

October 25, 1999

Karen Jonsson, Grants Manager
Department on Higher Education
Colorado Commission on Higher Education (CCHE)
1300 Broadway, Second Floor
Denver, Colorado 80203

Dear Karen:

First, let me take this opportunity to thank the Colorado Commission on Higher Education (CCHE) for naming the CSU Counseling Graduate Program and the Tri-Ethnic Center for Prevention Research as a "Program of Excellence" in the State of Colorado. It was certainly a great honor to be recognized as one of the State's best programs, and we hope that we can continue to be deserving of this important recognition. Within the past month, the Tri-Ethnic Center (TEC) was site-visited by an esteemed group of scientists from the National Institute on Drug Abuse (NIDA) and the graduate program in Counseling Psychology will be site-visited by an equally-prominent panel from the American Psychological Association (APA) this spring. These two site visits will determine whether the new NIDA Center Proposal is funded (total dollar amount of the grant = \$6,920,000) and whether the Counseling Graduate Program will receive 7-year re-accreditation by the APA. Clearly, being named as a CCHE "Program of Excellence" will assist us in "making the case" that these two research/educational programs are worthy of substantial grant funding and recognition as a fully-approved APA graduate training site.

I will not belabor the points made in the original proposal submitted to CCHE in the Spring of 1998 regarding the research and instructional expertise of our faculty, the synergism between the nationally-recognized research orientation of the Tri-Ethnic Center and the applied training focus of the Counseling Program, and the prior educational and research recognitions received by our faculty, staff, and graduate students. I will report, however, that the accomplishments of our faculty and graduate students continue to be recognized by external constituencies, and that data from the 1998-1999 academic year attest to our efforts and productivity in education and research. A few relevant examples from 1998-99 include:

- Richard Suinn, one of our senior full professors, served as **President** of the American Psychological Association; the highest honor that can

be bestowed on any psychologist. Three of our faculty received teaching and advising awards, another was named as President of a major division of APA, and numerous others received honors and recognitions as APA fellows, journal editors, program chairs, and officers of prominent professional associations.

- The Tri-Ethnic Center for Prevention Research was re-designated as one of CSU's Programs of Research and Scholarly Excellence for an unprecedented third time during 1998-99 (**see Attachment A** for the proposal submitted to CSU which resulted in this honor).
- During the 1998-99 academic year, 762 undergraduates and 79 graduate students (not counting off-campus students on internship and students completing dissertations) majored in psychology at CSU - - this makes Psychology one of the top declared majors at the University. Additionally, nearly 400 students applied for admission to CSU's highly competitive graduate programs, with the ratio of applications to admissions being around 30-to-1.
- Student credit hour production in Psychology increased from 24,506 in 1996-97 to 26,207 in 1998-99. Each FTE accounted for 814 undergraduate credits and nearly 60 graduate credits, with Psychology having the lowest instructional costs of any department in the College of Natural Sciences.
- The CSU Department of Psychology, in large part due to the efforts of the Tri-Ethnic Center (TEC), obtained over **\$3.37 million** in contracts and grants during 1998-99, a 20% increase over the prior year. Recognition as a CCHE Program of Excellence assisted the TEC in obtaining a supplement to the NIDA Center Grant (\$50,000) for the purpose of training new ethnic-minority researchers. Additionally, CCHE designation assisted the Director of the Center in obtaining a second supplement to the NIDA Rural Grant in order to develop a Community Readiness Program for the entire state of Wyoming (supplemental funds = \$506,000).

I am also pleased to inform you that the funding obtained from CCHE (\$140,000 during 1998-99) greatly enhanced our ability to offer the most technologically-sophisticated, educationally-relevant, and cutting-edge curriculum to our graduate students (**see Attachment B** for the original "Enhancement Plan submitted to CCHE and **Attachment C** for budget and accounting documentation for 1998-99). During the 1998 academic year, CCHE enhancement funding allowed us to purchase:

- State-of-the-art digital video recording and editing equipment to film and archive presentations made by regional and national experts as

part of the CCHE Health Care Colloquium Series at CSU. *[Under separate cover, I have submitted a copy of one of the videotapes we produced featuring Dr. Susan McDaniel, an internationally-renowned scholar with expertise in multi-disciplinary approaches to health-care].*

- Digitally-compatible playback equipment to be used for instructional purposes in graduate and undergraduate courses at CSU (e.g., LED projectors, amplification systems).
- New books related to managed health care and topics related to health psychology (donation to the CSU Morgan Library = \$10,000). [**see Attachment D** regarding new additions to the Morgan Library]
- New computers and software for training students in psychological assessment, outcomes assessment, and billing for psychological services within the context of managed health care environments.
- Stipends and in-state tuition for graduate students working at the Fort Collins Breast Cancer Resource Center and Hematology/Oncology Associates of Colorado.
- Air and ground travel, accommodations, meals, and honorarium for speakers at the Health Care Colloquium Series sponsored by the Department of Psychology and the CCHE Excellence Award (**See Attachment E** regarding advertisements for CCHE Colloquium presentations).
- Commercial videotapes for purposes of graduate education in Counseling Psychology (**See Attachment F** for a list of videotape purchases).
- Financial aid for graduate students attending national conferences on health care issues (priority given to students presenting research papers).

Clearly, the above enhancements to the research and training programs at CSU would not have been possible without the generous assistance of the enhancement funds from CCHE. Although the first year of the grant was considered to be developmental in nature, we are currently embarking on new and exciting projects fueled by CCHE funding. Initiatives during 1999-2000 include:

- Paid graduate student practicum positions in such promising new areas as psycho-oncology, neuropsychology, and forensic psychology.

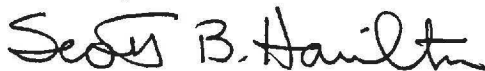
Each practicum site will pay 1/2 of the tuition and stipend for graduate students so that when CCHE funding ends in 2003, paid practicum positions (in these diverse health care settings) will be retained as publicly and privately-funded educational opportunities for our students.

- Collaboration between the Tri-Ethnic Center, the Counseling Graduate Program, and Poudre Valley Hospital in providing outreach services to cancer patients in rural areas in Colorado. This initiative will involve the use of cutting-edge technology (e.g., Tele-medicine) to involve rural residents in psycho-social interventions related to coping with the psychological and physical challenges of cancer treatment and survival. Federal funding is currently being sought to support this initiative.
- Enhancing graduate student training in psychological consultation and supervision. Due, in large part, to managed health care, Ph.D. level psychologists are increasingly being called upon to provide supervision to Masters and Bachelors-level providers and to provide consultation (as opposed to direct clinical services) to diverse groups (e.g., physicians, parole boards, the courts, schools, industrial organizations). The Health Care Colloquium Series at CSU will emphasize training in supervision and consultation in order to meet the increasingly-recognized need for these services.

I hope that this summary of accomplishments during 1998-99 and plans for 1999-2000 are in keeping with the goals of CCHE in providing recognition and enhancement funding for designated programs in Higher Education in the State of Colorado. We are quite proud of our accomplishments during the past year, and see only blue sky in the future. Once again, we thank you for your recognition and support and remain confident that we can live up to your designation as a CCHE Program of Excellence.

