

Clinically Significant @ Carolina

The University of North Carolina at Chapel Hill

Volume 1 • 2013 Edition

Clinical Faculty
& Staff Updates

2

Alumni Anniversary

8

Transitions

9

Recent Awards
and Grants

10

Tribute to
Joseph Lowman

14

UPDATE:
The UNC Clinical
Psychology
Community Clinic

17



Welcome from the Director of Clinical Psychology



Welcome to the first edition of *Clinically Significant @ Carolina*, our new annual alumni newsletter! We are excited to produce this update of the UNC clinical psychology doctoral program to all of its alumni. There are about 450 of you, beginning with the entering class of 1948! You are part of our UNC family, and we are excited to keep you in the loop about your alma mater.

We have been busy here in Chapel Hill! As you may know, we now have 11 members of our tenure-track faculty, three members of our fixed term clinical faculty, and several affiliated faculty. You can read updates about our faculty in this issue. We continue to admit an average of 6 students (out of approximately 500 applications) each year into our clinical adult or clinical child/family tracks. Read about our incoming and outgoing students in this issue! We have about 35 graduate student students here in Davie Hall each year, and our students continue to do amazingly well both during and after their graduate careers. We are honored to be ranked the #2 doctoral program in clinical psychology by US News and World Report.

I wish I could say that if you returned you would barely recognize Davie Hall. But sadly, it looks frighteningly similar to how you left it! It may not be an architectural wonder, but we still call it home. We have updated some lab spaces and offices, and even a few hallways have been closed off in the last decade, so please do stop by to take a look if you are in town! Much more impressive are our new clinics. In this issue, read all about the amazing work Erica Wise and Dick Clark have done to renovate spaces on (Evergreen) and off campus (Finley Gold Course Rd) to house our Adult and Child clinics, respectively!

Also in this issue is a tribute to Joe Lowman. I imagine that Joe has had an impact on virtually every undergraduate and graduate student in psychology at UNC for over 40 years! A few months ago, Joe decided to retire his full time appointment. I should note that Joe is wonderfully active, happy, and healthy – he is probably in better shape than many of us 25 years his junior! Read about Joe's remarkable career in this issue. For the next year or two, Joe will still be here on a phased retirement contract. Stay tuned for information on how we will honor Joe when his phased term ends. Also, if you are interested in helping us plan a tribute for him, please do get in touch!

If you are receiving this newsletter, it is probably because we have your email address. We have email addresses for about half of our surviving alumni and we have included you on a UNC listserv. We also have created an alumni page on our website (see <http://clinicalpsych.unc.edu/people/alumni>) with information about your current positions, and links to your entering class pictures (for students who enrolled in 1972 or later). Please visit our website, and of course please send us updated information if you have it! If you are on Facebook, please join our UNC Clinical Psychology Graduate Program Alumni

(Continued on Page Eighteen)



Clinical Faculty & Staff Updates

FACULTY UPDATES

Dr. Jon Abramowitz:



Being a faculty member in the UNC Clinical Program is extremely fulfilling! In recent years, I and the students in my research lab have been collaborating on several projects to enhance the understanding and treatment of anxiety disorders, especially obsessive-compulsive disorder (OCD). We recently concluded a study (collaborating with Don Baucom's Couples Lab) developing and testing a cognitive-behavioral therapy program for couples in which one partner has OCD. The results suggested that including a partner in treatment can improve short- and long-term outcome over individual therapy. We are currently collaborating with colleagues at Utah State University on a grant-funded study comparing routine exposure and response prevention (ERP) to ERP that is informed from an Acceptance and Commitment Therapy perspective, again for OCD patients. The findings from this study might help us to improve on existing ERP programs for OCD. Other studies underway in our lab focus on better understanding cognitive biases (such as attentional biases and the intolerance of uncertainty) that are thought to maintain anxiety disorders and OCD. My outstanding graduate and undergraduate students in our lab pour their heart and soul into making sure these studies run smoothly. We have been successful with publishing our findings and presenting our findings at research and professional conferences around the world. On a personal note, I am serving as Associate Editor of the journal *Behaviour Research and Therapy*, and as Editor-in-Chief of the *Journal of Obsessive-Compulsive and Related Disorders*, which I founded in 2012. I was also honored and humbled to be elected as President of the Association for Behavioral and Cognitive Therapies for 2014-2015. Finally, I have been collaborating with colleagues in Norway, travelling to that country to provide therapists with training in how to treat people with OCD using ERP. Please visit our lab's web page: www.jonabram.web.unc.edu.

Dr. Anna Bardone-Cone:



I joined the faculty of the clinical program at UNC in 2009 and am delighted to be part of such a supportive and productive group! My research focus is eating disorders and body image and I am fortunate to have a stellar group of graduate students and undergraduate research assistants working with me on these endeavors. In the past couple of years, some of our projects have included: online surveys of undergraduate women on the topics of peers and body image; an ecological momentary assessment study of Black and Latina women who binge eat – this involved participants responding to semi-random signals on an assigned iPad throughout the day for two weeks, with reports of their mood, stressors, and eating, among other things; and an experimental

study of the effects of Facebook on body image among male and female undergraduates that also examined the potential of a media literacy intervention to buffer any negative effects. In 2012, I received NIH funding for a longitudinal study focused on defining eating disorder recovery – this work is done in collaboration with the UNC Center of Excellence for Eating Disorders and the Duke Center for Eating Disorders. Some of our main goals are to replicate prior work on defining recovery using physical, behavioral, and psychological dimensions (and to test out alternative operationalizations of these dimensions), to identify possible neurocognitive processes, personality features, diagnostic comorbidity, and biological factors associated with different stages of recovery, and to begin to identify predictors of comprehensive recovery. This work has the potential to promote consensus on the definition of recovery, which our field sorely



needs, and to provide guidance in terms of the factors most important in a successful path to recovery. In 2013, we received a diversity supplement for this grant which will support one of my graduate students, Mary K. (Katy) Higgins, as she focuses on the eating disorder recovery experience of racial/ethnic minorities. The success of all these projects is highly reliant on the graduate students, undergraduate students, and research staff working in my lab. It is wonderful that I can find such awesome, talented people who, as a bonus, are down-to-earth, kind, and fun – makes the lab a fine place to be, sometimes for hours at a time! My teaching is focused on large lecture abnormal psychology classes and a First Year Seminar on eating disorders and body image at the undergraduate level and adult assessment at the graduate level. I truly enjoy teaching and, cliché though it may sound, I always learn a lot from my students each time I teach. A core part of my research and teaching is mentoring, which I find very rewarding. I currently have three graduate students and two honors thesis students and this past summer mentored a McNair scholar. I have also particularly enjoyed my involvement in the Diversity Committee, where a terrific, motivated group of graduate students and I have been working to create meaningful activities and experiences for the students in the service of multiculturalism. Even though life sometimes gets too busy, I know I'm lucky to be able to say that I love what I do!

