

## DATES TO REMEMBER

**December 1** - Admissions Application deadline for Ph.D. Program

**December 10** - Reading Day: No Classes

**December 10** - Final day to defend a dissertation for January 2011 graduation candidates

**December 12-17** - Final Exams Week

**December 17** - Final day to submit dissertation & exit paperwork for January 2011 Graduation

**December 20** - Fall Grades Due to Registrar by 5:00 PM

**December 20 - January 14** - Winter Break (University closed 12/25/10—1/2/11)

**January 10** - OUTREACH Fellowship Application Deadline for Ph.D. Program Applicants

**January 12** - Mid-Year Academic Progress Meeting, 1:00-3:30 PM

**January 17** - University Closed: Martin Luther King Day

**January 18** - Spring 2011 Courses Begin

**February 1** - Deadline to apply for May 2011 Graduation

**February 18-19** - Ph.D. Program Interview Weekend

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# Psychology Department Newsletter

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FALL 2010



## THE SECOND DECADE, 1977-87: THE FENTON BUILDING YEARS

By Dr. Bob Webb

*This is the second installment of Dr. Webb's series of articles documenting the history of Suffolk's Psychology Department. The first installment can be found in the Spring 2010 newsletter, found online at <http://www.suffolk.edu/college/13026.html>.*

**A New Lab** We moved into the Fenton Building, if I remember right, in 1975. The building had been a book bindery building, and the architect told me the floors, being used as classrooms now, were eight times as thick as they needed to be. He said in case of an atomic bomb, he expected that the Fenton Building would be one of the few left standing. I guess this was meant to be reassuring. It wasn't, recalling instead that the Cold War's presence was still with us. Anyway, in our sturdy spaces I now had the space to design an expanded lab, equal to our needs for the first time. We expanded to 12 booths and several research

rooms, and spent several thousands on new equipment of all kinds. Experimental classes could now run with one lab. For the first time we had our own animal rooms so we could add pigeons, though there was still no money for lab assistants. For a few years Psychology prospered.

In one study I remember, **Hertzl Sinai '76** did an excellent double blind study of the effects of caffeine on the perception of time. He found a direct relationship. With caffeine, time seems to slow down because the timing mechanism is running faster, just like in slow motion films. Slow motion, as you probably realize, is shot by running the camera

speed at a faster rate but projecting the developed film at standard speed. He thus supported the notion of a metabolic pacemaker responsible for time perception.

A number of our students in these years went on to distinguish themselves after graduation. I will mention just three I remember. **Deborah Cross '77**, one of our super students in those years, was accepted at Albert Einstein Medical School. I hope she won't mind my revealing that her case was even more unusual in that she was 38 when she graduated from Suffolk as the

Continued on page 4

## APA Self-Study Results

By Dr. Sue Orsillo

Hopefully by now you have heard the wonderful news. Our doctoral program in clinical psychology, which was reviewed in 2010 by our accrediting body, the American Psychological Association, was granted full accreditation. We will not

be reviewed again for another 7 years, which is the longest possible interval granted by APA! The accreditation review process is a thorough and lengthy one, involving the development of an intensive self-study report and the hosting

of a two day site visit with the participation of students, faculty and administrators from within the department, college and university.

During the self-study, we

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## Meet Dr. Yvonne Wells



*In the summer of 2010 Dr. Wells was named Coordinator of Undergraduate Advising, responsible for the academic advising of all freshmen and sophomore Psychology majors. She has taken on this new role with much enthusiasm, and in this interview we really get to know her.*

**How did you become interested in the field of psychology? What fascinates you the most about**

**what you do?**

Never discount the value of a great person when it comes to attracting the attention of young scholars. When I was in junior high school a young man came to substitute teach in my trig class. He was an Assistant Professor from Notre Dame University in South Bend, Indiana. He didn't know one equation relevant to algebra/trig, but he had a love of the

**Interview by Maura Schiller**

topic of brain and behavior. He gave this wonderful lecture to the class of 10<sup>th</sup> graders about the mind and how the mind is impacted by drugs, including amazing drawings of heads open with chemicals entering and exiting and neurons being turned off and on. After his talk, I was sold on Psychology. A great teacher of Psychology or a clinical psychologist engaged in his or her craft is

*Continued on pg. 9*

## Meet Dr. Amy Marks

*After Dr. Elisabeth Sandberg's departure in June of 2010, Dr. Marks stepped into her administrative role as the Director of Undergraduate and Graduate Studies. Read on to find out more about her!*

**How did you become interested in the field of psychology? What fascinates you the most about what you do?**

My undergraduate studies were in Biology and Sociology. It wasn't until I worked in the field after my undergraduate degree that I realized if you combine those two, you get Psychology! Working during the post-Baccalaureate time with low-income, urban children

and adolescents with behavioral and education problems in California sealed the deal for me. I was hooked on both the science and the social service/impact of the subfield of Developmental Psychology. In retrospect, I suppose I've always been a Psychologist at heart. Questioning ideas such as how we determine which children are "at risk," and why, continues to fuel me today.

