

Deanna Barch and Todd Braver: A Dynamic Duo Within Our Psychology Department

By Randy Larsen

Deanna Barch and Todd Braver are truly a “power couple” in our department. They have teamed up to create a large and active laboratory and they collaborate on research, on teaching and mentoring students, and on raising a family. While Todd mainly participates in our brain, behavior, and cognition (BBC) program, and Deanna mainly participates in our clinical program, their shared background and interests give them a uniquely fruitful collaboration and a large and important presence in our department.

Todd and Deanna joined our department in 1998, but the events leading up to this make for an interesting story. Todd took his PhD at Carnegie Mellon University working with Jonathon Cohen and stayed on in Pittsburgh for a postdoctoral position at the University of Pittsburgh Medical School. Around the same time that Todd was in graduate school in Pittsburgh, Deanna finished her PhD at the University of Illinois, and went to Pittsburgh for her clinical internship at Western Psychiatric Institute and Clinic. After her internship Deanna stayed on in Pittsburgh in a postdoctoral position, also in Jonathon Cohen’s lab, which is where she met Todd. Todd and Deanna started dating and, in 1997, they noticed that Washington University had two open faculty positions in the psychology department, one in clinical and one in BBC. They decided to

apply simultaneously, though independently, for these positions, starting off a chain of events that would take anyone’s breath away: they landed the jobs in our department, got married, moved to St. Louis, and had their first daughter, all within a 12-month period. Since then, they have not looked back; together they have developed highly successful scientific careers, as well as a growing family. But we are getting ahead of ourselves...

St. Louis Native

Deanna grew up in the St. Louis area, first in Florissant and then in Chesterfield, in west St. Louis County. Her parents still live in Chesterfield, and they are happy to have their daughter and her family close by. Deanna went to Parkway Central High School in Chesterfield, Mo., where she took her first psychology class and became a peer counselor. She attended Northwestern University in Chicago, knowing from day one that she wanted to major in psychology. While there she took a class in abnormal psychology with Professor Lauren Alloy, a renowned depression researcher, who then took Deanna on as a research assistant. This solidified Deanna’s interests in clinical psychology, so much so that she took a year off after her BA degree to work as a case manager for an experimental program for the chronically mentally ill in Chicago. In this job, she came into contact with individuals with schizo-



Todd Braver and Deanna Barch, along with their daughters, Rachael (left) and Lizzie, on vacation in Barcelona during their sabbatical of 2006 in Cambridge, England.

phrenia, a potentially debilitating and long-term illness involving disordered thoughts and hallucinations, communication difficulties, and withdrawal from social contact.

With a growing interest in understanding mental illness, Deanna went to graduate school at the University of Illinois at Urbana-Champaign, where there was an active laboratory studying schizophrenia. While in graduate school Deanna received training in neuroscience and developed a strong interest in the possible biological bases underlying mental disorders. She began a line of research, which continues to this day, on understanding the nature and cause of language diffi-

culties in schizophrenia. During her internship and postdoc at Pittsburgh she received further training in neuroscience and neuroimaging and learned computational modeling techniques for representing cognitive control deficits in schizophrenia and other disorders.

Upon coming to Washington University in 1998, Deanna and Todd started the Cognitive Control and Psychopathology Laboratory (see: <http://ccpweb.wustl.edu/>). Deanna continues to focus on the psychological and neurobiological mechanisms that contribute to cognitive and language deficits in schizophrenia and

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Richard Milich, PhD '76, is helping to solve puzzle of ADHD

By Gerry Everding

Richard Milich, one of the nation’s top experts on attention deficit hyperactivity disorder (ADHD), began his studies at Washington University in the fall of 1971, just as the clinical psychology doctoral program was launching a major overhaul.

Led by Sol L. Garfield, director of clinical training from 1970-78, the program had mandated that students go on internship during the third year and then return to campus to undertake dissertation research in the fourth year.

“This requirement was quite inconvenient for most students,” Milich recalls, “although, in my case it accomplished one of its primary objectives — I returned with a dissertation topic. In fact, my classmate Bert Loro and I independently came back from internship interested in the general topic of obesity.”

Obesity studies were just taking off at that time, as reflected in Stanley Schachter’s basic research on the information processing of obese individuals and Richard Stuart’s behavioral programs for treating obesity

(first incorporated into the Weight Watchers program in 1976).

“At that time there was no one on the faculty doing research in the area, so Bert and I persuaded Ed Fisher to chair our dissertations,” notes Milich. “The rest, as they say, is history. Bert and I have moved on to other topics, but Ed is now one of the country’s leading experts in the general area of eating and related disorders.”

Milich published his dissertation in the area of obesity, but he still had his sights set on work involving child

psychology. After his internship, he was fortunate to work with Julien Worland on a study examining aspects of behavioral parent training — an experience that convinced him to pursue his interest in clinical child psychology.

After earning a PhD in 1976, he started a postdoctoral position with Jan Loney at the University of Iowa in the area of ADHD, which, at that time, was still called hyperkinetic disorder of childhood. Since then, the name and diagnostic criteria for this

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Chairperson's Corner



This is my third Chairperson's Corner for *Psychonicle*. The months and years seem to fly by in an exciting flurry of activity as we continue to grow and improve as a department. This fall we finished construction on a 16,500-square-foot addition to the Psychology Building, just in time for classes that were scheduled in August. This addition was built onto the west end of the existing building and it blends seamlessly into the existing design of our award-winning building. Despite a few problems (e.g., a construction crane that collapsed onto our build-

ing last spring, thankfully no one was injured), the job was finished on time.

The new addition provides enough space for six new laboratories and six new faculty offices, two new 40-seat classrooms, and a large addition to the biology laboratory in the basement of our building. Already we are interviewing new professors to join our faculty and occupy this new space, one in the area of personality/social psychology and one in the area of behavioral neuroscience. We are currently in the process of interviewing nine excellent candidates for these two positions.

Our psychology department continues to move up on the national rankings. As I mentioned last year, a new poll has been begun by the National Research Council, with the goal of ranking every graduate department in the country by 2008. In the mean time, the *Chronicle of Higher Education* published rankings of graduate departments based on the 2005 productivity figures gathered on faculty members (e.g., articles and books published, awards, honors, and grants received, plus citations). The results, published in the Jan. 12, 2007, issue of the *Chronicle*, showed that the psychology department at Washington University ranked number four in the country, right behind Harvard, Yale, and Carnegie Mellon, and ahead of such esteemed departments as those at Penn, Wisconsin, Dartmouth, and Columbia.

Moving up in the national rankings has its costs as well as its benefits. One cost most people might not think of is that, as we move up, we begin to compete with better and better universities in our efforts to recruit and retain outstanding graduate students and faculty in our department. The counterintuitive result is that, as we improve, we have to try even harder to bring and keep the best people in our department. While it is great to see a photo of Washington University's Brookings Hall on the cover of the *Chronicle of Higher Education*, we all know that keeping the momentum going will take continued effort and vision on our part.

One new member was added to our faculty this past academic year, though she elected to delay her start for one year. Simine Vazire will officially join our social/personality program as an assistant professor the fall semester of 2007. Simine completed her PhD at the University of Texas at Austin, and her work focuses on how people construe the personalities of others, as well as how personality can be inferred through such channels as reputation, informant reports, or even personal Web pages. She has also studied how people attribute personality characteristics to animals.

We have added several new courses to the undergraduate curriculum this year, including "Cognitive Psychology Applied to Education," "Hypnosis," and "Drugs, Brain, and Behavior." In addition, we've started a Freshman Seminar series (small classes restricted to first-year students being taught by full professors) that has so far included classes on "Understanding Cognitive Illusions" and "Memory Studies." We also have expanded our undergraduate internship program and have opened up more placement opportunities in the local community for our undergraduate students to get practical experience in service-related settings. Our graduate program continues to expand and attract some of the top applicants in the country. All in all, our department continues to improve along every dimension.