Dr. Don Baucom:



Recent years have been extremely rewarding for me and the students working collaboratively in our lab. Our research continues to focus on couples, including basic research as well as several recent treatment outcome studies that occupy most of my time at present. These new treatments that we have developed focus upon working with couples in which one partner has individual difficulties, either psychological or physical. We are developing new couple-based treatments and are exploring whether working with a couple jointly has more benefits than working with an individual alone in treating the disorder. Recently, we finished a collaborative study that involved treating couples in which one partner has obsessive-compulsive disorder. The results were very encouraging compared to individual treatment for the disorder. We also recently received a grant from NIMH to continue our treatment outcome research working with couples in which one partner has anorexia nervosa. These results likewise seem quite encouraging for treating a disorder that is quite complex and somewhat intractable. I have also been collaborating with the National Health Service in England, training therapists to assist couples in which one partner is depressed. With modern technology, I train in person but then listen to sessions from England sent electronically and am doing my first Skype supervision. In terms of chronic diseases, we continue our work treating couples surrounding cancer and other disorders such as chronic pulmonary disease. Whereas our past research has involved one partner having a health disorder, we recently began a study to assist couples who have a child with cancer. Those treatment studies are in collaboration with Duke and are currently in progress. Graduate students in the lab really make these studies work, as well as initiating a variety of really intriguing investigations that they have chosen to pursue. My teaching at the graduate level revolves around directing the Couple Therapy Clinic which has been in operation for decades now. I have the pleasure of training and supervising four or five doctoral students a year in working with couples with a variety of presenting concerns. Not only does this allow for intensive training of students but provides a low-cost clinic for couples in the immediate area. On the undergraduate level, I continue to teach abnormal psychology, and find it very invigorating to help younger students launch their careers in psychology. So life is very good. If any of our alumni are in the area, please drop by and say hello!

Dr. Stacey Daughters:



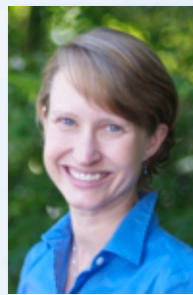
I am very excited to have recently joined the clinical program! My research focuses on understanding the intersection of stress and addiction, and subsequently translating this knowledge into effective prevention and intervention programs. We have a number of ongoing studies in our lab, the Stress, Health, and Addiction Research Program (SHARP). First, we are evaluating the effectiveness of a behavioral activation treatment for substance use (the Life Enhancement Treatment for Substance Use – LETS ACT) on long term post treatment substance use and depression outcomes among low income substance users. In another study, we are examining the neural correlates of distress tolerance among cocaine users with functional magnetic resonance imaging (fMRI). Since arriving, we have developed relationships with a number of substance abuse treatment programs in the triangle area, and are beginning new studies at these locations which will build on our previous work. The SHARP lab currently has two post-doctoral fellows, one clinical psychology graduate student, one full time research assistant and two UNC undergraduates. Please stop by and say hello!

Dr. Karen Gil:



Karen Gil, Lee G. Pedersen Distinguished Professor of Psychology and Professor of Psychiatry, is Dean of the College of Arts and Sciences. She continues her research on health psychology, acute and chronic pain, stress and coping, and childhood medical illness. With her colleague at Duke University Medical Center, she is developing pain management assessment and intervention tools for children with juvenile arthritis using smartphone technology. One of her graduate students completed her dissertation in this area and was awarded the 2012 Student Dissertation Award from the Society of Behavioral Sleep Medicine.

Dr. Andrea Hussong:



I have continued my role as Director for the Center for Developmental Science (CDS) in which I have been involved in a series of studies looking at family processes related to both healthy development as well as risky developmental outcomes. Relating to healthy developmental outcomes, I initiated the “Raising Grateful Children” study with a team of CDS researchers. Funded by a Templeton Foundation Award and the Center for Greater Good at UC Berkley, this study examines what gratitude looks like in young children and what parents do to cultivate gratitude in their young children. This year, our group finished conducting focus groups with 24 parents and their 1st-3rd grade children

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Please help graduate students in the clinical program! Donations will be used to support students' travel to conferences, or purchase other training resources.

in private schools in the Triangle Area. In the fall, we will use information from these groups as the basis for a more in-depth study of parent-child dyads and how the cultivation of gratitude is related to children's health. (For more about this and other studies of gratitude, visit: http://greatergood.berkeley.edu/expandinggratitude/gratitude_research_grant_winners.) Relating to my work on risky developmental outcomes, Ms. Alison Burns and I also received funding from a Stephenson and Lindquist faculty development award to conduct a study of how parents talk with their teenage children about alcohol use. In this study, over 60 parent-adolescent dyads visited the Center for Developmental Science to participate in conversations about alcohol use. We are currently in the process of coding these interactions to identify ways that parents may most successfully have these conversations with youth, in terms of both what they should say and how they should say it.

Dr. Deborah Jones:



I have been continuing my work examining underserved youth within the family context. Over the past several years, my research has examined the specific risk and protective processes that characterize children and families traditionally underrepresented in the child clinical psychology literature, including: African American single mother families; low income families; and families coping with stigmatized stressors, including HIV/AIDS and child maltreatment. For example, my students and I recently collaborated with an interdisciplinary team (clinicians, health economists, and a technologist) to complete pilot and feasibility work that demonstrated the promise of smartphone technology to enhance the extent to which low-income families engage in and, in turn, benefit from, evidence-based treatment for early-onset (3 to 8 year olds) disruptive behavior disorders (funded by National Institute of Mental Health). My teaching endeavors over the past several years mirror my research interests, including: teaching the graduate-level evidence-based child and family course; supervising graduate-level therapists in the advanced child and family practicum in our off-campus clinic; and developing and teaching a course on policies, prevention, and treatment issues related to child maltreatment for Maymester, an intensive and academically rigorous, brief (13 days) summer session for undergraduate students. My interests in service-delivery extend to the community as well, where I provide pro bono consultation regarding mental health service options for treatment-seeking families, as well as presentations for various local schools and agencies focused on navigating prevention and intervention options for a range of child and adolescent adjustment problems. My most recent accomplishment is promotion to Professor, which was effective July 1, 2013.



Dr. Jennifer Kirby:



Hello, alumni! In recent years, I have continued my primary focus on developing, evaluating, and training others in empirically supported interventions for individuals and couples. In the clinical program, I have greatly enjoyed continuing to teach the graduate students adult therapy and dialectical behavior therapy specifically, and supervising them in the implementation of these interventions.

I have also continued a primary focus on couple relationships by providing advanced training in couple therapy to our graduate students. My research interests also remain focused in the relationship realm, particularly upon the interplay of individual well-being and relationship functioning when one or both individuals have significant physical or mental health difficulties. Creating and evaluating couple-based interventions for these (often tough) clinical populations continues to be very rewarding for me, bringing together my research experience with my passion for clinical application. In recent years, this interest has focused on anorexia nervosa, one of the most challenging psychiatric disorders with which I have worked (and that is a notable statement coming from a DBT and couple therapist!). We have developed a couple-based treatment for anorexia nervosa (UCAN: Uniting Couples in the Treatment of Anorexia Nervosa), and are currently evaluating whether UCAN offered in conjunction with individual therapy is more effective than individual therapy alone. Findings from our initial UCAN trials were very encouraging and we are looking forward to what we will learn from this larger investigation!

In other news, I was honored to be appointed to Clinical Associate Professor in 2011. And in other notable events, we welcomed a baby boy, Luke, into our family last November. Lily, age 7, is now in 2nd grade and Jackson, age 3, is in preschool. We have officially moved to a zone defense now that we are outnumbered in the Kirby household! Alumni, I hope life is treating you well and look forward to seeing you whenever you might be in town!

Dr. Enrique Neblett:



It's hard to believe it already has been five years since I arrived at UNC! My research examines the association between racism and African American youth mental health. Recently, my graduate students and I have been interested in elucidating the underlying mechanisms that explain why some youth are adversely impacted by racism while others are not. Initial studies examined

individual and situational correlates of affective and physiological responses to race-based discrimination and challenged prior conceptualizations of what constitutes protection in the context of racial discrimination. Recent efforts investigate trajectories of psychological adjustment and how patterns of race-related factors and experiences, such as racial identity and racial socialization,

influence vulnerability to maladjustment during the transition to adulthood. We also are conducting a meta-analysis evaluating the effectiveness of mentoring interventions in African American and Latino male youth with a focus on the extent to which cultural adaptations of youth interventions enhance youth outcomes. A meta-goal of these projects is to lay the foundation for the development of culturally-informed interventions that alleviate the mental health suffering of racial and ethnic minority youth. Outside the lab, I teach *Developmental Psychopathology*, a first year seminar entitled *Racism, Racial Identity, and African American Health*, and *African American Psychology*, and I also serve as the Faculty Adviser of the newly-minted Minority Psychology Students Association. This summer, I chaired the 19th Annual Black Graduate Conference in Psychology, a national conference that provides Black graduate students in psychology opportunities to present their research, gain professional development experiences and network with faculty and other graduate students. This experience was the pinnacle of my career! When not teaching or serving, you can probably find me speed walking through the hallways to my next meeting, rushing home for dinner with my wife and two girls Maya (now a proud kindergartner) and Ella, or lamenting over Michigan football, the New York Jets, or my fantasy football squad! I've been extremely blessed to work with some of the most talented, motivated, and inspiring graduate and undergraduate students over the last few years, and I couldn't have asked for a finer start to my career!

