

Psychronicle

Spring 2011

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

Mitch Sommers: Colleague extraordinaire

By Sandy Hale

Mitch Sommers, who has been a member of our department since 1993, 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 Spehar 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



Mitch Sommers

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 Gaioni (the department's animal behaviorist at the time). Gaioni was teaching students how to program the racks used to control Skinner boxes. Jim came by



James Onken

the classroom after hours one day to practice his programming skills and Gaioni stopped to chat. He suggested that Jim join a lab in order to learn more about research first-hand 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 telecommunication 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

Chairperson's Corner



I mentioned in my column last year that the Psychology Department took a pause in the pace of development we had been on for the past decade or so. Things were slowed down by the recession, even at a private university, where the challenges brought on by the economy caused us to focus more on maintaining our gains rather than continue to build up our department. During the past two years or so we paid more attention to doing things better with existing resources than we did to adding new activities, initiatives, or faculty.

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 \$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 15 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 1/2 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.

Randy J. Larsen
Chair, Psychology Department

Mitch Sommers *from page 1*

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-doctoral position at Indiana University to work with Dave Pisoni and Larry Humes in order to explore his interests 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 undergraduates designed to help undergraduate students from nonresearch colleges 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 successful 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 identical 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 relaxing 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 personal 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 newest vehicle is a gas-guzzler — but if that was all it took to get us all on bicycles for daily transportation purposes then this nation of SUVs ought to be filled with healthy bicyclists like Mitch instead of couch potatoes like so many of us!

... his ability to gather together the right combination of researchers ... is one of his greatest strengths

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 instructor for Central Methodist University in St. Louis and volunteers as a



Shannon Vacek

conference session organizer for the Midwest Sociological Society. Outside of academics, she enjoys painting, cooking, and reading.

Awards and Highlights

Annual Department award winners

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 their 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

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 TAship 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."



J.P. Schott

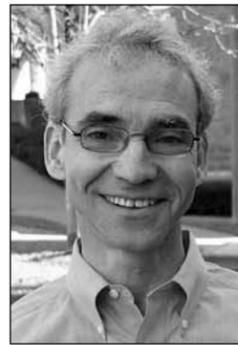
Student comments: "His use of real life examples helped clarify a lot of the theories/concepts" ... "I really enjoyed J.P.'s lecture, he was very comfortable" ... "and was funny and easy going. He talked very well" ... "and kept a good pace the whole class" ... "kept the enthusiasm going" ... "I'm surprised that this was his first time teaching a lecture class. I think he did an amazing job, considering that it was his first time in front of a large class."

The **Outstanding Teaching Award** recipient for the 2009-2010 academic year was **Len Green**. Len Green has been nominated four of the seven years this award has been in existence having won five years ago. Len received

two nominations both by undergraduates.

Here are comments from his students: "He's an inspirational teacher, breaking both the boundaries of lecturing, and conservative belief that psychology is not a science, by proving that in fact it explains some theories of behavior more empirically compared to biology or biochemistry. I followed his every lecture with complete interest. He always holds the momentum of the lecture at a captivating level, acting it out rather than solely speaking it."

"Last fall I also had the privilege to enroll in Dr. Green's Psychology of Learning class. I thoroughly enjoyed



Len Green

continued on page 12

Psychology Department FY10-11 Donors

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.

Benbassat, Carole Ann
Cosworth, Renee
Grotsky, Elizabeth Frey
Gutman, Lauren Samantha
Hoppe, Carl F.
Keithler, Mary Ann
Lamp, Robert
Lichtenberg, Peter Alexander
Mannino, Jean E.
Marchiondo, Lisa
McDermott, Kathleen B.
Nathan, Peter E.
Oltmanns, Thomas
Provine, Robert R.
Rockwell, Don A.
Roediger III, Henry L.
Shuman, Melissa J.
Taylor, Lawrence A.
Thomas, Nancy J.
Wang, Lin

The following are donors to the recently established John

Stern Memorial Fund for Undergraduate Research, which was initially funded by the estate of Professor John A. Stern. John was a strong believer in exposing undergraduates to psychological research and getting them involved in laboratory work.

John passed away on April 3, 2010, after a prolonged bout with pancreatic cancer (see related article page 8). During his retirement, John stayed quite active in research, running a busy and productive lab up to the time of his passing. John was 85.

If you would like to honor John Stern's memory with a donation to this special fund, please send a check, payable to Washington University, to Randy Larsen, One Brookings Hall, CB 1125, St. Louis, MO 63130. Please write "for the John Stern Memorial fund" on the memo line. This fund will be used exclusively to support undergraduate research, such as paying for human subjects for Honors Theses, purchasing equipment for undergraduate research projects, or paying travel expenses for undergraduates to attend conferences and present results.

