

Ron Wright, PhD/MD/PhD

Associate Professor (retired) of Psychiatry

Curriculum Vitae, January 2022

Chronology of Education

Virginia Polytechnic Institute, B.S., 1969.

University of Massachusetts, M.A., Mathematics and Statistics, 1971.

University of Massachusetts, Ph.D., Mathematics and Statistics, 1977

While a student at the University of Massachusetts I studied in Germany for a year at the Goethe Institute (learning German) and at the University of Cologne (studying psychological measurement theory under Johann Pfanzagl); this was not a degree program, 7/1972-7/1973

University of Pennsylvania, attended 1982-1993, with degrees per below

University of Pennsylvania, M.A., Psychology, 1983

Marriage Council of Philadelphia (now the Council for Relationships; affiliated during my training with the Department of Psychiatry, University of Pennsylvania), Training Program in Couples, Sex and Family Therapy, 1985-1988

University of Pennsylvania, Center for Cognitive Therapy, 1987-1990

University of Pennsylvania, M.D., 1992

University of Pennsylvania, Ph.D., Psychology, 1993

Indiana University Medical Center / Indianapolis, Department of Psychiatry, part-time psychiatry internship and residency (alternating with research postdoctoral program), 1992-1994

Indiana University / Bloomington, Program in Social Psychology, Department of Sociology, NIMH Postdoctoral Fellow (alternating with psychiatry internship/residency), 1992-1995

University of Arizona, Psychiatry Residency, 2001-2003

Dialectical Behavior Therapy (DBT) training with Lane Pederson, Las Vegas, May 2015.

Milton Erickson Foundation, Fundamentals and Intermediate training in Ericksonian Hypnosis, 2019

Chronology of Employment

University of Massachusetts / Amherst, Department of Mathematics and Statistics, Teaching Assistant/Associate, 4.5 years, 1969-1977

Mathematics tutor and math anxiety counselor, Amherst, MA, 1969-1977

Smith College, Department of Mathematics, Lecturer, 1977

Kansas State University, Department of Mathematics, Visiting Assistant Professor of Mathematics, 1978

University of Massachusetts, Department of Mathematics, Adjunct Visiting Assistant Professor of Mathematics (unpaid), 1978

Statistical and computer consultant, Philadelphia, 1982-1992

University of Pennsylvania, Department of Psychology, Teaching Assistant, 1985-1990

Research assistant to Joseph Wolpe, part-time, 1985-1989

Philadelphia College of Pharmacy & Science, Department of Social Science, part-time Lecturer, Fall 1987

Indiana University Medical Center / Indianapolis, Department of Psychiatry, part-time Resident Physician + Indiana University / Bloomington, Program in Social Psychology, Department of Sociology, NIMH Postdoctoral Fellow, 1992-1995

Madison State Hospital, Madison, Indiana, Staff Physician ("moonlighting"), part-time, 1994-1995

University of Arizona, Department of Communication, Assistant Professor, 1995-2001

University of Arizona, Department of Psychiatry, Resident Physician, 2001-2003

University of Arizona, Department of Psychiatry, Clinical Assistant Professor of Psychiatry, 2003-2004

University of Arizona, Department of Psychiatry, Acting Medical Director, Inpatient Psychiatry Unit, 12/2003-10/2004

University of Arizona Health Sciences Center, General Clinical Research Center, lead biostatistician, 2003-2006

University of Arizona, Department of Psychiatry
Assistant Professor of Clinical Psychiatry, 2004-2009
Associate Professor of Psychiatry 2009-2019
Director of Telemedicine in Psychiatry, 2004-2007
Department biostatistician 2004-2006
Director of Group Psychotherapy, 2006-2011

University of Arizona, College of Medicine, Discipline Director for Behavioral Sciences, Lecturer in Behavioral Science for Foundations, Nervous Systems, and Advanced Topics, 2008-2015

University of Arizona, Department of Psychology, Associate Professor (Courtesy Appointment), 2014-2015

University of Arizona, Department of Psychiatry, Retired Associate Professor, 2016-present
Banner Healthcare, staff physician, 2016-2019