Dr. David Penn:



Greeting to our alumni! I'm David Penn and my area of research is in psychosocial treatment for schizophrenia, as well as the assessment of social cognition in this clinical population. In 2012, I had the honor to be named the Linda Wagner-Martin Distinguished Professor of Psychology. I alternate teaching the adult psychopathology graduate course with Jon Abramowitz, and routinely teach psychology 101 for undergraduates. We currently have a few grant-funded projects. Two of them (collaborations with UCLA, and with SMU and University of Miami), are attempting to identify an optimal social cognition battery for use in schizophrenia treatment outcome research. Two projects are clinical trials. In collaboration with Dr. Cort Pedersen in the Psychiatry department, we are comparing the effects of intranasal oxytocin versus placebo on social cognition and social functioning in individuals with schizophrenia spectrum disorders. The other project is a large, multi-site, multi-state clinical trial examining the impact of a comprehensive psychosocial treatment program for individuals with first episode psychosis (<http://www.nimh.nih.gov/health/topics/schizophrenia/raise/index.shtml>). In addition to my work in the psychology department, I am also active in psychiatry. I am the director of psychological services at the UNC Outreach and Support Intervention Services (OASIS) program, which treats individuals with first episode psychosis.

Recently, I have signed on to train clinicians in evidence-based practices for psychosis. We have an active lab, which currently has 5 graduate students, 2 full-time research assistants, and a bunch of excellent undergraduates. When not at UNC, I enjoy hanging out with my wife, our cats, our friends, movies, exercising, and rooting for the New York Mets and New York Giants.

Dr. Mitch Prinstein:



Hi Alumni! It has been a busy few years for me, both in and out of Davie Hall! I continue to work on interpersonal models of adolescent depression, self-injury, and health risk behaviors. I am lucky to work with the most amazing postdocs, grad students, postbaccs, and undergrads! We have been finishing up two R01 grants in the last few years. One of these projects (NIMH) examines biological and cognitive responses to social stress as predictors of adolescent girls' NSSI and self-injury. A second project (NICHD) examines mechanisms and moderators of peer influence towards adolescent health risk behaviors. Baseline data collection on both projects is near completion, and my lab is getting busy with data analyses and hopefully some interesting significant results! I have really enjoyed serving as the DCT for the program, and am especially excited to have completed our APA self-study and site visit! I now alternate teaching undergraduate courses on Intro to Clinical, Popularity, and Statistics. Of course I love offering professional development seminars to graduate students, and our outgoing internship applicants each year. I am very interested in clinical psychology training and I have had a chance to get involved with a number of groups within APA, CUDCP, etc to help advocate for the profession and a scientific emphasis in clinical psychology. I try and keep busy with a few other professional service obligations too, but most of my professional joy still comes from mentoring students in clinical psychology. My greatest recent accomplishments, however, have been my daughter, Samara (now 3) and son, Max (now 1). Please stop by if you are in town! I'd love to hear how you are doing!!

Dr. Erica Wise:



The past few years have been busy for me. In addition to my day-to-day responsibilities of teaching, supervising and running the clinic, what are a few of the highlights? There have been many positive and growth-oriented changes at our training clinic that may be especially notable to alumni who have been gone from campus for several years. We opened a new site at the Evergreen House in the summer of 2011. The historic Evergreen House was beautifully restored for us and a small grant enabled us to buy new furniture for all of the treatment rooms. We now have state of the art video and electronic health record technology in both clinics. For more details and photos, see the article about

the Evergreen Clinic in this issue. I am also excited to report that we are in the process of upgrading our off campus clinic on Finley Golf Course Road. With design consultation provided by graduate students and faculty we have recently installed new furniture for the waiting room and treatment rooms. Next steps will be design upgrades including accent walls, accessories and art. We are increasingly able to provide a professional and pleasant environment for our graduate students and our community clients. In fact, I am considering pitching a new show to HGTV called "This Old Clinic" (or "clinics" to be more exact). Just kidding, although if anyone knows one of their producers...

Over the past few years I have continued my involvement in professional psychology. I have recently completed two terms on APA Council as the NCPA representative and I am currently serving as NCPA president and co-chair of the NCPA professional affairs and ethics committee. At the national level I am chair of the APA Policy & Planning Board which allows me to be involved in some of the major issues facing our profession. I have enjoyed seeing graduate students discover the benefits of professional advocacy and involvement with professional psychology. It has been a pleasure to involve current and former graduate students in professional publications and presentations on professional development topics including becoming a supervisor, ethics, competence and self-care. I was honored to receive the Fifth Annual APA Ethics Committee Award for Outstanding Contributions to Ethics Education at the annual APA convention in Honolulu this past August.

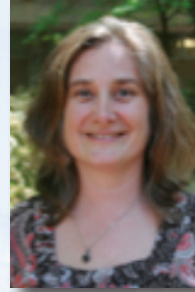
Dr. Eric Youngstrom:



Hi, all! My wife and I have enjoyed the transition and growth since moving to UNC in Summer 2006, and our daughters are growing up devoted Tar Heel fans. It has been great working together on clinical assessment, moving from basic research to teaching, supervision, and clinical application, as well as sharing the ideas with practitioners in the community through workshops as well as publications. I have done more than fifty continuing educations as part of conventions or regional, state, or national meetings, reaching several thousand practitioners with new information that way. The combination of research and clinical outreach continues to be fulfilling. In the past few years I have been elected as a Fellow of the Society for Clinical Child and Adolescent Psychology (APA Division 53), a Fellow of the Association for Psychological Science, a full member of the American College of Neuropsychopharmacology, and Chair of the Child Task Force of the International Society for Bipolar Disorders. I also have been developing international collaborations with colleagues in Uruguay, China, India, and South Korea. It has been fascinating getting an international perspective on child mental health and the needs and opportunities for the field. Our first wave of UNC graduate students have moved on to the next stages,

with Anna Van Meter starting a faculty position at Yeshiva University, Melissa Jenkins doing a postdoctoral fellowship at University of California, San Diego, Megan and Andrew Freeman (a lab romance!) doing postdoctoral work at Mississippi Medical Center, and Maria Martinez returning to a postdoctoral position here at UNC Chapel Hill after interning in Charleston, SC. Write me (eay@unc.edu) if you are curious about recent developments in assessment work at UNC, or if you have ideas about how our ideas and material might be helpful in your work.

