Mitch Sommers: Colleague extraordinaire

By Sandy Hale

Mitch Sommers, who has been a member of our department since 1995, has published over 40 peer-reviewed articles in the area of speech perception, and many of these articles included cross-disciplinary collaborators. As a member of a cross-disciplinary team assembled by Mitch, I can attest to the fact that his ability to gather together the right combination of researchers to address a specific scientific question is one of his greatest strengths.

To name just a few, his current collaborators include Joe Barcroft from the Department of Romance Languages and Literatures in Arts & Sciences, as well as Nancy Tye-Murray and Brent Sperah from the Department of Otolaryngology in the School of Medicine.

But how did Mitch Sommers become a researcher with a cross-disciplinary approach to research on speech perception and aging? If you had known Mitch Sommers as a sophomore in college you might have guessed that he was destined to become a Russian translator (a career choice he once considered), given that he was majoring in Russian and did not yet have a second major in mind.

Your assumption would have been wrong only because Mitch had yet to begin his work-study job in the Psychology Department’s vivarium during his junior year. This position involved the weighing and feeding of pigeons and rats to make certain that they were maintained at 80 percent body weight. Mitch was assigned to the evening shift from 6 to 8 p.m., and one early evening, Steve Sabat (a member of the Psychology Department) happened to stop by the vivarium. After introducing himself, he asked Mitch about his current academic interests, and strongly encouraged Mitch to give psychology a whirl. Mitch decided to take Sabat’s advice and enrolled in Introductory Psychology (a course taught by Sabat) the spring of his junior year.

The rest, as they say, is history. Mitch was smitten with the scientific approach to the study of human behavior, going on to complete his psychology major by taking a full course load of psychology classes in his senior year, and then heading off to graduate school at the University of Michigan where he enrolled in the biopsychology program and worked with Bill Stebbins. That early vivarium experience, however, must have left a positive impression because Mitch’s dissertation, “Formant Frequency Discrimination,” continued on page 2

James Onken, AB Psychology, 1980

By Sharon Corcoran

I was happy to be asked to interview James Onken for our feature on past undergraduates because I remembered him from the late 1970s when our paths crossed as Washington University students and psychology majors. We both did research with Len Green and John Stern, although Jim’s experiences had a much more direct effect on his present circumstances than mine did.

In 1976 Jim Onken arrived at Washington University from his home in Minneapolis as an architecture student. But in his second year he took Introduction to Psychology and then Introduction to Experimental Psychology with Thomas Sandel (then chair of the Psychology Department), and his career plans changed course. As Jim puts it, “It struck me as so cool that something as complex as human behavior could be studied systematically and at such a fundamental level.”

He decided to transfer out of the School of Architecture and continue studying psychology with a course taught by Stephen Gaiori (the department’s animal behaviorist at the time). Gaiori was teaching students how to program the racks used to control Skinner boxes. Jim came by the classroom after hours one day to practice his programming skills and Gaiori stopped to chat. He suggested that Jim join a lab in order to learn more about research firsthand and eventually recommended Jim to Leonard Green who became an important mentor to the young Onken and whose research set the path on which Jim has continued ever since. He says, “Dr. Green’s research involved mathematical models of choice, and it was then that I first appreciated the elegance of mathematical models. The rest of my career has been devoted to applying mathematics and statistics to support budget, programmatic, and policy decisions.” That career, for the past 20 years, has unfolded at the National Institutes of Health in Bethesda, Maryland.

Another important influence dating from Jim’s undergraduate career in the Psychology Department was the mentorship of the late John Stern who was Jim’s honors thesis supervisor. Jim particularly remembers John Stern’s positive outlook: “To this day, when things seem not to be going so well I think about Dr. Stern whistling in the halls of Eads (where the Psychology Department was housed in those days), and it reminds me that I usually have little to worry about and so many reasons to whistle myself.”

Following his graduation from Washington University in 1980 magna cum laude, Jim entered the graduate psychology program at Northwestern University, receiving his PhD in 1984. While there he met his future wife, Lisa, who, like Jim, was working in the lab of William Revelle. The title of Jim’s dissertation was “Solution time measures of processing strategies and cognitive ability in the solution of geometric analogies.”

Jim’s first job out of graduate school was with AT&T Bell Laboratories in Naperville, Illinois, where he applied his research background in cognitive psychology and mathematical models of human decision making to the design and human factors evaluation of new telecommunications products and services. Although he liked working at AT&T, the research he was doing was not exactly what he wanted. Before he had been there a year, a firm developing decision support systems in McLean, Virginia, to which he had applied while still a graduate student, contacted him about an opening. The work was what he had been looking for, and the location was near his wife’s family, so it seemed perfect. After a couple of years, though, it became clear that the company was losing the struggle to become a commercial success.

Around the same time, Jim came in contact with David Cordray, whose course in program evaluation he had taken as a graduate student. Cordray had left Northwestern and was a director in the Program Evaluation and Methodology Division of the General Accounting Office in Washington, continued on page 4
This year the economy is doing better, and we are once again taking steps to build a stronger psychology department. After two years with a hiring freeze, we are once again searching for new faculty members to join our department. One search is for someone in the area of personality psychology who can also teach graduate level statistics, and the other search is for someone working in the area of behavioral or molecular genetics. One good thing about recent economic conditions is that there are many good people on the job market, and so we’ve received hundreds of applications for these faculty positions.

Another positive result of the economic slump is that, in such times, many people go back to school or stay on track to continue their education. This year we had a record number of applications for the undergraduate program at Washington University. Also, right now we are evaluating graduate student applications, and again we have processed a record number of applications. Our graduating PhD students continue to have success in landing excellent jobs. For example, last year we graduated 15 PhDs, and four went straight into professorships or teaching positions at other universities, nine went into outstanding post-doctoral positions, and two went into private-sector research jobs.

Another record set this year was that enrollments in our psychology courses reached an all-time high. This academic year we had 3,656 students enrolled in psychology courses (compared to roughly 3,200 annually for the past few years). This means that over half of the undergraduate students at Washington University take a psychology course each year, making our enrollments among the largest of any department in Arts & Sciences. Our faculty continue to excel in research productivity. This year the psychology faculty brought in nearly $8.5 million in grant money to support various excellent research programs in the department. This level of grant funding was the highest of any of the social science departments at Washington University and is on par with research funding brought in by the natural sciences on the Danforth Campus. In many ways, psychology at Washington University is more like a natural science than a social science, in the sense that most of our faculty do laboratory research, conduct experiments that rely on quantitative measurement and statistical analysis, and many use biomedical equipment or computers to collect data and test hypotheses.

This year the long-awaited results of the National Research Council’s (NRC) evaluation of graduate education in America were released. The NRC based their evaluations on objective criteria (e.g., publications, citations, funding, etc.) rather than reputation as they did in the past. Another change this time was that, rather than provide rankings, the NRC released the raw data and some preliminary analyses, with no rankings of departments. Of course there are many ways to slice and dice the data the NRC presented to produce rankings, but however you look at it, our psychology department comes out in the top 5 to 10 percent (depending on criteria) in the country. Another way to think about these data is in terms of “stars” (as in restaurant and hotel ratings). Looked at this way, there is a cluster of truly “5-star” psychology departments (e.g., Harvard, Yale, Stanford, and Princeton). We would probably come in at “4 ½ stars” (along with other strong psychology departments, such as Duke, Johns Hopkins, Columbia, and Chicago). Our department also does quite well in comparison to other departments at Washington University in terms of the NRC data, where we would be ranked among the top three or four strongest departments in Arts & Sciences (along with Biology, Political Science, and Anthropology). All in all then, the Psychology Department at Washington University is in great shape. We’ve come through a rather challenging period with our strengths intact. We continue to excel in both teaching and research, and that excellence was recently validated by the data published by the National Research Council.

