

# Psychronicle

Spring 2005

A newsletter from the Department of Psychology, Washington University in St. Louis

## Jay Pratt, PhD '96 Found Washington University Supportive and Life-changing

By Richard Abrams

This Psychronicle's featured alum is Jay Pratt, PhD '96, associate professor of psychology at the University of Toronto. Jay, a native of Edmonton, Alberta, Canada, earned his PhD in psychology from Washington University in 1996 after earning bachelor's and master's degrees from the University of Alberta. His research addresses a broad range of issues related to visual attention, visual perception, and the control of human action. Jay is interested in both theoretical and applied questions related to these processes, and he approaches the issues from a number of perspectives. Jay maintains active collaborations with dozens of researchers from Canada, the United States, and Europe.



Jay Pratt, Alison Chasteen, and their daughter Avery.

Ever since his earliest days as a graduate student, Jay has been a very productive scholar. He already has

published over 75 articles, and he has nearly as many conference presentations. He is a member of the editorial board of five of the top journals in the field. Jay has received consistent financial support for his work, beginning with a Washington University graduate fellowship and continuing with research grants from several government agencies. He is a consistent recipient of the University of Toronto's Deans Excellence Award for faculty in Arts and Sciences for both his research productivity and his teaching. He teaches courses on attention, vision, motor control, and on the history of psychology.

Jay lives in Toronto with his wife, Alison Chasteen, who received her PhD in psychology from Washington

University in 1998 and is also on the faculty at University of Toronto, and their 15-month-old daughter, Avery.

### Why did you choose to attend Washington University for graduate school?

When I was looking for graduate programs, I e-mailed an established researcher who, as it turns out, was nearing retirement. He mentioned that I should contact the two best young researchers in my area of interest and one of them was at Washington University. I had a good, long telephone conversation with the person who eventually became my advisor, and we seemed to have very similar research interests. The department

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## The Many Facets of Us: Professor Tom Oltmanns

By Deanna Barch

Do you ever wonder whether other people see you as you see yourself? Tom Oltmanns knows the answer to this question, and it is "most often not!"

Tom and his colleagues have been engaged in an exciting line of research over the past 8–10 years that focuses on developing new and more valid ways to assess personality pathology. The traditional approach to the assessment of psychopathology has usually been to ask the individual themselves about their symptoms, with some researchers occasionally getting additional information from relatives or loved ones.

This method works reasonably well for some forms of psychopathology (e.g., depression, anxiety) in which the person is well aware of the kinds of difficulties they are having. However, this method does not work well with people who have problems that are called "personality disorders."

One of the hallmark features of such disorders is that the person may lack self-knowledge regarding the impact their behaviors have on other people. Thus, approximately 10 years ago, Tom had the good sense to think, "why don't we ask other people what they think about a particular individual as an alternative way (and a potentially more valid

one, at least for some symptoms) to assess personality pathology?"

With his typical enthusiasm, Tom dove into this new line of research, starting by recruiting college students in sororities and fraternities to describe each other. Although this approach provided useful pilot data for this line of research, Tom and his colleagues quickly realized that there was a potential confound in using sorority sisters and fraternity brothers. People in these social groups typically choose their own members; they may select for (or against) various kinds of personality traits.

Furthermore, the members of the group may have known each other for differing lengths of time. Many people in sororities and fraternities are likely to be close friends, which could bias their ratings in some way. Tom and his colleagues came up with a creative and rigorous way to examine the relationships between self-reports and other reports of personality in relatively large groups of people who knew each other well but had been assembled more or less randomly.

Through much hard work and perseverance, Tom and his colleagues were able to test young recruits at Lackland Air Force Base—people who

were nearing the end of basic military training. These men and women are randomly assigned to "flights" of people who go through basic training together. As Tom puts it, "After 6–8 weeks of basic training together, these people know almost everything there is to know about each other! Basic training is not a good place to hide your fundamental personality traits."

Toward the end of basic training, Tom and his research team would get the members of each flight to provide self-reports about their own personality traits (e.g., potential symptoms of personality pathology) and also describe the personality traits of other people in their flight. To get these reports from others, Tom's team uses a procedure called peer nomination, which had previously been used extensively in research with children in school classrooms. The people in each flight were asked to nominate people in their group who exhibited personality characteristics that can be indicative of personality pathology. For example, a person would be asked to nominate anyone in the group who "thinks he (or she) is more important than he really is" and to nominate any member of the group who "doesn't trust anyone." More than 2,000 recruits completed this assessment process.

With this unique and rich set of



Tom Oltmanns

data, Tom and his colleagues have been able to ask a number of important questions about the relation between how we see ourselves and how others see us, and what perspectives (self or other) best predict a variety of important functional outcomes. For example, Tom has found that the relationship between self-reports and informant reports of pathological personality traits are moderate at best.

Some systematic relationships can be pulled out of the data. For example, people who are viewed by their peers as being paranoid do not describe themselves as being suspicious and hypersensitive to criticism, but they do

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## Chairperson's Corner



This is my first Chairperson's Corner for *Psychonicle*. After eight successful years under the leadership of Roddy Roediger, I became department chair in July 2004. The transition has been smooth and so far my first year as chair has gone well. We continue to grow as a department. We now have 30 tenure track faculty with primary appointments in Psychology. We continue to be the most popular major in Arts & Sciences, with 206 psychology majors graduating last year. This fall we set an enrollment record of

1,811 students in psychology classes, compared to an average of 1,663 for the past six semesters. We now have 81 graduate students, another record, plus 15 post-docs, eight adjuncts, six research faculty, and nine full-time staff members. Our department is in great shape, and my biggest challenge is to figure out ways to make it even better. Let me begin by briefly describing my "five-year plan" to continue improving our department.

Our first goal is to expand the Psychology Building, which currently consists of 104,000 square feet, built at a cost of \$28 million in 1995. This year we are searching for two new faculty members (one in Clinical and one in Linguistics), which will bring our existing facility completely to capacity. In order to continue to grow and improve over the next few years, we need more space for laboratories, classrooms, and offices. Toward this end, the Administration has approved a 16,500-square-foot addition to the Psychology Building, to be built onto the west end of the existing building. The addition will gobble up 23 parking spaces (yes, parking will get tighter), but return to us enough space to continue our upward trajectory. On the basement level (level 1), we will expand the existing research space shared with the Biology Department. On the ground floor, level 2, we will have two new 40-seat classrooms, equipped with all the latest in teaching technology, including internet connections, data projectors, and "smart" boards. Levels 3 and 4 will provide enough space to house six new faculty laboratories and offices. Right now we are finalizing details with the architect and are on schedule to break ground May 23, 2005. The addition will conform in all respects with the architectural features of our existing award-winning building, including Missouri red granite exterior walls complete with limestone detailing. It will beautifully match the typical style of Washington University buildings. Occupancy is scheduled for August 2006. We are all very excited about the project and the opportunities it represents.

Our second goal is to expand the intellectual and academic potential of the Psychology Department. Coincidentally, last year our department underwent a thorough external review by a team of leading academic psychologists brought in by the dean of Arts & Sciences. Every department in the University undergoes such an intensive review approximately every decade or so. The outcome of such a review is a thorough and unbiased description of the strengths and weaknesses of the department. The description of our strengths was long and flattering and confirmed all the hard work we have been doing. Nevertheless, the report also noted a few areas that deserve our attention. This part of the report informs my "five-year plan" for continuing to improve our department.