Babbitt, Victoria
Baum-Baicker, Cynthia
Bonsall, Amy Kortenhof
Bremer, David A.

continued on page 4

Alumni Updates

Please e-mail Jim Clancy at jclancy@wustl.edu to include information about yourself in next year's issue.

'50s

Dice Cowger, MA '52, worked for 20 years at McDonnell Aircraft. In 1973 Dice started a consulting firm which evolved into outplacement as part of Right Management Corp. In 1997 he sold the business and retired. Dice currently lives with his wife, Virginia, in Innsbrook, MO, spending six months a year in Florida.

Kenneth Ball, PhD '59, and his wife, Pat moved to Charlotte, NC where he continues to do a little organizational consulting.

'60s

F. Beth Stone, PhD '61, celebrated her 80th birthday this past year while still working as a clinical psychologist two days a week in Evansville,

Indiana. Beth is doing counseling evaluations at a counseling agency and is enjoying it. She also volunteers in a nursing home, belongs to a faith based outreach community, watches birds and reads a lot.

Everett Garvin, PhD '62, is still in private practice, working 40+ hours a week seeing clients for social security disability and one other assessment agency. Everett says that that he "will never miss my Sunday morning tennis group; any ex-students out there want to play a game???" (egarvin77@yahoo.com) to compare your tennis backhand."

Walter Nord, PhD '67, is a Distinguished University Professor in the business school at the University of South Florida. His wife, Ann, (previously Ann Feagan) and he recently finished a book *Rethinking the Knowledge Controversy in Organization Studies: A Constructive Uncertainty Approach*, to be published early spring 2011.

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.

Dennis Brophy, MA '68, 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 image 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

Psychology Department FY10–11 Donors *continued*

Casanova, Cheri B.
Claypool, Ralph & Rita
Coe, Rodney & Elaine
Compton, Robert & Lawanda
Corcoran, Sharon Bangert
De Haan, Henry J.
Fogarty Jr., William & Joanne
Gilden, Robert
Goldstein, Robert
Grey, Mark
Gross, Janet
Hoine, Haskel
Holmes, Cordelia
Jackson Park Elementary Staff
James, Sherman A.
Jamieson, Diane Lynn Pardo
Johnson, Laverne & Margaret
Johnson, Lewis & Mary
Kaufman, Robert & Mildred
Keithler, William & Mary Ann
Kircher, John & Rebecca
Kleinman, Kenneth M.
Korn, James H.
Kortenhof, Joseph & Althea
Kortenhof, Michael H.
Kumbalek, Elizabeth Kortenhof
Lang, Ginger Kuehn
Larsen, Randy J.
Lockwood, Randy
Luebbert, Jack & Karen
Manning, Nancy G.
McCosky, Pat
McDermott, Kathleen B.
McDonald, David G.
Miles, Robert E.
Nelson, Janine A.
Oltmanns, Thomas
O'Meara, Claire R.
Perry, Sonia S.
Polygraph Institute
Prince, Charles & Gloria
Roediger III, Henry L.
Rohrbaugh, John W.
Schmitz, Edward & Adrienne
Schulte, James & Rosanne
Schwartz, Richard & Mary
Stern, Julie
Storandt, Martha
Streett III, Georgia
Treiman, Rebecca A.
Villas at Kenrick
Wang, Lin
Weinberg, Sheldon R.
Williams, Robert L.
Wineinger, Dale E.
Zacks, Jeffrey M.

Jim Onken *from page 1*

D.C. He recruited Jim in 1988, and this marked Jim's entry into the public sector. In his position with the G.A.O., Jim's duties included making 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 exposure to social services and the experiences of the families receiving them. He says, "I came away with a realization of just how fragmented the services can be that these families rely on, and how difficult it can be for them to negotiate 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 1989 and following a brief but busy stint in the National Institute of Mental Health (NIMH) Office of Policy Analysis and Coordination, serving as a project 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 interesting 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 position 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 RePORTER query system ([HTTP://projectreporter.nih.gov](http://projectreporter.nih.gov)). RePORT is a web portal with 60,000 different visitors each month and thousands of hits every day. Jim says of it, "It's surprising 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

margin for error is smaller. And no matter how hard and how well you work, it seems there are always significant numbers of people who are unhappy with the results." This is about the only downside to his work that Jim can offer. He says he finds NIH a very intellectually stimulating environment in which to work, and he enjoys being surrounded by smart, creative, and dedicated colleagues. He also enjoys the fast pace and rapid change of work in the policy arena.

Since 2008 Jim has been special assistant to the NIH deputy director for Extramural Research. Here he is responsible for statistical analysis, modeling, and developing policy recommendations regarding a number of issues, including: how to best

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

support young investigators and encourage them to become successful independent investigators; studies of the NIH peer review process; and several evaluations of NIH training programs. Jim's wife, Lisa, also works at NIH, as chief of the Behavioral and Integrative Treatment Branch of the National Institute on Drug Abuse (NIDA). Although NIH is large and there is not much intersection between Jim's work and Lisa's in the NIDA, the networks and communities of people working in similar areas within the organization are such that, after hours, as Jim puts it, "...we can share some juicy gossip about many people we know in common. All positive, of course."

