Finding Order in Chaos: Professor Rebecca Treiman

By Dave Bahuta

When faced with learning to read or spell in English, one immediately thinks there is some fiendish plot to make things overly complicated.

Consider the spelling of the following words: pint, have, chaos, and Wednesday. Why are these words spelled this way, and what are the implications for these irregularities for the way in which children acquire the ability to read and spell words? Moreover, what happens in reading and spelling of regular words versus exception words when one suffers from dyslexia or when one has a hearing impairment?

These issues have been central to a long-standing debate in reading education (phonics versus whole-word approaches) and also theoretical controversies (statistical learning versus explicit rule learning models) regarding how the brain represents and processes language. Rebecca (Becky) Treiman, the Burke and Elizabeth High Baker Professor of Child Developmental Psychology, has been at the forefront of much of this work for the past 20 years.

Of course, the trick in this area is to develop techniques for better understanding the degree of regularity in English. Given that adults know on the order of 40,000 to 50,000 words, how does one decide what is regular or irregular? One important recent observation by Becky and her research fellow Brett Kessler is that the apparent chaos that occurs in the English spelling system may be more apparent than real. Specifically, Becky and Brett have shown that there is much more predictability than researchers originally believed.

For example, although the letter “a” can be pronounced as in swamp vs tramp, Becky and her colleagues have shown that it typically is pronounced as in swamp when it is followed by “w” sound, and as in tramp otherwise. Thus, the context of the preceding consonant actually does influence the pronunciation of the following vowel. This is a level of analysis that has not been appreciated in previous attempts to understand the “chaotic” nature of spelling-to-sound correspondence in English because the emphasis in previous studies has relied heavily on linguistic principles of syllable organization, which places particular emphasis on the vowel and the subsequent consonant cluster called the rime unit. Based on exquisite behavioral studies, Becky has shown that humans are sensitive to very subtle aspects of spelling-to-sound correspondences. Much of this work is based on careful linguistic analysis of large corpora of words and spelling patterns. The important theoretical issue here is whether readers and spellers of English use two procedures: one involving whole-word analysis (which allows one to correctly pronounce pint) and a second that involves the rules of the language (which works for many words such as hint and lint).

Becky’s work suggests that people process the two kinds of words in similar ways, taking advantage of regularities that have heretofore been unrecognized, thereby limiting the scope of the multi-route models of word processing.

In children, reading and spelling are parasitic on the language that is continued on page 2

Dan Holt at Washington University: Back to the Basics

By Sandy Hale

Dan Holt began his career in the field of psychology at St. Cloud State University in Minnesota where he completed his undergraduate degree and then earned his master’s degree in applied behavior analysis.

When Dan was a mere fledgling, taking courses in applied psychology at St. Cloud, he found himself considering a career working with special populations of adults and children (e.g., children with autism or other behavioral disorders). However, as he progressed through the course work, he encountered an inspiring professor, Tony Marcelli, who was a basic researcher studying choice behavior and basic behavioral principles. This encounter resulted in shifting issues and influencing the direction of his education and his future, eventually leading to a decision to move into basic research and come to Washington University to join Len Green’s Psychomotor Cabal Learning and Behavior Lab.

During his interview for our graduate program, Dan found himself in a unique position. Len Green asked him to help redesign the technology used to program the software and to update the equipment used to collect data from pigeons pecking keys and rats pressing levers in operant chambers. “This was a very exciting move,” Dan said. “I was coming from a teaching university environment to a research university environment, and it meant I had the opportunity to help create a dream lab.” Thus, it was in this lab that Dan began conducting his own research.

One of the first projects that Dan became involved in focused on the development of the generality of general-process theories of learning. A general-process theory of learning is one that would hold true across species and across situations. Dan examined the interaction between biological and cognitive behavior. To do this, he tested pigeons across multiple situations that required the pigeons to peck keys to gain access to grain. The experimental procedures used by researchers interested in this question are designed to provide a critical test to determine which of two alternative hypotheses can best explain the behavior of the pigeons. All of the experimental procedures required pigeons to respond on multiple schedules of reinforcement such that one response key alternates between two different schedules of reinforcement during an experimental session.

To illustrate, at one point the response key is illuminated by a red light and associated with a schedule of reinforcement in which pecking provides access to grain, on average, once every two minutes. At another point, the same response key is illuminated by a green light and associated with the same schedule of reinforcement. During different phases in any given experiment, when the red response key is illuminated, access to grain is not always response-dependent (i.e., “free” food becomes available).

