Chair's Report

Good News in the Midst of Financial Uncertainty

Certainly no institution or individual can be unaware of the difficult financial circumstances facing the world, our country and state, and our local university community. We are all facing and making significant decisions about priorities—what we can and cannot do given available resources. Perhaps more difficult than the nature of the decisions we are forced to make is the uncertainty with respect to the future. In that context, our department has been asked to sustain budgetary cuts of 5% in 09-10, 5% in 10-11, and 3% in 11-12. These numbers can and almost certainly will change. While this will be difficult for us and others, we have much about which to be positive in our department and university; we must move forward with long and short term plans to increase our productivity and the quality of our programs. So I would like to focus in this short piece on positive developments in our department.

Over most of the last decade, we have concentrated on the support and development of graduate programs, students, research and faculty in six areas: Behavioral Neuroscience, Clinical, Community, Cognition and Cognitive Neuroscience, Organizational, and Social/Personality. During the past year, we have hired Dr. Jason Moser (University of Delaware) in Clinical, Dr. Jennifer Neal (University of Illinois-Chicago) in Community, and Dr. J. Devin McAuley (now at Bowling Green State University, Ph.D. from Indiana University) in Cognitive. All are excellent recruits and should contribute significantly to their programs. We will likely lose some faculty lines in the budget cuts described above, but I am confident that all six graduate programs will remain strong. We have excellent graduate applicants in each of these areas and have been admitting graduate students with increasingly attractive credentials. As evidence of this fact, our department has been awarded the largest number of University Fellowships (competitive across all university departments) over the past decade and we typically end up recruiting at least half of the people to whom we make
these awards (with an 80% success rate this year). Our graduate students continue to secure excellent job opportunities and internships. They continue to present at conferences and publish their research in peer-reviewed outlets. All graduates are fully funded for five years of graduate work. Even in difficult funding times, faculty members have continued to generate about $6 million in external grants. This past year, faculty members authored just fewer than four peer-reviewed journal articles on average. Elsewhere in this newsletter and on our web page, we provide information on a variety of awards that have come to our faculty members in the past six months. We continue to work hard to provide enhanced teaching, research and practice opportunities for our undergraduates as well. We have about 1600 majors, of whom 120 are Honors students. A large number (300 at last count) engage in some research or practice opportunity each year. Many of these work in the research labs of our faculty members, some work as undergraduate assistants helping in some of our large lecture classes, and many are engaged in community activities. Dr. Davidson continues to provide opportunities to undergraduates in his Adolescent Diversion Project (college students serve as mentors to troubled youth offenders) and Dr. Sullivan now provides a community-based internship opportunity to about 40 students each summer.

We have hired a new undergraduate advisor (Casey Austin) to replace Sandy Leong (who moved to a similar role in Family and Child Ecology) and are recruiting a second new advisor to replace Sally Grady, who is retiring after 17 years in Psychology.

Over the past five years, we have developed a set of undergraduate online courses that are offered to students during the summer months. I described this effort in a newsletter column last spring. Obviously this offers opportunities to students who cannot stay on campus during the summer, but it also means these classes are taught in small sections (usually less than 40) during the summer months. We have instituted a special class on teaching that all graduate student instructors are required to take before they serve as instructors of their own courses. This has been very popular with the graduate instructors and I hope beneficial to the undergraduates in their classes. The student reactions to these summer classes is usually as good or better than the ratings received by our faculty during the academic year. The latter are always superior to those received by faculty members in other university departments.

I am confident we will maintain and expand these efforts and others even though there will be budgetary constraints. We recognize, too, that parents, taxpayers, students, and alumni have placed a great deal of confidence in us through their continued support in what is often a much more difficult set of circumstances than those we face. We appreciate this confidence and are challenged by it to do more.
The MSU Adolescent Diversion Project was founded in 1976 through a collaborative agreement between the National Institute of Mental Health’s Center for Studies of Crime and Delinquency, the MSU Ecological Psychology Graduate Program, and the Ingham County Juvenile Court. It originated through R01 grants from NIMH to Psychology Professor William S. Davidson II. The Project was founded to examine the relative efficacy of an alternative to juvenile court processing for juvenile offenders in Ingham County. Generally, the goals were to create university/community collaboration through which innovative educational experiences would be offered, best practice intervention practices employed, and sound scientific methodology used to address the pressing social issue of juvenile delinquency. The specific aims were to:

1. create a more effective alternative to the juvenile justice system through the use of highly trained and supervised mentors (MSU undergraduate students);
2. scientifically examine the efficacy of this mentoring program;
3. scientifically examine the relative efficacy of multiple intervention models;
4. scientifically examine the impact of the experiential pedagogical model on undergraduates;
5. scientifically examine the impact of the project on the local juvenile court;
6. create a long term collaboration between MSU and the local Juvenile Court.