Honors, Awards and Recognitions

National Science Foundation Summer Science Trainee, 1965

Pi Mu Epsilon, national mathematics honor fraternity, 1968

German Academic Exchange Service (Deutsche Akademische Austauschdienst; DAAD) Fellow via Fulbright Program, University of Cologne, Germany, 1972-1973

Dean's Fellow at the University of Pennsylvania, 1983

Emily Hartshorne Mudd Award, University of Pennsylvania, School of Medicine, for contribution to family medicine, 1988

Measey Scholar, University of Pennsylvania, School of Medicine, for scholarship in academic medicine, 1988

NIMH Postdoctoral Training Fellowship, Indiana University / Bloomington, Program in Social Psychology, Department of Sociology, 1992-1995

Wakonse Teaching Fellow, 1997

Elected to membership in the Division of Learning, Technology, and Assessment of the Arizona Research Laboratories, 1998

University of Arizona Travel Grant to attend International Quantum Structures Association conference in Vienna, Austria, 7/2002

Invited addresses (detailed below):

University of Alabama / Huntsville Family Practice Residency

Arizona Association for Marriage and Family Therapy

Southern Arizona Psychological Association

Society for Experimental Social Psychology

International Quantum Structures Association

Annual Psychopharmacology Review (x3)

Mental Health America of Arizona

Arizona Psychiatric Society, 2017 Howard E. Wulsin Excellence in Education (state-wide award)

Certifications and Licenses

Board Certified Psychiatrist (Diplomat, American Board of Psychiatry and Neurology), 2008-2018 (I opted to let this expire rather than go through recertification.)

Certificate in Cognitive Therapy from Center for Cognitive Therapy (Aaron Beck), Philadelphia, 1990

Clinical member of the American Association for Marriage and Family Therapy

Licensed physician in Arizona (license number 23758)
Licensed psychologist in Pennsylvania (license number PS-006187-L)

Service/Outreach — Details on Request

Memberships in National/International Professional Societies

American Association for Marriage and Family Therapy (clinical member)
American Psychological Association
American Psychological Society
Society for Personality and Social Psychology
Formerly: Association for Behavioral Science in Medical Education (now defunct)

Publications/Creative Activity

Publications — Journal Articles

Note: *Because these publications span several fields, I have occasionally added an explanation in [], particularly physics papers.*

1. **Wright R**; The structure of projection-valued states: A generalization of Wigner's Theorem; International Journal of Theoretical Physics; 1977;16:567-73 [*A preliminary version of the results in my dissertation.*]
2. Swift A, **Wright R**; Generalized Stern-Gerlach experiments and the observability of arbitrary spin operators; Journal of Mathematical Physics; 1980;21:77-82 [*Invalidates the claim that some theoretical measurements cannot be carried out in reality by providing a mathematical proof that all theoretical measurements on spin systems can be made in practice; order of authors alphabetical per physics custom.*]
3. Wolpe J, **Wright R**; The neglect of data-gathering instruments in behavior therapy practice; Journal of Behavior Therapy and Experimental Psychiatry; 1988;19:5-9 [*Shows that those who identify themselves as behaviorists, do not necessarily use the recommended behavioral data gathering tools.*]
4. **Wright R**; Generalized urn models; Foundations of Physics; 1990;20:881-903 [*Shows that the statistical model of drawing colored balls from an urn can be extended to model incompatible experiments and much of "quantum logic" can be modeled. Although this was done while I was a graduate student in psychology, it is based on my prior mathematics degree, so not "graduate student work"*]
5. Brainerd C, **Wright R**, Reyna V, Mojardin A; Conjoint recognition and phantom recollection; Journal of Experimental Psychology: Language, Memory and Cognition; 2001;27:307-27
6. Brainerd C, **Wright R**, Reyna V, Payne D; Dual-retrieval processes in free and associative recall; Journal of Memory and Language; 2002;46:120-52
7. Freeman M, Wosnitzer-Smith K, Freeman S, McElroy S, Kmetz G, **Wright R**, Keck P, Jr.; The impact of reproductive events on the course of bipolar disorder in women; Journal of Clinical Psychiatry; 2002;63:284-87
8. Brainerd C, Reyna V, **Wright R**, Mojardin A; Recollection rejection: False-memory editing in children and adults; Psychological Review; 2003;110:762-84
9. Brainerd C, Payne D, **Wright R**, Reyna V; Phantom recall; Journal of Memory and Language;