The Onkens have two daughters; the elder, Laura, is a recent graduate from University of Chicago, now attending law school at Georgetown. The younger, Allison, is a Washington University physics

major in her junior year, who is planning to enter medical school.

Jim says the internet has made it easy to uncover lots of interesting genealogical information about his family. He has traced their roots back to Elder William Brewster, his ninth great-grandfather, who was the senior elder of Plymouth colony and an adviser to Governor William Bradford. Jim is also a direct descendant of Robert Allyn, Thomas Minor, Walter Palmer, and Capt. James Avery, all of whom were involved in settling New London, Groton, and Stonington, Connecticut. He and Lisa enjoyed visiting Connecticut recently and seeing so many places named after family members, like the University of Connecticut campus at Avery Point, named after Capt. James Avery.

Jim's early interest in architecture resurfaces from time to time in home improvement projects. He also enjoys more sedentary pursuits like reading and helps to organize monthly meetings of a book club currently in its 15th year. With a statistician's eye for detail he adds, "and on our 139th book." In counterpoint to the bookish side of his personality, Jim credits a "mid-life crisis" several years ago with re-awakening his dormant interest in cars and auto racing, so he is also working, whenever he gets the chance, on restoring a 1966 Mustang.

Jim Onken's career exemplifies a success story of which the Psychology Department can be proud. Jim's accomplishments and pursuits, both in his work life and at home, testify to his intelligence and curiosity, but to anyone who knows him, best of all is Jim's ordinary goodness and generosity. Professor Leonard Green, one of Onken's undergraduate mentors, remembers Jim as "one of those students whom you really miss when they leave."

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 outstanding resource — she is amazingly organized, efficient, productive, conscientious, and detail-oriented. Carol's warm attitude and caring manner 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 Gary Wihl, dean of the Faculty of Arts & Sciences.

2009–2010 publications from the Department of Psychology

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 faculty member on his or her field, because it means other researchers are reading 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 citation 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 “Roddy” Roediger. View the list at: <http://isihighlycited.com/>

Following is a publications list of Department of Psychology members. If you are interested in receiving a copy of any article, please 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.

Bold names are department faculty

Publications in Refereed Journals

Anticevic, A., Repovs, G., & **Barch, D.M.** (2010). Resisting emotional interference: Brain regions facilitating working memory performance during emotional distraction. *Cognitive, Affective, and Behavioral Neuroscience*, 10, 159-173.

Anticevic, A., Repovs, G., Shulman, G.L., & **Barch, D.M.** (2010). When less is more: Proactive TPJ deactivation protects working memory from distraction. *Neuroimage*, 49, 2638-2648.

Araujo, G.C., Schwarze, N.J., & **White, D.A.** (2009). Lateralizing seizure focus in presurgical patients with temporal lobe epilepsy: Utility of the Ruff-Light Trail Learning Test. *Epilepsy & Behavior*, 15, 496-499.

Augustine, A.A., Hemenover, S.H., **Larsen, R.J.**, & Shulman, T.E. (2010). Composition and consistency of the desired affective state: The role of personality and motivation. *Motivation and Emotion*, 34, 133-143.

Back, M.D., Stopfer, J.M., **Vazire, S.**, Gaddis, S., Schmukle, S.C., Egloff, B., & Gosling, S.D. (2010). Facebook profiles reflect actual personality not self-idealization. *Psychological Science*, 21, 372-374.

Balota, D.A., Tse, C.S., Hutchison, K.A., Spieler, D.H., **Duchek, J.M.**, & Morris, J.C. (2010). Predicting conversion to dementia of the Alzheimer's type in a healthy control sample: The power of errors in Stroop color naming. *Psychology & Aging*, 25, 208-218.

Barch, D.M. (2009). Neuropsychological abnormalities in schizophrenia and major mood disorders: Similarities and differences. *Current Directions in Psychiatry*, 11, 313-319.

Barnes, K.A., Cohen, A.L., Power, J.D., Nelson, S.M., Dosenbach, Y.B.L., Miezin, F.M., **Petersen, S.E.**, & Schlaggar, B.L. (2010). Identifying basal ganglia divisions in individuals using resting state functional connectivity MRI. *Frontiers in Systems Neuroscience*, 4:18.

Beck, S.M., Savine, A.C., Jimura, K., Locke, H.S., and **Braver, T.S.** (2010). Primary and secondary rewards differentially modulate neural activity

dynamics during working memory. *PLoS ONE*, 5, e9251.