Dr. Jennifer Youngstrom:



Hello Alumni! I joined the faculty in July 2006 and was promoted to Clinical Professor and Director of Child and Family Services in the UNC Psychology Department in July 2012. In our off-campus departmental clinic on Finley Golf Course Rd., I supervise the child track clinical psychology students (expanded to include 21 therapy supervisees over the past 5 years) on evidence based therapy interventions. Additionally, we've extended our state-of-the-art psychological assessment services training to adult and child track students (including 27 assessment supervisees over the past 5 years), and broadened our clientele served to include adult and child clients. This has increased accessibility of low fee and high quality services to the university and the public as well as provided opportunities for thorough assessment training. In Spring 2012, I was honored to be awarded the Galinsky supervision award. I greatly enjoy mentoring and supervising, and would love to hear an update from each of you! On a personal note, our girls are now in 7th and 9th grades, and keeping us on our toes with both parenting and insights about adolescence. Ψ



Dick Clark:



I came to the clinic over four years ago from the Family Support Network (FSN), which was initially part of the med school and then became a part of the School of Social Work. While I provided some new technical capabilities and other expertise, my time with FSN and working with families having children with special needs forever changed my perspective on many social and political issues. Prior to that I was a consultant with Andersen Consulting and Accenture.

I have an MBA from the University of Michigan (Ann Arbor) and an MSIS from UNC (Chapel Hill). While I have been fortunate to have had some very fulfilling job experiences, I count my work with the clinic among my favorites. I like the variety of my responsibilities which range from clinic policy, business management (budget, analysis), building upkeep, security (building, IT and HIPAA security), to all technology (designing/implementing the video systems, implementing and configuring our electronic recordkeeping system, implementing the new clinic web pages, providing application and database server administration).

In addition to my everyday variety, I enjoy interacting with our students, the setting of our beautiful campus, and working with our clinic team.

And, I bike to work. Life is good.

Sam Zwemer



As a 2010 alumni and Psychology major of UNC Chapel Hill, I am thrilled to be working amongst the same faculty whom I have admired since my first year in the undergraduate program. Since then, my relationship with Psychology has been somewhat of a trial-and-error process, an attempt to define my role in such a vast, yet oddly personal, field. As a student at UNC, I was fortunate to serve as an undergraduate research assistant for Mitch Prinstein's Peer Relations Lab, after which I continued to pursue psychology research as the lab coordinator for the Eating Behaviors Research Clinic at Florida State University. While I thoroughly enjoyed my work in Tallahassee, I found myself itching to return to my fellow Tarheels only two years post-graduation.

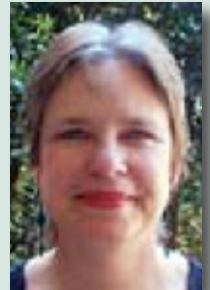
In the short time that I have been the Clinical Psychology Program Coordinator at UNC, I have already been immersed in an entirely new side of the field. As I navigate the unfamiliar waters of APA accreditation, graduate student recruitment, and graduate admissions, I hope to gain insight into the process by which such a genuinely warm and noncompetitive environment as that of the UNC Psychology Department can foster such a

nationally competitive Clinical Psychology program. I have no doubt that the faculty themselves play a large part in this process, as their gracious and welcoming presence has more than eased my transition into this new role.

On a more personal note, I am planning a wedding for next May. Any advice on navigating those waters is gladly welcomed! ♡

Where's Rosa?

Many of you know Rosa Swanson who was the clinical program assistant from 1988 to 2009. It was a sad day for the clinical program when Rosa accepted a new position at the medical school. In her honor, the clinical program established the "Rosa Swanson Award" "to recognize a student, staff, or faculty member within the clinical program who has helped to foster a warm, supportive, nurturing, and enjoyable professional environment," just as Rosa did for 21 years. Information on recent recipients of the Rosa Swanson award is noted within the newsletter.



Hello Alumni.

I am still at UNC in the Medical School. I am the Course Manager for the 1st year medical course "Medicine & Society" and for the 2nd years series of seminars known as the Humanities and Social Sciences. Our courses challenge the medical students to consider issues of patient care, ethics and the human condition. The courses are very interesting and I enjoy the faculty and students. I am also working with the Hospital Ethics Committee, which allows me to still be involved in helping people find solutions for difficult situations. I appreciate and use everything I learned in my years in the Clinical Program. Otherwise, I am still very happy living out in the county with Jim and our two dogs. We love to garden and cook and life is good. I do remember my friends in Davie Hall with fondness, and hope that you all are doing well.

-Rosa Swanson



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Even a small donation will help our students!
Use the link at: <http://clinicalpsych.unc.edu/gift>



Please
Help!

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Please help graduate students in the clinical program! Donations will be used to support students' travel to conferences, or purchase other training resources.



Featuring the Class of '83



Happy 30th Anniversary to the Entering Class of 1983!

Three decades ago, you began your doctoral career in Davie Hall! Where are you now? It looks like our alumni have gone on to do great things! Please send updated information if you have it.

FIRST ROW:

- Bernadette Walter** Clinical Associate Professor and Psychological Services Center Director, University of Louisville
Sally MacKain Professor, Department of Psychology, University of North Carolina Wilmington
Emily Burns (unknown)
Victor Ottati (unknown)

SECOND ROW:

- Carol Sweeney** Private practice, Norman, OK; Adjunct professor, University of Oklahoma
Jeffrey Brooks Principal consultant, Arcadia Solutions, Burlington, MA
Tracy Eells Professor and Associate Dean for Faculty Affairs, Department of Psychiatry and Behavioral Sciences, University of Louisville School of Medicine
Michael Lambert Professor, School of Social Work, UNC Chapel Hill

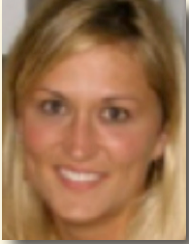
THIRD ROW:

- Sharon Elliot** (unknown)
James Crist Clinical director, Child and Family Counseling Center, Woodbridge, VA; adjunct faculty, Argosy University, Washington, DC
Larry Galpert Private practice, San Luis Obispo, CA
Sheila Phillips (unknown)

Transitions

FAREWELL TO OUR OUTGOING INTERNS!

We are very excited that once again all of our internship applicants matched this year! The list below offers information about each student's internship placement, as well as a few words of wisdom for folks about to enter the UNC program.



Alison Reimuller Burns

Children's National Medical Center,
Washington DC

"...take advantage of all opportunities available to you throughout your time at UNC. I think it is difficult to comprehend as an incoming student how incredibly fortunate we are to receive research and clinical training from the best and brightest professors in the field who are also warm, engaging, and approachable. Being surrounded by such talent has truly been an honor and a source of inspiration"



Shiahna Dye Chavis

Mercy Hospital Springfield, Springfield,
MO



Jessica Cuellar

Medical College of Georgia/VA, Augusta, GA

"Take advantage of the breadth of clinical and research opportunities available to you at UNC - I was constantly amazed at the resources that are just at our fingertips as graduate students. Also, take time to get to know your peers and faculty.

The support and the relationships you develop at UNC, both professional and personal, will surely last beyond graduate school!"

Nicole Fenton

Children's Hospital of Philadelphia, Philadelphia, PA

"...take some time to enjoy the beautiful arboretum next to Davie. I have walked through the arboretum every day for the last five years and it is always filled with different flowers and is a great place to eat lunch or take a break."



Ellen Fitzsimmons-Craft

University of Chicago Medical Center,
Chicago, IL

"I encourage incoming graduate students to really use their time at UNC to explore the many roles that a clinical psychologist can have. We have so many wonderful research, clinical, teaching, and mentoring opportunities available to us in this program. So, do as much as you can (within reason!) and really think about what you like and what might make you the happiest in the long-term." ♡

WELCOME TO OUR INCOMING FIRST YEAR STUDENTS!

The list below offers information about our incoming class of students!