That is, on average, grain is presented every 15 seconds, whether or not the pigeon pecks the red key. Importantly, the schedule associated with the green key remains unchanged. The critical test is what happens to the response continued on page 10
already available: Developmental psychologists have demonstrated that children have considerable knowledge about the sounds of their language (the phonological system) before they even begin learning the letters in the alphabet, a prerequisite to reading. Becky and her colleagues have recently shown how the underlying sounds of the names of letters may influence the acquisition of spelling patterns. For example, the fact that the letter "b" is pronounced bee will help in learning the word beet, as opposed to bat, even in children who are not reading but have knowledge of the names of letters. This observation is particularly important because it runs counter to the position advocated in reading acquisition that children start out as logographic readers, treating words as whole forms, as opposed to strings of letters that correspond to sound patterns.

Becky’s work indeed suggests that children are sensitive to the mapping of individual letters onto individual sounds very early. Becky and her student Tatiana Pollio have also been exploring these issues in cross-linguistic studies of English and Brazilian Portuguese (a language that has considerable consistency in the mapping between the names of vowels and the sounds that they produce) in order to investigate the influence of different mappings of spelling to sound consistency in literacy development. Interestingly, Becky has also shown that sensitivity to this level of analysis in English occurs even in children who were initially exposed to a logographic spelling system such as Chinese. Thus, it appears that there is a natural tendency for early readers to map visual information from letters onto the underlying sounds of the language. This of course has considerable implications for the best way to teach reading and spelling in schools, where there is now considerable debate over the whole-word reading methods and the phonics approaches. Becky’s work is clearly more supportive of a phonics-based approach.

In addition to being a remarkably prolific scientist publishing over a hundred articles and chapters, including many landmark publications, Becky has been a major leader in the field in many other ways. For example, Becky has been on the editorial board of eight different journals, which ultimately provided an important theoretical foundation. The back- ground in linguistics continues to shape how Becky approaches her work. From Yale, she did her graduate work at the University of Pennsylvania with Jonathan Baron, a cognitive psychologist, at an especially stimulating time, when researchers were just beginning to explore the implications of regularities of spelling patterns on reading performance and on reading acquisition. The combination of excellent linguistics with developmental and cognitive psychology at UPenn was the perfect mix for Becky’s interests.

After graduating from UPenn, Becky took a faculty position at Indiana University, where she was tenured, and then went to Wayne State University to rise through the ranks, eventually receiving the prestigious Gershenson Distinguished Faculty Award. She also has had visiting scholar positions at both the Medical Research Council Applied Psychology Unit in Cambridge, England, and at the University of Queensland. The Department of Psychology at Washington University recruited Becky in 2002 as the Dorothy and Elizabeth High Baker Professor of Child Developmental Psychology. Becky’s home life is also quite active. She and her husband Chuck (a mathematician and avid mountain climber) are raising two teenage sons, Bob and Joe. The family enjoys hiking, skiing, and traveling.
Alumni Updates

Donald H. Kauser (AB '47, PhD '51) and B.C. Kauser recently published the second edition of The Graying of America: An Encyclopedia of Aging, Health, Mind and Behavior (University of Illinois Press, 2001), a book on aging for the layperson. Since August 2001, Donald has been a syndicated weekly columnist on aging for the Scripps Howard News Service.

3905 Faurot Drive
Columbia, MO 65203-0809
573-445-1548

John A. Popplestone (PhD ’50) retired in June 1999, preceded by the retirement of his wife, Marion White McPherson, PhD, in 1989. The Archives of the History of the American Psychological Association (AHAPA) was founded by Popplestone and McPherson in 1965. After John’s retirement, he and Marion were recognized through a symposium-ceremony honoring John Popplestone and Marion McPherson—Archives of the History of American Psychology” held as part of the Division 26 program at APA in 1999. Later, a festschrift/conference in honor of John A. Popplestone and Marion White McPherson: Thirty-Five Years of Archival Achievement” was held in Akron April 7-8, 2000. The festschrift has now been collected and the nine invited contributors to it have been published as “Thick Description and Fine Texture: Archival Research in the History of Psychology,” (ed. David Baker). John and Marion have also published An Illustrated History of American Psychology in its second edition in English (a Japanese translation of an edited version appeared in 1991).