2003;48:445-67

10. Deatrack J, Dickey S, **Wright R**, Beidler S, Cameron M, Shimizu H, Mason K; Correlates of children's competence to make healthcare decisions; *Journal of Clinical Ethics*; 2003;14:152-63
11. Brainerd C, **Wright R**; Forward association, backward association, and the false-memory illusion; *Journal of Experimental Psychology: Language, Memory and Cognition*; 2005;31:554-67
12. **Wright R**; Statistical structures underlying quantum mechanics and social science; *International Journal of Theoretical Physics*; 2005;44:1067-86 [*Argues that incompatibility of experiments in psychology makes the statistics "even less classical" than quantum mechanics*]
13. Freeman M, **Wright R**, Watchman M, Wahl R, Sisk D, Fraleigh L, Weibrecht J; Postpartum depression assessments at well-baby visits: Screening feasibility, prevalence, and risk factors; *Journal of Women's Health*; 2005; 14(10):929-35
14. Quan S, **Wright R**, Baldwin C, Kaemingk K, Goodwin J, Kuo T, Kaszniak A, Boland L, Caccappolo E, Bootzin R; Obstructive sleep apnea-hypopnea and neurocognitive functioning in the Sleep Heart Health Study; *Sleep Medicine*; 2006;7:498-507
15. Isaacowitz D, Löckenhoff C, Lane R, **Wright R**, Sechrest L, Riedel R, Costa P; Age differences in recognition of emotion in lexical stimuli and facial expressions; *Psychology & Aging*; 2007;22(1):147-59
16. Ghuman JK, Aman M, Ghuman HS, Reichenbacher T, Gelenberg A, **Wright R**, Rice S, Fort C; Prospective, Naturalistic, Pilot Study of Open-Label Atomoxetine Treatment in Preschool Children with Attention-Deficit/Hyperactivity Disorder; *Journal of Child and Adolescent Psychopharmacology*; 2009;19(2):155-166.
17. Ghuman JK, Aman M, LeCavelier L, Riddle M, Gelenberg A, **Wright R**, Rice S, Ghuman HS, Fort C; Randomized, Placebo-Controlled, Crossover Study of Methylphenidate for Attention-Deficit/Hyperactivity Disorder Symptoms in Preschoolers with Developmental Disorders; *Journal of Child and Adolescent Psychopharmacology*; 2009;19(4):329-339.
18. Moreno F, Parkinson D, Palmer C, Castro WL, Misiaszek J, El Khoury A, Mathé AA, **Wright R**, Delgado PL; CSF neurochemicals during tryptophan depletion in individuals with remitted depression and healthy controls; *European Neuropsychopharmacology*; 2010;20(1):18-24.
19. **Wright R**, Riedel R, Sechrest L, Lane R, Smith R; Sex differences in emotion recognition ability: The mediating role of trait emotional awareness; *Motivation and Emotion*; 2019;42:149-160 [DOI 10.1007/s11031-017-9648-0]

Publications - Scholarly Book Chapters

1. **Wright R**; Spin manuals: Empirical logic talks quantum mechanics; pp 177-254; In A. R. Marlow (Ed), *Mathematical foundations of quantum theory*. New York, NY, US: Academic Press; 1978
2. **Wright R**; The state of the pentagon; pp 255-74; In A. R. Marlow (Ed), *Mathematical foundations of quantum theory* (pp.). New York, NY, US: Academic Press; 1978
3. **Wright R**; Self-certainty and self-esteem; pp 101-34; In *Extending Self-esteem Theory and Research: Sociological and Psychological Currents*; Cambridge University Press; New York, NY; 2001; Owens, TJ., Stryker, S, Goodman, N, eds.
4. **Wright R**; Self-Certainty and Its Cousins; pp 421-443; In *Handbook of the Uncertain Self*; Psychology Press; New York, NY; 2010.; Arkin, RM, Oleson, KC, Carroll, PJ, eds.

