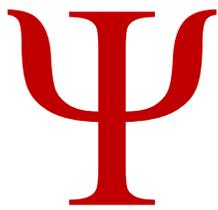


in this issue >>>

- **UConn Psych Then & Now:**
Reflections from two UConn Psych Alumni-turned Faculty
- **Spotlight Interview with Sharon Lee**
...and Student Research Accomplishments!



UConn Clinical Psychology Student Research Newsletter (January 1, 2019 – May 31, 2019)



the Rotter Review

Issue 5, June 2019

Edited by Oliver Johnston & Nana Marfo

Note from the Editors >>>

We are pleased to bring you the fifth issue of **the Rotter Review!**

In this issue, we cover clinical psychology graduate student research accomplishments from the Spring 2019 semester (January 1, 2019 through May 31, 2019). In addition, UConn professor, Crystal L. Park, Ph.D., teaches us how to cultivate a passion for research, we hear from two UConn alumni-turned-faculty, and learn about Sharon Lee's recent grant.

The work everyone does behind the walls in Bousfield is important and deserves to be celebrated. Congratulations to everyone for their incredible accomplishments!

See you again in September 2019!

Your Editors,
Oliver & Nana

Research: You Gotta Love It

By Crystal L. Park, Ph.D.

A common expression among artists of various sorts, when asked why they create art, is that **they can't not create art**. Ideally, that is how researchers should feel about their scholarship, a deep passion and desire for knowing things, not only things that they personally do not yet know, but things that *no one* knows, a drive to produce knowledge that doesn't yet exist.

In fact, a Ph.D. is a very special degree, a *license* to create knowledge. This license is a special privilege given to us—and only **us***--by our society. As a student in a scientist-practitioner program, you probably do love research, the very process of inquiry, and if you don't, I hope you at least like this process enough to make it at least a small part of your professional life.

This passionate pursuit of deeper and truer understanding unites all scholars everywhere and can sustain graduate students as they conduct research, learning both about what is already known in their chosen topic area and about the methods that they can use to discover something new. For graduate students in clinical psychology, finding and maintaining this passion may be more critical than for students in other programs, because most clinical students are also interested in direct service provision, which sets our PhD programs apart from pretty much every other discipline.



*Theoretically solely our province, but we aren't going to arrest MDs or MSWs who publish academic papers.

Continued on Next Page

As you probably know, clinical work can be deeply satisfying. While it might take a while to help a person or family turn their lives around, you can often feel you have made a helpful impact in just a single session.

"Finding their passion and cultivating it helps students stay the course in their scholarly pursuits"

This immediate reward is very powerful, and, over the years, I have seen many students begin graduate school with equal ardor for both clinical work and research only to feel the powerful tug of clinical work grow stronger and stronger to the neglect and ultimate abandonment of the research aspects of their career.

Finding their passion and cultivating it helps students to stay the course in their scholarly pursuits even when their long-term goals may feel abstract and seem so very far away. You came to graduate school to work with your specific advisor for a reason—you were attracted to their work, to the kinds of questions they ask and the kinds of answers they seek.

So you already have, ideally, identified some issue or topic within their broad oeuvre that excites you, draws you in, piques your curiosity.

Stoke that interest!

Find other people in your lab, or department, or the broader research community who are interested in similar topics and share with them your ideas and questions. Many professional organizations have divisions or special interest groups that focus on specialized subfields within psychology; find one or two of these, join discussions on the listservs, attend the conferences and talk to people there (the best of these



discussions often occur at their social hours or happy hours). Finding others with similar interests with whom to collaborate can amp up our creativity levels and make some of the more tedious aspects of our work less burdensome. And I have also met some of my best friends this way, so collaborating has many rewards.

"...spend time figuring out what your Big Questions are, what you find inherently compelling and fascinating."

An important advantage in cultivating passion in our research for us in clinical psychology is that our topics of study are **inherently fascinating**—what could be more interesting than what people do and why they do it? (*My bias is showing, but I am sticking to my assertion*). The best programs of research follow from strong, focused questions, so spend time figuring out what your **Big Questions** are, what you find inherently compelling and fascinating. Then let your curiosity guide you—what would be really cool to know that we don't already know? Look for the gaps and holes in the existing literature. Think about eventual implications of your work—

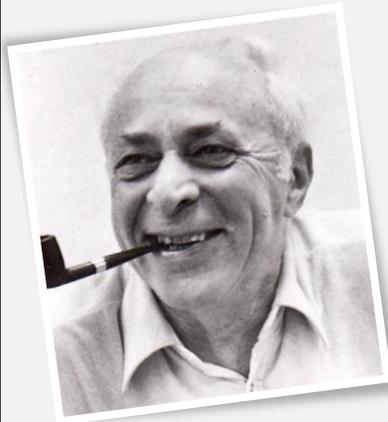
—how might knowing more about this topic lead to *better understanding? Better treatment? Better policy?* Look for connections with the work of others that might be somewhat related, or even very different—perhaps some technique or perspective they rely on will be useful in your own thinking. And pay attention to what happens in the rest of your life (some of our

best ideas come from self-observation and self-reflection) and our world; lots of interesting ideas can be sparked when you connect your research topics to societal trends, other cultures, and technological advances.

So, as you make your way through our graduate program, and especially when your current study is posing some ridiculous challenge or seemingly overwhelming obstacle, your scholarly peers may be able to offer advice and encouragement and your passion can see you through to your bigger goals. **My hope for your future is that when people ask you why you do research, that you honestly won't be able to resist saying, because I can't *not*.**

Crystal L. Park, Ph.D. is a professor in psychological sciences at the University of Connecticut. Dr. Park's research focuses on multiple aspects of coping with stressful events, including the roles of religious beliefs and religious coping, the phenomenon of stress-related growth, and the making of meaning in the context of traumatic events and life-threatening illnesses, particularly cancer and congestive heart failure. Her recent work has focused on integrative approaches to health, especially yoga. To learn more about Dr. Park's research check out UConn's Spirituality, Meaning, and Health Lab at <https://spiritualitymeaningandhealth.uconn.edu/>

About Rotter>>>



Julian B. Rotter, known to most people as Jules, was a Professor and Director of Clinical Training in the Psychology Department at UConn from 1963 until his retirement in 1987. Jules was named by APA one of the most eminent psychologists of the 20th century. Best known for his Social Learning Theory and construct of Locus of Control, in 1988, the APA awarded him the Distinguished Scientific Contribution award and said the following about his efforts: *"An inspiring model for the rigorous theory-guided analysis of the most complex human behavior, Julian Rotter, by his writing, teaching, and personal example, won the admiration and gratitude of a generation of students, clinicians, and scholars, and profoundly changed theory and practice in the field."*

Jules remained modest about his many accomplishments. When asked about his work in 2012, he said, *"I'm just interested in doing what I do. I always had a bunch of graduate students working on their dissertations and that's what I enjoyed, along with my research."* Jules died in January 2014 at the age of 97. He was a dynamic, insightful thinker and a compassionate mentor. He would be delighted to know that UConn students (some of whom are the students of his students), celebrate their research in a newsletter that bears his name.

ROTTER'S SOCIAL LEARNING THEORY

$$BP = F(RV + E)$$

Behavioral Potential is a function of Reinforcement Value (how important the reinforcer is to you) + Expectancy (determined by locus of control)

-Marianne Barton, Ph.D.