This year we also completed a small book entitled *A History of the Psychology Department at Washington University: 1924-2006*. This book took about a year to write and was truly a group effort on the part of several of our more senior faculty. The book has turned out beautifully, with many color photographs of our current building and people, many archival photos of historical interest, such as previous buildings psychology has occupied on campus as well as photos of people from previous eras, and many charts and graphs that present the progress of the department over the past 82 years in several areas, including enrollments, faculty size, and test scores of entering graduate students. Elsewhere in this issue you will find an order form to contact us for a copy. While we are proud of this book, we are even more proud of our history as a department and our current position as one of the top psychology departments in the country.

The psychology department has just finished another interesting and productive year. We continue to develop and expand our mission at Washington University and at the same time continue to develop our national reputation as an outstanding psychology department.

Randy J. Larsen
Chair, Psychology Department

Richard Milich *from page 1*

disorder have changed several times, but Milich's interest has been unwavering. He spent three years working with Loney as a post-doc, then six more years in Iowa on an R01 award. His research on ADHD would continue at Kentucky.

"When my money ran out, I had to get a 'real' job, so in 1985, I joined the psychology department at the University of Kentucky, where I have been for the past 20-plus years," Milich explains.

Building on his early research success at Iowa, Milich moved up the ranks at Kentucky relatively quickly, being promoted to associate professor in 1988 and full professor two years later. From 1991 until last year, he served as associate chair of the department, helping both the department and the clinical program become nationally recognized for research and grant production.

Milich now serves as administrative director of the Center for Drug Abuse Research Translation (CDART) at Kentucky, where some of his latest research examines how early behavior problems may put children at risk for later substance abuse. Other current work explores child social problems, especially teasing and peer victimization. He also has a five-year federally funded grant to explore the development of story comprehension abilities among children with ADHD.

"Milich was identified early in his career as one of the bright young stars in the field and, in contrast to many of the others identified 30 years ago, he's actually gone on to make many important contributions," says William E. Pelham Jr., a distinguished professor of psychology, pediatrics, and psychiatry at the University of Buffalo.

"His work has helped us understand the importance of peer relationships to ADHD children. He's broken new ground in other areas of ADHD related to social information processing and story comprehension, and he was the first to show that ADHD was not linked to sugar consumption."

Pelham, a longtime friend and colleague, credits much of Milich's success to his knack for tackling clinical problems from a very broad, discipline-wide perspective.

"Milich is one of those people in clinical who's also widely read outside of the clinical area," Pelham notes. "He picks up ideas from faculty in social psychology, cognitive psychology and developmental psychology and then goes back and applies them to clinical situations. People, like him, who can do that, end up doing the best cutting-edge research because they're always using the best ideas from the entire field of psychology."

Although it may be premature to talk about capstone events in his



Richard Milich

career, Milich is especially proud of two accomplishments. First, from 1994 to 2000, he served as associate editor of the *Journal of Abnormal Psychology*. Second, he received two awards for outstanding mentoring of graduate students, one in 2003 from the Society of Child Clinical and Adolescent Psychology (Division 53 of the American Psychological Association), and one in 2004 from the University of Kentucky.

(Pelham suggests the Division 53 gave Milich the mentoring award after noticing that his students kept winning the Society's annual dissertation award.)

"For both of these awards I am indebted to Ed Fisher," says Milich, "because I base my mentoring style very closely on my interactions with him. I have striven to emulate his open-door approach to meeting with students, along with the recognition that discussing research ideas with students can be a very rewarding experience."

During his 30 years as an active researcher in the field of ADHD, Milich has racked up more than 125 publications on a multitude of topics germane to the problems experienced by children with attention deficit disorders.

Looking back, Milich admits that his career has probably been more successful than he (or even his graduate school professors) might have predicted. But, for him, the true measure of success still lies in the potential benefits his research holds for the children he studies.

"One thing about these children is that their problems are so complex that there is never a dearth of topics to investigate," Milich says.

"Although I have had numerous chances to move up the administrative hierarchy, I continue to find it more rewarding to figure out why Johnny cannot sit still and attend."

Alumni Updates

'50s

Donald H. Kausler, PhD '51, is curators' professor emeritus of psychological sciences at the University of Missouri-Columbia. He is the first author of the book *Aging in the Twenty-first Century: An Everyday Guide to Health, Mind, and Behavior*, in press (2007), University of Missouri Press. The book is an encyclopedia of aging for the general public, and it is an update of his two previous encyclopedias of aging, *The Graying of America*, first and second editions (1996 and 2001).

Dice M. Cowger, MA '52, worked for McDonnell Aircraft from 1952 to 1973 then decided to go into private practice as Dice Cowger Associates, Inc. DBA Right Management Corp. He retired in 1997. He now has a permanent residence in Innsbrook, Mo., but spends about half his time in The Villages, Fla. Dice has been married to Virginia (Lees) since 1959 and has two grown children.

Jeanne (Bebe) Phillips, PhD '56, has had a varied and interesting career. As an academic, it has taken her from Boston to Portland to Amherst to Denver and even to London and China. Bebe has been a professorial academic and committee administrator, clinician, teacher, consultant at three medical schools and two universities before teaching over part of a dozen years in China. Bebe never married but enjoys great friends combined with a relatively independent life. She now lives in Denver, and she spends time in southern California and travels to see friends in other states.

'60s

Ronald W. Oppenheim, PhD '66, moved to Wake Forest University Medical School in Winston-Salem, N.C., in 1983 as professor and director of the neuroscience program. He remains at Wake Forest where he directs a research program focused on nervous system plasticity and neurodegenerative disease.

Dennis Brophy, MA '68, went on to receive his PhD in industrial/organizational psychology at Texas A&M University in 1995. He is currently professor of psychology at Northwest University in Wyoming. His research interests include matching types of creatively solved problems to different individual and group creative problem-solving arrangements.

William C. Orr, PhD '69, is a diplomat in the American Board of Sleep Medicine. He is president and CEO of the Lynn Health Science Institute. Orr has published extensively on a wide variety of topics in sleep medicine. His publications include some of the initial descriptions of sleep apnea syndrome and its pathophysiology. His research interests include the role of autonomic arousal in the pathogenesis of insomnia as well as a variety of gastrointestinal disorders to include the role of sleep in the pathogenesis of acid reflux disease. He was recently noted as one of the Significant Early Contributors to Sleep Medicine by the Sleep Research Society. He also received a Service Award from the National Sleep Foundation in 2006.

Steve Rothenberg, PhD '69, moved to Mexico in 1982, where he

worked at the National University and the National Health Institutes, with a dual appointment at Drew University of Medicine and Science in Los Angeles. He has a shared appointment at the Center for Research and Advanced Studies (CINVESTAV) in Mérida, Yucatán, and the National Institute of Public Health in Cuernavaca, Morelos. His research has included neuroscience, psychopharmacology, and environmental health, with a focus on heavy metals and pesticides, especially effects of those toxins on women during pregnancy and on child development.

'70s

Avner Falk, PhD '70, lives in Israel. Trained in clinical psychology and psychotherapy, Avner has published work in applied psychobiography, the psychoanalytic study of lives; psychohistory, the psychoanalytic interpretation of history; psychogeography, the psychoanalytic study of how we map our world in our mind; and political psychology, the psychoanalytic study of politics. He invites all to visit his Web site, <http://www.zyworld.com/groucho/>

Shirley Y. Hill, PhD '71, continues to be an active researcher as a professor in the Department of Psychiatry, University of Pittsburgh Medical School. Shirley has three large grants to continue her study of familial/genetic aspects of alcohol dependence. Her work incorporates genetics, neuroimaging, and ERP, and

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We greatly appreciate donations from the following individuals, foundations, and corporations to support programs of the Department of Psychology. We apologize for any omissions due to the publication date.

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Dr. James A. Ciarlo
Dr. Ray A. Craddick
Mrs. Laura Schwarz Cramer
Dr. Henry C. Ellis
Dr. Betsy Ann Gard
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Dr. Randi Hope Mozenter
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Dr. Edward Allen Wise

Awards and Highlights

Faculty

Danielle M. Dick won the Behavior Genetics Association Fuller & Scott Award for Outstanding Young Investigator, 2006.

