
“Finally, the ethical imperative to promote general well-being may encourage psychologists to do more than just promote the well-being of their individual patients, students, or participants in their research programs. Instead, psychologists who adopt a positive approach will be more willing to help other psychologists become better practitioners, teachers, or researchers and promote institutional policies that are more sensitive to moral issues. Along those same lines, many psychologists aspire to address systemic social problems. By working through their professional organizations in psychology or through other collaborative efforts, psychologists can collectively apply scientific information or scientific perspective to social problems” (pp. 13-14).

Farewell,
Oliver & Nana

Ethical Principles of Psychologists
American Psychological Association

Preamble
Psychologists are committed to increasing scientific and professional knowledge of behavior and people’s understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication.

They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. This Ethics Code provides a common set of principles and standards upon which psychologists build their professional and scientific work.

This Ethics Code is intended to provide specific standards to cover most situations encountered by psychologists. It has as its goals the welfare and protection of the individuals and groups with whom psychologists work and the education of members, students, and the public regarding ethical standards of the discipline.

The development of a dynamic set of ethical standards for psychologists’ work-related conduct requires a personal commitment and lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues; and to consult with others concerning ethical problems.
General Principles
This section consists of General Principles. General Principles, as opposed to Ethical Standards, are aspirational in nature. Their intent is to guide and inspire psychologists toward the very highest ethical ideals of the profession. General Principles, in contrast to Ethical Standards, do not represent obligations and should not form the basis for imposing sanctions. Relying upon General Principles for either of these reasons distorts both their meaning and purpose.

Principle A: Beneficence and Nonmaleficence
Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists’ obligations or concerns, they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. Because psychologists’ scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence. Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.

Principle B: Fidelity and Responsibility
Psychologists establish relationships of trust with those with whom they work. They are aware of their professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of those with whom they work. They are concerned about the ethical compliance of their colleagues’ scientific and professional conduct. Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.

Principle C: Integrity
Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of psychology. In these activities psychologists do not steal, cheat or engage in fraud, subterfuge, or intentional misrepresentation of fact. Psychologists strive to keep their promises and to avoid unwise or unclear commitments. In situations in which deception may be ethically justifiable to maximize benefits and minimize harm, psychologists have a serious obligation to consider the need for, the possible consequences of, and their responsibility to correct any resulting mistrust or other harmful effects that arise from the use of such techniques.

Principle D: Justice
Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

Principle E: Respect for People’s Rights and Dignity
Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status, and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.
Do you want to be an Ally?

**Anti-Racist Learning and Action Steps**
https://docs.google.com/document/u/0/d/1TsD8Te4ChfORloCxOqMUp7lrrT0_DKPxZxBs4EeA9vk/mobilebasic

**A Guide to Allyship**
https://docs.google.com/document/d/1CIfMQED_B444Y-K8kAqUOgq8xrSFdSrjFBRnyK6wmz4/edit#

**Connecticut Bail Fund**
http://www.ctbailfund.org/donate

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**Are you White?**

White Privilege: Unpacking the Invisible Knapsack (Peggy McIntosh)

75 Things White People Can Do for Racial Justice
https://medium.com/equality-includes-you/what-white-people-can-do-for-racial-justice-f2d18b0e0234

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**Are you a researcher?**

Cultural Competence in Research
https://catalyst.harvard.edu/pdf/diversity/CCR-annotated-bibliography-10-12-10ver2-FINAL.pdf

Ways to boost your research rigor through increasing your cultural competence
http://www.abct.org/docs/PastIssue/39n3.pdf

Unethical human research in the field of neuroscience: a historical reviews

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**Are you a clinician or supervisor?**

Dark History of IQ Tests (5:48)
https://www.ted.com/talks/stefan_c_dombrowski_the_dark_history_of_iq_tests

The Problem with Race-Based Medicine (14:37)
https://www.ted.com/talks/dorothy_roberts_the_problem_with_race_based_medicine

Supervising Therapist Trainees of Color (by our very own Linda Oshin and Terence Ching)

Implicit organizational bias: Mental health treatment culture and norms as barriers to engaging with diversity

