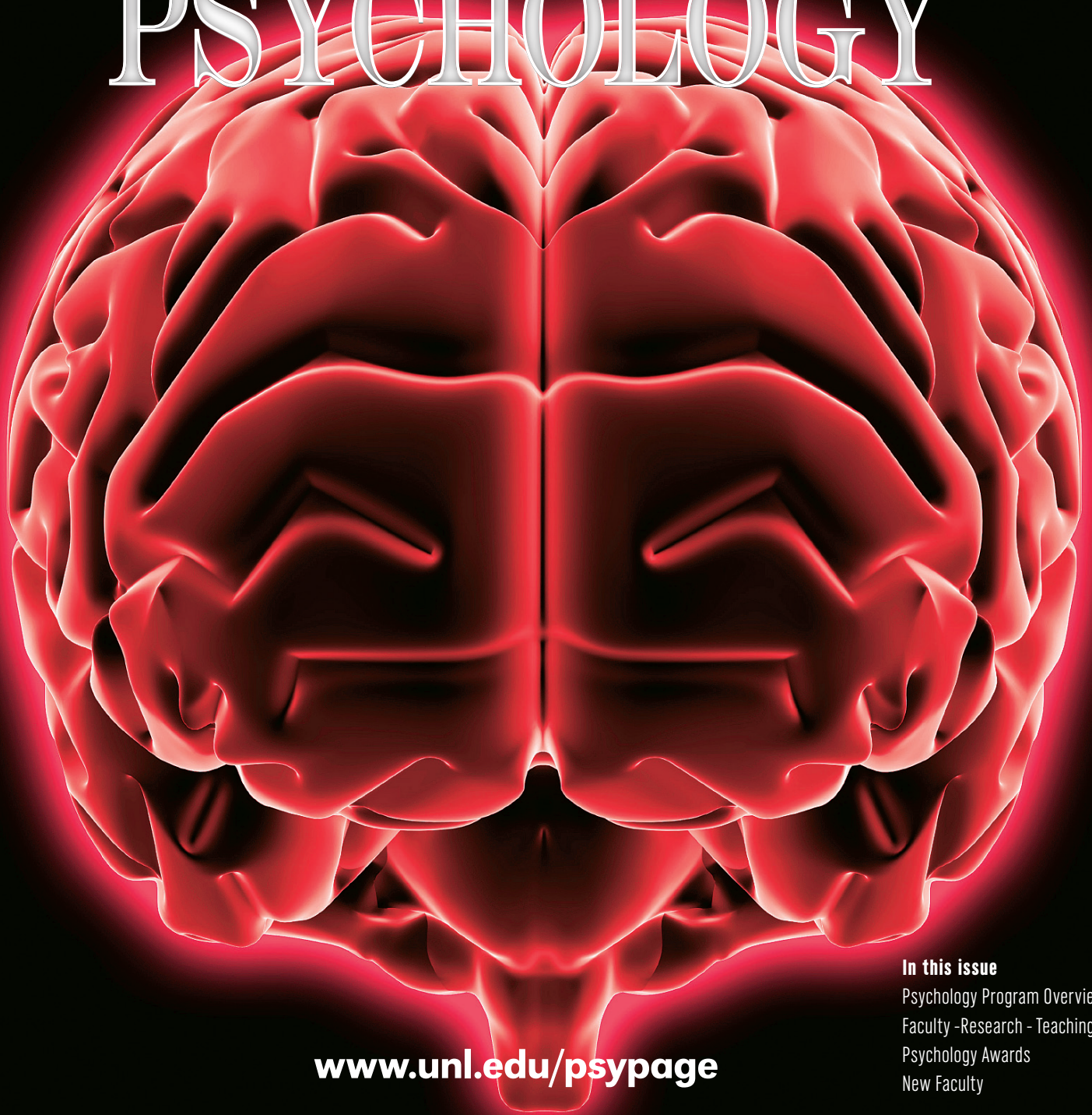


FALL 2010

News from the UNL Department of

PSYCHOLOGY



www.unl.edu/psypage

In this issue

Psychology Program Overview

Faculty -Research - Teaching

Psychology Awards

New Faculty



UNIVERSITY OF NEBRASKA-LINCOLN

FROM THE CHAIR

Dear Alumni, Students, Colleagues, and Friends,

I am pleased to have this opportunity to say “hello” to students, alumni, colleagues, and friends of the Department of Psychology. It has been an exciting and productive year for the Department.

We are pleased to welcome three new Psychology faculty since our last newsletter. Tim Nelson is a clinical faculty member with research interests in pediatric health psychology and Scott Stoltenberg is a Neuroscience and Behavior faculty member with research interests in behavior genetics and substance abuse. Dennis Molfese is a developmental and neuroscience faculty member with research interests that include infant, child, and adult brain organization and cognitive processes for learning/intervention, language, and learning disabilities.

The Department was very pleased to receive the University-wide Department Teaching Award in April, 2010. Congratulations to the faculty, staff and graduate students for this well-deserved recognition for their teaching efforts! This award is given to one department across the four campuses in the University of Nebraska system. Some details from the award nomination about our teaching activities are included in this newsletter.

Department research productivity also continues to be outstanding. For example, Psychology faculty and graduate students have been increasingly active and successful in pursuing external funding. In fiscal year 2010, Psychology accounted for \$23.8 million in grant proposals submitted and \$5.8 million in grants awarded. These are all-time highs for the Department and we expect to see continued increases. These numbers do not include contracts and work Psychology faculty do that is attributed to UNL Centers or other programs.

The 2010 Nebraska Symposium on Motivation, “Memory and Motivation: A Reappraisal of the Recovered/False Memory Debate,” coordinated by Bob Belli was a tremendous success. The 59th annual symposium in 2011, “The Influence of Attention, Learning, and Motivation on Visual Search,” is being coordinated by Mike Dodd and John Flowers. Please join us for future symposia and watch for future symposium volumes, now published by Springer Science + Business Media.

Psychology faculty, staff and students also make many important service contributions in our community, state, profession, and beyond. For example, a number of our faculty hold editorial appointments with prestigious journals and serve on community and professional boards. Our graduate students also continue to be actively involved in service efforts, including Clinical practicum training via educational partnerships with a number of mental health service agencies.

I hope you enjoy reading our second annual Department of Psychology Newsletter. Thank you to Mike Dodd for serving as Editor of the newsletter and to everyone who contributed articles. You may also keep informed via our Department webpage at www.unl.edu/psypage, which includes an archive with electronic copies of the newsletter. In addition, we have started a Facebook group, “UNL Psychology: Students, Faculty, and Alumni,” to keep in touch and share announcements and photos.