Mitch Sommer’s Corner

by Japanese Macaques, focused on non-human primate precursors of language. (Formants are the auditory frequencies that allow people, and apparently some monkeys as well, to tell vowels apart.) At this point in his academic career, Mitch accepted a post-doc- toral position at Indiana University to work with DavePosn and Larry Humes in order to explore his inter- ests in human speech perception. When Mitch examined the literature on the topic of normal aging and speech perception he found a key study published by Roy Patterson in 1982 that asserted that one consequence of normal aging is a loss of frequency selectivity, which is the ability to separate the frequency components of a complex acoustic signal. Mitch wondered whether this was simply a by-product of presbycusis (i.e., the age-related loss of hair cells on the basilar membrane that are sensitive to high frequencies) or an additional age-related deficit. Based on the study that Mitch conducted to answer this question, it became very clear that the ability to separate frequency components is a consequence of presbycusis and not a separate deficit caused by aging.

After his arrival in our department, Mitch began pursuing his research questions about speech perception and aging along with a variety of collaborators. As he forged these new relationships and spent time working on projects that benefit from cross-disciplinary approaches, he also took on responsibilities both at the department and university level as well as within his field. In addition to serving as an associate editor for the Journal of the Acoustical Society of America and the Journal of Experimental Psychology: Human Perception and Performance, Mitch has spent the last seven years as the director of a special NSF Research Experience program for undergradu- ates designed to help undergraduate students from non-research col- leges or universities obtain research experience during the summer at strong research institutions (in this case, Washington University). This program, which is run under the auspices of the Harvey A. Friedman Center for Aging, has been very suc- cessful under Mitch’s leadership: 40 percent of the students who received training at WUSTL are still involved in aging-related research, and an additional 25 percent are involved in other types of research. When Mitch is not at work, he finds time to spend with his wife, Cindy, and their iden- tical twin daughters (who were born the year after Mitch came to WUSTL and are now, gulp, fast approaching the college years). He also manages to work in some time for relax- ing around the family pool when the weather permits. Remarkably, despite experiencing an unusual and temporarily devastating health event involving impaired blood flow to his arm, which required multiple surgeries several years ago, Mitch has bounced back and returned to his avid (some might say rabid) bicycling. In fact, he achieved a per- sonal goal in 2010 when he rode his bicycle more miles than he drove his car. Mitch admits that he may have been somewhat motivated to bicycle more often by the fact that his new- est vehicle is a gas-guzzler — but if that was all it took to get us all on bicycles for daily transportation pur- poses then this nation of SUVs ought to be filled with healthy bicyclists like Mitch instead of couch potatoes like so many of us!

New Staff Member

Shannon Vacek joined the Department of Psychology in November 2010 as a full-time undergraduate tutor. Originally from Kansas, Shannon received her BA from Grinnell College in English with a concentration in gender and women’s studies. Before moving to St. Louis this past fall, Shannon attended Western Michigan University (WMU) where she received her MA in sociology, with a focus on gender, sexuality, and race/ethnicity. During her time at WMU, Shannon worked as a Writing Center consultant and teaching/research assistant. Shannon currently also works part-time as a college instruc- tor for Central Methodist University in St. Louis and volunteers as a conference session organizer for the Midwest Sociological Society. Outside of academics, she enjoys painting, cooking, and reading.

Shannon Vacek

Randy J. Larsen
Chair, Psychology Department
The 2010 John A. Stern/Katherine F. Hoopes Undergraduate Research Award recognizes a psychology major's undergraduate record of achievement in research. The 2010 recipient of the $2,500 prize, Joshua Morris, completed a sustained body of work of high distinction. Indeed, even the Department of Economics recognized one of his research projects by awarding him his John M. Olin Prize for Excellence in Economics. Josh double majored in psychology and economics, and graduated with Latin Honors and with “Distinction in Economics.” His work was in the area of behavioral economics, investigating the effects of amount of reward on the discounting of probabilistic outcomes and boundary conditions on the Allais paradox, the results from which relate to issues of risk and mathematical models of choice and decision making. Josh presented his work at several venues, including a poster at the Society for the Quantitative Analysis of Behavior, a talk at the Midstates Consortium for Math and Science, and as the keynote speaker at the Undergraduate Research Symposium at Washington University in October 2009. Another of his studies just recently was published in the Journal of the Experimental Analysis of Behavior.

Joshua Morris

Joshua Morris

The Outstanding Teaching Assistant Award recipient for the 2009-2010 academic year was J.P. Schott. This award was created to recognize an individual TA who has gone beyond the requirements of their T.A. ship and exhibited dedication to teaching. Professor Mike Strube says J.P. was an excellent teaching assistant. “He had the usual duties...and for all of those he did his work with great care and responsibility. The students in the class also had high praise for J.P.’s performance and several commented to me outside of class that they appreciated his flexibility and willingness to help when they needed to see him. “But...on one other aspect of J.P.’s role in this course that I think sets him apart and suggests his commitment to teaching (is that) TAs, if they wish, can present a lecture and (receive) feedback.”

“Not all take the offer and their willingness goes down as the class size goes up. So, it was no small matter that J.P. agreed to lecture in this class (of 128).” J.P. delivered a very organized and thoughtful lecture that was as entertaining as it was educational. He chose an appropriate amount of material and delivered it at an appropriate pace, with pauses for questions and comments along the way. It was, in short, an excellent piece of teaching. Here, too, I was not alone in my assessment. Following are some of the comments that students sent to me.”

Ronald Oppenheim, PhD ’67, spent a one-year post-doctoral fellowship at the Washington University medical school and then moved to UNC-Chapel Hill. In 1984, Ronald moved to Wake Forest University Medical School where he remains as professor and director of the neuroscience program.

Denis-Brophy, MA ’66, is near the end of a two-year project to convert all of his live psychology and philosophy classes to a totally online format at the small and geographically remote Northwest College. This project includes video streaming, making maximum use of his extensive visual and video library in all of the computerized printed materials, allowing students to enroll in either live or online sections which are treated as single integrated courses. He also looks forward to resuming the collection and analysis and publishing of his accumulated

continued on page 12

Ronald Oppenheim, PhD ’67

continued on page 4

We greatly appreciate donations from the following individuals to support the teaching and training of our undergraduate and graduate students. We apologize for any omissions due to the publication date.

Benhassat, Carole Ann

Cowsworth, Renee

Gosdicky, Elizabeth Frey

Gosnold, Lauren Samantha

Hoppe, Carl F.

Kreitler, Mary Ann

Lamp, Robert

Lichtenberg, Peter Alexander

Mammino, Jean E.

Marchiondo, Lisa

McDermott, Kathleen B.

Lichtenberg, Peter Alexander

Mannino, Jean E.

Lichtenberg, Peter Alexander

Marchiondo, Lisa

Mannino, Jean E.

Lichtenberg, Peter Alexander

Benbassat, Carole Ann

Bremer, David A.