Biswal, B.B., Mennes, M., Zuo, X., Gohel, S., Kelly, C., Smith, S.M., Beckmann, C.F., Adelstein, J.S., Buckner, R.L., Colcombe, S., Dogonowski, A., Ernst, M., Fair, D., Hampson, M., Hoptman, M.J., Hyde, J.S., Kiviniemi, V.J., Kötter, R., Li, S., Lin, C., Lowe, M.J., Mackay, C., Madden, D.J., Madsen, K.H., Margulies, D.S., Mayberg, H.S., McMahon, K., Monk, C.S., Mostofsky, S.H., Nagel, B.J., Pekar, J.J., Peltier, S.J., **Petersen, S.E.**, Riedl, V., Rombouts, S.A., Rypma, B., Schlaggar, B.L., Seidler, S.S., Siegle, G.J., Sorg, C., Teng, G., Veijola, J., Villringer, A., Walter, M., Wang, L., Weng, X., Whitfield-Gabrieli, S., Williamson, P., Windischberger, C., Zang, Y., Zhang, H., Castellanos, F.X., & Milham, M.P. (2010). Towards discovery science of human brain function. *Proceedings of the National Academy of Sciences*, 107.10, 4734-4739.

Boyer, P. (2009). Extending the range of adaptive misbelief: Memory “distortions” as functional features. *Behavioral and Brain Sciences*, 32(6): 513-514.

Bugg, J.M., & **Head, D.** (2009). Exercise moderates age-related atrophy of the medial temporal lobe. *Neurobiology of Aging*. doi:10.1016/j.neurobiolaging.2009.03.008

Butler, A.C., Kang, S.H.K., & **Roediger, H.L.** (2009). Congruity effects between materials and processing tasks in the survival processing paradigm. *Journal of Experimental Psychology: Learning, Memory & Cognition*, 35, 1477-1486.

Butler, A.C., Zaromb, F.M., Lyle, K.B., & **Roediger, H.L.** (2009). Using popular films to enhance classroom learning: The good, the bad, and the interesting. *Psychological Science*, 20, 1161-1168.

Butler, K.M., **McDaniel, M.A.**, McCabe, D.P., & Dornburg, C.C. (2010). The influence of distinctive processing manipulations on older adults' false memory. *Aging, Neuropsychology, and Cognition*, 17, 129-159.

Calvert, A.L., **Green, L.**, & **Myerson, J.** (2010). Delay discounting of qualitatively different reinforcers in rats. *Journal of the Experimental Analysis of Behavior*, 93, 171-184.

Carlson, E.N., Furr, R.M., & **Vazire, S.** (2010). Do we know the first impressions we make? Evidence for Idiographic Meta-Accuracy and Calibration of First Impressions. *Social Psychological and Personality Science*, 1, 94-98.

Carpenter, B.D. (2009). “You have Alzheimer's disease:” How to reveal a diagnosis. *Generations*, 33, 82-85.

Chen, L., Rice, T.K., Thompson, P.A., **Barch, D.M.**, & Csernansky, J.G. (2009). Familial aggregation of clinical and neurocognitive domains in sibling pairs with and without schizophrenia. *Schizophrenia Research*, 111, 159-166.

Christ, S.E., Huijbregts, S., de Sonneville, L., & **White, D.A.** (2010). Executive function in early-treated phenylketonuria: Profile and underlying 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 developmental functional neuroimaging. *Human Brain Mapping*, 31, 852-862.

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 functional activity. *Frontiers in Human Neuroscience*, 3:38, Epub Nov 9.

Cibulka, M.T., **Strube, M.J.**, Meier, D., Selsor, M., Wheatley, C., Wilson, N., & Irrgang, J.J. (2010). Symmetrical and asymmetrical hip rotation and its relation to hip rotator muscle strength. *Clinical Biomechanics*, 25, 56-62.

Coane, J.H., & **Balota, D.A.** (2009). Priming the holiday spirit: Persistent activation due to extra-experimental experiences. *Psychonomic Bulletin & Review*, 16, 1124-1128.

Connell, C.M., Roberts, J.S., McLaughlin, S.J., & **Carpenter, B.** (2009.) Family members' attitudes toward a dementia diagnosis among Black and White adults. *Journal of the American Geriatrics Society*, 57, 1562-1568.

Cutler, A., **Treiman, R.**, & van Ooijen, B. (2010). Strategic deployment of orthographic knowledge in phoneme detection. *Language and Speech*, 53, 307-320.

Davoli, C.C., Du, F., Montana, J., Garverick, S., & **Abrams, R.A.** (2010). When meaning matters, look but don't touch: The effects of posture on reading. *Memory & Cognition*, 38, 555-562.

DeAlwis, D., **Myerson, J.**, Hershey, T., & **Hale, S.** (2009). Children's higher-order cognitive abilities and the development of secondary memory. *Psychonomic Bulletin & Review*, 16, 925-930.

DeYoung, C.G., Shamos, N.A., Green, A.E., **Braver, T.S.**, & Gray, J.R. (2009). Intellect as distinct from Openness: Differences revealed by fMRI of working memory. *Journal of Personality and Social Psychology*, 97, 883-892.