Stan Finger was elected foreign member of the Royal Society of Arts and Sciences of Göteborg, Sweden (established 1778). He also received the Rossi Award from the Neurological Institute and University of Pavia for research on the history of the neurosciences and the Carlson Award from Cornell University Medical College for "Extraordinary contributions to the history and philosophy of neurology and the neurosciences." Finger's recent book, *Dr. Franklin's Medicine* (University of Pennsylvania Press, 2006), was nominated for 2006 Phi Beta Kappa Award in science.

Mark McDaniel has a new book that was published in February 2007. *McDaniel, M. A., & Einstein, G. O. (in press). Prospective memory: An overview and synthesis of an emerging field.* Thousand Oaks, CA: Sage Publications.

Thomas L. Rodebaugh won the Career Development Travel Award from the Anxiety Disorders Association of America, March 2006.

Rebecca Treiman gave the keynote address, the Samuel Torrey and June Lyday Orton Memorial Lecture, at the 2006 meeting of the International Dyslexia Association.

Desirée A. White was the chair for the program committee of the International Neuropsychological Society (2006).

Robert L. Williams, professor emeritus, recently published a new book, *Racism, Learned at an Early Age Through Racial Scripting* (AuthorHouse, 2006).

Jeff Zacks received recognition for excellence in graduate mentoring from the Graduate School of Arts & Sciences.

Post Docs

David McCabe, a postdoctoral fellow in the Aging and Development Program from 2003 to 2006, is the 2006 recipient of the Division 20

award (Adult Development and Aging) of the American Psychological Association for his research on "Working Memory and the Frontal Hypothesis of Cognitive Aging." He is now an assistant professor at the University of Colorado, Fort Collins.

Rick Ferraro (post doc in the department with Martha Storandt and Dave Balota from 1989–1992) received the Thomas J. Clifford Faculty Achievement Award for Excellence in Research at the University of North Dakota in 2005.

Grad Students

Jeffrey D. Karpike was awarded an APF/COGDOP graduate research scholarship this past fall for his dissertation research "Students' Use of Self-Testing as a Strategy to Enhance Learning." This research examines how students monitor and regulate their learning, and the role of testing as a tool that can enhance learning and the retention of knowledge.

Anna MacKay and Sherry Beaudreau received a postdoctoral poster award November 2006 from the Behavior Therapy and Aging Special Interest Group of the Association for Behavioral and Cognitive Therapies. The award was for their project, "Age Differences in Subjective Response and Psychophysiological Reactivity to Emotional Films."

Ellen Hogan received an Early Career Researcher Award from the Cognitive Aging Conference.

Jenn Mathews was awarded a Ruth L. Kirschstein National Research Service Award (NRSA) Predoctoral Fellowship.

Hannah Sypher Locke was selected to attend a two-week course at Stanford, the Stanford Summer School in Neuroeconomics, in July of 2006.

Conference on the Science of Subjective Well-Being

By Randy Larsen

On May 13, 2006, the Department of Psychology hosted a conference on the science of subjective well-being. The scientific study of happiness and life satisfaction has grown rapidly in recent years, with many advances in our understanding of what happiness is, what contributes to its development, and who attains it.

Presentations were made by a variety of psychologists, coming from as far away as the University of Geneva in Switzerland and Yonsei University in South Korea. One aspect all speakers had in common was that they were students, post docs, or collaborators with Ed Diener, from the University of Illinois, in whose honor the conference was held.

Ed Diener is the world's foremost researcher on subjective well-being, and he has literally defined the field for the last 20 years. Talks considered such diverse topics as the relation between material wealth and happiness, religion and happiness, national differences in happiness, and interventions for increasing happiness. Ed Diener presented the final talk in the conference with a summing up of the main issues in the field as well as presenting an agenda for future research.

The conference was open to the Washington University community and was attended by about 80 persons in addition to the 15 speakers. The conference was jointly sponsored by the William R. Stuckenberg endowment for Human Values and Arts & Sciences at Washington University. All the talks presented at the conference, plus several other papers, will be published in the forthcoming book by Michael Eid and Randy Larsen, (in press). *The Science of Subjective Well Being*. New York, Guilford Press.

Interview with Flint Fowler, PhD, Executive Director, Herbert Hoover Boys and Girls Club

Interviewed by Robert L. Williams, PhD, Professor Emeritus

Flint W. Fowler, BA '80, MA '81, has empowered thousands of young people through education and programming in his 10 years as executive director of Herbert Hoover Boys and Girls Club of St. Louis.

Before coming to Herbert Hoover, Fowler served as managing director for INROADS/St. Louis, Inc., was founding executive director of Operation Teamwork, and worked with Saint Louis University's Upward Bound Program.

Currently a board member of the St. Louis Public Schools, his community service has included membership on the Saint Louis Symphony's community partnership program advisory board, the Saint Louis Zoo board of commissioners, the board of trustees at John Burroughs School, the St. Louis Mental Health board of trustees, the development board for The MUNY, the Charles Drew community advisory board, West End Community Conference advisory board, and the American Red Cross. Fowler also volunteers for Fair St. Louis and the Boy Scouts of America.

He earned a BA from Washington University in psychology and black studies ('80), an MA from Washington University in psychology with emphasis in minority mental health ('81), and a PhD in Education ('89) from Saint Louis University.

Williams: Tell me about your family background.

Fowler: I grew up in St. Louis. My mother, Ms. Marie Fowler, still lives in the same house that I was raised in at Goodfellow and Bartmer. I graduated from Soldan High School in 1976.

Williams: Talk about your immediate family.

Fowler: I am married to the former June McAllister. We have three children: Jessica graduated from the University of Virginia. She is attending Duke University Medical School. Evan is attending Morehouse College in Atlanta. Stacy is a tenth-grader here in St. Louis.

Williams: When did you enter Washington University and what were your interests?

Fowler: I entered Washington University in 1976 and graduated in



Flint Fowler

1980 with a BA degree in psychology. My initial interest was in physical therapy, but two Washington University professors (Leonard Green and Stanley Finger) introduced me to psychology, which I found very interesting.

Later, I found out about the minority mental health program and entered it in 1980 and earned a master's degree in 1981. Psychology really interested me because I wanted to do some things with young people. I wanted to give back to the community in some way.

Williams: After your master's degree, you went on for the PhD at Saint Louis University.

Fowler: Yes, but first I worked at Saint Louis University in personnel and the Upward Bound program. Then, I completed the doctorate in higher education administration.

Williams: Next, you obtained a position at the Herbert Hoover Boys and Girls Club. Tell me about your position there and the program.

Fowler: I am the executive director of the club. I have 15 full-time, 15 part-time staff, and 300 volunteers. The club was founded in 1966 by Mr. Richard Amberg and opened in 1967. It is located on the grounds of the old Sportsman's Park baseball stadium. From 1967 to 1997 the club served only boys. We have approximately 3,000 members: 60 percent boys and 40 percent girls. We serve children ages 6-18.

Williams: What are some of the programs you are engaged in?

Fowler: We have five program areas:

1. Educational and Career Development
 2. Character and Leadership Development
 3. Arts
 4. Health and Life Skills
 5. Sports, Fitness, and Recreation
- We have a fairly competitive sports program. Character building is infused in all of our programs.

Williams: You have been executive director for approximately 10 years. How have the position and the program stacked up to your expectations?

Fowler: The position is more challenging than I expected. There are so many families that do not have the resources and do not understand how to access the resources. There are many children that we have to help overcome the challenges of the home and the community.

Williams: Do you have a follow-up program?

Fowler: Many of our members return to the club and serve as volunteers, coaches, etc. One of our graduates was just elected to the board of directors. He is an attorney and is general counsel for the Missouri Sewer Department.

We have a hall of fame set up to show the impact the club can have.

Williams: Are there any other activities you'd like to talk about?