Clinical Professor
Director of Clinical Training
Former Student of Jules

Spring 2019 Milestone Review >>>

M.S. Defenses

02/2019 – Connor Gallik

The Stability of Attention Across Time and Its Relationship to Anxiety

Congrats to Destiny Printz for completing data collection for her M.S. thesis!

Dissertation Proposals

04/2019 – Lucy Finkelstein-Fox

The Longitudinal Course of Meaning Making, Affect, and Sleep Disturbance Following Bereavement: Cognitive Control as a Moderator of Symptom Change

05/2019 – Terence Ching

MDMA-Assisted Psychotherapy for PTSD: Examining Ethnoracial Differences in Efficacy and Safety, and a Mixed-Methods Case Study of a Participant of Color

05/2019 – Yael Dai

A Web-Based Training Program for Parents of Children with Autism Spectrum Disorder

Dissertation Defenses

05/2019 – Andrea DePetris

Ethnic Identity as a Mitigator in the Discrimination-Adjustment Relationship: An Exploration of Multiracial Adults and their Chosen Identities

Certificate Completion

05/2019 – Oliver Johnston

Quantitative Research Methods

Congratulations Class of 2019!



On behalf of Lauren Miller:

"Cheers to the Class of 2019 (Andrea, Cara, Catherine, Erin, Josh, Katelyn, Lauren M., Lauren M.-R., Tosca) on graduating, and for having 100% attendance at May Commencement! Our degrees are not conferred until August 24, 2019, so there's that little technical point... but kudos to us AND our awesome research and clinical advisors!"

Photos courtesy of Andrea Depetris

(pictured left with fellow grad Tosca)

Andrea has recently earned a post-doc position at Counseling and Psychological Services for Columbia Health!



UConn Psych: Then and Now

Reflections from two alumni-turned-faculty

Jeff Burke, Ph.D.

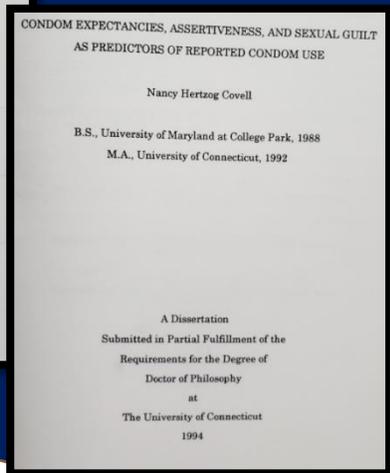
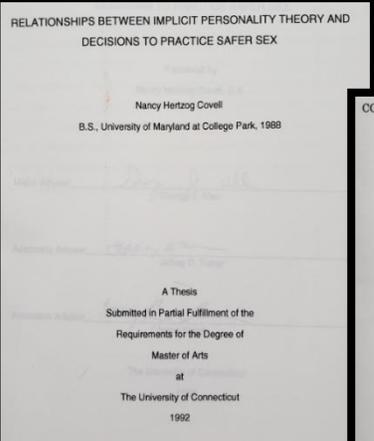
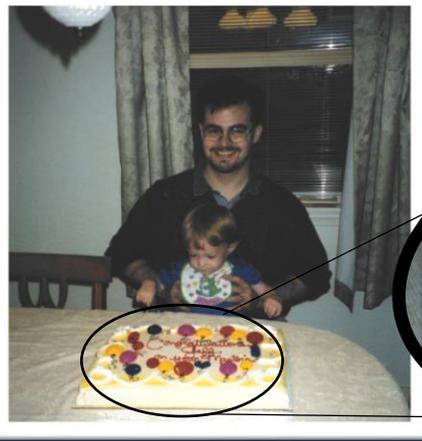
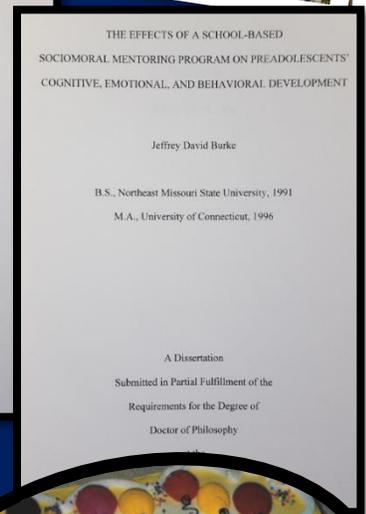
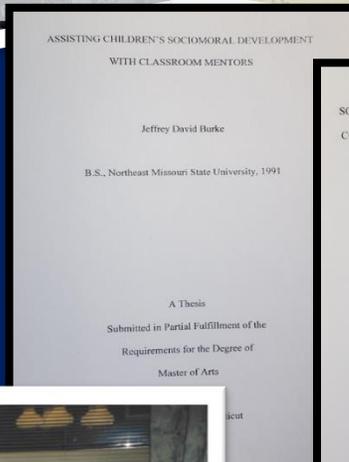
Associate Professor at UConn

Former UConn Advisor: Jack Chinsky, Ph.D.

Advisor's Research: He was a community psychologist. He was interested in a variety of theoretical concepts, such as "safe fear" and the physiological manifestation of health related idioms.

Other Research Involvement: I recall assisting with a project of Cindy Rosengard who was also in Jack Chinsky's lab on enhancing motivations to practice safe sex behavior among college students, and on a project that Guy Montgomery was doing with his advisor, Irving Kirsch. I tried to help Dave Kocsis, who was a student in social psychology, by acting in a video for his project in which I was supposed to be chatting up a girl. He couldn't use it because I was too obviously subconsciously fiddling with my ring finger, having just taken off my wedding band for the video.

Advice for Current Students: Never forget to check your references



Nancy Covell, Ph.D.

Adjunct Faculty Member at UConn

-Assistant Professor of Clinical Psychology (in Psychiatry), Department of Psychiatry, Columbia University Vagelos College of Physicians and Surgeons

-Associate Director for Implementation Support Systems, Center for Practice Innovations Division of Behavioral Health Services and Policy Research New York State Psychiatric Institute

Former UConn Advisor: George Allen, Ph.D. (with significant input from Dr. Jeff Fisher)

Advisor's Research: Dr. Allen was willing to study whatever his students were interested in. In my case, the topic was HIV prevention.

Other Research Involvement: I worked closely with Dr. Jeff Fisher as a research assistant on his HIV prevention studies throughout my time at UConn.

Advice for Current Students: Prioritize self-care to avoid burnout, which may include saying "no" to some of the great opportunities in front of you (you can't do it all, so think carefully about what lines up most with your vision and goals).

"Dr. George Allen encouraged me to choose practical projects for my Master's and Dissertation (rather than a drawn out, complicated, longitudinal study) - advice along the order of do something feasible here, and then get paid to conduct those larger studies after you get your degree. That practicality has stuck with me and served me well (particularly in working with behavioral healthcare providers - if it isn't feasible, it will never be implemented)."



What was the Clinical Training like?

Jeff: Clinical training was good, but very limited. Our practica in the clinic involved one semester of adult and one of child, and we might have seen one or maybe two clients per semester. There is a great deal that the program does today that is superior. I'd prefer video recording sessions rather than being live observed through a one way mirror with a phone by your side

Clerkship at the Wheeler Clinic provided the bulk of my clinical experience before internship.

