

CLIN/COMM/UNICICATIONS

On the Shoulders of Giants: Diversity Science in Psychology at Illinois

By Carla Hunter

I enjoy the arrival of spring in Champaign-Urbana. It means summer is on the horizon, flowers begin to bloom, and it is time to enjoy the outdoors. Spring is also a time for transitions: we say goodbye to doctoral students heading to internship and to those who have successfully defended their dissertations. Spring also provides us a moment to reflect on all that has been accomplished during the academic year. We accomplished a great deal at the department and program-level, especially with respect to diversity science. Diversity science is any research and clinical endeavor that aims to understand the numerous ways diversity, broadly defined, plays a role in understanding individuals' lives. Interest and advocacy for diversity is not new to our program, or to the field of psychology. Since the late 1930s, psychologists have focused on understanding how experiences related to age, religion, marginalization, oppression, racial identity, sexual orientation, and disability are associated with psychological outcomes. With respect to racial oppression, these studies have helped us understand the negative implications of segregation on self-esteem (Clark & Clark, 1939), perceived stereotype threat and test

performance (Steele & Aronson, 1995), and associations between racism and psychosocial indicators of stress (Brody et al 2013; Nickerson, Helms, & Terrell, 1994). A subset of this research, focused specifically on achieving health equity for oppressed groups, is referred to as health disparities research (e.g., inequities in medical care, diagnosis, and treatment by race; the impact of discrimination on the cardiovascular and immune systems of people of color). These various lines of research are now collectively referred to as diversity science. It is important to remember that, while science is a new term, which validates and legitimizes diversity research in a new way, groundbreaking studies in this arena have been informing and improving psychological science for decades.

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If you perform a quick google search for “diversity science,” three different psychology programs in the United States have dedicated spaces on their websites to inform the public of their faculty and student interests, and investment in, diversity science: University of Illinois, Urbana-Champaign; Northwestern University; and University of California, Los Angeles. Focusing specifically on diversity science at Illinois, below I reflect on how the Department of Psychology, and the Clinical Community Program Area specifically, continue to contribute to, and make progress, in this arena.

During spring 2018, the Department of Psychology hosted the Illinois Summit on Diversity in Psychological Science. This initiative was spearheaded by our Department Head, Dr. Wendy Heller, who was a member of the Clinical-Community Program Area prior to becoming department head. Dr. Enrique Neblett, the invited Lyle Lanier Lecture, delivered the keynote address that kicked off the summit. Dr. Neblett’s keynote address was titled, “Toward a Manifesto for Diverse Psychological Science.”¹ The Summit was a two-day event that was comprised of plenaries, symposia, workshops, and posters.

On the final day of the summit, plenary presenters shared their commitment and continued motivation to engage in diversity science. Also, at the department-level, Ms. Yara Mekawi, who is a 6th year student in the Clinical-Community Program Area, was awarded the “Department of Psychology Diversity Science Award”

for “outstanding research that contributes to diversity science.” At the program level, Clinical-Community faculty initiated a series of programmatic changes beginning fall 2017. Here, I highlight a few of the changes: (a) we added a “Statement of Diversity Values and Commitments” to our program area’s website; (b) doctoral students are now required to attend a semester-long course that focuses on the foundations of diversity and inclusion; (c) we require explicit diversity relevant content be integrated in qualifying exam responses; and (c) incoming doctoral students are required to attend diversity seminar in their second semester of the first year and second year in the program. These changes match our program’s commitment to inclusion and diversity in clinical training, professional development, and research.

¹ It is worth noting that Dr. Neblett’s doctoral research mentor, Dr. Robert Sellers, delivered his keynote address to APS in 2015 titled, “Why Should Psychological Science Care About Diversity?”

References

- Brody, G. H., Yu, T., Chen, E., Miller, G. E., Kogan, S. M., & Beach, S. R. H. (2013). Is resilience only skin deep? Rural African Americans’ preadolescent socioeconomic status-related risk and competence and age 19 psychological adjustment and allostatic load. *Psychological Science*, 24, 1285–1293. doi.org/10.1177/0956797612471954
- Clark, K. B., & Clark, M. K. (1939). The development of consciousness of self and the emergence of racial identification in Negro preschool children. *The Journal of Social Psychology*, 10, 591-599.
- Nickerson, K. J., Helms, J. E., & Terrell, F. (1994). Cultural mistrust, opinions about mental illness, and Black students’ attitudes toward seeking psychological help from White counselors. *Journal of Counseling Psychology*, 41, 378-385. doi.org/10.1037/0022-0167.41.3.378
- Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, 10, 591-599.