Fowler: I am a member of the St. Louis Public School Board. I was elected in April 2005. Currently, I am secretary of the board.

Williams: Dr. Fowler that is really great. You are really giving back to the community. Is there anything else you'd like to say?

Fowler: There is one thing that you taught me; that is the concept of WE US I or "I am because you are and because you are, therefore I am." That philosophy and the one my mother taught me have carried me to where I am today. My mom said, "Success should give you a big heart and not a big head."

Williams: Thank you Dr. Fowler.

Fowler can be reached at: Flint@hhbgc.org

Individual and Collective Memory Workshop

On May 11-13, 2006, the individual and collective memory program, sponsored by the Henry Luce Foundation, held a two-day workshop on "Conceptual Foundations of Memory," organized by Jim Wertsch, Henry "Roddy" Roediger, and Pascal Boyer, the Henry Luce Professor of Individual and Collective Memory. The point of the meeting was to provide the best formulation for central notions in

the study of memory, such as *schema*, *organization*, *narrative*, *forgetting*, and *implicit memory*. These notions are crucial to all fields of memory studies, from neuroscience and experimental psychology to cultural anthropology and history. There was an all-star cast of guest speakers including Dan Schacter (cognitive neuroscience); David Rubin (experimental psychology); Jamie Pennebaker, Dorte Berntsen, and

Michael Ross (social psychology); Jennifer Cole (anthropology); and David Blight (history). The local team, besides the organizers, included Lori Watt from the history department as well as our own Larry Jacoby and Alan Lambert. Jim Wertsch and Pascal Boyer are preparing an edited volume including these and other contributions that will serve as a general introduction to the field of memory studies.

2005–2006 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.

Note: Bold names are department faculty, bold italicized names are department graduate students or postdocs

Books and Book Chapters

Balota, D.A., & Yap, M.J. (2005). Visual Word Recognition. In K. Brown (Ed.), *The Encyclopedia of Language and Linguistics (2nd Edition)*, (pp. 649-654). Oxford, UK: Elsevier.

Barch, D.M. & Braver, T.S. (2005). Cognitive control in schizophrenia: Psychological and neural mechanisms. In Engle, R. W., Sedek, G., von Hecker, U., & McIntosh, D. N. (Eds.), *Cognitive Limitations in Aging and Psychopathology: Attention, Working Memory, and Executive Functions*. Cambridge, U.K.: Cambridge University Press.

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Christ, S. and Finger, S. (2006). Retardation in the Family: Pearl S. Buck and Phenylketonuria. In N. Blau (Ed.), *PKU and BH4: Advances in Phenylketonuria and Tetrahydrobiopterin Research*. Heilbron: SBS Publishing.

Daniels, K.A., Toth, J.P., & **Jacoby, L.L.** (2006). The aging of executive functions. In F.I.M. Craik & E. Bialystok (Eds.), *Lifespan Cognition: Mechanisms of Change*, (pp. 96-111). Oxford: University Press.

Dick, D.M. (2005). Shared environment. In B. Everitt & D. Howell (Eds.), *Encyclopedia of Behavioral Statistics (Vol 4)*, (pp. 1828-1830). Cambridge: Wiley.

Dick, D.M. (2006). Gene-environment correlation. In B. Everitt & D. Howell (Eds.), *Encyclopedia of Behavioral Statistics (Vol. 2)*, (pp. 696-698). Cambridge: Wiley.

Dick, D.M. & Todd, R. (2005). Genetic contributions to child psychopathology. In R.T. Ammerman (Ed.), *Comprehensive Handbook of Personality and Psychopathology, Vol. III Child Psychopathology*, (pp. 16-28). New York: John Wiley & Sons.

Elmes, D.G., Kantowitz, B.H., & **Roediger, H.L.** (2006). *Research Methods in Psychology*. Monterey, CA: Wadsworth. (8th Ed.).

Finger, S. (2006). *Dr. Franklin's Medicine*. University of Pennsylvania Press, (p. 389). Nominated for 2006 Phi Beta Kappa Award in science.

Gray, J.R., Schaefer, A., **Braver, T.S., & Most, S.B.** (2005). Affect and the resolution of cognitive control dilemmas. In Feldman-Barrett, L., Niedenthal, P., Winkielman, P. (Eds.), *Emotion: Conscious and unconscious*, (pp. 67-94). New York: Guilford Press.

Hilbert A., **Schnur, A.B., Wilfley, D.E.** (2005). Obesity and binge eating disorder. In *Adult Psychiatry*, Rubin E., Zorumski C. (Eds.), (pp. 247-260). London: Blackwell Publishing.

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Psi Chi Corner

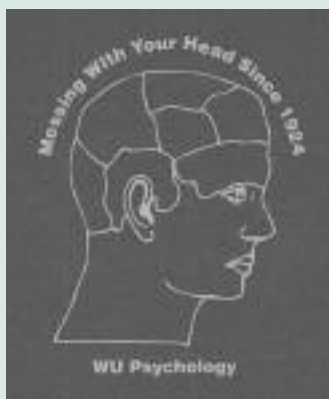
The Washington University chapter of Psi Chi, the National Honor Society in Psychology, is now in its third decade of service to our students, the department, and the local community. The chapter's main purpose is to recognize outstanding students of psychology, and this year the chapter elected 60 undergraduates into the society. The initiation ceremony was held in the Great Room of Lopata House, followed by a reception and celebration. (All apparently agreed that the pastries and cake were delicious, but there was understandable dispute as to whether the sparkling pomegranate was better than the sparkling grape juice.)

As part of its tradition of serving our students, Psi Chi again organized a fall session on "Preparing for and Applying to Graduate Study in Psychology." The evening's session provided information on how to prepare for graduate study during one's undergraduate years, the steps involved in applying to psychology graduate programs, and information on the selection process. This session was followed two weeks later by one that provided information on PsyD, PhD, MSW, OT, and PT programs and degrees. Distinctions and comparisons among the graduate programs were discussed, and details about the professions and careers were provided. An admission counselor from the Chicago School of Professional Psychology, a representative from the George Warren Brown School of Social Work, a professor from the clinical faculty of the Department of Psychology, and faculty from the Programs in Occupational Therapy and Physical Therapy were present.

Members of Psi Chi attended our Freshmen Open House, welcoming entering first-year students and their families; the Sophomore Convocation at which students declare their major; and a special freshmen session we organized for first-year students who might be considering a major in psychology. Members of the chapter also distributed bags of candy to the undergraduates in all psychology classes on Valentine's Day.

Our chapter of Psi Chi designed and sold tee shirts as a fundraiser for RAVEN, a not-for-profit organization "seeking to create peaceful families and communities through prevention and intervention of violence and domestic abuse." The shirts had an insignia with the inscription "WU Psychology: Messing With Your Head Since 1924" on its front (see picture), and the statement, "It's like there's a party in my head and everyone's invited" on the back. (It is to be noted that the psychology department at Washington University was founded in 1924.) Several members of Psi Chi work on "Parents' Night-Off," a program developed by psychology students in which a free evening of child sitting is provided monthly for families with a child with autism, along with providing respite care and support at bi-monthly events organized for children with autism. The chapter also conducted a food and clothing drive for "Stone Soup," a student organization that prepares and delivers food to the homeless.

The chapter has its own Web site, providing information to its members and all our students, including announcements about research and job opportunities, upcoming scientific meetings and conventions, along with links to other psychology-related organizations: <http://artsci.wustl.edu/%7Epsiichi/home>.