The Brain, Behavior, and Cognition (BBC) area is the largest program in the department. It is very strong and will serve as a core for strengthening our other areas, for example, by expanding expertise in social cognition or cognitive development. One topic not well represented in our BBC program is higher-order cognition, such as judgment and decision-making. Our Aging and Development area is also very strong but primarily in the area of adult aging. This program could benefit from expertise in the area of child development, particularly social/emotional development, developmental neuroscience, the development of language, or behavioral genetics. Our Social and Personality program is the smallest area in the department and could benefit from increased resources in areas such as personality and individual differences, social neuroscience, or evolutionary psychology. A person who studies gender issues might also make a good addition to this area. Our Clinical Psychology area is in good shape and continues to be accredited by the American Psychological Association. This area has recently moved from a more practitioner-focused training model to one that emphasizes the training of clinical scientists. To support this development, future growth could be along the lines of empirically supported treatment, outcome research, or emotion disorders such as depression, anxiety, obsessive compulsiveness, or phobias.

As you can see, there are many ways we can continue to improve our Psychology Department. As the new addition becomes a reality, we will begin to fill it with faculty who can contribute to the areas outlined above. The next five years promise to be an exciting time for us, and I look forward to giving you progress reports in this column in the upcoming years.

Randy J. Larsen  
Chair, Psychology Department

## New Faculty

**Denise Head** joined the faculty as an assistant professor in January 2005. Denise obtained a PhD in clinical neuropsychology from the University of Memphis. She conducts research on the neural basis of cognitive aging. Her research uses behavioral testing and neuroimaging in healthy and pathological aging (e.g. dementia of the Alzheimer type) populations. One line of research explores the relative contributions of frontostriatal circuits and medial temporal regions to skill learning and memory. A particular focus is on executive control processes including working memory, inhibition, temporal processing and task switching. A related interest concerns the impact of cardiovascular health on brain integrity and cognitive performance in older adults. Another developing line of research is focused on combining virtual reality technology and neuroimaging to investigate spatial navigational ability in older adults. She will be teaching courses in the psychology of aging, neurobiology of aging, and biological psychology. Denise will also be devoting time to supervising clinical graduate students in their neuropsychological training.

**Mark McDaniel** joined the Psychology Department in July 2004. Mark completed his BA in psychology and mathematics at Oberlin College and his PhD in cognitive psychology at the University of Colorado-Boulder. After a brief stint at Bell Labs as a human factors psychologist, he was a faculty member for six years at the University of Notre Dame, for seven years at Purdue, and for 10 years at the University of New Mexico, where he served as chair his last two years. He has also served as associate editor for the *Journal of Experimental Psychology: Learning, Memory and Cognition*, and is a fellow of the American Psychological Association. He is co-author of a recently published book on aging and memory (*Memory Fitness*).

Mark's research and teaching interests are in the general area of human learning and memory. His most developed lines of research encompass several arenas. His work on prospective memory (remembering to perform some intended action at a particular

point in the future) has differentiated and identified different types of prospective memory and revealed surprising effects of aging. Mark also has a long-standing interest in the kinds of encoding processes that mediate memory, and much of his current research is directed at extending the basic memory work to educationally relevant materials and tasks. His research also focuses on complex human conceptual learning such as acquiring intervening (abstract) concepts and function concepts. He currently is exploring the degree to which learners display different tendencies toward associative vs. rule-learning processes in concept learning. His work has been supported by the National Institutes on Aging, of Mental Health, and of Child Health and Human Development, as well as by the National Aeronautics and Space Administration.

Mark is married to Lynn McDaniel, who is busy becoming a licensed psychologist in Missouri. He has triplets, and they are now freshman in college. As a consequence, he has some time for occasional tennis, basketball, and biking. As of yet, however, his saxophone has not been exposed to the Missouri atmosphere.

**Carol Woods** joined the WU faculty in psychology and applied statistics in July 2004, after completing a PhD in quantitative psychology from the University of North Carolina in Chapel Hill. Her dissertation research on item response theory was supervised by David Thissen and supported by a National Research Service Award from the National Institute of Mental Health. Carol teaches statistics, including classes on methods for analyzing categorical data and factor analysis. Her primary research interests concern the creation, implementation, and/or evaluation of methods for the analysis of categorical data, especially those involving latent variables.

Woods recently married Adam Hafdahl, a faculty member in quantitative psychology at the University of Missouri in Columbia. When not working, she enjoys athletic recreational activities including tennis, hiking, in-line skating, and lap swimming. ■



Left to right: Carol Woods, Denise Head, and Mark McDaniel

## Post-Doc Highlights

**Brown, Joshua** (PhD 2001, Boston University) Joshua studies the neural mechanisms of cognitive control in the frontal lobes, using a variety of techniques including computational neural modeling, fMRI, single-unit neurophysiology, and cognitive psychology. Recent projects include integrated computational modeling and behavioral studies of task-switching, and fMRI and computational models of performance monitoring in the anterior cingulate cortex. He currently aims to clarify the mechanisms of interaction among frontal lobe areas underlying working memory, decision making, performance monitoring, and reinforcement learning.

**Castel, Alan** (PhD, University of Toronto, 2004). Alan is currently working with **Dave Balota** and **Roddy Roediger** on issues related to strategic control of memory and attention in older adults and people with early signs of Alzheimer's disease. He is also interested in how to improve memory performance in educational settings. His dissertation examined how memory for associative information changes with age. In general he is interested in the strategic control of memory and attentional processes, memory for numerical information, models of associative memory and aging, and how various memory disorders influence performance.

**Christ, Shawn** (PhD, Washington University, 2004). Shawn is currently working with **Kathleen McDermott** on a project to identify regional differences in brain activation during truth versus deceptive practices. More generally, his research goals include exploring the interaction between inhibitory control and memory through the utilization of neuroimaging techniques.

**De Pisapia, Nicola** (PhD, University of Edinburgh, 2003). Nicola's PhD is in computer science. His current research is on computational models of prefrontal cortex activity and on the interplay between conflict monitoring and cognitive control in several experimental domains.

**Fales, Christina** (PhD, University of California, Los Angeles, 2004). Christina's doctoral work in Cognitive Neuroscience focused on task switching mechanisms in frontostriatal syndromes such as Parkinson's disease and normal aging, as well as in mild mood disturbances. She currently works with **Deanna Barch** in studying the effects of psychopathology (schizophrenia and depression) and normal mood changes on cognitive flexibility and control.

**Geraci, Lisa** (PhD, Stony Brook University, 2001). Lisa currently works in **Roddy Roediger's** lab. In collaboration with him and **Mark McDaniel**, her work examines the extent to which younger and older adults can monitor the correct source of their memories and benefit from distinctive information to aid performance.

**Gleason, Marci E. J.** (PhD, New York University, 2004). Marci is currently working with **Tom Oltmanns** on his ongoing project to explore the

differences between self and peer reports of personality pathology. Marci is also continuing to pursue her research in social psychology on intimacy, stress, and support in close relationships and on response biases in different survey designs.