**What made you want to be a teacher? Who influenced you?**

I've actually always wanted to be a teacher. I was one of those kids in 2<sup>nd</sup> grade who thought it would be

**Interview by Maura Schiller**



really fun to grade homework (I've since changed my mind on that particular point). My idea of an excellent winter day as a child involved a many-hour stint at our local library (card catalogs were awesome). I credit my mom with fostering my love of the public library early on. In addition, I've been extremely

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# Meet the 2010-2011 Psychology Department Student Workers!

You may have noticed there are some fresh new faces in the main office. This semester we have two new work study students joining us, along with our two returning students.

Please take a moment and get to know who they are!

by Maura Schiller

## Becca Baldassari

Becca is a junior Psychology major and Sociology minor who is joining us for her third year in the department. She is a huge Dallas Cowboys fan and watches every game possible, and she also loves Led Zeppelin.



## Jessica Correia

Jessica is a freshman Management major and Psychology minor. Her happiest memory is her prom, and her spare time is spent catching up on sleep! This is Jessica's first year working for the department.



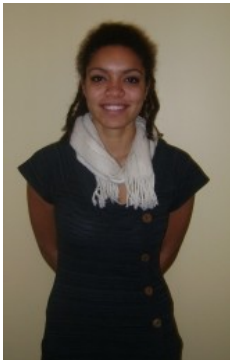
## Samantha Lamonica

Sam is a junior Psychology major who is returning for her second year working for us. She enjoys reading and coloring and is our organizational and design extraordinaire!



## Lorraine Tashjian

Lorraine is a junior Psychology major and is joining us for the first time. She grew up in Hong Kong, plays the saxophone, and loves indulging in some dim sum.



Want to keep up with everything going on in the Psychology Department online? Bookmark our Weekly Events page! <http://www.suffolk.edu/college/21050.html>

# Fall Colloquia Recap

by Dr. Lance Swenson



The fall semester provided lots of exciting activity for the Suffolk University CE/Colloquium Committee! First, **Dr. Matt Jerram** provided a stimulating presentation on the debate between models of emotions (i.e., are emotions best understood as discrete entities or are they dimensional in nature?). He discussed preliminary findings from his ongoing research which highlight an important emotional dimension currently underinvestigated: the dimension of agency/dominance. Importantly, Dr. Jerram's talk was the first of our "internal" series, which we hope will provide our faculty with further opportunities to earn continuing education credits and (more importantly) allow all of us to learn of the exciting research and professional activi-

ties our faculty are engaged in.

Our external speaker, **Dr. Michael Arme**y, a postdoctoral fellow at Brown University, focused his presentation on non-suicidal self-injury (NSSI). Defined as the deliberate destruction of body tissue without suicidal intent, NSSI has recently been recognized as a significant public health concern particularly affecting adolescents and young adults. Dr. Arme's research, conducted using ecological momentary assessment, examined the affective precursors and consequences of engaging in NSSI, which has clear implications for therapeutic efforts designed to stop the pattern of self-harming behavior.

Drs. Debra Harkins and David Pantalone have already agreed to present next semester.

Although the specific topics and dates need to be finalized, these colloquia will be a wonderful opportunity to learn about their ongoing activities and research programs. In addition, I would like to take this opportunity to note that in January, Dr. Michael Basseches will be taking over the role of Chair of the Colloquium Committee. Given his passion for the field and for intellectual growth, the Colloquium Committee is sure to become even stronger under his leadership.

As always, if you have any ideas about future speakers/topics or thoughts about how the work of the Colloquium Committee could improve moving forward, please don't hesitate to contact any of the committee members (Drs. Michael Basseches, Debra Harkins, and Tracey Rogers).

## Departmental History (continued)

Continued from page 1

top student in the College of Arts and Sciences. I recently learned that in 2006 she became, and still is, the first woman President of the New York State Psychiatric Association.

**Barbara (Sandick) O'Kane '76** got her Ph.D. from Brandeis in Psychophysics with a focus on taste mechanisms, and has had a thirty year career as a civilian scientist for the U.S. Army that has taken her all over the world, giving presentations on her research. **Tony Magliero '76** became the Department's first student to go on to an Ivy League College for graduate work. He went to Dartmouth, later transferring to Texas

where he got his Ph.D. in Experimental Psychology. In one of his early papers he was the lead author of an often-cited article published in the journal *Psychophysiology* with the esoteric title, "On the Dependence of P300 Latency on Stimulus Evaluation Processes".

### **Liberal Arts enrollment declines**

The irony was that enrollments in Psychology began gradually dropping only a few years after our move to the Fenton building. We could see the numbers of majors dropping and thought it was us, something we were doing wrong in the Psych Department, but there turned out to be two reasons we did not know about. The total number of CAS students at

Suffolk was dropping and we had not seen it. We did not notice it because the figures we saw were always combined figures, which included the School of Management. That school was rising rapidly in those years, and the combined total was staying fairly constant. I believe a shift to business majors in part reflected the uncertain times and the increased demand for relevance brought on by the Vietnam War years. A major in business was seen by increasing numbers of students (and their parents) as more relevant than one in the liberal arts. As if this wasn't enough, the pool of students within the 128 belt, from which Suffolk had traditionally

drawn, was shrinking as well.