Bonsall, Amy Kortenhof

Baum-Baicker, Cynthia

Bonsall, Amy Kortenhof

Bremer, David A.

continued on page 12
D.C. He recruited Jim in 1988, and this marked Jim’s entry into the pub-
lic sector. In his position with the G.A.O., Jim duties included mak-
ing site visits to homeless shelters and conducting a national survey of
shelters to try to refine the estimates of the number of homeless children
nationwide. This work, as well as a study of mental health services for
children and adolescents he was later involved in, provided Jim’s first real
experience with public services and the experiences of the families receiving
them. Says, “I came away with a realization of just how fractured the
services can be that these fam-
ilies rely on, and how difficult it can be for them to navigate the various
delivery systems, along with a greater
sense of fragility and appreciation for my
own good fortune.”* 

Jim moved on to the
National Institutes of Health (NIH) in 1988
and following a brief but busy stint in the National Institute of
Mental Health (NIMH) Office of Policy Analysis
and Coordination, serving as a proj-
ect officer on several policy research
and development contracts, Jim
became deputy chief in the Office
of Program Analysis and Evaluation, National Institute of General Medical
Sciences. After four years he was made acting, then permanent chief.
In 1999 Jim’s life became more inter-
esting and busy when he took on two concurrent positions in addition to
his primary one mentioned above. These were: assistant director for
resource allocation and analysis in the Division of Extramural Activities,
and director of the Mathematical
Methods and Biostatistics Program.
In 2007 Jim moved to the posi-
tion of deputy director, Division of
Information Services at the Office
of Research Information Systems. Here his role was project manager
for development of an NIH reports,
data, and analyses website, which
later grew to become the current NIH
Research Portfolio Online Reporting
Tools (RePORT) site. He also served
as a member of the RePORT Steering Committee and co-chaired the NIH
RePORT Technical Implementation
Group. RePORT remains a significant
item in Jim’s job description, with
his role as manager of the RePORT
program (http://report.nih.gov) and
the RePORT querier system (HTTP://
projectreporter.nih.gov). RePORT is
a web portal with 60,000 different visi-
tors each month and thousands of
hits every day. Jim says of it, “It’s sur-
prising how quickly the information
on NIH programs that we post on the
site is picked up by members of the
research community, journalists, and science blogs. What might normally
be considered an inconsequential
error in a report, flaw in an analysis,
or conclusion that is not particularly
well-supported can, in the public domain, seem more critical. The

\* Jim Onken’s career exemplifies a
success story of which the
Psychology Department
can be proud

Carol Cox awarded Outstanding A&S Staff award in 2010

As a research associate in the Cognitive Control and
Psychopathology research lab, Carol manages a
number of tasks, making sure that requirements are
fulfilled. She possesses a wide-range of attributes
that make her a truly out-
standing resource — she
is organized, efficient, productive,
conscientious, and detail-
oriented. Carol’s warm
attitude and caring man-
ner make her a valuable
colleague. She is always
going the extra mile; whatever needs to happen, Carol makes sure that it does,
ensuring that deadlines are always met.

Carol Cox receives her award from Caryn Wild, dean of the Faculty of Arts & Sciences.

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Department
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Casanova, Cherri B.
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Zacks, Jeffrey M.

Jim Onken from page 1

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Carol Cox awarded Outstanding A&S Staff award in 2010

Faculty citations

The Institute for Scientific Information (ISI) tracks citations to scientific work for individual researchers. Citations are one way to measure the impact of a fac-
ulty member on his or her field, because it means other researchers are read-
ing and citing their work. ISI has a “Highly cited” category for people who are among the 250 most highly cited researchers in their particular fields in a 20-year period. There are only 26 faculty members at Washington University, including the medical school campus, who have achieved this level of cita-
tion impact in their respective fields. We have four psychology faculty who are on the ISI highly cited list: Larry Jacoby, Randy Larsen, Steve Petersen, and Henry “Rody” Roediger. View the list at: http://isihighlycited.com/

Publications in Refereed Journals

Anticvric, A., Repovs, G., & Baroch, D.M. (2010). Resisting emotional interferences: Brain regions facilitating working memory performance dur-
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Anticvric, A., Repovs, G., Shulman, G.L., & Baroch, D.M. (2010). When less is more: Proactive TIP deactiva-
tion protects working memory from distraction. Neuron, 49, 2638-2648.


sion to dementia of the Alzheimer’s type in a healthy control sample: The power of errors in Stroop color nam-

Baroch, D.M. (2009). Neuro-psychological abnormalities in schizophrenia and major mood dis-


Barch, D.M. (2009). Neuro-psychological abnormalities in schizophrenia and major mood dis-


cal and neurocognitive domains in sibling pairs with and without schizo-
phrenia. Schizophrenia Research, 111, 159-166.

Christ, S.E., Huijbregts, S., de Sonnevile, L., & White, D.A. (2010). Executive function in early-treated phe
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laying mechanisms. Molecular Genetics and Metabolism, 99(Supplement 1), 22-32.

Church, J.A., Petersen, S.E., & Schlaggar, B.L. (2010). The “Task B problem” and other considerations in development of functional neuro-

Church, J.A., Wenger, K.K., Dosenbach, N.U.F., Miezin, F.M., Petersen, S.E., & Schlaggar, B.L. (2009). Task control signals in pediatric Tourette syndrome show evidence of immature and anomalous func-


Coane, J.H., & Balota, D.A. (2009). Priming the holiday spirit: Persistent activation due to extra-experimental experi-

DeAlwis, D., Myerson, J., Hershey, T., & Hale, S. (2009). Children’s higher-order cognitive abilities and the development of secondary mem-


Donaldson, D., & Petersen, S.E. (2010). Remember the source: disso-
luting frontal and parietal contribu-


Good Aim: Graduate student’s research is on target

By Sunita Vaziri

You get a little nervous when your graduate student wants to polish her shooting technique. You get a little more nervous when she wants you to come to the shooting range with her. But as the cli-ché goes, every great student has something to teach her mentor. It wouldn’t be the last time Erika schooled me.

Erika Carlson is a third-year PhD student at Washington U., where she was valedictorian for her class (no mean feat for a university whose college of liberal arts and sciences typically graduates around 3,000 students per year). She was the first in her family to obtain a college degree, and so did while holding down a job. Although Erika was actively involved in research as an undergraduate (she is a co-author on a paper in Cognition and Emotion, which caused her to inevitably get her graduate lab), Erika didn’t go straight to graduate school. Before starting graduate school, Erika spent two years as a deputy sheriff in Florida, where she perfected her self-defense and high-speed-chase skills (you never know when those might come in handy).

Although Erika’s past is quite exceptional, what’s done since starting graduate school is perhaps even more extraordinary. Before coming to Washington U., Erika spent two years doing a master’s in Florida, where she worked with some of the top researchers in the field of personality psychology and was a part of an astounding number of statistical skills. While there, she also ran a study that was published in Psychological Science, for which she received a poster award at the Association for Research in Personality conference, and was awarded the Outstanding Master’s Student award at Wake Forest University. Not surprisingly, she was a very sought-after candidate when she applied to PhD programs. Among her many choices, Washington U. stood out for Erika because of the unique opportunities to study self-knowledge and personality perception. Erika quickly saw that her main topic of interest — people’s awareness of how they appear to others (i.e., “meta-perception”) — was related not only to her own research but to the work of others in the department, including Tom Oltmanns’s work on the role of personality pathology, and Larry Jacoby’s work on meta-cognition.

When Erika arrived at Washington U., she hit the ground running, quickly recruiting and training a team of undergraduate students to help with her research. Erika was my first graduate student, and as such she had to create her own community in the lab. She excelled at this, keeping the team motivated, productive, and engaged. Erika led the group of 12 or so research assistants in weekly discussions about assigned readings, trained the students to run lab, code, and analyze data, and organized and analyzed data, and planned future projects. Not only did Erika single-handedly run the lab for two years, she also impressed many of the professors who taught her courses (I frequently stopped in the hallway by colleagues who wanted to tell me how impressed they were by Erika).