Gary Fraenkel (BA ’59, MA ’60), a professor emeritus of psychology at Knox College in Galesburg, Illinois, was honored in September 2003 with the dedication of a renovated classroom named in his honor. After receiving his PhD in psychology from Texas Christian University, Gary taught at Knox from 1963 until his retirement in 2002.

Psychology Department FY03-04 Donors

We greatly appreciate donations from the following individuals and corporations to support programs of the Psychology Department.

Ms. L. Patricia Arias – LA78
Dr. Robert Assael – LA75
Dr. G. Russell Auferheide – LA39/MD43
Mrs. Mary Randolph G. Ballinger – LA71
Ms. Eulene E. Ballman – UC54/GR83
Dr. William Mark Behrendt – GR78
Dr. Robert B. Bell – GR64
Dr. Margaret Charleston – GR80/GR86
Dr. Renee Cosworth – GR82/GR83
Dr. Randi S. Coven – GR80/GR82
Dr. Henry J. DeHaan – LA42/GR49
Mrs. Miles Edburn – GR68
Dr. Henry C. Ellis – GR85
Ms. Joan Dahms Fahey – UC50
Mr. James Francis Fowler – UC68/GR70/GR72
Mr. Alfonso Joseph Fressola – GR81
Dr. Elizabeth Frey Grodky – GR83/GR99
Mrs. Michael Gross – GR70
Prof. Sandra S. Halle – Non Alumnus
Dr. George S. Hapsel – LA51/GR83
Mrs. Haskel Hone – LA67/GR71
Dr. Haskel Hone – GR76
Dr. Sherman A. James – GR73
Dr. Edward J. Jones – LA47/GR84/GR54
Dr. Jaques W. Kanavan – GR55
Dr. Jonathan Waldo Keck – GR73
Kellogg Company
Dr. Irv Klein – Non Alumnus
Dr. Kathryn E. Koenig – LAS2/GR54
Mrs. Robert H. Labarge – LA57
Ms. Rebecca S. Lerner – GR99
Dr. Peter Alexander Lichtenberg – LA81
Prof. Jane Loevinger – Non Alumnus
Dr. Ralph S. Long Jr. – GR65
Dr. John H. Manhold Jr. – GR56
March of Dimes Birth Defect Fd.
Dr. James S. McDonnell Foundation
Dr. Miles William Meyer – GR84
Mrs. Samoii Moise – UC53
Monsanto Company
Dr. Randi Hopm Mozerter – LA80/GR82/GR89
NABAD
Dr. Peter Nathan – GR62
Ms. Crystal Pauls O’Brien – LA87
Ms. Patricia S. Peterson – GR73
Dr. Robert R. Provine – GR71
Rampato Trust
Dr. Carolyn Denison Redmore – GR69
Mr. Sidney L. Schoenfeld – UC53/GR58
Dr. Daniel Jay Simons – GR77
State Farm Mutual Auto Ins. Co.
Dr. Harvey M. Thomas – GR53
Dr. Robert M. Thomas – LA58
Dr. Lisa Oderma Walker – GR00
Dr. Lin Wang – GR93/GR96
Dr. Edward Allen Wise – LA75

The summer of 2004 will mark a transition point. Randy Larsen will become department chair, and Tom Oltmanns will become director of clinical training. Roddy Roediger and Rick Kurtz, who have held these positions, will return to full-time research and teaching. The change will officially occur on July 1, 2004, but the process is beginning during the 2003-2004 academic year as Larsen and Oltmanns are participating in all programs to ensure a smooth transition.

Randy Larsen received a BA in psychology from Loras College in 1976, an MA in clinical psychology from Duquesne University in 1978, and a PhD in psychology personality from the University of Illinois in 1984. He previously taught at Purdue University (1984-1989) and the University of Michigan (1989-1998). He was hired at Washington University in 1998 as the Stuckenbeg Professor of Human Values and Moral Development. His honors and awards include receiving the Distinguished Scientific Achievement Award for an Early Career Contribution to Personality Psychology, being elected a member of the Society for Multivariate Experimental Psychology (a group limited to 65 members worldwide), and being elected president of the Midwestern Psychological Association. Randy has served as associate editor of Personality and Social Psychology Bulletin (1996-1997) and the Journal of Personality and Social Psychology (1997-2001). In 2002, he published Personality Psychology: Domains of Knowledge about Human Nature with David M. Buss as co-author (McGraw-Hill); a second edition will come out later this year. Randy also serves on the Social, Personality, and Interpersonal Processes study section for the National Institute of Mental Health.

