



---

# The Shrink Wrap

---

Hello Grad Students,

Another school year is almost over and we've accomplished a lot. Congratulations to everyone who has successfully proposed and/or defended their thesis or dissertation.

Also, congratulations to us as a graduate student body.

In the past year we got a lounge, a mentoring award, and countless other things!

Enjoy this last newsletter of the 2007-2008 school year and, as always, tell us about what you've done (posters, awards, papers) so we can spread the word!

Kelly Buckholdt

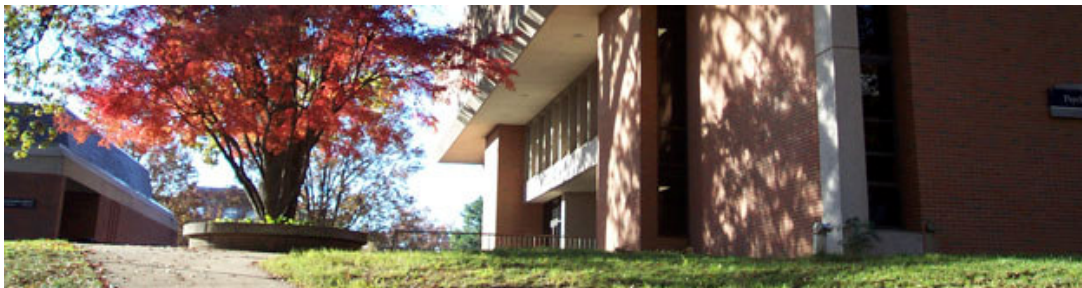
Volume 3, Issue 3

April 2008

---

## Inside this issue:

The Lounge	2
Awards	2
Bob Cohen	3
Department	4
Survey Results	5



### Upcoming GSCC Meeting

April 3 at 6:15 in 208

#### Upcoming Votes:

Mentoring Award

Service Award

### GSCC Elections for 2008-2009

In order to promote student involvement and opportunity we will have elections early and over two weeks. More information will be sent via email.

Nominations: March 31 to Apr 4

Vote: April 4 to 11

## Academic Accomplishments

**David Earnest** came in 2nd, **Julianne Pierce** came in 3rd, and **Rebecca West** won an honorable mention at the Tennessee Psychological Association (TPA) graduate poster session.

**Ashley Jackson** won a CAS Travel Enrichment Award.

**Kelly Buckholdt** won a Psi Chi/ APS Convention Award.

**Kristen Walker** got a 1-year dissertation scholarship from the Southern Regional Education Board.

Won an award?

If so, email  
[kbckhldt@memphis.edu](mailto:kbckhldt@memphis.edu).

---

## Graduate student's lounge

The psychology department chair has graciously provided the GSCC with space to be used as a graduate lounge. In addition, Bob Cohen and the directors generously donated money to furnish the lounge, Thank them profusely! The space is located in the middle hallway of the 3rd floor in room 377.

This space is divided into two sections: a front room and a back room.

- The front room is the "**student resource area**." It has a computer, a resource library, a refrigerator, microwave, and coffee.

- The back room is the "**study area**." It provides a relaxing environment for students to study alone and with peers. It has **couches** and **tables** in a "living room" style setup, along with a marker **board** and some day a

**projector**.

It is a quiet and comfortable area to sit and read or work on projects. There will be a **calendar** in the lounge that students may use to reserve this room for study sessions with peers. Groups may reserve this area to study before a test, brainstorm ideas, or practice presentations. The room may also be reserved for other graduate student **meetings** (e.g., meetings to plan the annual graduate student social).

**Pick up your key to the lounge in the Main office!**

While it is inevitable that the study room will also be used for **relaxation**, its primary purpose will remain for **study**. A sign will be posted on the door that states "students who wish to study have the right to use this room in peace at any time."

The lounge is particularly appropriate for the **MSGP** students for they are without a personal work space. **Academic** and **social** events could also be organized in the lounge (e.g., special seminars, graduate student interviews).

Overall, the lounge is envisioned as a natural way to develop a greater sense of departmental **cohesion** in the graduate student body.

*James Olsen*

PSYCH 7000/8000, History & Systems,  
now a requirement for Clinical Students

## Fellowships & Awards

**Durand Jacobs Award** recognizes outstanding work related to the psychology of addictive behaviors,

**The Ballard Award** is given annually in a competitive review of students nominated by each of the school psychology training programs in TN. The award recognizes the outstanding school psychology graduate student for that year.

