



PSYCHnotes

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Empowering People

Psychologist Carolyn Tucker Studies Culturally Sensitive Health Care

“**G**rowing up, I saw many problems related to economic stress and poverty in my own community. I wanted to be able to help families deal with these issues,” says Carolyn Tucker, a professor of psychology whose current research is aimed at identifying what low-income minority patients want from their health care providers.

Tucker’s “Patient-Defined” Culturally Sensitive Health Care Project is the first of its kind in the country. Previous studies have examined how health care professionals define culturally sensitive health care, but Tucker’s research is the first to ask patients directly how they feel about their health care. “The patients are the true experts on what they want from their physicians,” she says. “So it makes sense to ask them what they expect out of a visit to the doctor.”

The project began in 1998 when Tucker and graduate student Tyler Pederson wanted to establish a link between how comfortable patients felt with their doctors and how closely they followed the doctors’ orders. Tucker explains, “We were interested in what role certain factors, such as the level of trust in and comfort with the patient’s belief in God, might play in the issue of medication adherence.” They discovered that for African-Americans comfort with and trust in the physician were strong predictors of medication adherence. For Caucasians, however, comfort was predictive of adherence but trust was not. “We also found that the belief that God helps you take your medicines was a predictor of medication adherence for African-American patients, but the same was not true for Caucasians,” says Tucker. “These findings lead me to believe that maybe there really are some dif-

ferent factors that influence adherence and health outcomes in general for African-Americans versus Caucasians, and likely versus Hispanic-Americans.”

In an extensive literature search, Tucker also found that many medical schools in the country are demanding cultural competence from their physicians. Only nine percent of medical schools in the US offer at least some cultural competence training, and it is often minimal or not required. There has also been a recent decrease in the number of ethnic minority students gaining entrance to medical schools, coupled with the fact that only four percent of physicians in the US are African-American. “All of these factors suggest that we need to train the present and future health care providers to be sensitive to the views, values and beliefs of minorities,” she says.

Tucker studied the responses of 20 African-American, Hispanic and Caucasian focus groups comprised of mostly low income patients from 15 primary care health clinics in North Florida. Their responses revealed that regardless of ethnicity, patients felt they needed more time with their doctors to discuss problems and have their questions answered.

There were, however, some important ethnic group differences. Caucasians wanted to be on equal status with their doctors, whereas African-Americans felt it was important for the physician to show respect for their religious beliefs, provide them with health care education and avoid stereotyping them. Some African-Americans were also afraid they would be given experimental drugs or used as guinea pigs and thought that doctors were uncomfortable touching them.

Hispanics who participated in the focus

group expressed their desire for friendly doctors who know their names and ask questions about the families. It was also important for Hispanics that the doctor or someone on the staff could speak Spanish. They also felt they had to wait longer than Caucasians to see a doctor. Both African-Americans and Hispanics mentioned the lack of minorities



among the clinic staff and the need for more culturally diverse music and magazines in the waiting area.

Tucker has not undertaken this project alone. She has enlisted a group of graduate and undergraduate students to be her research associates. "We are a team, and this project could not happen without them. I have worked really hard to put together a culturally diverse group. We have nearly equal representation of African-Americans, Hispanics and Caucasians, which is crucial since we're working on a project directly related to ethnicity and culture."

Since Tucker's research is the first of its kind in the country, it has received a lot of attention from many different groups. After a press release was distributed providing a summary of the project, she was inundated with requests from doctors, health care workers, psychologists and patients for more information. Psychology department chair Martin Heesacker says Tucker's research has brought visibility to UF because it serves to help minority groups regain personal power. "Not only is her research devoted to empowerment, her research process is also devoted to empowerment—of colleague researchers, of student investigators and of the systems and structures she investigates," he says. "This process of re-

empowering people has triggered private, state and federal funding and has led to real improvements in the lives of people."

Tucker has received a federal grant from the Agency for Healthcare Research and Quality and a state grant from Florida's Area Health Education Center Program. She was also recently invited to discuss her health care research at the Congressional Black Caucus' Health Braintrust Meeting in Washington, DC. In addition, she was asked to enter a summary of her research into the congressional record for the Minority Health bill.

Tucker hopes that one of the outcomes of her research will be the establishment of a Culturally Sensitive Health Care Institute at UF that will promote more patient-involved research and training.

