Greetings!

We’ve been very busy here since the last newsletter, spurred to creative action by our new (relatively new) provost. We’ve made several changes in the department’s course offerings and programs (p. 17-18), and there has been an incredible flurry of grant submissions (and successes—p. 22). With that plus upcoming changes in the administration (p. 2), we’re looking forward to a very different academic situation in ’09—’10.

But for now, commencement is over (it was wonderful! - see p. 4) and we have time for some relaxation. Hope you do too! Have a great summer.

Nancy

Looking for Alumni — Grads of 1982:

These are people who we haven’t located and who graduated in 1982. If you have any information that might help me locate them, please write to me at: Nancy.Squires@sunysb.edu.

Orit (Borkowski) Batey
Lois Byrd
Sheila Parris
Jacqueline (Sirina) Schachter
Ronald Siegel
Virginia Tinsley
SUNY’s NEW LEADERSHIP

New President for Stony Brook

On May 5, 2009, the Board of Trustees of the State University of New York announced the new President of Stony Brook University, Dr. Samuel L. Stanley Jr.

Dr. Stanley is currently the Vice Chancellor for Research and professor in the Department of Molecular Microbiology at Washington University in St. Louis.

Dr. Stanley’s appointment is effective July 1, 2009.

For more, see:
http://stonybrook.edu/sb/presidentelect/press.html

New Chancellor for SUNY

On February 10, 2009, the State University of New York (SUNY) Board of trustees voted to name Nancy L. Zimpher the 12th chancellor of SUNY, the largest comprehensive system of public higher education in the country. Zimpher is the first woman to be named chancellor in SUNY’s 60-year history.

Zimpher is currently president of the University of Cincinnati. Her appointment as chancellor is effective June 1, 2009.
US News Graduate Program Rankings, 2009-10

Announcement from SBU's Office of Institutional Research

"U.S. News & World Report published its 2009-10 “America's Best Graduate Schools” issue in May 2009. Only selected rankings are published. Many more are available on the web at:


The ranking methodology is described as follows:

These rankings are based on two types of data: expert opinions about program quality and statistical indicators that measure the quality of a school's faculty, research, and students. These data come from surveys of more than 1,200 programs and some 11,000 academics and professionals that were conducted in fall 2008.


Results. Stony Brook has thirteen programs ranked in the top 50 in 2009-10: Eight programs appear in the published magazine: clinical psychology, physician assistant education, physics, mathematics, computer science, medical school (primary care), biological sciences, and psychology. Two subspecialties also appear: nuclear physics and geometry.

US News does not rank every program every year. This year they updated the rankings for the social and behavioral sciences, English, engineering, and medicine. Psychology and the medical school—rated for primary care—moved into the top 50 as a result of these updates. The other new rankings were very similar to the previous ones, and no program was moved out of the top-50 group by the update. In addition to the “Best Graduate Schools” publication, the medical school rankings also appeared in the May 2009 issue of U.S. News & World Report in an article on graduate schools.

Stony Brook has thirteen programs ranked in the top 50:

- clinical psychology (9)
- physician's assistant (11)
- physics (23)
- mathematics (24)
- geology/earth science (28)
- nursing-midwifery (29)
- computer science (31)
- political science (33)
- sociology (41)
- medical school—for primary care (45)
- biological sciences (48)
- chemistry (50)
- psychology (50)

Seven programs ranked as subspecialties are also in the top 50:

- nuclear physics (4)
- geometry (6)
- topology (13)
- American politics (20)
- materials science (43)
- biomedical/bioengineering (47)
- computer engineering (48)
OUR UNDERGRADUATE CEREMONY:

Our ceremony got off to a late start because the main ceremony, for the entire campus, ran over time. Thankfully we had introduced an new “tradition” this year, which was a slide show for those waiting in the audience. The slide show included pictures of campus (like the one on page 1), pictures of graduating seniors, and pictures of faculty members along with brief descriptions of their research. Hopefully this made the wait more pleasant.

We were very honored this year to have as our guest speaker, Dr. Eric Kaler, SBU Provost and Senior Vice President for Academic Affairs.

The graduating seniors are in the front, and the proud families fill in the rest of the auditorium. (We’re hoping to find a larger venue next year, so that each graduate can have more than three tickets for family and friends.)

Every year the graduating seniors have the opportunity to vote for the “teacher of the year.” This year we had two winners: Dr. Bonita London-Thompson, and Dr. Paul Kaplan.
Brunch for the 2009 Doctoral Graduates & their families
Brunch for the 2009 Doctoral Graduates & their families
At the University’s hooding ceremony that afternoon—the graduates and their advisors

Joanne Davila with graduates
Melissa Ramsay Miller and Kate Stroud

Greg Hajcak with graduate
Doreen Olvet

Anne Moyer with graduate
Anna Floyd

John Robinson with graduates
Alice Blackshear and Ilan McNamara

Rebecca Laptook was hooded by Rick Heyman. Her advisor is Daniel Klein.

Marci Lobel with graduate
Jada Hamilton

Susan O’Leary with graduate
Kimberly Rhoades
More from the hooding ceremony

Arty Samuel with graduate Tony Weaver

Dan O’Leary with graduate Heather Foran

Hoi-Chung Leung with graduate Hwamee Oh

Harriet Waters with graduate Adela Apetroaia

Art Aron with graduate Kristin Davies

Amy Slep and Rick Heyman with graduate Daniela Owen

Janet Fischel with graduate Samatha Katz
Each year the department nominates graduate students for awards given by the Graduate School. This year Psychology’s nominees almost swept the competition. The students were honored at a ceremony on May 20th.

**FACULTY STAFF FELLOWSHIP AWARD:**

“The award is a dissertation year fellowship intended to recognize an advanced (ABD/G5 status) graduate student whose research project requires fieldwork, archival work or other research efforts which require the student to be away from campus for an extended period.”

*Weidong Cai*, Biopsychology, advisor Hoi-Chung Leung

**PRESIDENT'S AWARD TO DISTINGUISHED DOCTORAL STUDENT:**

“The recipients and their citations will be listed in the commencement program. The awardees will be hooded on stage at the main commencement ceremony as representatives of all Ph.D. recipients. Awardees will be expected to participate in a Graduate School colloquium scheduled during commencement week.”