Guess who’s coming to therapy? Getting comfortable with conversations about race and ethnicity in psychotherapy?
https://psycnet.apa.org/doiLanding?doi=10.1037%2F0735-7028.34.3.278

Impact of race, ethnicity, and culture on the expression and assessment of psychopathology?
https://psycnet.apa.org/record/2014-32580-004

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**Are you a professor or instructor?**

Diversity in Academic and Clinical Settings (featuring an article by UConn students!)
http://www.abct.org/docs/PastIssue/40n3.pdf

The Hope Center for College, Community, and Justice
https://hope4college.com/research-and-resources/

Talking about Race, Learning about Racism: The Application of Racial Identity Development Theory in the Classroom

Anti-Racist Educator Questionnaire and Rubric
https://docs.google.com/document/d/1OT1-wV7ulYPfxQ3HAoo-7fH5Ap6s-MNEYwe3RRJGBo/edit

Teaching Resources – Showing up for Racial Justice
https://www.showingupforallracialjustice.org/resources.html

Teaching about Race, Racism, and Police Violence
https://www.tolerance.org/moment/racism-and-police-violence
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.

-Marianne Barton, Ph.D.
Clinical Professor
Director of Clinical Training
Former Student of Jules

Spring 2020 Milestone Review

M.S. Defenses
05/2020 – Becca Thomas
Symptoms of Autism Spectrum Disorder and Developmental Delay in Children with Low Mental Age

Dissertation Defenses
02/2020 – Oliver Johnston
Clinical Characteristics of Oppositional Defiant Disorder Symptoms in College Students

05/2020 – Yael Dai
A Novel Web-Based Training Program for Caregivers of Children with Autism Spectrum Disorder

Certificate Completion
05/2020 – Sinead Sinnott
Quantitative Research Methods

05/2020 – Matthew Sullivan
Health Psychology

Congratulations Class of 2020!

Julia Chen, Linda Oshin, Tim Michaels, Lauren Strainge, and Sanne Wortel
Rising 4th Year Student
Challenges: The biggest challenge for me has been all the extra screen time. I didn’t realize how much I relied on in-person therapy sessions and classes to break up the amount of time I had to spend on my computer until now.

Silver Linings: I find myself having to take frequent breaks from my screen, so I have been spending a lot more time outside.

WFH Strategies that Haven’t Worked: I have to conduct therapy sessions in my bedroom to protect clients’ confidentiality because I have roommates. In an effort to maintain some separation between work and leisure spaces, I tried to set up a separate research space in a different part of the house. However, it quickly became difficult to stay organized alternating between different computers.

WFH Strategies that Have Worked: I haven’t quite arrived at a good system for getting work done at home. Very eager to hear what’s worked for others!

Anonymous
“I had trouble focusing and got really angry with myself about it. I tried strategies to help with the focus to little avail. It particularly drove me nuts because I know the strategies: chunking, list-making, etc. Why couldn’t my brain just do it? In the end, what worked were strategies to help with self-compassion. I needed to figure out ways to speak back to the self-directed anger and move forward. That’s what helped. That’s what continues to help.”

January 5, 2020 – WHO publishes first Disease Outbreak News on a cluster of pneumonia cases – with no deaths – in Wuhan, Hubei province.

January 19, 2020 – The Spring 2020 semester begins at UConn.

February 26, 2020 – UConn makes first official announcement regarding COVID-19 stating they are closely monitoring the spread of COVID-19 and updates from the Center for Disease Control (CDC).

March 5, 2020 – UConn president, Thomas Katsouleas, announces activation of Office of Emergency Management (OEM) effort to coordinate, prepare, and communicate regarding growing risk of COVID-19.

March 10, 2020 – UConn informs students of the possibility of closure following Spring break and strongly recommends students bring all necessary academic materials with them.

March 11, 2020 – UConn DCT & Director of the Psychological Services Clinic (PSC), Marianne Barton, informs students of the possibility of the PSC closing following spring break. Therapists are advised to be prepared to reschedule or conduct supervised phone sessions with their clients in the event of the university closing.