Publications - Essays and Book Reviews

1. **Wright R**; Review of B. F. Skinner's *Upon Further Reflection*; Journal of Behavior Therapy and Experimental Psychiatry, 1990; 21:289-91; INVITED REVIEW WITH PEER COMMENTARY
2. **Wright R**; That never really happened!; *The Humanist* 1994; 54:30-1
3. **Wright R**; How to think about brain research and daily clinical practice; Family Therapy Magazine, 2004; 3(4):8-11; INVITED LEAD ESSAY

Publications - Theses and Dissertations

1. **Wright R**; Projection valued-states; Ph.D. dissertation at the University of Massachusetts; 1977; Amherst, MA
2. **Wright R**; Intimate acquaintance via intentional effort vs. as a byproduct of shared activity; M.A. thesis at the University of Pennsylvania; 1983; Philadelphia, PA
3. **Wright R**; Self-esteem, self-certainty and desirable responding: Cognitive load does not always increase extremity; Ph.D. dissertation at the University of Pennsylvania; 1993; Philadelphia, PA

Web and Media — Web Sites Created and Maintained

I have created and maintain over the years numerous websites for specific groups (residents, medical students, patients, especially those in my DBT program), courses I teach, talks that I have, and general topics (CBT, group therapy). The sites vary in having original content versus content from or links to elsewhere, as well as whether they are plain (hand coded) HTML pages or involve programming (for password protection, usage tracking, presentation and scoring of scales, etc.) I created a website to collect and analyze psychiatry faculty opinions a decade ago about how we should interact with drug company representatives.

Starting in 1995 I began teaching communication students how to create web pages and had them "turn in" their term papers by posting them on their web sites.

Telemedicine Expertise

Starting in 2004 and continuing through 2007, I was the Director of Telemedicine in Psychiatry, and served patients at the Tuba City Indian Medical Center, providing medication management and psychotherapy, both individual and couples. I also gave a handful of continuing education presentations via telemedicine for providers associated with the Arizona Telemedicine Program.

From 2007 through 2018 I served as a monthly consultant to a psychologist working in a family practice clinic. The MD providers referred patients to him for therapy and he consulted with those providers in optimizing prescribing. Initially via the Arizona Telemedicine Program, and later using Vidyo provided by Banner Healthcare, we discussed case formulations and possible treatments.

Starting in 2015 and continuing through 2018 I worked for 2-3 months each summer from a telemedicine studio I built in our house in Maine. I saw my individual patients, ran DBT skills group, did classroom teaching with the psychiatry residents, and supervised the clinical work of psychiatry residents. Initially this was done using a Tandberg T150 lent to me by the Arizona Telemedicine Program, which allowed encrypted, HIPAA-compliant connections to telemedicine suites at the University of Arizona. In the summer of 2018 I used the Vidyo program provided by Banner Healthcare which allows HIPAA-compliant connections to any other computer. I was able to connect this to the digital whiteboard installed in my office so that instead of going to a telemedicine suite, an unfamiliar and often sterile place, my

patients were able to sit in my office where they had their in-person sessions and see me near where I would otherwise be.

