Chair’s Report

Academic Programs Evaluated

I hope the fall finds you well and hopefully refreshed after a summer vacation of some type. I thought I would use some space in this newsletter to report on an activity that has taken a good bit of our time this summer and that is very important to our future as an academic unit.

Every ten years or so, the National Research Council (NRC) has rated graduate programs in various institutions throughout the country. The last two such rankings of programs were made in 1982 and 1995. The publication of the next such ranking of graduate programs is planned in 2007, though it will probably be delayed. The 1995 rankings were based on peer assessments of the scholarly quality of program faculty. This method of developing a ranking of graduate programs was criticized widely in the academic community and in 2001, the NRC commissioned a study to address methodological issues associated with the ranking.

The NRC accepted the study report and commissioned a project that will involve 1) the collection of quantitative data through questionnaires administered to institutions, programs, faculty, and graduate students; 2) collection of program data on publications, citations, and dissertation keywords; and 3) the design and construction of program ratings using the collected data including quantitatively based estimates of program quality.

Continued....
These data will be released on the web, periodically updated, and accompanied by an analytic summary report. In addition, data and software will be made available to allow users to construct their own ratings of selected programs based on the variables they believe important using weights they have chosen to apply to various productivity indices.

One very important part of this data collection effort was the NRC definition of programs. For programs that are multidisciplinary in nature or whose faculty and graduate programs include people from different traditional departments (like our Neuroscience program), this definitional problem was particularly important. It was also the case that the NRC listed a very obsolescent set of subdisciplines in Psychology (e.g., it included animal behavior and did not include programs like Industrial and Organizational Psychology or Community Psychology). With some lobbying on the part of our institution and various professional groups, this problem has been largely corrected.

Data collection has been underway since early summer and includes an institutional questionnaire requesting information on the programs offered, benefits offered to doctoral students, collective bargaining arrangements affecting graduate students, demographics of the student body, and number and progress of graduate students through its programs. A program questionnaire requires information on each graduate of our program since 1994, their committee members, program faculty, faculty members' demographics, the level and kind of support available to graduate students, the number of students, and the length of time they spend in the graduate program, the Graduate Record Examination scores of students, their teaching and research duties, and more. MSU has completed the institutional questionnaire and thanks to Dr. Cris Sullivan and Julie Detwiler, we have completed the program questionnaire.

Faculty members will receive a faculty questionnaire this fall as will current graduate students. The faculty questionnaire requests information on publications, conference presentations, and grants, patents, and licenses as well as the doctoral students they have mentored. The student questionnaire seeks information on students' publications and conference papers, their support, their career goals and expectations, the degree to which they feel they have had various training and teaching experiences, and their satisfaction with various aspects of the program.

This data collection and the resultant ratings are very important to all U. S. graduate programs. Such ratings impact our ability to attract and retain excellent students and faculty members. MSU as an institution have taken this data collection very seriously and we will be encouraging a 100 percent return to the survey from our faculty and graduate students. I hope to report favorably on the results of this NRC effort in some future newsletter. Those of you who might be interested in more detail on various aspects of this very large effort should browse http://www7.nationalacademies.org/resdoc/

Neal Schmitt
Going Global: Doctoral Students Engage in International Research

Over the years a number of our graduate students have conducted their thesis or dissertation research in other countries. MSU has a number of grants and fellowships available for these students, as well as technical support and networking opportunities. This year two students are planning to conduct their research abroad (one in Guatemala and one in South Africa), while another has just returned from gathering her data in Mozambique. Below is a brief introduction to these interesting projects:

Zermarie Deacon (doctoral candidate in Ecological/Community Psychology) just returned from spending 10 months conducting research in Mozambique. Her research is primarily focused on understanding women’s experiences following periods of armed conflict. Women’s experiences during and after war include sexual and domestic violence, increased risk of violence and landmine exposure as a result of their agricultural and domestic responsibilities, and a loss of access to significant resources such as prenatal care. In addition, the social construction of women’s experiences of sexual assault during war may have significant implications for their post-war attainment of well-being. Zermarie’s work seeks to understand factors that contribute to these women’s attainment of post-conflict well-being as well as ways in which their attainment of well-being can be facilitated. Zermarie received an MSU International Pre-dissertation Travel Award and a U.S. Department of State Fulbright award to support this work.