While doing all this, Erika also found the time to do what she loves best — sifting through the data from our studies and writing up the findings for publication or presentation at conferences. Erika’s research lies at the intersection of personality and social psychology, with connections to everything else in our field. Her work examines the accuracy of people’s beliefs about how others see them. Do we know what kind of impression we make? Do we know how our relationship partners, friends, co-workers, and family members see us? Erika has already made important discoveries in this area — including a discovery that has overturned a conclusion that has been widely accepted for years. Until Erika came along, it was believed that people couldn’t distinguish the different impressions they have on various people. The conventional wisdom was that people assume they make similar impressions on everyone and have no idea what others see them as more friendly or less, smarter or less smart. Erika noticed, however, that the evidence for this conclusion was weak — this type of self-knowledge is impervious to the simple cluster analysis. Further, when Erika studied in groups of people who all knew each other in the same context (e.g., a group of people who just met altogether or a group of friends who live together), where everyone likely knows that people have a similar impression of any given individual. No researcher had examined whether people know the different impressions they make on people they know in different contexts. Erika’s work showed that relationships do not make up the story. Instead, they might pay attention to how they behave and imagine how others are interpreting their behavior, or they might actively look at others’ verbal and nonverbal behavior for feedback about how they’re coming across. Eventually, Erika will test each of these paths (in graduate school). Despite her blazing productivity, Erika is not satisfied to just crank out findings and let them disappear into the vast literature. There is nothing more exciting to Erika enjoys more than talking (very excitedly) about research with her fellow grad students, friends, family members, or, frankly, anyone who will listen. She’s also eager to hear about others’ research, and help them out when she can. Here, her statistical skills come in handy. Erika not only excelled at the graduate statistics courses offered in our department, she has also sought out specialized training outside the department and even outside the university. As a result of her unique grasp of statistics, she was asked to be the teaching assistant for the graduate statistics courses here at Washington U., a role she has enjoyed tremendously. In fact, graduate students are not the only ones who seek out advice — she has been turned to for statistical advice by many faculty members (including yours truly).

Erika has become an extremely valued member of the department and is gaining a strong reputation around the world in the field of personality psychology. When I go to conferences, people stop me to ask when she’ll be on the job market (one of the drawbacks of giving talks at national and international conferences in your first few years of graduate school is that people expect you to be graduating imminently!). She is currently collaborating with colleagues around the world, from Eugene, Oregon to Mainz, Germany, organizing conference symposia on her own and publishing her work in our field’s top journals. Lucky for me, Erika still has to stick around a few more years, but when she does go off and pursue her own independent career, she’ll hit a bull’s eye.

Erika Carlson

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Although Erika’s past is quite exceptional, what’s done since starting graduate school is perhaps even more extraordinary. Before coming to Washington U., Erika spent two years doing a master’s in Florida, where she worked with some of the top researchers in the field of personality psychology and was a part of an astounding number of statistical skills. While there, she also ran a study that was published in Psychological Science, for which she received a poster award at the Association for Research in Personality conference, and was awarded the Outstanding Master’s Student award at Wake Forest University. Not surprisingly, she was a very sought-after candidate when she applied to PhD programs. Among her many choices, Washington U. stood out for Erika because of the unique opportunities to study self-knowledge and personality perception. Erika quickly saw that her main topic of interest — people’s awareness of how they appear to others (i.e., “meta-perception”) — was related not only to her own research but to the work of others in the department, including Tom Oltmanns’s work on the role of personality pathology, and Larry Jacoby’s work on meta-cognition.

When Erika arrived at Washington U., she hit the ground running, quickly recruiting and training a team of undergraduate students to help with her research. Erika was my first graduate student, and as such she had to create her own community in the lab. She excelled at this, keeping the team motivated, productive, and engaged. Erika led the group of 12 or so research assistants in weekly discussions about assigned readings, trained the students to run lab, code, and analyze data, and organized and analyzed data, and planned future projects. Not only did Erika single-handedly run the lab for two years, she also impressed many of the professors who taught her courses (I frequently stopped in the hallway by colleagues who wanted to tell me how impressed they were by Erika).

While doing all this, Erika also found the time to do what she loves best — sifting through the data from our studies and writing up the findings for publication or presentation at conferences. Erika’s research lies at the intersection of personality and social psychology, with connections to everything else in our field. Her work examines the accuracy of people’s beliefs about how others see them. Do we know what kind of impression we make? Do we know how our relationship partners, friends, co-workers, and family members see us? Erika has already made important discoveries in this area — including a discovery that has overturned a conclusion that has been widely accepted for years. Until Erika came along, it was believed that people couldn’t distinguish the different impressions they have on various people. The conventional wisdom was that people assume they make similar impressions on everyone and have no idea what others see them as more friendly or less, smarter or less smart. Erika noticed, however, that the evidence for this conclusion was weak — this type of self-knowledge is impervious to the simple cluster analysis. Further, when Erika studied in groups of people who all knew each other in the same context (e.g., a group of people who just met altogether or a group of friends who live together), where everyone likely knows that people have a similar impression of any given individual. No researcher had examined whether people know the different impressions they make on people they know in different contexts. Erika’s work showed that relationships do not make up the story. Instead, they might pay attention to how they behave and imagine how others are interpreting their behavior, or they might actively look at others’ verbal and nonverbal behavior for feedback about how they’re coming across. Eventually, Erika will test each of these paths (in graduate school). Despite her blazing productivity, Erika is not satisfied to just crank out findings and let them disappear into the vast literature. There is nothing more exciting to Erika enjoys more than talking (very excitedly) about research with her fellow grad students, friends, family members, or, frankly, anyone who will listen. She’s also eager to hear about others’ research, and help them out when she can. Here, her statistical skills come in handy. Erika not only excelled at the graduate statistics courses offered in our department, she has also sought out specialized training outside the department and even outside the university. As a result of her unique grasp of statistics, she was asked to be the teaching assistant for the graduate statistics courses here at Washington U., a role she has enjoyed tremendously. In fact, graduate students are not the only ones who seek out advice — she has been turned to for statistical advice by many faculty members (including yours truly).

Erika has become an extremely valued member of the department and is gaining a strong reputation around the world in the field of personality psychology. When I go to conferences, people stop me to ask when she’ll be on the job market (one of the drawbacks of giving talks at national and international conferences in your first few years of graduate school is that people expect you to be graduating imminently!). She is currently collaborating with colleagues around the world, from Eugene, Oregon to Mainz, Germany, organizing conference symposia on her own and publishing her work in our field’s top journals. Lucky for me, Erika still has to stick around a few more years, but when she does go off and pursue her own independent career, she’ll hit a bull’s eye.
Clinical science accreditation

By Tom Oltmanns, Director of Clinical Studies

The department's clinical science program is accredited with the American Psychological Association (APA) and most recently has received accreditation from the Psychological Clinical Science Accreditation System (PCSAS) at their semi-annual review meeting in May 2010. The clinical science program has been approved by the APA Commission on Accreditation for more than 50 years and will maintain this accreditation. The PCSAS accreditation is a new recognition.

PCSAS is an independent, nonprofit body incorporated in December 2007 to provide rigorous, objective, and empirically based accreditation of PhD programs in psychological clinical science (the terms psychological clinical science and scientific clinical psychology are used interchangeably). PCSAS was created to promote superior science-centered education and training in clinical psychology, to increase the quality and quantity of clinical scientists contributing to the advancement of public health, and to enhance the scientific knowledge base for mental and behavioral health care. Further information is available on the PCSAS website: pcsas.org. Approximately 10 programs are now accredited by PCSAS, and the list is growing. The University of Illinois, University of Arizona, and Washington University in St. Louis were the first three. Several more will be reviewed in May 2011.