Since 1976, over 4000 youth have been diverted from the local juvenile court with dramatic reductions in repeat offenses and over 4000 undergraduates have participated in a two semester Psychology course through which they received training in diversion work and actually carried out 144 hours of in-community structured mentoring. Through a series of longitudinal field experiments, the significance of the Project has demonstrated the following:

1. youth who participate in the MSU Adolescent Diversion Project engaged in repeat offenses at one half the rate (in a 2.5 year follow-up) of those youth randomly assigned to a control group;
2. youth who participate in the MSU Diversion Project attended school at significantly higher rates than those youth randomly assigned to a control group;
3. the experience significantly affected the educational experience, attitudes, and future graduate school and career paths of those undergraduate students involved, compared to a randomly assigned group of students;
4. the creation of an alternative to the juvenile justice system had significant effects on juvenile court decision making.

Continued...
The Adolescent Diversion Project Continued...

The Project has met the needs of the University by providing federal research dollars, creating a new and innovative education model involving 125 undergraduate students per year, creating sound scientific findings about the efficacy of said innovation, and created a long term collaborative arrangement with a local setting to further the University’s scientific, educational, and outreach/engagement goals. The Project has met the needs of the local community through providing an innovative intervention to meet the critical issue of juvenile delinquency, demonstrating the long term efficacy of the innovation, and creating a long term University/Community collaboration. It is estimated that the Project saves the local community several hundred thousand dollars annually.

ADP has resulted in a book summarizing the history and efficacy of the project, nearly 40 articles in refereed journals and book chapters, and dozens of presentations at professional meetings. It has been the subject of two systematic dissemination efforts by the federal government. It has received major awards from the National Association of County Governments, the U.S. Department of Justice, and the American Psychological Association. Most recently, ADP was one of only two university projects nominated by MSU for the Outreach Scholarship W. K. Kellogg Foundation Engagement Award.

Sean Hankins, MSW, Director of ADP, teaches MSU students enrolled in the program.
Examining the Impact of IT on Children’s Development

Professor Linda Jackson is the principal investigator of An Ecological Systems Theory Approach Examining the Impact of Information Technology (IT) use on Children’s Cognitive, Social, Psychological and Moral Development. Funded through the National Science Foundation from 2005-2009, and with colleagues Yong Zhao (Education), Hi Fitzgerald, Rena Harold (Social Work) & Alex von Eye, the study examines the effects of IT use over time on children’s cognitive, social, psychological and moral development.

The study involved recruiting 12-year-old participants at their middle schools or at YouthVilleDetroit, an after-school and weekend center that offers a variety of activities for underserved youth. Six waves of data collection over three years involved 2 surveys for parents and 2 surveys for children, each repeated twice. Thus, there are 3 points in time with which to exam changes in IT use and development over the 3-year trial.

The major results presented here are based on Wave 1 data with the exception of the two findings about academic performance:

1) Videogame playing, a predominately male activity among the approximately 600, 12 year-old participants, predicts higher visual-spatial skills BUT lower academic performance as measured by grade point averages (GPAs) and scores on standardized tests of reading skills.

2) Gender, race (African American or Caucasian American) and income (parent reported net annual household income) each play a role in IT use and academic performance but the nature of the relationship depended on the type of IT use. In addition to a very strong effect of gender on videogame playing, favoring boys regardless of race, African American girls use the Internet more than any other group, and African American boys use it less. African American girls use cell phones the most and Caucasian American boys use them least, in Year 1 of the study. Boys increased their cell phone use by Year 2.

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3) IT use is related to psychological well-being. Videogame playing was associated with lower psychological well-being. Internet use for purposes other than communicating with others was associated with more real-life social problems.