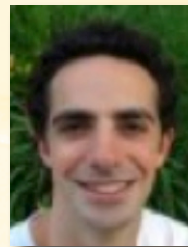
Donte Bernard

Kansas State University, 2013



Julia Browne

Tufts University, 2011



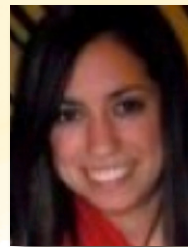
Matthew Cohen

Tufts University, 2008



Maleeha Haroon

Cornell University, 2011



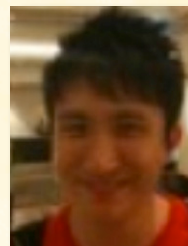
Maya Mosner

Hamilton College, 2011



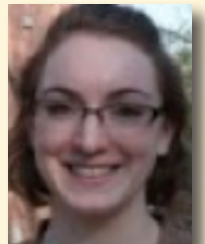
Arundati Nagendra

Northwestern University, 2010



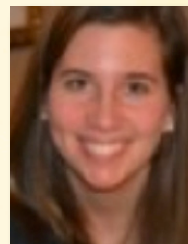
Mian Li Ong

University New York Buffalo,
2012



Kimberly Pentel

Tufts University, 2012



Lillian Reuman

Vassar College, 2011



Katie Smith

La Sierra University, 2009

Recent Awards and Grants: Grants

CLINICAL GRADUATE STUDENT AWARDS:

- **Bernard, Donte** • Grant Dahlstrom Graduate Fellowship • 2013
- **Bromberg, Maggie** • APA Division 54 Society of Pediatric Psychology Student Research Award Honorable Mention • 2011
- **Bromberg, Maggie** • Society of Behavioral Sleep Medicine Student Dissertation/Thesis Award • 2012
- **Bromberg, Maggie** • Poster Award Winner at the Conference for the Society of Pediatric Psychology • 2013
- **Burns, Alison** • Center for Developmental Science National Institute of Child Health and Human Development Training Grant • 2012
- **Calhoun, Casey** • Selected as the Clinical Science Representative to the American Psychological Association Science Student Council • 2012
- **Calhoun, Casey** • Selected as the Student Representative to the Council of University Directors of Clinical Psychology (CUDCP) • 2012
- **Cuellar, Jessica** • National Institute of Health T32 Black Child Development Grant • 2010
- **Damiano, Cara** • Autism Speaks Dennis Weatherstone Predoctoral Fellowship • 2011
- **Damiano, Cara** • Earl and Barbara Baughman Dissertation Research Award • 2013
- **Damiano, Cara** • UNC Graduate School Dissertation Completion Fellowship • 2013
- **Fenton, Nicole** • Top Three Abstracts at the 13th International Conference on Dialysis, Advances in CKD 2011 • 2010
- **Fenton, Nicole** • Psi Chi Teaching Assistant of the Year • 2013
- **Fenton, Nicole** • Office of Undergraduate Research Graduate Student Mentor Award • 2013
- **Fischer, Melanie** • Fulbright Fellowship for Non-U.S. Students • 2009
- **Fitzsimmons-Craft, Ellen** • Student/Early Career Investigator Travel Fellowship for the 2010 International Conference on Eating Disorders in Austria • 2010
- **Fitzsimmons-Craft, Ellen** • National Institute of Mental Health National Research Service Award Fellowship, F31 • 2011
- **Fitzsimmons-Craft, Ellen** • Earl and Barbara Baughman Dissertation Research Award • 2012
- **Franklin, Joe** • UNC Psychology Club Graduate Student Research Mentor of the Year • 2010
- **Franklin, Joe** • National Science Foundation Graduate Research Fellowship Award • 2010
- **Franklin, Joe** • Earl and Barbara Baughman Dissertation Research Award • 2012
- **Franklin, Joe** • UNC Psychology Club Graduate Student Research Mentor of the Year • 2012
- **Freeman, Megan** • Earl and Barbara Baughman Dissertation Research Award • 2010
- **Freeman, Megan** • American Psychological Association Dissertation Research Award for Science Directorate • 2010
- **Gaskin, Ashly** • Ford Foundation Predoctoral Fellowship Honorable Mention • 2012
- **Gaskin, Ashly** • Center for Developmental Science National Institute of Child Health and Human Development Training Grant • 2013
- **Gaskin, Ashly** • Carolina Consortium on Human Development Pre-Doctoral Dissertation Fellowship • 2013
- **Gaskin, Ashly** • American Psychological Association Student Travel Award • 2013
- **Gonzales, Michelle** • Ford Foundation Predoctoral Fellowship Honorable Mention • 2012
- **Guerry, John** • Society of Clinical Child and Adolescent Psychology, Division 53 of the American Psychological Association, Student Achievement Award • 2012
- **Harney, Megan** • Psi Chi Teaching Assistant of the Year • 2010
- **Healey, Kristin** • David and Maeda Galinsky Graduate Student Fellowship • 2010
- **Higgins, Katy** • Recipient of the Diversity Supplement to Anna Bardone-Cone's National Institute of Health RO1 Grant, "Defining Remission and Recovery in Eating Disorders" • 2013



Recent Awards and Grants: and Grants

■ **Jenkins, Melissa** • Jessie Ball DuPont Dissertation Fellowship • 2010

■ **Jenkins, Melissa** • Earl and Barbara Baughman Dissertation Research Award • 2011

■ **Jones, Shawn** • Nancy B. Forest and L. Michael Honaker Master's Scholarship for Research in Psychology • 2011

■ **Jones, Shawn** • Ford Foundation Predoctoral Fellowship • 2012

■ **Jones, Shawn** • American Psychological Association Student Travel Award • 2013

■ **Jones, Shawn** • Recipient of the Association of Black Psychologists (ABPsi) Sage Student Research Award at the 2013 Annual Convention of the Association of Black Psychologists • 2013

■ **Lee, Daniel** • Ford Foundation Predoctoral Fellowship Honorable Mention • 2012

■ **Lee, Daniel** • Psi Chi Teaching Assistant of the Year • 2013

■ **Lee, Daniel** • Recipient of an Undergraduate Teaching Assistant Award by the Student Undergraduate Teaching and Staff Award (SUTASA) Committee • 2013

■ **Martinez, Maria** • National Institute of Mental Health Diversity in Health-Related Research Supplement • 2010

■ **Nesi, Jackie** • National Science Foundation Graduate Research Fellowship Award • 2013

■ **Paprocki, Christine** • American Psychological Association Randy F. Gerson Memorial Grant • 2012

■ **Paprocki, Christine** • Selected as the recipient of the 2013 Graduate Student Ethics Writing Prize by the American Psychological Association Ethics Committee and the American Psychological Association of Graduate Students (APAGS) • 2013

■ **Rancourt, Diana** • National Institute of Mental Health National Research Service Award Fellowship, F31 • 2010

■ **Shadur, Julia** • Office of Undergraduate Research Graduate Student Mentor Award • 2010

■ **Shadur, Julia** • Center for Developmental Science National Institute of Child Health and Human Development Training Grant • 2011

■ **Sheppard, Christopher** • Grant Dahlstrom Graduate Fellowship • 2011

■ **Solis, Jessica** • Samuel B. Guze Symposium on Alcoholism Competitive Travel Award • 2010

■ **Solis, Jessica** • National Institute of Mental Health Diversity in Health-Related Research Supplement • 2010

■ **Solis, Jessica** • National Institute of Drug Abuse Research Supplement to Promote Diversity • 2011

■ **Solis, Jessica** • National Institute of Drug Abuse National Research Service Award Fellowship, F31 • 2013

■ **Sterrett, Emma** • American Psychological Association Fellowship Award • 2009

■ **Wheaton, Michael** • International Obsessive-Compulsive Disorder Foundation Research Award • 2010

CLINICAL FACULTY AWARDS:

National Awards

■ **Abramowitz** • Elected to the Board of Directors of the Anxiety Disorders Association of America • 2010

■ **Abramowitz** • Muhlenberg College Alumni Achievement Award in Social Sciences • 2011

■ **Abramowitz** • Appointed as President of the Association for Behavioral and Cognitive Therapies (ABCT) 2014-2015 • 2013