*Jada Hamilton*, Social/Health Psychology, advisor Marci Lobel

**PRESIDENT'S AWARD FOR EXCELLENCE IN TEACHING BY A GRADUATE STUDENT:**

“The President's Award for Excellence in Teaching by a Graduate Student will be awarded to outstanding graduate student teachers.“

*Jennifer Rodden*, Social/Health, advisor Art Aron

*Suzanne Riela*, Social/Health, advisor Art Aron
From **Andrea Angell Zevenbergen** (Clinical, 1996, advisor Russ Whitehurst)

Nancy,

Here’s more in terms of an update on me for the newsletter

Hello to my former classmates and lab colleagues! You need to put in an update too so I can learn what’s up with you! I am an Associate Professor in the Psychology Department at SUNY Fredonia. I teach classes in child psychopathology, counseling, and theories of psychotherapy. I’ve been fortunate the last few years to receive funding from the National Academies of Science to conduct collaborative research with a faculty member from University of Warsaw, Poland. We’ve been conducting a cross-cultural analysis of parent-child narratives. I still do research on shared picture book reading too. My husband, Jason, and I have one son, Matthew, who is 9. We love living in Western New York (except for when it snows every day, like for the past month).

Thanks, Nancy! Best, Andrea

For more about Andrea, see:
http://www.fredonia.edu/department/psychology/zevenbergenhp.asp

From **Tom Maloney** (Biopsychology, 2000, advisor Nancy Squires)

Hi Nancy,

In another too-rare turn of events, today I've actually been able to attach some contemporary pictures of Elaine, Matt, Luc and Peter. Luc got really excited that he happened to have brought his magnifying glass (essential spy tool for a 9-year old's pocket) on our trip to Gillette Castle in Connecticut last summer, since Gillette turned out to have been the actor who turned Sherlock Holmes from a literary to a media superstar. He felt magically appropriate. Once again, chance favors the prepared mind, I guess.

Tom

Tom is currently coordinator of a lab in the Medical Department at Brookhaven National Labs
From **Miriam Ehrensaft** (Clinical, 1996, advisor Dan O'Leary)

Dear Nancy,

Thanks for this nice update. I wanted to let you know two things... First, we welcomed a baby girl Leah Esme to our family last February, and she will soon turn one. Her two older brothers, Cary (9) and Olly (6) are overjoyed! I am now associate professor of psychology at John Jay College of Criminal Justice. Though I do still retain my appointment at Columbia, John Jay is now my primary affiliation.

Yours warmly,

Miriam Ehrensaft

For more about Miriam, see:

http://www.jjay.cuny.edu/psychology/facultyprofile/ehrensaft.asp

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From **Kathy Putnam** (Clinical, 1996, advisor John Neale)

Dear Nancy,

Thanks so much for doing this. You have no idea how wonderful it is to get these newsletters. I completely lost touch with Peg Boyle, and was so thrilled to see her note and picture. I emailed her immediately! I have encountered so many colleagues over the years who complain about their graduate experiences. I am always shocked because I always felt that the dept at SB was more of a “family” [and, I learned a lot]. Sure, there were bumps in the road, but I have very good memories.

Best to you, Kathy Putnam

Katherine M. Putnam, Ph.D.
Staff Psychologist, National Center for PTSD, VA Boston Healthcare System
Assistant Professor of Psychiatry & Behavioral Neuroscience, Boston University School of Medicine

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In response to the last newsletter, I received this from Marv Levine (Professor Emeritus, Cognitive Psychology, and office just down the hall)

Hi Nancy,

Have you seen the NY Times Magazine section this Sunday (January 25, 2009)? The cover article, entitled “What is Female Desire,” reviews primarily the research on female sexuality. The article contains extensive quotes from **Julia Heiman**. Julia received her Ph.D. here in 1975, working with Jim Geer who then had one of the leading labs on sexual research in the country. She has had an extremely productive career since leaving here. The NYTimes article notes that she is now the director of the Kinsey Institute at Indiana and describes her as "one of sexology's venerable investigators."

I see the Newsletter just came out. This information didn't make it, but it might be interesting for the next edition.

Marvin

The article is at:

**Melanie Greenberg** (Clinical Psychology, 1992, advisor Art Stone), formerly at Alliant International University in San Diego, is now a Health Science Research Specialist at the VA in La Jolla California, and has an adjunct clinical faculty position at UC San Diego.

Melanie is working with Hamp Atkinson, a psychiatrist, on some studies regarding treatment of chronic back pain (i.e., behavioral and medication.) She coordinates the research and is involved in the writing of manuscripts and grants. She plans on expanding into the study of the effects of yoga on chronic pelvic pain.

**William O’Donohue** (Clinical Psychology, 1986, advisor James Geer) has co-authored this popular book. He tells us it is his 50th book!

Bill is currently Professor of Psychology, and Director of the Victims of Crime Treatment Center at the University of Nevada, Reno.

For more about Bill, see: [http://www.unr.edu/cla/psych/faculty/odonohue.html](http://www.unr.edu/cla/psych/faculty/odonohue.html)

**Ted Beauchaine** (Clinical, 2000, advisor Zvi Strassberg) was just awarded the annual Joseph Zubin memorial fund award for a young investigator in psychopathology, which is jointly administered by Columbia University and the University of Pittsburgh. Ted is currently an Associate Professor of Psychology at the University of Washington. Ted is the second Stony Brook grad to get the award in the last four years; Ann Kring (Clinical, 1990, advisor John Neale) won it four years ago.

**Debra Mashek** (Social/Health Psychology, 2002, advisor Art Aron) who is now Assistant Professor of Psychology at Harvey Mudd College, is to be awarded the inaugural Jane S. Halonen Early Career Teaching award by the Society for the Teaching of Psychology, a Division of the American Psychological Association. The award recognizes the first five years of full-time teaching by a faculty member at any level and will be given out to one recipient per year. This is a wonderful honor and recognizes Professor Mashek for the impressive contributions she makes in the classroom and in her scholarly work. We have all benefited from the vibrant and thoughtful contributions she makes to our community and it is wonderful to see that her impact extends far beyond the Claremont Colleges as well.
**Allen Azizian** (Biopsychology, 2004, advisor Nancy Squires)

Dear Nancy,

I am still with the California Departmental of Mental Health, Coalinga State Hospital. This is California’s newest state mental health hospital designed for the treatment of sexually violent predators.