4) Gender and race differences in psychological well-being and IT use suggest that African American boys may be at the greatest risk of lowering self-concept and self-esteem because they play videogames more and use the Internet less than any other race by gender group. In addition, African American boys and girls had lower behavioral self-concepts that did Caucasian American children.

5) There are gender and race differences in moral attitudes and moral behavior in the real world that predict the acceptability of morally questionable behavior in the virtual world. Children who use IT more find morally questionable online behavior more acceptable than do children who use IT less. Race differences in the acceptability of morally questionable online behavior indicate the importance of considering culture in understanding moral reasoning and behavior.

The results thus far indicate a need to harness boys’ intrinsic interest in videogame playing to yield academic benefits, besides improvement in visual-spatial skills. They also indicate the importance of developing comparable videogames of intrinsic interest and academic benefits for girls. Finally, more research on cell phone use and its consequences is needed as the technology evolves and the number of youth users continues to increase.

Findings from this longitudinal study will increase our understanding of the relationship between IT use and a variety of child developmental outcomes. More importantly, they will suggest changes in the nature and/or intensity of IT use that will benefit children’s development, particularly the development of children in underserved groups.
Recent Student Publications


**Recent Student Awards**

**Archana Basu** (Clinical) received the Society for the Psychological Study of Social Issues (SPSSI) Grants in Aid Award for her dissertation.

**Chieh Chen** received the 1st Place Award: 2009 Annual Graduate Academic Conference - Ongoing Research. *Importance of Androgen Receptors in Anxiety-Related Behavior Using the CreLox Mouse Model*. Poster presentation.

**Kristen Culbert** (Clinical) received the Academy for Eating Disorders (AED) Student Research Grant – 2009, “Prenatal Testosterone and Risk for Disordered Eating during Puberty”, $1,000, January 2009

**Kristen Culbert** (Clinical) received the American Psychological Association (APA) Dissertation Research Award – 2008, “Prenatal Testosterone and Risk for Disordered Eating during Puberty”, $1,000, November 2008

**Kristen Culbert** (Clinical) received the American Psychological Foundation (APF) - Council of Graduate Departments of Psychology 2008 Clarence J. Rosecrans Scholarship, “Prenatal Testosterone and Risk for Disordered Eating during Puberty”, $2,000, October 2008

**Nkiru Nnawulezi** (Ecological/Community) was awarded the Alliances for Graduate Education and the Professoriate Scholar Award and a Summer Support Fellowship from MSU.

**Elizabeth (Oberlander) Poposki** (Organizational) was awarded the The King-Chavez-Parks (KCP) Future Faculty Fellowship Award.
Erik Altmann has received a 3-year, 300K grant from the Office of Naval Research to study the effects of task interruption and information overload on operator performance.

Zach Hambrick and colleagues from Georgia Tech, University of Georgia, and University of North Carolina Greensboro have received a 3-year, 900K grant from the Office of Naval Research to study effects of cognitive training on general intelligence and work performance.

Steve Kozlowski and Georgia Chao were awarded a 5-year grant from the Office of Naval Research: Team knowledge: Origins, emergence, and measurement [$1,365,614 total costs].

Steve Kozlowski, Rick DeShon, Neal Schmitt, and Subir Biswas were awarded: Developing, maintaining, and restoring team cohesion. National Aeronautics and Space Administration [$1,199,857 total costs].

Frederick Leong has received a contract ($18,000) to offer the APA Advanced Training Institute on Research Methods with Diverse Racial and Ethnic Groups for the summer of 2009 at MSU. This is the second year that the ATI had been hosted by the Center for Multicultural Psychology Research.

Carlos Navarrete was awarded a 5-year, $500K grant from the National Science Foundation to study gender differences in the psychology of prejudice and discrimination.

Peg Semrud-Clikeman received a travel grant from MSU’s African Studies to study childhood cerebral malaria in Malawi.

Robin Miller and a colleague from University of North Carolina Greensboro received a 2-year $163,266 grant from NICHD through the Adolescent Trials Network. The title is "Contextual Influences on Success in Achieving Structural Change."

Lily Yan received an internal MSU grant to study the neural mechanisms mediating chronic circadian rhythm disruption.
**Recent Faculty Awards**

**Rebecca Campbell** received the College of Social Science Alumni Teaching Award for 2009.

**Alex von Eye** received the Rainbow Award from the European Association of Research on Adolescence at a meeting in Antalya, Turkey.