Tom Oltmanns received his BA in psychology from the University of Wisconsin in 1972 and his PhD in clinical psychology at the State University of New York at Stony Brook in 1976. He then taught at Indiana University (1976-1986) and the University of Virginia (1986-2003) before coming to Washington University as the Edgar James Swift Professor of Psychology in 2003. Tom served as president for the Society for a Science of Clinical Psychology in 1993; on the Executive Committee for the Academy of Psychological Clinical Science from 1999-2002; and on the Board of Directors for the Society for Research in Psychopathology (1991-1993). He was also associate editor of the Journal of Abnormal Psychology from 1989-1993. Tom serves as an advisor to the National Aeronautics and Space Administration Working Group for the selection of astronauts. His textbook, Abnormal Psychology (co-authored by Robert Emery and published by Prentice-Hall) is in its fourth edition.

Randy and Tom have agreed to five-year periods as department chair and clinical director of training, respectively.
in this role was Gary Massey, who got us off to an excellent start. Jim Clancy was hired after Gary departed and has continued to improve the department’s procedures. Our other staff members also greatly contribute to making this a good place to work.

Finally, when people ask me how we have hired so many faculty members and made so much progress over the past few years, I say that the credit should start at the top. Washington University has been an incredibly supportive place. We could not have made the moves we did without the confidence of the upper administration in providing a new building ($28,000,000, in 1995 dollars) and providing the resources needed to hire new faculty and staff. Ed Macias, executive vice chancellor and dean of Arts & Sciences, has been a full partner in developing the Department of Psychology. He made many suggestions, approved our plans, supplied the wherewithal to recruit outstanding faculty, and helped to solve our problems. A huge amount of credit for the improvements of our department belongs to him and to other administrators, especially Chancellor Mark Wrighton, Dean of Graduate School Bob Macias, and Dean of the College Jim McLeod.

Finally, a word about our faculty as a whole: I have been a member of several departments and this one is by far the most harmonious. The situation could easily have been otherwise because we have made great changes over the past eight years and change often causes disruption and disagreement. We have had some disagreements, but they have (in the greater scheme of things) been mild. When resolved, the affected parties have patched up or ignored their differences and life has moved on without continued bickering and infighting. This good will and cooperation have made our progress possible. A bitterly divided department cannot function well and make progress.

I have enjoyed serving as chair, and I anticipate our department making continued progress under Randy Larsen’s leadership. Randy believes that this is no time for complacency and that we must continue our quest for excellence. In five or 10 more years, this 2004 Chairperson’s Corner will just seem to be a report on ongoing progress as the Department of Psychology at Washington University continues to improve, develop, and become an even greater place than it is today.

Harry L. Roeder, II
Chair, Psychology Department

Awards and Highlights

Graduate Students

Erica Beaudrig and Bennett received the 2003-2004 Elizabeth Munsterberg-Koppitz Graduate Fellowship for Child Psychology Research on children with early-treated PKU.


Inbal Gurus received a second-place poster winner in social sciences during the 8th Annual Washington University Graduate Student Research Symposium spring of 2003.

Don Rich was awarded a Senior Teaching Fellowship from the dean’s office to teach a section of Experimental Psychology the fall 2003.

Anna Mackey received an appointment to the role of student rep for Division 12-2—APA Clinical Psychologists. This summer Tara will spend a month in Greece expanding her understanding of the frontal lobes.

Caroline Racine received a Dean’s Dissertation Fellowship from the Graduate School.

Faculty

Deanna M. Barch received the 2003 Arts Council Faculty Award, Washington University (‘to recognize outstanding faculty who not only excel in the classroom, but also dedicate themselves to the personal well-being and education of their individual students’).

Brian Carpenter received the American Psychological Foundation’s President’s Award for Outstanding Contributions to Clinical Geopolysychology, Division on Clinical Psychology, Section on Aging, American Psychological Association.

Michael Strube received special recognition for excellence in mentoring from the Graduate School of Arts & Sciences, Washington University.

Research Associates

Joshua Brown is co-author of a study of the brain’s executive function published in the Oct. 3 issue of the journal Science.