**Kirchhoff, Brenda** (PhD, Boston University, 2001). Brenda's research currently focuses on the role of prefrontal, medial temporal, and parietal regions in declarative memory encoding and retrieval. She is interested in exploring the distinct functions of these regions and the interactions between these regions in memory processes. She uses behavioral and fMRI research techniques to study these questions both in healthy volunteers and in patients with memory impairments resulting from brain injuries or illness.

**Logan, Jes** (PhD, Washington University, 2004). Jes got her start in research on the cognitive neuroscience of aging by working with Jim Becker at the Center for the Neural Basis of Cognition in Pittsburgh. She joined **Dave Balota's** lab, as a graduate student exploring age differences in language, learning, and long-term memory. Jes also collaborated with **Randy Buckner** on an fMRI project investigating age-related changes in neural correlates of encoding. She completed her doctoral work on spacing and expanded retrieval effects in healthy younger and older adults. Jes currently works in **Kathleen McDermott's** Memory and Cognition Lab where her research interests focus on applied cognitive research in learning and memory. Current projects include a study of inter-item difficulty during spaced retrieval and exploring how headlines can induce false inferences about news stories.

**McCabe, David** (PhD, Georgia Tech, 2003). David's primary interests are in age-related changes in memory accuracy and working memory. He is collaborating with faculty members **Roddy Roediger**, **Mark McDaniel**, and **Dave Balota** on a large scale structural equation modeling project examining the role of working memory capacity in age-related changes in cognition across the adult life span. He is also working with **Dave Balota** on an ADRC grant related project examining changes in attentional control associated with aging and Alzheimer's disease.

**Miner, Meredith E.** (PhD, University of Michigan, 2004). Meredith is currently investigating the feasibility of training memory and executive control processes in **Larry Jacoby's** Lab.

**Prizmic-Larsen, Zvezdana** (PhD, University of Zagreb, 2000). Prior to coming to Wash. U. Zvezdana was employed by the Institute for Social Science in Zagreb, Croatia, doing contract research for the government, mostly national surveys on such topics as employment, post-war adjustment, and life satisfaction. Currently she is the data manager on several projects in the **Randy Larsen** Lab, including a project on cognitive effects of emotional cues,

and a long-term psychotherapy outcome project. She maintains her collaborative arrangements with colleagues in Croatia, where she is part of a cross-cultural research team.

**Rhodes, Matthew** (PhD, Florida State University, 2004). Matt has a variety of interests in memory, including memory and aging, metamemory, individual differences in memory, and general issues in memory accuracy. At present, his work is focusing on metamemory in aging populations including work examining methods of improving calibration between confidence and accuracy. He is also involved in other work examining memory training in the elderly and face recognition in older and younger adults.

**Ruge, Hannes** (PhD, Leipzig University, 2004). Hannes studied at the Max-Planck Institute of Cognitive and Brain Sciences in Leipzig, Germany. He has been exploring the neural mechanisms of cognitive control using functional Magnetic Resonance Imaging. He is currently interested in further investigating the interaction of bottom-up and top-down mechanisms engaged during successful performance in the task switching paradigm, trying to characterize the putative intentional aspect of task switching performance more precisely.

**Thomas, Ayanna** (PhD, University of Washington, 2001). Ayanna's post-doctoral work has been concerned with whether older adults and people in various stages of Alzheimer's disease (AD) can use various contextual cues to reduce memory errors and improve memory performance. She has two papers that are currently in press that examine contextual utilization in older adults, and in April 2004 Ayanna was awarded an RO3 from the National Institute on Aging to continue to study the use of context in people with AD. In addition, Ayanna has been applying her work with contextual utilization to an education setting in **Mark McDaniel's** Lab. ■

## Alumni Updates

**Ethan Miller** (MA '98) started his residency in the Department of Internal Medicine at the Baylor College of Medicine in Houston, Texas.

**John A. Popplestone** (PhD '58) was awarded a Lifetime Achievement Award for Sustained, Outstanding, and Unusual Scholarly Contributions to the History of Psychology on August 1, 2004, by Division 26 of the American Psychological Association. ■

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

Dr. Robert Assael – LA75  
Mrs. Mary Randolph G. Ballinger – LA71  
Ms. Jane Marie Berry – LA79/GR83/GR86  
Dr. Suzanne E. Bohn – GR67 GR70  
Dr. Nancy Y. Brown – LA49/GR52  
Dr. David Samuel Bush – GR80/GR82  
Mrs. Bettye M. Caldwell – GR51  
Dr. Jing Chen – GR95/GR99  
Dr. Renee Cosworth – GR82/GR83  
Ms Kimberly Monique Davis – GR97/GR00  
Ms. Bertha P. Doar – GR86/GR92  
Mr. Wanjiang Du – GR98  
Dr. Henry C. Ellis – GR58  
Mr. Steven Feinberg – Non Alumnus  
Dr. Teresa Mary Flynn – GR83/GR86  
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Dr. Elizabeth A. Grant – GR78 SW78 SW81  
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Dr. Carolyn Denison Redmore – GR69  
Mr. Peter T. Richtsmeier – LA01  
Dr. Christine Marie Steerman – GR80/GR81

## A Tribute to Sol L. Garfield

By Richard M. Kurtz

I have known Sol since he came to Washington University in 1970 as Director of Clinical Training. He was, in fact, the first Director of Clinical Training for our Clinical Program. Prior to that a committee composed primarily of non-clinical faculty administered the Clinical Program. Prior to Sol's arrival, the junior clinical faculty (who were not on the committee) were very demoralized. They spent most of their time conducting job searches.

Before Sol's arrival as Director of Clinical Training, the Clinical Program was chaotic. Students from different year levels were mixed in required beginning classes, so one could have first year students mixed with seventh or eighth year students taking the same required course. Students had no systematically organized practicum experiences. In fact the students had to search out their own practica and received little or no guidance for dissertation and internship planning.

When Tom Sandel was appointed as the new chair of Psychology in 1969 he aggressively recruited Sol Garfield from Columbia University Teacher's College where he was their director of Clinical Training.

Within two years of Sol's arrival, the Clinical Program was totally re-organized and rejuvenated.

1. A coherent curriculum was developed organized by year levels with required courses that made sense.
2. Extensive high quality practica were created and weak training facilities were dropped.
3. A program to hire appropriate new faculty to fill needed areas was implemented.
4. A Psychological Service Center was planned and started by Dr. Anthony Schuham under Sol's direction. Today we have one of the largest and finest Psychological Service Center's of any APA-approved program in the country.
5. An innovative course in Clinical Supervision was started, as well as needed courses in Behavior Therapy and Community Psychology.
6. Dissertation quality was made a major focus of reform.

To make such sweeping changes required not only tremendous administrative skill, but also courage. There was resistance from many quarters, but Sol realized that without change there could be no viable Clinical Program. It is a testimony to his vision and administrative creativity that 34 years later, our Clinical Program continues to thrive as it provides high quality clinical training in the best tradition of Sol Garfield.

At a personal level I also admired Sol's honesty and integrity—he always held the course. He was never an opportunist or a compulsive self-promoter. While committed to a tough-minded empiricism he remained holistic in scope. Sol was always suspicious of grand theory and empty ideological passion—but as a true child of the Enlightenment he always showed a respect for intellectual freedom and diversity. I have been honored to have him as a colleague and a friend.