Diesendruck, G., Carmel, N., & **Markson, L.** (2010). Children's sensitivity to the conventionality of sources. *Child Development*, 81, 652-668.

Dobbins, I.G., & Han, S. (2009). Rules versus evidence in memory and non-memory decision-making. *Military Psychology*, 21, 113-122

Donaldson, D., & **Petersen, S.E.** (2010). Remember the source: dissociating frontal and parietal contributions to episodic memory. *Journal of Cognitive Neuroscience*, 22(2), 377-391.

Dosenbach, N.U.F., Nardos, B., Cohen, A.L., Fair, D.A., Power, J.D., Church, J.A., Nelson, S.M., Wig, G.S., Vogel, A.C., Lessov-Schlaggar, C.N., Barnes, K.A., Dubis, J.W., Feczko, E., Coalson, R.S., Pruett, Jr., J.R., Barch, D.M., **Petersen, S.E.**, & Schlaggar, B.L. (2010). Prediction of individual brain maturity using fMRI. *Science*, 329, 1358-1361.

Dosenbach, N.U.F., & **Petersen, S.E.** (2009). “Attentional Networks,” In L.R. Squire (Ed.) *Encyclopedia of Neuroscience* Vol. 1 (pp. 655-660), Amsterdam: Elsevier.

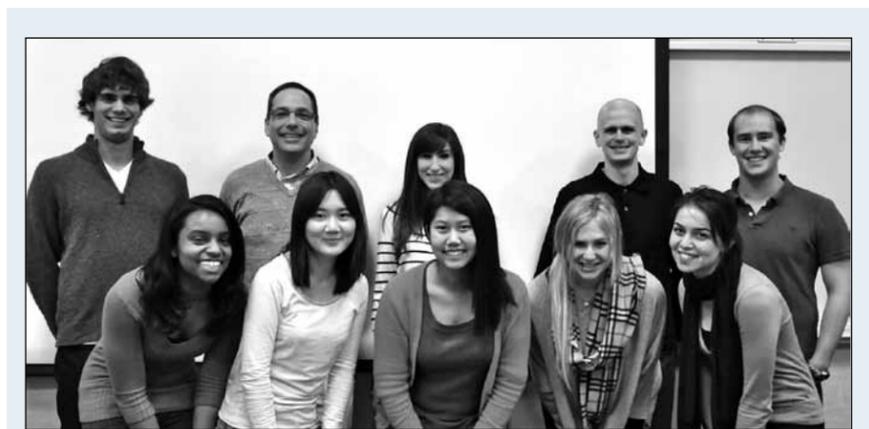
Dowd, E.C. & **Barch, D.M.** (2010). Subjective emotional experience in schizophrenia: Neural and behavioral markers. *Biological Psychiatry*, 15, 902-911.

Du, F., & **Abrams, R.A.** (2009). Onset capture requires attention. *Psychonomic Bulletin & Review*, 16, 537-541.

Du, F., & **Abrams, R.A.** (2010). Endogenous orienting is reduced during the attentional blink. *Experimental Brain Research*, 205, 115-121.

Du, F., & **Abrams, R.A.** (2010). Visual field asymmetry in attentional capture. *Brain & Cognition*, 72, 310-316.

continued on page 6



2010-11 Psychology Undergraduate Honors students, from right, back row: Paul Johannet, Professor Mitch Sommers, Katherine Lee Salis, Aaron Weidman, James Siddall. Front row: Michelle Brown, Shoko Otake, Lana Hompleum, Alexandra Altholz, Ayse Altindas. Not shown: Julia Smith and Katrina Jongman-Sereno.