Psychology was also dropping in popularity as a major nationally, a drop I believe that had a lot to do with the nature of Psychology itself. Of all disciplines, perhaps Psychology was hardest hit by the new demands for relevancy. Surrounded by the upheaval of civil rights in the early '60s and the Vietnam catastrophe in the late '60s and early '70s, Psychology was seen as studying rats and pigeons. The newer psych researchers, trained in these troubled times, began in the mid '70s to change the course of the field. Academic psychology research saw a major change from complete absorption with processes of conditioning (utilizing legions of animals to investigate increasingly minute topics), to a greater concern for social problems and topics likely to have real importance for humans (i.e., racial and ethnic concerns and feminist issues).

Another force was the computer. At the time, we argued whether computers were really thinking, but the computer model sparked an explosion in research in cognition. Even Behaviorists saw in the computer the first time in history when thinking might be considered anything more than simple magic. At the same time, Piaget's work appeared. His writing had been finally translated in the mid '60s and, when its importance was understood a few years later, it provided a viable research alternative to conditioning theory and gave a tremendous boost to the study of human cognitive development. None of these areas, however, whether social, feminist, racial, ethnic, or cognitive, lends itself to animal work, and the focus on animal research rapidly declined, with social, developmental, and cognitive psych expanding in its place.

**Research funds decline** The same demand for relevance was felt not only in academia. National priorities began to shift. Support of basic research and development was under pressure to fund projects with more obvious payoff. Computer research was exploding, and military spending shifted to more interest in electronics and hardware. In the early '70s, Nixon began to remove the funding for much of the psychology research. I had a friend in Denver working on a longitudinal study of elementary school children. It had been going on eight years, showed a lot

of promise for some very significant findings, and had only two years to go. Even though it meant losing all that had been done up to that point, it was abruptly cancelled by the Federal government.

Many of the experimentalists working in government-supported research began looking for academic jobs. When I started teaching in 1962, new experimental Ph.D.s, mostly trained in sensation and learning processes, had dozens of jobs to choose from. At the EPA "slave market" that year, the notebook you browsed through for jobs, one job to a page, was over an inch thick. Brown Ph.D.s could pick and choose. By 1970 the whole picture had changed. The notebook had shrunk to only a few pages. I remember hearing that in one class at Brown in the early '70s, only 2 of the 13 new experimental psychology Ph.D.s had any job offers at all: This from one of the best experimental schools in the country. I became less and less confident in promoting experimental and in encouraging my students here at Suffolk to prepare for experimental research jobs. In the '80s the situation simply got worse. With the end of the Cold War, even the few remaining government funds began to dry up, and the old Experimental was all but gone.

As a result of all these forces, locally and nationally, the number of Psych majors was declining and experimental psych was being forced to redefine itself. Shortly after Dr. Margaret Lloyd's arrival in 1972, we added Experimental/Social, though, as a harbinger of things to come, Dr. Lloyd ran it with no instrumentation, but using rating scales, questionnaires and surveys, which I had learned at Brown were inferior forms of research to be avoided at all costs. I eventually and reluctantly changed my mind about such research because it does allow a greater relevance of research to everyday problems, and it did eventually become often preferred. I was still requiring student projects of an observational nature, but more often than not they were now in social psych areas.

For example, **Kim Hadank '80** did a study I clearly remember, in which she stood on the curb down on Cambridge Street and stared at drivers who had stopped at a red light, measuring the time it took them to depart after the light changed. She compared the times of those stared at to a control group not so

afflicted, looking for differences such as gender differences. Perhaps not surprising, she found a big difference, but the driver of at least one car went around the block and tried to pick her up. Fortunately, had she needed it, she was a runner, but she also always had a burly colleague with her gathering the data in the background.

Another Social Psych study about this time was done on the Common and got one of our students, whose name I cannot recall, picked up by the police. He was asking passersby for the directions to Cambridge and was comparing the speed and helpfulness of answers when he was wearing a suit to when he was dressed as a hippy. One woman so approached became suspicious when he kept engaging people and never actually moved off toward Cambridge, and called the police. It took some fast talking, but they let him go.