March 12, 2020 – UConn president announces classes will be moved to online course delivery starting on Monday, March 23 until at least, Monday, April 6. Students are strongly advised to not return to campus following spring break.

March 15, 2020 – Number of confirmed cases in the U.S. surpasses 3,000 with NY, CA, and WA recording the most confirmed cases.

March 8, 2020 – Confirmed cases in the U.S. tops 500.

March 11, 2020 - The World Health Organization declared that the coronavirus outbreak “can be characterized as a pandemic,” which is defined as worldwide spread of a new disease for which most people do not have immunity.
Becca Thomas, Rising 3rd Year Student

Challenges: when the power went out halfway through my defense, but (silver lining) it came back on and we celebrated with a virtual cheers.

Silver Linings: more time with my puppy who will never be able to be alone again.

WFH Strategies that Haven't Worked: not giving myself time to be outside for a few minutes every day.

WFH Strategies that Have Worked: changing into semi-normal “work” clothes even if I’m just sitting at my desk all day.

March 16, 2020 – President Trump and the CDC release “15 Days to Slow the Spread; The President’s Coronavirus Guidelines for America,” a set of public health recommendations to be practiced nationwide. These include avoiding bars/restaurants, halting discretionary travel, practicing good hygiene, and ceasing gatherings of 10 or more people.

March 20, 2020 – Connecticut Governor Lamont orders all non-essential businesses in Connecticut to close and non-essential workers to remain at home until further notice.

March 24, 2020 – Cases top 50,000 in the U.S.

March 27, 2020 – CARES act receives bipartisan support in the Senate (3/25) and House; Trump signs it into law. The CARES Act provides fast and direct economic assistance for American workers, families, and small businesses.

March 29, 2020 – Trump announces extension of nationwide social distancing guidelines to April 30.

March 30, 2020 – PSC begins providing teletherapy services.

March 31, 2020 – Wall street ends one of the worst quarters in stock market history.

March 18, 2020 – Marianne Barton announces the suspension of in-person PSC clinical services for the rest of the semester. Students are asked to complete an APA webcourse on Telehealth Practice in preparation for teletherapy beginning March 30, 2020.

March 22, 2020 – Marianne Barton reveals PSC plans for transitioning to 100% telehealth. All therapy sessions will be conducted through WebEx, V-Teams, supervision, and documentation will be operated through Microsoft Teams, and clients will consent to telehealth using Qualtrics.

March 22, 2020 – UConn announces the suspension of all research activities by 8pm on Monday, March 23rd. Exceptions include research where continued in-person interaction or intervention is needed for the safety and welfare of enrolled subjects, research directly connected to addressing COVID-19 crisis, and research that can be conducted remotely.

March 29, 2020 – Emmy Wyckoff mastered sourdough baking: “Sourdough loaf fresh out of the oven. Yes it was as good as it looks”
Inge-Marie Eigsti, Ph.D., Professor

“As a hopeless optimist, I want to focus on the silver linings of this experience. I’ve really enjoyed getting a peek into my colleagues’ lives in a new way; today, during a zoom meeting, a collaborator’s daughter used the potty for the first time by herself. Normally that wouldn’t be something we would share with professional colleagues, but the call participants got to share in her joy and pride in this (truly exciting) moment. I’ve enjoyed seeing my students’ work spaces, meeting their pets and significant others, and connecting with them in a new way. Another obvious silver lining: no commuting. I have always loved working from home. Normally, this means I have the house to myself, whereas now it means mediating squabbles between my kids, making meals for people, and answering lots and lots of questions at all moments of the day. I am still reveling in the luxury of working at a window that overlooks a lake, instead of driving to campus. I am also deeply appreciative that I have a job, unlike many others. We are so lucky!”

April 30, 2020 – UConn announces phased process for reopening research at UConn eligible to begin May 20, 2020

April 3, 2020 – The White House and CDC recommend Americans wear face cloth coverings to prevent the spread of the virus.

April 13, 2020 – The Supreme Court announces it would hear half of the remaining cases of the term by telephone conference call – a first in the court’s history.