Publications from page 5

- Duchek, J.M., **Balota, D.A.**, Tse, C.-S., Holtzman, D.M., Fagan, A.M., & Goate, A.M. (2009). The utility of intra-individual variability in selective attention tasks as an early marker for Alzheimer's disease. *Neuropsychology, 6*, 746-758.
- Edwards, B.G., **Barch, D.M.**, & Braver, T.S. (2010). Improving prefrontal cortex function in schizophrenia through focused training of cognitive control. *Frontiers in Neuroscience, Apr 26*, 4-32.
- Fair, D.A., Choi, A.H., Dosenbach, Y.B., Coalson, R.S., Miezin, F.M., **Petersen, S.E.**, & Schlaggar, B.L. (2009). The functional organization of trial-related activity in lexical processing after early left hemispheric brain lesions: An event-related fMRI study. *Epub, Brain and Language, Aug. 114(2)*, 135-146.
- Fawcett, C., & **Markson, L.** (2010). Similarity predicts liking in 3-year-old children. *Journal of Experimental Child Psychology, 105*, 345-358.
- Fawcett, C., & **Markson, L.** (2010). Children reason about shared preferences. *Developmental Psychology, 46*, 299-309.
- Fazio, L.K., Agarwal, P.K., Marsh, E.J., & **Roediger, H.L.** (2010). Memorial consequences of multiple-choice testing persist over one week. *Memory & Cognition, 38*, 407-418.
- Feld, J., & **Sommers, M.S.** (2009). Lipreading, processing speed, and working memory in younger and older adults. *Journal of Speech, Language and Hearing Research, 52*, 1555-1565.
- Fenn, K.M., Gallo, D.A., Margoliash, D., **Roediger, H.L.**, & Nusbaum, H.C. (2009). Reduced false memory after sleep. *Learning and Memory, 16*, 509-513.
- Freeman, K., **Green, L.**, Myerson, J., & Woolverton, W. (2009). Delay discounting of saccharin in rhesus monkeys. *Behavioural Processes, 82*, 214-218.
- Fucetola, R., Connor, L., **Strube, M.J.**, & Corbetta, M. (2009). Unraveling nonverbal cognitive performance in acquired aphasia. *Aphasiology, 23*, 1418-1426.
- Goldschmidt, A.B., Hilbert, A., Manwaring, J.L., **Wilfley, D.E.**, Pike, K.M., Fairburn, C.G., & Striegel-Moore, R.H. (2010). Examination of overvaluation of shape and weight as a diagnostic criterion for binge eating disorder. *Behavioral Research and Therapy, 18(3)*, 499-504.
- Goldschmidt, A.B., Sinton, M.M., Passi-Aspen, V., Tibbs, T.L., Stein, R.I., Saelens, B.E., Frankel, F., Epstein, L.H., & **Wilfley, D.E.** (2010). Psychosocial and familial impairment among overweight youth with social problems. *International Journal of Pediatric Obesity, Oct.; 5(5)*, 428-435.
- Guo, R., **Abrams, R.A.**, Moscovitch, M., & Pratt, J. (2010). Isoluminant motion onset captures attention. *Attention, Perception, & Psychophysics, 72*, 1311-1316.
- Gurari, I., **Strube, M.J.**, & Hetts, J.J. (2009). Death? Be proud! The ironic effects of terror salience on implicit self-esteem. *Journal of Applied Social Psychology, 39*, 494-507.
- Hambrick, J.P., **Rodebaugh, T.L.**, Balsis, S., Woods, C.M., Mendez, J.L., & Heimberg, R.G. (2010). Cross-ethnic measurement equivalence of measures of depression, social anxiety, and worry. *Assessment, 17*, 155-171.
- Han, S., Huettel, S.A., & **Dobbins, I.G.** (2009). Rule-dependent prefrontal cortex activity across episodic and perceptual decisions: An fmri investigation of the criterial classification account. *Journal of Cognitive Neuroscience, 21*, 922-937.
- Han, S., Huettel, S.A., Raposo, A., Adcock, R.A., & **Dobbins, I.G.** (2010). Functional significance of striatal responses during episodic decisions: Recovery or goal attainment? *The Journal of Neuroscience, 31*, 4767-4775.
- Harms, M.P., Wang, L., Campanella, C., Aldridge, K., Moffitt, A.J., Kuelper, J., Ratnanather, T., Miller, M.M., **Barch, D.M.**, & Csernansky, J.G. (2010). Structural abnormalities in specific gyri of prefrontal cortex in individuals with schizophrenia and their non-psychotic siblings. *British Journal of Psychiatry, 196*, 150-157.
- Head, D.**, & Isom, M. (2010). Age effects on way finding and route-following skills. *Behavioural Brain Research, 209*, 49-588.
- Hinrichs, A.L., Mintun, M., **Head, D.**, Fagan, A.M., Holtzman, D.M., Morris, J.C., & Goate, A.M. (2010). Cortical binding of Pittsburgh compound B: an endophenotype for genetic studies of Alzheimer's disease. *Biological Psychiatry, 67*, 581-583.
- Holtzman, N.S., & **Strube, M.J.** (2010). Narcissism and attractiveness. *Journal of Research in Personality, 44*, 133-136.
- Holtzman, N.S., **Vazire, S.**, & Mehl, M.R. (2010). Sounds like a narcissist: Behavioral manifestations of narcissism in everyday life. *Journal of Research in Personality, 44*, 478-484.
- Jackson, J.D., **Balota, D.A.**, & **Head, D.** (2009). Personality effects on regional brain structure in aging. *Neurobiology of Aging. doi:10.1016/j.neurobiolaging.2009.12.009*
- Jacobs, J.M., Roesch, S., Wonderlich, S.A., Crosby, R., Thornton, L., **Wilfley, D.E.**, Berrettini, W.H., Brandt, H., Crawford, S., Fichter, M.M., Halmi, K.A., Johnson, C., Kaplan, A.S., LaVia, M., Mitchell, J.E., Rotondo, A., Strober, M., Woodside, D.B., Kaye, W.H., & Bulik, C.M. (2009). Anorexia nervosa trios: Behavioral profiles of individuals with anorexia nervosa and their parents. *Psychological Medicine, 39*, 451-461.
- Jimura, K., & **Braver, T.S.** (2009). Age-related shifts in brain activity dynamics during task-switching. *Cerebral Cortex, 20(6)*, 1420-1431.