Please let me know if you have additional questions or concerns.

Sincerely,



Scott B. Hamilton, Ph.D.

Professor and CCHE Program Coordinator

ATTACHMENT A

TRI-ETHNIC CENTER FOR
PREVENTION RESEARCH:

PROPOSAL AS A CSU
“PROGRAM OF RESEARCH
AND SCHOLARLY
EXCELLENCE”

1998-1999

COLORADO STATE UNIVERSITY—PROGRAM OF RESEARCH/SCHOLARLY EXCELLENCE

I. NAME OF PROGRAM: *Tri-Ethnic Center for Prevention Research (Department of Psychology)*

Goals and Status: The Center was established in 1990 through funding from the National Institute on Drug Abuse (NIDA). It is in the second year of a three-year competing continuation grant, and a five-year competing renewal application is currently under review. The Center consists of the center grant as its core and a series of RO1 grants from federal agencies such as NIDA, NIAAA (National Institute of Alcoholism and Alcohol Abuse), and CDC (Centers for Disease Control). The Center's current annual funding is \$2.4 million (see Appendix I for list of Center grants and funding).

The Center was organized as a national resource for the study of drug abuse and prevention among American Indian, Mexican American, and White non-Hispanics. Although it subsequently broadened its mission (e.g., other ethnic groups and rural populations), it is NIDA's first primary Minority Research Center and, therefore, continues with much of this focus. Its primary focus is understanding, preventing, and treating drug abuse and related problems (e.g., school dropout, delinquency, violence, and victimization) in minority youth and rural populations. The Center seeks to develop basic knowledge, create and test theories, develop measures to reflect theoretical constructs, and design and evaluate intervention plans. Center goals outlined the continuation grant address:

(1) Drug abuse epidemiology and etiology: Substance use continues a main focus of the Center. The first two proposed projects examine individual and community risk and protective factors. These projects are supplemented by three RO1 projects (see Appendix I): (a) NIDA-funded grant addressing substance use on American Indian Reservations which has been funded since 1973; (b) NIAAA-funded grant focusing on etiology and epidemiology of alcohol use and related problems of Mexican American youth in the Southwest; and (c) NIDA-funded project which provides a stratified, national sample of over 200 rural communities nationwide. These projects collectively provide some of the only data on the populations.

(2) Prevention (community readiness and change): The Center has developed new models for the assessment and mobilization of community involvement in change. One of the new Center projects will focus on implementing a state-wide prevention program using models to facilitate community readiness for local implementation of drug abuse prevention in rural communities. These models of change are also being assessed in NIDA- and CDC-funded projects (see Appendix I) addressing drug use, domestic violence, HIV health education, and injury prevention.

(3) Prevention (media interventions): Current Center projects have evaluated media-based interventions for drug abuse prevention, and one proposed project targets a specific drug (tobacco) in a high risk group (young ethnic minority females) at an age of very high risk for initiation (7-8th grade). This project will be supplemented by other basic and applied projects (see projects by Kelly and Slater) on media influences on alcohol and substance use.

(4) Inhalant abuse: One of the currently funded projects focuses upon assessment, prevention, and treatment of youth abusing chemical solvents. This project has resulted in the development and publication of an Inhalant Prevention Resource Manual and an Inhalant Treatment Manual. The Center will continue to explore funding for additional work on inhalant prevention and provide consultation to communities, schools, and other groups addressing inhalant abuse.

(5) Dropouts: Dropping out of school is a significant social problem, which is also related to drug use and other problem behaviors. This area is pursued by NIDA-funded RO1, funded since 1987, which is collecting follow-up data on over 3000 Mexican American and White non-Hispanic youth, one third of whom are dropouts. The Center is pursuing supplemental funding for data collection on urban and rural samples of American Indian dropouts.

(6) **Anger, violence and victimization:** One of the projects in the Center continuation grant is an intervention study aimed at substance use, violence, and victimization in high anger, alcohol abusing college students. Anger, violence and victimization are addressed in several of the funded epidemiology studies and are the primary focus of CDC-funded projects focused on intimate partner violence and on driving anger.

(7) **Training:** Another Center goal has been dissemination of knowledge and training of researchers. NIDA and NIAAA minority supplement awards have been received for graduate students and post-doc positions for training of minority researchers. The Center also secured a NIDA-funded award (\$50,000) to support faculty in CSU's Center for Applied Studies in American Ethnicity. This led to projects involving health issues (e.g., AIDS and drug use) in American Indian, Asian American, and rural Mexican populations. The Center was also recently awarded a \$50,000 NIDA supplement to establish a training program to facilitate the development of minority researchers.

II. TRI-ETHNIC CENTER FACULTY

There are 11 core faculty members (Arellano, Beauvais, Chavez, Chen, Deffenbacher, Edwards, Thurman, Kelly, Oetting, Slater, and Swaim), two continuing Center scholars/consultants (Donnermeyer and Trimble), and a post-doc (Taylor). Of these, six are ethnic minorities, and five are women. Other staff include a number of administrative professional staff, graduate research assistants, and undergraduate student hourly personnel.

Center faculty members have national and international reputations in the areas of substance abuse, cultural issues, anger, violence, community readiness, and school dropout. Center faculty not only publish (see Appendix II for list of Center publications from 1994-98) in top tier journals in their areas (e.g., Drugs & Society, Health Psychology, and Journal of Counseling Psychology), but also contribute numerous scholarly papers and chapters. From 1994-98, Center faculty published 145 scientific articles, chapters, books, monographs, and special issues of journals. Social Science Citation Index review revealed 3259 author citations from 1994-1998 for Center faculty and staff (citation numbers based on search by name, but not adjusted for multiple members on same paper).

Quality and productivity of primary faculty are reflected many other scientific and scholarly activities of Center faculty (see selected examples below).

- Authorship of seven books printed or in press since 1993
- Guest editing of special issues of International Journal of the Addictions and Substance Use and Misuse
- Publication of series of six papers on primary socialization theory in Substance Use and Misuse
- NIDA published five volumes summarizing the state of the art on drug abuse prevention; two were based on the Center's research and theory (Community Readiness for Drug Abuse Prevention: Issues, Tips and Tools, and Drug Abuse Prevention and Community Readiness: Training Facilitators Manual).
- Guest editing two issues of Substance Use and Misuse in which NIDA Research Monographs were abstracted
- Associate editor of two journals (Drugs and Society, and Journal of Cultural Diversity and Ethnic Minority Psychology)
- 13 editorial board memberships (e.g., Drugs and Society, Substance Use and Misuse, Journal of Counseling Psychology, Professional Psychology, International Journal of Intercultural Relations, and Cognitive Therapy and Research)
- At least 34 grant reviews or participation in Initial Review Groups (e.g., Center for Substance Abuse Treatment, NIDA, NIAAA, NIH, NIMH, NSF, Center for Substance Abuse Prevention, Robert Wood Johnson Foundation, and Guggenheim Foundation)
- Center faculty being asked to develop diagnostic criteria for the primary psychiatric diagnostic system used in the U.S. and much of the rest of the world (i.e., DSM-IV)
- Center faculty being appointed to the NIAAA National Advisory Council

- Center faculty being appointed chair of NIDA review committee

Center staff also provide a large number of (a) papers at scientific conferences, (b) reviews for scientific journals, and (c) workshops, presentations, and consultations to professional societies, organizations, state and local governmental bodies, the public schools, tribal groups, and the like. The scope is local, state regional, national and international. Moreover, many of these activities are invited because of the competencies and reputation of Center faculty. Some Center members are also involved in the governance and operation of their professional organizations and societies (e.g., president-elect of a division of the American Psychological Association, treasurer of an organization, chair of committees, members of executive committees and boards of directors, and selected to serve on several task forces of the American Psychological Association). In fact, the former science director of the Center is president-elect of the American Psychological Association.