Scholarly Presentations

1. **Wright R**, Flores MT; Web sites supporting traditional teaching; Lucent Technologies Group (which evolved into the Learning, Technologies, and Assessment Division of the Arizona Research Laboratories, 11/8/96, Tucson, AZ; INVITED
2. **Wright R**; Does social science contribute to medical practice?; University of Alabama / Huntsville, School of Medicine, Family Practice Residency Program, 6/97, Huntsville, AL; included talk and discussions with various faculty and residents; INVITED (by Dean Frederick Berg)
3. **Wright R**, Blasquez O, Omari M; Creative and critical inquiry; Arizona Wakonse Teaching Retreat, 5/30/98, Payson, AZ; INVITED
4. **Wright R**; Cognitive load in psychotherapy: Distraction and individual differences in presentational style; North American Society for Psychotherapy Research, 12/6/97, Tucson, AZ; INVITED
5. **Wright R**; Socratic method demonstration; University of Arizona Graduate Assistants in Teaching Orientation, 8/15/97, Tucson, AZ; INVITED
6. **Wright R**; Power dynamics in the classroom; University of Arizona Diversity Development Program, 8/18/97, Tucson, AZ; INVITED
7. **Wright R**; Face, dissonance and drug lunches: Communicative and cognitive mechanisms for drug company marketing; National Communication Association, 11/22/98, New York, NY
8. **Wright R**, Flores MT; Communication 300: A demonstration web site; ISL2000 conference on Technology Enabled Learning ("ISL2000₃"), 4/27/98, Tucson, AZ; INVITED, as part of panel on Practical Experiences and Lessons Learned
9. **Wright R**; Automaticity in relationships; Successful Relating '98, 3/18-21/98, Tucson, AZ; INVITED
10. Brainerd C, **Wright R**; A mathematical model of dual recall; Psychonomics Society, 11/18-21/99, Los Angeles, CA
11. **Wright R**; Ordinal analyses in the study of change; American Evaluation Association, 11/4-6/99, Orlando, FL
12. **Wright R**; Automatic processes and psychotherapy; Southern Arizona Psychological Association, 1/30/99, Tucson, AZ; INVITED; part of their "Back to School" (providing recent research findings to practicing psychologists)
13. Beidler SM, Dickey SB, **Wright R**, Deatrick JR; The influence of age and experience on children's competence to participate in health care decisions; American Society for Bioethics and Humanities, 10/26-28/2000, Salt Lake City, UT
14. Brainerd C, **Wright R**; Phantom recollection; Psychonomics Society, 11/16-19/2000, New Orleans, LA
15. **Wright R**; Power analysis overview: Conceptual foundations and possible extensions; American Evaluation Association Conference, Evaluation 2000, 11/1-4/2000, Honolulu, Hawaii . (Part of a panel on ways to increase statistical power and to extend power analysis to structural equations modeling.)
16. **Wright R**, Brainerd CJ; When meaning is paramount, false but meaning-capturing "memories" prevail; American Psychological Society, 6/14-17/2001 Toronto, Canada
17. **Wright R**; Zero to HTML in 30 minutes!; Microcomputers in Education, 3/13/2001, Tempe, AZ

18. Brainerd CJ, **Wright R**, Payne DG; Phantom recall; Psychonomic Society, 11/15-18/2001, Orlando, FL
19. Reyna VF, Brainerd CJ, **Wright R**, Mojardin AH; Recollection rejection; Psychonomic Society, 11/15-18/2001, Orlando, FL
20. Wosnitzer-Smith K, Freeman MP, Freeman SA, McElroy SL, Kmetz GF, **Wright R**, Keck PE, Jr.; The impact of reproductive events on the course of bipolar disorder in women; American College of Neuropsychopharmacology, 12/9/2001, Kona, HI; Poster
21. **Wright R**; The relevance of basic social science research to the practice of clinical psychiatry; Department of Psychiatry Grand Rounds, University of Arizona, 10/9/2002, Tucson, AZ; INVITED
22. Brainerd CJ, Reyna VF, Holliday RE, **Wright R**; Are young children susceptible to the DRM illusion?; Psychonomic Society, 11/21-24/2002, Kansas City, MO
23. **Wright R**, Brainerd CJ, Payne DG, Reyna VF; Normal people have vivid recollections of things that did not happen; American Psychiatric Association, 5/19/2003, San Francisco, CA; (Young Investigators' New Research)
24. **Wright R**; Statistical parallels between quantum mechanics and social science research; International Quantum Structures Association, 7/1-8/2002, Vienna, Austria; INVITED
25. **Wright R**; Working with couples in primary practice; Arizona Telemedicine Program, 12/9/2004, Tucson, AZ; INVITED
26. **Wright R**; Cognitive family therapy; Indian Association for Family Therapy, Lady Irwin College, 2/5/2006, New Delhi, India; INVITED
27. **Wright R**; Social cognition research and clinical practice; Arizona Association for Marriage and Family Therapy, Fall Conference, 10/28/2005, Tucson, AZ; INVITED
28. Ghuman JK, Cruz R, **Wright R**, Ghuman HS, Gelenberg A; Response to methylphenidate in symptoms of most concern to parents of preschool children with developmental disorders; American College of Neuropsychopharmacology, 12/10-15/2005, Waikoloa, HI
29. **Wright R**; Taking care of the patient with depression in primary care; Clinical Care Grand Rounds, Arizona Telemedicine Program, 11/7/2006, Tucson, AZ; INVITED
30. **Wright R**; Anxiety management for the generalist; Clinical Care Grand Rounds, Arizona Telemedicine Program, 12/5/2006, Tucson, AZ; INVITED
31. **Wright R**; Managing psychological factors in primary care medicine; Clinical Care Grand Rounds, Arizona Telemedicine Program, 1/16/2007, Tucson, AZ; INVITED
32. **Wright R**; Strategic Self-Certainty and Everyday Life; Self and Identity Preconference, Society for Experimental Social Psychology, 10/11/2007, Chicago, IL; INVITED
33. **Wright R**; Being mindful of mindfulness in therapy.... Which means what, exactly?; Psychiatry Grand Rounds, University of Arizona, 10/31/2007, Tucson, AZ
34. **Wright R**, Riedel, R, Sechrest, L, Lane, R; Sex differences and similarities in emotion recognition in a national stratified community sample; Society for Personality and Social Psychology, Albuquerque, NM, 2/9/2008; poster
35. **Wright R**; Ron's (Stolen from everywhere) rules for optimal relating: Practical tools for being with another person; Mental Health America of Arizona, 4/21/2008, Mesa, AZ; INVITED address; audience about 100, partly mental health providers, and partly recipients and their families
36. **Wright R**; Designing a science museum to increase mindfulness; Flandrau Science Center, University of Arizona, 10/14/2008, Tucson, AZ; INVITED
37. **Wright R**; An overview of dialectical behavior therapy in the treatment of borderline personality