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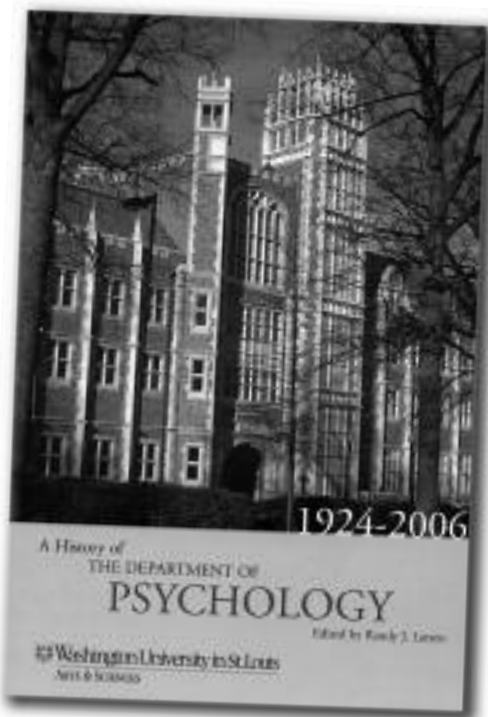
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Dear Friend of the Department of Psychology at Washington University,

We've just completed a special project that may be of interest to you. We have written *A History of the Department of Psychology at Washington University: 1924-2006*. This book covers major events in our department from its founding in 1924 up through today. Whatever your connection



to psychology at Washington University, you should find something of interest in this book. You may obtain a copy by making a \$100 donation to the Psychology Gift Fund.

Several of you have already made contributions to the Psychology Gift Fund. These funds provide the department with flexible resources that we can use in creative ways to improve the experiences of the students, faculty, and staff in psychology. For example,

we use these funds to provide research awards to students, teaching awards to faculty, and to fund student travel to scientific conferences. We have also drawn on these funds to purchase computers for student use and to buy video recording equipment for use at our Psychological Services Clinic for student training.

The Psychology Gift Fund is an important and flexible resource for us to make the Department of Psychology a more vibrant and interesting place for all. Please consider making a donation to this fund and, in return, obtaining a copy of our recently completed *A History of the Department of Psychology: 1924-2006*.

To donate to the Psychology Gift Fund, please send your contribution to: Arts & Sciences Development Office, Campus Box 1210, One Brookings Drive, St. Louis, MO 63130. Be sure to specify on your check that your gift is to support the psychology department.

Thank you,

A handwritten signature in dark ink, which appears to read 'Randy J. Larsen'. The signature is written in a cursive style.

Randy J. Larsen, PhD
William R. Stuckenberg Professor of Human Values and
Chair, Department of Psychology

Deanna Barch and Todd Braver *from page 1*

related disorders. She uses a variety of methods and paradigms to address these questions, including functional magnetic resonance imaging (fMRI), psychophysiology, psychopharmacology, and behavioral methods.

Investigating Schizophrenia

Recently she has broadened her research program in several ways, including work on cognitive, genetic, and neurobiological risk factors that appear to make a person vulnerable to schizophrenia; research on persons with schizotypal personality (a possible precursor to full-blown schizophrenia); and work with younger siblings of individuals with schizophrenia, who are themselves at risk for developing the disorder. She has also expanded her focus to look at general cognitive control deficits (e.g., in working memory, the ability to inhibit responses, etc.) in schizophrenia. In a current project, she is examining brain activity of people at risk for schizophrenia during active cognition, using carefully controlled tasks and novel fMRI methods. Her goal is nothing short of understanding what goes wrong in the brains of people as they progress into the disease of schizophrenia.

At Washington University, Deanna is a popular and effective teacher. She has taught undergraduate courses on “Abnormal Psychology,” “Biological Bases of Major Mental Disorders,” and co-teaches “Functional Neuroimaging Methods.” At the graduate level she teaches “Neuropsychological Syndromes” and “Personality Assessment.” She also currently serves the department in the important role of director of graduate studies. Since coming to Washington University, Deanna’s teaching and research have won her numerous well-deserved awards and honors. These include an Outstanding Faculty Mentor Award from the Graduate Student Senate (twice!), the prestigious Scientific Award For Early Career Contributions to Psychology from the American Psychological Association, and the Joseph Zubin Memorial Fund Award for early career contributions to psychopathology research.

Her work has been supported by numerous granting agencies, including the National Institutes of Health, the McDonnell Foundation for Higher Brain Function, and the National Alliance for Research on Schizophrenia. Besides her primary appointment as an associate professor in our psychology department, Deanna also holds appointments in the Department of Radiology and Department of Psychiatry and is a faculty member in the Division of Biology and Biomedical Sciences.

A Legacy of Psychology

Todd Braver, the other half of this dynamic duo, grew up in Pheonix, Arizona. Todd’s grandfather was a psychiatrist and his mother was a clinical psychologist and social worker. Todd’s father, Sanford Braver,

is a well-known quantitative and social psychologist at Arizona State University, where he has been on the faculty for more than 30 years. The senior Professor Braver also has written extensively about family dynamics, especially the nature of fatherhood, an interest that the younger Professor Braver undoubtedly contributed to as he was growing up. At any rate, Todd has a long legacy of psychology in his family.

In college, Todd initially opposed this legacy and started out as a physics major. “I was somewhat resistant to the idea of being in psychology,” he says. “I wanted to be in hard science because I naively thought that psychology was too mushy.” Todd attended the University of California in San Diego, where he abandoned physics and was drawn into the field of cognitive science because of the mathematical precision with which this field approaches the study of the mind.

Todd earned a BS degree in cognitive science, with a minor in philosophy. From there he went straight into graduate school at Carnegie Mellon University, which had a PhD program in its Center for the Neural Basis of Cognition (CNBC). Todd was attracted to the CNBC, a joint project between the University of Pittsburgh and Carnegie Mellon University, because of its interdisciplinary approach to cognitive neuroscience. The program combines psychology, neuroscience, computer science, and mathematics. “The CNBC was a wonderful place to learn how to link the mind and the brain from many different perspectives,” Todd says, noting that this approach influences his work to this day.

In graduate school Todd worked on projects related to the neural underpinnings of cognitive control (such as when you try to hold a phone number in your memory while looking for a piece of paper on which to write it down). In addition, he published several papers related to schizophrenia, especially deficits in “executive function.”

When Deanna Barch arrived in Pittsburgh, she heard about this “hot shot” graduate student studying cognition and schizophrenia and decided to attend a practice talk Todd was giving in preparation for a conference paper. Unfortunately, Todd has no memory of meeting Deanna that particular day (perhaps a demonstration of the breakdown of cognitive control due to the stress of public speaking?). Deanna attended the conference a few weeks later and stopped by to wish Todd luck just before his presentation. Rumor has it that Todd turned to his advisor and said: “Who is that woman, and why does she know me?” Back in Pittsburgh, Deanna and Todd got to know each other better and better and, after a few years, they

decided to get married. They set a date in November of 1997 to get married. Deanna used this as an opportunity to tell Todd that he had to have his dissertation finished by this date as well. He did, and they got married and moved to Washington University in 1998. Todd has been meeting deadlines ever since.

Delving into Cognitive Control

Todd’s research has broadened out to focus on how people control their thoughts and behavior in general.

“We feel that we are in control of our own behavior, but yet when we try to understand how that control emerges

out of the neural components of the brain, the physical tissue, we end up reverting to the idea of a homunculi—that there’s this little per-

son in the head who’s making the key decisions and doing the most important control operations,” he says. Of course, there is no neuroimaging evidence of homunculus in our heads and so Todd aims to discover the neural mechanisms behind cognitive control—the ability to form, maintain, and realize internal goals. Todd uses a combination of brain imaging, computational modeling, and behavioral studies to investigate how people self-regulate their thoughts and behaviors across a range of tasks involving memory, attention, and decision-making.

Much of Todd’s current research focuses on his new theory of cognitive control, which he calls the dual mechanisms of control (DMC) model. Todd has demonstrated that cognitive control can be either proactive or reactive. For example, a person can proactively plan to stop at the grocery store during the drive home by keeping in mind the goal of getting to the store before approaching a turnoff that leads to it. Keeping the goal actively in mind could make driving more effective by ensuring that the car is in the correct turning lane before the intersection is reached. However, even if the person forgets the grocery store stop, reactive control can still kick in when the intersection is reached if, for example, the left turn light triggers a reminder.