Current faculty members and graduate students are extremely grateful to all of the mentors and students who have participated in the program over the years. They have built our program's strong reputation, which was recognized by the review committee. They said: "WUSTL's doctoral program in psychological clinical science is regarded as a model program that has achieved its elite status by building an impressive record of training students who have gone on to prominent careers in which they have made significant contributions to the advancement of psychological clinical science — through their research, teaching, service, and professional leadership."

Supplemental concentrations for undergraduate majors

The Department of Psychology now offers a new opportunity for majors — Supplemental Concentrations — in which students can engage more intensively with a specific area within the discipline. The supplemental concentration is meant as an enrichment of the major, and the classes for a concentration may not be used to fulfill the requirements of the major, nor can they be counted toward any other major or minor. In addition to completing a concentration, students will have to take an approved research assistantship (Psych 500, Independent Study), or approved internship or practicum.

Six concentrations have been developed to date, each of which is coordinated by a member of the psychology faculty:

1) Cognition in Children allows students to acquire deeper knowledge of cognition and its development in the first few years of life. The courses for the concentration consider child development more generally and then explore in more depth the early development of cognitive, conceptual, and social-cognitive abilities. This concentration should prove useful for students who are considering careers in psychology, education, or related academic fields.

2) Cognitive Neuroscience allows students to acquire deeper knowledge of the relation between mind and brain. The courses for the concentration consider the neurobiological basis for psychological functions at a more general level and then explore in greater depth specialized topics relating to how higher cognitive processes, such as memory, attention, perception, and emotion, emerge from brain function. This concentration should prove useful for students who are considering careers in a wide variety of fields — medicine (e.g., psychiatry, psychology, etc.), biotechnology (pharmaceuticals, imaging), and education. It also would provide excellent preparation for students considering graduate study in cognitive science, neuroscience, bioengineering, or related academic fields.

3) Lifespan Development. Many introductory courses in developmental psychology focus on changes that occur from birth to adolescence. The supplemental concentration in lifespan development provides students with an understanding of the cognitive and physiological changes that might occur over the lifespan, with a primary focus on older adulthood. A major goal of the concentration is to provide students with an understanding of the similarities and differences in development at different stages of the lifespan. This concentration is suited for students interested in future work with older adults, as well as for those with an interest in children but who desire a broader, lifespan perspective. It also provides preparation for those with plans to attend graduate school in medicine, psychology, social work, or education, and who may have an interest in gerontology.

4) Reading, Language, and Language Acquisition. The supplemental concentration in reading, language, and language acquisition provides students with a deep and broad knowledge of linguistic development. The courses look in-depth and are written in both written and spoken language. This concentration is well suited for students who are thinking about careers in such fields as teaching or speech-language pathology. It provides preparation for students who are considering graduate school in developmental psychology, educational psychology, or related fields, and for students with an interest in linguistics.

Stern, pioneering psychophysiolgist, 85

By Randy Larsen

John Stern, PhD, a pioneering psychophysiological who conducted research at Washington University in St. Louis for nearly 60 years, died April 3, 2010, surrounded by family at his home in St. Louis. He was 85.

Known for his research on using eye blinks, pupil dilation, and head movements to monitor individuals for signs of driver fatigue, anxiety, and lying, Stern’s career in psychophysiology dates to the early 1950s, when he assisted aviation researchers in recording stress responses with a primitive polygraph. Stern and his polygraph would accompany a student pilot and an instructor in a small Piper Cub air-plane. The instructor would allow the plane to lose altitude rapidly while Stern recorded the student’s stress response.

It was these experiences, suggests a 1994 article on Stern, that “demon-strated to John the importance of the autonomic nervous system in psy-chological processes.”

Born in Germany, Stern immigrated to New York in 1936 and served in the U.S. Army during World War II. He earned a bach-elors degree at Hunter College and a doctorate in psychology from the University of Illinois before joining the Washington University School of Medicine in 1953.

Stern went on to conduct landmark research on a range of psychophysiological issues, including studies on measures of attention and vigilance for operators of sophisticated electronic equipment, such as pilots.

Stern helped found the Society for Psychophysiological Research in the early 1960s and served as president from 1966 to 1967. He was elected as a fellow of the American Association for the Advancement of Science and the American Psychological Association and served as president of the Pavlovian Society.

He headed the School of Medicine’s Department of Medical Psychophysiology from 1961 to 1969, when he moved to the Department of Psychology in Arts & Sciences. Stern chaired psychology from 1987 to 1996.

Stern became an emeritus profes-sor of psychology in 2000.

“Having worked closely with him for the past 20 years, I would point out how remarkably produc-tive, intellectually vigorous, and committed he remained until very shortly before his death,” says John Rohrbaugh, PhD, professor of psychiatry.

Stern is survived by his wife of 57 years, Carolyn, a twin sister, three children, and five grandchildren.
Rob Fucetola, PhD 1997, and Susan Sylvia, PhD 1997

By Sharon Cocoran

“Whenever Rob and I go into a new social setting, we try to figure out how to answer questions about what we do,” explains Susan Sylvia, referring to her husband, Rob Fucetola. Their hesitation makes perfect sense because of the uniquely demanding nature of their work, Rob’s with brain injury and Susan’s with family medical crises — particularly children dealing with serious illness or death, either their own or a close relative’s.

Rob and Susan met as clinical graduate students in the Psychology Department. Watching them together, one senses their romance is as alive now as it was in their student days. They were married in 1996, just before leaving to complete their internships in Boston. Both received their PhD degrees in the summer of 1997, within weeks of each other. Both are from the east coast: Susan from Dartmouth, Massachusetts, and Rob from Annapolis, Maryland. Rob also attended Washington University as an undergraduate. When asked if he ever expected to spend so much time in St. Louis, Rob gives an emphatic “No.” As students, Rob and Susan felt they had done and experienced everything St. Louis had to offer. “We know now that’s not true. We never intended to come back to St. Louis after our internships and degrees. But when we started looking for jobs, one came up for each of us at the Washington University Medical Center in the exact areas we were interested in, so we just couldn’t say no.”

Susan’s first position was at Children’s Hospital in pediatric oncology and Rob’s was a faculty position in neurology. As an undergraduate, Rob initially declared English as his major. The late professor and poet John Morris was Rob’s English advisor. “Whenever he saw me in Duncker Hall, he would salute me because I was from Annapolis, even though I had nothing to do with the Navy or naval academy.” Rob worked as a research assistant in the lab of neuropathologist Marcia Smith who was doing handwriting studies with Parkinson’s patients, and this experience persuaded him to be a psychology major. When Rob changed his major, Professor Leonard Green became his advisor. “What a great guy,” Rob remembers. Green remained an important influence and inspiration during Rob’s graduate career when he served as teaching assistant for Green’s Psychology of Learning class. Remembering Rob Fucetola, Green says of him, “Rob was always active, for instance as president of the undergraduate Psychology Association...always in the service of others.”

Rob’s undergraduate experience working with Marcia Smith motivated him to apply here for graduate study, and he continued working on Smith’s Parkinson’s studies until she left the university. At that point, Rob joined Dr. John Newcomer’s lab in Psychiatry to work on schizophreния. But among all his mentors, Rob has the highest praise for Professor (now Emeritus) Rick Kurtz. “He was a major influence on how I think about diagnostics and psychotherapy. Rick was an amazing diagnostician, and students who were lucky enough to be on his clinical team learned a lot about psychopathology, how to conceptualize conditions. Even today a lot of what he taught us is useful, not only in helping patients, but also in navigating professional relationships.”