Your readers may be aware that Ted Carr’s work in Positive Behavioral Support (PBS) is a major component of California’s mandated Enhancement Plan. His expanding vision of PBS is a hot topic here and is making a dramatic impact in treatment of people with mental illness. I should note that graduate work in a department where Ted Carr is a professor was instrumental in placing me in a senior level position. I confessed repeatedly that with the exception of exchanging hellos, I had no other interactions with Ted’s lab or work. Nonetheless, graduating from a university where PBS was founded played a major factor. We are recruiting for two positions (listed in APA and APS) and Stony Brook affiliation is a plus!

I have received a Fulbright grant and will be going to Armenia for teaching/research in Yerevan’s Medical School. In light of the PBS infection, I will most likely work in implementing a program related to intellectual disabilities. All the girls are doing well and will be joining me during the grant period.

Warm regards,

Allen Azizian, PhD
Adjunct Assistant Professor of Psychology
University of Southern California

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**Geralyn Datz** (Clinical, 2003, advisor Nancy Squires)

Hi Nancy:

I think I get the award for longest reply time!

I am doing great. I am sad I missed the deadline for the last newsletter and didn’t get to include our new baby, Cortez. Will have to catch the next one! Also, wanted to let you know and other stony brook alum know that I started a SB Grad Facebook page (“SB Grad Psych”) for all SB psych grads who are on FB. We already have 25 members! Get the word out and also include in the next newsletter, if you don’t mind. It’s a great way to network easily.

As for professionally, I am still working in pain mgmt and loving it. I am a medical psychologist, and interface with rehab and physicians on a daily basis. I really love what I do.

Hope all is well on your end…..

Best,

Geralyn
From **Elizabeth Gaudino-Goering** (Biopsychology, 1995, advisor Nancy Squires)

Beth now teaches psychology full time at Nassau Community College. She sends a picture of her three children from last Christmas. From left to right they are Finn, who is 6, Aidan, who is 2, and Ailish, who is 9.

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**Cheryl Woods-Giscombe** (Social/Health, 2005, advisor Marci Lobel)

From Marci, in May:

Cheryl gave birth to Zola!! Mom and baby are both well, as are Dad Kessonga and big sister Zuri. Zola means tranquil, and Cheryl reports that it is a fitting name for her wonderful new daughter.

What's more, Cheryl was recently offered and accepted a position as Assistant Professor in the School of Nursing at UNC Chapel Hill (one of the most prestigious nursing schools in the country). Here's an excerpt from the impressive announcement sent by the Chapel Hill SON:

“Dr. Giscombé began her career with a BA in psychology at NC Central University and subsequently earned her BS in nursing and master's degree in psychology from SUNY Stony Brook in New York. In 2005, she completed a PhD in Social/Health Psychology at SUNY Stony Brook and began a post-doctoral fellowship here at UNC-Chapel Hill School of Nursing, working with Drs. Debra Barksdale and Linda Beeber. She extended her post-doctoral period in order to complete the master’s degree in our psych-mental health nurse practitioner option, so she will shortly be our alumna as well. Dr. Giscombé's research focuses on stress-related health disparities and biopsychosocial, cultural and historical determinants of mental health outcomes in African-American women. She conducted her dissertation research on African-American women's well-being with a grant from the American Psychological Association. During her post-doctoral fellowship, she served as a research associate in the Carolina Lupus Study, and conducted research on "superwomen schema" with a grant from our Center for Innovation in Health Disparities Research. She successfully competed for an R21 NIH grant, "A mindfulness-based intervention to reduce diabetes risk in pre-diabetic African-Americans," that will begin soon with funding from the National Center for Complimentary and Alternative Medicine.”
From Dan O'Leary, Director of Clinical Training:

There are no simple explanations for such tragic events but we can express our sorrow to Anna’s loved ones and close friends. To try to put her career in some perspective, I got Anna's file and found the following:

Anna was born in Ukraine in 1978, and she came to the US with her family in 1988. She graduated from NYU in 1999 with a GPA of 3.80; she had an award winning honors thesis, and she later worked as a research assistant for Dr. Aron Beck at the University of Pennsylvania. Anna had superb GRE scores, and she received a Graduate Council Fellowship at Stony Brook based on her stellar record.

Anna completed her internship at the Adult Psychology Track at LIJ.

She completed her requirements for the Ph.D. on 7/23/07. Her dissertation was on the roles of attachment, adjustment, and problem solving ability in adolescent friendships, and her committee members were Tom D'Zurilla (Dissertation Advisor), Joanne Davila, Harriet Waters, and Evelyn Bromet.

She wrote to Marilyn Wollmuth on January 11, 2008 indicating that she was in Cologne Germany that year where her husband was doing research. During that year, she had a job teaching English, and she was planning to be back in the US and look for a hospital job in September 2008.

According to information I received from Pat Urbelis, Anna died following a biopsy and a reported accidental severing of the vena cava.

Anna was married to Brandon Roth; their son, Taren, is about 3 yrs old.
GENERAL UNIVERSITY NEWS

Stony Brook University Professors Receive $1.5 Million Grant To Study Ways To Make The Internet More Accessible To People With Visual Impairments

STONY BROOK, N.Y., December 5, 2008 – Stony Brook University computer science professors Dr. I.V. Ramakrishnan and Dr. Amanda Stent, and psychology professor Susan Brennan have received a $1.5 million National Science Foundation grant to study ways to make the Internet more accessible and user-friendly to people who are visually impaired or blind.

The Internet has become an essential tool for accessing information and performing everyday tasks such as banking, paying bills, shopping and communicating. However, the primary method of interaction over the Internet is through graphical browsers designed for visual navigation, which seriously limit access for people with impaired vision or blindness. In the U.S. alone, there are approximately 10 million visually impaired and blind people.