April 28, 2020 – Cases in the U.S. surpass 1 million.

April 30, 2020 – White men with assault rifles storm the Capitol building in Lansing, Michigan to protest a possible extension of pandemic-related provisions to protect the public’s health. There were no reports of use of excessive police force. It would seem as though Michigan police did not fear these armed White men as much as they must have feared 7yo Aiyana MoNay Stanley-Jones of Detroit, who was shot in her own home in 2010 while asleep during a police raid to find her aunt’s boyfriend. The officer who did the shooting, Joseph Weekley, returned to active duty in 2015.

May 8, 2020 – Monthly employment report released by Department of Labor showed that U.S. economy lost 20.5 million jobs in April, with an unemployment rate rising to 14.7%.

Sinead Sinnott
“I watched a lot of really great golden retriever videos during quarantine.
Kim Treadwell, Ph.D., Associate Professor
I was a philosophy minor in college so I enjoy reading comparative philosophy, etc. Given that we are living in different rhythms these days, having more of some things in our lives right now and less of other things, we may have a shifted frame of reference for thinking about our purpose and how our identity flows from it. In that vein:

If you want to identify me, ask me not where I live, or what I like to eat, or how I comb my hair, but ask me what I think I am living for, in detail, and ask me what I think is keeping me from living fully for the thing I want to live for. Between these two answers you can determine the identity of any person.

- Thomas Merton (American Trappist monk, writer, social activist, poet, scholar)

Kim’s Tips for Things that Work: Remember your Intro Psych course!

1. **Predictability and controllability reduce stress**
   a. We (my high schooler & me) ring a bell at the beginning of our school day at 8:30 am.
   b. Create a routine (I pretty much keep to my usual schedule. I get dressed every day, meaning I don’t WebEx in my PJs).
   c. Have something to look forward to when you get out of bed (I do yoga first-thing).

2. **30 minutes of cardio several times a week improves mood & reduces stress**
   a. Get moving! EVERY DAY! (I run & weightlift; no tennis now due to restrictions).
   b. There’s a study (I forget the citation) that showed that a 10-minute outdoor walk improved mental focus and awakeness, as good as, and possibly better than, 1 cup of coffee over the 10 minutes. Take home point: go outside and walk for 10 minutes for your breaks. I do this several times a day when I’m working (sometimes around 4:00 pm I drink coffee as I walk).

3. **Get out in nature - it improves mood**
   a. I do my cardio (see #2) IN NATURE!
   b. OR walk for 10 minutes (see #2) IN NATURE!

4. **Premack principle**
   a. Insert activities that bring you joy after you attend to work (which of course brings me joy, just in a different way). We walk the dogs at about 10:30 after 2 hours of work on weekdays; we (my 2 sons & me) hike, take a tea break, bake, etc. around 3:00 after the next work segment.
   b. My neighborhood collects food for Canton Food Bank

5. **If you spend $20 are you happier if you spend it on yourself or somebody else?**
   **Answer: somebody else. This is an activity in my Gen psych class, and I forget the citation now. Take home: it is not to spend money, but do for others.**
   a. I sew masks for the elderly
   b. My neighborhood collects food for Canton Food Bank

6. **Whatever your living conditions, be sure to interact with somebody else on a daily basis**
   a. We did the Hayden Olympics first few weeks of quarantine (my family in MI, silly things every few days like Minute-To-Win-It, puzzle competition, scavenger hunt, Easter Egg dying contest, etc). Be creative. Do new things. Call people.
Finding An Agent That’s Right For You

An exclusive interview with the 2019 and 2020 recipients of inCHIP’s newest fellowship:

The Jeffrey D. Fisher Health Behavior Change Research Fellowship

LFF: My dissertation looks at how young adults make meaning after an experience with bereavement. We know that the loss of a close loved one has serious implications for young people’s sense of self, mood, sleep, and ways of interacting with other kinds of stressful experience. After a major loss, most people engage in the process of meaning-making to some extent—something that my advisor, Crystal Park, studies extensively. My dissertation builds upon the existing meaning-making research to identify the regulatory resources that determine which young adults successfully, or unsuccessfully, create meaning following the loss of a loved one—an understudied area.

