

**DIANNA NEWBERN-MCFARLAND, PH.D.**  
**Curriculum Vita**

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### **Current Position**

I am an Associate Professor of Professional Practice in the Psychology Department of Texas Christian University. I have been at TCU since 1994 and from 2005 to the present, serve as the Faculty Advisor and Coordinator for the Psychology of Leadership Program, which is a 21-hour academic minor. I both teach and advise students.

### **Education**

- Ph.D.      General Experimental Psychology with an emphasis in Applied Psychology  
Texas Christian University, 1996  
Dissertation: "Cooperative Learning: A Closer Look at Interaction Scripts"  
Advisor: Professor Donald F. Dansereau
- M.S.      General Experimental Psychology with an emphasis in Applied Psychology  
Texas Christian University, 1992  
Thesis: "Structure Building with Descriptive Information"  
Advisor: Professor Donald F. Dansereau
- B.S.      General Psychology; Phillips University, Enid, Oklahoma, 1985

### **Professional Affiliations**

Association of Leadership Educators

### **Recent Committees**

Association of Leadership Educators, National Convention Planning Committee (2013-14)  
TCU Faculty Appeal Policy Facilitator (2010-2015)  
TCU Faculty Senate: Chair of Faculty Relations Committee (2013-14)  
TCU Faculty Senate Senator (2006 to current)  
TCU University Compensation Advisory Committee Co-Chair (2012)  
TCU Faculty Senate Chair (2010-2011)  
TCU Student Alcohol and Drug Task Force  
TCU Ad Hoc Tenure and Promotions Committee (2010-2011)  
TCU Honors College Faculty Advisory Committee (2010-2013)

### **Employment History**

#### **Associate Professor of Professional Practice and Faculty Advisor, Leadership Minor**

Department of Psychology, Texas Christian University Fort Worth, TX 2006 - present.

- Coordinate and advise students who are part of our academic minor in ethical leadership.
- Design, develop and teach university courses in a private liberal arts institution.
- Courses: Leadership, Organizational Behavior, Psychology of Women and Men, Internship.

## **Consultant**

Self Management Systems Consulting Practice; Fort Worth TX 2000 – present

- Custom training program design and delivery, leadership and communication coaching.
- Needs assessment, survey development, program evaluation and follow up reports.
- Served as a leadership coach at the Center for Professional Communication, M.J. Neeley School of Business for the Full-time and Professional MBA program students.

## **Marketing Research and Training Staff Manager (individual contributor)**

GTE/Verizon Corporation, National Marketing, 700 Hidden Ridge, Irving, TX 1998-1999

- Internal consultant for national marketing of network services in telecommunications.
- Curriculum development and training implementation on intranet website - data reporting.
- Quantitative analysis/reporting; value add recommendations; formal presentation.

## **Training and Implementation Specialist, Associate Research Scientist**

Institute of Behavioral Research, Texas Christian University, Ft. Worth, TX 1995-1998

- Team participant: design, implement and evaluate behavior change programs.
- Develop curriculum and materials for emotional competency skills training.
- Lead group sessions for adult population; train counselors in group implementation.
- Statistical analysis and interpretation of data and outcome measures.
- Write manuscripts for publication, and present findings at scientific meetings.

## **Business & Social Sciences Adjunct Faculty**

Business-Social Sciences Division, Tarrant County College, Ft. Worth, TX; 1993-1998. Department of Psychology, Texas Christian University Fort Worth, TX 1995-1998.

- University and college teaching on a part time basis; class sizes range 15-100 students.
- Classes taught: Organizational psychology, human relations, general psychology.

## **Workteams Research Assistant**

Institute of Research on Workteams, University of North Texas, Denton, TX; 1994-1995

- Workteam leadership grant: research and proposal writing.
- National Science Foundation awarded the grant as part of the Human Capital Initiative.

## **Director of Sales and Marketing**

Trinity Terrace Retirement Community, 1600 Pennsylvania, Ft. Worth, TX; 1989-1990

- Departmental director of a senior adult retirement living community.
- Participated in the design and implementation of a new marketing and advertising plan.
- Responsible as the main venue for generating revenues through sales of LifePlans; increased sales by 450 percent during first year. Public speaking, PR activities (included T.V.).