Nidal Karim (doctoral candidate in Ecological/Community Psychology) plans to explore the context in which domestic violence is experienced by rural indigenous women in Guatemala. In the presence of Guatemala’s neo-liberal reforms, many social programs are administered by non-government organizations (NGOs) which now provide the majority of services to rural indigenous women. Nidal’s dissertation study will look at the factors contributing to the small number of programs concerning domestic violence offered by these organizations. It will identify ways in which indigenous women think that existing NGO programs geared towards women’s empowerment (such as micro-credit, health and education interventions) can help create a safe environment where community change around domestic abuse can occur. Nidal received an MSU International Pre-dissertation Travel Award and an MSU Center for Latin American and Caribbean Studies Tinker Field Research Grant to conduct pre-dissertation research in Guatemala. She also received a CIC Foreign Language Enhancement Program (FLEP) Scholarship and a Foreign Language and Area Studies (FLAS) Fellowship to learn K’iche last summer in preparation for her research.

Lauren Ramsay (doctoral candidate in Industrial/Organizational Psychology) plans to conduct her dissertation research examining the antecedents of justice expectations and related outcomes among job applicants in Gauteng Province, South Africa. Much has changed in South Africa since the transition to a multi-racial democracy over a decade ago. Many discriminatory workplace hiring practices were changed dramatically by the 1998 Employment Equity Act, along with subsequent legislation, which requires that companies give hiring preference to applicants from previously disadvantaged groups. There is ongoing debate regarding the appropriateness of this workplace affirmative action and the practice of strong preferential selection has precipitated a variety of expectations and reactions among job applicants. This affirmative action policy was designed to correct for the injustices of apartheid, allowing Lauren to test constructs there that have received little research attention. Her dissertation research goal is to expand understanding of the interplay of individual differences and group characteristics that contribute to justice expectations among job applicants by examining a multilevel model that captures relevant social issues.
Ryan Bowles -- Cognitive Psychology

There is no yardstick to measure human cognition. Instead, psychologists develop measurement instruments such as tests and questionnaires, and the observed responses to the test questions are used as indicators of some underlying cognitive ability. As a new Assistant Professor in the Cognitive interest group hired under the Quantitative Psychology Initiative, my goal is to develop mathematical techniques for combining the observed responses to yield scores that meaningfully reflect the unobserved cognitive ability. These techniques can be used to create the equivalent of a yardstick for the mind.

One aspect of measurement I am particularly interested in is intratask change, where the underlying ability is changing as we attempt to measure it. This type of measurement situation is quite complicated: it’s as if we are trying to measure how far away a person is as she’s running around. I am looking at how working memory span (similar to short-term memory) changes as adults respond to a working memory span task, and how the way it changes is affected by age. When working memory span is measured using techniques that ignore intratask change, younger adults tend to score higher than older adults. My research indicates that, although both older and younger adults increase in their ability to respond correctly as they take a working memory span task (see the figure on the right), one of the causes of the age-related decline may be that older adults increase more slowly than younger adults. Older adults may be less capable of developing strategies during the task that allow them to remember more information over the short term.

Another aspect of my research is looking at measurement in long-term longitudinal settings, such as looking at how vocabulary knowledge changes over the lifespan. When we use the same vocabulary test repeatedly, we can’t be sure that changes reflect actual age-related changes in vocabulary, or just an effect of repeated testing. For example, suppose someone does not know what the word ‘esoteric’ means when we give him a vocabulary test at age 20. One year later, when we give him the vocabulary test a second time, he gets the ‘esoteric’ question correct. Does this reflect an increase in his overall vocabulary knowledge, or just that he got curious after the last test and looked up esoteric in the dictionary?