## Sol Garfield, 86, Professor Emeritus in Arts & Sciences Remembered

*"Sol's sudden death was a terrible shock to us but we are trying to accept it because we realize that it was what he wanted for himself. We are inspired and deeply gratified by the expressions of love and respect that have been pouring in daily. His memory certainly will live on in the hearts and minds of all those who knew him as a friend, colleague, teacher, editor, and not to be belittled—stand up comedian. Thank you so much for your expressions of sympathy. They are helping our family to bear up at this difficult time."* —Amy Garfield, Sol's widow

Sol L. Garfield, PhD, professor emeritus of psychology in Arts & Sciences and director of the University's clinical psychology training program from 1970-1986, died Saturday, Aug. 14, 2004, in Cleveland. He was 86.

Sol earned a doctorate in clinical psychology from Northwestern University in 1942. He taught at Northwestern, the University of Connecticut, the University of Nebraska, Ohio State University and Columbia University.

A certified practitioner since 1947 and a diplomate in clinical psychology since 1952, he served as a clinical psychologist with the U.S. Army and as chief clinical psychologist at several VA hospitals.

Sol also held prominent positions in many professional societies, including president of the American Psychological Association's Division of Clinical Psychological Association's Division of Clinical Psychology; president of the Society of Psychotherapy Research; and member of the American Psychological Association's Task Force on Psychological Intervention guidelines. He was the author or editor of many books, notably the *Handbook of Psychotherapy and Behavior Change* (co-edited with Allen Bergin), now in its fourth edition, and *Psychotherapy: An Eclectic-Integrative Approach*. From 1979-1984, he served as editor of the *Journal of Consulting and Clinical Psychology*. Sol also contributed over 170 journal articles or chapters to edited volumes.

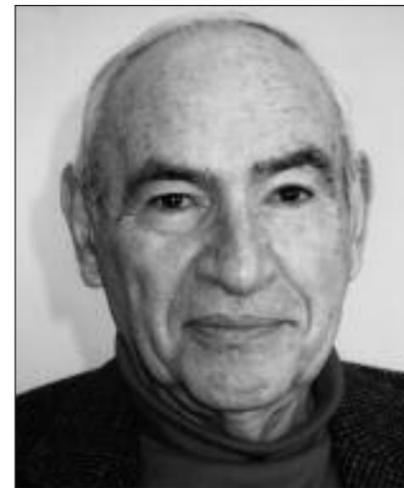
Sol began collaborating with Allen Bergin during the six years that both worked together at Teachers College, Columbia University, where he was director of the clinical psychology program. It was there that the team published the controversial first edition of its handbook on psychotherapy.

The handbook, Bergin said, was an attempt to bring order out of a bewildering array of claims and counter-claims in the field of psychotherapy. "We decided that the clinical issues could best be addressed by establishing as clearly as possible the empirical status of each question," Bergin explained. "We wanted to clarify how the field could advance by bringing it solidly within a research as opposed to a purely clinical framework."

Some professionals considered the goal controversial, but the results, Bergin said, far exceeded expectations. "We have been surprised and pleased to find that the book became a standard text and reference in the U.S. and many parts of the world, as well as gaining acceptance among disciplines

**"Sol Garfield is a world-class figure in psychology. His name is known across America and the major continents of the world. I count Sol as among the best people I have known—he is a person of integrity with high ideals. It is people like Sol who provide the glue that holds and anchors society against tides of adversity and corruption. His effort to find truth, as he understands it, has been part of his vital lifestyle. Equally important has been Sol's deep motives to serve others and to do things well."**

*—Professor Allen Bergin at Brigham Young University, Sol's longtime friend and collaborator.*



Sol Garfield, PhD

as diverse as social work, psychiatry, and school counseling," Bergin said. "It clearly filled a need and apparently its empirical framework proved persuasive."

Sol Garfield's contributions earned numerous prestigious awards, including the American Psychological Association's (APA) Distinguished Contribution to Knowledge Award, the APA Division of Clinical Psychology's Distinguished Contribution to Clinical Psychology Award, the Society for Psychotherapy Research Distinguished Research Career Award, and the Council of University Directors of Clinical Psychology 3rd Annual Award for Outstanding Contributions to Clinical Training. ■

## Saul Rosenzweig Remembered

By Randy J. Larsen

Saul Rosenzweig, a member of our Psychology faculty since 1949, passed away at age 97 on August 9, 2004, following a bout of pneumonia. Saul was born in Boston, Massachusetts, on Feb. 7, 1907. Saul's grandfather, an orthodox Jewish cantor, immigrated from Russia with his family in 1890 to avoid the conscription of their only son, David. David Rosenzweig, and his new bride Etta Tatel, were Saul's parents. Saul's father was a jeweler and a watchmaker. His mother handled real estate transactions. Saul had a sister, Ruth, who worked in his father's shop, and a brother, Myer, who died at age 19 in an accidental drowning. Saul lost the vision in his left eye in a farming accident at age 13.

Saul attended Malden High School outside of Boston from 1921 to 1925, and, ranking first in his class, was salutatorian at graduation. Saul earned his bachelor's degree, summa cum laude, from Harvard University (1929), with a major in philosophy. In his senior thesis he applied Freud's Oedipus theory to Schopenhauer's life, and Adler's inferiority theory to the life of Nietzsche. Saul also developed lasting friendships



Saul Rosenzweig

with Gordon Allport, Henry Murray, and B. F. Skinner during this time.

Saul enrolled in graduate study in psychology at Harvard from 1929-1933. In his doctoral thesis he applied experimental methods to study repression. An incidental tangent from this research resulted in his first published article (1933), in which he explored the reciprocal interaction between experimenter and subject, and laid the foundation for the work on experimenter expectancy effects that flourished a generation later.

Saul also corresponded with Sigmund Freud during this time about his experimental studies of repression. Saul was admonished in a personal letter from Freud: "I cannot put much value on such (experiments) because the abundance of reliable observations on which these propositions rest makes them independent of experimental verification. Still, it can do no harm." This letter from Freud is reproduced in *Rosenzweig* (1985).

Saul studied under the stimulating influence of Henry Murray and his intellectually lively group at the Harvard Psychological Clinic. At this time he developed a life-long interest in American literature. Saul undertook clinical training and weathered the Great Depression as a voluntary research associate at the Harvard Clinic. In 1934 Saul left Harvard to join the staff of Worcester State Hospital, where he stayed until 1943. Here he underwent a didactic psychoanalysis with Geza Roheim, a Hungarian psychoanalyst. During this time Saul also taught psychology at Clark University, where he became intrigued by the visit Freud

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# 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 a note to the author: Department of Psychology, Washington University in St. Louis, Campus Box 1125, One Brookings Drive, St. Louis, MO 63130-4899.

## Books and Book Chapters

**Barch, D.M. & Buckner, R.L.** (2003). Memory. In Fogel, B.S., Schiffer, R.B., & Rao, S.M. (Eds.), *Neuropsychiatry*, Second Edition. Baltimore, MD: Lippincott, Williams & Wilkins.