Kudos and Awards

Congratulation to the following for being added to the Fall 2017 Teachers Ranked as Excellence by their Students:

- * DAVIS, M. TA 100
- * DAWSON, D. TA 340
- * ECKLAND, N. 238
- * HANKIN, B. 336, 538
- * LAURENT, H. 336
- * LETKIEWICZ, A. TA 100
- * SPERRY, S. TA 238
- * THOMAS, J. TA 100
- * TODD, N. 532
- * WESTBROOK, J. TA 238
- * WILLIAMS, C. TA 238



Frederick & Ruby Kanfer Award winner is Sarah Sperry

Herman Eisen Award winner is Jon Bystrynski

Ed Scheiderer Award winner is Megan Davis



Alum Snapshot

Anna Engels won the 2016-2017 Teaching Excellence Award in the College of Health and Human Development for the yoga classes she offers in the Department of Kinesiology at Pennsylvania State University. She also co-owns a yoga studio called "Yoga Lab" in State College, PA (www.yogalabstudio.com)."

Keith Humphreys was invested as the inaugural holder of the Esther Ting Memorial Professorship at Stanford University. This endowed chair was created to support research in the addictions.

Jorge A. Marquez, PhD was promoted to Assistant Director of Counseling and Psychological Services at the University of Texas at El Paso in February 2018. Jorge was also promoted to Training Director of the APA-accredited El Paso Psychology Internship Consortium in February 2018.



Alum Snapshot

Mark Salzer (PhD – 1995): I stepped down as Chair of the Department of Rehabilitation Sciences in the College of Public Health at Temple University after seven years in the position. I loved every minute of it, but am happy with simply directing our federally-funded Center on community inclusion of adults with psychiatric disabilities (tucollaborative.org) and filling my time with work travel. I am proud to be honored with two awards in Spring 2018. The first is the Eberman Faculty Research Award from Temple, and I only mention it because previous winners have included famous Temple psychology faculty (Alloy, Steinberg, Newcombe, Heimberg). The second is the Bell of Hope Award from Mental Health Partnerships, an affiliate of the organization that Clifford Beers founded. I am most proud of this because it is for my efforts with the mental



Nathan Todd received the 2018 Society for Community Research and Action (APA Division 27) Early Career Award. This award is given to scholars who have made significant contributions to the field of community psychology and who are within 8 years of receiving their Ph.D.

Natalie Watson-Singleton received a grant. Role: Co-PI; \$246,443- National Institute on Minority Health and Health Disparities (NIMHD), Innovations for Healthy Living - Improving Population Health and Eliminating Health Disparities (R43/R44, Phase I), *Culturally Responsive Stress Reduction: A Mobile Mindfulness Application to Support Health Promotion for African Americans*.



1) <http://www.brainbashers.com/showillusion.asp?>

It's easy to find the man's face. But can you find his daughters?

This puzzle appeared in an advert for the Ford Pill Company in 1892.



<http://www.brainbashers.com/showillusion.asp?78>

What can you see? (answer—West)

Kapoor, S., Dominque, H.K., **Watson-Singleton, N.N.**, Are, F., Elmore, C., Crooks, C., Madden, A., Mack, S., Pfeifer, J., & Kaslow, N.J. (2017). Childhood abuse, self-efficacy, spiritual well-being, and suicide resilience in African American women. *Journal of Family Violence*.

Sperry, S. H., Barrantes-Vidal, N., & Kwapil, T. R. (2018). The association of affective temperaments and bipolar spectrum psychopathology: An experience sampling study. *Motivation and Emotion*, *42*(1), 126-136.

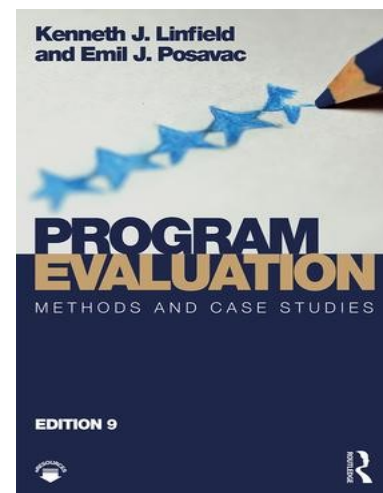
Sperry, S. H., Kwapil, T. R., Eddington, K. M., & Silvia, P. J. (2018). Psychopathology, everyday behaviors, and autonomic activity in daily life: An ambulatory impedance cardiography study of depression, anxiety, and hypomanic traits. *International Journal of Psychophysiology*. <https://doi.org/10.1016/j.ijpsycho.2018.04.008>.

Watson-Singleton, N. N. (2017). Strong Black Woman race-gender schema and psychological distress: The mediating role of perceived social support. *Journal of Black Psychology*, *43*(8), 779-788.