I became Chair in 1977 but had no energy for it, and turned it over to Dr. Lloyd in 1980. Even her Experimental/Social was dropped for lack of students. We were down to one Experimental course in 1984. As our enrollment numbers fell, we focused on the basic courses, and animal work completely disappeared. The new lab was much reduced in size with much of it becoming taken over for offices. Many of our other smaller upper level courses, like my courses in Environmental Psychology and the one on Consciousness, were finding only 3 or 4 students each and had to be dropped. We had offered a complete major at night up until this time, but low numbers forced its cancellation. By 1985 there was an air of desperation about the place. Drs. Williams and Raben were soon retired, and Dr. Hannah had left for Florida. Only Drs. Lloyd, Wetherbee, Katz and I were left on the listing ship. Faculty changes continued. Dr. Bursik came on in 1986 to temporarily replace Dr. Wetherbee, who was off in the Peace Corps. Dr. Bursik says she came as I had, "for a year or two", never suspecting how long it would really be. Dr. Wetherbee returned, but soon retired. Dr. Lloyd left in 1988 to become Psychology Chair at Southern Georgia University. That university involved, I believe, five campuses, so the job was a substantial one and certainly more promising than ours at the time. However, the departmental ship did not sink; it righted itself, but that takes us to the next Newsletter and the third decade of the Department's existence.

## Nicole McLaughlin ('06) wins Young Alumni Award

by Dr. David Gansler

On June 12, 2010, Dr. Nicole McLaughlin ('06) was awarded the Young Alumni Award at the annual Alumni Association Awards Dinner. The Young Alumni Award is awarded annually for demonstrated success in one's profession or contributions to society. The recipient will have achieved a level of distinction which has brought honor to them personally and to the University or has demonstrated leadership capability, substantial indication of a commitment to the service of others, demonstration of potential leadership/distinction in the long term, and commitment to Suffolk and its mission. The following briefly describes Dr. McLaughlin's research and accomplishments.

Nicole Robbins, now Dr. Nicole McLaughlin, was admitted to our doctoral program in 2000 after majoring in psychology at BU and doing ADHD research there. She completed the neuropsychology concentration and practicum experience at Lemuel Shattuck Hospital, with clinical internship and post-doc at Brown. Dr. McLaughlin was one of our last students to receive direct clinical supervision from the late renowned clinical neuropsychologist, Dr. Edith Kaplan. Her doctoral dissertation, mentored by Professor Gansler, was

published in *Brain Imaging and Behavior* and involved the relationship of types of working memory and subregions of the prefrontal cortex. Dr. Nicole McLaughlin is now assistant professor at the Alpert Medical School of Brown University and a licensed psychologist in the state of Rhode Island, practicing clinical neuropsychology at Butler Hospital. Dr. McLaughlin has embarked on a distinguished career in the treatment, diagnosis, and scientific understanding of neuropsychiatric disease. Her scientific contributions include seven peer-

reviewed papers in Journals such as *Psychiatry Research: Neuroimaging* and *International Journal of Developmental Neuroscience*. She is also co-investigator on two NIMH grants dealing with the treatment and diagnosis of obsessive-compulsive disorder, a serious mental illness that disables hundreds of thousands in our country (Controlled Trial of DBS for OCD; OCD Collaborative Genetics Association Study). At present, there are many patients suffering from treatment refractory obsessive-compulsive disorder. Dr. McLaughlin's work involves determining the safety and efficacy of neurosurgical treatment for those individuals suffering from debilitating OCD. She was featured on the cover of *New England Psychologist* in the spring of 2010 for this work. The brain image analysis background she developed at Suffolk University has contributed to her success in the field.

**Congratulations,  
Dr. McLaughlin!**



# Meet Dr. Marks (continued)

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fortunate to have some fantastic teachers along the way – as well as some dreadful ones. Both varieties have helped inspire me and build my teaching philosophies and tactics. As geeked-out as it may sound, I really do love being a teacher. I'm so lucky to be in my dream job.

**If you hadn't been a professor, what do you think you would be? Do you think you still would have pursued a career in psychology?**

Realistically, I'd be a scientist; a biologist or maybe a physicist. I actually read physics books from time to time for fun. Fantasy-wise, I'd love to be a professional musician.

**Tell us a little bit about your current research.**

In a nut-shell, I study ways in which cultural and social contexts influence child and adolescent development. My work centers around the notion that individuals come into the world with unique biological and genetic make-ups, which are constantly interacting with their physical and social environments to shape attitudes, beliefs, behaviors and well-being. Currently, I have several lines of research examining the ways in which immigration contexts shape child and adolescent developmental processes such as

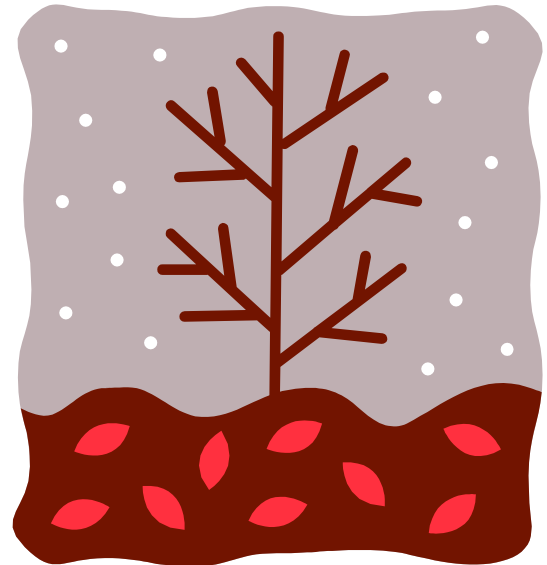
identity formation, peer and friendship practices, academic achievement, and risky behavior.