- Jimura, K., Locke, H.S., and **Braver, T.S.** (2010). Prefrontal cortex mediation of cognitive enhancement in rewarding motivational contexts. *Proceedings of the National Academy of Sciences, 109*, 8871-8876.
- Jimura, K., Myerson, J., Hilgard, J., **Braver, T.S.**, and **Green, L.** (2009). Are people really more patient than animals? Evidence from human discounting of real liquid rewards. *Psychonomic Bulletin and Review, 16*, 1071-1075.
- Kang, S.H.K., **Balota, D.A.**, & Yap, M.J. (2009). Pathway control in visual word processing: Converging evidence from recognition memory. *Psychonomic Bulletin & Review, 16*, 692-698.
- Karpicke, J. D., & **Roediger, H.L.** (2010). Is expanding retrieval a superior method for learning text materials? *Memory & Cognition, 38*, 116-124.
- Keren, H., **Boyer, P.**, Mort, J., & Eilam, D. (2010). Pragmatic and idiosyncratic acts in human everyday routines: The counterpart of compulsive rituals. *Behavioural Brain Research, 212*, 90-95.
- Kessler, B.** (2009). Statistical learning of conditional orthographic correspondences. *Writing Systems Research, 1*, 19-34. doi:10.1093/wsr/wsp004
- Lambert, A.J.**, Scherer, L., Olson, K., Andrews, R., Zisser, A., & Schott, J.P. (2010). Attitude change and psychological threat: Toward a greater understanding of the role of anger vs. anxiety. *Journal of Personality and Social Psychology.*
- Larsen, D.P., Butler, A.C., & **Roediger, H.L.** (2009). Repeated testing improves long-term retention relative to repeated study: a randomized controlled trial. *Medical Education, 43*, 1174-1181.
- Larsen, R.J.** (2009). The contributions of positive and negative affect to emotional well-being. *Psihologijske Teme (Psychological Topics, a Croatian Journal), 18*, 247-266.
- MacDonald, A.W., Thermenos, H.W., **Barch, D.M.**, & Seidman, L.J. (2009). Imaging genetic liability to schizophrenia: Systematic review of fMRI studies of patient's non-psychotic relatives. *Schizophrenia Bulletin, 35*, 1142-1162.
- Mamah, D., Wang, L., Csernansky, J.G., Rice, J.P., Smith, M., & **Barch, D.M.** (2010). Morphometry of the hippocampus and amygdala in bipolar disorder and schizophrenia. *Bipolar Disorder, 12*, 341-343.
- Mathews, J.R. & **Barch, D.M.** (2010). Subjective emotional experience, social cognition, and functional outcome in schizophrenia. *Journal of Abnormal Psychology, 119*, 50-59.
- Meade, M.L., & **Roediger, H.L.** (2009). Age differences in collaborative memory: The role of retrieval manipulations. *Memory & Cognition, 37*, 962-975.
- McCabe, D.P., **Roediger, H.L.**, **McDaniel, M.A.**, & **Balota, D.A.** (2009). Aging reduces veridical remembering but increases false remembering: Neuropsychological test correlates of remember-know judgments. *Neuropsychologia, 47*, 2164-2173.
- McCabe, D.P., **Roediger, H.L.**, **McDaniel, M.A.**, **Balota, D.A.**, & Hambrick, D.Z. (2010). The relationship between working memory capacity and executive functioning: Evidence for a common executive attention construct. *Neuropsychology, 24*, 222-243.
- McDaniel, M.A.**, Bugg, J.M., Ramuschkat, G.M., Kliegel, M., & Einstein, G.O. (2009). Repetition errors in habitual prospective memory: Elimination of age differences via complex actions or appropriate resource allocation. *Aging, Neuropsychology, and Cognition, 16*, 563-588.
- McDaniel, M.A.**, & Scullin, M.S. (2010). Implementation intention encoding does not a habit make: Prospective decrements under demanding retrieval conditions. *Memory & Cognition, 38*, 221-232.
- McDermott, K.B.**, Szpunar, K.K., & Christ, S.E. (2009). Laboratory-based and autobiographical retrieval tasks differ substantially in their neural substrates. *Neuropsychologia, 47*, 2290-2298.
- McKerchar, T.L., **Green, L.**, & **Myerson, J.** (2010). On the scaling interpretation of exponents in hyperboloid models of delay and probability discounting. *Behavioural Processes, 84*, 440-444.
- Mehl, M.R., **Vazire, S.**, Holleran, S.E., & Clark, C.S. (2010). Eavesdropping on happiness: Well-being is related to having less small talk and more substantive conversations. *Psychological Science, 21*, 539-541.
- Morris, J.C., Roe, C.M., Grant, E.A., **Head, D.**, **Storandt, M.**, Goate, A.M., Fagan A.M., Holtzman, D.M., Mintun, M. (2009). Pittsburgh compound B imaging and prediction of progression from cognitive normality to symptomatic Alzheimer disease. *Archives of Neurology, 66*, 1469-1475.
- Mulligan, E.A., & **Carpenter, B.D.** (2009). Family, know thyself: A workbook-based intergenerational intervention to improve parent care coordination. *Clinical Gerontologist, 32*, 147-163
- Nag, S., **Treiman, R.**, & Snowling, M. (2010). Learning to spell in an alphasyllabary: The case of Kannada. *Writing Systems Research, 2*, 41-52.
- Naumann, L.P., **Vazire, S.**, Rentfrow, P.J., & Gosling, S.D. (2009). Personality judgments based on physical appearance. *Personality and Social Psychology Bulletin, 35*, 1661-1671.
- Nelson, S.M., Cohen, A., Power, J., Wig, G., Miezin, F.M., Wheeler, M.E., Donaldson, D.I., Velanova, K., Phillips, J., Schlaggar, B.L., & **Petersen, S.E.** (2010). A parcellation scheme for human left lateral parietal cortex. *Neuron, 67(1)*, 156-170.
- Nelson, S.M., Dosenbach, N.U., Cohen, A.L., Wheeler, M.E., Schlaggar, B.L., & **Petersen, S.E.** (2010). Role of the anterior insula in task-level control and focal attention. *Brain Structure and Function, 214*, 669-680.
- O'Connor, A., Han, S., & **Dobbins, I.G.** (2010). The inferior parietal