On a sad note, I am sorry to say that James K. Cole, Professor Emeritus of Psychology, passed away on August 15, 2010. This newsletter was in preparation at the time, and as you will see Jim wrote a profile of a fellow Emeriti faculty member, Monte Page. Jim significantly impacted the lives of many colleagues, students, clients and others during a long and distinguished career. He had a big impact in our department, especially in leading and shaping the Clinical Psychology Training Program. Jim was a passionate advocate for many individuals and causes, and fought legendary battles within the university, the state and the profession. And he always told wonderful stories of his efforts and experiences over decades of work. Jim received a number of awards and recognitions throughout his career. For example, in 2009 the Nebraska Psychological Association established a new award, the “James K. Cole Lifetime Achievement Award,” and honored Jim as the first recipient. In 2010 he received the UNL Chancellor’s Award for Outstanding Contributions to the Gay, Lesbian, Bisexual, and Transgender Community. Our deepest sympathies to his wife Pat and all of Jim’s family and friends. We miss him. What a great guy.

As you have news or requests for the newsletter, please let me know. I look forward to hearing from you!

Best wishes and warm regards,

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

PSYCHOLOGY PROGRAM OVERVIEW

Department of Psychology Receives Teaching Award!

Congratulations to the faculty, staff, and graduate students of the Department of Psychology for receiving the 2010 University-wide Department Teaching Award! This prestigious award is given to just one department each year across the four campuses in the University of Nebraska system (UNL, University of Nebraska at Omaha, University of Nebraska Kearney, and University of Nebraska Medical Center). The award is “in honor and recognition of a department/unit within the University of Nebraska that has made a unique and significant contribution to the teaching efforts of the University and which has outstanding esprit de corps in its dedication to the education of students at the undergraduate, graduate, or professional levels.”



University of Nebraska President James Milliken presents the award to Department Chair David Hansen.

The Department was given the award in a luncheon with University of Nebraska President James Milliken and other senior administrators on April 13. The award includes \$25,000 to be used to benefit the Department. Suggestions are being collected from Psychology faculty, staff and students on how to spend the money!

Some details from the Department’s award-winning nomination are included below.

- The Department has a 120 year history of leadership and innovation in the teaching of psychology. This “tradition of firsts” includes contributions such as:
- One of the earliest psychological laboratories in the U.S. (6th and 8th by different accounts) and the first devoted to training undergraduates;
- More presidents of the American Psychological Association (APA) have been undergraduate alumna of the University of Nebraska than any other institution (a total of six presidents);
- The Clinical Psychology doctoral program was accredited in 1948, the first year of APA accreditation, and is among a small number of programs with continuous accreditation since;
- The Nebraska Symposium on Motivation began in 1953 and is the longest running symposium in psychology in the world, with a tremendous national and international reputation;
- The Law-Psychology program, established in the 1974, was the first dual-degree (J.D.-Ph.D.) program of its kind and continues to be a premiere program.
- The Department has currently has 26 faculty (23.73 FTE), an advisor, and five staff.
- Psychology is the largest undergraduate major in the College and second largest at UNL, with more than 800 majors/double majors and 275 minors each year.
- Psychology has one of the largest and premiere doctoral programs in the university, with more than 100 graduate students specializing in Neuroscience and Behavior, Clinical, Cognitive, Developmental and Social psychology, and the interdisciplinary Law and Psychology program.
- The Department also provides much teaching to non-majors throughout the university, with total Student Credit Hour (SCH) production at approximately 24,000 per year.
- Psychology undergraduate students gain valuable research experience.
- Psychology undergraduate students have accounted for more than 11% of the posters at the UNL Research Fair in recent years (e.g., in 2009 there were 23 posters, some with multiple student authors, supervised by 11 faculty). A number of students also present their work at local, state, and regional conferences.
- Approximately 67% of Psychology faculty have coauthored a conference presentation with an undergraduate in the past 5 years and 33% coauthored a publication.
- There have been approximately 600 student presentations over the last 10 years from the advanced Research Methods classes (PSYC 450, 451).
- Since 2005, Law/Psychology faculty have conducted a National Science Foundation (NSF) Research Experience for Undergraduates (REU) program. A diversity of students are recruited from across the nation and each summer 10 undergraduates are enrolled.
- An average of more than 50 students per semester sign up for research credit (PSYC 299, 499), and a substantial number of students also volunteer in research labs.
- During the past three years Psychology averaged 27 Undergraduate Creative Activity and Research Experience (UCARE) students and more than 90% of Psychology faculty supervised a UCARE Award.
- Psychology has approximately five Senior Honor’s Theses completed each year for the College program, and several more for the University Honors Program.

continued on page 2

continued from page 1

- Undergraduate Psychology majors are regularly recipients of scholarships, awards and recognitions on and off campus. Examples include UNL awards such as Chancellor’s Scholars, McNair Scholars, Mortarboard and Innocents Honor Society, and UCARE awards. External recognitions include conference poster and presentation awards.
- Psychology graduate students are actively engaged in research.
- Approximately 75% of current students have authored/coauthored a publication (Mean = 3.2 publications) and nearly 100% have a conference presentation (Mean = 11.5).
- Among current faculty, about 67% have published and 90% have presented with graduate students in the past 5 years.
- Five graduate students currently have external grants (3 NIH NRSA fellowships, 2 DHHS Research Grants) worth \$266,244. In addition, since 2005 there have been six other major graduate student federal grants totaling \$211,952.
- Psychology provides significant financial support for student research and travel (e.g., \$24,800 from Foundation and Clinical funds during 2009 in support of 65 students; Mean = \$381.54).
- Psychology graduate students have received more than 100 major internal and external recognitions since 2005. Several students have received top UNL Graduate fellowships (e.g., Presidential, Fling, Othmer) and Outstanding Graduate TA and RA Awards from Graduate Studies and the College of Arts and Sciences. Psychology graduate students have received an increasing number of National Research Service Award Fellowships from NIH and other research grants. Students have also received research awards from national associations, including APA Dissertation Fellowships.
- Psychology faculty and students regularly present and publish scholarship on teaching, and participate on university and national committees and leadership positions on teaching.

- Psychology has numerous processes in place to facilitate teaching excellence, including strong consideration of teaching in faculty evaluations, substantial TA training and supervision, department Teaching Discussions, nominations for teaching awards, and staff dedication for teaching efforts.
- The Department has implemented a variety of curriculum and teaching innovations, such as integrated research methods and data analysis training, the Nebraska Symposium on Motivation, creative use of technology to enhance learning, extensive undergraduate research training, quantitative and diversity concentrations for graduate students, advances in implementing evidence-based practice training, and other efforts.
- Undergraduate and graduate assessment efforts, as well as the most recent Academic Program Review and APA Accreditation, support the high quality of Psychology’s teaching efforts.

- Psychology has an outstanding undergraduate program, with an excellent curriculum, advances in advising, active student organizations, substantial research and applied experiences, and tremendous contributions via service courses.
- The Psychology graduate program is also outstanding, with a “junior colleague” model for mentoring and inclusion in the department, tremendous training and experience in research and teaching, outstanding clinical training and outreach, and significant service teaching.
- Psychology faculty, graduate students, and staff have received 60 teaching awards and recognitions since 2000!