**What attracted you to your new position? What have you found are the greatest challenges and rewards so far?**

The idea of being of service to the department is the primary reason I took my new position. So far, the most rewarding parts of this new post are what I had hoped they would be: working directly with students to help shape our training programs (both graduate and undergraduate). I hope that I'm able to support student achievement, well-being and post-graduate success while fostering a supportive, positive and nurturing environment in the department. I know that's a tall-order, but that is my personal hope, and I return to that goal oftentimes. The initial challenges include the steep learning-curve at the start of any new job: learning all types of new University and accreditation rules and regulations, as constantly changing and ambiguous as they oftentimes are! I thrived in glorious ignorance of these prior to this position.

**What do you enjoy doing outside of work?**

Every moment I can, I spend snuggling my two-year old daughter and amazing husband. They bring me incredible joy.



And also eating frequent meals; as a pregnant lady, food is a marvelous thing. I'm like a heat-seeking missile locked in on dark chocolate these days. I think I'll go get another brownie now...

**Anything else interesting that you'd like to share with us?**

My sincere hope, as I grow into this new position, is to do my best serving my colleagues and our students while fostering a warm, positive and supportive environment. I truly look forward to working with everyone as this dynamic department continues its own development in the years ahead.

## Site Visit (continued)

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closely examined our program to identify both our strengths and weaknesses. Over the last 7 years we have experienced tremendous growth and improvement. We have hired a number of bright, motivated faculty, and the quality of our doctoral students has been outstanding. We have developed several policies and procedures aimed at increasing the quality of education we provide and ensuring that students matriculate in a timely manner.

However, we have also faced many significant challenges. Several key faculty members have left the program (or converted to part-time), and we experienced a complete turnover in our program administration. A difficult economy and a tight budget have strained our departmental resources, and we are always striving to increase our funding of our graduate students to a more competitive level. Economic pressures have also

impacted our clinical training partnerships, causing us to lose some practicum sites due to staff layoffs and making it difficult to ensure that all students secure their first choice of internships.

Our goals entering this accreditation review process were to objectively assess our performance relative to national standards, to be completely open with faculty, students, the administration and APA about our self-identified areas in need of improvement, and to be proactive in addressing areas of concern. I genuinely believe that it was our openness, our willingness to self-assess and respond promptly to feedback and the committed future support from the university administration communicated to APA during the site visit that contributed to such a positive outcome!

We have some areas we need to work on in the short and long-term to maintain our positive status. Tuition costs and funding policies need to

be clearly communicated to students. We need to continue to explore possibilities for on-site clinical training. We need to strive towards optimal class size targets that ensure strong mentorship. We need to continue to assess how the mentor model fits with our stated mission. We will need to continue to self-reflect and address the areas of our program that are in need of improvement as we promised we would. But we also need to take a moment to congratulate ourselves for all our hard work and achievements over the past 7 years.



# Meet Dr. Wells (continued)

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the best form of inspiration.

**What made you want to be a teacher? Who influenced you?**

My grandmother Harriet (named after Harriet Tubman) Elizabeth Thomas was a school teacher in the old tradition of teaching little Black children all in a one room school house. In those days I am told by my parents that Black children rose early in the morning to attend segregated schools, often traveling several miles and passing beautiful schools preserved for White and wealthy children. They picked cotton, so their school year was much shortened. They had no more school after the picking season began. In the Antebellum South, for a period during slavery it was illegal to teach Black people to read. Teaching in my family then is historical rebellion against society that wants to keep information from people so that a few can reap all the privileges society has to offer. When I heard that my Grandmother taught school against such odds and that at one time the most serious and revolutionary thing one could do was to engage others in a process that would improve the mind and broaden options for living made me want to make teaching a tradition in my family. I am greatly impressed by the works of Paulo Freire, Bell Hooks and Michael Basseches. They write about teaching as Dialogue, Empowerment and Engagement. My

first job was as a tutor, and I taught in the Boston Public schools for much of my adult life.

**If you hadn't been a professor, what do you think you would be? Do you think you still would have pursued a career in psychology?**

It is interesting to think about, because when I first thought I would like to go beyond four years studying Psychology, there was not the tendency (over 20 years ago!) to direct students toward a specific task known as College Professor. One could be mentored in research and one could also train to be a therapist, but teaching in the College classroom was, for my Professors at Indiana University, simply a way to advance one's research. The idea of refining one's teaching in specific ways and the idea that someone who is not naturally gifted at wowing students can learn it seems new to me—something that has developed more in the last 10 years. Of course, I attended College at a Big 10 research campus, so that may have something to do with my experience. Once I started teaching Psychology though, I really came to embrace it and to like teaching in and of itself. If I had not pursued graduate school beyond my first four years of Psychology study, I would have probably traveled some, married and had children as my sisters did. However, I would have home taught my children as a way of sharing my experi-

ence in higher learning and as a prelude to inspiring them to do more with education. I would have always read and been fascinated by topics in Psychology, perhaps, even trying my hand as a pop Psychology writer and speaker in the area of motivation.