Nancy: We had the one-way mirror with a telephone in the room (in the clinic) - it was always a little unnerving to have the phone ring mid-session and have to answer it in front of the client. I suspect that is handled differently now. I believe students may have additional clinical hours and opportunities now, compared to the early 1990s.

Favorite Class?

Jeff: I can't say I had a favorite. I fondly recall Julian Rotter's very dry wit. Oftentimes if you weren't paying attention you wouldn't realize that he had just made a joke. I learned a great deal from Conrad Schwarz and I am honored to teach that same course now, using an updated edition of the same Mash & Barkley textbook. I like to contrast the multimedia extravaganzas that students expect today with Mig Farina's lectures, which he presented using a stack of index cards. And of course, there was Group Therapy, which involved us as participants in group therapy with our cohort. *Would not recommend.*

Nancy: Dr. George Allen's Professional Issues and Ethics class. I always enjoyed Dr. Allen's thought-provoking and interactive teaching style. My colleagues and I also particularly enjoyed the opportunity for honest self-reflection, priority on self-care, and the nuanced discussions about ethics.

Not only did Jeff and Nancy attend UConn during the same time, but they also each welcomed a child within months of each other during graduate school--naturally leading to some playdates between their families!



(Kevin B. & Corey C.)



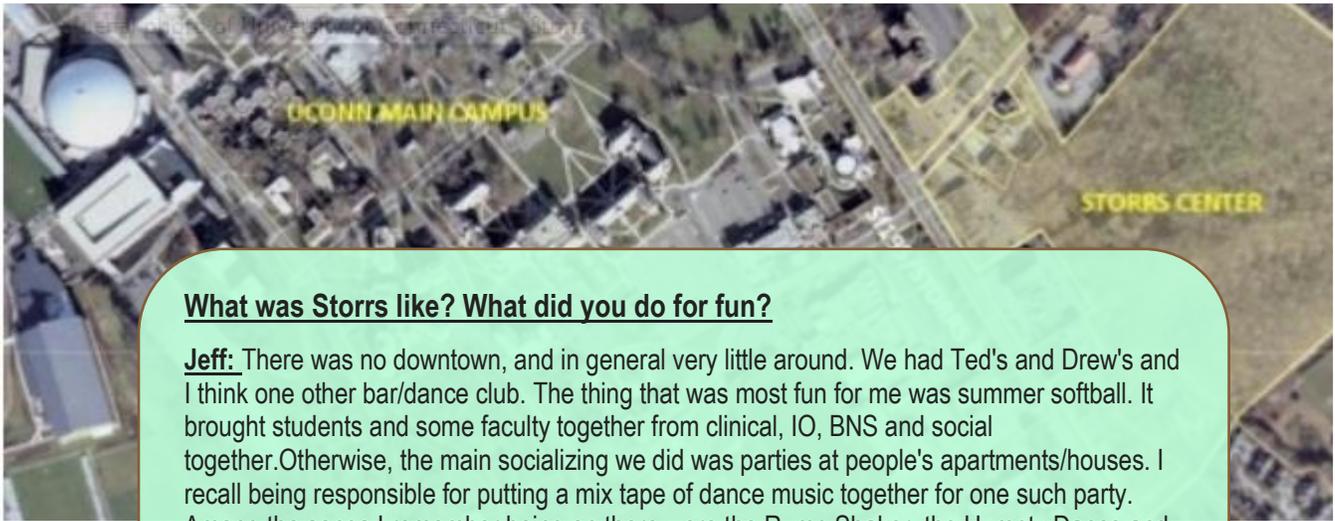
(Corey C. & Kevin B.)



Expected Career Path while in Graduate School? What is it like to be back at UConn?

Jeff: Initially, I thought I would strictly be involved in clinical practice. I did not envision an academic career at all. I did not expect to be back, but coming back has been great. The moments of nostalgia were thick during the first year, but have mostly gone away at this point. I have very much valued the opportunity to come back to contribute to students' training in research and clinical practice.

Nancy: I thought I would work with children. However, I developed an interest in working with people who experience psychosis on my internship at Connecticut Valley Hospital as well as how to positively impact large public behavioral healthcare systems. I did not expect to be back, but was happy when they invited me to teach what was my favorite class when I was a student. I have really enjoyed spending time with the clinical psychology graduate students who bring such interesting experiences and an enthusiasm for the profession. It's the best way to start a new work week!



What was Storrs like? What did you do for fun?

Jeff: There was no downtown, and in general very little around. We had Ted's and Drew's and I think one other bar/dance club. The thing that was most fun for me was summer softball. It brought students and some faculty together from clinical, IO, BNS and social together. Otherwise, the main socializing we did was parties at people's apartments/houses. I recall being responsible for putting a mix tape of dance music together for one such party. Among the songs I remember being on there were the Rump Shaker, the Humpty Dance and something by Jon Secada.

Nancy: Less exciting for sure - you now have somewhat of a downtown and the ability to take transportation easily to larger cities. We would get together as a class at someone's house and/or hit up happy hour specials somewhere on a Thursday or Friday night. I also did a lot of hiking and camping and some duck pin bowling.

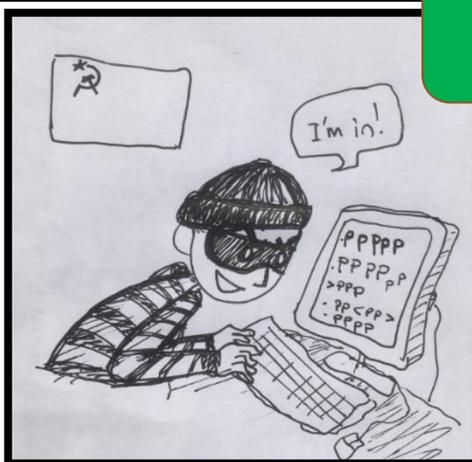
Do you still keep in contact with your classmates?

Burke: Yes, with a few - John "Weekday" Beauvais is affiliated with Yale and the VA. Jenn Fox works in Student Mental Health at UConn. Dzintra insists that she was not in my cohort, but that remains unconfirmed.

Covell: Yes - not all, but many of them. I have a monthly check-in with one of my classmates where we describe what we hope to accomplish professionally in the next month and reflect on what we did (and did not) achieve in the past month. Of course, we also catch up about our personal lives as well.

“What Might This Be?”

Psychology Research Puzzle



The professor knew exactly who to call when it was time to go up for Tenure.

Move over Rorschach, there's a new projective in town! Look at the picture to the left of this textbox. Within it, contains a psychology and/or research-related concept. Think you know what it is? What makes it look like that? Please refrain from any Oedipal/Electra complexes.

Puzzle Concept: Nana Marfo

Illustration: Ari Romano-Verthelyi

Sharon Lee

An **exclusive** interview with 5th year student, Sharon Lee, recent recipient of the **NIH's Ruth L. Kirschstein National Research Service Award (NRSA) - F31 Individual Fellowship to Promote Diversity in Health-Related Research**

Rotter Review: Thank you so much for meeting with us, Sharon! We're so excited to shine some light on you and your hard work. Many students in our program are aware that you were awarded a major grant recently, but I'm not sure how much more people know about it. Can you tell us more?