I look forward to working to answering these and other questions about measurement and change in my time at MSU. It’s an exciting time to do research in quantitative and cognitive psychology!
Frederick T.L. Leong -- I/O and Clinical Psychology

The department is extremely pleased that internationally renowned Dr. Frederick Leong has agreed to lead our Multicultural Initiative. He is primarily affiliated with both the Industrial/Organizational Psychology and the Clinical Psychology Interest Groups, although views the Multicultural Initiative as spanning all of the department’s interest group areas.

Of Chinese descent but born and educated in Malaysia, Dr. Frederick Leong is a first generation Asian American. He obtained his Ph.D. from the University of Maryland with a double specialty in Counseling and Industrial/Organizational Psychology. Prior to joining MSU, he was a faculty member at Southern Illinois University (1987-1991), the Ohio State University (1991-2003) and the University of Tennessee (2003-2006). He has authored or co-authored over 100 articles in various counseling and psychology journals and 50 book chapters. He is the co-editor of The Psychology Research Handbook: A Guide for Graduate Students and Research Assistants (1996; second edition 2005) (with James Austin) and the Handbook of Racial and Ethnic Minority Psychology (2003) (with Bernal, Trimble, & Burlew); both from Sage Publications. His latest book is an edited volume entitled Handbook of Asian American Psychology (2006). He is also the Editor-in-Chief of the Sage Encyclopedia of Counseling (scheduled to be published in 2008).

Dr. Leong's major research interests are in culture and mental health and cross-cultural psychotherapy with a special focus on Asian and Asian American populations. He is also involved in research on cultural and personality factors in career development, work adjustment, and occupational stress.

Dr. Leong is the President of the Society for the Psychological Study of Ethnic Minority Issues (Division 45) of the American Psychological Association, is Past-President of the Division of Counseling Psychology of the International Association of Applied Psychology, and is Past-President of Asian American Psychological Association. He is also a member of numerous APA committees.

Dr. Leong has a number of ideas for expanding and institutionalizing the department’s Multicultural Initiative. While still early in the planning stages, he envisions establishing a Center for Multicultural Psychology (CMP) at MSU, to serve as the facilitative structure for accomplishing the goal of establishing the Department as a center of excellence for Multicultural Psychology. In keeping with MSU’s strategic plan, the CMP will have a strong dual focus on research and outreach. The primary mission of the CMP will be “generating and applying psychological science to solve multicultural problems in context.” Establishing the Center for Multicultural Psychology will involve harnessing and integrating the expertise and passion of psychologists and social scientists from across the department, the nation, and the world who are committed to multicultural psychology. We invite those of you who are interested in the CMP to join us on this exciting new initiative within the Department.
How can persuasive messages be designed in ways that most effectively change attitudes and behaviors? Why do some fail and others succeed when it comes to initiating and maintaining a new health behavior? When are setting subgoals detrimental versus helpful to success at superordinate goal pursuit? What are the underlying motivational processes of nonconscious social behaviors?

These are some of the questions my research has attempted to answer. I was trained in social psychology and motivation science, and have been using mostly social cognitive methods for my research. I have interests in persuasion, automaticity of cognition and behavior, stereotyping and discrimination, and most recently, initiation and maintenance of health behaviors. Across all these areas, I’ve taken a motivated cognition approach to developing theory and research.

My primary research has been in attitude change, demonstrating how messages can be framed in ways that fit or do not fit with message recipients’ motivational orientations. I have used Regulatory Focus Theory, which distinguishes between the self-regulatory systems of promotion focus and prevention focus, as a tool for demonstrating this idea. People stronger in promotion focus, with an emphasis on self-regulating toward ideal end-states, prefer eager means for goal pursuit, whereas people stronger in prevention focus, with an emphasis on self-regulating toward ought end-states, prefer vigilant means for goal pursuit.