Susan went to college at Brown University. When asked why she chose Washington University for graduate school, she replied that while an undergraduate at Brown, she worked with faculty who had previously been affiliated with the Washington University School of Medicine when behavioral medicine was in the cutting edge. Knowing of Susan’s interest in health psychology, they told her “You’ve got to go to St. Louis.” At that time the clinical program had tracks, including one in Health Psychology. She speaks of Professor Mike Merbaum as an important influence on her clinical work. “He was very nurturing and also helped me to learn the art of doing behavioral and cognitive-behavioral therapy without losing sight of the person and the process. It always seemed impossible for him to be negative. All of his suggestions and criticisms were preceded by giving praise.”

Professor Ed Fisher became Susan’s primary research mentor. She joined his research team studying pediatric asthma, and grew to love the work, which took place through the Grace Hill clinics on St. Louis’s north side. This experience led to an MA thesis in pediatric asthma, and Susan found she wanted to continue working more closely with kids dealing with illness. She was able to combine her interest in child health issues with her interest in adult clinical issues by working with kids whose parents were seriously ill. This combination evolved into family medical illness as a specialty.

In 2004 Susan was awarded a grant from the Missouri Foundation for Health to start a specialty clinic in the psychology department at Children’s to broaden her work in family medical illness. The grant allowed her to see people who didn’t have the means to pay, or have insurance, and to do crisis work. Children’s Hospital allowed her to continue this work beyond the period of the grant. Among those Susan has helped are families relocated due to Hurricane Katrina, and kids with parents in the military who are at risk due to repeated deployments to the battlefield.

Despite Susan’s love of clinical work, she has decided to take a break from it in 2011 in order to emphasize teaching. The motivations for this change were several things: first, their three children (Eleanor, 11, Vincent, 8, and Jude, 7) are in an elementary school and their lives are becoming more complicated, necessitating increased parental juggling. Also, for the last several years the focus of Susan’s clinical work has been death and dying, working with children in the process of losing parents. “I felt I was ready for a break from that,” she says. Without estranging the emotional pain such work must bring.

An important focus of Rob’s clinical and research work has been sports-related brain injury. This came about soon after he took up his faculty position at the Washington University School of Medicine, which provides all the clinical services to the St. Louis Rams football team. After consulting with the Rams, Rob also got involved with the St. Louis Blues hockey team. He likes working with athletes because, he says, “They are a very homogeneous group in terms of their general health, cognition, and motivation levels. This makes it easier to isolate the effects of brain injury.” Rob confirms that players suffer many injuries, despite their protective equipment. When asked how they would feel about their sons playing football, both Rob and Susan state categorically that it will never happen. “I love soccer and baseball and coach both of those sports for kids,” Rob adds.

One of the projects Rob was involved in during his internship and post-doc at the Harvard Medical School was with his mentor Cheryl Weinstein, developing a more culturally fair method of evaluating psychiatric patients who were refugees or victims of mass violence. They did this through the Israel Deaconess Hospital’s Indo-Chinese psychiatric clinic. This experience has also served the Barnes-Jewish Hospitals’ population of Bosnian refugees who arrived during the 1990s following the Balkan wars, many of whom Rob has had occasion to evaluate. The challenge, he says, is being able to determine, from a person with little or no English, whether he has depression or is developing Alzheimer’s disease, has had a head trauma or is suffering from post-traumatic stress.

Rob and Susan admit that most of their “free” time is dedicated to their children’s activities: coaching, attending soccer and baseball games, and their daughter’s dance lessons. Susan says, “My personal therapy consists of baking, and so I run — bake, eat, run!” She completed a half marathon around three years ago but let her training lapse. She hopes to get back to running more seriously.

Rob’s parents moved to St. Louis from Annapolis several years ago, which he says has been a life-changing event in terms of benefiting their children and providing a safety net for days when a child can’t go to school, but neither busy parent can stay home with him or her. Rob and Susan enjoy reading, but “not psychology, unless it’s for work.”

As our conversation winds down, we hear a bell ring — it is the family dog, Tess, signaling her need to go outdoors by baying at a bell hanging from the back door. “See, Pavlovian conditioning works,” Rob calls out from the back door. “See, Pavlovian dog, Tess, signaling her need to go outside. I’m trying to catch her to go for a walk.”

Susan appears to be extremely well-organized and parents, Rob and Susan enjoy reading, “but not psychology, unless it’s for work.”

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cognitive judgments: Effects of effort after meaning on recall and meta-

Books and Book Chapters

Boyer, P. (2009). What are memo-
ries for? Functions of recall in cog-
nition and culture. New York: Cambridge University Press.

Carpenter, B.D., & Balsam, S. (2010). Pets, pies, and videotapes: Conducting in-home observational research with late-life intergenera-
tional families. In D.L. Streiner & S. Sidani (Eds.) When research studies go off the rails: Why it happens and what you can do about it (pp. 239-247). New York: Guilford.

Carpenter, B.D., & Mulligan, E.A. (2010). Assessment of late-life fami-
lies: Issues and instruments. In P.A. Lichtenberg (Ed.), Handbook of assess-


Green, L., & Myerson, J. (2010). Experimental and correlational anal-
yses of delay and probability discount-


Ohmanas, T.F., & Balins, S.M. (2010). Assessment of personal-


Roediger, H.L., & Zaromb, F.M. (2010). Memory for actions: How dif-

Robins, S., & Treiman, R. (2009). Learning about writing begins infor-
mally. In D. Azam & D. David (Eds.), Literacy: Development and enhancement across orthographies and cultures (pp. 17–30). New York: Springer.

Vazire, S. (2010). Informant reports of S.D. Goggling & J.A. Johnson (Eds.), Advances methods for behav-

Wachowsky, S., White, D., & van Tubbergen, M. (2010). Cerebral palsy. In J. Donders & S. Hunter (Eds.), Principles and practice of life span develop-

logical science into teaching and learning. In D. F. Halpern (Ed.), Undergraduate education in psychology: A blueprint for the future of the disci-

Yarkoni, T., & Braver, T.S. (2010). Cognitive neuroscience approaches to individual differences in executive control: Conceptual and method-
ological issues. In G. Mathews, B. Freemark, & A. Grauska (Eds.), The handbook of individual differences in cognition: Attention, memory, and cog-
nitive control (pp. 87-107). New York: Springer Press.

Publications in Non-Refereed Journals, Book Reviews


Zacks, J.M. (2010). How we orga-
nize our experience into events. Psychological Science Agenda, 24.
all of his fascinating and informative lectures, and it was easily one of my favorite classes at Washington U. Above all else, I found his lecture style to always be the perfect balance for whatever topic was at hand. He made boring topics entertaining and complex topics simple. His ability to convey his interest and personal convictions about the topics he studied through his teaching is clearly one of his strengths—whether it be in the classroom or when working on a research study. Dr. Green has never failed to challenge me intellectually while subsequently providing me with a helping hand. I have learned so much from him in my four years at Washington U., and my work with him has heavily influenced my academic interests and future plans.

Faculty

Richard Abrams received special recognition from the Graduate Student Senate as a faculty mentor. Donna Barch was awarded a 2010 Distinguished Faculty Award from the university. Criteria for Distinguished Faculty Awards include high quality of instruction, strong relationships with students inside and outside the classroom, reputation for scholarship, and distinguished service to the university. Deanna also received special recognition from the Graduate Student Senate as a faculty mentor. Len Green was elected president and chair of the Board of the Society for the Experimental Analysis of Behavior. Len also was elected fellow by the Association for Psychological Science.