Both forms of cognitive control have their benefits. Proactive control is generally more effective, but also demands more energy and is more vulnerable to interruptions. Reactive control, however, is more susceptible to interference effects, but is also less demanding than proactive control. People use both proactive and reactive control, though individual people have a tendency to favor one form or another in a trait-like fashion.

“We’ve done a number of experiments that show you can manipulate the tendency of one of these mechanisms or another to be used, and they are not only related to properties of the task, but may also be impacted by stable individual differences that peo-

ple have,” Braver says. “We’ve been looking at cognitive-related individual differences, as well as personality-related individual differences. Both factors may have an important influence on the type of control strategies people use in cognitive situations.”

In addition to studying different control strategies in healthy populations, Todd also remains interested in the clinical applications of his findings in populations such as people with schizophrenia, hence his productive long-term collaborations with Deanna and the success and namesake of their Cognitive Control and Psychopathology Laboratory.

“Through my interactions with Deanna and her group, I continually get informed and influenced by issues that arise in clinical populations, such as schizophrenia. These issues have enormous implications for our understanding of the normal functioning brain and mind,” says Todd. “It’s important not only to do basic research but also to apply what we learn in clinical domains. For example, I’m excited by the prospect that we can use the DMC model to do better cognitive training in groups that have well-known problems with cognitive control, such as patients with schizophrenia.”

Todd teaches a number of important courses for us, including “Biological Psychology,” “Cognitive Neuroscience,” “Functional Neuroimaging Methods,” and “Statistics” at the undergraduate level. At the graduate level he has taught “Working Memory and Executive Control” and “Advanced Cognitive Computational and Systems Neuroscience.” Todd also has won numerous awards for his research, including the Constance Lieber Independent Investigator Award from NARSAD and the F.J. McGuigan Young Investigator Award from the American Psychological Foundation. This last award, one of the most lucrative and prestigious prizes in psychology, honors young investigators who have contributed the most to our understanding of how the mind works. Todd’s research has been supported by a variety of agencies, including the Office of Naval Research, the National Science Foundation, and the national Institutes of Aging. Besides being an associate professor in our psychology department, Todd is also a faculty member of the Division of Biology and Biomedical Sciences.

Todd and Deanna are also the proud parents of two daughters, Rachael, age 8, and Elizabeth, age 4. Last year, Todd and Deanna and their family took a sabbatical to England for the full year, where both were visiting fellows at the Institute for Advanced Studies at the University of Cambridge. The whole department is delighted to have them back, full of new ideas and renewed energy. Their presence ratchets up the intellectual liveliness, as well as the national reputation, of our department.

Alumni Updates from page 3

she is busy keeping three labs in these areas going.

Robert Provine, PhD '71, had two essays selected for reprinting in the 2006 editions of different "America's Best" anthologies. The first essay was included in *The Best American Nonrequired Reading 2006* edited by Dave Eggers and published by Houghton Mifflin. The selected essay concerns the unconscious control of human behavior and was taken from the book *What We Believe but Cannot Prove* (Free Press, 2005).

The second essay is included in *The Best American Science Writing 2006* edited by Atul Gawande and published by Harper Perennial.

Provine is now working on an article for *Scientific American* about the curious behavior of tickle. This essay continues the tradition of the Provine lab publishing research about essential but neglected aspects of human nature.

Harry J. Berman, PhD '74, is provost and vice chancellor for academic affairs and professor of human services at the University of Illinois at Springfield.

Berman's research is on the psychology of aging and has addressed topics such as retirement decisions, relations between adult children and aging parents, and the turnover of nurse aides in nursing homes. A major focus of his research has been on personal accounts of the experience of aging. This research was summarized in his book *Interpreting the Aging Self: Personal Journals of Later Life* and in a chapter on self-representation and aging in the *Handbook of the Humanities and Aging, 2nd edition*. He is a fellow of the Gerontological Society of America.

Joann H. Grayson, PhD '75, is professor of psychology at James Madison University. She recently won the 2006 Virginia Professor of the Year, awarded for "extraordinary dedication to undergraduate teaching" by two national organizations, the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education. She has received numerous awards as a professor and child-protection advocate, including the 2006 Champion for Children Award from Prevent Child Abuse Virginia, the 2005 Commissioner's Award for Virginia from the U.S. Department of Health and Human Services Administration for Children and Families, and a 2004 TIAA-CREF Virginia Outstanding Faculty Award.

Grayson has served since 1981 as editor and publisher of the *Virginia Child Protection Newsletter*. She teaches in the areas of clinical psychology, child clinical psychology, child abuse and neglect, and field placement; her research interests are in child abuse, family violence, and trauma assessment.

Carole Benbassat, MA '76, worked in the computer field for many years after receiving her MA.

For the last 20 years of her career, she owned an education company, teaching and consulting in Focus and Access system databases. In 1996, she and her husband went to China to adopt their daughter, Julie, now almost 11 years old.

Christine Glenn, PhD '76, is well and living in Portland, Oregon. She has been working part time and raising children full time, but is coming to the end of active mothering (Sophie, 22, Alex, 18). She has a private practice as a clinical psychologist. She is currently serving as president on the board for the American Mental Health Alliance, Oregon chapter, the only grassroots cross-disciplinary organization of therapists. The organization focuses on supporting therapists as clinicians and as business people, and on emphasizing privacy and choice as professional and (unfortunately) political issues. She invites all clinicians to visit the americanmentalhealthalliance.org Web site.

William Behrendt, PhD '78, and his wife, Susan, currently reside in Dallas, Texas, where he is vice president for human resources at the University of Texas Southwestern Medical Center. They have lived in Dallas the last three years after four years in Boston at Beth Israel Deaconess Hospital. Prior to that he lived in St. Louis, where he was senior vice president for human resources with the BJC Health System.

'80s

David S. Bush, PhD '82, maintains an active practice in forensic neuropsychology and consulting in Palm Beach Gardens, Florida, where he has lived and worked since 1986. He holds diplomates in Clinical Neuropsychology from the American Board of Clinical Neuropsychology and the American Board of Professional Neuropsychology. Last fall, he was nominated to the board of directors of the American Board of Clinical Neuropsychology. He and his wife, Susie, remain happily married. Their son, Eli, is a sophomore at Columbia University and their daughter, Lauren, is a junior in high school. David would love to hear from his Washington U. colleagues (dsbush@mindspring.com).

Phillury Platte, MA '83, is continuing a 20-year path in nonprofit administration as senior vice president of advancement for a statewide children's organization. She and her husband, Joe Antosek, returned to St. Louis after several years in Tokyo, Japan, and Washington, D.C., and now live in a historic city neighborhood rehabbing an old house. Their son, Langston, is a senior attending high school where he enjoys running into other parents, Len Green and Steve Gaioni—two favorite faculty from 25 years ago! Best wishes to long lost friends from "the pit" in Eads Hall, 1980-84.

Daniel Levin, PhD '85, is working happily in private practice in University City, Mo., doing psychotherapy and psychological evaluations. He lives in University City with his wife of 15 years. His step-daughter graduated from Washington University in 2000, and a grandchild is due in March.

Jane M. Berry, PhD '86, is associate professor of psychology at the University of Richmond in Richmond, Va., where she has been on the faculty since 1991. Berry's work in aging continues to focus on memory self-efficacy. She has received the University of Richmond's Distinguished Educator Award (2000), the Black Student Association Outstanding Faculty Award (2002), the Arts & Sciences Outstanding Mentor Award (2003), and the Department of Psychology's Outstanding Faculty Award (2003). She was a finalist for the State Council for Higher Education in Virginia (SCHEV) Outstanding Faculty Award in 2004. Berry and her husband, Allen Hammer, have a daughter, Emily, who is finishing her last year of high school and looking at colleges, including Washington U.