■ **Abramowitz** • Appointed inaugural Editor-in-Chief for the Journal of Obsessive Compulsive and Related Disorders • 2012

■ **Bardone-Cone** • Inducted as a Fellow of the Academy of Eating Disorders • 2010

■ **Baucom** • Elected to the Board of Directors of the Klaus-Grawe Foundations for the Advancement of Psychotherapy Research in Zurich • Switzerland • 2010

■ **Penn** • Daniel J. Ziegler Distinguished Alumnus Award in Psychology from Villanova University • 2011

■ **Prinstein** • Appointed as Editor-in-Chief for the Journal of Clinical Child and Adolescent Psychology • 2011

■ **Prinstein** • Elected to Council of University Directors of Clinical Psychology (CUDCP) Board • APA Council of Representatives • and appointed to APA Good Governance Group and Council of Specialties • 2011

■ **Prinstein** • Association of Behavioral and Cognitive Therapies Outstanding Mentor Award • 2012

■ **Prinstein** • Inducted as APS Fellow; Division 12 APA Fellow; and ABPP in Clinical Child Psychology • 2010-2012

■ **Wise** • Elected President of the North Carolina Psychological Association • 2011

■ **Wise** • Fifth Annual APA Ethics Committee Award for Outstanding Contributions to Ethics Education • 2013



Recent Awards and Grants: and Grants

■ **Wise** • Elected Chair of the APA Policy & Planning Board • 2013

■ **E. Youngstrom** • Served as Consultant to the Child Disruptive Behavior Disorders Group of the DSM-5 Revision Committee • 2010-2013

■ **E. Youngstrom** • Appointed as Chair of the Child Bipolar Disorders Task Force of the International Society for Bipolar Disorders • 2011

■ **E. Youngstrom** • Elected as Full Member of the American College of Neuropsychopharmacology • 2012

■ **E. Youngstrom** • Served as a Member of the Positive Valence Workgroup of the NIMH Research Domain Criteria (RDoC) Initiative • 2012

■ **E. Youngstrom** • Inducted as APA Fellow • APS Fellow • 2013



DEPARTMENTAL/UNC AWARDS

■ **Abramowitz** • Psychology Club Award for Outstanding Contribution to Mentoring Students in Research • 2012

■ **Hussong** • Appointed Director of the Center for Developmental Science • 2011

■ **Neblett** • Psychology Club Award for Outstanding Contribution to Mentoring Students in Research • 2010

■ **Penn** • Named the Linda Wagner-Martin Distinguished Professor • 2012

■ **Prinstein** • Psychology Club Award for Outstanding Contribution to Mentoring Students in Research • 2011

■ **Prinstein** • Named a Bowman and Gordon Gray Distinguished Term Professor • 2011

■ **Wise** • Honored by the UNC School of Social Work as “Outstanding in the Field” • 2013

■ **E. Youngstrom** • Tanner Award for Outstanding Undergraduate Teaching • 2011



CLINICAL PROGRAM AWARDS

Wallach Award Winners

Graduate student excellence

2010	Emma Sterrett
2011	John Guerry
2012	Michael Wheaton
2013	Ellen Fitzsimmons-Craft

David Gallinsky Award Winners

Clinical supervision excellence

Paul Brinich
Don Baucom and Arlane Margolis
Jennifer Youngstrom
Don Baucom

Rosa Swanson Award Winners

Excellence promoting a collegial and friendly environment

Rosa Swanson
Carlye Kincaid
Meg Harney
Don Baucom

David and Maeda Galinsky Graduate Student Fellowship

Awarded each year to an outstanding incoming student

Kristin Healey
Ryan Jacoby
Stacy Lin
Kimberly Pentel

Recent Awards and Grants

CLINICAL FACULTY GRANTS

■ Comparison of Two Psychological Treatment Strategies for Obsessive-Compulsive Disorder • International OCD Foundation • 2011 • **Abramowitz (PI)**

■ Defining Remission and Recovery in Eating Disorders • NIMH (R01 MH095860) • 2012 • **Bardone-Cone (PI)**

■ Diversity Supplement to “Defining Remission and Recovery in Eating Disorders” • NIH (3 R01 MH095860-02S1) • 2013 • **Bardone-Cone (PI)**

■ Biomarker Supplement to “Defining Remission and Recovery in Eating Disorders” • NIH (3 R01 MH095860-01A1S1) • 2013 • **Bardone-Cone (PI)**

■ Enhancing Treatment for Adult Anorexia Nervosa with a Couple-Based Approach • NIMH (R01 MH093615) • 2012 • **Baucom (Co-PI)**

■ Depression Treatment for Urban Low Income Minority Substance Users • NIH/NIDA (R01 DA026424) • 2010 • **Daughters (PI)**

■ Behavioral Depression Treatment for African American HIV-infected Substance Users • NIH/NIDA (R01 DA022974) • 2008 • **Daughters (PI)**

■ Identification of Neural Indices of Distress Intolerance using fMRI • NIH/NIDA (R21 DA029221) • 2011 • **Daughters (PI)**

■ Internalizing Pathways to Drug Use: A Multi-Sample Analysis • NIDA (5 R01 DA015398-07) • 2009 • **Hussong (Co-PI)**

■ Human Development: Interdisciplinary Research Training • NIH/NICHD (3 T32 HD007376-21A1) • 2010 • **Hussong (PI)**

■ The Socialization of Gratitude in Parent-Child Interaction • Greater Good Science Center • UC Berkeley • 2012 • **Hussong (PI)**

■ Technology-Enhanced Delivery of Treatment for Early Conduct Problems • NIMH (R34 MH829567) • 2009 • **Jones (PI)**

■ Technology to Enhance Treatment for Early Conduct Problems in Low Income Families • NIMH (1 R01 MH 100377-01; pending) • 2013 • **Jones (PI)**

■ Effectiveness of Mentoring Interventions for African American and Latino Male Youth • Robert Wood Johnson Foundation • 2010 • **Neblett (PI)**

■ Deconstructing Racial Health Disparities • National Center on Minority Health and Health Disparities (3 L60 MD002679-03) • 2011 • **Neblett (PI)**

■ Black Graduate Conference in Psychology • NSF (BCS-1332241) • 2013 • **Neblett (PI)**

■ Racial Discrimination • Coping • and Underlying Processes in African American Young Adults • NSF (SMA-1305679) • 2013 • **Neblett (PI)**

■ Oxytocin Treatment of Social Cognitive and Functional Deficits in Schizophrenia • NIMH (R01 MH093529 01) • 2011 • **Penn (Co-PI)**

■ Social Cognition Psychometric Evaluation • NIMH (R01 MH093432 01A1) • 2012 • **Penn (Co-PI)**

■ Recovery after an Initial Schizophrenia Episode • NIMH • 2009 • **Penn (Site PI and Member of Executive Committee)**

■ Social Cognition and Functioning in Schizophrenia • NIMH (R01 MH087618 03) • 2010 • **Penn (Site PI)**

■ Stress Responses as Prospective Predictors of Girls' Suicidality and Self-Injury • NIMH (R01 MH085505) • 2010 • **Prinstein (PI)**

■ Understanding Peer Influence of Adolescent Health Risk Behaviors • NICHD (R01 HD055342) • 2009 • **Prinstein (PI)**

■ Strengthening the Quality of School Mental Health Services • NIMH (R01 MH081941) • 2010 • **E. Youngstrom (Site PI; Director of Data Core)**

■ Longitudinal Assessment of Manic Symptoms • NIMH (R01 MH073967) • 2005 • **Renewed 2010 • E. Youngstrom (Site PI; Director of Data Core) ψ**



Make a Gift!

Use the link at:

<http://clinicalpsych.unc.edu/gift>

Please help graduate students in the clinical program! Donations will be used to support students' travel to conferences, or purchase other training resources.