Sharon Lee: Thank you for interviewing me! The grant is funded by the National Institute of Health's (NIH) National Heart, Lung, and Blood Institute (NHLBI). It's an individual training grant for predoctoral research, also called an F31. The grant targets two areas – 1) a specific research endeavor (typically a dissertation project) and 2) the training and development of one's professional interests and skills. It supports you by giving you the equivalent of a 20-hour stipend so you can focus on your research, as well as other allowable costs like travel. It allows space for a small percentage of clinical, teaching, or other work as well. It is intended to cultivate your development as a scientist, with the idea that you might apply for NIH funding in the future. You get to practice grant writing, become familiar with NIH's specific grant process, and develop your research interests.

RR: Wow, what an incredible opportunity! How did you find out about it?

SL: During my 2nd or 3rd year, I saw an advertisement at SBM about grant-writing workshops including one related to this grant. I never really considered it until Crystal encouraged me. She told me it could be a good kickstart to a research career. I started seriously considering it right after I finished 3rd year. I was writing my dissertation prospectus and thought I might as well turn it into a grant application. I also wanted more intensive grant-writing experience at that time. I figured that since I was considering a research career, I really should develop my grant-writing abilities.

RR: What was the application process like?

SL: Oh, the process was torture! I applied for it twice. I first worked on it in the summer between 3rd and 4th year. I was so uncertain about how things should look and sound. It was a good exercise in refining science writing and presenting my ideas to people who are in different disciplines. I submitted it in August of that summer, and I learned in November that it was ranked in the bottom 50%. I thought I needed to continue working on my grant writing, but it was such torture that I wavered about whether to redo it. I got the opportunity to talk to the program officer who said the issues with my application seemed addressable, and she encouraged me to apply again. So I did. That December, I started refining my application so I could re-submit in April. The process was incredibly helpful. Even if you don't agree with it, you're able to hear others' perspectives on your work. It's really helpful to get honest feedback about your ideas from experts in the field. Right now, that feels like a gift, even if at the time it really didn't. Like most people, I initially got defensive and protective of my work. After some time, though, I realized it was a gift to be able to look at what seemed very clear to me and hear from others that it wasn't as clear or strong or easy to understand as I had wanted. I resubmitted the grant in April of my 4th year right before flying out to SBM. Now that I think of it, I submitted the first time right before catching a flight to a wedding. I guess I got a little taste of learning what it's like to balance work and personal life as a researcher!



National Heart, Lung,
and Blood Institute

RR: Haha, you sure did! So, when did you hear back about it?

SL: In July of 2018, I saw the summary scores and percentile ranks. I looked at where mine ranked and if the typical NIH payline would be able to fund my project in addition to all the higher ranked projects. It looked feasible, but I wasn't totally sure. After getting scored, the application went on to the second stage of the process -- the advisory council review. The review took place on October 30th, and I got the grant offer on December 21st. While applying for this grant, I concurrently applied for another one through the American Heart Association (AHA). I got the AHA grant offer earlier in December, and they said I could accept and then retract if I received the grant offer from the NIH. Also, all of this was happening while I was applying for internship. I consulted a lot of trusted mentors about this situation. Should I defer applying to internship? Should I go? Ultimately, I decided to take the grant since I know I want a career in research. It was a difficult decision, but it was good preparation for the unpredictability that comes with a research career because you never know when NIH or some other grant funders will drop money to you like that.

RR: Whew! You must have learned a whole lot.

SL: Yes, I learned that it takes a healthy dose of flexibility and being okay with uncertainty to go into this type of work. It's like high stakes gambling for academics – there's intermittent reinforcement which leaves you always waiting on the edge of your seat and staying up late! With a good sense of humor, it can be fine though. It wasn't always fun and there were even times when I felt like I was suffering. But even then, I thought to myself, "I'm really glad I'm doing this – it's forcing me to articulate my ideas clearly." This process encouraged openness and flexibility within me. It showed me that your dissertation really doesn't have to define your career. It just helps you with the next step.

RR: So far, what has life been like on this training grant?

SL: Hm... I'm trying to think of the right word... parts are a good exercise in getting used to what research looks like in the real world (i.e. the NIH structure). In the coming months, I'll be attending some different trainings on heart rate variability, statistics, and more. I'm continuing to get mentored research experience with Crystal, who is my grant sponsor. Currently, I'm attending the lab meetings of my grant co-sponsor, Dr. Linda Pescatello in the Kinesiology department, so I'm really getting an interdisciplinary experience. If it weren't for this grant, I wouldn't have the time or resources to attend these trainings and an additional lab meeting. In the fall, I'm going to a consultant's lab at UC Denver. This researcher does experimental work with cardiovascular reactivity in response to psychosocial stressors. I'll get to see different methodologies, different stress paradigms, and more. So I'll get to see how this work is approached by a different lab. I think people should definitely consider applying to this grant. It's a great opportunity and helps you feel like you have a better idea of how research gets done. It's also a great chance to get feedback on your dissertation! That feedback can really help you refine your idea.

RR: This is so great... Let me backtrack and ask you more about your project. What was your idea and how was it inspired?

SL: I'm looking at the relationship between psychological trauma and cardiovascular reactivity. When I entered the program, I was really interested in how trauma affects physical health. After my masters, which looked at PTSD symptoms, cognitive appraisals, and blood pressure and heart rate responses, I started focusing on cardiovascular disease. Emerging research started to show links between trauma and cardiovascular disease, but there was little to no understanding of the mechanisms underlying the relationship. It's really important to understand these links because cardiovascular diseases are the leading cause of death in this country and internationally, and they disproportionately affect people of color and underserved populations. These diseases are also not very well understood in women compared to men. My project is trying to add to our understanding by looking at how different aspects of trauma history influence cardiovascular responses to stress, as measured by blood pressure and heart rate variability.

RR: Sharon, this is fantastic! Thank you so much for doing this important work. Any last words of wisdom for our readers?

SL: Hmm... I'd say give things a shot, and try things again. This work is about always trying to refine your process. When you do that, you'll eventually find something. For me, this process was an ugly struggle. It was painful and stressful, but I have learned so much from it. I'm reminded of an anecdote from someone here at UConn who recently received a Fulbright grant. She talked about applying for numerous different grants and failing to get all of them throughout her entire graduate career. But she finally hit it! We often only see the desired outcomes and don't hear much about all the work and failure preceding it. So try things, let yourself fail, and keep trying! Also, there are a lot of opportunities while in grad school, but they're not always apparent. Don't be afraid to seek them out.

RR: Thank you so much for your wisdom and candor, Sharon. Thanks also for sitting down with us and sharing your story with our readers. Congratulations again!

SL: Thank you!