Breit Kessler was honored by the Arts Council, the undergraduate organization, and executive governing body for the College of Arts & Sciences, as one of eight Arts & Sciences faculty for “positively and profoundly” influencing students’ educational experiences during its annual Faculty Awards Recognition Ceremony.

Randy Larsen has been recognized as an Outstanding Faculty Mentor by the Graduate Student Senate. This award recognizes faculty members whose dedication to graduate students and commitment to excellence in graduate training have made a significant contribution to the quality of life and professional development of graduate students in Arts & Sciences.

Henry L. "Eddy" Roeder was awarded the 2010 Arts & Sciences Distinguished Leadership Award. (see story page 14.)

Eugene H. Rubins, MD, PhD, adjunct and professor in psychology (courtesy) and professor of psychiatry and Charles F. Zoromski, MD, were the 2010 first-place winners of the American Medical Writers Association book awards in the category of Public or Health Care Consumer for their book Dementia Psychiatry, Oxford University Press.

Jill Zueks was elected chair-elect in 2011 and chair in 2012 of the Governing Board of the Psychonomic Society.

Students

Tim Bono won the 2010 Dean’s Award for Teaching Excellence. This award recognizes outstanding teaching assistants with a prize and certificate of encomium.

Feng Du has been granted the 2009 National Award for Outstanding Self-financed Chinese Students Studying Abroad by the China Scholarship Council. This award was founded by the Chinese government in 2003 to reward the academic excellence in PhD studies of those students studying world-wide.

Andrea Kass received an Early Career Investigator Travel Fellowship from the Academy for Eating Disorders, to attend and present at the 2010 International Conference on Eating Disorders in Salzburg, Austria. The awardees also participated in a three-day training seminar beforehand.

Christie T. Spence was inducted into the Edward A. Bouchet Graduate Honor Society this past year. The Bouchet Society recognizes outstanding scholarly achievement and promotes diversity and excellence in doctoral education and the professoriate. Its network of pre-eminent scholars exemplifies academic and personal excellence, character, service, and advocacy for students who have been traditionally underrepresented in the academy.

Spence’s research interests include personality assessment, personality disorders, and personality in African-American adults. Her dissertation research is focused on the relationships between psychological well-being, racial identity and personality in African-American adults.

Spence, who earned a bachelor’s degree in 2005 from Spelman College, also is a Chancellor’s Graduate Fellow at Washington University. She recently presented her work at the inaugural Chancellor’s Graduate Fellowship Research Symposium. An active volunteer, Spence engages in community service activities throughout St. Louis.

Alexandra Zaleta was selected as a grantmaker in Aging Fellows for her work with Brian Carpenter on dementia diagnostic disclosure. Alexandra received a travel fellowship to present her work at the annual grantmakers in Aging conference in Chicago this past October. The conference seeks to facilitate connections between researchers and foundations that support work designed to improve the lives of older adults.

Alfreda Brown, MA ‘74, is the executive director for the East Central Missouri Area Health Education Center, which prepares high school and college students for health care careers.

G. Patrick Farrell, PhD ‘74, has been retired for about two years. For the 30 years prior to retirement he worked with the intellectually handicapped in California.

Frank Gomer, PhD ‘74, continues to take advantage of the somewhat unique curriculum that post-graduate chairman Tom Sandal developed with him. Frank had an Air Force commitment following graduate school, and Tom helped him prepare for this course work in psychology, engineering, and physiology. Frank has been a practicing human factors engineer and safety engineer since graduation, with a focus on forensic analyses in accident reconstruction. He received very valuable support and mentoring from Bob Goldstein and John Stern during his graduate education.

Robert Gordon, PhD ‘75, started his career in private forensic/criminal practice for 30 years in Wisconsin. He then moved and was the director of the Forensic Evaluation Division of the St. Louis Behavioral Medicine Institute for two years teaching a forensic psych course at Washington U. For the past year, Robert has been at the Ft. Hood Army Post in Texas evaluating and treating soldiers with post-traumatic stress disorder.

Robert Ivnik, PhD ‘75, is in his 34th year on staff at the Mayo Clinic, where he “introduced” clinical neuropsychology as a subspecialty of clinical psychology in 1977. Robert is now the most senior member of the Department of Psychiatry and Psychology at Mayo in Rochester, Minnesota. He holds the academic rank of professor of psychology in the Mayo Clinic College of Medicine and has enjoyed a rich career in all aspects of psychology: clinical service, education, research, and administration. In 2008 he was the first PhD to receive the “Mayo Distinguished Clinician” award (58 prior recipients were physicians; one was a dentist), and last summer he was recognized as the American Academy of Clinical Neuropsychology’s “Distinguished Neuropsychologist” for 2010. He has been married to a wonderful woman, Marie, for 37 years. They have been blessed with good health, two children (Rick, age 32, Anne, age 31), a delightful daughter-in-law (Stacey Ivnik), a great son-in-law (Joe Siple), and four granddaughters (Sophia, 5, Maya, 4, Sabrina, 3, and Lily, 3).

Haskell Boine, PhD ‘76, is working as a clinical psychologist specializing in neuropsychology in private practice in San Antonio, Texas. He works a lot less now and spends a fair amount of time visiting kids and grandkids in New York.

Beisy Gard, PhD ‘78, is co-coordinator of the Georgia Disaster Response Network, which is a member of the American Psychological Association’s Disaster Response Network. She is also the committee chair for the Georgia Psychological Association Pro Bono Committee. Beisy went to Haiti with the NGO HI and MedShare to do disaster relief this past October, spending eight days doing work around post-traumatic stress disorder and disaster relief.

"70s

Anver Falk, PhD ‘70, recently published his tenth book, The Riddle of Barack Obama: A Psychobiography.

Robert R. Province, PhD ‘71, professor of philosophy at the University of Maryland, Baltimore County, was elected fellow of AAS. He was speaker at the 2009 Chicago Humanities Forum, joining Robert Reich, Matt Groening, Harold Ramis, Jules Feiffer, and the New York cartoonists in a sold-out presentation.

Harry J. Berman, PhD ‘74, was named interim chancellor of the University of Illinois—Springfield, effective November 1, 2010. Berman had served as provost since 2005.

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clayton, Mo., office. her website is specialization in anxiety disorders treat-
the St. Louis Behavioral Medicine
full-time private practice in January
School.

-dentistry of New Jersey (UMDNJ)-
continues at University of Medicine &
Sciences at Lincoln University of

Andrew Coyne, PhD '81, con-
tinues at University of Medicine &
Rory's research includes her roles as
PI of a NIH grant on increasing participation of under-represented minorities in
research, PI of the new Uwlzheimer's
Disease Research Center Minority
Outreach Core and a Co-PI and Co-Investigator on an NIH-
studied through competency programs at

Dorothy Farrar Edwards, PhD '80, has recently become the Chair
of the Department of Kinesiology at the University of Wisconsin-Madison.
Dorothy's research includes her roles as
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research, PI of the new Uwlzheimer's
Disease Research Center Minority
Outreach Core and a Co-PI and Co-Investigator on an NIH-
studied through competency programs at

Janice Katz, PhD '86, has a small
practice with small to mid-size organiza-
tions or consulting in bilingual class-
rooms. She has also provided supervision to several
specialists in school psychology internships
and post-doctoral fellows in school psychology.

Kathleen Obwin (Crowley), BA
'91, lives in charlottesville, Virginia, with
her husband and three growing sons.
She recently authored Angels in my Heart: A Journey of Love and Loss,
a book supporting families coping with
miscarriage, still birth, or infant
death. This book combines Kathleen's
own journey with multiple loss with
the common experiences bereaved
parents face.