Tim Brown’s recent publications include:


Dr. Ronald P. Carver Remembered

Ronald Paul Carver, PhD, age 65, passed away Monday, January 19, 2004, at Research Medical Center. Ron was born in New Lenox, IL, on April 18, 1938. He received his BS in civil engineering at the University of Missouri at Rolla in 1960.

He received his MS (1964) and his PhD (1965) in experimental and educational psychology from Washington University in St. Louis.

He served as a captain in the U.S. Army from 1965-1967 and was stationed at the U.S. Army Research Institute of Environmental Medicine at Natick, MA. From 1965-1967 he taught psychology in the University College of Northeastern University in Boston. From 1967-1974 he worked for the American Institutes for Research in Washington, D.C. In August 1974 he joined the faculty of the University of Missouri at Kansas City, where he taught courses in statistics and research design. From 1986-1996 he was chair of the Division of Professional Psychology and was professor emeritus in 2003.

A pioneer in scientific research, he wrote three books and over 100 journal articles, book chapters, and reviews. He received outstanding faculty awards at UNCG, including the 1996 UM President’s Award for Research and Creativity. He founded the Society for the Scientific Study of Reading in 1994, and served as president and past president. He served on the editorial boards of the Journal of Literacy Research, Reading Research Quarterly, Reading Research and Instruction, Journal of Reading, and Scientific Studies of Reading.

He served on the board of directors of the National Reading Conference, the International Reading Association, the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education. He was the recipient of the 1999 Oscar Causey Award for Outstanding Contributions to Reading Research by the National Reading Conference and the 1999 Albert Kingston Award for Distinction to the National Reading Conference.

He received numerous national grants to fund his research. He created the groundbreaking Carver Reading Tutor to improve reading achievement for elementary and high school students. For the past three years he conducted research at the University Academy, a Kansas City, MO, charter school, in developing the CRT computerized reading program. He was a member of Phi Kappa Phi, Chi Epsilon, Tau Beta Pi, Sigma Xi, Phi Delta Kappa, and Pi Lambda Theta.

As an advocate for civil rights, anti-discrimination, women’s rights, justice, and freedom, he was a proud member of the American Humanist Association. Good Life Humanists, the American Civil Liberties Union, the Freedom from Religion Foundation, the National Organization for Women, Greenpeace, Mothers Against Drunk Driving, Planned Parenthood, the International Dyslexia Association, Americans United for Separation of Church and State, and the Hemlock Society.

He lived his life by example and will be missed by many in the community and across the globe.

His wife, Mary Louise, survives him. In keeping with his commitment to science, his body was donated to medical research.

A memorial celebration took place June 24, 2004, at All Souls Unitarian Universalist Church. The family suggests memorial donations to the Children’s Mercy Hospital Cancer Program, 2401 Gillham Road, Kansas City, MO 64108, or the American Humanist Association, 1777 T Street NW, Washington, DC 20009-7125.
Current Publications from the Department of Psychology

Following is a list of some of the recent publications of the members of the Department of Psychology. If you are interested in receiving a copy of any of the articles, feel free to drop me a note to the author: Department of Psychology, Washington University in St. Louis, Campus Box 1125, One Brookings Drive, St. Louis, MO 63130-4909.

Books and Book Chapters


Current Publications from the Department of Psychology


Articles and Presentations


Publications from page 5

on sequential history in a two-alternative forced choice task. *Cognitive, Affective, and Behavioral Neuroscience* 2, 263-289.


Green, L. Nominated for the 2003 Faculty Award of Arts Council of Washington University (to recognize outstanding faculty who not only excel in the classroom, but also dedicate themselves to the personal well-being and education of their individual students.)


nant responses. On the “social facilita- 
tion” of prejudice in anticipated public contexts. Journal of Personality and Social Psychology, 84, 277-295.]


Strube, M.J. (2003). Statistical analysis and interpretation in a study of prelimi- 
narily deaf children implanted before five years of age. Ear and Hearing, 24, 155-238.


Tremain, R., Bowey, J., & Boursada, D. (2002) Segmentation of spoken words into syllables by English-speaking chil- 


Mehrdad-Chang, C., & Tremain, R. (2003) Hong Kong Chinese language organ- 
ers learn to read English analytically. Psychological Science, 14, 138-143.