Congratulations to all of the Psychology faculty, staff, and graduate students! The University-wide Department Teaching Award provides well-deserved recognition of your efforts.



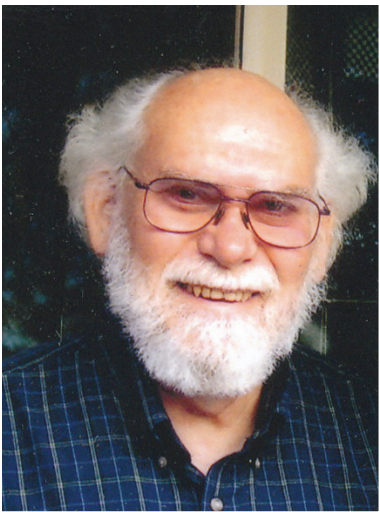
Psychology Department at the University-Wide Teaching Award luncheon

FOCUS ON FACULTY – RESEARCH – TEACHING

Focus on Emeriti

Monte Page: A Transforming Life

By Jim Cole, February 2010



Monte Page

Monte was born in 1935 in Bushton, Kansas and received his undergraduate degree from Bethany Nazarene College and master’s degree from the University of Oklahoma. He received his Ph.D. from the University of Oklahoma in 1966 and joined the faculty of the University of Nebraska, Department of Psychology, that same year. He became a Full Professor in 1974. Throughout his early and mid-life academic career, Monte taught courses in social psychology and personality. Beginning in 1989, he introduced a course

on Transpersonal Psychology. Monte has served as Chairman of the Psychology Graduate Committee, and Director of the Graduate Training Program in Social-Personality. He is the author of over twenty-five peer-reviewed journal articles and chapters, and a recent memoir of his personal and professional life: *Freedom’s Community: A Spiritual Journey*. During his career at UNL, Monte published in the *Journal of Personality and Social Psychology*, *Psychonomic Science*, *Journal of Social Psychology*, *Journal of Personality*, *Journal of Experimental Research in Personality*, *Personality and Social Psychology Bulletin*, and as an editor of the *Nebraska Symposium on Motivation* in 1979 and 1982.

In 1957 Monte married Joyce Ripper. They have three children, Ken (52), Mike (43), and Janet (41), and four grandchildren. Joyce is a retired social worker, a State Fair Blue Ribbon award-winning quilter, a seamstress, a renown cook, poet, and dedicated grandmother.

Monte was made Emeritus Professor in 2004, having served for 38 years in the Department – currently the longest continuous tenure among psychology faculty. Although Emeritus, he

continued to teach his course on Transpersonal Psychology through the 2009 fall semester and was honored with the parent’s award: “Certificate of Recognition for Contributions to Students.” In 2003, he received the first annual award “Presented by Students of the Psychology Department for being an Outstanding Faculty Member Who has Made a Difference in the Lives of Undergraduates.”

Monte’s professional and personal life can be described as the integration and culmination of a continuous quest for intellectual and spiritual maturity. As he describes in *Freedom’s Community: A Spiritual Journey*, it is his professional view that modern psychology will never move beyond a reductionist orientation to behavior as long as it fails to incorporate spiritualism.

Monte obtained his Ph.D. degree in 1966 with an emphasis in Experimental Social Psychology. Monte describes his early training in psychology as pressure to view the discipline of academic psychology solely from the perspective of behaviorism based upon a reductionist epistemology. Over time his interests changed more to personality and philosophical psychology, which he describes as “liberal, holistic, and human-oriented.” He says, “One of my discoveries has been that so-called scientific psychology can be just as dogmatic as any religion.” His search for a more meaningful professional and personal life, a transpersonal self and profession, is evident in his book. Along with the narrative of this search, his book contains approximately thirty poems

Monte was made Emeritus Professor in 2004, having served for 38 years in the Department – currently the longest continuous tenure among psychology faculty.

based on both his professional perspective of psychology and his personal growth.

Initially this growth moved from what he describes as an ego trip of restricted cultural achievement to a humanistic/existential level of awareness. As a

result he joined the Humanistic Psychology Association. But this development served only as an intermediate stage of life leading to a higher level of consciousness, and his “humanistic psychology faded completely away.” This new level of consciousness is the result of the integration of a “more subtle, spiritual, and transcendental level.” His transformation includes a respect for Eastern philosophy and mysticism, and is identified as transpersonal psychology. Consistent with this change in his life, Monte joined the Association for Transpersonal Psychology. He says, “My life changed once again for the better.”

In a documentary DVD, *Science of the Soul* (available from Amazon.com), produced by Monte’s son Ken Page, the story of Transpersonal Psychology is described in interviews with the field’s outstanding scholars.

continued on page 5

FOCUS ON FACULTY – RESEARCH – TEACHING

Focus on Research

By Jamie Wilkinson

Don't let the gigantic sailfish hanging on the wall of his office fool you. Rick Bevins is a rat guy with a very impressive record. Since joining the UNL Psychology department in 1996, Dr. Bevins has demonstrated excellence in both research and mentorship. In 2008 he received the College of Arts & Sciences Award for Outstanding Research & Creative Achievement in Social Sciences. In 2009 Dr. Bevins was selected as the Sigma Xi Outstanding Scientist at UNL and received the Dean's Award for Excellence in Graduate Education.