**Boyer, P.** (2003). Out of Africa. Lessons from a By-Product of Evolution, in Light, T. & Wilson, B. (Eds.), *Religion as a Human Capacity*, Leiden: Brill, pp. 27-44.

Botvinick, M.M., **Braver, T.S.**, Yeung, N., Ullsperger, M., Carter, C.S., Cohen, J.D. (2004). Conflict monitoring: Computational and empirical studies. In Posner, M.I. (Ed.), *Cognitive Neuroscience of Attention*. (pp. 91-102). New York: Guilford Press.

**Finger, S.**, and Gallo, D. (2004, expected). The music of madness: Franklin's armonica and the vulnerable nervous system. In F. Rose (Ed.), *Neurology of the Arts*. Singapore: World Scientific Publishing Co., 207-235.

Arnott, R., **Finger, S.**, and Smith, C.U.M. (2003). Preface: Trepanation. In: Arnott, R., Finger, S., and Smith, C.U.M. (eds), *Trepanation: History, Discovery, Theory*. Lisse, The Netherlands: Swets and Zeitlinger, pp. ix-xii.

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## Psi Chi Corner

The past academic year marked the 20th anniversary of the founding of the Washington University chapter of Psi Chi, the National Honor Society in Psychology. In recognition of its founding, the chapter held a special anniversary event at which Professor Henry Roediger presented a talk on memory and memory illusions. Professor Roediger is one of the world's foremost memory researchers, president of the American Psychological Society, and the previous chair of the department. Following his talk, students held an anniversary reception with pizza and cake.

Psi Chi serves to recognize outstanding students of psychology as well as to provide resources and special events for its members and other students at Washington University who are interested in psychology. Members are elected based on their academic excellence and commitment to the discipline, and our chapter elected 75 new members this past fall semester. A dinner and chapter meeting followed the November induction ceremony.

The annual Psi Chi-sponsored session on applying to graduate school brought together two faculty members and two graduate students to discuss preparation for and application to graduate school in psychology. The chapter also held a session on the PsyD/PhD/MSW degrees and clinical/counseling psychology programs. The Admissions Counselor of the Adler School of Professional Psychology, along with a faculty member from that school, discussed the PsyD degree. Dr. David Pollio from the George Warren Brown School of Social Work, and Professor Tom Oltmanns, director of our Clinical Graduate Program, addressed issues of differences among the various degree programs and careers in these disciplines.

In addition to the above programs, Psi Chi organized a special luncheon and a make-your-own ice-cream sundae social event. Science-wise, several of the chapter members presented their work at regional and national meetings and have published their research in peer-reviewed psychology journals. ■

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# John Baugh Named the Margaret Bush Wilson Professor of Arts & Sciences and Professor of Psychology

The most recent hire in our department is Professor John Baugh, who joined us in 2005 as a professor of psychology. Baugh is the inaugural holder of the Margaret Bush Wilson Professorship in Arts & Sciences. This professorship is named after the well-known St. Louis civil rights attorney, Margaret Bush Wilson, 85, who was one of the first African-American women to practice law in Missouri, the first woman to chair the board of directors of the NAACP, and who served on Washington University's Board of Trustees from 1978 to 1987.

Baugh, a well-known African-American linguist and education expert, is a founding member of the National Science Foundation's National Advisory Committee to the Social, Behavioral and Economic Sciences and past president of the American Dialect Society. Besides being a professor of psychology, Baugh is also the director of our program in African and Afro-American Studies.

Although Baugh is a linguist, Washington University does not have a linguistics department. Consequently, he joined Psychology because his research is social psychological in nature and because our Linguistic Studies program is currently housed in Psychology. Baugh also has adjunct appointments in our departments of Anthropology, Education, and English. Most recently, Baugh was a professor of education and linguistics at Stanford University.

John Baugh received a BA at Temple University majoring in speech and rhetoric in 1972. He went to graduate school in linguistics at the University of Pennsylvania, receiving his PhD in 1979. While still working on his dissertation, Baugh was a lecturer and then assistant professor at Swarthmore College (in black studies, linguistics, sociology, and anthropology). In 1979 he was hired as assistant professor of linguistics and anthropology at the University of Texas. He has been a visiting scholar at the Center for Applied Linguistics in Washington, D.C., and a research fellow at the

Center for Advanced Study in the Behavioral Sciences in Palo Alto, Calif. In 1990, he was hired as a professor of education and linguistics at Stanford University, where he served as director of the Stanford Teacher Education Program and maintained wide-ranging collaborations in Departments of Psychology, Cultural and Social Anthropology, Linguistics, as well as collaborations with several professional schools, including Business, Law, and Medicine.

Baugh's primary research contributions have been to the linguistic understanding of the African slave trade and studies of linguistic diversity in socially stratified communities. His early research centered on African-American vernacular English. He has written three major books on this topic. His first book, *Black Street Speech: Its History, Structure and Survival* (1983, University of Texas Press) focused on "style shifting," which refers to the fact that many African Americans negotiate on a daily basis through several distinct linguistic traditions and dialects, much as do bilinguals living in a society where several languages are spoken (say, Spanish at home and English in the work place). Linguistic minority members may change their manner of speaking (including pronunciation, grammar, and vocabulary, as well as discourse and rhetorical patterns) as they change topics, social settings, and other conversational contexts. This book was awarded an "Outstanding Academic Book Award" by *Choice*.

In 1999 and 2000 Baugh published two other major works. The first was *Out of the Mouths of Slaves: African American Language and Educational Malpractice* (University of Texas Press), in which Baugh developed a concept of educational malpractice, arguing that many African-American children receive substandard educations due to their different speech characteristics from speakers of Standard English. In 2000 Baugh published *Beyond Ebonics: Linguistic Pride and Racial Prejudice* (Oxford University Press), in which he argued that Ebonics is a unique dialect

of American English and is not based on an African root language. Both of these books are widely acclaimed as being scholarly and refined, while at the same time written in straightforward, accessible prose. Baugh is a scholar who can negotiate and describe complex issues and concepts in an interesting and understandable manner.

Baugh also does experimental research that intersects with social psychology. His most recent research is on the identification of the race of speakers from characteristics of their voices during telephone conversations, a process he calls "linguistic profiling." Baugh uses a highly controlled experimental design in which a single speaker (himself) calls landlords of apartments advertised as vacant and asks to see the apartment. He uses either African-American vernacular English, or speaks with a strongly Hispanic accent, or talks in Standard American English. The findings from these studies are dramatic: the probability of the landlord making an appointment with the caller to see the apartment is directly related to the speech pattern of the caller (again, Baugh in all cases). When Baugh uses a Standard English speech pattern, the rate of showing the apartment was highest; with the Hispanic accent the rate was next highest; and with an African-American speech pattern the rate of showing the apartment was the lowest. This outcome, which has been replicated, illustrates a form of discrimination in the housing market. The Ford Foundation has provided research support to Baugh in this research and he received an award as a Pioneer of Fair Housing in 2004 from the United States Department of Housing and Urban Development. HUD has also developed several televised advertising campaigns based on this research.

Baugh has also developed a theory of "econolinguistics" in which he integrates the quantitative aspect of sociolinguistics with models of econometrics, models that reflect the economic stratification of people resulting from their linguistic styles and dialects.