We (Cesario, Grant, & Higgins, 2004) have shown that written messages can be framed in terms of eagerness or vigilance, and that the former framing is more persuasive for recipients high in promotion focus whereas the latter is more persuasive for recipients high in prevention focus. For instance, describing an after school program as eagerly ensuring positive outcomes for students (“more students will graduate”) leads to more positive attitudes for promotion focus recipients, whereas describing the same program as vigilantly ensuring against negative outcomes (“fewer students will fail to graduate”) leads to more positive attitudes for prevention focus recipients. My dissertation research extended this idea by showing that a message source could use non-verbal cues (gestures, speech rate, facial expressions) to convey eagerness or vigilance, with the same effects as written framings of the message.

I have most recently become interested in stage models of health behavior change, and Alex Rothman (U Minnesota) and I have begun to probe the motivations and strategies responsible for success at the different stages of the behavioral change process. His stage model of behavioral change describes two broad stages, initiation and maintenance, that characterize the change process. Although much is known about initiation, little is known about the factors that influence successful maintenance. Failure during maintenance is somewhat paradoxical, since the truly difficult work of behavioral change (e.g., physiological addiction, prior habit breaking, practical challenges of the new behavior, etc.) has been accomplished by the time maintenance is reached. Our collaboration has focused on integrating regulatory focus theory with this model in an attempt to show that different self-regulatory systems are needed at each stage. Whereas the strategies associated with the promotion focus may be more conducive to initiation, the strategies associated with the prevention focus might need to be recruited for successful maintenance.

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Margaret (Peg) Semrud-Clikeman -- Clinical Psychology

I originally intended to be a conductor of a symphony orchestra and attended Concordia College in Moorhead, MN to major in music and music theory. At the end of my sophomore year I was told that it was unfeminine to conduct and that I should be happy teaching elementary school children music. At that time I decided to change my major to psychology and approached the psychology department who welcomed me with open arms. I continue to be interested in music and play the oboe and English horn as well as piano but now it’s an avocation.

My initial training was in experimental psychology but I was drawn to the clinical side of things and decided to pursue my Master’s Degree in School Psychology at the University of Wisconsin-Madison. This discipline married my two interests; children and school and psychology. After getting my MS Degree in 1974 I set up the first school psychology position in a small district in mid-Wisconsin and then left for a large district outside of Milwaukee. I worked in that district for 12 more years when, out of boredom, I took a college course in neuropsychological assessment in children. I fell in love with the material and the ideas, and this led to a move to the University of Georgia to study with George Hynd and Benjamin Lahey. That was the best decision I have ever made. I became introduced to Neuroimaging and Neuropsychology and was part of the laboratory that published the first imaging work in learning disabilities and ADHD. I completed my internship at Massachusetts General Hospital/Harvard Medical School and received my PhD from UGA in 1990. I completed my post-doc training at Massachusetts General Hospital and received a training fellowship from NIMH to continue my Neuroimaging work. Functional MRI was just being developed so it was a very exciting time.

I decided I really wanted to teach and to do research so accepted a position at the University of Washington in 1991. During that time I published my first book “Child and Adolescent Therapy” and several articles on Neuroimaging. I found that I missed working directly with children and decided to come back home (Minnesota) and took a position at the University of Minnesota Medical School, Department of Neurology in 1995. In 1997, the University of Texas at Austin approached me about a faculty position. I resisted moving back to the south (I was later told Texas is in the Southwest, ma’am, not the south) but the position was too good so my husband and I loaded up our house and our two bassets and moved down south. During this move I wrote my third book “Traumatic Brain Injury in Children and Adolescents.”

