

Suzanne T. Gurland

Middlebury College
Bicentennial Way
Middlebury, VT 05753
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Home: 802-388-2908

Education

Ph.D. Clark University, Clinical Psychology
2004

Dissertation: Adult Styles of Interaction and Children's
Impression-Formation:

Implications for Clinical Rapport
Advisor: Wendy S. Grolnick, Ph.D.

M.A. Clark University, Clinical Psychology

1999

Thesis: Toward a New Model of Rapport with
Children

Advisor: Wendy S. Grolnick, Ph.D.

B.A. University of Chicago, Sociology

1991

Thesis: Tact in Pre-School Boys and Girls: Empirical
Data and Methodology

Advisor: Gerald Suttles, Ph.D.

Honors

- Distinguished Hiatt Teaching Fellow, '01-02
- Clara Mayo Scholar, '99-00
- Departmental Honors in Sociology, '90-91
- College Honors, '90-91
- Howell Murray Alumni Association Award, '90-91
- Maroon Key Society, '89-91
- Dean's List, '87-91

Employment

Assistant Professor of Psychology
2004 –

Middlebury College
Middlebury, VT

Courses taught: Psychological Disorders, Child Development, Psychological
Statistics, Human Motivation, Psychology of Self-Presentation, Motivation in Social
Context

Research

NIMH-Funded Research Fellow
2001 – 2003

Experience

Clark University, Worcester, MA

Research/Intervention Specialist

2002 – 2003
Center for Alcohol and Addiction Studies
Brown University, Providence, RI
Principal Investigator: Peter Monti, Ph.D.; Project Director: Nancy Barnett, Ph.D.

Project Evaluator
1999 – 2001
Worcester Polytechnic Institute, Worcester, MA
Principal Investigator: Judy Miller, Ph.D.

Research Assistant
Fall, 1999
Child and Family Study Center
Clark University, Worcester, MA
Principal Investigator: James P. McHale, Ph.D.

Research Assistant
1997 – 1999
Child and Family Study Center
Clark University, Worcester, MA
Principal Investigator: Wendy S. Grolnick, Ph.D.

Research Assistant
1995 – 1997
Child Study Center
Yale University, New Haven, CT
Principal Investigators: Sara S. Sparrow, Ph.D., Steven Marans, Ph.D.

**Clinical
Experience**

Clinical Psychology Intern
2003 – 2004
Hamilton Center, Inc.
Terre Haute, IN
Supervisor: Jody Horstman, Ph.D., HSPP

Clinical Psychology Extern
2000 – 2001
Domestic Violence Intervention Team
Worcester Youth Guidance Center, Worcester, MA
Clinical Supervisor: Susan Tritell, Psy.D.

Psychology Trainee
Family Therapy Practicum
1999 – 2000
Worcester Youth Guidance Center, Worcester, MA
Clinical Supervisor: Stuart Fisher, Ph.D.

Play Therapy Trainee
1999 – 2000
Department of Pediatrics, Outpatient Clinic
University of Massachusetts Medical Center, Worcester, MA
Clinical Supervisor: Robert A. Ciotton, Ph.D.

Adult Psychotherapy Trainee
1998 – 1999
Department of Psychology, Clark University
Worcester, Massachusetts

Clinical Supervisor: James P. McHale, Ph.D.

Child Assessment Trainee

1998 – 1999

Hahnemann Family Health Center

Worcester, Massachusetts

Clinical Supervisor: Robert A. Ciottonone, Ph.D.

Other

Computer Systems Consultant

1991 – 1995

Employment

Andersen Consulting (now called Accenture), Hartford, CT

Supervisors: Bill Bloom, Martha Strong

**Professional
Affiliations**

- Society for Research in Child Development
- American Psychological Association
- American Psychological Society
- American Educational Research Association

Funding

- Spencer Foundation

\$39,824

2007-09

History

“Child Expectancy Effects in the Child-Teacher Relationship”

- NIMH #F31MH012514-02

\$68,638

2001-03

“Toward a New Model of Rapport with Children”

- Hiatt Research Fellowship

\$1,000

2000

“Determinants of the Quality of Child/Adult Interactions”

- Hiatt Research Fellowship

\$1,000

1999

“Identifying Children’s Stereotypes of Adults”

- Hiatt Research Fellowship

\$1,000

1998

“Developing a Measure of Rapport”

Publications

Gurland, S. T. & *Evangelista, J. (In preparation). Teacher-student relationship quality as a function of expected autonomy support: A longitudinal study.

Gurland, S. T. & *Murphy, F. (In preparation). Perceiving others as autonomously motivated: Effects on social interaction.

Gurland, S. T. & *Glowacky, T. (Under review). Children’s lay theories of motivation.