'90s

James R. Bailey, PhD '91, was named Tucker Professor of Leadership at the George Washington University School of Business in June 2006 as well as named Fellow at London Business School in 2006. He is currently director of executive education at GWSB. He has two forthcoming books: *Organizational and Managerial Wisdom* and *Riding the Change Curve: Leading through and to Transition*. He recently appeared on the BBC and Fox News Channel, and has been cited in *Fortune*, *Forbes*, *Business 2.0*, and other magazines.

Johanna Grant Nicholas, PhD '91, formerly and occasionally known as "Chip," is a research associate professor in the Department of Otolaryngology at the Washington University School of Medicine. She does research on the spoken language acquisition of very young deaf children and how surgically implanted sensory aids can speed that process. She also teaches in WU's Program in Audiology and Communication Sciences. She is still married to Mark Nicholas, lives in University City, and has two teen-aged children.

Douglas N. Dunham, PhD '92, is currently associate professor and chairman of the Department of Psychology, Sociology, & Counseling at Northwest Missouri State University. His Web site is <http://catalog.nwmissouri.edu/m/dunham/dunhamhome.htm>

David Powers, PhD '95, is presently an associate professor at Loyola College in Baltimore, Maryland. He and his wife, Amy Chasanov, are pleased to be celebrat-

ing the first birthday of their son, Hershfield Edward Powers.

Gayle Brosnan-Watters, PhD '96, is currently assistant professor of psychology at Slippery Rock University in Slippery Rock, Pa. Gayle also has served as treasurer for the faculty for undergraduate neuroscience for the past four years and was just re-elected for a final two-year term. This year they awarded \$9,700 in travel awards to undergraduate students in neuroscience who presented at the annual meeting of Society for Neuroscience in Atlanta.

Yingye Zheng, MA '96, received a PhD in biostatistics from the University of Washington in 2002. Currently, he is a faculty member at the Fred Hutchinson Cancer Research Center in Seattle, Wash.

Ethan D. Miller, MD, MA '98, is currently resident in internal medicine at Baylor College of Medicine in Houston, Texas. He is going to Scottsdale, Ariz., to start a fellowship in gastroenterology at the Mayo Clinic in July 2007.

'00s

Clara M. Lajonchere, PhD '00, has found her niche in the autism world and is currently the director of several programs including the Autism Genetic Resource Exchange, the world's largest private gene bank for autism research. She is also responsible for two clinical research programs that include the Autism Treatment Network and the Clinical Trials Network. These programs are geared toward understanding autism at a cellular and mechanistic level in order to develop therapeutics for children with autism and Autism Spectrum Disorders. Clara has been working with Dr. John Constantino at the Washington University School of Medicine to broaden understanding of the autism phenotypes by looking at the distribution of autistic traits in parents of autistic children and their unaffected siblings.

David Gallo, PhD '02, is an assistant professor at the University of Chicago psychology department. His first book, *Associative Illusions of Memory: False Memory Research in DRM and Related Tasks*, was published by Psychology Press this past fall.

Tiffany Tibbs, PhD '02, works in Denise Wilfley's lab at Washington University School of Medicine on the TODAY study (Treatment Options for Type 2 Diabetes In Adolescents and Youth), which is a national, multisite clinical trial funded by the NIDDK. She is involved in the development and implementation of an intensive, family-based behavioral intervention to promote weight loss and maintenance through changes in eating habits and physical activity. In 2006, she was promoted to research assistant professor in the Department of Psychiatry at Washington University School of Medicine. Tibbs and her husband, Kevin, had their first child on March 31, 2006.

continued on page 11

Goldine Gleser, PhD '50 (1915-2004)

Goldine Gleser, one of our distinguished alumnae, passed away recently, and we adapted the following from her obituary published in the *American Psychologist* (2006, 61, p. 636).

Goldine Gleser died from complications of heart disease at the age of 89 on November 24, 2004, in Bloomington, Indiana. Dr. Gleser was widely recognized as a scholar, leader, consultant, administrator, and mentor and role model to many psychology students. The field of psychology is fortunate to have had her as an influential member among its ranks of contributing scholars.

Dr. Gleser was born and raised in St. Louis. She graduated Phi Beta Kappa from Washington University in 1935, received a master's degree in mathematics from Washington University in 1936, and enrolled in the PhD program in mathematics. Having completed all the required course work for a doctorate in mathematics, she decided to pursue instead

a doctorate in psychology, which she completed in three years, receiving her PhD in psychology in 1950 from Washington University.

Dr. Gleser's educational background and natural aptitude for mathematics led her to develop the strong interest in measurement and statistics that shaped her career and influenced the entire field of measurement. She co-authored 10 books, 21 book chapters, 11 reviews of books and tests, and 93 journal articles covering a wide range of measurement topics. Most of us probably are not familiar with her work with physical anthropologist Mildred Trotter that resulted in the Trotter-Gleser equations for estimating the stature of deceased individuals from their long bones. Forensic scientists are still using these equations today.

Dr. Gleser began her academic psychology career part time at the University of Cincinnati Medical School in 1956, eventually receiving a joint appointment as a tenured full

professor in 1964 in the departments of Psychiatry and Psychology. She was a visiting professor at the Stanford University School of Education (1971) and at Macquarie University in Australia (1978).

Dr. Gleser's scholarly contributions in psychology were numerous. Among the most influential are her books and articles with Lee Cronbach. Their *Psychological Tests and Personnel Decisions* (1957, 1965) was significant for its emphasis on recognizing the interaction of individual differences with job demands. Their work (1972) on generalizability theory (G theory) greatly extended classical test theory, helping take psychologists' understanding of reliability to a new level that permitted modeling of very complex behavioral measurements. Lee Cronbach, then at the University of Illinois, noted that he discovered Goldine's abilities when she found a bridging formula that Jane Loevinger and he could both use despite their disparate theo-

retical views. Cronbach noted that out of that chance encounter grew a 20-year collaboration and the two highly influential Cronbach-Gleser books.

Dr. Gleser's professional service activities were also numerous. She was a consulting editor for *Multivariate Behavioral Research* (1974-1988), *Journal of Consulting and Clinical Psychology* (1975-1981), and *Psychological Bulletin* (1972). She served on numerous National Institutes of Health committees and played a critical role in the American Psychological Association (APA)/American Educational Research Association Joint Committee to Review Educational and Psychological Test Standards (1981-1983).

Dr. Gleser had a very full and active scientific career. We are proud to have her on the list of distinguished graduates.

Allan G. Barclay, PhD '60 (1930-2006)

Allan G. Barclay, one of our distinguished alumni, passed away recently, and we adapted the following from his obituary published in the *American Psychologist* (2007, 62, p. 536).

Allan G. Barclay was born in Masonville, Iowa, on December 22, 1930, and died at his home in St. Louis, Missouri, on February 2, 2006. He was predeceased by his second wife, Audrey Thaman. He is survived by his first wife, Betty Barclay, and by two children, Lisa and Allan Barclay.

He completed his graduate work at Washington University in St. Louis, receiving his doctorate in psychology in 1960. Dr. Barclay joined the faculty of Saint Louis University in 1960, where he attained the rank of professor of psychology and pediatrics in 1965. During his 19-year tenure there, he served in many capacities, including chief of the psychology service at Cardinal Glennon Memorial Hospital for Children, director of the Child Development Clinic for Mentally Retarded Children, and associate university research administrator. During this period, he also served as a consultant

to President Kennedy's Committee on Mental Retardation, to the United States Children's Bureau, and to the White House Conference on Children. In 1979, he became the associate dean for academic affairs in the School of Professional Psychology at Wright State University.

In 1990, he returned to Saint Louis University as emeritus professor and as an adjunct professor of psychology and psychiatry. He was also appointed clinical research professor at the Missouri Institute of Mental Health, and he remained an active teacher, clinician, and consultant up to the time of his death.