However, Tucker says her ultimate goal is to improve the health quality of people's lives. "This project is the most important thing I've ever done professionally because we're talking about people's lives," she says. "I look at my own family and see common health problems, so it's an issue that hits home for me. If our research results help empower patients and improve the health-related quality of life for anyone, then we've accomplished what we set out to do."

—Allyson A. Beutke



Investing *in the* Future

More than 3.5 million children live in Florida, according to the 2000 US Census, yet on many indicators of child well-being, Florida ranks in the bottom half of all states. On some indicators, such as the percentage of children living in poverty, the number of teenage pregnancies and the juvenile crime rate, Florida has made the "worst ten" list.

“There are many problems facing Florida’s children and families, and it’s a growing concern for everyone,” UF Provost David Colburn says. “Much emphasis has been placed on the older population in our state, and while this segment is important, we need to solve the problems related to children, especially since they are our future.”

Last year Colburn, who directs UF’s Askew Institute on Politics and Society, sponsored a statewide symposium that focused on the challenges facing Florida’s children. The meeting energized the state’s key policy makers to work together and set an agenda for research, community education, advocacy and social services pertaining to children. After the meeting, Colburn spoke to CLAS Dean Neil Sullivan about assembling a group of faculty to discuss interest in establishing an institute on children and families at UF.

Sociology Professor Connie Shehan, who is also the director of the University Center for Excellence in Teaching, chairs this task force and says an institute would efficiently utilize UF’s resources. “Since there is no campus-wide directory of faculty who are involved in research and teaching about children and families, scholars often work in isolation with little or no awareness of other related efforts. There is no mechanism for regular communication among these professionals, nor is there any effective way for those outside the university to tap into the large and multi-faceted research of UF’s professionals.”

Shehan says many of the nation’s largest and most prestigious universities have multidisciplinary institutes devoted to the study of children and families. “The task force has looked at what is arguably the most successful institute in the country at the University of Minnesota. It has set a standard for others, in that it not only has widespread participation among academic researchers and educators from many colleges on its own campuses, it has also built a very strong partnership with

the business community and the state government, including the public schools.”

Many private foundations are stepping forward to help universities establish institutes related to children and family studies. Shehan recently attended a conference on families that was co-sponsored by the Alfred P. Sloan Foundation. “One of the remarkable initiatives the Sloan Foundation has undertaken in recent years is funding a number of institutes or centers for the study of families at universities such as Berkeley, UCLA, Cornell and Michigan,” she says. “We believe that UF is well-positioned to join these prestigious academic institutions as leaders in the understanding of family life.”

There are more than 200 faculty members at UF, representing at least 11 colleges, who are actively engaged in research that seeks to understand and address the needs of children and families. “The research is so diverse, not only at the university level, but right here in CLAS,” Shehan says. “So many faculty members are already investigating issues that have implications for the children and families of Florida and elsewhere, and these efforts could be magnified in scope and public visibility if they are linked through a central unit on campus.”

In the Department of Psychology, several CLAS researchers have already joined forces with other university and community researchers, with the support of a Department of Education (DOE) grant. Principal investigator Scott Miller (psychology) along with co-principal investigators Mark Fondacaro (criminology/psychology) and Jen Woolard (criminology/psychology) are collaborating with researchers from the colleges of Health Professions and Education and the Alachua County Public Schools.

The group is looking at how lessons learned in the context of family conflict resolution, both positive and negative, are linked to how middle school students perceive and

attempt to resolve conflicts with peers and teachers at school.

Fondacaro says the DOE grant will help him extend the work he has already done on family-conflict resolution. “We know that adolescents learn a great deal about how to manage and resolve interpersonal conflicts through interactions with their parents. Youngsters who report that their parents treat them with personal dignity and respect (regardless of the outcome of a particular family dispute) are less likely to engage in aggressive behavior outside the family context than those who don’t feel respected. One important objective of this work will be to obtain new knowledge that can be used to help develop more comprehensive conflict resolution interventions aimed at youth violence prevention and the promotion of social competence.”

Miller says the project, while focused on questions of school violence and safety, is intended to be broad in scope. “We plan to tap into a variety of issues and concerns in the lives of today’s middle-school students. We hope that it will provide information about this age group that has not been available in previous large-scale survey projects.”