## **Teaching Experience**

Each semester I typically teach four courses in the Psychology Department at TCU:

PSYC 20333 Basic Leadership Theory and Skills  
PSYC 40233 Advanced Leadership Theory and Skills  
PSYC 30373 Organizational Psychology  
PSYC 40473 Psychology of Women and Men  
PSYC 40260 Introduction to Fieldwork in Psychology  
PSYC 40290 Advanced Fieldwork in Psychology

On occasion in the M.J. Neeley School of Business at TCU:  
MANA 30303 Entrepreneurial Leadership

## **Professional & Teaching Goals**

My main professional objective is leadership development. Related goals include:

- Increase knowledge and skill regarding leadership, ethics/principles, organizational behavior, gender and sex differences (especially differences that impact workplace relationships), conflict resolution, and change management.
- Assist individuals to achieve personal and professional potentials through the use of cognitive tools to support change and growth goals.
- Increase awareness of personal strengths and explore ways to optimize those strengths especially as related to personal leadership development.
- To increase skills in critical thinking, moral reasoning, and leadership behavior through experiential learning opportunities.
- Promote lifelong learning, principle-based leadership, increased emotional competence, and more effective interpersonal communication.

## **Experience & Interests**

TCU Teaching. Since 1999, my position at TCU has been in full-time teaching although I do have a few research publications beyond that year (see below). I am associated with the Center of Applied Psychology in the Department of Psychology and the Faculty Advisor of the Psychology of Leadership Program (a 21-hour academic minor). I was the lead collaborator in the development of this minor which launched in the Fall, 2005. I also teach several of the “minor” courses. The theoretical foundation of this program is Authentic Leadership. Students learn about and begin to apply elements of the model to their current, college lives in the initial, Basic Leadership Theory and Skills course. The final course (although not a lock-step program) is an internship class in which students apply what they have learned of authentic leading, both personally and in class, to real-world situations. Between these two courses, students learn and acquire skill in areas such as communication, managing self, managing others, group and organizational behavior, motivation, stress management, and ethics (i.e., ethical climates, ethical leadership).

Outside of TCU, Research Experience. I worked as an internal consultant in telecommunications marketing research focused on developing a training curriculum for an internal website tool. Also, I briefly collaborated on a 1995 work-teams leadership research project with the Institute for Research on Workteams, University of North Texas (see employment history). This was an interdisciplinary project that spanned business, psychology, anthropology, and computer science. It was funded by the National Science Foundation and was titled, The Role of Teams and Team Leadership in Improvement of Quality, 1995.

TCU Research. I have been involved in empirical research that examined the effects of practical, hands-on techniques for change and change management. The statistically significant differences found in favor of these strategies has led me to implement these techniques in the classroom to help promote the development of leadership skills. Descriptions are below.

Node-link mapping. Maps are a type of cognitive map or mental model that is created with paper and pencil, on a whiteboard, etc., and used to explore a problem space, to brainstorm, or to organize and manage knowledge of a domain. Maps are also used as communication aids to visually convey ideas, actions or information (e.g., to build shared mental models of work). In learning environments, completing a “guide-map” (i.e., maps that have been partially completed) are used to help students explore concepts, set goals, and outline action to complete those goals. Studying maps that have been created by an expert of a domain generally improves the amount and accuracy of information that is acquired compared to studying the same information in standard text format. The learning time is often reduced

because of the visual-spatial nature of maps. Generating “free-maps” during meetings or interactions can enhance outcomes by providing concrete pictures of steps or events (e.g., “seeing” cause - effect relationships between events that could or have occurred).

The positive outcomes of node-link mapping have been well demonstrated in both laboratory and applied settings. Results have shown benefits such as improved cognitive performance, increased participation in group interactions, greater problem understanding, enhanced motivation and greater self-efficacy. Increased benefits also have been found for certain populations such as persons with attention-related problems and individuals who are in multicultural settings.

Teamwork, interaction scripting, and emotional competence. We have shown that providing interaction roles or scripts can serve as scaffolds to guide discussion, enhance group communication and result in improved group and individual performance. Therefore, scripts seem to be a good strategy to build competence. One idea is that using scripts objectify or provide an acceptable rationale for “acting differently”, thus individuals are often more willing to experiment with novel approaches for communicating and performing. Findings indicate that practice with scripts increases performance and behavioral related skills.