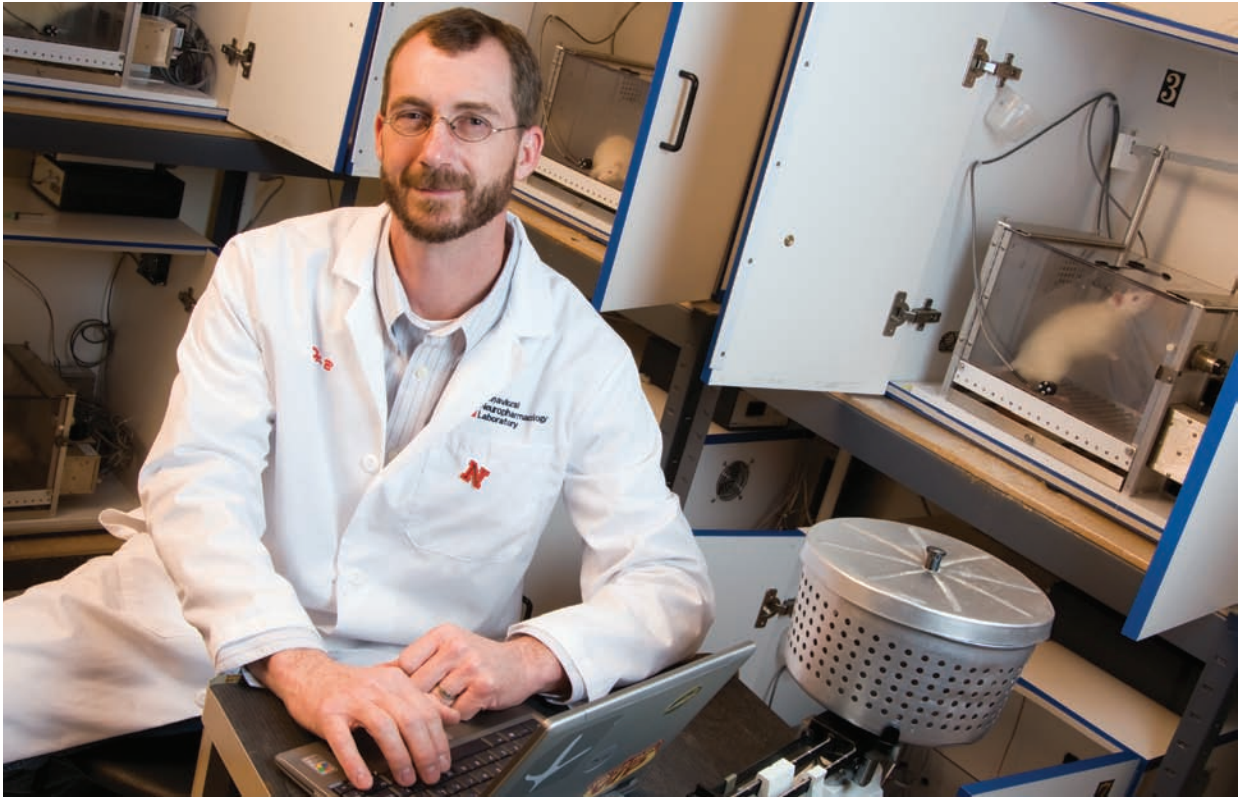
Dr. Bevins research interests bridge the areas psychopharmacology, behavioral neuroscience, animal learning/cognition, and immunology. He uses animal models as a tool to elucidate factors involved in the etiology of drug abuse. This research includes assessment of neuropharmacological and behavioral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

Additionally, Dr. Bevins' has been the driving force behind organizing the Substance Abuse Research Cluster (SARC). This group utilizes a translational research approach to examine factors that contribute to substance abuse and

treatment efficacy. Substance abuse is a complicated and multifaceted phenomenon, but most often the factors which influence substance use are examined in isolations. The goal of SARC is to encourage collaboration among a variety of research groups with different research interests (e.g. genetics, cultural, clinical) and examine the interplay of these factors in substance abuse. The translational research approach provides a richer understanding of substance abuse and improves the transition of important preclinical scientific discoveries to clinical applications.

The importance of Dr. Bevins research is evident in his grant success. He currently has two active NIH grants totaling nearly a million dollars. He has also had numerous other internal and external grants in the past several years. Dr. Bevins

Dr. Bevins challenges students to constantly disseminate their findings through peer reviewed publications and research conferences. Since 2005, his students have done over 50 presentations at regional and national conferences.



Dr. Rick Bevins poses in his lab. Photo courtesy the Office of Research.

FOCUS ON FACULTY – RESEARCH – TEACHING

tremendous scholarly productivity and impact are clearly evident in his vita. For example, since 2005, Dr. Bevins has published 36 peer review publications. In that same time, he has published nine book chapters and other publications, and two edited volumes of the annual Nebraska Symposium on Motivation.

In addition to his research success, Dr. Bevins has been an outstanding educator for undergraduate and graduate students. He has been recognized twice as a "Muse" by the Mortar Board Society and recognized for Contribution to Students from the UNL Parent's Association and Teaching Council. In 2005, he was recognized as the UNL Psychology Department Faculty Member of the year by Psi Chi and Undergraduate Psychology Organization.

Dr. Bevins is also a dedicated and successful graduate mentor. In 2009 he received the Dean's Award for Excellence in graduate education. He has been the chair or co-chair of five dissertation committees, and four of his doctoral students have received funding from NIH for their dissertation projects. His graduate students have also been successful in publishing multiple peer reviewed manuscripts under his supervision and have each obtained competitive post-doctoral fellowships after graduation.

Dr. Bevins graduate students note that their success is largely a result of his high expectations and patience. He encourages his students to engage in all levels of the research process from the day they join the lab. He also challenges students to constantly disseminate their findings through peer reviewed publications and research conferences. Since 2005, his students have done over 50 presentations at regional and national conferences.

Dr. Bevins also has a number of undergraduate research assistants in his Behavioral Neuropharmacology Laboratory. He allows the students to obtain a hands-on research experience and several of the students have been presenters and regional conferences, and have published peer reviewed manuscripts. Many of these students have been accepted to further their education in medical school, law school, nursing school, neuroscience, psychology, or pharmacology graduate programs. One of his recent undergraduate students was the Psychology Department Wolfe Award Recipient.

Dr. Bevins has a clear record of research and mentoring success. But when Dr. Bevins is not busy writing grants or mentoring students, he enjoys spending time with his wife, Katie, and their two daughters. He is also an avid outdoorsman, racquetball player, and enjoys the challenges of gardening. When he is not busy working with the rats, he loves to hunt and fish. And yes, he caught Sally the sailfish hanging on the wall of his office!

Monte Page continued from page 3

Say what you will of Monte's many life achievements, but not the least is his outstanding culinary achievement: his unique mashed potatoes, the perfect companion to his wife's memorable barbeque brisket. (Once a month my wife Pat and I meet with Monte and Joyce and Emeritus Professor Clay and Linda Rivers for a potluck supper.)

One of the most important steps that Monte and Joyce took after initially living in Lincoln was to move to a rural acreage near Martell, Nebraska where he has a garden, and, until recently, raised rabbits, chickens, goats and horses. Despite the limitations of his Parkinson's Disorder, to this date he remains a vigorous gardener, and he is actually planning a larger garden this year than last year. Pat and I have been the welcome recipients of the produce from his "farm."

A Selection from

"The Country Squire"

By Joyce Page

*He tends his animals
One by one.
Instead of work
He considers it fun.*

*He tills his soil
His food to grow,
The fruit of his labors
He likes to show.*

*Days come and go
For the Country Squire,
The fun of it all
Is it isn't for hire.*

UNL Psychology Professor Wins Presidency of Leading Professional Organization

Debra A. Hope, Ph.D., UNL Professor of Psychology has been elected President of the Association of Behavioral and Cognitive Therapies (ABCT) for the 2010-2011 term. ABCT is the leading professional association for empirically-based mental health researchers and providers, primarily psychologists. Founded in 1966 under the name Association for the Advancement of Behavior Therapy, ABCT has long served as a professional home for many outstanding researchers in behavioral health. Most of its members follow a scientist-practitioner model, meaning that they integrate clinical practice with cutting edge research. Any list of the most influential and best funded psychologists in the last 40 years will include many ABCT members. ABCT publishes two well-respected journals, *Behavior Therapy* and *Cognitive and Behavioral Practice*.