The group plans to use data collected from schools districts in Florida, California, New Jersey and Texas. Woolard says they have already conducted some initial student surveys at schools in Alachua County. “We’ve asked questions relating to the atmosphere of school, the experiences the students have had with violent behavior, their attitudes and beliefs about aggression and resolving conflict, racial and ethnic identity, and the kind of relationships they have with their parents, peers and teachers.”

Fondacaro says the opportunity to collaborate with other professionals in the health and education fields has allowed members of the research team to advance

the pace and quality of the research at levels that would not be possible if pursued independently. “This is exactly the kind of synergy that is likely to result from the college’s efforts to establish an Institute for Children and Families. In my view, leadership and resources are likely to drive the ongoing scope and pace of the Institute’s success.”

Solving the problems related to children and families cannot be done overnight, but Colburn says that because many UF researchers are already studying these concerns, the university would make an ideal home for the Institute on Children and Families. “Other states look at Florida as a model to see how we address and solve our problems because we have such a diverse population,” Colburn says. “UF should be the lead institution on this initiative because we have many talented faculty who study problems and situations, analyze the data and then make recommendations for improvements.”

Shehan says by combining UF’s unparalleled strengths in the health sciences, law, education and the social and behavioral sciences, the university can build a team of scholars who will be able to approach these complex problems from multiple perspectives. “Florida’s status as the most populated state in the Southeast and its position as a gateway to Latin America and the Caribbean is so relevant here. Many of the problems that confront Florida’s children and families involve migration into the state from other states and nations,” she says. “UF’s status as the flagship university in the largest state of this region demands that we step forward to take a leadership role in understanding and addressing the socio-economic issues facing children and families.”

—Allison A. Beutke

Seventy Years of Florida Psychology

Traditionally defined as the scientific study of human behavior and mental processes, psychology is the study of behavior at multiple levels, from its biological bases to social structures. Since its 1930 beginning in Peabody Hall, the UF psychology department has advanced the study of behavior in the best of scientific traditions by expanding the conceptual basis of psychology and by demonstrating a continued commitment to excellence in research, teaching and service.

For example, scholarly publications by faculty exceeded 100 last year, extramural grant support exceeded \$1 million for the sixth consecutive year, and annual student credit hours reached nearly 6,000. Two of psychology's graduate training programs are among the top rated nationally. In the last five years, the department has grown from 656 to 943 undergraduate majors and has graduated 70 PhDs, with 113 students currently enrolled in our six doctoral training programs. Department faculty have garnered 21 TIP and 6 PEP Awards, 2 UF Research Foundation Professorships and numerous national and international awards and honors.

The department faces two significant challenges, the first of which is faculty. As the number of undergraduate majors has doubled, the number of faculty remains unchanged, and may decline with upcoming retirements. This discrepancy has created bottlenecks in our undergraduate curriculum at a time when there is increased demand for faculty research. Despite this dramatic increase in workloads, scholarly productivity remains high, but signs of increased pressure are evident.

The second challenge is space. Originally housing 28 faculty, rather than the 41 faculty and 15 staff members we now have, the Psychology building is inadequate to maintain our current level of teaching and research, let alone expand it. This lack of space limits the amount and quality of our research, as well as our ability to attract top-notch scientists and students. For us, space truly is the final frontier.



As the seventh chairperson of the department, I will join with my colleagues to (a) first and foremost recruit and retain top quality faculty; (b) enhance individual faculty development and performance; (c) increase responsiveness to students and other important constituent groups; (d) enhance faculty involvement in departmental governance and planning; (e) enhance interdisciplinary research collaborations; and (f) relieve the critical space shortage by optimizing our use of current space, reallocating available campus space and building new space.

The psychology department faces a future with significant challenges, but challenges borne mostly of success. These challenges will inevitably create opportunities to extend and enhance our 70-year tradition of excellence.

—Psychology Chair Martin Heesacker

A Lifetime of Achievement

Psychology professor Franz Epting is recognized for contributions to theory and counseling

In recognition of his lasting achievements in the field of psychology, Professor Franz Epting will receive a Lifetime Achievement award from the North American Conference on Personal Construct Psychology (NACPCP) in August. He will be recognized for his work in Personal Construct Theory, in developing counseling and training and for his devotion to his students throughout his distinguished three-decade career at UF. “Dr. Epting’s contributions to the field are well-known,” says Epting’s former student, psychology professor Gregory Neimeyer, who is Director of Training for UF’s Counseling Psychology Program. “And over the years he has also attracted and trained scores of psychologists who continue to build on his work and inspiration.”