“Existing assistive technology for non-visual Internet access typically forces blind or visually impaired users into an inefficient, sequential mode of information access,” said Ramakrishnan. “To do better, we need to build computational models to represent the structure of web pages and online transactions, and to present them effectively using non-visual modalities. In addition, we need to better understand how users’ mental models for online transactions are built and utilized; we then need to align the computational models with the users’ mental models, so as to combine their strengths and significantly improve the efficiency of non-visual interactions.”

The ultimate goal of Ramakrishnan’s research is to empower blind and visually-impaired to lead completely independent lives with the aid of the Internet.

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The Effect of Red on Avoidance Behavior in Achievement Contexts

DOI: 10.1177/0146167208328330

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University of Munich
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University of Rochester
Reinhard Pekrun
University of Munich

Markus (Social/Health Psychology and the Professional Education Program) received a lot of attention for this research recently, including an interview on NPR: http://www.npr.org/templates/story/story.php?storyId=100301582
Because of a new revenue-sharing agreement, the Department now gets a portion of the tuition revenue during summer session. So we added to our standard offerings, and we are also experimenting with new one-credit seminars that we hope will be attractive to the community. Here’s one of our flyers.

### Summer Seminars — open to the community

**PSY 492 The Psychology of Harry Potter**  
**Summer Term II**  
**Tuesday 1:30 PM – 3:35 PM**

The complex characters, society, and ethical dilemmas of the *Harry Potter* series present a unique opportunity to explore human nature from the point of view of the wizarding world. This one credit seminar applies psychologists’ perspectives to literary analysis. We will cover such psychological topics as prejudice and in-group/out-group behavior, competition and cooperation, social reasoning, risk-taking, resilience to adversity, self-harm, and religious references in the *Harry Potter* series. We will also consider the psychology of fiction itself; why is it that we can read great narratives over and over, feeling suspense and engagement every time?

**PSY 491 Anxiety: What is it and how to cope with it.**  
**Summer Term I**  
**Wednesday 6:00 PM – 8:05 PM**

This one credit course will focus on fear and anxiety—both as normal and pathological experiences. We will consider what the emotions of fear and anxiety are, what function they might serve, and how they can go away. The course will differentiate various anxiety disorders, and will cover what is currently known about their treatment. We will also cover concrete coping strategies—both for dealing with anxiety—and for understanding and managing anxiety in the context of relationships (e.g., children or significant others). And in case the anxiety you’re feeling is about your money in this uncertain economy, we’ll cover the psychology of investment decision-making and risk management. The goal of this course is to help students develop a framework for thinking about fear and anxiety, and how to experience and cope with these emotions in a adaptive, rational and non-judgmental way.

**Psy 492 Health and The Brain**  
**Summer Term II**  
**Thursday 10:00 AM – 12:05 PM**

This exciting one credit course will be taught by six experts in health-related aspects of Psychology who are also award-winning instructors. You will learn how physically active lifestyles promote health and brain development and slow brain aging. Likewise, you’ll learn how drug use affects the brain, and how sleep can affect your physical and mental health. You will learn the different impact that these health behaviors have on men and women and about health problems that affect men and women differently, such as heart disease, cancer, and autoimmune disorders. In addition, you will learn about the newest research on how people cope with stress. By the end of this course, you will know the most current, scientifically-tested ways to live a happier and healthier life.

*Drugs and the Brain; Exercise and Healthy Brain Aging; Myths and Realities about Men, Women, and our Health; Catching Those ZZZ’s: Sleep and Your Physical and Mental Health; Enrichment, Nutrition and Brain Health; Coping with Stress*
NEW MA PROGRAM IN PSYCHOLOGY:

New master’s and BA/MA programs also come under the new revenue-sharing program. Psychology was ahead of the curve here, and has admitted its first MA class for this summer. There are 15 highly-talented students in the first class. They will graduate with the MA in Spring 2010.

DESCRIPTION OF MA IN PSYCHOLOGY

3/18/09

MA program in two summer sessions in Summer ’09 plus two academic semesters (F ’09/S ’10):

Highly qualified seniors will be admitted to the MA for Fall 2009. We anticipate an entering class of 15-20 students. In Summer 2009 they will take two courses: PSY 501 (Graduate Statistics) and PSY 610 (special topics) which will be offered as a proseminar that gives an introduction to the topics of all four program areas (Biopsychology, Clinical, Experimental, and Social/Health).

Focus of the program: Using the existing course structure, the new curriculum will accomplish several goals:

• It will provide a prestigious five-year degree for the best qualified of our undergraduates.
• It will provide an advanced education that will transfer well either to a career right after graduation or to further graduate education in a variety of fields such as law, business, medical school, and social work, as well as to the Ph.D. in psychology.
• This is not an automatic entryway into the Ph.D. programs in Psychology at SBU, which remain nationally attractive and very competitive.
• The students in the MA program will receive traditional grounding in psychology via electives chosen from our regularly-offered graduate courses. In addition they will get:
  ◊ A special 610 proseminar that provides an advanced overview of the field of psychology
  ◊ A Director specifically for the MA program who is there for consultation on course selection, career opportunities and other matters
  ◊ Two semesters of a one credit professional development seminar (also including students from the Ph.D. programs), that specifically addresses concerns about graduate school, career and personal choices, professional presentation, etc.
  ◊ The opportunity to take the Teaching Seminar (with Ph.D. students) in the spring of the final year; in parallel with this course, the MA students will assist the TAs in an undergraduate course.
  ◊ Each semester every student will choose one of the three “brown bag” seminars to attend (Social, Cognitive/Experimental, or Biopsychology). These are informal weekly meeting where graduate students in those areas present their current research.
  ◊ Attendance at “First Year Lectures” which is a forum for all first year students to hear faculty members talk about their ongoing research.
  ◊ Opportunity to engage in research in a faculty member’s lab.
• Applications will be evaluated on the basis of GPA (minimum 3.25), letters of recommendation, and fitness of the applicant’s goals with the goals of the program.
• The GRE’s are NOT required.
• COMPLETION OF THE PROGRAM will be contingent on completion of 30 credits with at least a 3.0 GPA, as per the regulations of the Graduate School.
In March I had a very pleasant surprise, an email from Professor Emeritus DAVID GLASS. I asked him to update us on what he has been doing since leaving Stony Brook.