--- End of Interview ---

Honors, Scholarships, & Awards

Terence Ching

Farber Fellowship Award

2019 IOCDF Student/Trainee Research Poster Conference Scholarship Award

Olivia Derella

APS Student Research Grant

Herfkens & Schwarz Endowment for Developmental Psychopathology

Julian B. Rotter Fellowship

UConn Spring 2019 Doctoral Dissertation Fellowship

Andrea DePetris

The Crandall-Cordero Fellowship

Lucy Finkelstein-Fox

Jeffrey D. Fisher Health Behavior Change Research Fellowship

National Institute on Alcohol Abuse and Alcoholism (NIAAA) R13-funded travel award for APA conference (PI, Hoepfner)

Ari Romano-Verthelyi

American Psychological Association Science Directorate Financial Assistance Award

University of Connecticut Departmental Workshop Fellowship

Sinead Sinnott

Association for Psychological Science: Student Research Award Honorable Mention

Christine Witzel Award for Research in Women's Health

Farber Fellowship Award

Matthew Sullivan

Society for Health Psychology (American Psychological Association Division 38) Graduate Student Research Award

Becca Thomas

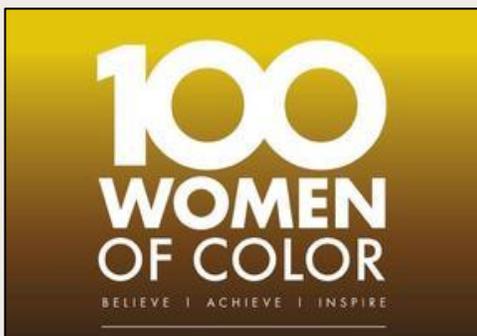
SET Teaching Excellence, Provost's Office, University of Connecticut

Emmy Wyckoff

Society of Behavioral Medicine Meritorious Student Award

100 Women of Color Award

Andrea DePetris



Andrea was honored at the annual 100 Women of Color Black Tie and Gala Awards, hosted at the Bushnell Theater in Hartford, CT. This event honors women in the Greater Hartford area who are positive role models and have displayed long-term commitment to the betterment of their community.

Research... On the Road

UConn Clinical Psychology Student Research at Conferences
Spring 2019>>> Northeast

May 2019 – Montreal, QC, Canada

International Society for Autism Research (INSAR) Annual Meeting

Posters

Dai, Y.G., Porto, K.S., Robins, D.L., & Fein, D.A. *Positive predictive value of the Modified Checklist for Autism in Toddlers, Revised with Follow-up for Black and White children.*

Fobian, K., Coulter, K.L., Robins, D., Barton, M., Fein, D.A. *Sex differences in CARS scores for toddlers with autism spectrum disorder.*

Porto, K.S., Dai, Y.G., Robins, D.L., Barton, M., & Fein, D.A. *Item-level positive predictive value of MCHAT-R in younger and older toddlers.*

Skapek, M., Barton, M., Robins, D. L., Adamson, L. B., Fein, D. *Comparison of M-CHAT-R and ITSEA scores in an early detection sample of children with ASD.*

Stabile, M., Dokuru, S.R., Castelluccio, B., Canfield, A., Hogstrom, A., Green, J.J., & Eigsti, I.M. *Real-world social problem solving in ASD: The influence of executive function.*

Thomas, R., Wang, L.A., Guthrie, W., Cola, M., McCleery, J., Pandey, J., Schultz, R.T., Miller, J.S. *An event-related potentials study of response to name in preschool-aged children with and without autism spectrum disorder.*

Abstracts & Presentations

Eigsti, I. M., Coppola, M., Coulter, K., Hector, B., Henner, J., Keenan, E., Lerner, M., Porto, K., & Steiner, R. (2019, May). *Community Engagement in Deafness and Autism Research (CEDAR): Challenges and promises.* Abstract.

Coulter, K.L., Boorstein, H., Barton, M., Robins, D., Stone, W., Fein, D.A. (2019, May) *DSM-5 symptom expression in toddlers.* Oral Presentation.

Koch, C.A., Stabile, M., Eigsti, I.M., Mostofsky, S.H., & Tunçgenç, B. (2019, May). *Tell me more: Storytelling in autism reflects motor, executive, and social impairments.* Oral Presentation.

2019 – Rochester, NY

URMC Department of Psychiatry Trainee Poster Day

Stewart, C. E., & Cohen, A. *Pediatric behavioral health in primary care: The relationship between checking out and showing up.* Poster

May 2019 – Storrs, CT

UConn Center for mHealth and Social Media Annual Conference on Social Media and Health

Buono, F.D., Griffiths, M.D., Printz, D.M.B., O'Connell, J., & Sprong, M.E. *Comparison of the Video Game Functional Assessment- Revised (VGFA-R) and Internet Gaming Disorder Test (IGD-20).* Poster

February 2019 – New York City, NY

International Neuropsychological Society (INS) 47th Annual Meeting

Coulter, K.L., Robins, D.L., Barton, M., Adamson, L.B., Fein, D.A. *MSEL performance in children with ASD, LD, DD, and TD.* Poster.

Miller, L.E., Burke, J.D., Robins, D.L., & Fein, D.A. *Diagnosing autism spectrum disorder in low mental age.* Poster.

Here's the UConn (past and present) crew from the INS conference this Feb in NYC!



Research... On the Road

UConn Clinical Psychology Student Research at Conferences Spring 2019>>> Mid-Atlantic

March 2019 – Baltimore, MD

Society of Research in Child Development Biennial Meeting

Dai, Y.G., Miller, L.E., Ramsey, R.K., Robins, D.L., Fein, D.A., & Dumont-Mathieu, T. *Incremental utility of 24-month autism spectrum disorder screening after negative 18-month screening.* Poster.

Johnston, O.G., Bertschinger, E.J., Romano-Verthelyi, A.M., & Burke, J.D. *Parent- and self-report of traumatic events and psychopathology for justice-involved youth.* Poster.

Romano-Verthelyi, A.M., Milan, S., Johnston, O.G., & Burke, J.D. *Argentine professionals' conceptualizations of barriers and facilitators to children's mental health.* Poster.

Presentations

Derella, O.J., Burke, J.D., Stapp, S.D., & Hipwell, A.E. *Reciprocity in undesirable parent-child behavior? Verbal aggression, corporal punishment, and girls' oppositional defiant symptoms.* In J. Northrup (Chair), *Child Effects on Parenting from Infancy to Adolescence.*



May 2019 – Washington, DC

Association for Psychological Science (APS) 31st Annual Convention

Derella, O.J., Carlone, C., & Milan, S. *Parent-child emotional processes maintaining maternal depression: Contributions of maternal guilt and perceived responsibility for children's emotions.* Poster.

Romano-Verthelyi, A., Lebrija, N., Derella, O., & Burke, J. *The role of parent perception on parent-teacher communication and child behavior problems.* Poster.

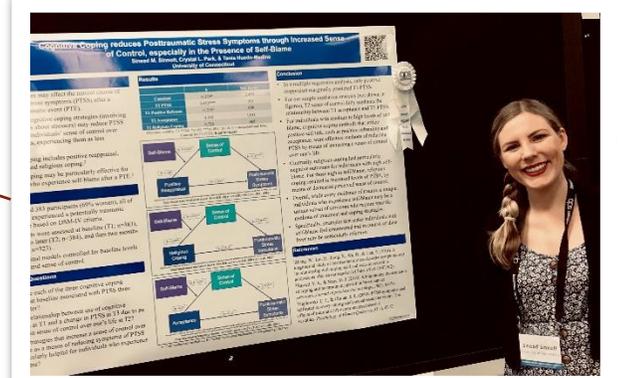
Sinnott, S.M., Park, C.L., & Huedo-Medina, T.B. (2019, May). *Cognitive coping reduces post-traumatic stress symptoms through increased sense of control, especially in the presence of self-blame.* Poster.