Epting joined the UF faculty in 1967 after receiving his doctorate from Ohio State University, where he worked with Dr. George Kelly, the originator of Personal Construct Theory. “I found Dr. Kelly’s work exciting because it offered people so many alternatives for their lives,” Epting says. “Personal Construct Theory is basically a psychology of understanding a person’s point of view and then helping people decide what choices to make in light of their present position. As people construct the meaning of their lives, they often aren’t aware that there are any number of ways they can orient themselves to the world. Reality is not so hard as we think; it’s quite soft once we find ways of freeing it up a little bit. So people can re-construct reality. They don’t have to paint themselves into a corner, and that discovery is often very liberating.”

Using Kelly’s ideas as a starting point, Epting has been instrumental in developing and elaborating the original theory, and he has published widely on issues of personal identity, sexual orientation and death and loss. “I’ve gone in many different directions, but I always ground my content and counseling theory in Personal Construct Theory,” he says.

Epting, who was Director of Training for UF’s Counseling Psychology Program in the 1980s and chair of the National Board of Directors of Counseling Psychologists in 1986, has long been dedicated to the development of counseling psychology. “I’m interested that the theory get carried over into practice – into training and research in counseling psychology,” says Epting.

Neimeyer, who will present the NACPCP award in New York, believes Epting’s commitment to the welfare of others will be another of his teacher’s lasting achievements. “So many of Dr. Epting’s students, like myself, came across him as fledgling undergraduates and recognized in him an uncommon blend of human compassion and scientific dedication,” he says. “He encourages students to ask the big questions, to delve into the deep recesses of human experience. And as they do this in their own ways, they carry on Dr. Epting’s legacy.”

Epting believes his success as a teacher hinges on respecting student ideas. “I try to make this personal. I prefer to look at the wisdom students bring rather than concentrate on their deficiencies,” he says. “It’s important to encourage them so that they go with their creative imagination.”

“When Dr. Epting receives his award, the room will be full of people reveling in the recognition he will receive,” says Neimeyer, “and proud to have been a part of his continuing contribution to the field of psychology.”

—John Elderkin



Educating Couples on Relationships and Marriage

There is no answer to why many couples enter marriage happy, yet end up getting a divorce. President Bush has called attention to the rising divorce rates and has allotted \$300 million for programs to educate couples on relationships and marriage. Social Psychologist Benjamin Karney hopes studying newlyweds and their interactions will lead to understanding how to make marriages work.

Karney, who has been at UF since 1997, has extended his five-year research project, “The Florida Project of Newlywed Marriage and Adult Development,” to help find answers to this growing problem. He recently received an additional \$60,000 grant to study “Compassionate Love and Social Support in Early Marriage” from the Fetzer Institute. “A lot of the work on communication in marriage focuses on how couples deal with problems and solve disputes,” he says. “The new grant allows us to look at other data collected and ask couples how they support each other.”

The Florida Project is an ongoing study of newlywed couples to understand what changes occur in the first few years of marriage. Currently there are two sample groups in the study, one consisting of 82 couples who started the study four years ago and the second sample of 169 couples who started

last summer. The couples are videotaped interacting with each other, and researchers study their basic characteristics and how they experience and react to stress. The couples also fill out extensive worksheets

about their marriage every six months. “We try to see what aspects of their lives as newlyweds help us predict the course of their lives together,” Karney says.

Karney hopes the research will be used to help with marital programs. Previous research on marriage has uncovered that happy couples focus on specific problems, while couples that are not happy will turn a specific problem into everything wrong with their relationship. “One of the things our work is going to do is help to identify vulnerable couples and target them for interventions,” he says. “Ultimately, I hope to be able to contribute to the ongoing debate about how to lower our country’s high divorce rates.”



Karney

—Melissa Douso

Psychology in the News

Alan Spector named a 2001-2002 University of Florida Research Foundation Professor

Alan Spector, professor of psychology and assistant director of the UF Center for Smell and Taste, studies the sense of taste. As he likes to point out, “although frequently taken for granted, the sense of taste is very important in guiding feeding and drinking. The taste buds stand guard over the rest of the alimentary tract, and anything that is ingested must first pass their scrutiny.” Spector pursues his study of taste in part by manipulating the gustatory system of laboratory rats and mice in order to understand better the neurobiology of taste function. He uses a specially designed rodent taste-testing apparatus, which he refers to as his “behavioral microscope,” in many of these experiments.