Nancy,

You asked for an overview of what I’ve been up to over the past few years.

I’ll try to comply as concisely as possible. I left Stony Brook at the end of 1993 and accepted an appointment as Visiting Professor in the Psychology Department and Institute for Health, Rutgers (New Brunswick). I remained there until 1996, working with Howard Leventhal on negative affect and physical-symptom reporting. During that time, I also published two papers on burnout and depression in hospital nurses. I had begun work on this topic in Stony Brook with Dan McKnight. He received his Ph. D. based, in part, on data in those papers.

After leaving Rutgers, I did research consulting for the East Orange V.A., and then for several lawyers who were preparing trial briefs concerned with the effects of community noise on behavior and physiology. In 1997, I became Interim Director of Research at the Kessler Medical Institute in West Orange, New Jersey. I did this for a couple of years until they appointed a permanent director who was active in physical rehab research. The four years beginning with 1999 were relatively quiet, with only occasional consultations relating to behavior and health. I devoted a great deal of time to developing my own physical fitness through regular work-outs in a gym I joined in 1995. I have continued doing this over succeeding years.

In 2005, I decided to update myself on what was happening in environmental psychology and health psychology. I did this through systematic reading of the relevant literature, paying special attention to the work of my former students and post-doctoral fellows. A number of them are major contributors to the literature on stress and cardiovascular disease, stress and immune functioning (including cancer and the common cold), the psychology of physical symptoms, and personality and health. This period of reading led me to the idea of designing a course for advanced undergraduate psychology students that focuses on applications of social psychology during the last 35 years. I just completed a syllabus for this course and have made an initial approach to the Psychology Chair at Manhattan College. I am waiting to hear from him.

My wife and I left Manhattan a year ago and took an apartment in Riverdale on the 21st floor, overlooking the Hudson and the Palisades. It’s a twenty minute walk to the College.

My building has a gym so I can continue my fitness regimen 4 mornings each week. Teaching the course and working out at the gym will provide a nice balance for my other less time-consuming weekly activities - namely, dinners in Manhattan and active involvement in Church activities. Kathy and I are now members of the Church of the Incarnation on Madison Avenue and 35th Street.

Well, this email has turned out to be much longer than I intended. But, it does give you an idea of what I have been doing personally and professionally since my retirement from Stony Brook.

With the warmest regards,

David

P.S. In May David wrote that he will be teaching a course on Applications of Social Psychology at Fordham University (Rose Hill Campus) in Spring 2010. It is designed for advanced undergraduate psych majors.
Sheri Levy, Associate Professor of Social/Health Psychology has a new book.

“In the 21st century, intergroup relations offer both new hope and new challenges. On the one hand, people from different backgrounds increasingly come into social contact in positive and productive ways never thought possible in the past. On the other hand, intergroup contact is still avoided by some and when it occurs, tension, conflict, and violence erupt. Some historic social and economic feuds continue to cripple communities and countries, while new forms of intergroup terrorism have surfaced. Thus, intergroup conflict poses some new challenges. Progress relies on continued advances in both the understanding of the origins and the trajectory of intergroup conflict and harmony as traditionally studied by Developmental Psychologists, and the understanding of contexts and conditions that contribute to positive and negative intergroup attitudes and relations as traditionally studied by Social Psychologists.

In their book “Intergroup Attitudes and Relations in Childhood through Adulthood” Sheri R. Levy, Associate Professor of Social Psychology, and Melanie Killen, Professor of Human Development at University of Maryland at College Park, showcase international research on intergroup relationships and attitudes from a wide variety of social-developmental perspectives and set the agenda for the next wave of research on this topic. This book addresses enduring, fundamental questions about intergroup relations and attitudes with current, cutting edge research: (1) When, how, and why do particular intergroup attitudes and relationships develop? (2) Once formed, how do people reason about and evaluate their intergroup attitudes and relationships? (3) Can intergroup attitudes and relationships change with experience and intervention? These questions are considered broadly in terms of research on gender, race, ethnicity, nationality, age, sexual orientation, and body type.

JUST PUBLISHED:


Erica Woodin received her Ph.D. in Clinical Psychology in 2007, and is now a (very happy) member of the faculty of the Psychology Department of the University of Victoria in Canada.

Dan O’Leary holds the title of Distinguished Professor. He is our Director of Clinical Training, and in addition to the new book, he has other exciting news. He is about to receive the Lifetime Achievement Award for his research in family violence from the National Family Violence Educational Resource Center on June 27, 2009 at a national meeting in Los Angeles, California.
Everett Waters, Professor in the Social and Health Program, was given the 2009 Bowlby-Ainsworth International award for contributions to the study of human attachment relationships by the New York Attachment Consortium. The picture on the left shows Alan Stroufe announcing the award at the Consortium’s event at this year’s meeting of the Society for Research in Child Development. The New York Attachment Consortium is a project of the Center for Mental Health Promotion. It supports basic and applied research, graduate and post-doctoral training, and conferences, workshops and media projects advancing the Bowlby-Ainsworth tradition.

The picture on the left shows one of Everett’s former students, German Posada, at the same event. (German is the one on the right.) German graduated from Stony Brook in 1989 with a Ph.D. in Developmental Psychology. He is now an Associate Professor of Developmental Studies at Purdue. See:

http://www.cfs.purdue.edu/cdfs/pages/fac_staff/posada.html

Marvin Goldfried (Distinguished Professor in the Clinical Psychology Program) has received two honors. He is the President-elect of the Clinical Psychology division of the American Psychological Association and he will receive the 2009 award from the Psychotherapy division of the American Psychological Association for Distinguished Contributions to Teaching and Mentoring.

Also, we just found out that the Awards Committee of Society for the Psychological Study of Lesbian, Gay, Bisexual and Transgender Issues (Division 44, American Psychological Association), has named Marv the recipient of the Evelyn Hooker Award for Distinguished Contribution by an Ally for 2009.