Recognition of achievement is another index of the quality and productivity of the Center faculty. For example, nearly all psychologists are licensed, and two are Diplomates of the American Board of Professional Psychology. Several Center faculty are fellows of divisions of the American Psychological Association with some of those fellowships being awarded recently or of other scientific organizations such as the American Association for Applied and Preventive Psychology. Other honors and awards include the Lifetime Achievement Award from the Society for the Psychological Study of Ethnic Minority Issues (a division of the American Psychological Association), Faculty Diversity Award, numerous Certificates of Appreciation from agencies such as NIDA and NIAAA, Lewis Donohew Outstanding Scholar in Health Communication Research, Cermak Advising Award, and Minority Distinguished Service Award. In reputational polls, one Center faculty member was ranked second among all counseling psychologists in terms of publication in counseling psychology journals and was ranked in the upper 2% of contributors to the field in another, whereas another Center faculty member was recognized as an author of one of the ten most cited articles in the history of counseling psychology.

Other awards come to programs and units to which the Center contributes. For example, several Center faculty are integrally involved in the doctoral program in counseling psychology, a program has full approval from the American Psychological Association. The counseling program and the Center were recently confirmed as a Program of Excellence by the Colorado Commission on Higher Education (CCHE) and awarded a five-year (\$700,000) grant in recognition and support. The Center was also centrally involved in the Department receiving a CCHE Quality Incentive Award, a Colorado State Diversity award, and NIMH Minority Training Grants.

III. FIT OF CENTER WITH COLORADO STATE UNIVERSITY ROLE AND MISSION

Land grant universities were established to engage in and disseminate basic and applied research that would enhance the productivity of and improve the well-being of all citizens. The Center's research mission is highly consistent with the land grant mission of CSU. It conducts both basic (e.g., laboratory studies and basic measurement research and development) and applied (e.g., epidemiological and survey research, implementation and evaluation of prevention and treatment trials, interventions for community readiness to address social issues, etc.) research that addresses important societal issues (e.g., drug use, delinquency, anger and violence, crime, school dropout, etc.). This research contributes to policy, prevention, and treatment efforts to alter important concerns impacting everyone. Center research also focuses on underserved segments of society, also consistent with the land grant mission. While the topics of Center research are of interest nationally, the Center addresses many issues of particular relevance to the state and region (e.g., drug use and school drop out among American Indian, Mexican American, and rural populations). Thus, the Center's research mission impacts issues of state, regional, and national relevance and is highly consistent with CSU's land grant mission. The Center contributes to the many other central goals of CSU as well.

(1) Undergraduate education: (see section V.1) and (2) Graduate education: (see section V.2)

(3) Service: Center faculty regularly participate in Departmental (e.g., search and the undergraduate, graduate, and executive committees in the Psychology Department) and College/University (e.g., college computing facilities committees, faculty council) service. Additionally, a Center member (Dr. Chavez) has recently been appointed the chair of the Psychology Department which will not only further connections between the Center and the Department, but also contribute significant additional service to the Department, College, and University. As documented elsewhere, Center members are also highly involved in professional service, serving on many editorial boards, grant review panels, committees and boards of professional organizations.

(4) Outreach: Outreach is central to land grant institutions such as CSU. Center faculty regularly contribute a wide range of outreach activities to the state, region, and nation. Examples include (a) consultation to Native American and Native Alaskan tribes and Mexican American and rural communities on drug use and intervention programs, (b) consultation to school districts regarding issues such as drug use and school dropout, (c) presentations to state and national groups on topics such as drug use, school dropout, domestic violence, and anger/violence on the highways, (d) workshops to mental health professionals such as the assessment and prevention of drug use, community readiness assessment, and anger reduction, and (e) workshops and mentoring programs to increase minority researchers. Outreach efforts span from the local (e.g., consultation to Poudre School System on drug use, dropout, and anger reduction) to state (e.g., presentations to communities around the state and state offices such as the Office of Risk Management), regional (e.g., assistance to state-wide drug program for Wyoming), national (e.g., workshops at national conventions, and national news coverage on driving anger) and international (e.g., recent workshops on violence and community readiness in Italy).

(5) Integration within departments: Programs of Research and Scholarly Excellence are not to be stand alone programs, but are to be integrated within departments. The Center is an integral part of the Psychology Department. The Department has graduate programs in Experimental, Industrial/ Organizational, and Counseling Psychology. Center faculty are most heavily involved in the Counseling Psychology program, where they teach, advise, mentor, and provide research and clinical supervision for its graduate students. However, center faculty also contribute heavily to the other two programs as well, chairing or being members of graduate committees, providing research and statistical consultation to students and faculty, providing data bases and research opportunities for students and faculty, assisting faculty members in grant applications, funding students, etc.

(6) Interdisciplinary efforts: One of CSU's missions is to facilitate interdisciplinary involvement among its various units. Center members regularly do this through things such as sitting on thesis and dissertation committees in other departments. Also, Center staff provide consultation to many different departments including Education, Occupational Therapy, Social Work, Human Development and Family Studies, Allied Health, etc. Also, the Center has become increasingly interdisciplinary. For example, two Center faculty members (Kelly and Slater) are from the Marketing and Technical Journalism Departments, and their projects are integral parts of the Center. The Center has become very involved with Dr. Stallones' CDC-funded Center in Allied Health, being members of that Center and conducting two separate funded grants within that program and assisting with others.

(7) Diversity: The University is heavily committed to diversity, both on and off campus. The Center's research and scholarly writings, research programs, and many presentations and consultations clearly contribute to this mission. Additionally, the Center has obtained one supplemental grant to assist CASAE members to become involved in projects related to diversity and another to develop a program for developing and mentoring minority researchers. However, the Center contributes in many other ways as well. Its presence on campus and its diverse staff provide role models to students and the community, role models as scientists, educators, and involved citizens. Moreover, the Center encourages and supports diverse students and staff and encourages their development and contribution to CSU and the community. Center faculty also mentor students in programs such as the McNair and College of Natural Science Student Leaders in Science programs, programs to increase the involvement and retention of

qualified students from economically and ethnically diverse backgrounds. Other efforts involving diversity primarily with undergraduates is summarized in #1 above. Also, as noted in Sections V.1 and V.2, the Center faculty is intimately involved in the recruitment, retention, and education of diverse graduate students. In recognition of this, the Center and Department of Psychology were recently awarded two of the 3F fellowships. In sum, diversity is embodied in the Center's name and is a value deeply embedded in all of its activities.