**Tell us a little bit about your current research.**

I am currently interested in environmental and community influences that lead children to become obese. I also have some ongoing research chats with fellow faculty members about conflict in the workplace and whether such conflict could be a path to greater understanding of cultural conflict.

**What attracted you to your new position? What have you found are the greatest challenges and rewards so far?**

I came to my new position at the suggestion of a previous Chair who was at the time my mentor. The program has developed and changed a lot

over the years. Keeping focused amid change and transformation is a challenge, but finding a niche and something that I can contribute is always rewarding.

**What do you enjoy doing outside of work?**

I travel, entertain and cook for my friends, and I am an avid reader. I also paint, draw and write as a hobby—mainly funny missives about my interactions day to day with *improper* (like myself) Bostonians!

**Anything else interesting that you'd like to share with us?**

Recently bought an old house, currently and constantly renovating it, which makes for many Psychological moments with friends, handymen, carpenters, painters and curious neighbors.



# Office Renovations

If you've stopped by the main office lately, I'm sure that you have noticed some major changes! This summer we were able to acquire new furniture, have the office painted, and do some significant rearrangements. Photos of our new digs can be found below.



Faculty & Staff Mailboxes



Copying/Printing Area & Student Worker Station



Staff Assistant Area



Supply Area

# Updated Undergraduate Advising Procedures

All **Freshman and Sophomore** students will meet with Dr. Wells at least once each semester during the academic year, either:

- during Dr. Wells' **open office hours**
- during **group advising sessions**
- during **extended advising office hours** throughout the advising season
- during **in-class advising sessions** in Dr. Wells' Freshman Seminar section (psychology majors who are enrolled in that class will receive information about when this will

- occur during regular class time)
- **via email** after a phone conference
- **by appointment** for those students who cannot meet with Dr. Wells' at any of the above times or by any of the above means

All **Junior and Senior** students will meet with their assigned Psychology Faculty advisor at least once a semester. The format for these meetings will be face to face meetings during pre-arranged advising times, scheduled appointments, or office hours.

Please visit our **NEW Undergraduate Advising webpage** at:

[www.suffolk.edu/college/42929.html](http://www.suffolk.edu/college/42929.html)

for more information about contacting Dr. Wells, sample course plans, advising about academic challenges & questions, and more!

## Undergraduate News

Ms. **Roxette Caba**, one of our undergraduate psychology majors, gave a formal research presentation to the McNair Scholars program entitled "Exploring the neural correlates of the anterior cin-

gulate cortex and aggression" on July 8, 2010. The on-campus presentation was in preparation for a more formal talk she gave the following week at Pennsylvania State University. The project is the

result of scientific work Ms. Caba completed at Suffolk University's Brain Image Analysis lab during the Spring 2010 semester.



## Personal Announcements

**Federica Latta's** son Marcus Hierl was born on July 10, 2010. He was 9 pounds 4 oz.

**Richelle** and **Jeffrey Stackert**, along with big brother George, welcomed Katherine Ann ("Kate") Stackert (right) into their family on May 28, 2010. She weighed 8 lbs. 8 oz. and was 20 1/2 in. long. The Stackerts now live in

Chicago where Richelle teaches Group Therapy and Humanistic & Existential Psychotherapy for the Chicago School of Professional Psychology.



**Kate Stackert**

Zoey Lynn Zajdel (below right) was born on April 29, 2010. Parents are **Ruth** and **Cory Zajdel**.

Jackson Francis Spignese-Smolinsky, son of **John Smolinsky**, was born on October 13, 2010. He was 8 lbs., 20.25 inches long, and is happy and healthy as can be.



**Zoey Zajdel**

## Professional Announcements

### **Sarabeth Golden, Ph.D.**

passed the EPPP (Examination for Profession Practice of Psychology) this summer.

### **Rachel Harrington-Levey, Ph.D.**

is now working as a psychologist in the Family Program at Boston Health Care for the Homeless, providing clinical services to homeless parents and children.

### **Federica Latta, Ph.D.**

finished her internship at Mass Mental on June 30th, 2010 and started a postdoc at Mass Mental.

### **David Pantalone, Ph.D.**

was named to the editorial

board of the *Journal of AIDS and Clinical Research*, and in March 2010 he served as one of 4 review committee members for the Wayne F. Placek Grants, given by the American Psychological Foundation. In September 2010, **Dr. Pantalone** was licensed as a Psychologist and Health Service Provider by the Commonwealth of Massachusetts. Also in September 2010, a grant that he is collaborating on as a Co-Investigator was funded by the National Institute on Alcohol Abuse and Alcoholism. It is a 5 year study called, "Brief Alcohol Intervention for HIV-infected

MSM in a Primary Care Setting," and is a collaboration between The Fenway Institute and Brown University's Center for Alcohol and Addiction Studies.