**Linda Jackson, Alexander von Eye, Hiram Fitzgerald, Yong Zhao, and Rena Harold, and Edward Witt's NSF-funded research project titled “An Ecological Systems Theory Approach to Understanding the Effects of Information Technology Use on Children’s Cognitive, Social, Psychological and Moral Development” has been recognized by NSF as “research of high caliber and strong public interest” and will be included in the 2009 NSF Highlights report. A paper generated from the project won the Outstanding Paper Award at the IADIS (International Association for Development of an Information Society) International Conference, E-society, Barcelona, Spain, February 26-28, 2009.

**Frederick Leong** received the Lifetime Achievement Award from the International Section of the Division of Counseling Psychology of the American Psychological Association.

A certificate of achievement was awarded to **Cathleen McGreal**, a 2008-2009 Walter and Pauline Adams Academy for Instructional Excellence and Innovation Fellow in recognition of her commitment to excellence in teaching and learning.

**Tim Pleskac** won the Hillel Einhorn Young Investigator Award from the Society for Judgment and Decision Making.

Due primarily to the research and service of **Dr. Rebecca Campbell** and her graduate students, the **Department of Psychology** received the 2009 Teal Ribbon Award from MSU Counseling Center’s Sexual Assault Program for sustained commitment to assisting survivors of sexual assault.
Current Journal Editors within the Psychology Department

**Journal Editors**

Bill Davidson, Editor, *American Journal of Community Psychology*

Steve Kozlowski, Editor, *Journal of Applied Psychology*

Frederick Leong, Editor, *Asian American Journal of Psychology*

Rich Lucas, Editor, *Journal of Research in Personality*

Robin Miller, Editor, *American Journal of Evaluation*

**Associate Editors**

Tom Carr, Associate Editor, *Cognitive Psychology*

Brent Donnellan, Associate Editor, *Journal of Research in Personality*

Deborah Kashy, Senior Associate Editor, *Personality and Social Psychology Bulletin*

Norb Kerr, Associate Editor, *Group Processes and Intergroup Relations*

Kelly Klump, Associate Editor, *International Journal of Eating Disorders*
We are in our second year of operation and things are going well. For our 2009 Annual Distinguished Lecture in Multicultural Psychology, Professor Harry Triandis from the University of Illinois presented on Friday, April 24, 2009 on “Cultural Syndromes and their Effects on Some Psychological Variables.” Thanks to the work of our awards committee (Bob Caldwell as Chair, Cris Sullivan and NiCole Buchanan), we presented our inaugural Outstanding Student Multicultural Research Award at the beginning of this year’s Annual Distinguished Lecture. The winner (Krystle Woods) received $300 and an award certificate. In addition, the winner will be listed on a plaque to be placed in our departmental display case on the first floor.

Our major new event is the biennial MSU Symposium for Multicultural Psychology which has been scheduled for Fall 2009. The theme for this year’s symposium is “Conducting Multinational Research Projects in Organizational Psychology: Challenges and Opportunities.” Six leading researchers on this topic have been invited and have accepted our invitation to participate. We will also be planning a poster session during the welcome reception for the MSU Symposium to showcase the multicultural research within the department. We have received a contract for the MSU Symposium Book Series and the papers from this year’s conference will make up the first volume in the Series. Finally, we have received a contract from APA for the Center to host their Advanced Training Institute on Research Methods with Diverse Racial and Ethnic Groups again on June 21-26, 2009 (http://www.apa.org/science/ati_rmg.html)

Frederick Leong, Director
Center for Multicultural Psychology Research
Krystle Woods (Clinical doctoral student) was awarded the first inaugural Outstanding Student Multicultural Research Award from the Center for Multicultural Psychology Research. The award was based on a paper she published from her master’s thesis project:


Her study examined differences in appraisal, harassment, and severity of post-traumatic stress symptoms among 105 Black women who were sexually harassed by either a White (cross-racial sexual harassment) or a Black man (intra-racial sexual harassment). Analyses revealed that women appraised cross-racial more negatively than intra-racial harassment, despite there being no significant differences in the likelihood of experiencing gender harassment, unwanted sexual attention, or sexual coercion. Further, cross-racial harassment was more likely to include racialized sexual harassment (harassing behaviors combining race and gender simultaneously) and higher status perpetrators. Finally, cross-racial sexual harassment had an indirect (but not direct) mediated effect on post-traumatic stress via participants’ appraisals of their harassment. Specifically, the more negative appraisal associated with cross-racial sexual harassment was associated with increased post-traumatic stress symptoms.