(8) International efforts: The Center contributes to CSU goals of furthering international development and becoming part of the global community. For example, the Center has been involved in projects for the World Health Organization, has forged research ties in countries such as Colombia, Panama, Italy, Israel, Mexico, Venezuela, and Hungary, has contributed workshops on topics such as community readiness and anger reduction in Canada, England, Mexico, Italy, Israel, and Portugal, sit on editorial boards of foreign journals, and has contributed research and scholarly works that have been published in Spanish, German, Italian, etc. Additionally, the Psychology Department's counseling psychology program is in the last stages of negotiation and approval of a masters program to be delivered in Kuwait. When it is finalized, some Center staff will be involved in this program.

IV. EVIDENCE OF STATE/NATIONAL/INTERNATIONAL REGOGNITION

Center faculty are prominent and highly productive. Much of the material supporting the national and international reputation of Center faculty was presented in Section II (please refer back to that Section). Additional evidence supporting national and international recognition include:

- The Center was NIDA's first Minority Research Center, providing some of the only existing data for national trends in drug use in Native American, Mexican American, and rural populations. The Center is repeatedly asked to provide information on such topics to public schools, tribal groups, state and national governments.
- Center faculty are regularly invited to make presentations to state, national, and international organizations.
- Center faculty conduct invited workshops and present scientific and scholarly papers in foreign countries (e.g., Canada, Mexico, England, Italy, Israel, and Portugal).
- Center faculty have been requested to consult on and develop materials for the general public (e.g., materials on inhalants or pamphlets on anger by the American Psychological Association and the Association for the Advancement of Behavior Therapy).
- Center faculty being listed as experts on various topics by organizations such as the American Psychological Association. Such panels of experts are routinely contacted by the press.
- Center faculty have been involved in international projects (e.g., drug abuse in Colombia, Panama, Hungary, Mexico, etc.) and through the World Health Association.
- Center faculty being requested to serve on special committees and task forces of governmental agencies such as NIDA or of professional organizations such as the American Psychological Association.
- Center projects on driving anger have received attention on both local and national television.

The Center is also an integral part of the Psychology Department, especially the counseling psychology program. That program is approved by the American Psychological Association and has been rated highly over the years (e.g., 8th nationally in one poll based on research in counseling and might have been rated higher had publications in substance abuse and related areas been included). The recent CCHE award and grant for the joint program between counseling psychology and the Center was noted earlier, but also again attests to the quality and reputation of the Center by a state review body. The Center can also take considerable credit for the Psychology Department being ranked highest in the College of Natural Science in terms of total numbers of publications.

V. IMPACT OF CENTER ON UNDERGRADUATE AND GRADUATE EDUCATION

(1) **Undergraduate education:** Center faculty regularly teach and advise in the undergraduate curriculum. Others frequently contribute guest lectures and serve as resource people to undergraduates across the university. Additionally, all staff provide a wealth of research opportunities for undergraduates (e.g., research team experience, data bases and consultation on senior and honors theses, opportunities for research mentoring, and participation in convention papers and publication). Center faculty also have been involved significantly in the Native American Student Services, El Centro, Black Issues Forum, and Upward bound programs (e.g., mentoring students, consultation to the programs, financial support of programs and of students going to conferences, etc.). A small number of undergraduates also serve as paid research and support staff for Center projects.

(2) **Graduate education:** Center faculty teach regularly (e.g., intellectual assessment, projective assessment, ethics, and cognitive-behavioral theories of psychotherapy) or on a guest basis in the graduate curriculum in Psychology. The Center also is responsible for a graduate seminar on alcohol and drug abuse. Center faculty chair and/or are members of numerous graduate committees, both within and outside Psychology, and often provide informal mentoring to many others. The Center provides a wide range of research opportunities and consultation (e.g., data bases for theses, dissertations, and other student research projects, and opportunities for participation in convention papers and publication). For example, since 1994, Center faculty have chaired 13 masters theses in the Department of Psychology, and seven involved data from Center projects or were facilitated by Center funding. Over the same time frame, Center faculty chaired chair 15 dissertations (see below), and nine involved significant use of Center data or resources. Three other dissertations chaired by others were facilitated by Center data and/or resources. Center data were also employed in 10 theses in Social Work. Another index of Center facilitation of research and professional development is that 39% of publications involve at least one student author, with many involving more than one graduate student.

Completed Dissertations in Psychology Chaired by Center Staff (1994-Present)

- **Annabelle Arteaga** (1994), *In the Name of Love: Do Anger and Anxiety Promote "Fatal Attraction?"* (Current employment: Community mental health center staff member)
- **Hugh Moore** (1994), *Marginalization or Disillusionment: Inclusion/Exclusion of Ethnic Minorities in Professional Psychology* (Current employment: Staff psychologist in a prison)
- **Cheryl Godley** (1994), *Death Anxiety, Defensive Styles, and Life Satisfaction* (Current employment: Private practice)
- **Deborah Watson** (1994), *Violence and Gang Membership: The Influence of Family, Religion, and Deviant Behavior* (Current employment: Faculty member)**
- **Traci Wallace-Tucker** (1994), *Object Relations and Eating Behavior in Women and Their Parents* (Current employment: University counseling center staff member)**
- **Judit Nemet** (1995), *Structural Equation Model Relating Socialization Variables to Hungarian Adolescent Alcohol Involvement* (Current employment: Community mental health center staff member)*
- **Jay Webb** (1995), *Links between Emotional Distress, Deviant Norms, and Adolescent Drug Use* (Current employment: Community mental health center staff member)*
- **Marta Gallego** (1995), *Cultural Identification and Self-Esteem in Migrant and Non-Migrant Mexican-American Youth* (Current employment: community mental health center staff member)*
- **Natalie Salvatore** (1996), *Treatment of General Anxiety: A Comparison of AMT and CT* (Current employment: Faculty member)*
- **James Arnette** (1997), *An Interactionist Theory of Mind and Body* (Current employment: Post-doc in medical center)

- Denise Dillard (1997), *Anger and Anger Expression as Related to DSM-IV Bulimic Symptomatology* (Current employment: Post-doc research staff on funded research on American Indian health and Mental health center staff member)
- Patricia Ellison-Potter (1997), *The Effects of Anonymity, Aggressive Stimuli, and Trait Anger on Aggressive Driving Behavior* (Current employment: Staff member at National Highway Safety Administration)**
- Cori Ramirez (1997), *Differences in Anger and Anger Expression among ADHD and Non-ADHD Adults* (Current employment: School psychologist)
- Diane Reiser (1997), *Denial, Drinking Behavior, and Emotional Symptomatology in Daughters of Alcoholics* (Current employment: Private practice)*
- Stacey Thacker (1997), *Family of Origin Functioning as it Relates to Adult Experience and Expression of Anger* (Current employment: Staff psychologist at state mental hospital)*
- Eric Dahlen (1998), *A Partial Component-Analysis of Beck's Cognitive Therapy for the Treatment of General Anger* (Current employment: Psychology intern in state mental hospital)*
- Maureen Huff (1998), *Attributions and Locus of Control as Related to Anger Levels and Anger Expression Styles* (Current employment: University faculty member)*
- Chad Morris (1998), *Styles of Anger Expression and Related Consequences* (Current employment: Post-doc in community mental health)*

*Center data or resources facilitated dissertation.