For this project, I’m particularly interested in attentional control as a moderator of how individuals process stress over time and the subsequent impact of processing on mood and sleep quality. At baseline, participants completed an experimental attentional task, and we assessed the circumstances surrounding the bereavement, their mood, and sleep quality. Over the course of a semester, we follow-up three more times to assess mood, sleep quality, and different types of stressful experience. One of the interesting things about collecting data this past semester was that we unexpectedly collected data throughout some folks’ experiences with the COVID-19 pandemic and UConn’s closure.
**RR:** Wow, such fascinating data! In thinking about both of your projects, I’m wondering if you can speak to how your respective populations of study have been impacted by the COVID-19 pandemic?

**LFF:** In my analyses, people were certainly influenced by the pandemic—an incredibly stressful event. Stress has positive and negative aspects, both of which can disrupt ongoing meaning making processes and engagement in healthy behaviors. I’ve been thinking about this unique group of young adults living alone for the first time, processing a major loss and how that impacts their identity, and then we send them back home where they might be around circumstances or people associated with the loss. I’ve definitely been able to see changes in the data following UConn’s closure and the pandemic, including sleep quality, how much they were thinking about loss vs. all of the other things. It seems like the transition back home may have exacerbated mood and focus on loss for some students, whereas others were more distracted by everything else going on.

**MS:** Since I’ve been doing a lot of the patient surveys over the phone, I’ve had the opportunity to assess some of these COVID-19 impacts directly. It seems like, with this population, a lot of the existing health disparities are exacerbated right now, such as concerns about lack of access to healthcare and stigma in healthcare settings which is especially salient for individuals receiving methadone treatment for opioid use disorder. Many of the positive resources that people have (e.g., connection with trusted research staff, health providers) are harder to connect to right now. We’re seeing a lot of our patients reporting significant disruptions in the continuity of their medical care, worsening mental health symptoms, and overall greater difficulties in coping with these challenges.

**RR:** It sounds like both of your projects are suited to uncover nuanced experiences of these populations as they cope with the pandemic. Thinking more broadly, how do you see the role of psychologists, particularly ones involved in health psychology, in addressing the consequences of this pandemic especially in the context of systemic inequities across different groups?

**LFF:** I think psychologists, especially those interested in health behaviors, are well-positioned to think about this crisis at multiple levels. A major stressor like COVID-19 doesn’t just impact individuals’ cumulative stress exposure, but also changes what’s available to them to cope and shapes their everyday perceptions of risk, which in turn influences how stress might activate preventative health behaviors vs. avoidance and withdrawal. Different groups have very different levels of impact depending on so many structural factors in our environment. It’s not just a matter of saying “people aren’t coping well” or that they “need help coping” – I think we can do a lot more than that.

**MS:** Yeah definitely. We have experience in measuring and quantifying some of these constructs as well as applying theory-based models and testing them. It gives us the opportunity to measure some of these social and psychological adversities that people are experiencing, and to really highlight and disseminate the impact this is having, and the specific mechanisms by which things like COVID-19 and the shutdowns are exacerbating pre-existing problems. I think this allows us to better target a response.

**RR:** How do you think health psychology research might change, either short-term or long-term, as a result of this pandemic?

**LFF:** I think health psychologists are especially good at coming up with models and testing them in little pieces. However, I think we’re not always particularly good at including diverse community samples into large-scale theory-based research. And so, like never before, we are going to have a huge cohort of people who are measurably impacted in different ways by the same event—which is so rare in trauma and stress research. We also have good prospective data on how people were doing before COVID-19 hit, and then throughout different waves of COVID-19’s impact. I think we need to be thoughtful about how we measure stress and the impact of a stressor, since this was an experience that changed a lot over time and impacted people in many different ways. It’s a very important time to extend our research to groups with different kinds of life experience.