Krystle’s chairperson and advisor is Dr. NiCole Buchanan, and her other committee members were Drs. Isis Settles and Alytia Levendosky. This impressive paper also earned Krystle two additional awards:

APA Division 9, Society for the Psychological Study of Social Issues, Clara Mayo Grant Award, 2009

APA Division 12, Section VI (Clinical Psychology of Ethnic Minorities) Dalmas A. Taylor Award for Outstanding Student Research, 2008
Recent Undergraduate Kamerschen-Pearson Scholarships

The Department of Psychology would like to congratulate the recipients of the Michigan State University Freshman Psychology Kamerschen-Pearson Scholarship. Two awards of $2000 each were given out for the 2009-2010 academic year. In order to receive the award, students had to be a MSU Psychology freshman earning at least a 3.5 grade point average. Award winners were selected on the basis of academic achievement, leadership skills, and extracurricular activities. This award came about as a result of an endowment established by one of our alumni, Dr. Karen Kamerschen, and her husband, Dr. Robert Pearson. This year’s recipients are Wendy Stein and Sara Tischler. Congratulations Wendy and Sara!

Seven students from Psychology were selected to receive three of the College of Social Science’s prestigious undergraduate awards for 2009-10:

Dean’s Assistantship: **Bridget Smeekens**

Distinguished Scholarship: **Nicole Boucher, Christina Curell, Margaret Nemire, Shayla Thrash**

Charles Hayden Kelley Scholarship: **Melissa Chestara and Alexa Nappa**

Congratulations!!
The Hurley Endowed Fellowship Award

This award, in honor of the late Professor John Hurley, is given to the best dissertation in clinical each year, by a committee of clinical faculty. John Hurley was Professor of Psychology at MSU for forty-five years. He earned his Ph.D. in clinical psychology from the University of Iowa in 1953 and later earned a Diplomate in Clinical Psychology. Dr. Hurley was nationally known as a scholar in the area of group psychotherapy through his study of T-groups, group therapy processes, interpersonal theory, leadership in groups, and interpersonal perceptions. He served as the president of the Michigan Group Psychotherapy Society.

Dr. Hurley developed a unique three-tiered class format which led students from the recognition of their own group behavior tendencies (and how to research them) to the observation of group dynamics in others and finally to develop and hone group leadership skills themselves. It is in the spirit of this thoroughness that the Fellowship is offered. Award recipients must be current graduate students demonstrating exceptional academic achievement.

Congratulations to Kristen Culbert, who received the 2008 Hurley Award in December.

The John and Margo Reisman Award

This award is given to a strong applicant for clinical psychology doctoral training to aid in recruitment. Dr. John M. Reisman is Emeritus Professor of Psychology at DePaul University in Chicago. He is a graduate of Rutgers University and Michigan State University (Masters 1955, Ph.D. 1958) and is the author of “A History of Clinical Psychology” and “Principles of Psychotherapy with Children.” Margo Reisman is a graduate of Michigan State University (B.A., 1956). The scholarship award they have endowed helps recruit and retain exceptional students of unusual promise, who in turn have the potential to elevate the clinical psychology program to new levels of excellence. The scholarship is awarded in situations where additional funding, over and above what could otherwise be offered, will make the greatest differences in recruiting top clinical psychology graduate students of the highest caliber. The scholarship provides a distinct honor to the student whose accomplishments merit such recognition.

This year Zornitsa Kalibetseva received the John and Margo Reisman Award. Congratulations Zornitsa!
Graduate Student Appreciation Week, sponsored by the National Association of Graduate and Professional Students, is designed to celebrate and raise awareness of the role of graduate and professional students within America's colleges and universities. This year we continued our tradition of appreciating our outstanding graduate students with a Graduate Student Appreciation Lunch, this year held April 7th.

Many faculty and staff turned out to appreciate our outstanding graduate students.
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.