The annual ABCT convention attracts over 3,000 attendees, both students and professionals from across the globe. The convention is noted for both its outstanding scientific presentations as well as workshops and other clinical training opportunities for practitioners.

Increasingly ABCT is furthering its impact through the its web site, <http://abct.org>. The site includes resources for faculty teaching courses in cognitive-behavior therapy, a referral service for potential clients to find a therapist and up-to-date information on behavioral health.

The UNL Clinical Psychology Training Program has been very active in ABCT in the last 20 years. Each year most of the clinical faculty and approximately 25 doctoral students present their research at the annual convention. Various faculty members alumni have held a number of important committee and editorial positions within the organization.

Contacts: Debra Hope, 402-472-3196, dhope1@unl.edu or David Hansen, 402-472-2619, dhansen1@unl.edu.

NEW FACULTY

Scott Stoltenberg

Dr. Stoltenberg joined the UNL Psychology Department in 2009. He got his PhD in 1995 from the University of Illinois at Urbana-Champaign in Psychology with a focus on behavior genetics. Stoltenberg then did a 3-year, NIAAA funded postdoctoral fellowship in human alcoholism genetics at the Addiction Research Center at the University of Michigan. He then joined the University of Michigan research faculty in the Psychiatry Department, where he continued to conduct research into the genetics of alcoholism. In 2004, he took a more teaching-oriented position at Black Hills State University before coming to UNL.

Timothy Nelson

Dr. Nelson received his Ph.D. in clinical child psychology from the University of Kansas in 2008 following a clinical internship at Cincinnati Children's Hospital Medical Center. He subsequently completed his post-doctoral fellowship in pediatric psychology in the Stanford University School of Medicine before joining the UNL faculty in 2009.

Dr. Nelson's research interests are in pediatric psychology. Specifically, his work focuses on three main areas of inquiry: (1) examining psychosocial factors affecting pediatric health behaviors (e.g., physical activity) and, ultimately, health outcomes

for children and adolescents; (2) developing, evaluating, and disseminating promising interventions to improve pediatric health; and (3) methodological considerations in child health research. In his recent work, he has pursued these interests by studying a variety of chronic pediatric conditions, including obesity, chronic headache, and cancer.

Dr. Nelson's teaching interests are in clinical and clinical child psychology. He anticipates teaching courses in clinical assessment, child psychopathology, abnormal psychology, and child treatment.

Psychological Consultation

By Mary Fran Flood

The Psychological Consultation Center (PCC) provides psychological services to individuals and families in the Lincoln area. At the same time, the PCC serves as a teaching, training, and research center for the Clinical Psychology Training Program (CPTP) in the University of Nebraska – Lincoln Department of Psychology. Services are available to anyone in Lincoln and the surrounding communities, including children, adolescents, university students, and adults. The PCC offers individual, couples, family, and group psychotherapy, as well as psychological evaluation, consultation, and referral services. The PCC accepts referrals from a

variety of sources, including school systems, physicians, probation and parole officers, the juvenile court, and other mental health professionals. There are several specialty clinics within the PCC. These clinics include the Family Interaction Skills Clinic, which aims to help families address parent-child conflict and consequences of child abuse and neglect, the Substance Abuse Clinic, which provides individual and group services for clients with substance use concerns, and the Anxiety Disorders Clinic, which specializes in the assessment and treatment of anxiety disorders.

The PCC is the professional home of approximately 30 therapists and numerous clinical supervisors. Services are provided primarily by pre-doctoral students in the CPTP. All PCC services are supervised by licensed clinical psychologists who hold faculty appointments in the Department of Psychology or who are contracted with the Department to provide supervision. Clinical supervisors work closely with therapists to facilitate the therapists' growth and development, as well as to ensure that quality services are provided to all clients. As part of its training and outreach aims, the PCC also conducts educational seminars for the CPTP and the Lincoln professional community through the Noon Talk and PCC Practice Update series.

All of the CPTP faculty, staff, and graduate students contribute to making the PCC a successful community service provider and training clinic. Among those who play a large role in PCC operations are Jodi Wiser, the PCC Office Administrator, Jill Panuzio, the PCC Assistant Director, and Mary Fran Flood, the PCC Director. They are aided by Undergraduate Office Assistants Chelsey Gassman and Samuel Stockton.



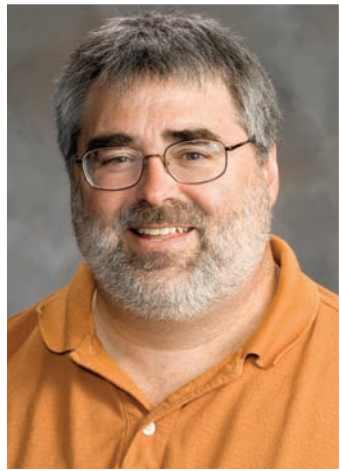
PSYCHOLOGY DEPARTMENT FACULTY, STAFF, AND GRADUATE STUDENT REPRESENTATIVES



Focus on Teaching

By Vanessa Roof

There are many rites of passage for both graduate and undergraduate students in the Psychology Department at UNL. In addition to spending countless hours in Burnett, anticipating new classes and opportunities, and integrating oneself with the foundations of psychology, there remains one crucial life-changing course of events, and it involves someone that will always be found wearing an orange shirt and khaki shorts. While



Cal Garbin

his classes are strenuous and encompassing, most will describe their experiences in Cal’s classes as monumental. Students will report things such as, “he really cares about his students,” or yesterday from a fellow graduate student I heard, “did Cal change your life? He did mine.” Dr. Garbin, formally known as ‘Cal’ among his students, emulates college teaching at its finest.

Cal joined the faculty in 1985 after receiving his degree in experimental psychology from the University of Texas at Arlington. His initial research interests involved multimodal perception and cross modal memory for object attributes

involving shape and texture. His more recent pursuits involve web-based technology used to promote learning and integrate concepts from class allowing multiple presentations of course concepts that enable students to develop, practice, and refine their skills and understanding of the material. His courses include a series of research methods and data analysis classes from sophomore to graduate level. He also coordinates an on-line Introductory Psychology and 300-level Research Methods classes. Much of his work is collaborative, including consulting work, which not only allows for enriched examples in lectures but also broadens his methodological and statistical skills. His Chair describes him as, “dedicated, thoughtful, uniquely skilled, and extremely effective teacher, who is interested in his own development as an instructor and committed to improving student learning and teaching beyond his own classes and students.”