**Center data or resources facilitated dissertation, but dissertation was not chaired by Center faculty.

The Center seeks to support graduate students financially. It employs six to nine graduate research assistants a year, facilitating their research experience and funding of their graduate educations. The Center has secured supplemental Minority Research Fellowships for two graduate students as well. Additionally, three graduate students in Vocational Education are members of the Center staff with their income and thesis and dissertation projects stemming from their involvement in Center projects.

The Department of Psychology is a national leader in minority training and education at the graduate level, and the Center has been a principle factor in these endeavors. These efforts have been recognized in the Department receiving the CCHE Quality Incentive award, CSU Diversity award, and NIMH Minority Training Grants to train minority graduate students to provide service to ethnically and geographically underserved populations. Most recently, CCHE established a joint program of the Department's graduate program in counseling psychology and the Center as a Program of Excellence along with a five-year grant for a training focus on innovative approaches to interdisciplinary treatment, managed care, and new intervention environments.

VI. CURRENT AND FIVE YEAR FUNDING

Funding record and grants applied for but unfunded over the past five years are summarized in detail in Appendix I. Over the past five years, the Center has had 12 funded grants from NIDA, NIAAA, CDC, CSAP, and Southwest Regional Laboratories. In addition, eight supplements to these grants were funded, ranging from \$10,000-\$478,000 in total costs (direct plus indirect). Center current, pending, and five-year funding, pending funding are:

	Direct Cost	Indirect Cost	Total
Grants 1994-1998	\$12,320,264	\$4,688,742	\$17,009,006
Grants 1998 Only	\$1,581,610	\$794,056	\$2,375,665
Grants Pending (3-5 Years)	\$7,446,498	\$3,269,526	\$10,716,024

VII. PEER PROGRAMS

The three programs that closely match the Center's function and operation are those at the University of Kentucky, University of Southern California, and the University of Colorado Health Sciences Center.

(1) The UK program is one of the other NIDA prevention research center. Although its faculty and research staff are larger in size, they equivalent to the Center in professional/scientific stature. Their laboratory facilities and program of basic research are superior, but Center field trials and survey research are superior to theirs. While at one time they were a major source of national data on epidemiology, they currently do not make equivalent contributions in this area.

(2) USC program encompasses a large prevention field trial and involves four urban areas in the eastern U.S. Annual costs are approximately \$4,000,000. Results show that a massive, multi-faceted community and school intervention effort can lead to significant reductions in substance abuse. Subsequent research has begun to identify effective and ineffective prevention components. This field trial is much larger than Center prevention trials and has achieved national and international impact. Center prevention projects are much smaller in scope and funding. However, our Center has one of the few programs addressing prevention of inhalant abuse, a secondary prevention program for angry, alcohol-involved individuals, and other programs that combine media and other interventions tailored to the local community. These projects, therefore, makes a unique contributions to these areas. Moreover, the Center's community readiness model and the field trials of this model are receiving considerable national and international attention. The community readiness model also provides a better basis for ongoing local assessment and program development once external resources are removed.

(3) Dr. Manson's NIMH-funded program in Denver focuses upon mental health of American Indians. This program supplements and complements ours. They focus on the broader mental health problems of American Indians, whereas we specialize in problem behavior of youth. They have a higher proportion of senior level minority scientists than we do, and their overall research record is excellent. They have better contacts in Washington and a greater influence on policy. We engage in more tightly controlled and theoretically-driven research and may, therefore, have greater influence on science. Previously, they submitted a NIDA center proposal that competed with ours; ours was funded, and theirs was not.

VIII. CENTER ECONOMIC IMPACT AND EFFORTS AT TRANSFER OF TECHNOLOGY

The Center brings in \$2.4 million annually which supports the local and state economy, helping to support both professional and support staff who, in turn, purchase consumer goods and services. Additionally, Center grants support personnel in school districts in Fort Collins and Albuquerque, hiring personnel for the dropout projects.

Many communities served by the Center are marked by poor socio-economic conditions. The toll exacted by drug abuse, intimate partner violence, school dropout, and the like are high, both in economic and human terms. The Center's formal projects and numerous informal consulting activities attempt to address these concerns at the individual and community level, as well as having impact at the scientific/professional level. While a direct dollar value cannot be put on these efforts, many of the rural and minority communities report that they have used the information and assistance provided, designing programs which continue to address such problems. Additionally, our data on American Indian and Mexican American youth are routinely presented to state and national legislatures and have an influence on funding for programs across the country.

The Center continually attempts to transfer technology from its research to the field (see sample examples below).

- The community readiness model embodies transfer of technology. It is designed to help local communities assess and develop interventions in tune with the state of readiness for intervention in that community. It promotes the identification of community members and resources to continue mobilizing the community to make change. This model has been employed with drug use, intimate partner violence, health concerns such as AIDS, etc. in many minority and rural communities around the country. For example, one of the proposed

projects in the Center's NIDA proposal will employ this model with the state of Wyoming and thereby help rural communities across the state mobilize for continued drug programs. Moreover, the Center faculty have developed materials and initiated a series of workshops and training programs for groups across the country so that they will have the skills to implement this model with their target populations and problem behaviors.

- The Center's long history of epidemiological research has led to the development of a wide range of instruments to assess drug use, risk/protective factors, cultural identification, etc. These instruments are routinely sent to researchers and prevention workers in this country and around the world. Several of these have been translated to facilitate use in international contexts.
- Drug use and risk factor survey technologies have been developed in collaboration with a private firm which surveys over 500,000 children a year and provides reports specific to the local communities so that schools can develop programs for their community needs.
- The resource and treatment manuals for inhalant use are being widely distributed to promote increased awareness of prevention and appropriate treatment for inhalant abuse.
- Treatment manuals for general anger and driving anger reduction are sent to investigators and field staff around the country to assist them in the design of both scientific studies and intervention programs. Workshops on these methodologies have also been conducted for various state (e.g., Colorado, Ohio, Wisconsin, and Pennsylvania) and national (e.g., American Psychological Association) organizations.
- Center staff continue consultation to various constituencies (e.g., school systems, American Indian tribes, etc.) on program design (e.g., programs to reduce drug abuse on reservations or to reduce school drop out for Mexican American youth where dropout rates approach 50%).
- Studies on media intervention characteristics provide the base from which to assist schools and other groups in designing media interventions targeted to and effective in a local community.

