed to better assess student needs), and he co-organized a professional development workshop for students. Clearly, he has emerged as one of the most generative graduate student citizens in the Department. Jason took the initiative to organize a Wayne State Psychology graduate student listserv, which has been widely used beginning in AY 1999-2000. In addition to his active involvement in Psychology, he also maintains a vital presence in Wayne State's Institute of Gerontology, where he has shown similar levels of citizenship and generativity. Indeed, in AY 1998-1999, he served as President of the Gerontology Graduate Student Organization. Jason's service leadership extends to the national front. With Jennifer Margrett, he co-organized a student listserv for APA's Division 20. After Jennifer left Wayne State, Jason continued to moderate this list independently.

Aside from his many academic successes and accomplishments, Jason enjoys an active and productive life outside of the office. Recently wed, Jason spends his free time with his talented wife, Tina who is also a graduate student in

the department, their all-consuming dog Abby, and three adorable cats Pausha, Sigma and Sheeba.



*Dr. Rapport, Tanya Ergh, Dr. Whitman*

## John Teahan Award

John Teahan was one of the founding architects of the clinical training program in psychology at Wayne State University. His theoretical and applied orientation was pragmatic and problem-oriented, often defying attempts to pigeonhole his approach. His commitment to the training program and to students was extraordinary. It is characteristic of John that he wanted to continue supporting the program and its students. To this end John, his wife Lynn, and daughter, Sheila, established the John Teahan Award. This is given each year to the third year clinical graduate student who has demonstrated exceptional personal drive in the development of clinical skills and progress in the training program. The student receiving this award receives a gift of \$1000 and their name is permanently recorded on a plaque in the John Teahan Reading Room.

It is with great pleasure that the faculty present the John Teahan Third Year Student Award to Tanya Ergh.

Tanya Ergh has progressed quickly and smoothly through the requirements of the clinical training program while impressing the faculty with her commitment to education, research and clinical service. Her research has involved an examination of the factors that influence family dysfunction and caregiver psychological distress in families with a member who has sustained a traumatic brain injury. Her appropriateness for the Teahan Award is demonstrated by her continuous outstanding service to the clinical training program and the department since her arrival. Among her many contributions she has served as class representative to her area, actively participated in the graduate student organization, responded to requests to house and feed potential graduate students, participated in the phon-a-thon, assisted in organizing the graduate poster day, served as a member of faculty recruitment committees, served as graduate student representative to the department graduate committee, and served as the graduate student representative to the Stagner Award Committee. It is a reflection of the high esteem with which she is held by her fellow graduate students that several of them also nominated her for this award.

We are proud that Tanya Ergh is in our training program and are pleased to present her with the John Teahan Award for 2000.

# “DEVELOPMENT *Matters*”

Continued contributions from alumni and friends have given our students the opportunity to conduct research in state-of-the-art laboratories, travel to educational conferences to improve their training, travel to professional conferences to present their research, and to receive various awards or scholarships. All of this has been made possible because of donations from individuals like yourself. Therefore, we would greatly appreciate your continued donations in support of these causes. *If you have a specific fund you wish to contribute to, please indicate it on your contribution card.*

## Named Departmental Funds

**Charles Gdowski Memorial Fund:** Defrays expenses of promising graduate students in the Clinical Psychology program.

**John Teahan Memorial Fund:** Honors one of the founding architects of our Clinical Training program. A \$1,000 award is given annually to a third-year graduate student in the Clinical Psychology program based on his or her potential for innovation in clinical psychology and contribution to solving real-world problems. Funds are running low. Therefore, new contributions would be greatly appreciated in order to carry on this award in memory of Professor Teahan, an outstanding, highly dedicated clinician and teacher.

**McGregor Clinical Psychology Loan Fund:** Provides loans to needy graduate students in the Clinical Training Program.

**Ross and Margaret Stagner Memorial Fund:** This fund was established last year to support outstanding graduate students who excel overall in their teaching, research and

service efforts. Through the generous donations of the Stagners' daughter, Dr. Rhea Stagner-Das, as well as contributions from past students and friends, this fund is now classified as an endowment (i.e., more than \$10,000). We hope that matching donations can be obtained to bring this fund up to \$20,000 in the next few years. The department is currently establishing award criteria upon which this award will be determined. We personally honored the first Ross and Margaret Stagner Memorial Fund recipient.

**Sheldon Lachman Memorial Fund:** Established in 1998, the proceeds of this fund are used to sponsor a distinguished guest lecturer in support of the honor undergraduates in our department who are members of Psi Chi. The first such memorial lecture was given this year (see Comments from the Chair) and was a resounding success. Continued donations will ensure that this fitting honor to the memory of Professor Lachman will continue.

**Simon Herman Memorial Fund:** Provides up to \$1,000 to graduate students in Clinical Psychology based on need.

**Steven A. Lewis Memorial Fund:** Honors a brilliant young faculty member who was a leading light in our Social Psychology program. A \$500 award is given annually to a graduate student whose research in human psychology exemplifies the standards of excellence that Steven Lewis himself exhibited.

## Other Funding Needs

**PSI CHI:** Our chapter of the National Honor Society for undergraduate students needs contributions to sponsor volunteer work projects, attend research conferences, and other activities which show appreciation to the faculty.

**Graduate Student Lounge:** This year, we successfully opened a new meeting area for these students. However, contributions are still needed for a variety of furnishings.

# ALUMNI What are you doing now?

## ALUMNI – What are you doing now?

We are truly interested in what you are doing now. Please take a moment to complete the following form and return it to us in the enclosed self addressed, stamped envelope – or you are more than welcome to fax or e-mail it to:

*The Psychology Matters Newsletter*  
c/o Karen L. Schramm  
Department of Psychology  
Wayne State University  
71 W. Warren • Detroit, MI 48202  
Fax: 313-577-7636  
e-mail: [kschramm@sun.science.wayne.edu](mailto:kschramm@sun.science.wayne.edu)

Name: \_\_\_\_\_

Year of Graduation: \_\_\_\_\_ Degree: \_\_\_\_\_

Your Position Title and Employer: \_\_\_\_\_  
\_\_\_\_\_

Items of Interest — What are you doing? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Wayne State Fund Gift Form (return with your contribution)

PLEDGE OF SUPPORT FOR THE DEPARTMENT OF PSYCHOLOGY

I pledge a total of \$ \_\_\_\_\_

Dr./Mr./Mrs./Miss. \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_

ZIP \_\_\_\_\_

### Don't Forget – Your Company Might Match Your Gift

Double the impact of your gift with matching funds from your employer! Many companies will match their employees' gifts to higher education on a dollar-for-dollar basis or better. Check with your personnel office for details about the program at your company, and include the necessary forms with your gift.

Contributions to Wayne State University qualify as a tax credit for Michigan residents under state law, and as an itemized tax deduction under federal law. Consult with your tax adviser for the benefits in your particular case.

WAYNE STATE  
UNIVERSITY

Department of Psychology  
71 W. Warren  
Detroit, MI 48202

<http://www.science.wayne.edu/~psych>

NON-PROFIT ORG.  
U.S. POSTAGE  
**PAID**  
Detroit, Mich.  
Permit No. 3844

\*\*\*\*\*AUTO\*\*5-DIGIT 48080 7

MS JEAN A. PEYRAT 003052870  
1745 SHORE CLUB DR  
SAINT CLAIR SHORES MI 48080-1567