John Baugh

Stated simply, one's speech pattern has direct economic implications, as in the studies of attempting to rent apartments. However, Baugh applies the theory much more widely and argues that one's speech pattern also has economic consequences in finding a job and other economic opportunities.

Baugh's work is so interdisciplinary that he could fit comfortably within a variety of departments at Washington University. We are happy to have him in our Department of Psychology. His interests overlap with professors in the Social and Personality program, where several focus on understanding stereotyping and prejudice. He also complements others who study the psychology of language in the Behavior, Brain and Cognition program. Outside of our department, Baugh will have important roles to play in the Departments of Education, Anthropology, English, and probably other programs as well (Economics, Political Science, Social Thought and Analysis, International and Area Studies and Philosophy-Neuroscience-Psychology). Our department and our University have a highly interdisciplinary character, and Baugh contributes immensely to this important quality. ■

## Awards and Highlights

### Graduate Students

**Steve Balsis** received a Summer Training on Aging Research Topics Mental Health (START- MH) Fellowship, and he received The Roma Schaefer Nooter Scholarship (2004-2005).

**Andrew Butler** received an NSF Graduate Fellowship Honorable Mention.

**Tara McAuley** won a fellowship to attend The Vivian Smith Advanced Studies Institute of the International Neuropsychological Society. This took her to Greece for four weeks over the summer where she studied the human frontal lobes.

**Jeremy Reynolds** was awarded one of five \$3,000 Dissertation Research Awards from the American Psychological Association.

**Nicole Speer** was awarded one of two \$5,000 Dissertation Research Awards from the American Psychological Association.

### Faculty

**David A. Balota** was given the American Association for the Advancement of Science (Fellow) Awarded Graduate Student Mentoring Award.

**Randy Buckner** was elected Fellow, American Psychological Association.

**Brian Carpenter** named NIMH Advanced Research Institute in Geriatric Mental Health Scholar.

**Stanley Finger** was elected to the Advisory Board of the College of Physicians of Philadelphia. Finger, in conjunction with the Royal Society of

Medicine in London, will help put together an exhibit on Benjamin Franklin and medicine in honor of Franklin's 300th birthday in 2006.

His book, *Minds Behind the Brain*, has just been reissued as a paperback by Oxford University Press.

**Alan Lambert** was appointed to the editorial board of two journals, *Journal of Personality and Social Psychology* and *Basic and Applied Social Psychology*.

**Mark McDaniel** was made a Fellow of APA Division 20.

**Kathleen McDermott** has won the 2004 Frank S. McGuigan Young Investigator Prize from the American Psychological Foundation, \$25,000. This award is given biennially to a psychologist (less than nine years post-PhD) engaged in research that seeks to

explicate the concept of the human mind from a psychophysiological perspective.

**Roddy Roediger** received an Honorary Doctor of Social Science degree at Purdue University in May 2004. Roddy finished his term as President of the American Psychological Society for 2003-2004 this past June. He was also appointed dean of Academic Planning in Arts & Sciences at Washington University.

**Jeff Zacks** has been awarded the American Psychological Association's Division of Experimental Psychology Young Investigator Award in Experimental Psychology, Applied May 2004. Jeff also received Washington University Recognition for excellence in graduate mentoring, April 2004. ■

## Jay Pratt *from page 1*

also offered fellowship support that was quite good compared to other offers I had seen-so I decided to come to Wash U. Within my first week there my advisor and I had outlined several research projects, one of which turned into my first publication a short time later.

### **How did your training and experiences at Washington University prepare you for your present faculty position?**

What struck me most about the grad program at the time when I was there was not so much the structure of the program, the requirements and so on, but instead its flexibility. The graduate program provided students with a lot of individual attention and there was ample opportunity to explore various areas of research. I had all the resources I needed and support from the department to pursue the research that I wanted to pursue.

In the psychology department there was a strong emphasis on being technically proficient. People were not going to do the technical work for you. As a graduate student, if you wanted to do a particular experiment you had to learn some of the computer skills or other technical skills that would be needed to

do the experiment. That was clearly an advantage when it came time for me to start a job. I came to Washington University from a physical education department with a somewhat limited background in traditional psychology. But after graduating with my Ph.D. in psychology I was able to leave Wash. U. directly and walk right into a tenure track position in a well known psychology department, and I really felt like I was well prepared for the job: I could do the teaching, I could set up a laboratory, I could do the research, and I could do the supervising of students. I felt like I could handle it all. The preparation was really ideal for going right into an academic tenure track job.

### **What was life like for you in graduate school?**

The time I spent in St. Louis was just fabulous. I was doing research on exactly the things I wanted to research, I had all of the infrastructure, equipment, support and guidance I needed for my research. The people-both faculty and grad students in psychology were great. We had a nice group of people that were smart and interested in doing research and fun to be with. And I also had a really nice life outside of the lab too-my cycling partner and I

rode either road or mountain bikes pretty much every weekend day for almost five years (except for a few times when the snow was too deep). Also, I played on several hockey teams while I was there too. And I met the person who eventually became my wife, another student in the department. My life changed a lot during those years-and essentially all for the better (save for a couple of sport-related broken bones).

### **What are some of the ways in which research in psychology has changed in the time since you received your degree?**

One of the biggest changes I think is the virtual explosion of information. There are a great number of journals, many of which are quickly and easily available online. There is so much information that it can be challenging to sort out the critical material from the not-so-critical material. And of course teaching students how to make those choices is also a challenge. I think also, because there is so much for a person to know in their own area, that it is becoming increasingly difficult to be well-informed about other research areas. This also underscores one of the

great advantages of interdisciplinary collaborations. I think more and more such collaborations will be important in order to be able to bring multiple points of view to bear on a particular research question. In fact, I am now involved in a project studying the control of balance in complex environments. The research team includes cognitive psychologists, movement scientists, physicians, and biomedical engineers.

### **Was there any single event that you can identify as being especially significant or satisfying to you as a psychologist?**

Yes-it occurred very early on. It was my first solo paper, which was published in 1995. I remember I had an idea for an experiment, and I thought "I can do this," and I asked my advisor if he thought I could do it on my own. He gave me the okay. I ran the experiment, wrote it up, and the paper got accepted with only minor revisions needed on the first submission. At the time I thought to myself "Wow, I can do this. I can make this a career. I can do this well enough to survive on my own." ■

## Saul Rosenzweig *from page 4*

made to the United States in 1909 to this university. This interest culminated in a scholarly book (*Rosenzweig, 1992*) on Freud's only trip to America. At this time (1936) Saul also published an important article in which he anticipated the notion that certain efficacious common factors can be found in most forms of psychotherapy. Sixty-six years later he was awarded a lifetime achievement award as the founder of the common factor movement by the Society for Psychotherapy Integration.

In 1941 Saul married Louise Ritterskamp on March 21, the first day of spring. In 1943 he joined the staff of the Western State Psychiatric Institute in Pittsburgh as Chief Psychologist. During his five years there, Saul pursued the clinical application of projective methods, culminating in the publication of the Rosenzweig Picture Frustration Study in 1947. This widely used technique for assessing aggression is still popular today. This test appears in Stanley Kubrick's, *A Clockwork Orange*, when the main character undergoes psychological testing at the end of the movie. A more far-reaching result of Saul's interest in aggression was his founding of the International Society for Research on Aggression in 1972.