Bradley Frank, PhD '92, remains
in Houston, a partner in the same
practice where he started in 1992 after
finishing his internship at Baylor. He
does a combination of testing and
psychotherapy. Brad and his wife,
Laura, have been married for 16 years,
and have three kids (Kyle-13, Sara-10,
and Sam-7).

John Yost, PhD '92, is an associ-
ate professor of psychology at John
Carroll University in the eastern
suburbs of Cleveland, Ohio. John is
evailing life in Bainbridge Township,
Ohio, with his wife, Mia, stepson Alex
(14) and 6-year-old twins, Maximus
(Max) and Michael.

Rebecca Allen, PhD '94, has
been promoted to full professor at the
University of Alabama and continues
to work on her research funded by the
National Institute of Nursing
Research, the LIFE project.

Anita Foster, PhD '99, and her
husband, Gregg, live in the San
Francisco area with their two boys (6
and 3 years old) and dog. Norma
is an organizational consultant work-
ing with small to mid-size organiza-
tions. Her focus is using testing for
pre-employment and development
purposes, executive coaching, and
pre-acquisition due diligence.

Katherine (Breslow) Shragar
BA '99, graduated summa cum
laude from Washington U. with a
degree in psychology with a
major in vocal performance
(with honors) and bachelor of arts
with a major in psychology. In 2006
Katherine completed her PsyD at
Widener University in Pennsylvania,
with an internship at the Belmont
Center Eating Disorder Unit in
Philadelphia. Katherine is cur-
cently a licensed psychologist and
recently started a private practice
in Bala Cynwyd, Pa. (a suburb of
Philadelphia). She is married to Aaron
and has two sons.

Pamela Mc-Murray, PhD '80,
ABPP, has for the last eight years been
employed by ProHealth Care
practices in a hospital-based out-
patient clinic in the Neuroscience
center at Waukeha Memorial
Hospital in suburban Milwaukee,
Wis. She has been board certified
since 2004. Pamela's practice consists of
diagnostic and consultative services
provided hospital wide for inpatients,
and through a variety of services she has
outpatient multidisciplinary clinics
including the largest volume gynecologic
assessment clinic in the state, TBI/
concussion clinic, movement disor-
ders clinic and migraine clinic, as well
as consulting at an area rehabilitation
hospital. In October 2009 she was
promoted to head of clinical services
for the clinic, which includes four
adult and one pediatric neuropsychol-
yst. For the past three years Pamela
has served as a coordinator of the sci-
cientific poster session at the American
Academy of Clinical Neuropsychology
annual meeting.

Caroline Racine, PhD '05, has
been running the Neuropsychology
Clinic at University of California,
San Francisco in the Departments of
Neurological Surgery and Radiation
Oncology since November 2009. In
addition to her clinical work, Caroline
is doing research on the cognitive and
behavioral aspects of brain tumors and
associated treatments; Parkinson's
disease and related disorders as well
as the effects of deep brain stimula-
tion; and dementia in a neurosurgical
population.

Stephen Balas, PhD '08, is an
assistant professor at Texas A&M,
moved to Lisa Geraci, also a profes-
sor at A&M (and a Washington U.
potdoc alum). Steve and Lisa have
two little munchkins (Owen, age 3;
Caroline, 10 months).

Andrew Butler, PhD '99, is a post-
doctoral fellow at University. He won the
2010 Pintrich Dissertation Award from
the Division of Educational Psychology
of the American Psychological
Association. His dissertation was
entitled, “Using Repeated Testing and
Variable Encoding to Promote Transfer
of Learning.” Andrew will receive his
award and present his work at the
2011 APA Convention in Washington, D.C.

Heather Hayes, PhD '90, is an
assistant professor, directing and
training in the Deaf Education Studies
program in the Program in Audiology
and Communication Sciences (PACS)
in the Washington University School of
Medicine. This position and her two
gorgeous toddlers keep Heather on her
feet!

Vandana Aspen PhD '10, is a post-
doctoral fellow at Stanford
University.

Kim Merrer, PhD '10, is a post-
doctoral fellow in the Department of
Psychiatry and Neurobehavioral
Sciences at the University of Wisconsin-
Medical School.

Elena Stepanova, PhD '10, has
recently started a private practice as
a postdoctoral fellow at the University
of Missouri-Columbia, Department of
Psychological Sciences, Social
Cognitive Neuroscience Lab this past
June. Elena is interested in under-
standing the ways in which alcohol
may influence processing of visual
cues associated with social categories
such as race. Her husband is finish-
ng medical school in 18 months, and
her son is a first-grader in Mill Creek
Elementary.

Alumni
We would like to keep in touch with
our Alumni. Please let us know what
you are doing by sending an e-mail to
Janice Clancy at jclancy@wustl.edu or
a note mailed to Washington University,
One Brooksing Drive, Psychology
Department, Campus Box 1125,
St. Louis, MO 63130.
Gary S. Wihl, PhD, dean of the faculty of Arts & Sciences and the Lewin Distinguished Professor in the Humanities, presented Henry L. “Roddy” Roediger III, PhD, an internationally recognized scholar of human memory and the James S. McDonnell Distinguished University Professor, the Arts & Sciences Distinguished Leadership Award. The leadership award recognizes faculty who dedicate their time, energy, and expertise to the advancement of Arts & Sciences and the university, above and beyond a commitment to research and teaching.

Roediger joined WUSTL in 1996 as chair of the Department of Psychology in Arts & Sciences, a position he held for two terms until 2004, when he was named dean of academic planning in Arts & Sciences. He stepped down from that position this past summer.

In a nomination letter by psychology department colleagues, Roediger’s tenure as chair was referred to as “wildly successful. It brought the department to national prominence, and the strong consensus of the department is that Roddy was the driving force that made it happen.”

“As chair and since, he has worked tirelessly to mentor junior faculty and to help them succeed in their own work,” the nominating group wrote. “He continues to serve as a sought-after mentor, not only for junior but also for senior faculty in our department.” The group also noted that Roediger “regularly and eagerly volunteers to write nomination letters,” much like the one written for him, to promote the careers of his colleagues.

Roediger has served on numerous university committees, including the Faculty Advisory Council for the Public Health Institute (2008-present); Academic Planning Committee for Arts & Sciences (1999-2010); Graduate Task Force, which he chaired from 2004-2006; the Steering Committee for the McDonnell Center for Higher Brain Function (1997-2004), and a range of search committees.

His colleagues noted that despite a busy schedule, he regularly volunteers for service, which takes many forms beyond serving on a task force or a committee. Whether teaching an introductory psychology course, greeting parents of incoming freshmen, or giving lectures in the community, he voluntarily “does so without complaint or shirking other responsibilities.”

An experimental cognitive psychologist whose research is concerned with human learning and memory, Roediger has published more than 200 articles, chapters, and reviews and has written or edited 11 books. Three are textbooks that have been through a combined 20 editions.

Roediger has served as president or chief executive officer of the American Psychological Society, the Experimental Psychology Division of the American Psychological Association, the Midwestern Psychological Association, the Psychonomic Society, and the Society of Experimental Psychologists.

A fellow of the American Academy of Arts and Sciences and the American Association for the Advancement of Science, he has edited two major psychology journals and serves on the editorial board of 10 journals.

In 2008, the Society of Experimental Psychologists awarded Roediger his highest honor, the Howard Crosby Warren Medal, in recognition of “his creative experimental investigations of false memory and its underlying processes that have led to a new understanding of human memory.”

In 2008, Roediger received WUSTL’s Arthur Holly Compton Faculty Achievement Award.