- disorder; Annual Psychopharmacology Review, University of Arizona, Department of Psychiatry, 2/19/2009, Tucson, AZ; INVITED PLENARY SESSION
38. **Wright R**; An Overview of Dialectical Behavior Therapy with an emphasis on Distress Tolerance Skills; Annual Psychopharmacology Review, University of Arizona, Department of Psychiatry, 2/18/2010, Tucson, AZ; INVITED PLENARY SESSION
39. **Wright R**; An Overview of Dialectical Behavior Therapy with an emphasis on Emotion Regulation Skills; Annual Psychopharmacology Review, University of Arizona, Department of Psychiatry, 2/22/2011, Tucson, AZ; INVITED PLENARY SESSION
40. **Wright R**; When and how to apologize: Three year's experience trying to teach this to medical students; Annual meeting of the Association for Behavioral Science in Medical Education (ABSAME); October 2012; San Antonio, Texas

Teaching Accomplishments/Innovations

In recent years I have taught a course in the psychological science underlying the practice of psychiatry to the first and/or second year residents, covering a full range of psychological topics from sensation and perception, through development to learning, memory and social psychology. For this course I use an introductory psychology text and stress in class how this affects what happens in therapy: How patients are affected by these processes and how we as therapists are affected by these processes.

In recent years I have taught a course on Dialectical Behavior Therapy (DBT, the theoretical framework I use in much of my clinical work based on skills training) for first year psychiatry residents, focused on teaching them these skills for their own use (mindfulness, emotion regulation, interpersonal effectiveness, and distress tolerance), so that they know these skills to teach to patients, and for times when they are on call and get middle-of-the-night calls from distraught patients needing help.

In recent years I have run a DBT clinical group that has incorporated certain innovations — not the least of which is I perform all roles (group skills trainer and individual therapist to each of the members), rather than sharing them as would be preferred if we had a team of DBT-trained clinicians — and I use this group as a teaching laboratory for psychiatry residents and psychology interns.

I was an "early adopter" of web technologies in teaching, using a web site I developed starting in 1995, and including teaching HTML to communication students, leading them to post their term papers on their own web pages. One of my web sites (www.ic.arizona.edu/~comm300), developed with a former student, still got many hits and queries 11 years after I last taught the course (when the University changed the platform and removed the "unused" site). I have developed web sites for medical students and residents as part of specific courses and for general materials of interest, and for the public concerning group psychotherapy.

During my five years tenure as supervisor of the group psychotherapy training in our department I made a number of significant changes: I have revised the group psychotherapy training, starting the training two months before they begin running their groups (previously training had begun as/after they begin running their groups), adding a half hour each for the three groups to discuss the session with the resident leaders right after the group meeting (in addition to the weekly supervision with all leaders together), recording group sessions for processing in group supervision (and occasionally playback for the group if there were different memories of an event, and coming into the group for the last 10-15 minutes of the group to discuss the group process with the leaders with patients observing, a variation on the model described by Irvin Yalom in his text; this allows patients to better understand how we are thinking of their work/progress, and it gives residents practice speaking honestly but respectfully about patients in their presence.