His classroom responsibilities have included a number of undergraduate and graduate courses, including Research Methods and Data Analysis (350), Advanced Research Methods and Data Analysis (450), Measurement and Prediction (451), Psychometric Methods I (941), Psychometric Methods II (942), Factor Analysis (943), Teaching Methods for Psychology (974), and Psychometric “Modules” (930, miscellaneous one credit “seminettes”). His undergraduate students present hundreds of posters and papers at regional undergraduate research conferences. Also noteworthy are the high numbers of graduate students from other departments that enroll in his graduate classes. Cal also has been a significant influence of the ‘Quantitative Concentration’ added to graduate curriculum. What students truly appreciate most

is his mastery-based approach that includes repeatable assignments and tests and always available instructors or teaching assistants. Cal currently serves on many graduate committees and is always available for extra consultation. His impact outside of Nebraska is apparent by the numerous requests from outside institutions and professionals that request to access his materials, which are available at his website of <http://psych.unl.edu/psycrs/>. Cal’s consistently outstanding classroom instruction is also evidenced by his teaching awards. For example, he received the ASUN Outstanding Educator of the Year Award in 2002 and the Distinguished Teaching Award from the College of Arts & Sciences in 1994. He received the Certificate of Recognition for Contributions to Students in 1989, 1990, 1992, 1994, 1996, 1997, 1998, and 2000-2004, 2009 from the UNL Parents Association and Teaching Council of UNL. Dr. Garbin became a member of the distinguished UNL Academy of Distinguished Teachers in 2003. In 2007 Dr. Garbin became the first recipient of the Hazel R. McClymont Distinguished Teaching Fellow Award, recognizing exemplary teaching in the College of Arts and Sciences. He has become widely recognized as a campus leader on teaching. He has also been part of the national landscape of the Peer Review of Teaching Project, and has published in *Teaching of Psychology*. He has served as a Senior Scientist on a National Science Foundation (NSF) grant advancing instructional technology (with Dr. John Orr as a PI). Cal’s outstanding dedication was apparent by his receipt of the Outstanding Teaching and Instructional Creative Activity Award (OTICA).

Cal has been active in numerous ways in College and University teaching activities, including serving as a member of College committees (e.g., Supplemental Instruction, Awards, Assessment), the Peer Review of Teaching Project, the “Focus on the Faculty: Teaching for Success” committee (an ad hoc committee of the Student Retention Initiative), the steering committee for the Fall UNL Graduate Teaching Assistant

Workshops, and the First Year Experience Task Force. Dr. Garbin has co-chaired the University Teaching Council. Dr. Garbin has conducted numerous presentations about teaching to various groups on the UNL campus, including several forums for faculty (e.g., Summer EDU workshop, 1st Tuesday Workshops on several occasions, the Interim Workshop for Faculty Development) and graduate students (e.g., the

Graduate Teaching Assistant Workshops for several years). He has also been an active participant and presenter in university recruitment and retention activities (e.g., Red Letter Days, Mid-Semester Check). Cal has served as President of the Nebraska Psychological Society.

What is most impressive, however, is that in addition to Cal’s numerous teaching responsibilities and impressive accolades, is his attention to those he works with. In conversation, Cal attends to his students and colleagues, evidenced by his attention to the individual as well as his ever-positive encouragement to pursue any and all interests. He is always available for consultation with work but will always welcome stories, especially those involving soccer. If you find yourself walking the halls of Burnett, looking for Cal, he is easy to find, not only because of the trademark orange shirt, but also because of those who are most likely joining him in excited conversation.

“Dedicated, thoughtful, uniquely skilled, and extremely effective teacher.”

Undergraduate Advising

By Celeste Walmer

With 800 undergraduate majors, Psychology is the second largest major on campus. With so many students, the department must be prepared for the multitude of questions and challenges that arise from psychology majors on their journey between New Student Enrollment and graduation day. The department handles this daunting task with the Psychology Advising Center.

Staffed with one full-time advisor and one part-time student assistant, the Psychology Advising Center provides assistance to psychology majors in a variety of areas, including:

- **Academic planning**
- **Career planning and counseling**
- **Gaining career-related experience**
- **Preparing for the job search**
- **Preparing for graduate school**
- **Understanding academic policies and procedures**
- **Navigating campus resources**
- **Communicating information on policies, opportunities, and events relevant to psychology majors**

The department also provides an introduction to many of these topics by means of the course PSYC 100: Career Planning for Psychology Majors. In this course, new majors are given an overview of the academic challenges of a college education, the different areas of psychology, career opportunities

with a psychology degree, internship opportunities, and campus resources, as well as information on identifying their career interests and orientations, preparing for graduate school, and getting involved in research. The course is co-taught by the undergraduate advisor and a faculty member.

Over the past year, several changes have been made to the Psychology Advising Center in order to improve services for students. The new Psychology Advisor has a Master’s degree in Counseling and experience in career counseling and accessing labor market information. Several new resources have been added to the advising center, such as handouts on “Preparing for a Career with a Bachelor’s Degree in Psychology” and “Internships, Part-Time Jobs, and Volunteering.” A psychology advising page has been added to the Psychology Department website, with even more online resources planned for the near future. Increased participation in New Student Enrollment by the Psychology Advisor has allowed the advising center to establish a relationship with incoming freshmen and transfer students at the start of their college experience, and to provide assistance in their initial academic planning.

By having a full-time advisor, the Psychology Department is able to provide their majors with the opportunity to receive individualized assistance that is specific to psychology and that encompasses many more services than general academic advising offices can offer. The Psychology Advising Center is a unique and vital office that benefits both the department and its many students.



Award Winners

Undergraduates were recognized at the Psychology Department’s annual awards and recognition ceremony. At left, Nicholas Miller, the undergraduate student winner of the Levine Diversity Research Award is flanked by family members. In the right-hand photo, Kristin Divis, displays the Donald D. Jensen award recognizing the best undergraduate thesis. On her left is Janet Jensen, Donald Jensen’s widow.



Chancellor Harvey Perlman and Jim Cole pose with Chancellor's Award for Contribution to the GLBT Campus Community.

James K. Cole, Professor Emeritus of Psychology, passed away on August 15, 2010. Jim significantly impacted the lives of many colleagues, students, clients and others during a long and distinguished career. He had a big impact in our department, especially in leading and shaping the Clinical Psychology Training Program. Jim was a passionate advocate for many individuals and causes, and fought legendary battles within the university, the state and the profession. Jim received a number of awards and recognitions throughout his career. For example, in 2009 the Nebraska Psychological Association established a new award, the "James K. Cole Lifetime Achievement Award," and honored Jim as the first recipient. In 2010 he received the UNL Chancellor's Award for Outstanding Contributions to the Gay, Lesbian, Bisexual, and Transgender Community. Our deepest sympathies to his wife Pat and all of Jim's family and friends.
-David Hansen

Psychology Awards and Recognitions

Listed below are some of the many awards and recognitions that have been received by faculty and graduate students in the Psychology Department during the past year. Our apologies to anyone we missed.

Congratulations to...

... Professor Will Spaulding who has received the Mike S. Neal Award from the American Psychological Association's Division of Psychologists in Public Service (Division 18). Will was given the award for his "outstanding career serving individuals with severe and persistent mental illnesses." Will is the first recipient of this award.

... Professor Gus Carlo for his appointment as Associate Editor for Developmental Psychology. Developmental Psychology is the journal for APA's Division 7 and is an influential, prestigious publication.