At the University of Texas my interests expanded from ADHD and LD to understanding social competence. Since many of the children I had worked with had completed training in social skills but showed little improvement outside of the therapy session, I was curious as to what was happening both behaviorally and functionally. Evaluating children with social competence problems (ADHD, Asperger’s Disorder, PDD, high functioning Autism, nonverbal learning disabilities, learning disabilities), I found that many of them had difficulty inputting information. Children with autistic spectrum disorders and/or nonverbal learning disabilities appeared to misinterpret facial expressions, tone of voice, gestures and misunderstood idioms, puns, and sarcasm. They frequently acted on this misunderstanding and their behaviors, to the observer, did not seem to fit the occasion. My students and I also found that they could be taught static information and appropriate behaviors. However, social interactions are not static and the children we worked with were unable to understand the dynamic interplay between the static information they processed and the environmental context in which they found themselves.

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A final major area of research has been to develop a motivational explanation of automatic social behaviors, particularly those believed to be the result of direct effects of perception on action. Studies published in the last decade show that priming a social category leads to behavioral effects consistent with the associated traits of that category. For example, priming *Elderly* leads people to walk more slowly and perform worse on memory tests, priming *African-American male* leads to more hostile reactions to provocation, etc. Such effects are described as directly following from the activation of the social category and its associated traits; due to their increased accessibility (and James’ *principle of ideo-motor action*), these traits are more likely to be expressed behaviorally.

We (Cesario, Plaks, & Higgins, 2006) have recently proposed that such behaviors may instead be the result of perceivers’ *preparing to interact* with primed category members, and that the behaviors observed generally have been the behaviors most likely to fulfill perceivers’ interaction goals in the experimental paradigms used. For instance, the way to successfully interact with the elderly is to walk slowly, at least if you like the elderly (as most people do). If you dislike the elderly, however, the most effective way to interact with them would be to walk *faster*, as this is a means for fulfilling your interaction goal of getting away from them. Such a model takes seriously the social nature of human interaction and emphasizes the importance of the motivation-cognition interface in understanding behavior.

We had a large scale study of over 400 children and were preparing to begin scanning a portion of these children utilizing functional MRI. I was unable to complete this work at UT as they were just beginning to set up an imaging center and so began looking for positions that would allow me to complete my work. MSU provided not only the support and infrastructure to complete this work but also had a very collegial atmosphere and extremely bright students. The move here allows me to continue to pursue these ideas and to teach and work closely with students.

At Michigan State University I plan to continue my work in social competence and to further evaluate the differences between Asperger’s Disorder, High Functioning Autism and nonverbal learning disabilities using fMRI. I also plan to continue working with children with ADHD using neuroimaging and evaluating how working memory and response inhibition are manifested in the brain. My position is a joint position between psychology and psychiatry and I find it exciting to work with two very motivated faculties from somewhat different perspectives. These opportunities are unique to MSU and will provide not only myself and the faculty, but also students with the ability to understand some common and uncommon disorders both behaviorally and functionally. I am excited to be here and to be back in the Midwest!
Professor Joel Nigg has been receiving well-deserved attention for his new book, *What Causes ADHD? Understanding What Goes Wrong and Why?* The book brings together the most recent neuropsychological research in an attempt to answer this challenging question. “Essentially there are multiple causes,” Joel noted. “Some we already know of, others have been suggested and disproved, still others deserve more study.” In the United States, as many as 7 million children have been diagnosed with ADHD. The disorder is defined as a problem with inattentiveness, overactivity, impulsivity or a combination of those. For these problems to be diagnosed as ADHD, they must be out of the normal range for the child’s age and development, and cause impairment in the child’s life. In addition to helping parents, the book is also geared toward health care professionals, many of whom are on the front lines of dealing with ADHD and may struggle to keep up with rapidly developing literature. “If you’re a professional, how do you answer questions from parents, many of whom know very little about scientific findings related to ADHD?” Joel asked. “Hopefully this book can bring a broad range of data within easy reach of professionals who find it difficult to keep up with such huge literatures.”