Richard Gerrig (Cognitive Psychology) has been selected as a member of the inaugural class of Fellows of the Society of Text & Discourse. This new award was initiated to recognize and honor individuals who have made significant and sustained contributions to the study of text and discourse.


Turhan Canli (Biopsychology) received a McKeen Cattell Sabbatical Award for Fall 2008. This highly prestigious award is given by Cattell Fund and Association for Psychological Science.
Arthur Aron - Sponsor: National Science Foundation (RAPID)

“Shared Novel/Challenging Activities and Relationship Quality: Testing Key Theoretical Mechanisms and Moderating Variables in a Large Sample of Returning Combat Soldiers.”

Close relationships are central to health and happiness. Most research has focused on relationship problems that interfere with well-being. However, a number of recent, rigorous studies have found that it is also important that couples associate their relationship with a sense of growth, that relationship boredom can be a major cause of marital distress, and that relationship quality is enhanced when a couple does things together that are novel and exciting. Yet, the research to date has not examined this important process in a significant real-life context, has not yet identified the fundamental underlying principles of just how this process operates, and has not yet delineated the conditions under which this process is particularly likely to operate. This research takes advantage of a unique opportunity to advance knowledge by addressing exactly these issues, issues that have been almost impossible to test with standard research methods and populations.

This research is a unique collaboration between Dr. Arthur Aron and colleagues at SUNY Stony Brook and a non-profit organization, Welcome Home Troops (WHT). WHT provides thousands of U.S. soldiers returning from combat deployments with tickets to exciting events (e.g., NASCAR races, concerts) to attend with their spouses. WHT hopes to help reduce the high divorce rate in this population by giving them a positive, high energy, shared experience, as a couple. WHT is helping the research team connect with 2,000-5,000 married soldiers to better understand how and why their approach might be working, while also providing a unique platform to test basic theory on the role of shared exciting experiences in relationship health. Soldiers and their spouses, along with a matched comparison group, will complete surveys and indirect measures before and immediately after the event, as well as six months later. The findings will illustrate the specific processes that promote relationship health and satisfaction within married couples who have experienced recent separation and stress. Additionally, the work might directly benefit returning soldiers and their families by promoting relationship health and marital satisfaction.

“Operant Analysis of Self-Control”

Howard Rachlin received a 5 year renewal of his NIH project which began in 1989. The project will continue to explore the implications of this experimental work for applied and theoretical aspects of self-control.

NRSA PRE-DOCTORAL FELLOWSHIP AWARDS

Sara Bufferd (Clinical, Advisor: Daniel Klein)

“Preschool Psychopathology: Continuity and Outcomes at Age 6”

Catherine Glenn (Clinical, Advisor: David Klonsky)

“Translational Approaches to the Study of Emotion in Self-Injury”

Some new faculty grants
It's NOT good to talk: Tech-obsessed teenagers risk depression, say scientists
By Jenny Hope
Last updated at 4:12 PM on 30th January 2009

Unhealthy: New technology lets teenage talk too much and become obsessed with their relationship problems
Teenage girls obsessed with Facebook are at risk of depression because they talk too much, warn researchers.
Although it's good to talk - overdoing it makes girls more prone to anxiety and depression as they wallow in their woes, according to a new US study. Today's opportunities for girls to share their problems through texting, email and social networking have never been greater, says associate psychology professor Joanne Davila. But excessive discussion - known to the experts as co-rumination - is bad for them. Repeated conversations among adolescent girls, particularly about romantic disappointments, worsens their mood and creates negative emotions, she said.

Dr Davila said: There is a wealth of communication technology available to teens today that allows them to talk over and over again about the same emotional difficulties. 'Texting, instant messaging and social networking make it very easy for adolescents to become even more anxious which can lead to depression.' Teenage friends have always chatted about their problems, asking each other why he didn't call or should they break up with a boyfriend, she added.

But frequently discussing the same problem can intensify into an unhealthy activity for those who use Facebook and other electronic means to obsess about it, she said. Dr Davila and colleague Lisa Starr at Stony Brook University interviewed 83 girls aged around 13 years, based on the age when the risk for depression in girls starts to increase.

The girls, who were accompanied by a parent, covered nine areas including how much time they spent talking to friends about problems, how much they encouraged each other to do so and the tendency to repeatedly revisit the same problems.
Families were contacted again a year later for more data collection, including depressive symptoms which were measured on both occasions. Romantic experiences considered normal for early teens, like flirting, having been asked on a date and having been kissed, were also scored. Higher levels of discussing problems with friends were 'significantly' linked with higher levels of depression, says a report in The Journal of Adolescence. More romantic experience was linked both to excessive talking and more depressive symptoms. Dr Davila said: 'We wanted to start the process at the beginning and follow them over time to see what happens. 'Lots of talking can help if those involved have strong problem-solving skills because it helps them reach a solution and it builds close friendships' she added. However, many teenagers have not developed effective ways of doing this and parents may need to help them out.

Said Dr Davila: 'When girls are talking to each other it seems to help them, they often don't realize that excessive talking is actually making them feel worse about the problem. 'It's good for young girls to have friends and to use them for support but parents may need to be aware when they are obsessing about a setback and set limits on the discussion. 'They could change the subject, for example, after helping their daughter sum up how they feel about the problem, or think about more active ways to deal with it,' she said. Research shows girls spend more time talking to each other about personal problems than boys, she added. But the growth of electronic communication could result in more co-rumination between adolescent males. Dr Davila said: 'It's most likely they are discussing the game last night or meeting up, but there's a possibility they could start discussing emotional problems more than in the past which would put them at risk.'
Brenda Anderson’s Lab

POSITIVE EFFECTS OF EXERCISE ON THE BRAIN

Brenda’s lab is interested in how experience influences the brain and behavior. Exercise is well known for its beneficial effects on health, but is also recognized for its beneficial effects on the brain. To better understand how exercise may influence brain aging, Shayri Greenwood and Michael Ryan, both students in the lab, are currently testing how exercise interacts with biochemical pathways involved in programmed cell death.