Watson-Singleton, N.N., Walker, J.H., LoParo, D., Mack, S., & Kaslow, N. (2017). Psychometric evaluation of the Five Facet Mindfulness Questionnaire in a clinical sample of African Americans. *Mindfulness*.

Zhang, H., **Watson-Singleton, N.N.**, Pollard, S.E., Pittman, D.M., Lamis, D.A., Fischer, N.L., Patterson, B., Kaslow, N.J. (2017). Self-Criticism and depressive symptoms: Mediating role of self-compassion. *Journal of Death and Dying*.

Linfield, K. J. & Posavac, E. J. (2019). *Program Evaluation: Methods and Case Studies* (9th Ed.). New York, NY: Routledge.



Boeh, B. (2017, October). Opening Pandora's Box: Attending to Clients' Needs Beyond Assessment. Presented at the University of Illinois in Urbana-Champaign Brown Bag Seminar, Champaign, IL.

Davis, M. (2018, March). Depression-linked neural sensitivity to social evaluation in adolescence. Presented at the University of Illinois in Urbana-Champaign Brown Bag Seminar, Champaign, IL.

Doyle, A.E., Nowinski, L.A., Vuijk, P.J., Blais, J.E., Ditmars, H.L. **Lee, B.A.**, Lind, H.S., Mullett J.E., Perlis, R.H., & McDougle, C.J. (2018, March). *Feasibility and effectiveness of computerized cognitive training in adolescents with autism spectrum disorder*. Poster presented at the 10th Anniversary of the Massachusetts General Hospital for Children Research Day in Boston, MA.

Doyle, A.E., Martin, J., Vuijk, P.J., Capawana, M.R., O'Keefe, S., **Lee, B.A.**, Samkavitz, A.R., Lind, H.S., Smoller, J.W., Perlis, R.H., Faraone, S.V., & Braaten, E.B. (2017, October). *Translating discoveries in attention-deficit/hyperactivity disorder (ADHD) genomics to the clinic*. Poster presented at

the 64th Annual Meeting of the American Academy of Child & Adolescent Psychiatry in Washington, D.C.

Eckland, N. (2017, October). Ethical Considerations for Collecting Clinically Sensitive Data through Self-Reports in Research. Presented at the University of Illinois in Urbana-Champaign Brown Bag Seminar, Champaign, IL.

Elibol, M.Z., Vuijk, P.J., Lind, H.S., **Lee, B.A.**, Samkavitz, A.R., Essa, A.R., Scharf, J.S., & Doyle, A.E. (2018, March). *Computerized working memory training in children with ADHD and comorbid Tourette syndrome*. Poster presented at the 10th Anniversary of the Massachusetts General Hospital for Children Research Day in Boston, MA.

Haraden, D. (2017, October). Circadian Explorations: A Journey into Depression in Youth. Presented at the University of Illinois in Urbana-Champaign Brown Bag Seminar, Champaign, IL.

Holland, H. (2017, November). Which Hat Do I Have On?: Unpacking our roles and responsibilities when 'off the clock'. Presented at the University of Illinois in Urbana-Champaign Brown Bag Seminar, Champaign, IL.



Huang, A. (2017, December). Exploring self-(in)security: links with unpleasant repetitive thinking, negative affect, & depression. Presented at the University of Illinois in Urbana–Champaign Brown Bag Seminar, Champaign, IL.

Kruepke, M. (2018, April). A Quantitative Exploration of Mentor/Advisor Relationships in (Engineering.) Graduate School. Presented at the University of Illinois in Urbana–Champaign Brown Bag Seminar, Champaign, IL.

Kruepke, M. (2017, September). Decoding the Moral Compass: Refined methods for investigating moral judgment. Presented at the University of Illinois in Urbana–Champaign Brown Bag Seminar, Champaign, IL.

Long, Erin. (2018, April). Ethical Questions in Longitudinal Research with Adolescents. Presented at the University of Illinois in Urbana–Champaign Brown Bag Seminar, Champaign, IL.

Mekawi, Y. (2018, March). The Persistence and Impact of Racism: Examining Cognitive & Affective Processes. Presented at the University of Illinois in Urbana–Champaign Brown Bag Seminar, Champaign, IL.

Meno, C. G. (2017, June). Building evaluation capacity in a disability advocacy organization. In M. Aber & N. E. Allen (Chairs). *Building evaluation capacity in community based service agencies*. Roundtable discussion conducted at the 2017 Biennial Conference of the Society for Community Research and Action, University of Ottawa, Canada.

Meno, C. G., & Allen, N. E. (2017, June). Challenges and implications of community-based responses to violence against women in indigenous communities. In S. Menon (Chair), *Responding to violence against women in diverse contexts: A cultural examination*. Symposium conducted at the 2017 Biennial Conference of the Society for Community Research and Action, University of Ottawa, Canada.