*Wiechman, B. M. & Gurland, S. T. (2009). What happens during the free-choice

period? Evidence of a polarizing effect of extrinsic rewards on intrinsic motivation. *Journal of Research in Personality*, 43, 716-719.

*Lam, C. F. & Gurland, S. T. (2008). Self-determined work motivation predicts job outcomes, but what predicts self-determined work motivation? *Journal of Research in Personality*, 42, 1109-1115.

Gurland, S. T. & Grolnick, W. S. (2008). Building rapport with children: Effects of adults' expected, actual, and perceived behavior. *Journal of Social and Clinical Psychology*, 27, 226-253.

*King, L. & Gurland, S. T. (2007). Creativity and experience of a creative task: Person and environment effects. *Journal of Research in Personality*, 41, 1252-1259.

Gurland, S. T. & Grolnick, W. S. (2005). Perceived threat, controlling parenting, and children's achievement orientations. *Motivation and Emotion*, 29, 103-121.

Gurland, S. T. & Grolnick, W. S. (2003). Children's expectancies and perceptions of adults: Effects on rapport. *Child Development*, 74, 1212-1224.

Demetry, C., Gurland, S. T., & Kildahl, N. (2002). Building bridges to material properties in general chemistry laboratories: A model for integration across disciplines. *Journal of Engineering Education*, 91, 379-386.

Heinricher, A. C., J. Goulet, J. E. Miller, C. Demetry, S. W. Pierson, S. Gurland, V. Crawford, P. Quinn, and M. J. Pinet. 2002. Building interdisciplinary bridges between math, science, and engineering courses. *The Journal for the Art of Teaching IX*, 1, 56-72.

Pierson, S. W., Gurland, S. T., & Crawford, V. (2002). Improving the effectiveness of introductory physics service courses: Bridging to engineering courses. *Journal of Engineering Education*, 91, 387-392.

Grolnick, W. S., Gurland, S. T., DeCoursey, W., & Jacob, K. (2002). Antecedents and consequences of mothers' autonomy support: An experimental investigation. *Developmental Psychology*, 38, 143-155.

Grolnick, W. S., Gurland, S. T., Jacob, K., & DeCoursey, W. (2002). The development of self-determination in middle childhood and adolescence. In A. Wigfield (Ed.), *The Development of Achievement Motivation* (pp. 147-172). San Diego: Academic Press.

Grolnick, W. S. & Gurland, S. T. (2001). Mothering: Retrospect and prospect. In J. P. McHale & W. S. Grolnick (Eds.), *Retrospect and Prospect in the Psychological Study of Families* (pp. 5-33). Mahwah, NJ: Erlbaum.

Carpenter, K. M. & Gurland, S. T. (2000). Talking to family and friends about graduate school and research in psychology. *Newsletter of the American Psychological Association of Graduate Students*, 12, 13.

Grolnick, W. S., Kurowski, C. O., & Gurland, S. T. (1999). Family processes and the development of children's self-regulation. *Educational Psychologist*, 34, 3-14.

Gurland, S. T. & Carpenter, K. M. (1999). Interpersonal dynamics in the graduate

student - faculty advisor relationship. *Newsletter of the American Psychological Association of Graduate Students*, 11, 21-22.

Sparrow, S. S. & Gurland, S. T. (1998). Assessment of gifted children with the WISC-III. In A. Prifitera & D. H. Saklofske (Eds.), *WISC-III clinical use and interpretation: Scientist-practitioner perspectives* (pp. 59-72). San Diego: Academic Press.

Presentations

Gurland, S. T. (2009, April). *Child-teacher relationship quality is colored by children's expectancies*. Poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Gurland, S. T. & *Evangelista, J. (2009, April). *Teacher-student relationship quality over time: A social-cognitive perspective*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Denver, CO.

Friendly, R. W., Grolnick, W. S., & Gurland, S. T. (2008, June). *The role of expectations in children's experience of novel events*. Symposium presented at the annual meeting of the Jean Piaget Society, Québec City, Canada.

*Lam, C. F., & Gurland, S. T. (2008, April). *Causality orientations and basic need satisfaction as predictors of self-determination*. Poster presented at the 23rd annual meeting of the Society of Industrial and Organizational Psychology, San Francisco, CA.

*Evangelista, J. & Gurland, S. T. (2008, March). *An evaluation of teacher-student relationships in the context of the No Child Left Behind Act*. Poster presented at the annual meeting of the Eastern Psychological Association, Boston, MA.

*Groetzing, K. & Gurland, S. T. (2008, March). *Do behaviorally disruptive students have lower expectations of their teachers?* Poster presented at the annual meeting of the Eastern Psychological Association, Boston, MA.