Spector is currently funded by the National Institute on Deafness and Other Communication Disorders (NIDCD) to study the functional consequences of oral nerve injury and regeneration on taste percep-

tion. With the aid of his students and colleagues, he has discovered several severe and unequivocal impairments in performance on various taste-related behavioral tasks as a result of nerve damage. He has also

recently received a grant from the NIDCD to study gustatory function in selected inbred strains of mice suspected of having specific abnormalities in taste perception. Once the exact nature of the taste-related behavioral phenotypes are identified, the strains can be used in a comparative manner by biomedical investigators in the search for the underlying anatomy and physiology associated with the perceptual abnormality.



Graduate Student Award Winners

2000 Gerson Dissertation Fellow

Alyssa Waters, Psychology

2000 McLaughlin Dissertation Fellows

Jessica Baker, Psychology

Michelle Simmons, Psychology

2001 Gibson Dissertation Fellow

Brian G. Howland, Psychology

2001 Threadgill Dissertation Fellow

Beth A. Pontari, Psychology

2000-2001 Graduate Teaching Award

Erika Koch, Psychology

Psychology Project Focuses on Children

Timothy R. Vollmer, an assistant professor of psychology, is the principal investigator in a new collaborative project with the Florida Department of Children and Families (DCF) Family Safety Program. Vollmer designed and is directing the project in collaboration with Michael Stoutimore of the DCF, who received his PhD in psychology from UF in 1988.

The aim of the project is to teach foster parents positive parenting skills based on the principles of applied behavior analysis, which involves applying the fundamentals of human learning, such as positive reinforcement, to socially relevant behavior. In addition, the project will provide children who have been abused or neglected with special services to promote learning in school and at home.

The objective is to help stabilize the lives of these children and to provide them with healthy educational environments. Vollmer says, "This is a major advance for both applied behavior analysis and child welfare. Although applied behavior analysts have been very successful in improving the lives of children across a wide range of domains, very little work has been done specifically related to

children who are abused or neglected. These children often tend to bounce around from one placement to the next; they also tend to experience behavioral difficulties and failure in school. It is our view that the children are not to blame for the hardships they experience. It is we the adults who need to restore order and comfort to their home and school environments to promote success. The overarching goal is to take a scientific approach to the problem while maintaining a primary focus on the children's well being."

Vollmer and his colleagues will set up six project sites around north Florida. They will be staffed by six UF psychology graduate students and 22 applied behavior analysts, who are being recruited from all around the country. The project's budget is over one million dollars for the remainder of the fiscal year and is projected to be over two million dollars when annualized next year.



Greg J. Neimeyer Named Elmer P. Hinckley Term Professor



Professor Neimeyer has published more than 150 articles, books and book chapters in the areas of constructivist counseling and personality. He edits an international journal and book series and

is the recipient of the American Psychological Association's Award for Outstanding Achievement in Career and Personality Research. Dr. Neimeyer teaches undergraduate and graduate courses in abnormal psychology and has been honored with a University Award for Outstanding Undergraduate Teaching. He currently serves as the Graduate Coordinator in the Department of Psychology.

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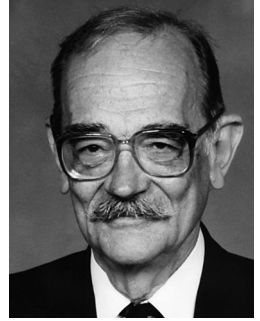
Webb Receives Lifetime Achievement Award

Psychology Professor Emeritus Wilse B. (Bernie) Webb received the Ernest R. Hilgard Award for distinguished contributions to general psychology. The award recognizes lifetime contributions to the study of psychology and is given by the Society for General Psychology, a division of the American Psychological Association. Webb will be honored at the group's annual meeting in August 2002.

Webb came to UF in 1958 as chair of the psychology department, and he was appointed graduate research professor in 1969. He is known for pioneering work in sleep research. His efforts focused on sleep as a biological rhythm, sleep-deprivation effects

and viewing sleep as an evolutionarily developed adaptive process.