IX. PROGRAM ORGANIZATIONAL STRUCTURE

Appendix III contains a detailed description of the administrative responsibilities of Center faculty and staff. The Center is a unit within the Psychology Department, which is in the College of Natural Science. The Department Chair, Dr. Chavez, who was until the summer of 1998 was the Co-PI and Associate Director of the Center, is administratively responsible for the fiscal management of the Center. He reports to and works with Dr. Raich, Dean of the College, in addressing issues such as financial and infrastructure support for the Center, integration of the Center with the Department and College, and future directions of the Center. Dr. Oetting is the PI and serves as the Scientific Director of the Center. He monitors the work of the Project Directors and actively works on every Center project, attempting to maximize the coordination of instrumentation, methodology, and designs across projects so that they may inform, cross-fertilize, and complement one another. Dr. Edwards is the interim Associate Director and the Co-PI for the competing renewal grant. She has considerable responsibility for both the internal and external management of the Center and dealing with fiscal and personnel matters. Each Project Director is responsible for the overall design of and the management of the day to day activities of his/her project. The Center also has two advisory boards (one internal and one external) that provide consultation and advice to the PI and Co-PI. These boards constantly monitor the broad aims and goals of the Center and assist in planning. While this describes the lines of authority within the Center, the actual organization of the Center is more collaborative than hierarchical. Center members regularly work with each other on the design and implementation of Center projects, in some cases involving the entire faculty. Thus, for the most part, these are not separate research projects, but are integrated programs that mutually support and enhance each other.

X. GOALS AND NEEDED RESOURCES FOR NEXT FOUR YEARS

The Center is a growing evolving organization and so too are its goals. Over the last several years its focus has broadened and diversified (e.g., rural populations, anger and intimate partner violence, and prevention trials). The

Center's seven current general scientific goals were outlined in Section I (refer back to that Section). The Center's biggest needs are to increase the physical and financial infrastructure to pursue those goals and objectives. Five of these needs are listed below:

(1) Stable, increased secretarial, computer, and accounting support: The Center has not had adequate secretarial, accounting, and computer support in the Center's Core. This is needed to enhance overall Center effectiveness, provide more efficient and effective production of research and scholarly works, to allow for improved long term fiscal planning, and to meet cost accounting standards related to the Center. **Estimated cost: \$105,000 per year [50% of bookkeeper = \$17,00, 20% of computer systems manager = \$13,000, 100% of office/grants manager = \$36,000, 100% of administrative assistant—receptionist (level 3) = \$18,000, and 100% of administrative assistant—secretary (level 3) = \$21,000]**

(2) Diversified support/Increased foundation involvement: The Center seeks to pursue new lines of research (e.g., application of community readiness model to other social problems, epidemiological and intervention research on driving anger, and public policy implications of Center research). However, the Center is funded by federal funds, which cannot be used to travel to foundations and other agencies or in the writing of new proposals. The Center will pursue possibility of diversification of resources by: (a) seeking resources for visitation with foundations and new agencies; (b) seeking resources for the writing of new proposals; (c) increasing appeals to private individuals and organizations via a half time development officer; and (d) increasing the time (2 years) of Roe Bubar, an American Indian attorney working with the Center on policy implications, who would develop proposals for foundations such as Robert Wood Johnson Foundation. **Estimated costs: \$65,000 per year for the first two years and \$50,000 for next two years [\$10,000 for (a), \$15,000 for (b), \$25,000 for (c), and \$15,000 for (d)]**

(3) Acquisition of facilities for training/implementing community readiness interviews: Recent grants have greatly increased use of the community readiness model. To accomplish the goals of these grants, phone interviews of key individuals must be conducted in a large number of communities around the nation. The interviewers do simultaneous transcriptions of the interviews, thus each station requires a high quality phone with headset and a PC. Researchers in other departments across campus have incorporated assessment of community readiness in their research and are looking to the Center to conduct the interviews, putting a heavy load on existing personnel and facilities. Additional proposals that employ this methodology are in preparation and more are anticipated in the future. Moreover, external requests to train other research and prevention groups are increasing. If adequate facilities are available, the Center will be able to secure training contracts. Although the Center will move to new facilities in spring 1999, facilities and equipment for community readiness interviews and training cannot be accommodated within that facility. The Center will pursue acquisition of facilities for this vital Center function through University channels. Equipment to support both the interviewing facility and the training function needs to be acquired. Equipment for the phone interview function would require approximately \$1500/station, and minimum of 10 stations are needed (\$15,000). Equipment for training workshops would include a setup of three laptops with remote control mice that could accommodate complex PowerPoint presentations (3 X \$4000/unit = \$12,000), overhead projectors to connect to the laptops (3 X \$7000/unit = \$21,000) that could be used simultaneously to provide illustrations of content areas to expedite the workshops. **Estimated costs: \$48,000 (one-time costs)**

(4) Improved laboratory facilities and capacity to pursue proposals on driving anger: Epidemiological, laboratory, and treatment studies on driving anger are areas the Center seeks to pursue. This area would be enhanced by: (a) supplemental turn signal, horn, and computer equipment for driving simulator (\$4000), (b) pilot project surveying 800 middle aged adults (\$1500); (c) travel costs to visit and recruit State (e.g., Division of Motor Vehicles) and agencies and foundations (e.g., National Highway Traffic Safety Board and American Automobile Association) (\$2500); and (d) support to develop proposals (\$8000). **Estimated costs: \$16,000**

(5) Increased collaboration/involvement with Cooperative Extension Service: As the Center continues its focus on communities and rural areas and on the transfer of technology to those areas, it will increase its collaboration with Cooperative Extension and develop joint projects related to the goals of these two units. **Estimated costs: \$10,000 per year**

APPENDIX I

Summary of Tri-Ethnic Center Grants (1994-1998)

FUNDED GRANTS

	Direct Costs	Indirect Costs	TOTAL COSTS:
Tri Ethnic Center for Prevention Research (NIH: NIDA)			
PI: Eugene R. Oetting			
9/1/94-8/31/95			
Year 5 Award	\$750,000	\$318,605	\$1,068,605
Supplement: Kathleen Kelly	\$86,385	\$38,757	\$125,142
Tri Ethnic Center for Prevention Research (NIH: NIDA)			
PI: Eugene R. Oetting			
5/5/96 - 4/30/99			
Total Grant Award	\$2,118,697	\$896,900	\$3,015,597
Supplement: Barbara Plested	\$17,240	\$7,759	\$24,999
Supplement: Deborah Jones-Saumty	\$34,524	\$15,536	\$50,060
Supplement: CASAE	\$34,483	\$15,517	\$50,000
Supplement: Minority Training	\$34,483	\$15,517	\$50,000
Drug Use Among Young Indians-Epidemiology & Prediction (NIH: NIDA)			
PI: Frederick Beauvais			
12/1/94 - 11/30/99			
Total Grant Award	\$1,765,062	\$783,249	\$2,548,311
Supplement: Minority GRA	\$47,394	\$17,863	\$65,257
Supplement: ORWH	\$34,482	\$15,517	\$49,999
Adolescent AOD Use Among Asian Groups (Southwest Regional Laboratories)			
PI: Frederick Beauvais, Co-PI: Eugene R. Oetting			
9/30/94 - 2/28/98			
Total Grant Award	\$135,454	\$60,954	\$196,408
Mexican-American Dropouts & Drug Use (NIH: NIDA)			
PI: Ernest L. Chavez, Co-PI: Randall C. Swaim			
6/1/93-6/30/98			
Total Grant Award	\$1,910,658	\$327,810	\$2,238,468
Mexican-American Dropouts & Drug Use (NIH: NIDA)			
PI: Ernest L. Chavez, Co-PI: Jerry L. Deffenbacher			
7/15/98-6/30/01			
Total Grant Award	\$914,903	\$224,767	\$1,139,670
Alcohol Use and Related Problems-Mexican American Youth (NIH: NIAAA)			
PI: Randall C. Swaim, Co-PI: Ernest L. Chavez			
8/1/95 - 6/30/99			
Total Grant Award	\$1,074,643	\$473,733	\$1,548,376