NEGATIVE EFFECTS OF CHRONIC STRESS ON THE BRAIN

Stress is well known for its detrimental effects on health and damage to the brain. Diane Kim, Rose Slupski and Nate St. Louis, all students in the lab, have been helping Dr. Anderson test a new rodent model of chronic psychological stress. Rats are exposed to an innately aversive stimulus (ferret odor) paired with lights and sounds. The lab aims to better model chronic stress in humans, where often, the anticipation of adverse events is prolonged, and without the arrival of the anticipated negative consequences. By modeling psychogenic stress without physical stress, the lab hopes to better understand how psychological stress affects the brain to increase the vulnerability to mental health disorders.
Stony Brook alumni make the news

Karen Gil, SBU graduate of 1978, becomes Dean of the College of Arts and Sciences at University of North Carolina, Chapel Hill. Gil is the Lee G. Pederson Distinguished Professor of Psychology at UNC>
http://www.bizjournals.com/triangle/stories/2009/05/04/daily51.html

William Balzer, SBU graduate of 1979, becomes Dean of Bowling Green State University, Firelands. He is Professor of Psychology at Bowling Green.

Our current undergraduates:

2009 URECA (Undergraduate Research and Creative Activities)

Summer Research Program—fellowships go to:
Margaret Brown, to work with Anne Moyer (Social/Health Psychology)
Jean Tang, to work with Brenda Anderson (Biopsychology)

2009 Psi Chi / URECA Conference

The annual Psi Chi - URECA Conference was once again a huge success. Here we have our winners of the poster presentation.

The winner of the oral presentations (not shown) was Kayla Young from Suparna Rajaram's lab.

1st prize poster: Michael Ryan (Anderson Lab)
2nd prize poster: Rose Slupski, Nathan St. Louis & Elijah Clark (not present) (Anderson Lab)
3rd prize poster: Tia Mansouri (Leung Lab)
MINORITIES IN PSYCHOLOGY (MiPs) INVOLVEMENT FAIR

On April 23rd, MiPs held its first ever Involvement Fair, which was an opportunity for all students to learn about research labs and organizations (on and off campus) that they could get involved in. It was also a way to inform students of volunteer opportunities related to psych. The event was a tremendous success, and we hope that MiPs will make this a tradition.
From Debbie Campani (former Graduate Coordinator who now lives in Florida, enjoying a glorious retirement): I AM A PROUD GRANDMA OF A BIG BEAUTIFUL HEALTHY NEW GRANDSON. ANACARIO, BORN 9:57 a.m on 2/2/09. He weighed 8 lbs. and was 20” long. This is a picture of Anacario and his mother, Debbie’s daughter Becky.

From Fracesca Ava Cottone (daughter of Lisa Harkavy Cattone, Biopsychology, 2003, Advisor Nancy Squires) Hey everyone,

It's been a long, strange, journey but I finally made it out of the womb and into the world on Wednesday, April 22nd (yup, that's right, Earth Day is my birthday). As you can see from the picture I attached below, it seems like I've got mommy's hair, which I'm very happy about. I'm also really thankful to have Julian as my big brother, and as you can see from the other picture below, I think he's happy to have me around too.

Mommy and daddy wanted to thank all of you who called, emailed and sent text messages. Since they were pretty busy with me for the past few days they didn't have much time to get back to you until now. So I hope to get to meet all of you soon, but until then ciao for now.

With love,
Francesca Ava Cottone

Amy Barry, former Graduate Coordinator, and big-brother Will, welcome a new baby to the family: Alexandra Barry, who was born in early May.

Melissa Greg (graduate student in Cognitive Psychology) and her new daughter Ella.
In preparing to design our new masters program last fall, we dug out some dusty old files that go back to the very start of the department. In the Fall of 1965 an outside committee was asked to review the proposal for a department that had been submitted by Harry Kalish, and the came to Stony Brook to assess the prospects for a new department of psychology at this budding university. The committee was composed of Kenneth Spence (U. Texas), Karl Pfaffmann (Rockefeller), and Joseph Zubin (Columbia Presbyterian). Below is a copy of the memo Dr. Spence sent to the administration, upon returning home from his trip to Stony Brook.

THE UNIVERSITY OF TEXAS
AUSTIN 78712

DEPARTMENT OF PSYCHOLOGY
WESTER HALL R11

November 2, 1965

Dr. David Fox
Graduate School
State University of New York
Stony Brook, Long Island
New York

Dear Dean Fox:

Arriving home late Friday night I have only now recovered sufficiently from travel fatigue to attempt to formulate my impressions about your Department of Psychology. First, let me say that I was very favorably impressed with the brief research presentations by the various staff members. Not only were they indicative of high quality, but there was a rather remarkable cohesiveness in the interests of the staff as a whole. Centered around the problem of learning, two basic approaches, physiological and behavioral, have been nicely combined with the applications of the findings to the area of behavior modification (clinical psychology). It has been my experience that such highly related interests among the staff of a department make for a most effective training (and research) program. We had such a department at the University of Iowa from 1946-1960. Like yours it was also centered around the topic of learning with three areas of training: Experimental Psychology, Personality and Clinical Psychology.

As one index of the success of this program is the data contained in the accompanying table, which shows the productivity of the experimental graduates. Graduates in the other areas, relatively much smaller in numbers, were equally successful. I might add that when we were forced in 1960 to become a more competitive and less homogeneous department we were thereafter much less successful. It was evident in the students at the time they were in school and it was also revealed subsequently in their much lower productivity. I would urge that every effort be made to maintain this important quality that your department now possesses and that only much further programs that will fit into it be added, if any. It would seem that with four new graduate institutions in the state, there should be some division of labor. Since three of the institutions will be new at the advanced graduate level it should be possible to plan for such. Indeed, something like this is going to have to be done on the regional level all over the country. There simply are not enough able psychologists to man five to six excellent programs in every university in the country. The advantages of three strong areas for the task of staff recruitment is, of course, obvious.

With regard to instituting the program next year, I think it is quite possible even with the present staff. The large common core in the first year programs will permit this. There can also be a reduction in the number of undergraduate offerings which have, understandably, been over proliferated to give the staff teaching opportunities in their special areas. The second year will require additional staff. However, I am convinced that most present day Departments of Psychology are greatly over staffed. During the period 1946-60 our staff at Iowa increased from 9 to 18 numbers with an average of 14. During this period we were in the top 10 in Ph.D. production with the average size of the other nine department 2.5 times that of ours. The high degree of communality of interests among our staff during this period was, I believe, the major factor responsible for this record. Of course we did have some very capable psychologists.