Webb's first article on sleep research was published in the *Journal of Experimental Psychology* in 1957. Since then he has authored eight books and more than 40 book chapters and 225 journal articles. In 1992 he received the Distinguished Scientist Award from the Sleep Research Society.



Psychology staff member retires after 30 years of service

On February 28, 2001 **Cecile Chapman** will have worked for the state of Florida for 30

years. Chapman, says, "I definitely owe a great deal to Cecile for whatever success I have achieved. To say that I will miss her is a gross understatement. Two words summarize her job performance: 'the best.' Another word summarizes her value: 'irreplaceable.'"

Chapman, whose official retirement date is March 1, reflects, "When I think about why I've enjoyed working here, I'd have to say the people. I usually work for 12-16 professors, and most of them are pleasant and easy to work with. After 16 years, I've developed friendships with many of them. Also, for the last 12 years, I've walked around Lake Alice twice a day, before work and at noon. I've watched the seasons change, seen some absolutely gorgeous sunrises, watched the wildlife, and met lots of people. Although I'll miss it, I'm going on to something better."

In April, Chapman moved back to Louisiana, where she grew up, to live next door to one of her sisters. She has a four-acre pasture and has plans for flower beds, a hammock, and time watch her dogs run free on the land.



years. When she first came to Gainesville in the late 60s she began working in the basement of Tigert. In 1972 she changed jobs and spent the next 12 years working at Sunland (now called Tacachale), which is a state facility for people with developmental disabilities in Gainesville. In August 1984 she transferred to UF's psychology department and has worked there ever since as the secretary for two areas: developmental psychology and cognitive/sensory processes.

Professor Richard Griggs, who works

Staff Member Receives Davis Productivity Award

Jim Yousse was recently honored with a Davis Productivity Award. The awards program recognizes state employees who have shown exemplary performance or whose creativity has led to new cost-saving approaches.

Jim Yousse has been at UF for 11 years and has worked as a systems programmer in the psychology department for the last two years. Yousse received a commemorative plaque for updating the department's computer teaching labs. One of the labs had become unusable because the computers were too outdated to run basic modern software. Through his own initiative, Yousse located various computer parts that were being discarded from other departments on campus.

For \$175 per computer, he was able to upgrade 66 computers to newer Pentium models. The upgraded computer lab is now used extensively by the psychology department. Three of the computers have been employed as multimedia computers for class-

rooms, and two have been put in service to upgrade outmoded network servers. The servers keep the department's web pages, electronic mail and shared software accessible to students, faculty and staff. Yousse was able to upgrade each computer in about two hours and did so while maintaining his regular duties. This often required extra hours, for which he did not receive additional compensation. In addition to the computers he built, Yousse also acquired sixty 17-inch computer monitors from departments that did not need them. Overall, Yousse's work saved the state an estimated \$33,000.



Psychology Department Hosts International Students

This summer, for the seventh year, the psychobiology group within the psychology department hosted nine undergraduate students from other institutions, including two from France, in the Research Experiences for Undergraduates (REU) program funded by the National Science Foundation.

The students attended University of Florida from mid-May through the beginning of August. Each completed a research project within the lab of a faculty mentor. They also attended various lectures and information sessions, many of which focused on questions about going to graduate school.

The faculty who mentored students were

Betty Capaldi, Darragh Devine, Ira Fischler, Neil Rowland and Don Stehouwer (Psychology); Yijun Liu (Psychiatry); Satya Kalra and Tiana Leonard (Neuroscience); and Mike Katovich (Pharmacodynamics).

Other REU programs on campus include Chemistry, Physics, Engineering (Particle Physics), the Whitney Lab and UCF's Optics Program (CREOL). Several former REU participants are now graduate students in these programs, including psychobiology TAs Dana Byrd and Connie Colbert. Psychobiology's website is <www.psych.ufl.edu/~reu> and all sites are linked through <www.chem.ufl.edu/~reu>.