**MS:** Yeah, I agree. I think it creates some opportunities to get at some of the things we are really concerned about for promoting health behaviors. I think also we’re going to have to adapt and provide further context for the research and data we are gathering. For example, for the survey research I’m currently doing over the phone, we’re asking about a lot of socially sensitive behavior (e.g., drug use, sexual behavior). If people are sheltering with family members or partners, we may need to consider the quality of data being collected, and how we can adapt our ways of gathering this information to better reflect the impact of the pandemic on the populations we’re working with. This is just one example, but researchers may need to be creative in data collection as they consider the impacts of this pandemic on their procedures, participants, and constructs of interest.
LFF & MS (in perfect unison): Yes, we’re going to Mass General’s Behavioral Medicine Track.

RR: What are you most excited about?

LFF: It’s a really fantastic program for the things we’re talking about. Many of the faculty there focus on how people adjust to these chronic life illness stressors like HIV, cancer, and major medical problems. Over the past several months, we’ve seen a lot of similarities between individuals with chronic medical illnesses and those affected by COVID-19 - both experiences include a moment of initial shock, and then a slow process of reaction and adjustment. MGH has a lot of active treatment development going on in some of these areas, and so feels like a cool place to be going right now.

MS: Yeah, absolutely. Having the opportunity to work in research areas that are focused on creative ways to alleviate health disparities, is going to be an awesome place to do work moving ahead. I think testing out how that will look like, probably in a telehealth format, will be an interesting new direction for working with populations with chronic illness.

RR: According to our research, both of you matched at the same internship site next year?

LFF: I’m doing at-home kickboxing (Selena Gomez’s trainer also has some great videos). Oh, I also knitted 8 pairs of socks early on in my quarantine...

MS: I recently invested in a surfboard, and I hope to make that a large part of my self-care regimen.

LFF: So, in some ways, you could say we are all surfing the waves of distress.

--- End of Interview ---

** Honors, Scholarships, & Awards **

Olivia Derella  

Lucy Finkelstein-Fox  
UConn Doctoral Dissertation Fellowship

Matthew Sullivan  
Jeffrey D. Fisher Health Behavior Change Research Fellowship, InCHIP, UConn  
UConn Doctoral Dissertation Fellowship
March 2020 – Boston, MA (to be presented virtually in June 2020)
*Eastern Psychological Association Annual Meeting*
Adams, O., Coogan, C., Gallik, C.L., & Treadwell, K. Stability of attention bias variability and prospective prediction of anxiety. Poster.

March 2020 – Durham, NC (postponed to 2021)
*Meeting on Language in Autism (MoLA)*
*Stabile, M., Weissenberg, R., & Eigsti, I.M. Lexical alignment and communicative success during social problem-solving in ASD. Poster.*

May 2020 – Chicago, IL (to be presented virtually June 2020)
*32nd Association for Psychological Science Annual Convention*

February 2020 – Miami, FL
*Miami International Child & Adolescent Mental Health (MICAMH) Conference*

*abstract and/or poster available in the Rotter Review COVID-19 conference research supplement*
May 2020 – Seattle, WA (to be presented virtually June 2020)
Annual Meeting of the International Society for Autism Research (INSAR)


March 2020 – Long Beach, CA (presented virtually)
78th Annual Scientific Meeting of the American Psychosomatic Society

March 2020 – San Antonio, TX (postponed to 2021)
Meeting of the Anxiety and Depression Association of America

April 2020 – San Francisco, CA (presented virtually May/June 2020)
41st Annual Meeting & Scientific Sessions of the Society of Behavioral Medicine


*Gnall, K.E., Park, C.L., Finkelstein-Fox, L., & Lee, S.Y. Predictors of Change in Health Behaviors During the College Transition: The Role of Self-Compassion. Poster.