... Professor Rick Bevins for being elected President of APA's Division 28, Psychopharmacology and Substance Abuse! President-Elect Bevins will begin his term on January 1, 2011. Also, Rick was recently appointed Associate Editor for Behavioral Neuroscience for the Journal of the Experimental Analysis of Behavior.

... Professor Scott Stoltenberg was appointed Associate Editor of a new journal, "Frontiers in Systems Biology."

... Professor Emeriti Jim Cole, who received the Chancellor's Award for Contribution to the GLBT Campus Community.

... Professor Deb Hope, who received a College of Arts and Sciences Teaching Award.

... Professor Kim Espy, who received a Bessey Professorship

... Graduate students Alicia Klanecky and Amy Hillard, who received a UNL Maude Hammond Fellowship and a UNL Presidential Fellowship, respectively

... Graduate student Scott Barrett, who received the Graduate Student Research Award for the 2010 MPA Conference.

... Professor Lesa Hoffman who was elected to the Society of Multivariate Experimental Psychology.

... Graduate student Kate Walsh, who received the Outstanding Graduate Research Assistant Award

Focus on Alumni

Wes Blair

57 Years Ago

After the 2nd World War ended and I was discharged from the Army in 1947, the natural thing was to go to college somewhere. We then lived in Coeur d'Alene, Idaho where my father was the Methodist minister. Spokane, Washington was only about 30 miles away and was the home of Whitworth College (now Whitworth University). They gladly accepted veterans, knowing that the GI Bill ensured payment.

I took several courses in Psychology and in my junior or senior year I remember being particularly interested in "Counseling and Psychotherapy" by Carl R. Rogers, 1942. In fact I still have that book. Several facts including my marriage to Shirley Swain in 1951, the lack of any clear employment path with only a BA and the encouragement of the Whitworth psychology Dept to continue my education all led to my application for admittance to the University of Nebraska Graduate School, Department of Psychology where a Whitworth professor allegedly had a friend.

Talk about being naive! Only upon acceptance and arrival did I find there were TWO Psychology Departments, one in the College of Arts and Sciences and the other in the College of Education. One of my close Whitworth friends, Del Schalock, had also applied to Nebraska and was accepted in the College of Education - where, as you might suspect, resided the Whitworth prof's friend. Over the years Shirley and I remained friends with Del and his wife; he spent most of his distinguished career at Oregon State University.

The first day of classes all new students began a very tiring 2-day comprehensive exam so the faculty could find out how hard their task was going to be. When it was finally over, the students gathered in the hallway to discuss the questions and possible answers. There were about a half-dozen from CCNY who were in the clinical group, knew each other and listening to them made it clear that I had undoubtedly made the right choice in opting to focus on experimental psychology.

My recollection is that both the clinical and experimental specialties had several professors while other areas, i.e., cognitive, social,

developmental etc. had only a single professor who usually covered more than one area. Don Dysinger was the Department Chairman and W. J. (Bill) Arnold, a student of Clark Hull, who, together with B. F. Skinner, were the most significant learning theory figures of their time. Bill was one of the best professors, mentors and friends I ever had at Nebraska. My wife Shirley and I baby-sat the Arnold children, a real treat because they had television. Years after Bill retired Shirley and I made a special trip to visit with the Arnolds.

I must mention now how my wife Shirley really got me through both my MA and PhD programs. During our time in Lincoln, she had three increasingly important positions without which we could not have survived. She initially worked for the the University Library, then the State Board of Control and finally, when it re-opened, the Air Force Base. Each time her change brought with it an increase in salary.

Perhaps the most unforgettable thing in our time in Lincoln was living in the Fred Christensen's basement on South 13th St. For \$35/Mo. we shared one shelf in their refrigerator upstairs, showered in the middle of the kitchen floor, saw the lightening flashes from the thunderstorms shorting out in the furnace next to our bed, found crickets in our shoes near the bed in the mornings and read the daily paper which they threw downstairs in the evenings when they were through with it. Oh, did I forget to mention the incessant bagpipe music from records (played at about 130db) or about digging the winter's snow out around the car and garage in the back alley? The Department's annual symposium started when I was there, I have no idea how it is regarded now, but in the beginning years it was fantastic. It exposed us to specialists in important areas of psychology covered only lightly by our faculty. Knowing what areas the guest lectures would likely cover enabled the graduate students (if necessary) to ask questions designed to elicit answers often opposed to known positions of our faculty. As you might expect controversy arose when Bruno Bettelheim was the lecturer. Ah, yes, the famous or infamous "refrigerator moms". Little did any of us know then how his career and life would end. I wonder if the grad students still go to the local hotel, order cheesecake and argue far into the night about the lectures they had just heard? Or better still is there a counterpart to our gathering each week to listen

to Bob and Ray on the radio? I hope so.

Bill Arnold obtained grant money from the U S Defense Dept. which in turn enabled the work for my doctoral dissertation re: the effects of cranial X-radiation on the performance of white rats.

And whatever happened to me? John Weisz was a year or two ahead of me; he and I ran the rat lab in the basement in '53-'54. Never mind the huge cockroaches that scurried about when we first turned on the lights. John went to the U S Ordnance Corp, Aberdeen Proving Ground Human Engineering Lab and within a year or so he was elevated to manager. He offered me a position which I accepted. While there I had great support, I was able to visit Harry Harlow for a week or so to learn how to set up and run a primate colony (Rhesus monkeys) which I did upon my return and conducted a series of experiments regarding the effects of muzzle and breech blast on primates.

My life-changing discovery while at Aberdeen was that I was much more interested and attracted to the system engineering and practical aspects of the research we were doing than the psychological side. I left after 2 years when it became evident that we were about to be forced into the daily use of time cards and time clocks. That was not what I had gone to graduate school for!

I then went to General Dynamics, Electric Boat in Groton, CT and stayed for 8 good years. There we solved curious problems on submarines such as how to more quickly and safely release powered emergency response flares from a submerged submarine. Other interesting work involved use of a full scale simulator and realistic software to develop a CRT display replacement for the sticks, dials and knobs used for submarine control. I also published a bit, including in Science, and conducted research and published several papers about human visual monitoring. When it became clear that our organization was not highly valued by the next level of management and that my immediate manager would probably never leave or retire, it was time for me to go. I've left out the best part about how I and a long time friend, Curt Nelson, became hopelessly and permanently addicted to flyfishing for trout - preferably large brown trout - Salmo trutta. The best fishing is in Southland near the

continued on page 13

Managing Graduate Student Life in Nebraska-1972

by Joseph M. Cervantes

As a young graduate student in the clinical program, it was an interesting time to study psychology in the early 70s (1972-1976) in light of the various sociocultural and political issues that were taking place in the nation. There was always room for meaningful dialogue both within the department and at the local bar in the later afternoon over managing Frank Dudek’s psychometrics class or some controversial discussion in one of the pro seminars taken in our first and second years. These discussions were embedded with the ending of the Vietnam War, the challenging lifestyle of living in Nebraska, and the local weekend music scene in Lincoln. In Fall 1972, David Levine was chair of the psychology department, and it was through his determination that the psychology program made a concerted effort toward increasing its ethnic minority presence within the graduate student population. There were several of us admitted in that year including: Bill Brickhouse, Joyce Jones, Faye Zollicofer, Susan Aguilar, Gary Coates, and myself as an unclassified graduate student. We all came as young individuals, fresh faced, and precocious in our expectations. Despite our divergent points of view, consistent with our geographic origins, we felt united by culturally relevant experiences that bonded us together under similar sociocultural and ethnic minority interests.