	Direct Costs	Indirect Costs	TOTAL COSTS:
Adolescent Drug Use in Rural America (NIH: NIDA)			
PI: Ruth W. Edwards, Co-PI: Pamela Jumper Thurman			
8/1/96 - 07/31/01			
Total Grant Award	\$1,354,077	\$493,444	\$1,847,521
Supplement: Matt Taylor	\$83,179	\$37,431	\$120,610
Supplement: HIV/AIDS	\$136,631	\$61,484	\$198,115
Supplement: WY-Meth	\$330,935	\$146,760	\$477,695
Supplement: Minority RA	\$6,992	\$3,146	\$10,138
Grants for Violence Related Injury Prevention Research (HHS: CDC)			
PI: Ruth W. Edwards, Co-PI: Pamela Jumper Thurman			
9/1/96 - 8/31/99			
Total Grant Award	\$479,014	\$210,155	\$689,169
Drug Use & Other Risky Behaviors Among Rural Youth Project #2 (HHS: CDC)			
PI: Ruth W. Edwards			
9/1/95 - 8/31/97			
Current Year Award	\$17,400	\$7,830	\$25,230
Teen Institute and Communication Campaign (HHS: CSAP)			
PI: Kathleen Kelly			
9/30/95-9/29/98			
Total Grant Award	\$477,535	\$155,869	\$633,404
TV Alcohol Ads, Sports & the Adolescent (HHS: NIAAA)			
PI: Michael Slater			
8/1/93-7/31/96			
Total Grant Award	\$189,902	\$131,967	\$321,869
Optimizing & Evaluating Alcohol Warnings (HHS: NIAAA)			
PI: Michael Slater			
8/1/95-7/31/99			
Total Grant Award	\$286,191	\$228,172	\$514,363
TOTALS-Funded Grants:	\$12,320,264	\$4,688,742	\$17,009,006

PENDING GRANTS

	Direct Costs	Indirect Costs	TOTAL COSTS:
Tri-Ethnic Center for Prevention Research (NIH: NIDA) PI: Eugene R. Oetting 5/1/99-4/30/04 Total Grant Award	\$4,457,847	\$1,938,847	\$6,396,694
Center for Substance Abuse Prevention (MACRO) PI: Frederick Beauvais 10/1/98-9/30/03 Total Grant Award	\$1,766,493	\$794,921	\$2,561,414
Social Networks & Childhood Risk Factors for Alcohol Use (NIH) PI: Randall C. Swaim, Co-PI: Frederick Beauvais 1/1/99-12/31/03 Total Grant Award	\$1,222,158	\$535,758	\$1,757,916
TOTALS-Pending Grants:	\$7,446,498	\$3,269,526	\$10,716,024

UNFUNDED GRANTS

	Direct Costs	Indirect Costs	TOTAL COSTS:
Brain Injury in Partner Abusive Men: A Rural/Urban Comparison (HHS: CDC) PI: Charleana M. Arellano, Co-PI: Pat Sample 9/1/97-8/31/00 Total Grant Award Requested	\$493,272	\$219,632	\$712,904
Hispanic Child Health: Social, Behavioral, and Cultural (NIH) PI: Charleana M. Arellano, Co-PI: Ernest Chavez 8/1/94-7/31/98 Total Grant Award Requested	\$433,787	\$192,504	\$626,291
Reducing Risk and Injury by Treatment of Driving Anger (CDC) PI: Jerry L. Deffenbacher, Co-PI: Eugene R. Oetting 9/1/96-8/31/98 Total Grant Award Requested	\$234,297	\$100,583	\$334,880
Anger Management to Prevent Alcohol Abuse Consequences (NIH: NIAAA) PI: Jerry L. Deffenbacher, Co-PI: Eugene R. Oetting 9/1/97-6/30/02 Total Grant Award Requested	\$946,412	\$410,009	\$1,356,421
Alcohol, Crime and Rural Youth (NIH: NIAAA) PI: Ruth W. Edwards 9/1/94-8/31/98 Total Grant Award Requested	\$554,482	\$247,717	\$802,199

	Direct Costs	Indirect Costs	TOTAL COSTS:
Alcohol Use & Related Problems Among Asian Youth (NIAAA: West Ed)			
PI: Randall C. Swaim, Co-PI: Eugene R. Oetting			
4/1/97-3/31/01			
Total Grant Award Requested	\$184,551	\$83,048	\$267,599
Reducing Substance Abuse Among American Indian Youth (CSAP)			
PI: Pamela Jumper Thurman, Co-PI: Frederick Beauvais			
9/30/94-9/28/99			
Total Grant Award Requested	\$1,120,082	\$318,677	\$1,438,759
Preventing Intimate Violence in Rural Native Communities (NIJ)			
PI: Pamela Jumper Thurman, Co-PI: Ruth W. Edwards			
9/1/96-8/31/99			
Total Grant Award Requested	\$542,097	\$241,243	\$783,340
Development of a Family Violence Severity Measure and a Model for Estimating Family Violence Rates in USAF Communities (USDA)			
PI: Pamela Jumper Thurman, Co-PI: Ruth W. Edwards			
7/1/97-6/30/98			
Total Grant Award Requested	\$124,971	\$0	\$124,971
TOTALS-Unfunded Grants:	\$4,633,951	\$1,813,413	\$6,447,364
GRAND TOTAL:			
Funded Grants	\$12,320,264	\$4,688,742	\$17,009,006
Pending Grants	\$7,446,498	\$3,269,526	\$10,716,024
Unfunded Grants	\$4,633,951	\$1,813,413	\$6,447,364
	\$24,400,713	\$9,771,681	\$34,172,394

APPENDIX II

Tri-Ethnic Center Publications (1994-1998)

1994:

Chavez, E. L., & Mora, J. (1994). Substance use patterns of Latinas. International Journal of the Addictions, 29, 1079-1204.

Chavez, E.L., Oetting, E.R., & Swaim, R.C. (1994). Dropout and delinquency: Mexican-American and White non-Hispanic youth. Journal of Clinical Child Psychology, 23(1), 47-55.

Deffenbacher, J. L. (1994). Anger reduction: Issues, assessment, and intervention strategies. In A. W. Siegman & T. W. Smith (Eds.), Anger, hostility, and the heart (pp. 239-269). Hillsdale, New Jersey: Erlbaum.

Deffenbacher, J. L., Oetting, E. R., & Lynch, R. S., (1994). Development of a driving anger scale. Psychological Reports, 74, 83-91.

Deffenbacher, J. L., Thwaites, G. A., Wallace, T. L., & Oetting, E. R. (1994). Social skill and cognitive relaxation approaches to general anger reduction. Journal of Counseling Psychology, 41, 386-396.

Edwards, R. W. (1994). Alcohol, tobacco and other drug use by youth in rural communities. In J. Blaser & K. Pantoja (Eds.), Perspectives on violence and substance use in rural America. Oakbrook, IL: N. Central Regional Education Laboratory.