**Ford Foundation Diversity Fellowships** are designed to increase the diversity of the nation's college and university faculties. [www7://nationalacademies.org/fellowships/](http://www7://nationalacademies.org/fellowships/)

The University of Memphis has some awards you can apply for:

**Morton Thesis/Dissertation Awards**

**University of Memphis Society, Inc. Doctoral Fellowship.**

<http://academics.memphis.edu/gradschool/currentawards.html>



If you know about award, fellowship, internship or grant opportunities, post them on the graduate bulletin board outside the lounge.

# Get to know Bob Cohen, our graduate coordinator!

## How long have you been at the University?

I've been at the University of Memphis since September 1976.

## What were your thesis and dissertation titles?

Thesis: Conformity behavior in children as a function of group makeup and task ambiguity.

Dissertation: Development in the use of four organizational aids for free recall.

## When/Why did you decide to go into this field? What other careers did you consider?

When it became clear to me that the NBA was unlikely to draft me and my golf game was awful. I majored in Psychology as an undergrad and, believe it or not, I was completely captured by my Research Methods class. This led me to get involved with research as an undergrad and to pursue graduate training. I have always been interested in working with children, including coaching a variety of sports for about 20 years.

## What type of research do you do and has this always been your focus?

I was a cognitive developmentalist out of graduate school and for about ten years studied children's spatial representations of large-scale environments. We also examined cognitive interventions with young children focusing on self-instruction techniques. Since about 1988 I have studied children's peer relations. Our interests have been on group social standing, aggression, victimization, and friendships.

## What future plans/projects do you have for your lab?

Over the past several years I have become increasingly interested in the construct of respect. We have looked at children's understanding of the concept as well as their views on the function and behavioral expression of respect. At the same time, I have been engaged in cultural research with Dr. Yeh Hsueh in the College of Education and with Dr. Zongkui Zhou of Central China Normal University. My future research plans will be to apply most of my efforts toward examining the role of respect in peer relations as it relates to culture.

## Advice to

### Grad Students:

Enjoy yourself. Things around here are not as good as faculty tell you they are, but they're not as bad as other grad students tell you either.



## What is your favorite class to teach and why?

Excluding specialized graduate seminars on peer relations, my favorite *course* to teach is Psyc 7/8219, Social and Personality Development. It allows me to gain perspective on my piece of the area, and I truly enjoy challenging graduate students and having them challenge me.

## What led to you becoming the graduate coordinator and what types of things do you do in this role?

I drew the short straw!! No, I truly enjoy working with graduate students and having a lead role in graduate training. I served as director of Experimental Programs for a number of years and have served as graduate coordinator the last few years. Much of the job involves massaging department policies, dealing with orientation, admissions, and evaluations, and keeping students informed. Some of the job involves helping students and mentors negotiate their responsibilities (how diplomatic is that?).

## Favorite Food:

Yes.

## Favorite Movies:

Developmentally: Old Yeller, Easy Rider, Raging Bull, Sideways.

## Favorite Book:

Anything written by John Irving, Ann Tyler, Tom Robbins, or Ann Padgett.

## Favorite Quote:

Life is a comedy for those who think and a tragedy for those who feel.

## Recent Department News

- \* According to the Graduate Council, graduate programs are being encouraged by ETS to NOT use GRE composite scores as an admissions criteria.
- \* The graduate programs are discussing the possibility of moving the application deadline, which is currently January 15.
- \* If students want a non-department person on their committee, they must consider a) that the person needs at least adjunct status and b) that data ownership is discussed and clarified where appropriate.

### Guidelines for MAP and Specialty Exams

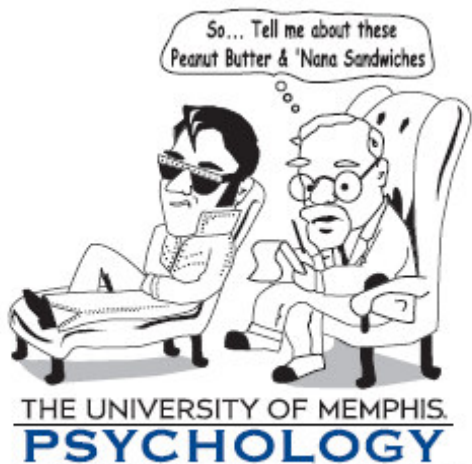
For MAP take 3 hours; Then you will receive an incomplete until it is finished.