### **Daniel Richard, Ph.D.**

has been appointed as a Designated Forensic Psychologist (DFP) by the Assistant Commissioner of the Department of Mental Health after completing a 2.5 year training program and is currently working toward his certification as a Qualified Examiner (QE) to evaluate Sexually Dangerous Persons. In addition, he has a private clinical practice in Stoughton, MA.

## Departmental Happenings



Dr. Wells and Dr. Yota Gikas ('10) celebrate at the May 2010 graduation ceremony

### Publications

Ferrier, D. E., Lovett, B. J., & **Jordan, A. H.** (in press). Construct-irrelevant variance in achievement test scores: A social cognitive perspective. In L. E. Madsen (Ed.), *Achievement tests: Types, interpretations, and uses*. New York: Nova.

Golub, S. A., Tomassilli, J. C., **Pantalone, D. W.**, Brennan, M., Karpia, S. E., & Parsons, J. T. (2010). Prevalence and correlates of sexual risk behavior

and risk management among HIV-positive adults over 50. *Sexually Transmitted Diseases*, 37(10), 615-620.

**Jordan, A. H.**, Monin, B., Dweck, C. S., Lovett, B. J., John, O. P., & Gross, J. J. (in press). Misery has more company than people think: Underestimating the prevalence of others' negative emotions. *Personality and Social Psychology Bulletin*.

Kelly, J. F., Dow, S. J., **Yeterian, J. D.**, & Kahler, C.

(2010). Can 12-step group participation strengthen and extend the benefits of adolescent addiction treatment? A prospective analysis. *Drug and Alcohol Dependence*, 110(1-2), 117-125.

Kelly, J. F., & **Yeterian, J. D.** (in press). The role of mutual-help groups in extending the framework of treatment. *Alcohol Research & Health*.

Kelly, J. F., & **Yeterian, J. D.** (in press). Alcoholics Anonymous and young

# Departmental Happenings (continued)

people. In J. Saunders & J. Rey (Eds.), *Young people and alcohol: Impact, policy, prevention, treatment*. Oxford, England: Wiley-Blackwell.

Kelly, J. F., & Yeterian, J. D. (in press). Mutual-help groups for addictions. In B. McCrady & E. Epstein (Eds.), *Addictions, A Comprehensive Guidebook* (2nd ed.). New York: Oxford University Press, Inc.

Lovett, B. J., & Jordan, A. H. (2010). Levels of moralization: A new conception of moral sensitivity. *Journal of Moral Education*, 39, 175–189.

Pantalone, D. W., Bimbi, D. S., Holder, C. A., Golub, S. A., & Parsons, J. T. (2010). Consistency and change in sexual minority men's club drug use in New York City, 2002-2007. *American Journal of Public Health*, 100(10), 1892-1895.

Pantalone, D. W., Hessler, D. M., & Simoni, J. M. (2010). Mental health pathways from interpersonal violence to health-related outcomes in HIV-positive sexual minority men. *Journal of Consulting and Clinical Psychology*, 78(3), 387-397.

Young, S. D., & Jordan, A. H. (in press). Facebook and college students' health behaviors. In B. J. Fogg & D. Berdichevsky (Eds.), *The psychology of Facebook: Persuasion in a social network*. Stanford, CA: Stanford Capology Media.

Zitek, E. M., & Jordan, A. H. (in press). Anger, aggression, and athletics: Technical fouls predict performance outcomes in the NBA. *Athletic Insight*.

Zitek, E. M., Jordan, A. H., Monin, B., & Leach, F. R. (2010). Victim entitlement to behave selfishly. *Journal of Personality and Social Psychology*, 98, 245–255.

## Paper Presentations

O'Connell, S., & Bursik, K. (2010, August). Guided imagery in sports psychology: An individual differences perspective. Paper presented at the annual meeting of the American Psychological Association, San Diego, CA.

White-Ajmani, M. L., Bursik, K., Forbes, H. E., Romano, J., & Powers, K. A. (2010, May). Moral disengagement, aggression, and the person-situation interaction. Poster session presented at the annual meeting of the Association for Psychological Science, Boston, MA.

## Poster Presentations

Katz, A.M., Czech, S.J., & Orsillo, S.M. (2010, November). An exploration of values articulation and the relationship to stress resilience, internal experience and experiential avoidance. Poster presented at the 44th Annual Convention of the Association of Behavioral and Cognitive Therapies, San Francisco, California.

Mimiaga, M. J., Reisner, S. L., Pantalone, D. W., O'Clereigh, C. M., Mayer, K. H., & Safren, S. A. (2010, July). Behavioral activation therapy and risk reduction counseling for MSM with crystal methamphetamine abuse at risk for HIV infection. Poster presentation at the XVIII International AIDS Conference, Vienna, Austria.

Perkovich, B., Mimiaga, M. J., Reisner, S. L., Pantalone, D. W., O'Clereigh, C. M., Mayer, K. H., & Safren, S. A. (2010, July). Lessons learned from Project IMPACT: What makes an acceptable intervention for HIV-uninfected men who have sex with men presenting for integrated treatment of crystal methamphetamine abuse and HIV risk reduction counseling. Poster presentation at the XVIII International AIDS Conference, Vienna, Austria.