*Lau, C. & Gurland, S. T. (2008, March). *Teacher-student agreement on relationship quality: Advantages of autonomy supportive teaching*. Poster presented at the annual meeting of the Eastern Psychological Association, Boston, MA.

Friendly, R. W., Grolnick, W. S., & Gurland, S. T. (2007, August). *Role of expectations in children's experience of novel events*. Poster presented at the annual convention of the American Psychological Association, San Francisco, CA.

Gurland, S. T. (2007, May). *Children's lay theories of motivation: Implications for the classroom..* Paper presented at the Third International Conference on Self-determination Theory, Toronto, Ontario.

Gurland, S. T. (2007, April). *Children's lay theories of motivation*. Symposium presented at the biennial meeting of the Society for Research in Child Development, Boston, Massachusetts.

Gurland, S. T. & Grolnick, W. S. (2007, April). *Child-adult rapport: Do children believe what they see or see what they believe?* Symposium presented at the biennial meeting of the Society for Research in Child Development, Boston, Massachusetts.

*Evangelista, J. & Gurland, S. T. (2006, October). *Priming effects and chronic motivational styles*. Poster presented at the annual meeting of the New England Psychological Association, Manchester, NH.

*Murphy, F. & Gurland, S. T. (2006, October). *Consequences of gender differences in motivational orientations*. Poster presented at the annual meeting of the New England Psychological Association, Manchester, NH.

*Weiser, J. J. & Gurland, S. T. (2006, March). *Nonverbal behavior and rapport*. Poster presented at the Annual Meeting of the Eastern Psychological Association, Baltimore, MD.

Gurland, S. T. & *Glowacky, V. (2006, January). *Transmission of motivational orientations: "Do children inherit our motivational styles?" and "Cycles of motivationally-relevant labeling and expectancies."* Full-day in-service workshop presented at Bristol Elementary School, Bristol, VT.

Gurland, S. T. (2005, October). *Detecting malingering: A classroom demonstration*. Poster presented at the annual meeting of the New England Conference on the Teaching of Psychology, New Haven, Connecticut.

Gurland, S. T. (2005, August). *Interacting with children: What works with which kids?* Half-day in-service workshop presented at Bristol Elementary School, Bristol, VT.

Gurland, S. T. & *Bowman, M. R. (2005, August). *Patterns of motivation over time*. Poster presented at the Annual Convention of the American Psychological Association, Washington, DC.

Gurland, S. T. (2005, April). *Proximal and distal determinants of children's perceptions of their interactions with adults*. Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, Georgia.

Gurland, S. T. (2003, April). *Enhancing children's experience of adults*. Poster presented at the biennial meeting of the Society for Research in Child Development, Tampa, Florida.

Demetry, C., Kildahl, N., & Gurland, S. (2001, June). *Creating bridges to material properties in general chemistry laboratories*. Presented at the Annual Conference of the American Society for Engineering Education, Albuquerque, New Mexico.

Gurland, S. T. (2001, April). *Children's stereotypes of adults*. Poster presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, Minnesota.

Gurland, S. T. & Grolnick, W. S. (2000, August). *Adult styles of interaction and children's creativity*. Poster presented at the Annual Convention of the American Psychological Association, Washington, DC.

McConnell, M. C., Gurland, S., Lauretti, A., Zaslavsky, I., & McHale, J. P. (2000, July). *Context-related shifts in coparenting behavior during infancy*. Poster presented at the biennial meeting of the International Society for Infant Studies, Brighton, England.

Gurland, S. T. (2000, February). *Effective rapport-building with children: A review of research findings*. Presented at Integration → Innovation, February 4, 2000, Worcester, Massachusetts.

Fish, K., Gershenson, I., DeCoursey, W., Berkman, J., McConnell, M., & Gurland, S. (2000, July). *Infant Temperament and Family Group Interaction at One Year*. Poster

presented at the biennial meetings of the International Society for Infant Studies, Brighton, England.

Ciottone, R. A., Gurland, S. T., Iselin, M. G., & Olsen, N. (1999). Overview of Child Assessment. Presented to third-year psychiatry fellows at University of Massachusetts Medical School.

Grolnick, W. S. & Gurland, S. T. (1999, April). *Women and mothering: Retrospect and prospect*. Presented at Interiors: Retrospect and prospect in the psychological study of the family, April 9-11, 1999, Worcester, Massachusetts.

Gurland, S. T. (1999, April). *A developmental perspective on adult-child rapport: The role of expectations and autonomy support*. Poster presented at the Society for Research in Child Development Biennial Meeting, Albuquerque, New Mexico.

*Indicates Middlebury student co-author.