Tremain, R., Kessler, B., & Bick, S. (2003) Influence of consonantal con- 


tions of bodies. Neuropsychologia 16, 857-872. #
Anne D. Simons, PhD
By Tom Ohmanns

Anne Simons, PhD, received her doctorate from Washington University in St. Louis in 1982. She studied with Sol Garfield, PhD, and indeed was the last in a line of Garfield students who went on to clinical research careers. Her dissertation, investigating the process of change in cognitive therapy and pharmacotherapy of depression, was published in the Journal of General Psychiatry and received the outstanding dissertation of the year award from the Division of Clinical Psychology as an Experimental Science of APA.

Over the last several years, Anne has shifted her focus from adult depression to adolescent depression, with a particular interest in adolescent girls. She is co-PI on an NIMH-funded, multisite study investigating the effects of cognitive therapy and fluoxetine in the treatment of teens with depression. This study has just completed the treatment phase and the data are currently under analysis.

Anne has served as an associate editor for Behavior Therapy, a consulting editor for the Journal of Consulting and Clinical Psychology, and a member of the NIMH committee that reviews grant applications pertaining to intervention. She is also a founding Fellow of the Academy for Cognitive Therapy.

On May 25, 2001, the Department of Psychology hosted a Psychotherapy Research Symposium to honor Professor Sol Garfield. Anne, one of our three distinguished speakers, gave a talk on “Empirically Supported Treatments: Promises and Potential Pitfalls,” which was enthusiastically received.

Anne is married to Scott Monroe, PhD, also a psychology professor whom she met in Pittsburgh. They have collaborated on research and on raising their two daughters and two dogs. They have just returned from a five-month sabbatical in Geneva, Switzerland, where Anne pursued her love of mountains and of French. She also presented a workshop on adolescent depression and collaborated with Swiss psychotherapy researchers.

The “Roediger Era” in our Psychology Department
By Ed Marins

Executive Vice Chancellor, Dean of Arts and Sciences and Barbana
David Thomas
Distinguished University Professor in Arts & Sciences

This year marks the end of Roddy Roediger’s eight-year term as chair of our Psychology Department. This eight-year period has been a time of tremendous growth and progress in the Psychology Department and Roddy has brought great energy and enthusiasm to the department. Indeed, given the success and lasting impact of all his efforts, this period will likely become known as the “Roediger era.” Let me briefly summarize some of the exciting changes that have occurred while Roddy was in the Chair’s office:

When Roddy came in 1996, we had just finished construction on the new Psychology Building. The existing department filled less than half of the space in the new building. Eight years later, the building is filled to capacity and houses an intellectually lively and scientifically active community of scholars, teachers, and researchers. The number of Psychology faculty has doubled in this period. But more than just adding faculty, Roddy, and those he appointed to the various search committees, have succeeded in hiring the right kind of faculty. Not only are they outstanding researchers and excellent teachers, but they are collegial and engaging persons as well. The social atmosphere in Psychology is very positive, with many collaborations and lots of cross-area participation. The mutual respect and support among the faculty contributes to the outstanding intellectual atmosphere and gives the Department a sense of community. This feeling extends through the many different groups associated with the Department, including undergraduate and graduate students, staff, and post-docs.

The undergraduate program has also grown and improved during this time. Psychology now graduates more majors each year than any other Department in Arts & Sciences.

Students rate psychology courses very highly in their evaluations and it is clear that faculty here are committed to excellence in the classroom. By teaching so many of our students, majors and non-majors alike, Psychology provides an enormous service to the University. The graduate program has also grown and improved on Roddy’s watch. The number of applicants to the Ph.D. program has steadily risen each of the past eight years. The quality of the students applying and enrolling is also on the rise. And the morale of the students in the program is very positive: Now is an exciting time to be a graduate student in Psychology at Washington University.

Roddy has the unique ability to bring together strong connections within Arts & Sciences and other schools to the Department of Psychology. The department as well as Arts & Sciences has benefited from these significant links. Included in these connections are ties to Neurosciences, Education, Anthropology, Philosophy, Social Thought & Analysis, Psychiatry, and others.

Roddy has also served on the Academic Planning Committee in Arts & Sciences since 1999. The A.P.C. is one of the most important committees to the future directions and future planning of Arts & Sciences. Roddy has been instrumental in his role on this committee and it is often that I call on him for advice at meetings and outside of meetings. Roddy is my colleague — my good friend and an eminent scholar in his field. He is a superb teacher and a thoughtful and capable faculty leader.