Reisner, S. L., Mimiaga, M. J., Bland, S., Perkovich, B., Pantalone, D. W., O'Clereigh, C. M., Mayer, K. H., & Safren, S. A. (2010, July). Men who have sex with men (MSM) presenting for integrated crystal methamphetamine treatment and HIV risk reduction: Results from Project IMPACT screening. Poster presentation at the XVIII International AIDS Conference, Vienna, Austria.

Smyth, D., McLean, R. & Feinberg, A. (2010, October). The use of cost response to increase on-task behavior. Poster pre-

sented The Berkshire Association for Behavior Analysis and Therapy Annual Meeting, Amherst, MA.

## Dissertation Defenses

Moira Creedon successfully defended her doctoral dissertation on May 27, 2010 entitled: *The Relationship Dynamics Among Peer Teasing, Relational Aggression and Health Risk Outcomes in Adolescent Females: An Exploratory Study*.

Britt Carlson Emerton successfully defended her doctoral dissertation on October 5, 2010 entitled: *Anatomical Dissociation of Picture and Description Naming in the Left Temporal Lobe: An fMRI Study of a Community Sample*.

Pamela Hirsch successfully defended her doctoral dissertation on October 6, 2010 entitled: *Development of Map Construction Skills in Early Elementary School Children*.

Megan Campbell Marsh successfully defended her doctoral dissertation on August 11, 2010 entitled: *Social Information Processing in Children with Asperger's Syndrome: A Model of Social Cognition*.

Anne Miller successfully defended her doctoral dissertation on June 11, 2010 entitled: *A Correlational Approach to the Association of Cerebral Metabolites and Neuropsychological Functioning in Patients with Hepatitis C*.



Dr. Miller and Dr. Gansler share a proud moment after a successful dissertation defense

## Suffolk University Psychology Department

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This Newsletter was brought to you by:  
Maura Schiller, Editor-in-Chief

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<http://www.suffolk.edu/college/13026.html>

## Psychology Puzzle!

By Jessica Correia

adaptation	identity
bipolar	obedience
bulimia nervosa	psychology
coincidence	reciprocate
delirium	regression
delusion	socialize
development	sociopath
diverge	temperament
extrinsic	

I C O I N C I D E N C E U F A R T R  
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## Chair's Notes by Dr. Gary Fireman



Exciting and positive events continue to occur within the Psychology department at both the undergraduate and graduate level. This Fall we implemented our new academic advising format for our undergraduates. Yvonne Wells, Ph.D. has been leading our efforts to provide greater continuity and enhanced information in advising to undergraduate students. We encourage all Psychology majors to provide us with feedback on how we are doing so we can continue to improve and optimize our advising efforts. Feel free to email me at [gfireman@suffolk.edu](mailto:gfireman@suffolk.edu) with your suggestions for advising. While discussing feedback and self assessment, as Psychologists our department has implemented a significant self assessment program. David Pantalone, Ph.D. is leading this effort to assess our educational outcomes in order to evaluate and improve upon the academic experience of our students. Undergraduates may notice some of these evaluations in their classrooms. If you have any questions please feel free to ask, we hope to have some valuable information over the next few years from these efforts.

Great news! We received our letter of re-accreditation from APA. We were re-

accredited for the full seven year time period. This is the best possible outcome. Huge thank you to all those who worked so hard to make the self-study and site visit go well. We are very proud of our doctoral program. Please see the "APA Self-Study Results" article beginning on page 1 for more information.

In our efforts as faculty and a department to be open and supportive of diversity, we unanimously voted to have all faculty, staff and graduate students participate in Safe Zone Training. These trainings have begun to be implemented over the Fall semester, with the support of Diversity Services and Craig Cullinane. The feedback from participants at these trainings has been overwhelmingly positive and the Psychology Department thanks Diversity Service and Safe Zone Trainers for providing the trainings.

In recognition for the efforts in the Psychology Department to be a welcoming and safe environment, I am thrilled to report that we were awarded the first Suffolk President's Award for Outstanding Contribution to the Gay, Lesbian, Bisexual and Transgender Community. Congratulations Psychology Department.

Speaking of awards, we are implementing two new

departmental awards to recognize excellence in teaching among our doctoral students: the Outstanding Teaching Assistant Award and the Excellence in Teaching Award. These teaching awards will be given once a year and students will be recognized publically and given a financial award. These teaching awards are consistent with the University mission of excellence in teaching.

Finally, we have begun a faculty search pending budgetary approval for a new psychology professor. We have advertised for an applied social psychologist or a cognitive neuroscience psychologist and already have over 120 outstanding applications for the position. A search committee is diligently reviewing the applicants and we hope to bring in 2 to 3 for interviews and job talks this Winter and Spring. All students are invited to the applicants' job talks and I hope you will attend and give us your thoughts. Look for the postings around the department and on the Web for the schedule of the talks.