Saul joined the faculty at Washington University in St. Louis in 1949, and remained here for the rest of his life, teaching courses in personality and psychotherapy. In the 1950s he developed a method of inquiry he called idiodynamics. This became his focus for the remainder of his career, and in 1972 he founded the Institute for Idiodynamics. This method conceives of the person as a unique universe of events, and distinguishes one person

from another by recurrent individual themes. At the time of his death, Saul was working on idiodynamic analyses of the lives of Sigmund Freud, Henry James, and the relationship between Nathaniel Hawthorne and Herman Melville.

Saul was known as a demanding colleague, but widely respected for his scholarly contributions and grasp of historical facts and nuances. He was a staunch individualist and determined researcher. In 1951 he traveled to Zurich to interview C. G. Jung, then to London to interview Anna Freud and Melanie Klein. In 1957 he traveled to Pribor, Moravia, to gather material regarding the birth of Freud. In 1964 he interviewed Freud's personal physician, Max Schur. Saul dedicated his life to his research, and all who knew him knew a first-rate scholar.

In 2000, the Psychology Department at Washington University honored Saul with a Jubilee celebration for his 50 years of service. The Jubilee proceedings were published in the October 2003 issue of the *Journal of Applied Psychoanalytic Studies*. Saul Rosenzweig remained actively engaged in research, mostly of a literary and historical nature, through his 90's, and even employed a graduate student and a post-doc most years. Fortunately for posterity, Saul's last publication was an autobiography, published in the *Journal of Personality Assessment* (2004). He was also working on several book projects. He endowed his Foundation for Idiodynamics to continue with his work. He is survived by his wife Louise, aged 95, his daughter Julie Rosenzweig-Hahn, and two grandsons. ■

## Views of the Psychology Building



## Lisa Emery: a Researcher on the Go!

**L**isa Emery arrived at Washington University in the fall of 1999, having just finished a stint working as a research assistant for the well-known team of Patricia Carpenter and Marcel Just. Prior to working in the Carpenter and Just lab, Lisa had earned her undergraduate degree from Pennsylvania State University. Based on all of her experiences, Lisa had determined that she wanted to do her graduate studies in the field of cognitive aging, with an emphasis on working memory. She joined the Cognitive Development Lab and began her tutelage under the guidance of Sandra Hale and Joel Myerson who both say, “When Lisa arrived, she hit the ground running—and she has kept up the pace ever since.”

Soon Lisa was busy designing and conducting numerous research projects. These projects focused on understanding the storage and processing mechanisms of working memory and attempted to determine why older adults’ ability to perform a variety of working memory tasks is poorer than their younger adult counterparts.

In a series of studies, she examined the source of age-related deficits in working memory tasks that require participants to rearrange items (e.g., letters and digits) instead of simply reporting the items in the order of presentation. To carry out this study, in the forward recall condition, Lisa exposed younger and older adults to several series of letters and digits (e.g., Q 3 F 7) and required them to recall the items in the same order for each series. In the item manipulation condition, the same type of series (e.g., alternating letters and digits) were presented but the participants were required to first recall the digits in numerical order followed by the letters in alphabetical order (e.g., 3, 7, F Q). The results from these studies revealed that the difficulty that older

adults have with item-manipulation appears to be the consequence of both age-related decreases in storage and processing speed but not in the ability to rearrange the items.

For her dissertation research, Lisa says “I have been examining the role of proactive interference in individual and age differences in working memory and reasoning ability.” Proactive interference refers to the problem that can arise when items from a previous trial interfere with ones ability to recall items on the current trial. Lisa says that “other researchers have suggested that older adults have difficulty inhibiting previously relevant information (e.g., items from a previous trial) and this same ability has been linked to individual differences in reasoning ability in younger adults.” Therefore, in Lisa’s dissertation research she has been gathering data from both younger and older adults and has been measuring susceptibility to proactive interference, working memory function, processing speed, and reasoning ability. With this large data set in hand, Lisa will be able to examine the role of proactive interference in working memory function and reasoning ability both within each age group and between the two groups.

Being constantly involved in data collection (she also has an fMRI project that she is working on with Todd Braver) requires a tremendous amount of Lisa’s time so she usually laughs whenever someone asks her what she does in her “spare” time. She does, nevertheless, find time to spend with her husband, Rob, and her dog, Foxie (who is just adorable), and one of her mentors claims to have once seen Lisa with a cross-stitch project. With the arrival of the new year, Lisa is exploring potential post-doc positions where she plans to expand her research efforts to focus on how aging affects



From left: Lisa Emery and Erica Brandling-Bennett

## Erica Brandling-Bennett: Developer of a Developmental Research Plan

**E**rica Brandling-Bennett completed her undergraduate career at Dartmouth College and then came to Washington University in the fall of 1998 to work as a research assistant for Steve Petersen on a neuroscience project that focused on cognitive sequelae of stroke in adults. Brad Schlaggar joined the Petersen lab and began conducting fMRI studies on language development in children, which eventually captured Erica’s research interests. Erica then successfully applied to the graduate program in clinical neuropsychology to work under the mentorship of Desirée White beginning in the fall of 2000.

In her initial studies undertaken in White’s lab, Erica turned her attention to the role of strategic processing in learning and memory in normal and special populations of children. She found that children who have experienced strokes in the frontal lobes (associated with sickle cell anemia) relative to normal children and children with sickle cell who have experienced strokes elsewhere in the brain, had deficits in retrieval strategies (i.e., recalling words based on category cues). Similar deficits were found in children with mild frontal lobe dysfunction caused by phenylketonuria (PKU).

These early studies served as a backdrop for Erica’s dissertation research, which continues this line of research more broadly with a primary focus on establishing developmental trajectories in normal children. More specifically, Erica has been testing children between the ages of 6 and 13 on a battery of neuropsychological measures of learning and memory along with experimentally designed measures. One of the neuropsychological tests is verbal fluency in which children must produce as many names of animals as possible within one minute. One of the experimentally designed tasks is a verbal-paired associates task in which children must remember six semantically related word pairs (e.g., sun – moon) and twelve unrelated word pairs (e.g., banana – foot). One

question that her study is designed to answer is the extent to which both neuropsychological tests and experimental tasks reveal a similar developmental trajectory (i.e., a similar function describing how children improve between ages 6 and 13). She is especially interested in determining when young children begin to benefit from the use of semantic relationships when recalling previously learned information from memory. By using four different types of tests, Erica will be able to obtain converging evidence for the developmental improvements during the school years.

Of course because Erica is in the clinical program, she is often torn between completing her clinical course requirements and starting up a new study. It is not surprising to hear that now that she has been out interviewing for her internship (which clinical students typically undertake in their sixth year, after their dissertation is completed) that her first-ranked program is one that offers the opportunity of one day a week to be set aside for her own research efforts. Now all she has to do is to rank her preferences and wait an interminable 4 weeks to find out whether she will receive her first-choice internship. If she does, we can all expect that she will begin a follow-up to her dissertation just as soon as she gets settled in her new position.