Presentations

Finkelstein-Fox, L., Pavalacic, J., Schulenberg, S., Buchanan, E. & Park, C.L. *Daily stressors and values adherence: Protective effects of coping and emotion regulation resources.* In C.L. Park, Chair, *Integrating Perspectives on Stress Processes: The Overlapping and Unique Roles of Coping and Emotion Regulation.*

May 2019 – Washington, DC Meeting of the Society for General Internal Medicine (SGIM)

McKay, S.E., Buono, F.D., Walker, J., Croteau, C., Printz, D.M.B., Brienza, R.S. *Inter-professional integration improves the primary care to physical therapy referral process.* Poster.



March 2019 – Washington, DC

Society for Behavioral Medicine (SBM) Annual Meeting

Blackmon, J.E., Laumann, L.E., Sullivan, M.C., Strange, L., Cruess, S., Wheeler, D., & Cruess, D.G. *Suicidality is associated with both physical and mental health symptoms among adolescents on an inpatient unit.* Poster

Carney, L.M., Park, C.L., Lee, S.Y., Finkelstein-Fox, L., Sinnott, S.M., Russell, B.S., & Hutchison, M. *Depressive symptoms, drinking to cope, negative alcohol-related consequences, and trait mindfulness: A moderated mediation model.* Poster.

Park, C.L., Beil, V., Casteel, D., Charles, C., Crane, M., Elwy, R.A., Finkelstein-Fox, L., Groessl, E., LaFlash, S., Lee, S.Y., & Sarkin, A. *Testing components of yoga's influence on proposed psychosocial mechanisms of yoga.* Poster.

Sinnott, S.M., Lee, S.Y., Finkelstein-Fox, L., Park, C.L., Mazure, C., McKee, S., & Hoff, R. *Insomnia as an explanatory link between TBI symptoms and long-term hyperarousal symptoms among veterans, with potential for physical activity as a protective factor.* Poster.

Sullivan M.C. & Eaton L.A. (2019, March). *Psychosocial predictors of PrEP uptake in Black men who have sex with men.* Poster.

Volz, K., Wyckoff, E., Huedo-Medina, T., Gorin, A., Leahey, T. *The impact of socioeconomic status and perceived stress on engagement and treatment outcomes in a web-based behavioral weight loss intervention.* Poster.

Presentations

Wyckoff, E.P., Gorin, A.A., Leahey, T.M. *The moderating effect of chaos in the home environment on change in dietary disinhibition and weight loss maintenance.* Paper presented.

Publications

Journal of Autism and Developmental Disorders

Jashar, D.T., Fein, D., Berry, L.N., Burke, J.D., Miller, L.E., Barton, M.L., & Dumont-Mathieu, T. (2019). Parental perceptions of a comprehensive diagnostic evaluation for toddlers at risk for autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 49(5), 1763-1777.

<https://doi.org/10.1007/s10803-018-3851-z>

Miller, L.E., Burke, J.D., Robins, D.L., & Fein, D.A. (2019). Diagnosing autism spectrum disorder in children with low mental age. *Journal of Autism and Developmental Disorders*, 49(3), 1080-1095. <https://doi.org/10.1007/s10803-018-3810-8>

Journal of Behavioral Medicine

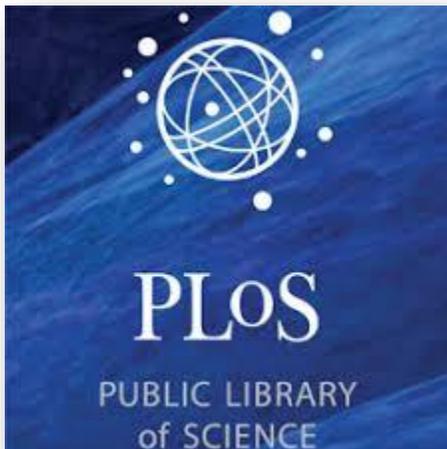
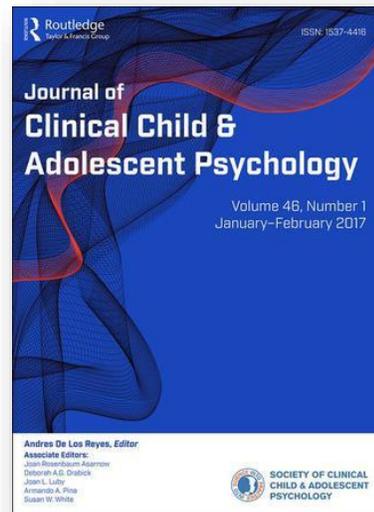
Call, C.C., Piers, A.D., Wyckoff, E.P., Roberts, S.R., Lowe, M.R., Forman, E.M., Butryn, M.L. (2019). The relationship of weight suppression to treatment outcomes during behavioral weight loss. *Journal of Behavioral Medicine*, 42(2), 365-375.

<https://doi.org/10.1007/s10865-018-9978-8>

Journal of Clinical Child and Adolescent Psychology

Derella, O.J., Johnston, O.G., Loeber, R., & Burke, J.D. (2019). CBT-enhanced emotion regulation as a mechanism of improvement for childhood irritability. *Journal of Clinical Child and Adolescent Psychology*, 48(sup1), S146-S154.

<https://doi.org/10.1080/15374416.2016.1270832>



Journal of Obsessive-Compulsive and Related Disorders

Ching, T.H.W., & Williams, M.T. (2019). The role of ethnic identity in OC symptom dimensions among Asian Americans. *Journal of Obsessive-Compulsive and Related Disorders*, 21, 112-120.

<https://doi.org/10.1016/j.jocrd.2019.03.005>

Journal of Substance Abuse Treatment

Moore, B.A., Buono, F.D., Lloyd, D.P., Printz, D.M.B., Fiellin, D.A., & Barry, D.T. (2019). A randomized clinical trial of the Recovery Line among methadone treatment patients with ongoing illicit drug use. *Journal of Substance Abuse Treatment*, 97, 68-74.

<http://dx.doi.org/10.1016/j.jsat.2018.11.011>

PLoS ONE

Thomas, R.P., Wang, L.A.L., Guthrie, W., Cola, M., McCleery, J.P., Pandey, J., Schultz, R.T., Miller, J. S. (2019). What's in a name? A preliminary event-related potential study of response to name in preschool children with and without autism spectrum disorder. *PLoS ONE*, 14(5), 1-16. <https://doi.org/10.1371/journal.pone.0216051>

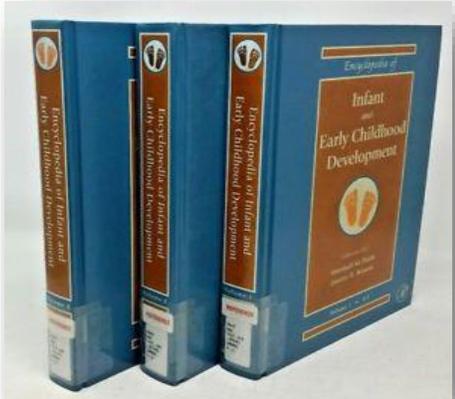
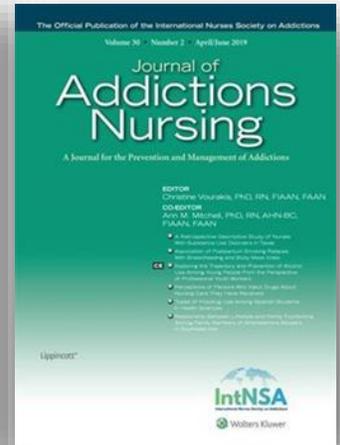
The Behavior Therapist

Ching, T.H.W., Williams, M. T., Russell, S., & Chasson, G. S. (in press). Should OCD be recognized as a differential diagnosis for separation anxiety disorder? *The Behavior Therapist*.