*abstract and/or poster available in the Rotter Review COVID-19 conference research supplement
Publications

**AIDS and Behavior**

**Child & Youth Care Forum**

**Commentary Therapies in Medicine**

**Drug and Alcohol Dependence**

**Handbook of Cultural Factors in Behavioral Health: A Guide for the Helping Professional**

**Journal of Addictions Nursing**

**Journal of Behavioral Health Services and Research**

**Personality and Individual Differences**
APA Handbook of Neuropsychology: Volume 1

Appetite

Attachment & Human Development

Clinical Child Psychology and Psychiatry

Encyclopedia of Autism Spectrum Disorders, Volume 2

Health Psychology

Journal of Abnormal Child Psychology

Journal of Autism and Developmental Disorders

Journal of Behavioral Medicine

Journal of General Internal Medicine

Journal of Psychopathology and Behavioral Assessment
Burke, J.D., Johnston, O.G., & Perkins, A. submitted a manuscript on a diagnostic framework for callous-unemotional features.


Patra, A., Traut, H., Stabile, M., & Middleton, E.L. submitted a paper for review on the effect of semantic context during naming training on later word retrieval in people with aphasia.


Williams, M.T., Davis, A.K., Xi, Y., Sepeda, N.D., Grigas, P.C., Sinnott, S.M., Haeny, A. submitted a manuscript on psychedelic-occasioned reductions in racial trauma symptoms, depression, anxiety, and stress among people of color.

Guess the Work-From-Home Space!

Participants:
Cardi B
Kirsty Coulter
Inge-Marie Eigsti
Kourtney Kardashian
Sinead Sinnott
Mackenzie Stabile
Kim Treadwell
Christine Yantz

a.

b.

c.

d.

e.

f.

g.

h.
**Publication Stats 2019-2020 Academic Year**

- **19** New Submissions
- **27** Accepted/Published in 25 Academic Journals/Encyclopedias
- **55.6%** (n = 15) w/ Graduate Student 1st Author

Students reviewed/co-reviewed manuscripts in **19** different peer-reviewed scientific journals

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*This summary reflects self-reported student research accomplishments by UConn Clinical Psychology graduate students for the Summer 2019 (response rate = 47%), the Fall 2019 (response rate = 44%) and Spring 2020 (response rate = 40%). As a result, these estimates may not reflect the total number of accomplishments earned by students in the 2019-2020 Academic Year. Please refer to the chart below for additional descriptive information about response rates for each semester.*

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**Rotter Review Student Participation Rates by Lab 2019-2020 Academic Year**

<table>
<thead>
<tr>
<th>Lab</th>
<th>Summer 2019</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
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<tbody>
<tr>
<td>Burke (4,5,5)</td>
<td></td>
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<tr>
<td>Chen (4,5,5)</td>
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<td>Cruess (4,4,5)</td>
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<td>Eigsti (5,5,5)</td>
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<td>Fein/Barton (6,6,6)</td>
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<td>Gorin (2,2,2)</td>
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<td>Milan (3,7,7)</td>
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<td>Park (4,6,6)</td>
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<td>Treadwell (1,2,2)</td>
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<td>Williams (3,0,0)</td>
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<tr>
<td>All Students (36, 42, 43)</td>
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</table>

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**Students received 15 different awards, honors, grants, fellowships, and scholarships in the 2019-2020 academic year**
Farewell to Our 2020-2021 Internship Cohort!

Terence Ching
Yael Dai
Olivia Derella
Connor Gallik
Lucy Finkelstein-Fox
Anders Hogstrom
Oliver Johnston
Sharon Lee
Monica Ly
Matthew Sullivan

The “First Years” from Fall 2015

“Guess the WFH Space” Answers
a. MS; b. CY: Given my 8-year-old’s frequent use of our desktop computer office for his distance learning, and the difficulty focusing with a 3- and 5-year-old learning in main living spaces, my husband and I trade off work time in this bedroom corner. At least the piles of books (on the dresser) are reminiscent of my actual office, right?; c. KT; d. CB; e. SS; f. KC; g. KK; h. IME

Coming Soon>>>

Baby Printz Pereira is currently "In Preparation" for "Publication" November 2020.

“I added this in case people thought a sonogram picture with baby’s brain in it was cool. This is at 13 weeks!” - Destiny Printz
Introducing the newest editors of the Rotter Review...

Editor-in-Chief: Kirsty Coulter
Associate Editors: Emilie Butler, Pamela Colón Grigas

On behalf of your outgoing editors...

Stay Golden

Thank you for Being a Friend