Joseph Lowman

Joe Lowman reluctantly entered the newly redesigned UNC clinical program in the fall of 1966. Unlike some of his contemporaries he was not entering graduate school to avoid being drafted and sent to Vietnam. He'd planned on becoming a clinical psychologist since high school and was eager to get started. Because Joe and his family had always been Duke fans Joe knew little about Carolina's academic offerings or atmosphere. But the serious combination of research and clinical training in the 1965 edition of the UNC clinical program appealed to him enough to apply. After arriving on campus he loved it and wondered why he'd never taken UNC seriously before.

The program Joe entered was closely modeled on the recommendations of the 1949 Boulder Conference on doctoral training for clinical psychologists. Following the model common among medical schools, the first two years concentrated on research findings and training but also offered a significant clinical component. Most modern psychologists are likely unaware that the Boulder Conference recommended students having an internship year in their third year of doctoral training. Few programs followed this model but in UNC's new program students typically went on internship third year intending to return for dissertation work in the fourth and subsequent years. In those days there were still ample NIMH funds to support clinical students without them serving as teaching or research assistants and clinical students spent summers and two days a week on practicum assignments. Thus, being prepared for internship in only two years did not present the problem it would for students in today's program.

Of the professional models available to Chapel Hill clinical students in 1966 – the eclectic training included psychoanalytic as well as behavioral methods – one was an emphasis on the new field of community psychology. Because it emphasized

consultation to other professionals with the aim of secondary and primary prevention in addition to direct treatment this perspective was perhaps more aptly named community mental health. David Galinsky, Director of Clinical Training from 1965-1983 had helped design the new clinical program with this emphasis clearly in

types of professional activities.

After returning to Chapel Hill Joe worked on his dissertation research and actively participated in the clinical program's Community Psychology program in nearby Hillsborough, NC. Practicum students manned a storefront clinic in the evenings



*From Joe
to
Willie!*

mind. No doubt because of this exposure Joe sought a specialty internship at Fort Logan Mental Health Center in Denver, Colorado, which aimed to organize traditional inpatient and outpatient services using the ideas about therapeutic community promoted by Maxwell Jones, a UK psychiatrist. In his training at Fort Logan Joe focused on conjoint family therapy, crisis intervention, and group therapy using Jones' ideas. Because of his excellent assessment training at Carolina Joe was exempted from assessment experiences during his internship, which allowed him to concentrate on these newer

and often made home visits for evaluation and family therapy. All practicum students also spent a day a week at one of many community agencies in Hillsborough, e.g. the Orange County Public Schools. Joe's consultation assignment was with the Orange County Department of Social Services. Practicum students and two half-time faculty members were part of a rich culture aiming to redefine how psychological disorders were viewed and to actively seek collaborative relationships with other professionals and community gate keepers. (Don Baucom was also a practicum student in this practicum a few

Tribute to Joseph Lowman

years later during Joe's initial years on the faculty.) Given Joe's training at Fort Logan he was especially enthusiastic about the Hillsborough practicum.

In those days UNC clinical students rarely worked on faculty research or existing data sets. For his Masters study Joe designed an intervention for promoting social cooperation among delinquent boys with mental retardation that was based on operant principles. Based at Murdoch Center in Butner he built a roulette wheel gambling device that offered higher payoffs when boys cooperated than when they competed. Alas, the game did not promote lasting cooperation because when the boys became angry or frustrated they most often would rather have their partner lose than cooperate in the hopes of a joint payoff. Ironically, this study addressed a similar question to later work Joe and Brandon Irwin did on altruism among homeless men. For his dissertation Joe followed up on ideas about family systems theory he'd been exposed to at Fort Logan and designed the *Inventory of Family Feelings* (IFF), a self-administered measure of a construct he called *Family Affective Structure*. Much like Moreno's sociogramatic technique, each member of a family (who could read above a sixth grade level) endorsed agreement with 100 items, which produced a matrix of individual affect scores that could be summed to produce several comparative indices about the pattern of positive and negative emotions as well as total scores for the family. A field test of the IFF showed the measure had very high reliability and strongly differentiated samples of clinic and normal families that Joe recruited. In 1970, Joe was selected as the winner of the Wallach Award in the UNC Clinical Psychology doctoral program.

Joe ended up on the UNC faculty due to happenstance. In the spring of 1970 one of two clinical faculty members working with the Hillsborough program decided to return to his home in Pennsylvania and Bernadette Grey Little, a soon-to-be graduate of St. Louis University, was hired to fill his place. (Bernadette was the first African-American hired in a tenure track psychology position at UNC. Eva Ray,

a UNC clinical student from Durham, who worked as a clinical supervisor on the John Umstead contract many years, was the first African American psychology faculty member.) Within weeks of being offered a professorship Bernadette received a Fulbright Fellowship to study in Denmark, however, and asked to delay her arrival for a year. Not long after hearing Bernadette would not be arriving the next fall, the second Hillsborough faculty member resigned with little warning to take a similar job at the University of Michigan. Thus, in a relatively short time the clinical program learned it would have no experienced faculty to direct the Hillsborough program and supervise students the next year. Given Joe's special training and enthusiasm for the community program he was asked if he was interested in applying for a position. He declined given his and his wife Betsy's strong desire to return to Colorado after he completed his dissertation in July. In June he received a job offer from Fort Logan for a staff position on the crisis intervention unit with the expectation he would spend half time in program evaluation research using his IFF. Fate intervened around July 1 when the State of Colorado eliminated funding for Joe's position and his job offer

was rescinded. Having turned down other offers Joe had no job. In the meantime one candidate who had been interviewed for a Hillsborough faculty position had been deemed unacceptable and the search was reopened. Joe applied for the position and promised he would stay two years to give the program time to recruit someone to work with Bernadette after she arrived. Joe remained on the clinical faculty for 43 years until retiring in the summer of 2013. So much for grand life plans.

Over his long career Joe was heavily involved in clinical training from a variety of theoretical contexts, including the cognitive behavioral perspective when it came to dominate the clinical scene. For seven years he worked in the Hillsborough program from a community perspective with Bernadette Gray Little. Along with David Galinisky they were active in helping the Orange County Public Schools implement the desegregation plans begun in the late 1960s. After a local mental health authority took over responsibility for the Hillsborough clinic Joe and Bernadette moved into more traditional faculty roles in Chapel Hill. Bernadette moved steadily into administrative roles serving as Director



Tribute to **Joseph Lowman**

of Clinical Training, Chairperson of the Department of Psychology, Dean of Arts and Sciences, and Provost before leaving UNC in 2009 to become President of the University of Kansas. Joe tried to keep the community program alive in Chapel Hill, founded the Davie Hall clinic, and served as its director during the initial years, and a clinical supervisor until recently. Like most mental health facilities around the country this clinic eventually lost its initial community focus and became essentially a treatment and evaluation clinic that added therapy outcome research as well as clinical training.