Edwards, R. W. (1994). Links among violence, drug use and gang involvement. In J. Blaser & K. Pantoja (Eds.), Perspectives on violence and substance use in rural America. Oakbrook, IL: N. Central Regional Education Laboratory.

Leibsohn, M. T., Oetting, E. R., & Deffenbacher, J. L. (1994). Effects of trait anger on alcohol consumption and consequences. Journal of Child and Adolescent Substance Abuse, 3, 17-32.

Nemeth, J., Swaim, R. C., Katona, E., & Oetting, E. R. (1994). Substance use among Hungarian students. International Journal of the Addictions, 29(11), 1443-1467.

Slater, M., & Flora, J.A. (1994). Is health behavior consumer behavior? Health behavior determinants, audience segmentation, and designing health promotion campaigns. In E. Clark, D. Stewart, & T. Brock (Eds.) Advertising, attitude, and affect in response to advertising. Hillsdale, NJ: Lawrence A. Erlbaum.

Slater, M.D., Zimmerman, D.E., Halvorson, H., Kean, T., & Rost, J.D. (1994). Delivering health information to the disadvantaged: Assessing a hypertext approach. Hypermedia, 6(2), 67-86.

Watson, D. N., Bell, P. A., & Chavez, E. L. (1994). Conflict handling skills used by Mexican American and White non-Hispanic students in the educational system. The High School Journal, 78.

1995:

Arellano, C.M., & Markman, H.J. (1995). Managing Affect and Differences Scale (MADS): A Self-Report Measure Assessing Conflict Management in couples. Journal of Family Psychology, 9, 319 - 334.

Beauvais, F. (1995). Ethnic communities and research: Building a new alliance. In P. Langton (Ed.), The challenge of participatory research: Preventing alcohol-related problems in ethnic communities. Rockville, MD: Center for Substance Abuse Prevention (CSAP Cultural Competence Series #3). pp. 105-128.

Chavez, E. L., & Oetting, E. R. (1995). A critical incident model for considering issues in cross-cultural research. Failures in cultural sensitivity. The International Journal of the Addictions, 30(7), 863-874.

- Chipman, H., Kendall, P., Auld, G., Slater, M., & Keefe, T. (1995). Consumer reaction to a risk/benefit/options messages about agricultural chemicals in the food supply. Journal of Consumer Affairs, 29, 110-124.
- Deffenbacher, J. L. (1995). Cognitive-behavior therapy and ACT: A case of high anger. In D. W. Nance (Ed.), How therapists ACT (pp. 19-50). Washington, D.C.: Taylor & Francis.
- Deffenbacher, J. L. (1995). Ideal treatment package for adults with anger disorders. In H. Kassinove (Ed.), Anger disorders: Definition, diagnosis and treatment (pp. 151-172). Washington, DC: Taylor & Francis.
- Deffenbacher, J. L., Oetting, E. R., Huff, M. E., & Thwaites, G. A. (1995). Fifteen-month follow-up of social skills and cognitive-relaxation approaches to general anger reduction. Journal of Counseling Psychology, 42(3), 400-405.
- Eckhardt, C., & Deffenbacher, J. L. (1995). Diagnosis of anger disorders. In H. Kassinove (Ed.), Anger disorders: Definition, diagnosis and treatment (pp. 27-47). Washington, DC: Taylor & Francis.
- Edwards, R. W. & Oetting, E. R. (1995). Inhalant use in the U.S. In N. Kozel, Z. Sloboda, & M. De La Rosa (Eds.), Epidemiology of inhalant abuse: An international perspective. NIDA Research Monograph 148. Rockville, MD: National Institute on Drug Abuse.
- Edwards, R. W., Thurman, P. J., & Beauvais, F. (1995). Patterns of alcohol use among ethnic minority women. In M. Galanter (Ed.), Recent developments in alcoholism, Vol. 12. New York: Plenum Press.
- James, K., Chavez, E., Beauvais, F., Edwards, R., & Oetting, E. R. (1995). School achievement and dropout among Anglo and Indian females and males: A comparative examination. American Indian Culture and Research Journal, 19(3), 181-206.
- Kelly, K.J. (1995). Open mind policy: Teen focus groups are key to developing effective anti-AOD messages. Student Assistance Journal, March/April, 18-22.
- Kelly, K.J. (1995). Unselling drugs: The marketing of prevention. The International Journal of the Addictions, 30(8), 1043-1051.
- Kelly, K. J., Lupton, R. A., & Smith, G.L. (1995). College of business students' self-assessment of computer skills and perceived preparation for future jobs. The College Student Journal, 29(2), 134-144.
- Oetting, E. R. (1995). Drug use in a cash-free society. The International Journal of the Addictions, 30(5), 601-603.
- Oetting, E. R., Donnermeyer, J. F., Plested, B. A., Edwards, R. W., Kelly, K.J., & Beauvais, F. (1995). Assessing community readiness for prevention. The International Journal of the Addictions, 30(6), 659-684.
- Plested, B.A. & Jumper-Thurman, P. (1995). Failure in organization and planning: A case study of a treatment agency. International Journal of the Addictions, 30(6), 735-746.
- Skinner, E.R., & Slater, M.D. (1995). Family communication patterns, rebelliousness, and adolescent reactions to anti-drug PSAs. Journal of Drug Education, 25, 343-355.
- Slater, M.D. (1995). Choosing audience segmentation strategies and methods for health communication. In E. Maibach & R. Parrott, (Eds.), Designing health messages: Approaches from communication theory and public health practice (pp. 186-198). Newbury Park, CA: Sage.
- Slater, M.D. & Coughlin, K. (1995). Segmentation and channel analysis: Reaching the Colorado public. Denver, CO: Colorado Department of Wildlife, Human Dimensions Research Report No. 25.

- Slater, M.D., & Domenech, M.M. (1995) Alcohol warnings in TV beer advertisements. Journal of Studies on Alcohol, 56, 361-367.
- Swaim, R. C., Nemeth, J., & Oetting, E. R. (1995). Alcohol use and socialization characteristics among Hungarian adolescents: Path models. Drugs and Society, 8(3/4), 47-63.
- Thurman, P.J. (1995). Native American community alcohol prevention research. In P.A. Langton (Ed.), The Challenge of participatory research: Preventing alcohol-related problems in ethnic communities (CSAP Cultural Competence Series 3). Rockville, MD: Center for Substance Abuse Prevention. 245-258.
- Thurman, P.J., Swaim, R.C., & Plested, B.A. (1995). Intervention and treatment of ethnic minority substance abusers. In J. Aponte, R.Rivers, & J. Wohl (Eds.), Psychological Intervention and Treatment of Ethnic Minorities, (pp.215-233). Needham Heights, Massachusetts: Allyn & Bacon.
- Trimble, J. E. (1995). Ethnic minorities. In R. Coombs & D. Ziedonis (Eds.), Handbook on drug abuse prevention: A comprehensive strategy to prevent the abuse of alcohol and other drugs (pp. 379-410). Needham Heights, MA: Allyn & Bacon.
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1996:

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APPENDIX III

Tri-Ethnic Center Organizational Structure

(See Next Page)