As cognitive-behavioral therapy (CBT) supervisor I taught a how-to didactic session (1 hour weekly, in conjunction with Patricia Haynes) to provide the conceptual background needed to deliver useful CBT treatment. This evolved into a full-year, one-hour weekly didactic course in cognitive therapy using Judy Beck's *Cognitive Behavioral Therapy: Basics and Beyond* as a text, and covering basic CBT plus other therapy topics such as an introduction to Gestalt therapy, or guided imagery.

I have developed numerous handout for residents to use in their work from "translations" of diagnostic criteria into lay language (e.g., borderline or schizoid personality disorders), the use of sentence completions in therapy, loving kindness meditation (for therapists and patients), "crib sheets" on how to fill out a (CBT) thought record, a rhythmic movement to help get to sleep ("Elephant Swings"), Ron's Rules for How to Be a Good Relational Partner, etc.

I have been a strong advocate for a method of writing, Ira Progoff's Intensive Journal (not really a journal in the ordinary sense; see www.intensivejournal.org) that can augment therapeutic (and spiritual) growth, and I serve on its national Wellness Committee (a group of academics interested in encouraging evidence-based use of the writing program).

I have also been a strong advocate for the use of mindfulness in therapy, teaching about dialectical behavior therapy to residents, offering grand rounds on this topic, and I have given three talks on DBT at our department's Psychopharmacology Review (despite not being a psychopharmacology topic).

In the spring of 2018, the University of Arizona purchased for me a 65" digital whiteboard (SMART Board 6065 — <https://www.smarttech.com/products/education-displays/smart-board-6000>) with multiple pens in changeable colors, which I have used for displaying video/audio/image materials for patients and psychiatry residents, to draw and write on for patients (and have them do so), then save it to come back to in another session. It can also transcribe written words into typed documents to be saved, say, as a Word Document.

Teaching Experience

University of Massachusetts, Department of Mathematics and Statistics. Full responsibility for multiple mathematics and statistics courses, including advanced undergraduate theoretical statistics. Teaching Assistant, Teaching Associate, Adjunct Assistant Professor, variously from 1969 to 1978.

Smith College, Department of Mathematics: Lecturer, calculus, Fall 1977.

Kansas State University, Department of Mathematics: Visiting assistant professor, college algebra, business mathematics, quantum logic, Spring 1978.

Philadelphia College of Pharmacy and Science, Department of Social Sciences: Lecturer, Fall 1987, Introductory Psychology.

Franklin Institute (science museum): Robotics instructor for gifted children, 1987-1988.

University of Pennsylvania, Department of Psychiatry: Small group facilitator, Human Sexuality and Relationships (Psychiatry 100), three semesters 1986-1988.

Penn Partners, University of Pennsylvania (for inner-city secondary school students interested in science): Perception, 1989.

University of Pennsylvania, Department of Psychology: Teaching Assistant, 1985-1990. *Assistant in:* Introduction to Experimental Psychology (twice); Motivation. *Course instructor for:* Social Psychology, summer 1986; Human Development, summer 1987; Introductory Psychology, summer 1988, Personality Theory, spring 1989, Abnormal Psychology, summer 1989, Learning Theory, spring 1990.

Private instruction in mathematics and statistics/math anxiety counseling, statistical and computer consulting, 1969-1992.

Indiana University Medical Center, teaching medical students about psychiatry, 1994.

University of Arizona, Department of Communication, 1995-2001: Relational Communication (graduate and undergraduate), Communication and Conflict Management (graduate and undergraduate), Communication Theory (undergraduate), Interpersonal Communication (graduate), Social Cognition in Relationships (graduate), Research Methods and Statistics (graduate), website construction (across a variety of courses and contexts).

University of Arizona, Department of Psychiatry, Resident Physician, teaching statistics and research methodology to psychiatry residents and teaching medical students about psychiatry, 2001-2003.

University of Arizona, Department of Psychiatry, Clinical Assistant Professor and Acting Medical Director of Inpatient Psychiatry, clinical supervision of psychiatry residents in inpatient and outpatient settings (including teaching about cognitive therapy, family therapy, and team building), teaching statistics and research methodology to psychiatry residents and teaching medical students about psychiatry, in didactic and practicum settings, 2003-2004.