While a faculty member Joe's research activities were diverse. For several years Joe refined the IFF (the 100 item scale was reduced to 38 by factor analytic procedures) and promoted its use in outcome studies conducted by UNC students and family researchers around the country. With Bernadette Gray Little and David Galinsky he conducted a 10 year follow-up of Black and White adolescents in northern Orange County originally studied by UNC clinical faculty members Grant Dahlstrom and Earl Baughman. They found traditional Stanford Binet IQ scores predicted academic achievement as well for the Black as for the White eighth graders and that elevated MMPI profiles

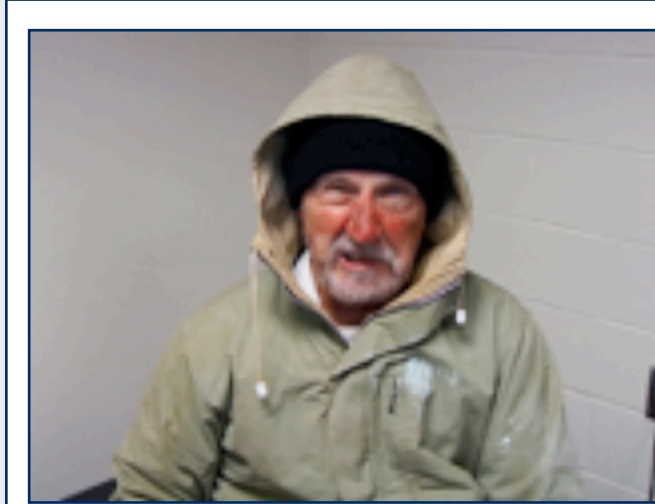
in eighth grade predicted various kinds of mental health and social problems for each racial group. Their findings were published in *Predicting Achievement: A Ten-Year Follow-up of Black and White Adolescents*. Joe was also heavily involved as a consultant, trainer, and evaluator with the

model to offer specific guidance for college instructors. It was this work (second edition published in 1995) and his many specific chapters and empirical studies related to college teaching for which Joe is most known. He presented numerous talks and workshops at teaching conferences and

on campuses around the country. He was also heavily involved in the teaching training of UNC departmental and clinical graduate students. Graduate students from all the department's doctoral programs and a number of other UNC programs took his laboratory course on college teaching. Joe also personally supervised the teaching of clinical students for over three decades. Soon after publishing *Mastering the Techniques of Teaching* he became part of a special program sponsored by IBM to help UNC faculty design computer techniques to teach their traditional subjects more effectively. In 1990 he published the first of

his *SuperShrink* computer simulations of a clinical assessment interview. The second case was published soon after. Many UNC graduate instructors used his simulations when teaching abnormal psychology classes. Two of them, Suzy Levy-Rudolph and Cameron Gordon helped take *SuperShrink* to a new level by being videotaped playing the cases of *Jennifer and Victor*. In the summer of 2013

(Continued on Page Eighteen)



"Joe Lowman in character as 'Willie' in the SuperShrink project."

North Carolina Sudden Death Syndrome Project and published his experience with this kind of preventive activity. Like many other early community psychologists Joe's enthusiasm for the movement's idealistic ideology and methods waned.

While on a sabbatical leave in the early 1980s Joe wrote *Mastering the Techniques of Teaching* (1984), which used his studies of exemplary college teachers and theoretical

Donate:

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Help a graduate student, and make Davie Hall more attractive!

Two good deeds in one!

Donations of \$250 or more will be honored with a plaque with your name and entering class year! We hope to beautify the walls of the clinical wing in Davie Hall with plaques honoring alumni donors!

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Update: The UNC Clinical Psychology Community Clinic

■ Erica H. Wise, Ph.D.

It is hard to believe that our program training clinic has been in operation for over forty years! For those of you who graduated before 2006, you would not recognize the former “Davie Clinic”, now formally renamed the “UNC Department of Psychology Community Clinic” in recognition of our two sites and our substantial service to the community. Despite our many outward changes, we remain committed to clinical teaching and to providing evidence-based psychological services in a compassionate environment to members of the campus and the community. Our services are offered on a sliding fee scale to allow for greater accessibility. In addition, we promote clinical research and share our expertise with the community through presentations, workshops and consultative services.



FINLEY CLINIC (OFF-CAMPUS): In 2006, our off-campus site was opened on Finley Golf Course Road. After substantial renovation that was undertaken in the summer of 2006, it truly represents the integration of research and practice. Under the leadership of Jen Youngstrom, Ph.D., this site primarily serves children and families. On a program level, we are now able to offer substantial training to child track students in the assessment and treatment of children, adolescents and families. We have recently undertaken an upgrade of the Finley Clinic by purchasing new furniture that was specifically selected for a high-use child and family clinic. We have also painted accent walls and added new art work. Our goal is to provide a professional and positive environment for our clients and ourselves. Thanks to the many faculty and graduate students who generously shared their design expertise as we made our selections. We are including some photos of our recently redecorated space.



EVERGREEN HOUSE (ON-CAMPUS): From fraternity house to research center to academic department building, UNC’s Evergreen House has accommodated many different programs and projects since its completion in 1890. However, as of the summer of 2011 it became home to our on-campus clinic. Much time and effort went into a substantial renovation of the space in the spring of 2011. The university and grant funds allowed for a well-designed space and carefully selected furniture and art work. It is truly a gem on campus. The Evergreen House is located off of Cameron Street and Columbia Street, right across campus from the Davie Hall. The Evergreen location primarily serves adults and couples. With the move to the Evergreen House we officially left former space in Davie Hall. The new location in Evergreen highlights the development of the community clinic.

When I first arrived at UNC we had five small treatment rooms in Davie. We now have five in Finley and seven in Evergreen—so this truly represents significant growth. In addition to treatment rooms, each clinic site includes a confidential HIPAA workroom, state of the art video capacity, access to our fully integrated electronic health record system, break areas for students and seminar space. If any former students come to campus, give me a little notice and we can arrange a tour! Ψ

Welcome from the Director of Clinical Psychology

(Continued from Page One)

facebook group! Last, if you are at ABCT, please join us for our annual UNC Alumni Happy Hour!

I hope you enjoy this issue of *Clinically Significant @ Carolina*. We would love to hear from you, especially if it means we can brag about your wonderful accomplishments after graduating! Throughout the newsletter you will see some links for donating to our clinical program. I hope you will consider please offering even a small token of financial assistance. The funds will be used specifically for clinical graduate student needs, predominantly, to help our students travel to professional conferences. Every little bit helps! Thank you, and we wish you well!

Go Heels!

Mitch Prinstein, Ph.D., ABPP

Bowman and Gordon Gray Distinguished Term Professor

Director of Clinical Psychology Ψ



Tribute to **Joseph Lowman**

(Continued from Page Sixteen)

Joe published a third *SuperShrink* case, *Willie*, in which he played the role of this 62-year-old homeless many arrested sleeping under the Santa Monica pier. Initial reports from students who used it in the 2013 Summer Session indicate Willie presents challenging diagnostic and assessment features but is also an engaging human being with an interesting story to tell. (Each of the three cases is available free of charge to interested observers or faculty wishing to use any of the cases in their undergraduate or graduate psychology classes at <http://www.unc.edu/supershink/>. Since they were first published Joe has conducted and reported the results of several evaluation studies showing that the *SuperShink* assignment promoted complex psychological thinking about cases in many students and was usually greatly enjoyed even though more demanding of time than a traditional term paper assignment.

In addition to his efforts over the years to promote high quality teaching in UNC's graduate students Joe's own teaching has been recognized by a number of teaching awards for his engaging and inspirational qualities. In fact, he may have received more teaching awards at Carolina than any other professor in history! In 1988

and 2006, he was the UNC Nominee for the CASE Professor of the Year program; he won a Tanner Award for Teaching Excellence in 1989. He is a five time recipient of the UNC Psi Chi Annual Teaching Award, the 50th Anniversary Recipient of the Distinguished Contribution to Teaching and Training Award from the North Carolina Psychological Association, a member of the Academy of Distinguished Teaching Scholars at UNC from 2000-2006, a Bowman and Gordon Gray Professor from 1995-1999, and he was the recipient of the Board of Governor's Teaching Award recognizing him as the most outstanding teacher at UNC! In recent years he developed a popular course for senior majors on Evolutionary Psychology and directed a number of undergraduate honors and graduate research studies in this area. Although officially retired to his new home in Boone, NC, he plans on returning to Chapel Hill to teach Evolutionary Psychology and the graduate History of Psychology course one semester a year for two or three years. Since entering UNC in the fall of 1966 Joe's career and interests nicely parallel changes in psychology in general and clinical psychology in particular. Ψ