## Publications

- Patterson, M.E., Dansereau, D.F., & Newbern, D. (1992a). Effects of communication aids and strategies on cooperative teaching. *Journal of Educational Psychology* 84(4), 453-461.
- Newbern, D. & Dansereau, D. F. (1995). Knowledge maps for knowledge management. In Karl Wiig (Ed.), *Knowledge management methods* (pp. 140-160). Arlington, TX: Schema Press.
- Dansereau, D.F., & Newbern, D. (1997). Using knowledge maps to enhance teaching. In W. E. Campbell & K. Smith (Eds.), *New Paradigms for College Teaching*, (pp. 127-149).
- Newbern, D., Dansereau, D.F., & Dees, S. M. (1997). Node-link mapping in a criminal justice facility: Probationers’ ratings of large group counseling sessions. *Journal of Offender Rehabilitation* 25(1/2), 83-95.
- Newbern, D., Dansereau, D.F., Patterson, M. E. (1997). Spatial-semantic display processing: The role of structure. *Contemporary Educational Psychology* 22, 319-337.
- Pitre, U., Dansereau, D. F., Newbern, D., & Simpson, D. D. (1998). Residential drug abuse Treatment for probationers. *Journal of Substance Abuse Treatment* 13(6), 535-543.
- Newbern, D., Dansereau, D. F., & Pitre, U. (1999). Positive effects on life skills, motivation, and self-efficacy: Node-link maps in a modified treatment community. *American Journal of Drug and Alcohol Abuse*, 25(3), pp. 407-423.
- Newbern, D. & Dansereau, D.F. (2001). Evolutions in Scripted Co-Operative Learning: Emotional Competence. In N. Falchikov (Ed.). *Learning Together*. London; RoutledgeFalmer.
- Newbern, D., Czuchry, M., Dansereau, D.F., Simpson, D. D. (2005). Node-link mapping in Individual Counseling: Effects on Clients with ADHD-Related Behaviors. *Journal of Psychoactive Drugs*, 37(1), 93-103.

Czuchry, M., Newbern-McFarland, D., & Dansereau, D.F. (2009). Visual representation tools for improving addiction treatment outcomes. *Journal of Psychoactive Drugs*, 41(2), 181-187.

## **Manuals, Workbooks and Technical Reports**

Dansereau, D.F., & Newbern, D. (1994). *Interactive cognition: Final report*. Texas Christian University, TCU/RF grant June 1, 1993 through May 31, 1994.

Pitre, U., Dees, S.M., Dansereau, D.F., & Newbern, D. (1996). *Annual Report on 1995 Intakes and the CETOP project*, Institute of Behavioral Research, Texas Christian University, Ft. Worth, TX

Newbern, D., Bartholomew, N. G., Chatham, L. R., Dansereau, D. F. & Simpson, D. D. (1996). *Working together: A treatment induction workbook*. Institute of Behavioral Research, Texas Christian University, Fort Worth, TX.

Newbern, D. (1996, April). *Report on Case Management and Substance Abuse Treatment: Perspectives, Methods, and Experience*. Sponsored by the National Institute on Drug Abuse and the Substance Abuse Intervention Program of the School of Medicine, Wright State University, Dayton, OH.

Newbern, D., Dees, S.D., & Blakenship, J. (1997). Develop a positive view of the program and identify important personal actions to take during treatment. In S.M. Dees & D.F. Dansereau (Eds.), *A Jumpstart for Substance Abuse Treatment: CETOP Readiness Activities; TCU/CETOP Manual for Counselors*.

## **Presentations**

Patterson, M.E., Dansereau, D.F. & Newbern, D. (1991, July). *Effects of communication aids and strategies on cooperative teaching*. Poster presented at the annual convention, American Psychological Society; Washington, DC.

Patterson, M.E., Dansereau, D.F. & Newbern, D. (1992, July). *Effects of symmetry on cognitive representations of spatial-graphic displays*. Poster presented at the International Congress of Psychology; Brussels, Belgium.

Newbern, D., Dansereau, D.F., Weigmann, D., & Patterson, M.E. (1993, July). *The acquisition of structure influences the acquisition of content*. Poster presented at the annual convention, American Psychological Society; Chicago, IL.

Newbern, D., Dansereau, D.F., Patterson, M.E., & Wallace, D.S. (1994, April). *Toward a science of cooperation*. Poster presented at the annual convention, American Educational Research Association; New Orleans, LA.

Newbern, D., Dansereau, D.F., & Pitre, U. (1994, July). *Ratings of synchrony in cooperative interaction predicts cognitive performance*. Poster presented at the annual convention, American Psychological Society; Washington, DC.

Newbern, D. & Dansereau, D. (1994, September). Techniques from cognitive psychology: Shared mental models and the SELF, Inc. Presented at the Groupe ESSEC General Management Workshop: *The Personal Self as a Corporate Resource*. Paris, France.