Dr. Barclay's life is a model of dedication to the profession of psychology. He served as president of three American Psychological Association (APA) divisions—clinical psychology, mental retardation, and consulting psychology. At the state level, he served as president of the Missouri Psychological Association three times. He also worked for years as a liaison to the Missouri General Assembly, attempting to establish a licensing law for Missouri psychologists, which was accomplished in

1977. In appreciation of his efforts, Allan was granted the first psychology license in Missouri.

He received a number of APA honors and awards, including the Award for Distinguished Professional Contributions to Public Service (now known as the Award for Distinguished Professional Contributions to Practice in the Public Sector), the Karl F. Heiser APA Presidential Award for Advocacy, the APA State Leadership Award, and the Distinguished Contributions to Clinical Psychology award from the Division of Clinical Psychology. Additional awards included the Distinguished Practitioner Medal from the National Academy of Practice and the Distinguished Lifetime Contribution Award from the Missouri Psychological Association.

As immersed as he was in service and administration, he still found time to be an active researcher. His publications (journal articles, book chapters, and book reviews) totaled more than 100. He presented more than 35 papers at APA and other meetings, and he either chaired or

participated in more than 30 symposia. He was a diplomate in clinical psychology of the American Board of Professional Psychology and a fellow in APA, the Association for the Advancement of Science, the International Council of Psychologists, and the Royal Society of Health. He was a consulting editor for several journals, and in 1976, he was appointed the founding editor of *Professional Psychology: Research and Practice*.

When Dr. Barclay received his APA Distinguished Professional Contributions Award in 2000, he was honored for his "lifelong advocacy for the mentally retarded and developmentally disabled, his years of service as a child clinical psychologist, and his efforts on behalf of the profession of psychology at local, state, national, and international levels. Over four decades, Allan G. Barclay has worked to advance human welfare by establishing public policies and practices that promote humane and meaningful assessment and treatment for children with developmental disabilities." (*American Psychologist*, 2000, 55, p. 1313).

Alumni Updates from page 10

Ann Pearman, PhD '03, is a new faculty member in the Gerontology Institute at Georgia State University with a joint appointment in psychology.

Caroline Racine, PhD '05, completed her clinical internship at Duke University in July 2005. After defend-

ing her dissertation in August 2005, she moved to the Bay Area to begin a two-year combined clinical-research postdoctoral fellowship at the University of California San Francisco (UCSF) Memory & Aging Center. She is specializing in the clinical assessment of atypical neurodegenerative

diseases and her research focus currently involves the neural correlates of neuropsychiatric symptoms in dementia with Lewy Bodies.

Tim Brown, PhD '06, is currently working as a fellow in pediatric neuroscience in the Multimodal Imaging Lab of Eric Halgren and Anders Dale,

Departments of Radiology, Neurosciences, and Psychiatry at the University of California, San Diego. He is continuing research studying developmental changes in functional brain organization related to language and semantic processing using MEG and MRI.

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Mr. Chan, Mr. Memory

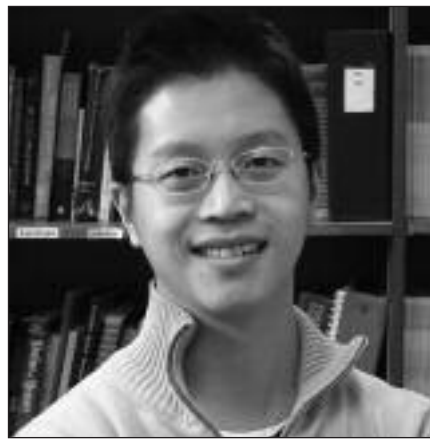
By Kathleen McDermott

Jason Chan is a graduate student in the Behavior, Brain, and Cognition (BBC) area who will receive his PhD this summer. Most of his research has been done in collaboration with Kathleen McDermott, but he has developed collaborations with Henry “Roddy” Roediger and Mark McDaniel, too. Chan is a well-known personality throughout the department, and his presence provides a distinctive flare to the McDermott lab and a spark of joy to everyone who knows him.

Chan’s parents moved him and his brother from Hong Kong to Victoria, British Columbia, in 1994 when he was 17 years old. Chan was placed with a host family, and his parents returned to Hong Kong. At the time, he spoke little English, and he felt very challenged by his new environment. He devoted many hours to pursuing his love of art, and he still continues with this interest whenever possible. (For samples of his art, simply visit the Memory & Cognition Laboratory, where his almost-daily caricatures of lab members lighten the mood of all who see them.)

Upon graduation from high school, Chan enrolled at the University of Victoria, where he discovered psychology. He became particularly interested in work on the fallibility of eyewitness memory and began working in the laboratory of one of the well-known figures in this field, Steve Lindsay. Chan developed several projects with Steve, one of which was published in the *Journal of Memory and Language*. This article explored how details of one event can become confused so that they are remembered as having occurred during a second event.

After graduating from college, Chan spent a year as a full-time



Jason Chan

research assistant for Mike Masson and Daniel Bubb at Victoria. Besides learning much about research, he learned many useful programming and organizational skills, which prepared him well for graduate school. He was admitted to many top graduate programs, so we were fortunate to recruit him to Washington University.

Chan arrived at WUSTL in August 2001. I remember many hours spent with Chan trying to find a mutually agreeable topic for his first research project. After many meetings, I was able to interest him in a couple projects, one of which explored how pragmatic inferences can become incorporated into memory. For example, if a friend were to tell you that their baby had been awake all night, you might infer that the baby had been crying most of the night. Indeed you might remember them as having said “the baby cried all night.” Of course, this inference is not logically valid—the baby did not necessarily cry—but pragmatically it makes sense: it probably captures the intended meaning. Chan and I have explored this phenomenon in several projects now, resulting in publications in *Memory & Cognition* and *Applied Cognitive Psychology*.

There have been times that I have wished I’d kept a Jason Journal, a place where I recorded the priceless anecdotes attached to Chan, as he is truly one-of-a-kind. The stories are too countless to mention, but I’ll give you one. Chan is known by many within the department as Mr. Chan (sometimes abbreviated Mr. C). Why? Well, when he came to the lab, we already had another Jason (Jason Watson, a postdoctoral fellow). Chan didn’t like the confusion surrounding his name, and he took great offense when someone jokingly referred to him as Jason #2. So one night in the middle of performing an fMRI scan across the park on the medical campus, Chan announced to me and my undergraduate research assistant that from that point forward he would like to be addressed as Mr. Chan. Further, he announced—with a serious face—that we could change it to Master Chan once he’d defended his master’s thesis. I thought this request didn’t even merit a response (much less a name change), but my undergraduate RA disagreed. Word quickly spread, and the name stuck. I have to admit that I’ve grown quite fond of the nickname myself and use it regularly.

Mr. Chan has been successful in the department in part because he has a diverse set of skills to apply to his research. He is technically savvy, and he knows statistics quite well (and was chosen one year by Martha Storandt to be the teaching assistant for her graduate statistics sequence). He has taken advantage of the strength the department has in the study of aging and cognition in his research, too, where he has explored the effects of aging and the accompanying compromise in frontal lobe function on memory.

He is also working on several projects looking at the role that test-taking can play on later memory (in collaboration with McDermott, Roediger, and McDaniel). That is, taking a test does not simply assess one’s memory but can alter (typically enhance) later memory—even when no feedback is given on the initial test. Chan became interested in whether testing has an effect not only on the tested items, but whether it can spread to untested items. This question is important if this enhancement is going to have widespread educational implications. That is, does taking a test on Fact A (e.g., in a classroom) lead to better memory of Fact A alone or does it also enhance later memory for facts/concepts that are related to Fact A (but that were not specifically tested)?

Our initial results suggest that the answer is yes; that is, testing can enhance later memory for material related to the tested material. Chan has one first-author publication on this topic in the *Journal of Experimental Psychology: General* that reports three experiments. He is exploring this question in more depth in his dissertation, which should be completed and defended this summer.

In addition to being productive in the laboratory, Chan is an active and well-known departmental citizen. He chaired the Social Activities Committee last year and has been the “honorary coach” of the department’s flag football team for four straight years. He is kind, generous with his time, and can be counted on to be first in line whenever volunteers are needed.

Chan has recently accepted a position as an assistant professor at Iowa State University. We expect great things of him in the future.