When asked how she spends her leisure time, Erica chuckles and says “What, you mean there was supposed to be leisure time in my schedule? I guess you could say that I spend my ‘extra’ time training for and running in two half-marathons every year.” Maybe all that exercise explains where all of her energy comes from! From Erica’s perspective, it seems that no matter how hard she works, it is never as harrowing as the time and energy her husband, Ron, spends as a surgical resident at Washington University Medical School. ■

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frequently see themselves as being angry (presumably because they think others are taking advantage of them). More importantly, Tom has found that in some contexts, informant reports of personality are better able than self-report measures to predict functional outcomes. For example, peer nominations for antisocial traits are best able to predict which recruits will subsequently be kicked out of the military. For some purposes, self-report measures are more useful. This line of research has very important and practical implications, in that it suggests that our current best practice in clinical assessment is missing a great deal of important information about clients that may help us to understand their ability to function in their everyday lives.

For most people, developing such an interesting and novel line of research is likely to have been the major focus of their research career. However, for Tom, this is the third serious topic of his research career! Some of you may not know that Tom started his career doing work on schizophrenia, publishing some of the early seminal work on identifying differential cognitive deficits in schizophrenia.

Tom came to the field of schizophrenia via an interesting path. He was born and raised in Neenah, Wisconsin, and was an undergraduate at the University of Wisconsin in Madison. While there, Tom happened to take an experimental psychopathology course with Loren Chapman, one of the world's leading authorities on cognition in schizophrenia. Tom describes this course as a life-altering period in his life. Chapman taught him how to think critically about scientific issues. While taking this course, Tom was also doing his honors thesis work on self-concept in children with Lorna Smith Benjamin.

During his senior year at Wisconsin (in 1972) Tom applied to graduate programs in clinical psychology and was accepted to a few universities, including the State University of New York at Stony Brook. Trying to decide which school to attend, Tom consulted his undergraduate advisor, who suggested that he discuss the options with a psychology professor, Dick McFall (whom Tom had never met).

Somewhat intimidated by this productive young scholar and popular teacher, Tom knocked on McFall's door and asked if he could get some advice on going to graduate school. He didn't know that the advisor had called McFall to tell him about Tom's choices. McFall looked up from his work and said simply "Go to Stony Brook!" Initially satisfied with this succinct and definitive answer, Tom said "Thank you," and left the office. Standing in the hallway, he realized that his decision should probably be based on more substantial reasoning. So he knocked on the door again, and asked "Okay,

but why?" McFall looked up from his work again, sighed, and told him that for the past three years, their department had tried to hire a new assistant professor. Each time they had offered the job to someone getting a PhD from Stony Brook, which meant that it was obviously the hottest academic program in the country. What Tom and Dick McFall didn't know at the time was that approximately six years later, they would become colleagues (and good friends) at Indiana University.

Upon arriving at Stony Brook, Tom was assigned to work with John Neale, another leader in the field of schizophrenia research (who had recently won the American Psychological Association's Early Career Award for research in psychopathology). It was with John that Tom began his work on cognition in schizophrenia, eventually broadening out to do work on a variety of other aspects of schizophrenia, including delusions and emotional processing. After completing his PhD in four years, Tom did his clinical internship at the Psychological Center at SUNY Stony Brook. He then landed his first academic job as an assistant professor of psychology at Indiana University (in 1976). He was promoted to associate professor in 1981 and then to full professor in 1985. On a side note, it was at Indiana University that Tom mentored a graduate student named Howard Berenbaum. Berenbaum went on to become a professor at the University of Illinois at Urbana-Champaign, where he mentored a graduate student named Deanna Barch. Thus, for those interested in academic family lineages, Tom is therefore Deanna Barch's academic

grandfather. In 2001, Barch won the APA Early Career Award for research in psychopathology, thus continuing the distinguished family tradition started years earlier by Neale (even though it skips a couple of generations).

Tom stayed at Indiana University until 1986, when he was lured away by the University of Virginia, in part to become their director of Clinical Training. While at Virginia, Tom began his second line of research, which focused on psychological factors in Obsessive Compulsive Disorder, followed by the Peer Nomination Project with his colleague, Eric Turkheimer. We were fortunate to be able to convince Tom to come to Washington University in 2003, where he became the Edgar James Swift Professor of Psychology in Arts & Sciences. In addition, Tom took over as Director of Clinical Training this past year and is already settling into this position.

Although Tom has been productive in his own research, he has also contributed to the field in other ways. For example, Tom served as an associate editor for the *Journal of Abnormal Psychology*, and he has been a consulting editor or on the editorial board of a number of other prominent journals. In addition, Tom has been a standing member on several NIH study sections, has been an advisor to NASA on astronaut selection (personality matters a lot when you are trapped in space!), and has been on the board of directors for a number of different organizations.

On a personal note, Tom has been married to his wife, Gail, for 31 years. Gail received her BA from Bowling Green State University in Ohio and her master's in library science from Indiana

University. She is currently the associate dean for Organizational Development in the Washington University Libraries. She served in the same capacity for several years in the University of Virginia library before the family moved to St. Louis. Gail has published papers and presented talks on several topics related to personnel training, staff development, and the administration of academic libraries. Her most recent efforts have focused on developing and disseminating a balanced system for the assessment and coordination of libraries' resources and services.

Gail and Tom have two wonderful children, Sara and Josh. Sara graduated from the University of Virginia in 2001. She is married and recently provided Tom and Gail with their first grandchild, Presley Kristin Baber. Sara is married to Billy Baber, a tight end for the Tampa Bay Buccaneers. Those of you who know Tom know that he is a serious sports fan, so having a football player for a son-in-law is certainly a thrill for Tom. What some of you may not know, however, is that Gail is just as big a fan (if not bigger) and last year turned down a trip to Italy so that she and Tom could attend an NFL football game in Green Bay because Billy was playing in Lambeau Field against the Green Bay Packers! How is that for fan (and family) loyalty? Josh is a sophomore at Indiana University, where he has his own show (specializing in contemporary rap music) on the college radio station. Josh originally didn't know if he would like St. Louis, but once he realized what a great hip hop music scene there is here, he quickly became enamored of it. ■

## Psychology Department Faculty 2004-2005



*Front row (left to right): Becky Treiman, Desiree White, Len Green, Kathleen McDermott, Randy Buckner, Deanna Barch, Todd Braver, Joel Myerson, Mike Merbaum, Stan Finger, Denise Wilfley, Jeff Zacks, John Hetts.*

*Back row (left to right): Martha Storandt, Steve Petersen, Mark McDaniel, Brian Carpenter, Pascal Boyer, Dave Balota, Larry Jacoby, Mitch Sommers, Jan Duchek, Richard Abrams, Alan Lambert, Sandy Hale, Carol Woods, Tom Oltmanns.*

*Not Present: Randy Buckner, Ed Fisher, Rick Kurtz, Roddy Roediger, Mike Strube.*

Department of Psychology  
Campus Box 1125  
One Brookings Drive  
St. Louis, MO 63130-4899

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Department of Psychology  
Washington University in St. Louis  
Campus Box 1125  
One Brookings Drive  
St. Louis, MO 63130-4899  
(314) 935-6565

Randy Larson, Chair,  
*Department of Psychology*

Jim Clancy, *Managing Editor*

Julie Kennedy, *Editor*

Bill Michalski, *Designer*

Mona Lorne, *Production Editor*

David Archer, *Photographer*

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