Meno, C. G., & Allen, N. E. (2017, June). *Exploring community narratives of gender-based violence and social change in the Pacific Island of Guam*. Poster presented at the 2017 Biennial Conference of the Society for Community Research and Action, University of Ottawa, Canada.

Menon, S. (2017, November). The Formal Systems Response to Violence against Women in India: A Cultural Lens. Presented at the University of Illinois in Urbana–Champaign Brown Bag Seminar, Champaign, IL.



Schweizer, T. (2017, October). A Reformulated Architecture of Cognitive Risks: Common and Specific Factors and Links to Internalizing Outcomes. Presented at the University of Illinois in Urbana–Champaign Brown Bag Seminar, Champaign, IL.

Sperry, S. (2017, September). Examining the Role of Impulsivity in Bipolar Spectrum Psychopathology: Expression in Daily Life. Presented at the University of Illinois in Urbana–Champaign Brown Bag Seminar, Champaign, IL.

Sperry, S.H. & Kwapil, T.R. (2018, April). Characterizing the temporal dynamics of affective processing in bipolar spectrum psychopathology. Society for Affective Science, Los Angeles, CA

Westbrook, J. (2017, November). Toward a Dispositional Understanding of Self-Confidence. Presented at the University of Illinois in Urbana–Champaign Brown Bag Seminar, Champaign, IL.

Williams, C. (2018, March). The (In) Actions of U.S. Military Service Members and Psychological Problems. Presented at the University of Illinois in Urbana–Champaign Brown Bag Seminar, Champaign, IL.

Clin-One Brain Teasers Answers

- 1) The three hidden faces are smaller and fit into the outline of the man's face.

Congratulations to everyone for being accepted to internship programs!

- * **Alice Huang** has been matched with an internship with Charleston Consortium in Charleston, SC.



- * **Michael Kruepke** has been matched with an internship with Jesse Brown V.A. Medical Center in Chicago, IL.



- * **Allison Letkiewicz** has been matched with an internship with the University of Wisconsin Psychiatry in Madison, WI.



- * **Yara Mekawi** has been matched with an internship with Emory University School of Medicine in Grady Health Service Psychology in Atlanta, GA.



- * **Survana Menon** has been matched with an internship at SUNY Upstate Medical University in the College of Medicine, Division of Psychology in Syracuse, NY.

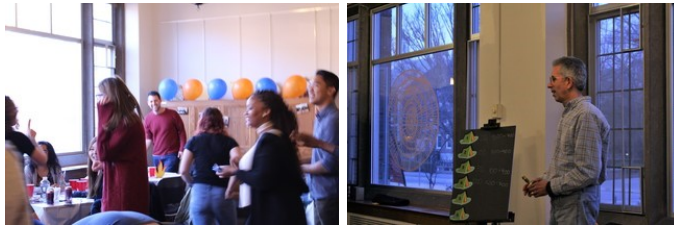


- * **Christian Williams** has been matched with an internship with San Francisco VA Medical Center in San Francisco, CA.



Follies Event

Saturday April 28, 2018





The Clinical/Community Psychology Program at the University of Illinois at Urbana-Champaign is a Clinical Science program designed to train scholarly and scientifically oriented researchers and professionals with a variety of interests.

Our program is committed to excellence in scientific clinical training and to using clinical science as the foundation for designing, implementing, and evaluating assessment and intervention procedures. Our educational philosophy emphasizes a creative, scholarly, and socially responsible approach to clinical and community psychology. Our mission is to produce graduates who assume leadership roles and contribute to the discipline and to society.

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The Department of Psychology at the University of Illinois at Urbana-Champaign has a long-standing reputation for excellence. From its inception in 1904, the department has distinguished itself with outstanding faculty, research programs, and the best and brightest graduate students.

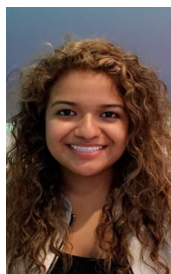
Consistently named one of the top five graduate programs in the country, the department nurtures an environment of collaborative and independent research and outstanding scholarship. The organi-

zation of our department, the variety of divisions, and the strength of our faculty allow students the opportunity to explore their interests across the discipline and alongside some of the finest minds in the country.

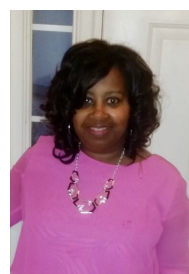
At the University of Illinois we provide the resources, the network, and the experience for mature young scholars to become committed professionals who make unique contributions to the field of psychology.

Whatever your professional interests and goals, you'll find an environment of excellence in which to pursue them and a community of dedicated and experienced collaborators to assist you in the Department of Psychology at the University of Illinois.

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