**Other books published in 2005-2006 by our faculty include:**


MOVIN’ ON UP…
Improvements in the way we serve our Undergraduate Psychology Majors

Sarah Handspike
Coordinator of Advising and Undergraduate Services

The Psychology Undergraduate Office started this year with a bang (literally)! The advising suite has expanded into the next office space to accommodate our space needs. In September, Physical Plant workers came and knocked a hole through our wall into the next office space and added a new door. It was quick and painless and we have made our needed adjustments. We really like the new look of the office, as well as the additional space.

This space need came about with the hiring of our new undergraduate adviser, Sandy Leong. Because of the steady increase in Psychology majors and our ability to offer great programs, we were awarded the funding for this position through the “Quality Fund” initiative at MSU. Sandy comes to us with a lot of advising and career planning experience. We are very happy to have her and the new structure of our office space.

In addition to our physical changes, The Psychology Undergraduate Office has added some new changes this fall to better serve our students. We have continued offering appointments each day, but have added walk-in advising every afternoon. With over 1600 Psychology majors, students were having a difficult time getting appointments quickly enough. Students are now able to come in and see the walk-in adviser any day between 1 – 4pm. We are also now open during the lunch hour.

We are continuing to offer programming for Psychology majors to help assist them with their curriculum, but also to help them with their future plans. Our Wednesday Workshops offer opportunities for students to learn about graduate schools, resumes, portfolios, and campus resources. The student organizations PSI CHI and the Psychology Scholars Association, with the assistance of adviser Sally Grady, offer programs that directly relate to the field of Psychology and how to get admitted into graduate school.

PSYCHFEST is our evening event where all resources come together for students interested in Psychology as a degree. This event boasts over 70 organizations from graduate programs, campus resources, community agencies, Psychology faculty and the College of Social Science Dean’s Office. This year’s event was hosted in the LaSalle Room at the Spartan Stadium. With nearly 400 students in attendance and over 100 faculty and organization representatives, you can only imagine how much information was exchanged! This event is in its 7th year and it gets bigger and better each year. This event gets top-notch ratings from both students and the organization representatives.

The Psychology Undergraduate Office is having a great time serving our students. We enjoy expanding our services when needs are present. We feel that if we stand in one place, we (and the students) will be left behind. Psychology careers is a major topic for students and we have responded with programs, career courses, internship courses, PSYCHFEST and in any way that we can help. We will continue to research the field and help to connect our students to opportunities that surround them.
Students had a chance to learn about many educational and career opportunities.

The Undergraduate Advising Office works many hours to make PsychFest a success each year.
Recent Faculty Grants

Anne Bogat, Alytia Levendosky, Alexander von Eye, and Bill Davidson received a Medicaid Administrative Services Grant entitled The Mental And Physical Health Consequences Of Domestic Violence For Women And Children Receiving Medicaid.

Ryan Bowles received a grant from the Natl Council of State Boards of Nursing to look at the effects of item presentation position on testing time and the probability of correct responses on a high-stakes adaptive test.

Rebecca Campbell received a grant from the National Institute of Justice entitled A Systems Change Analysis of SANE Programs: Identifying the Mediating Mechanisms of Criminal Justic Impact.

Bill Davidson and Sean Hankins received a grant from Ingham County for the Adolescent Diversion Project.

Bill Davidson and Eyitayo Onifade received a grant from Ingham County entitled Risk Assessment in a Juvenile Court Setting.

Tim Bynum and Bill Davidson received a grant from the National Institute of Corrections and JEHT Foundation through PPA, entitled Examining MPRI: Short and Long Term Outcomes.

Hiram Fitzgerald received a grant from the U.S. Department of Health and Human Services to build teacher capacity through collaborative research with American Indian Head Start and Early Head Start Programs in Michigan.

Kevin Ford, with colleagues from the School of Criminal Justice, received a grant from the National Institute of Justice Office of Community Policing, entitled Universal Hiring Program: Problem Solving Officer Training and Technical Assistance.

Fred Leong received a grant (co-investigator) from the Research Grants Council of Hong Kong to study the cross-cultural validity and utility of the CPAI-2 (Cross-Cultural Personality Assessment Inventory-2) in career counseling for college students (Prof. Fanny Cheung of Chinese University of Hong Kong as PI).