Encyclopedia of Infant and Early Childhood Development, Second Edition

Porto, K., Skapek, M. & Barton, M. (in Press). Autism: Early Screening and Treatment.

In Jeanette Benson, (Ed.). *Encyclopedia of Infant and Early Childhood Development, 2nd Ed.* Oxford: Elsevier.

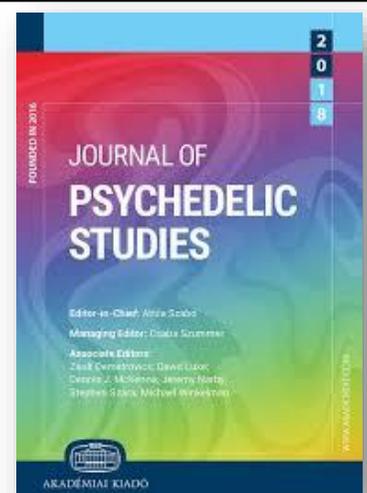
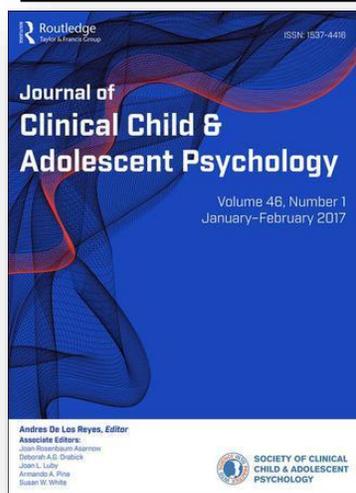
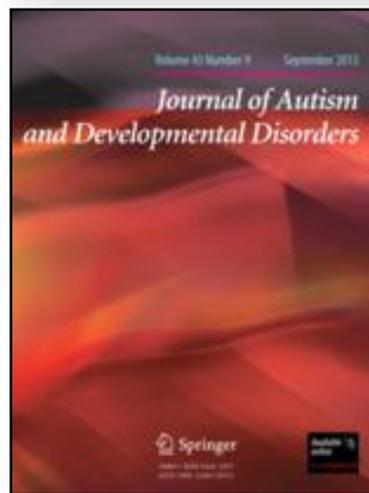


Journal of Addictions Nursing

Sullivan, M.C., Strange, L., Blackmon J.E., Cruess S.E., Wheeler D.S., & Cruess D.G. (in press). Assessing an epidemic: Utility of the DSM-5 Level 2 Substance Use Screener in adult psychiatric inpatients. *Journal of Addictions Nursing*.

Journal of Autism and Developmental Disorders

Dai, Y.G., Miller, L.E., Ramsey, R.K., Robins, D.L., Fein, D.A., & Dumont-Mathieu, T. (2019). Incremental utility of 24-month autism spectrum disorder screening after negative 18-month screening. *Journal of Autism and Developmental Disorders*. <https://doi.org/10.1007/s10803-019-03959-5>



Journal of Clinical Child and Adolescent Psychology

Derella, O.J., Burke, J.D., Stepp, S.D., & Hipwell, A.E. (2019). Reciprocity in undesirable parent-child behavior? Verbal aggression, corporal punishment, and girls' oppositional defiant symptoms. *Journal of Clinical Child and Adolescent Psychology*. (online advance pub). <https://doi.org/10.1080/15374416.2019.1603109>

Ginsburg, G.S., Drake, K.L., Muggeo, M.A., Stewart, C.E., Pikulski, P.J., Zheng, D., & Harel, O. (accepted). A pilot RCT of a school nurse delivered intervention to reduce student anxiety. *Journal of Clinical Child & Adolescent Psychology*.

Journal of Psychedelic Studies

George, J.R., Michaels, T.I., Sevelius, J.M., Williams, M.T. (in press). The psychedelic renaissance and the limitations of a White-dominant medical framework: A call for indigenous and minority inclusion. *Journal of Psychedelic Studies*.

Editorial Experience

Cellular and Molecular Life Sciences

Terence Ching reviewed a manuscript

Child Development

Becca Thomas co-reviewed a manuscript with Inge-Marie Eigsti, Ph.D.

International Journal of Psychiatry in Clinical Practice

Terence Ching reviewed a manuscript

Journal of Affective Disorders

Yael Dai co-reviewed a manuscript with Deborah Fein, Ph.D.

Journal of Anxiety Disorders

Terence Ching reviewed a manuscript

Journal of Autism and Developmental Disorders

Yael Dai reviewed a manuscript

Becca Thomas co-reviewed a manuscript with Deborah Fein, Ph.D.

Journal of Psychedelic Studies

Terence Ching reviewed a manuscript

Tim Michaels served as Assistant Guest Editor for Special Issues on Diversity, Equity, and Access in Psychedelic Medicine

New Ideas in Psychology

Destiny Printz reviewed a manuscript

Psychology, Health, & Medicine

Terence Ching reviewed a manuscript

- Ching, T. H. W. submitted a manuscript on intersectional insights from an MDMA-assisted psychotherapy training trial.
- Ching, T. H. W., Jelinek, L., Hauschildt, M., & Williams, M. T. submitted a manuscript on association splitting for obsessive-compulsive disorder.
- Ching, T. H. W., Wetterneck, C. T., Williams, M. T., & Chase, T. submitted a manuscript on posttraumatic sexual obsessions.
- Caron, E. B., Drake, K. L., Stewart, C. E., Muggeo, M. A., & Ginsburg, G. S. submitted a paper about the influence of school nurse characteristics on child anxiety outcomes
- Oliver Johnston, Olivia Derella, Melanie Gold, and Jeffrey Burke submitted a paper on validating a measure of parental help-seeking for disruptive behavior disorders.
- Kuczynski, A., Williams, M. T., Ching, T. H. W., Kanter, J. W., & Rosen, D. submitted a manuscript on a brief measure of supportive anti-racist expressions
- Destiny Printz submitted a paper on microaggressions experienced by students in grades K-12.
- Matthew Sullivan, Dean Cruess, Tania Huedo-Medina, and Seth Kalichman submitted a paper for review examining the event-level relations between substance use, HIV disclosure, and condom use in people living with HIV and their first-time non-HIV-positive sexual partners
- Williams, M. T., Kanter, J. W., Pea, A., Ching, T. H. W., & Oshin, L. submitted a manuscript about the racial harmony workshop.