Roddy brought with him what every dean likes to see in a department chair — a vision of what a department can become. Roddy leveraged all the resources we could provide him to realize his vision.
New Faculty and Staff

Jan Duchak, PhD, holds joint appointments as associate professor in psychology and occupational therapy. She earned a BA in psychology at University of Missouri at St. Louis and her MA and PhD in experimental psychology from the University of South Carolina. In July 2003 Jan joined our department on a full-time basis from the Program in Occupational Therapy at Washington University School of Medicine. She has also taught at the University of Kentucky, University of Leiden in the Netherlands, and Iowa State University.

Jan’s research examines cognitive mechanisms that underlie the attention and memory deficits seen in healthy aging and early stage dementia of the Alzheimer type. This work is done in collaboration with Professor David Balota of the Department of Psychology. They are investigating attentional profiles that may be predictive of the early onset and progression of Alzheimer’s disease and examining dimensions of personality that may correlate with attentional performance and early onset of the disease.

In addition, Jan has applied research interests in the area of driving in older adults. In collaboration with investigators at the Washington University Alzheimer’s Disease Research Center, she has conducted research longitudinally assessing driving performance in healthy aging and Alzheimer’s disease to determine whether individuals with early-stage Alzheimer’s disease are unsafe drivers and examine whether specific aspects of attentional processes are predictive of driving ability in this population. She is currently collaborating on a project with the Missouri State Highway Patrol to test the feasibility of the use of cognitive screening tests in local DMV sites. She has published extensively in these areas and her work has been supported by grants from the National Institute on Aging.

Tom Olman, PhD, joined our department in July 2003 after 17 years as a faculty member at the University of Virginia. He served as director of clinical training at UVa for eight years and was elected to the board of directors of the Council of University Directors of Clinical Psychology in 1999. He has published a number of articles on topics involving cognitive and emotional factors in psychopathology, including schizophrenia, obsessive-compulsive disorder, and personality disorders. His current research, funded by the National Institute of Mental Health, is concerned with the assessment of personality disorders.

In addition to teaching and supervising graduate students in the clinical training program, Tom also teaches Abnormal Psychology and Introduction to Clinical Psychology at the undergraduate level. He won the UVa psychology department’s teaching award in 1997 and 2002. While most of Tom’s professional time is spent doing research and teaching, he is also a licensed psychologist who has been involved in patient care for many years. He specializes in the use of cognitive behavior therapy for the treatment of people suffering from obsessive-compulsive disorder.

He is married to Gail Olman, who was an associate university librarian at the University of Virginia and now serves as a special consultant to the library administration at Washington University. Tom and Gail just celebrated their 30th wedding anniversary. They have two children, Sara and Josh. Sara graduated from the University of Virginia in 2001 and now lives in Kansas City with her husband, Billy Baber, who plays for the Kansas City Chiefs. Josh, a freshman at Indiana University in Bloomington, plans to major in audio production and the recording arts.

Dru Kocelniak joined the department in November 2003 as assistant to the director of undergraduate studies. She has worked for the University for the past two years and comes to us from the Office of Student Records. Dru earned a BS in gerontology from Southwest Missouri State University in May 2001. She likes to spend her free time renovating her home. Dru lives in St. Louis with her husband and three teenage sons.

Jim Clancy joined us in July 2003 after 25 years at BJCC. In his most recent position he was director of administration for BJCC. He is now a regional director for four Community Mental Health Centers in St. Louis City and County, and the southwest Missouri counties of Washington, St. Francois, and Iron, as well as a Behavioral Health MOMO and an Employee Assistance Program. Jim’s responsibilities included the Departments of Human Resources, Finance, IS, and Facilities.

Rick Kurtz Retires as Director of Clinical Training

Rick Kurtz, PhD, will step down as director of clinical training in the summer of 2004. This move is a milestone in our department’s history, for Rick has been director for a remarkable 17 years. He has taught at the University since 1968 and directed clinical training since 1986.

While serving as director, Rick taught a popular course in Abnormal Psychology to undergraduate students and carried forward his research program on various aspects of hypnosis. Most recently he published “Hypnosis, attention and time cognition” in the International Journal of Experimental and Clinical Hypnosis (co-authored by Mike Strobos). Kurtz has directed more than 50 doctoral dissertations in his 35-year association with the department.

“Rick Kurtz assumed the directorship of our clinical program in a very trying time,” commented Roddy Roediger. “He guided the program back to strength, and he has shepherded it well throughout the years. I have enjoyed working with him in my eight years as chair.”