As I recall, some of the primary issues during that first year of graduate school and a continued body of concern throughout my four years at Nebraska, included the following: we struggled to integrate a culturally diverse perspective which was prompted by our small, yet critical, ethnic minority presence in the department; we were learning to initiate a dialogue about how to address diversity issues in literature review papers, research, and psychological assessment classes; and we were routinely searching for faculty role models both within and outside the department who could understand our unique culturally diverse interests.

Secondly, there were both spoken and unspoken feelings among us about convincing psychology faculty that as a small cohort, we were good enough to be graduate students in the psychology program. I believe that this

issue played out differently for each of us. For myself, I managed my own insecurities through establishing good rapport with fellow students and faculty who were my primary instructors and trying to be a ‘super graduate student’ in my class preparations. This coping style permeated the research papers I would write and helped to establish credibility about my abilities and commitment toward completion of the doctorate. There was also a struggle in developing the conceptual lens of a psychologist identity in the absence of ethnic minority faculty. It was an era in which there were very few faculty of color whether as instructors, practicum supervisors, or administrators in the community. Consequently, learning to integrate a Eurocentric model of psychology while still holding to a firm ethnic minority identity proved to be a challenge. Further, validation of past socialization and cultural experiences while learning about a psychology that appeared not as relevant to the professional work that we as a cohort anticipated, was difficult.

Lastly, there was a struggle with completing the first year successfully while learning how to write clear research papers and passing our examinations. This was likely a challenge for all students, however, when having the burden of proof relative to my ability as a graduate student, this added insecurity made my personal successful outcomes more difficult. It is significant to note that there were concerted efforts on the part of the clinical faculty to ensure that our social and emotional adjustment to the psychology department were supported regarding the training we were receiving. For example, I recall a representative from the American Psychological Association Committee on Accreditation spending a full day conducting interviews with students and faculty. Toward the end of the day, this representative from APA provided feedback to students regarding the strengths and weaknesses of our program which gave us hope and belief in our abilities to be successful in our doctoral studies. This dialogue would not likely have happened without the support of the faculty who seemed committed to a high calibre program for all students.

Despite the struggles and challenges that I faced in my first year of graduate study at

Nebraska, I generally felt supported by my classmates. In addition, I genuinely felt that while faculty struggled with how to integrate our unique cultural and ethnic experiences in instruction and coursework, they nevertheless attempted to address any insecurities with some degree of integrity. I look back on my training at Nebraska as providing me a sound grounding for the subsequent internship and post doctoral residency that I completed despite some of the challenges I noted about the training. I feel that the education and clinical training I received was helpful towards my subsequent professional successes. I am thankful to many individuals during that initial year, particularly, David Levine who challenged me to be the best I could be. It was unfortunate that he passed away during my last year in Nebraska. I am also indebted to Theo Sondregger who had confidence in me from the start and never failed to provide me with emotional support and guidance.

I am grateful for the opportunity I had to do graduate study at Nebraska and for the meaningful personal and professional influences that this period of educational learning afforded me.

Joseph M. Cervantes

Joseph M. Cervantes, Ph.D., ABPP is a professor at California State University - Fullerton and is diplomated in the areas of Clinical, Couple, and Family psychology from the American Board of Professional Psychology. He is immediate past president of the National Latina/o Psychological Association and past chair of Committee on Ethnic Minority Affairs (CEMA), American Psychological Association. Side from his full time faculty appointment, Dr. Cervantes is also in independent practice as a forensic child and family psychologist.

Focus on Alumni Wes Blair continued from page 11

bottom on New Zealand’s South Island. I have visited Southland 16 different years, not counting 2010 when Curt and I will go down in February for a couple of months staying with our usual friends for both flyfishing and wine tasting.

My final position was with Lockheed Sunnyvale, CA (Now Lockheed-Martin) where I worked until 1989 when I retired. I was classified as everything from Staff Scientist to a Senior Staff Engineer and worked on several U S Gov’t programs many of which are still classified. One that wasn’t involved living on Shell UK off-shore oil platforms in the North Sea to determine if they needed simulators aboard to train for emergency responses - you know, the platform is sinking and everyone must abandon it NOW. Turned out they didn’t need simulators. Another was the design, development and construction of small (50+ ft) manned submersibles to rescue personnel from downed Naval submarines. Yet another program required installation and maintenance of target monitoring systems aboard the U S aircraft carrier Midway. Still another which you may have heard about was the Glomar Explorer.

Thinking it all over and knowing what I know now, would I still choose to go to the University of Nebraska Graduate School, Department of Psychology? In a New York minute!

Wes Blair was born in 1927 at Oskaloosa, Iowa. He attended the University of Nebraska from 1951 – 1955 where he obtained his MA and PhD in Psychology under his advisor, Bill Arnold. He married Shirley Swain in 1951 and has 4 children (3 boys, 1 girl) and 8 grandchildren. Shortly after sharing his recollections of UNL with me, Wes passed away while on a fishing trip to New Zealand. I truly appreciate all the time and effort he put into his correspondence (he was all too happy to share his experiences with me) and am saddened that I did not have more of an opportunity to talk to him –Mike Dodd



Psychology Department were in a festive mood for the annual picnic (top two photos) and the annual Bon Voyage party (bottom two photos).

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UNIVERSITY OF NEBRASKA - LINCOLN
DEPARTMENT OF PSYCHOLOGY

Keep Talking

ALUMNI NEWS

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

Come Join Us!

The 59th Annual

Nebraska Symposium on Motivation

The Influence of Attention, Learning, and Motivation on Visual Search

The Psychology Department of the University of Nebraska-Lincoln will sponsor the 59th annual Nebraska Symposium on Motivation on April 7-8, 2011. The symposium will unite leading scholars (confirmed thus far: Drs. Jeremy Wolfe, Raymond Klein, Steven Yantis, Andrew Hollingworth, Jan Theeuwes, Nick Turk-Browne) who have advanced our understanding of the factors influencing visual search and related behaviors. Please register on-line.

[**www.unl.edu/psypage/symposium**](http://www.unl.edu/psypage/symposium)



Nebraska Symposium 2010

Symposium organizer Robert Belli, seated at lower left, with speakers, left to right, Michael Anderson, Richard McNally, Steven Gold, and Marcia Johnson