- Beyerlein, M. & Newbern, D. (1995, February). Knowledge work in teams. Paper presented at the University of North Texas Spring Conference: *Effective Work Teams: A Conference for Learning Strategic Skills*. Dallas, TX.
- Newbern, D., & Dansereau, D. F. (1995, May). *Knowledge mapping as a teambuilding technique*. Workshop presentation, Tarrant County Health Department, Arlington, TX.
- Newbern, D, Weigmann, D., Conner, D., Lord, C., & Dansereau, D.F. (1995, June). *Judgments when we belong to one of their groups: A case of cognitive maps?* Poster presented at the annual convention, American Psychological Society; New York, NY.
- Dansereau, D.F., Dees, S.M., & Newbern, D. (1995, July). *Mapping and scripted cooperation: Using cognitive strategies in counseling*. Mansfield Community Correctional Facility, Mansfield, TX.
- Dansereau, D.F. & Newbern, D. (1995, July & August). *DATAR II mapping seminar for drug abuse counselors*. Institute for Behavioral Research, Texas Christian University.
- Newbern, D. (1996, January). *The mapping 3-step or using node-link maps in individual counseling*. Drug Dependence Associates, San Antonio, TX.
- Newbern, D. (1996, February). *Research-based techniques for group counseling*. Tarrant County Association of Mental Health and Mental Retardation. Ft. Worth, TX.
- Newbern, D. & Dansereau, D. F. (1996, April). *Cognitive enhancements for the treatment of probationers (CETOP): An overview*. In K. Knight (Chair), Evaluation of corrections-based treatment in Texas. Symposium presented at the annual convention of Treatment Alternatives for Safer Communities (TASC); Chicago, IL.
- Newbern, D. & Dansereau, D.F. (1996, July). *Significant differences in interacting metacognitively: Tougher roles were better*. Annual convention of the American Psychological Society, San Francisco, CA.
- Newbern, D., Dansereau, D.F., & Dees, S.M. (1996, August). *Mapping-enhanced group counseling: Effects on session evaluations within a residential substance abuse treatment facility*. Paper presented at the annual convention, International Congress of Psychology, Montreal, Canada.
- Newbern, D. (1997, September). *Treatment Induction for Therapeutic Community Substance Abuse Programs*. Training workshop (six hours) presented at the Substance Abuse Treatment Facility, Mansfield, TX
- Dees, S.M., Dansereau, D. F., Pitre, U. & Newbern, D. (1996, August). *Using node-link maps to enhance counseling efficiency in a mandated substance abuse treatment program*. In D. D. Simpson (Chair), Evaluating corrections-based treatment process and outcomes. Symposium presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- Newbern, D., Dansereau, D. F., (1997, April). *Node-link mapping increases perceptions of motivation and self-efficacy*. Paper presented at the annual convention of the Southwestern Psychological Association, Ft. Worth, TX.
- Newbern, D., Dansereau, D. F., & Pitre, U. (1997, June). *Node-link mapping in mandated treatment: Positive effects on life skills*. Paper presented at the U. S. Probation Department, Eastern District of New York Symposium, Innovative Approaches to the Treatment of Substance Abuse for the Twenty-first Century. New York, NY.

Pitre, U., Dansereau, D. F., & Newbern, D. (1997, August). *Node-link mapping improves treatment participation and progress*. Paper presented at the annual convention of the American Psychological Association.

Dees, S. M., Dansereau, D. F., Pitre, U., & Newbern, D. (1997, September). *Gender differences in a criminal justice substance abuse treatment program: Responses to node-link mapping*. Poster presented at the National Conference on Women, sponsored by the Substance Abuse and Mental Health Services Administration of the U.S. Department of Health and Human Services, Phoenix, AZ.

Wakefield, G. & Newbern, D. (November, 1999). *What Do Students Consider Plagiarism and Cheating. When Using Computers?* Paper presented at the annual conference, National Communications Association: New York NY.

### **Training Workshops (done on a consulting basis)**

Newbern-McFarland, D. (Jan, 2010). *The Leading Edge: Your Practice of Leadership*. Workshop presented for The Leading Edge Program of Leadership Fort Worth. Fort Worth, TX.

Newbern-McFarland, D. (Feb, 2010). *The Leading Edge: Model the Way*. Workshop presented for The Leading Edge Program of Leadership Fort Worth. Fort Worth, TX.

Newbern-McFarland, D. (May, 2010). *The Leading Edge: Your Practice of Leadership in Encouraging the Heart*. Workshop presented for The Leading Edge Program of Leadership Fort Worth. Fort Worth, TX.

Newbern-McFarland, D. (June, 2010). *Sustainable Change: Vision & Challenge*. Workshop presented for The Leading Edge Program of Leadership Fort Worth. Fort Worth, TX.