Executive Vice Chancellor and Dean or Arts & Sciences Ed Macias remarked that “Rick Kurtz has done an excellent job while I have been vice chancellor and dean. We needed strong leadership badly when he assumed the directorship of the clinical program. It was a time when the clinical program nearly derailed. Rick put the program back on track and has kept it there.”

Rick will return to full-time teaching and research in the department. But his contributions as director of clinical training have been important for the Department of Psychology and will be long remembered.

Tell us about your recent accomplishments...

Please tell us about your recent accomplishments; we would like to share them with other alumni in our next issue. Please tell my classmates:

Name: ____________________________________________
Address: __________________________________________
New School or New Address: ____________________
Phone number: ________________________________
Your Graduated: ____________________
Degree: ____________________
Also mention: ____________________________________________

Complete and send this form or use a separate sheet and mail to: Jim Clancy, Newsletter Editor, Department of Psychology, Washington University in St. Louis, Campus Box 1125, One Brookings Drive, St. Louis, MO 63130-4899. Fax: (314) 935-7598. e-mail: jclancy@wusl.edu

Left to right: Jim Clancy, Dru Kocelniak, Jan Duchak, and Tom Olmann.
rate on the red key when the “free” food is delivered.

The economic theory predicts that the “free” food should lead to a decrease in responding on the red key relative to the green key. After all, why should a pigeon peck the red key when most of the time (nearly 90 percent) the food appears independent of “work” (i.e., pecking the key)? The biological theory predicts just the opposite—because the red key now signals a higher rate of food delivery than the green key. Signaling a higher rate of food delivery, from a biological perspective, excites the consummatory response in the pigeon (which is pecking) toward that signal. Surprisingly, both the economic and the biological theories make accurate predictions. Support for both theories arises from the fact that the biological effect is transient. Thus, the duration of the component (i.e., how long the response key remains red before turning to green) affects whether or not one observes an increase or a decrease in the pecking rate on the red key, as originally discovered by Green and Rachlin (1975).

Dan has worked on two studies, using this paradigm to consider the interaction between biological and economic effects on responding. In the first study, the following question was addressed: Will free food also excite a non-biological response? To do this, pigeons were trained to press treadles (i.e., levers) with their feet. As evidence of receiving the money decreases, the choice between the two amounts increases or the probability task). Notably, the individuals were all college students, and the degree of gambling was not pathological, but rather fell within the range of moderate gambling behavior. The interesting result from this study was that although the gamblers were more risk-seeking than the non-gamblers (as measured in the probability discounting task), there were no differences between the groups with respect to delay of gratification (as measured in the delay discounting task). This outcome suggests that the concept of “impulsivity” should not be used to refer to the combination of risk-seeking and inability to delay gratification, but rather should be more finely defined. That is, there is apparently no trait of impulsivity (as currently used in the literature) that can discriminate gamblers from non-gamblers although a specific trait (i.e., risk-seeking) can readily be used to make this discrimination.

Dan’s dissertation research is focused on decision-making and the mathematical modeling used to describe individual discounting functions. When he is not knee-deep in formulas, Dan spends time playing softball, golf, and intramural sports. Those of us in the department know that we can call on him for help in a wide range of situations (too numerous to list). Dan also likes to travel and his most exciting trip to date involved participating in a graduate-level, exchange-student program between Washington University and Osaka City University in Japan. He spent three months working in Masato Ito’s lab, and Tetsuo Tamaguchi spent six months working in Tern Green’s lab. Finally, Dan appears to be coming full circle. He is working on implementing a program in applied behavior analysis at Washington University’s University College. Dan says, “I see this as a wonderful opportunity to integrate my empirical skills with my long-standing interest in applied behavior analysis. Following in the footsteps of helping to develop a ‘dream’ lab, I now have a chance to develop a ‘dream’ program.”

Psychronicle is an annual newsletter published by the Department of Psychology at Washington University in St. Louis for the benefit of alumni, friends, and students. Department of Psychology Washington University at St. Louis Campus Box 1125 One Brookings Drive St. Louis, MO 63130-4899 (314) 935-6565 Henry L. Roediger, III, Chair, Department of Psychology Jim Clancy, Managing Editor Julie Kennedy, Editor Bill Michalski, Designer Manu Lome, Production Editor David Archer, Photographer Printed on recycled and recyclable paper