For Specialty exams you will have a committee of four faculty members. Two will write two hours of questions, and two will write one hour of questions for a total of six hours of questions. You will not be given the specific questions ahead of time.

Study Abroad is available to graduate students — Check it out

The GSA is looking for representatives — Check that out too

## Winner of the T-shirt competition



Currently, modifications of this design are being collected. Hopefully this new design will be available at the end of spring or early summer.

### When are things due for May 2008 graduation?

Submit Cap & Gown Order Form to Graduate School by April 4th.

Submit defended & corrected thesis/dissertation copy to Graduate School for review by April 4.

Submit final thesis/dissertation copies to Graduate School by April 18.

## Student Events

If you have a musical performance or any other event you want to advertise to other students, post it on the graduate bulletin board outside the lounge.

### How Can I Help?

We will be collecting donations for the **Memphis Center for Independent Living**. The items will be used to furnish the new homes of individuals with disabilities. A box will be in the office to collect household items (requested items are listed on the lounge bulletin board) that you would like to donate. Khatidja Ali (ksali@memphis.edu) is the coordinator for any questions.

## Upcoming Conferences

APA: August 14-17 in Boston, MA  
APS: May 22-25 in Chicago, IL

Last semester we did a survey of the graduate student body, asking them about the reasons they came to the University of Memphis to study psychology.

Here is an overview of some basic results.

46 persons responded: 13 clinical, 16 experimental, 7 MGSP and 10 school.

**Important for learning about graduate schools during the application process**

- (1) web materials
- (2) reputation/publications of the department/faculty
- (3) location of the University
- (4) current or former U of M faculty
- (5) advice from undergraduate counselor/advisor
- (6) APA graduate school material
- (7) current or former U of M students
- (8) students at their undergraduate institution

**Deciding where to attend graduate school**

- (1) availability of funding
- (2) match to faculty interests
- (3) accreditation of the program
- (4) research opportunities
- (5) reputation/publications of the department/faculty
- (6) location of the University
- (7) research facilities
- (8) flexibility to work across labs and research areas
- (9) knowledge of the placement of former students
- (10) placement opportunities
- (11) current graduate students
- (12) availability of a terminal masters program

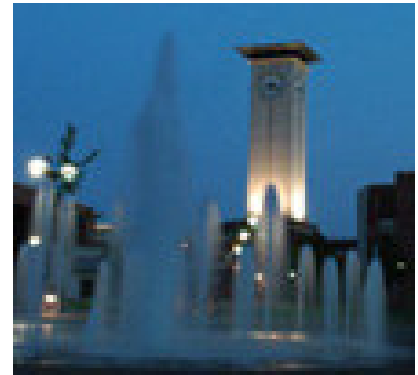
## Why do people choose this program: Results of the survey

**Decision to attend the University of Memphis**

- (1) match to the faculty interests
- (2) availability of funding
- (3) location of the University
- (4) reputation/publications of the department/faculty
- (5) research opportunities
- (6) accreditation of the program
- (7) flexibility to work across labs and research areas
- (8) research facilities
- (9) placement opportunities
- (10) current graduate students
- (11) knowledge of the placement of former students
- (12) availability of a terminal masters program

**The qualitative responses pointed out the importance of**

- (1) a website with (a) detailed and (b) up-to-date information
- (2) the amount of assistantship awarded
- (3) the possibility to meet current students during the interview process
- (4) have the possibility to do a masters as a stepping stone to the Ph.D. program
- (5) faculty research interests
- (6) SIOP ranking
- (7) research opportunities
- (8) the application for fall was late in the spring (May 15)
- (9) being mentored to apply for one's own grant
- (10) the efforts made by the professor to get the student into the program



**Some of the qualitative responses pointed out the importance of**

- (1) funding
- (2) the small department should in principle allow individual attention to each student
- (3) having a good match with the mentor
- (4) having relevant practical experience

34 respondents out of 46 had a buddy when entering the program. 15 expressed a good experience with the **buddy system**, and 13 expressed having no experience or a negative experience with the buddy system.

As a conclusion, while the program is not perfect, the overall response is largely positive.

Kelly Buckholdt & Patrick Jeuniaux