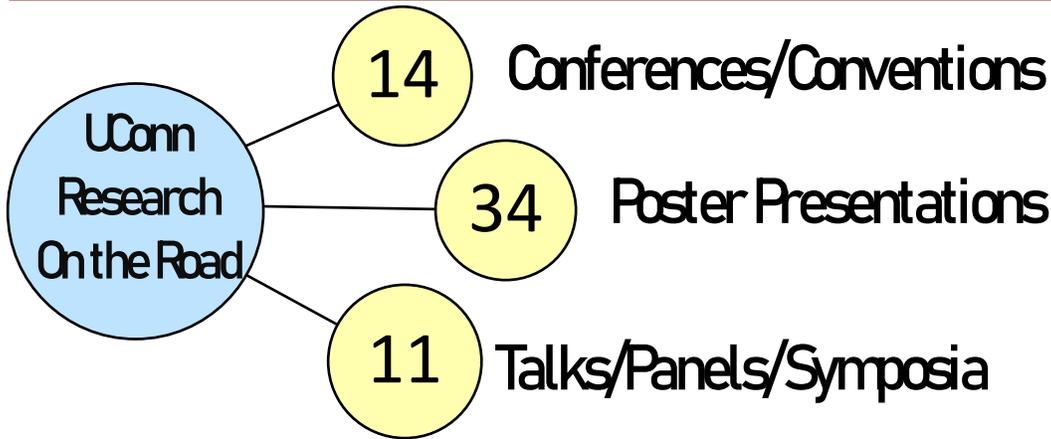
Under
Review

IRB
Protocols

- **Olivia Derella** - Dyadic Emotion-Related Processes in Irritable and Comparison Youth
- **Lucy Finkelstein-Fox** – Meaning Making and Adjustment Following Loss
- **Destiny Printz** - Racism, Microaggressions, & Racial Trauma Study; Understanding Police and Community Relations
- **Matthew Sullivan** – Stigma and coping in people with high-risk drug use: Patient and prescriber facilitators and barriers to HIV PrEP adherence and persistence
- **Emmy Wyckoff** - Decisions about exercise during weight management: A Pilot Study

Rotter Review End-of-Year Summary*

Fall 2018- Spring 2019



students received

29

different awards, honors, grants, fellowships, and scholarships in the 2018-2019 academic year

Publication Stats 2018-2019 Academic Year

16

Submissions

27

Accepted/Published

67% (n = 18) w/ Graduate Student 1st Author

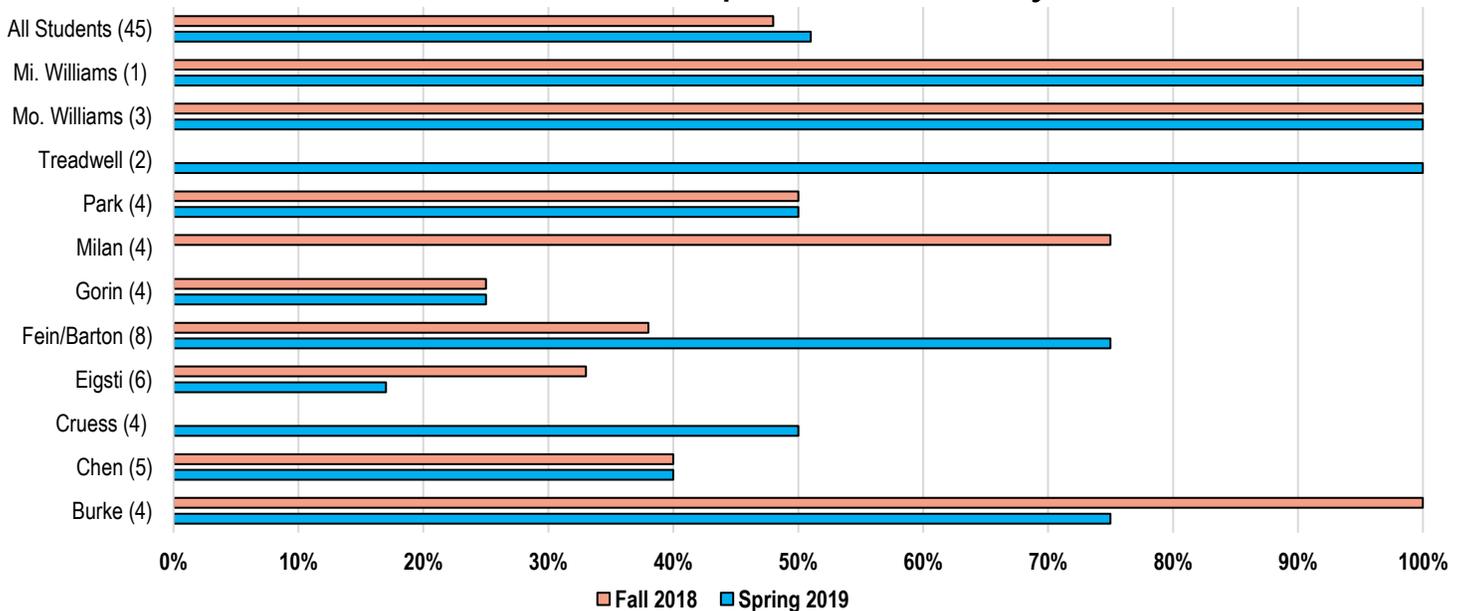
in 22 Academic Journals/Encyclopedias

18

Students reviewed/co-reviewed manuscripts in 18 different peer-reviewed scientific journals

*This summary reflects self-reported student research accomplishments by UConn Clinical Psychology graduate students (n = 45) during the Fall 2018 (response rate = 48%) and Spring 2019 (response rate = 51%). As a result, these estimates may not reflect the total number of accomplishments earned by students in the 2018-2019 Academic Year. Please refer to the chart below for additional descriptive information about response rates for each semester.

Rotter Review Response Rates by Lab



Service to the Profession and Community>>>

Terence Ching

Anxiety-related disorders: A NAMI presentation.

Talk presented at Prosser Public Library, Bloomfield, CT, May 2019

Jamilah George

African Americans in Behavior Therapy Special Interest Group, Co-Chair

Oliver Johnston

Mental Health Professional Working Group Member - Camp Kesem National

Tim Michaels

GSAC Treasurer

Destiny Printz

Co-Chair of the African Americans in Behavior Therapy Special Interest Group (SIG) of the Association of Behavioral and Cognitive Therapist (ABCT)

Sinead Sinnott

Society of Behavioral Medicine: Student Liason for the Complementary and Integrative Medicine Special Interest Group



Special thanks to those who contributed to Rotter Review during the 2018-2019 year!

Guest Writers and Contributors:

Marianne Barton, Ph.D.

Nancy Covell, Ph.D.

Crystal Park, Ph.D.

Jeffrey Burke, Ph.D.

Spotlight Interviews:

Amy Gorin, Ph.D.

Destiny Printz

Sharon Lee

Mystery Faculty/Students:

Inge-Marie Eigsti, Ph.D.

Destiny Printz

Kimberli Treadwell, Ph.D.

Tim Michaels

Illustrations:

Ari Romano-Verthelyi

...and to all of the students who provided updates!

In the next issue >>>

“Summer Summary”



Release:

September 2019

Covering:

June 1, 2019 – August 31, 2019

Featuring:

UConn Students: Summer 2019

Meet the First-Years

...and much more!



Answer to “What Might This Be?”
Puzzle:

p-hacking

On behalf of all of us at the editorial office of the Rotter Review (AKA the Manchester IHOP)

Have a great Summer!