University of Arizona, Department of Psychiatry, Assistant Professor 2004-2008, Associate Professor 2008-2019. These teaching activities ran for several years during this timeframe, sometimes starting and stopping.

- Clinical supervision of psychiatry residents and psychology interns in an outpatient setting.
- Classroom teaching second-year psychiatry residents about the basic science of psychology that underlies psychiatric understanding and practice — a "Psychology 101" course using *Atkinson & Hilgard's Introduction to Psychology*.
- Classroom teaching of an 8-week introduction to dialectical behavior therapy (DBT) for second-year psychiatry residents.
- Classroom teaching of a once-weekly cognitive-behavior therapy (CBT) for the entire third year of residency training, connected to supervision of patient care using CBT.
- Family therapy, largely as parts of other courses and supervision.
- Classroom teaching of a 2-month group psychotherapy course, connected to group therapy supervision using video for the entire third year of residency training. This has been in recent years co-taught with Beth Bernstein, MD.
- Classroom teaching regarding statistics and research methodology to psychiatry residents, and child fellows. (I served as a time per above as statistical consultant to the faculty, which included considerable teaching.)
- Classroom teaching medical students about psychiatry (mood disorders and cognitive therapy — plus schizophrenia in the past) in a didactic setting during their 3rd-year clerkship
- Classroom teaching 1st year medical students about statistics, fall 2008.
- Classroom teaching in the Foundations block (working up to 3.5 hours per year) about the foundations of behavioral science.
- Classroom teaching in the Advanced Topics block (1.5 hours per year) about how behavioral science can provide practical advice for success in clerkships, including teaching about the DBT request strategy of DEAR MAN GIVE FAST and teaching them how to give a good apology.
- Classroom teaching in the Nervous System block covering aspects of anxiety, mood disorders, sleep disorders, drug seeking behaviors, and an introduction to psychotherapy, especially CBT.

Details of Computer Experience

Computer languages: APL, 8086 assembler, BASIC, C, C-shell (unix), DOS, HTML, perl, Systat, SAS, WordPerfect Macro Language.

Systat, SAS and SPSS: I have used these packages extensively to do statistical analysis of psychological data both in my own research and as a consultant.

Web programming including: Creation of course websites (still getting hits and generating praise and queries years after the courses ended); creation and management of multiple listservs; questionnaire and free-text data collection; teaching via interactive web scripting (perl/cgi) 1995-present.

Unix C-Shell: Wrote an implementation of a confidential mail and bulletin board posting within a single account using C-Shell scripts, plus other utility and streamlining programs. This included designing the user interface that students used to send email and post to the bulletin board.

WordPerfect Macros: Have written many (!) macros, mostly in WordPerfect for DOS, to perform tasks such as converting information from online searches to bibliographic format, drilling music theory and neuroanatomy, doing sentence completions (a therapy exercise), converting documents to HTML format and setting up a multiple choice test.

"Computer TA" for University of Pennsylvania Psychology Department, 1987-1988: Maintained the public microcomputers used for data analysis, telecommunications and graphics; taught people how to use them and provided written and online documentation. For this work I developed complete installations of batch files for a menuing system, help files, and log system for tracking usage, as well as protective batch files which kept users from inadvertently changing system parameters or reformatting the hard disk.

APL (A Programming Language): Extensive programming experience, including writing programs for solving mathematical problems arising in business and manipulation of logical matrices found in statistics and quantum mechanics, as well as teaching APL programming techniques. I have written several programs to run psychological experiments and/or analyze their results, and I have written a complete bibliographic database to track citations (which now contains over 9000 references).

C: The program which administers the experiment and collects data for my dissertation is written in Turbo C.

FORTRAN: I have taken a course in FORTRAN programming in which it was used to solve simple mathematical problems. While teaching a course to business students I used and revised FORTRAN programs for such applications as Markov chains and linear programming.

BASIC: I assisted in a course in which BASIC was used to teach the elements of computer programming. Have converted several extensive BASIC programs into APL or C.

HP41 Assembler: I have substantial experience programming the HP41CV for algebraic and statistical work. Some MS-DOS assembler work.

DOS batch files: Numerous help systems and utilities.