Rich Lucas and Brent Donnellan received a grant from the National Institute on Aging entitled Clarifying The Emotional Factors That Promote Successful Aging.

Esther Onaga, Deborah Salem, and Marsha Carolan received a Medicaid Match Grant entitled The Impact of Service Settings on Social Networks of Individuals with Serious Mental Illness.

Neal Schmitt and Fred Oswald were funded by the College Board to investigate noncognitive predictors of student potential.

Neal Schmitt received funding from the American Board of Emergency Medicine to examine Career Satisfaction and Changes among Emergency Physicians.

Neal Schmitt and graduate student Nikos Dimotakis received funding from Psychological Services, Inc., for the project: Development of a Managerial Situational Judgment Inventory.

Holly Rosen and Cris Sullivan received a service grant from the U.S. Department of Justice entitled Grant to Combat Violent Crimes Against Women on Campuses.
## Recent Faculty Awards

**Norm Abeles** was recently recognized by Governor Granholm for his contributions to seniors in Michigan. Norm was also recently reappointed to the Geriatrics and Gerontology Advisory Commission by the Secretary of Veterans Affairs.

**Anne Bogat** is President-Elect of APA Division 27 (Community Psychology).

**Rebecca Campbell** received the 2006 Scientific Achievement Award for Contributions to the Science of Forensic Nursing from the International Association of Forensic Nurses (IAFN).

**Rebecca Campbell, Cris Sullivan,** and three collaborators from Criminal Justice, Nursing and Telecommunication were recipients of The Honor Society of Phi Kappa Phi’s *Excellence Award in Interdisciplinary Scholarship*.

**Alex von Eye** was named a fellow of the APS.

**Robin Miller** was named a fellow of APA and APA's Division 27.

**Isis Settles** won the Carolyn Payton Early Career Award from Section 1 of Division 35 (Psychology of Women) of the American Psychological Association for her work on African American women.

## Graduate Student Awards and Grants

**Archana Basu** (Clinical) received the 2006 Robbie Rossman Memorial Child Maltreatment Research Award for her poster “Pathways to Children's Maladaptive Behaviors as a Function of Domestic Violence, Harsh Parenting and Familial Psychopathology.”

**LaTanya Carter** (Clinical) received the Donald K. Freedheim Student Development Award from APA Division 29 for her paper on Cognitive-Behavioral Therapy with Sex Offenders.

**Michelle Martel** (Clinical) was awarded a NIMH National Research Service Award PreDoctoral Fellowship to conduct research on sex differences and hormonal affects in child attention deficit hyperactivity disorder.

**Mercedes Morales** (Ecological/Community) received an APA Minority Program Fellowship in HIV/AIDS Research.

**Kalynn Schulz** (Behavioral Neuroscience) was one of 250 graduate students selected out of 1000 applicants to present research at the NIH’s first annual National Graduate Student Research Festival Bethesda MD.

**Lisa Tang** (Clinical) received a grant from the Organization for Autism Research to study moderators of psychological well-being among parents of children with autism spectrum disorders. She also received a Blue Cross Blue Shield Foundation of Michigan Graduate Student Award Program Grant, an Educational Opportunity Fellowship from the graduate school, Michigan Psychological Association’s Marlene O’Neil Scholarship, a Graduate Student Research Enhancement Award, and a Johns Hopkins Bloomberg School of Public Health Travel Scholarship.
Support Your Alma Mater

Higher education faces a fiscal crisis and MSU is no exception. Now, more than ever, we need the financial support of our friends and alumni. If you visit our web page (http://psychology.msu.edu), you will see a link for Direct Giving. When you click this link, you will be on your way to a secure, encrypted, University Development page that will allow you to make a credit card donation to the Psychology Department at MSU. You can give to the department or to one of the six new funds to support a specific interest group.

Thanks for your generosity.