In closing let me express my confidence in the capacity of your psychology department to enter upon graduate training next year and also thank you for the very kind reception that my colleagues and I received from both the Administration and the Department.

Sincerely yours,

Kenneth W. Spence
Professor
I am responding to a request from Nancy, who has asked me to write up a short description of how we were able to recruit so many faculty members so quickly when we formed the department in the 1960s.

I arrived at Stony Brook in 1964 as an assistant professor and also Director of Psychological Services. At that time, there was no clinical program, and Psychological Services was to be the training facility for graduate students—once the program had been established. The vision of the clinical program was formed by Harry Kalish, a clinician by training, and then department chair. Harry’s idea was very novel at the time, i.e., to have learning theory and research serve as the theme that would cut across all department areas.

Behavior therapy—a clinical approach based on learning theory and research—had begun to gain popularity in the early 1960s. The basic premise underlying this orientation was that the findings from basic laboratory research could profitably be extrapolated to the clinical context (a notion now known as “translational research”). This interface between research and practice—the scientist–practitioner model—was to be the unique and very exciting foundation of our clinical program. To implement this, Len Krasner, who had just published two books on behavior therapy, was brought in as Director of Clinical Training in 1965. Within a very short period of time, we had a fully functioning clinical program.

Had it happened so quickly? While it was the case that funds were more readily available at the time, there was another important factor that made this possible. Psychological Services, which provided therapy for the student body, was housed within the department but funded by the Dean of Students. Instead of hiring full-time clinicians to staff the clinic, we arranged for incoming clinical faculty to work part-time as therapists in the clinic in addition to fulfilling their academic role. An arrangement was made so that two clinical faculty members could be hired once a faculty line became available, each being paid partly by the department and partly by the Dean of Students. Thus the department was charged with only 0.5 FTE for each of the lines it was given by the administration. The net result of this was that within just a few years, the clinical faculty was comprised of the following 10 members: Jerry Davison, Tom D'Zurilla, Jim Geer, Harry Kalish, Len Krasner, Marv Goldfried, John Neale, Dan O'Leary, Dave Pomeranz, and Alan Ross. This arrangement not only allowed us to justify the number of clinical faculty that were hired, but also helped the department grow, in that it allowed us to make better use of our FTEs to hire faculty in all other areas.

Once the clinical program was formed and graduate students were accepted, the direct services that were being provided through the Psychological Center were no longer delivered by the faculty, but by clinical graduate students. Instead, the clinical duties of the faculty changed to that of supervising student therapists in training. Eventually, the Counseling Center was formed to serve the needs of the student body. At that point, the department established a community clinical service, the Psychological Center, as the clinical training facility. Fortunately, all clinical faculty lines remained within the department, allowing us to meet the clinical teaching requirements for APA certification.

The use of clinical faculty as supervisors served an essential educational function for our clinical students, providing them with role models of the scientist-practitioner. Instead of giving lip service to training students in both research and practice, we were able to demonstrate how it could be done. Indeed, we were among the first, perhaps even THE first, clinical program in the country that incorporated clinical supervision into the teaching functions of clinical faculty.
Department of Psychology

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See us at: www.psychology.sunysb.edu

Professors
Aron, Arthur, Ph.D., 1970, University of Toronto, Canada. Social/Health Psychology.
O'Leary, Susan G., Ph.D., 1972, University at Stony Brook. Clinical Psychology.
Samuel, Arthur, Ph.D., 1979, University of California, San Diego. Experimental Psychology.
Squires, Nancy K., Ph.D., 1972, University of California, San Diego. Chair. Biopsychology.
Waters, Everett, Ph.D., 1977, University of Minnesota. Social/Health Psychology.
Wortman, Camille B., 1972, Duke University. Social/Health Psychology.

Associate Professors
Canli, Turhan, Ph.D., 1993, Yale University. Biopsychology.
Davila, Joanne, Ph.D., 1993, UCLA. Clinical Psychology.
Franklin, Nancy, Ph.D., 1989, Stanford University. Experimental Psychology.
Freitas, Antonio, Ph.D., 2002, Yale University. Social/Health Psychology.
Lobel, Marci, Ph.D., 1989, UCLA, Social/Health Psychology.

Assistant Professors
Hajcak, Greg, Ph.D., 2006, University of Delaware. Clinical Psychology.
Klonsky, E. David, Ph.D., 2005, University of Virginia. Clinical Psychology.
Maier, Markus, Ph.D., 2000, University of Regensburg, Germany. Social & Health Psychology.

Emeritus Faculty in Residence
Levine, Marvin, Ph.D., 1959, University of Wisconsin. Cognitive/Experimental Psychology.

Distinguished Professors
Goldfried, Marvin, Ph.D., 1961, University at Buffalo. Clinical Psychology.

Lecturers
Kuchner, Joan F., Ph.D., 1981, University of Chicago, Director of Child & Family Studies.

Research Faculty
Heyman, Richard, Ph.D., 1992, University of Oregon—Research Professor.
Slep, Amy, Ph.D., 1995, Stony Brook University—Research Associate Professor.

Post Doctoral Fellows
Casillas, Katherine — Clinical
Locey, Matthew - Cognitive/Experimental
Snarr, Jeffery — Clinical

Personnel
Thompson, Judith — Assistant to the Chair.
Wollmuth, Marilyn — Graduate Student Coordinator
Bieselin, Jean — Account Clerk
Carlson, Carol — Undergraduate Advising
Hildenbrand, Donna — Student Coordinator
Zimmerli-Forman, Cindy — Research Coordinator
Vivian, Dina, Ph.D. — Director of the Psychological Center
Urbelis, Pat — Psychological Center Administrator

SBS Shops
Glenn Hudson—Electronics shop manager
Ralph Molaro—Computing and technical support
Bob Chorley—Machine shop manager
Michael Antoszyk—Building manager