Psychology Grants

June 2000- June 2002

Total \$6,154,925

Abrams, L.	NIH	92,308	Contextual relevance in detecting misspellings in old age.
Albarracin, D.	NIH	123,124	Change, maintenance and decay in HIV prevention.
Albarracin, D.	NIH	128,425	Change, maintenance and decay in HIV prevention.
Bradley, M.	NIH	81,184	The Center for the Study of Emotion and Attention: project 3.
Bradley, M.	NIH	81,980	The Center for the Study of Emotion and Attention: project 3.
Branch, M.	NIH	96,778	Behavioral determinants of cocaine tolerance.
Branch, M.	Target	5,881	Unrestricted donation.
Devine, D.	UM	32,695	The role of orphanin fq in motivational functions in the rat.
Devine, D.	NIH	84,854	Self-injurious behavior: identification of molecular markers.
Vollmer, T.			
Devine, D.	NIH	84,920	Self-injurious behavior: identification of molecular markers.
Epting, F.	DOCF	11,658	Contract for psychological assessment of the North Florida evaluation and treatment center.
Neimeyer, G.			
Epting, F.	DOCF	5,000	Contract for psychological assessment of the North Florida evaluation and treatment center.
Neimeyer, G.			
Fischler, I.	NIH	21,970	The Center for the Study of Emotion and Attention: project 4.
Fischler, I.	NIH	21,343	The Center for the Study of Emotion and Attention: project 4.
Heesacker, M.	DOT	78,048	Pedestrian and bicycle law enforcement training program and visibility curriculum.
Iwata, B.	DOCF	186,689	Florida center on self-injury.
Iwata, B.	DOCF	186,700	Florida center on self-injury.
Epting, F.			
Karney, B.	NIH	181,496	Cognitive structure and change in marital satisfaction.
Karney, B.	Fetzer	22,779	Memory bias in early marriage.
Karney, B.	Fetzer	60,000	Compassionate love and social support in early marriage.
Karney, B.	NIH	181,496	Cognitive structure and change in marital satisfaction.
Neimeyer, G.	US DOC	11,658	Psychology assistant: psychological assessment at the North Florida evaluation and treatment center.
Neimeyer, G.	US DOC	5,000	Faculty consultant: psychological assessment at the North Florida evaluation and treatment center.
Epting, F.			

Rowland, N.	DOH	28,432	Design of a new type of smoking cessation drug.
Sorkin, R.	USAF	72,235	Assessing and improving team decision making.
Sorkin, R.	USAF	200,225	Intergovernmental Personnel Act assignment for Sorkin.
Spector, A.	NIH	222,076	Psychophysical evaluation of taste.
Spector, A.	NIH	172,901	Functional organization of peripheral gustatory system.
Spector, A.	NIH	243,312	Psychophysical evaluation of taste function in mice.
Spector, A.	NIH	25,764	Psychophysical evaluation of taste function in mice.
Spector, A.	NIH	5,198	Functional organization of peripheral gustatory system.
Spector, A.	NIH	25,549	The psychophysics of salt taste transduction pathways.
Geran L.			
Teitelbaum, P.	LACAN	40,000	Detection of autism and Asperger's Syndrome in 4-10 month old infants.
Teitelbaum, P.	LACAN	20,000	Detection of Autism and Asperger's Syndrome in 4-10 month old infants.
Tucker, C.	AHCP	92,685	Patient-defined culturally sensitive health care part II.
Tucker, C.	DOH	20,000	North Florida Area Health Education Center Program.
Tucker, C.	DOH	17,250	North Florida Area Health Education Center Program.
Tucker, C.	DOH	17,250	North Florida Area Health Education Center Program.
Tucker, C.	FLCOC	75,000	Statewide teacher training to improve grades and reduce behavior problems of African-American and Latino-American students.
Tucker, C.	FLCOC	75,000	Statewide teacher training to improve grades and reduce behavior problems of African-American and Latino-American children.
Van Hartesveldt, C.	NSF	110,544	Intergovernmental personnel act.
Van Hartesveldt, C.	NSF	115,405	Intergovernmental personnel act.
Van Hartesveldt, C.	NSF	10,111	Intergovernmental personnel act.
Vanhaaren, F.	NIH	5,700	Impulsivity: precursor to and sequel of toxicant exposure.
Vanhaaren, F.	NIH	90,352	Laboratory evaluations of a common behavioral treatment.
Vollmer, T.	DOCF	1,061,692	Family safety behavior analysis program.
Vollmer, T.	DOCF	1,438,954	Family safety behavior analysis program.
Vollmer, T.	NIH	90,536	Destructive behavior and matching theory.
Vollmer, T.	NIH	92,768	Laboratory evaluations of a common behavioral treatment.



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