continued on page 9

Good Aim: Graduate student's research is on target

By Simine Vazire

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 cliché goes, every great student has something to teach their mentor. It wouldn't be the last time Erika schooled me.

Erika Carlson is a third-year PhD student in the personality-social area of the Psychology Department. As you've probably already guessed, she's not your typical graduate student. Erika grew up in Tampa and attended the University of Florida, where she was valedictorian of 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 did so 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 came out of her undergraduate 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 she's done since starting graduate school is perhaps even more extraordinary. Before coming to Washington U., Erika spent two years doing a master's at Wake Forest University, where she worked with some of the top researchers in the field of personality psychology and developed an astounding number of statistical skills. While there, she also ran a study that was published in *Psychological Science*, won the best 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 my own research but to the work of others in the department, including Tom Oltmanns's work on the role of personality perception in 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



Erika Carlson

the group of 12 or so research assistants in weekly discussions about assigned readings, trained the students to run studies, oversaw data collection and coding, 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 got 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 just about every area of psychology. Her work examines the accuracy of people's beliefs about how others see them. Do we know what kind of first 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 could not distinguish the different impressions they made on various people. The conventional wisdom was that people assume they make similar impressions on everyone and have no idea who sees 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 had only been 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 *does* 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 people do have insight into how their parents see them differently from their friends, and even into the difference between how their college friends and their hometown friends see them. This not only disproved the previous conclusion in the field but showed that people possess a

sophisticated kind of self-knowledge.

Following up on this research, Erika has also shown that although we are often correct about what kind of impression we made on a new acquaintance, when we are wrong, we tend to be less certain that we know how they see us. In other words, confidence about what kind of impression we think we made tends to go along with accuracy — when people are more confident, they are more likely to be accurate in their guesses about how they came across. This work shows that, at least in this interpersonal domain, confidence is well-calibrated — we don't often go around being very sure that we made a horrible impression when in fact we made a great impression, or vice versa. (Of course there are always exceptions!) These findings were published in *Social Psychological and Personality Science* and received some media attention outside of the world of psychology.

These days, Erika is very grateful to have two new lab-mates to collaborate with, bounce ideas off of, and help run the lab. This frees up some more time for her to work on her many other research projects, including a project with Tom Oltmanns examining how discrepancies between how people see themselves and how others see them are implicated in personality pathology, one on how mindfulness is related to self-knowledge, and one examining whether narcissists are aware of the kinds of impressions they make on others. And did I mention that she's also developing a theory about the process people use to form their perceptions of how others see them? Her model includes several paths to forming these perceptions: people might use their own perceptions of their personality and assume others see them similarly, 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 (just give her a few more days).

Despite her blazing productivity, Erika is not satisfied to just crank out findings and let them disappear into the vast literature. There is nothing 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 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 Erika for statistics 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 undertake 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 a wide variety of fields — such as medicine (e.g., pediatrics, neonatology, child psychiatry, etc.), education, law, and social welfare —

that might involve interaction with children. It also is excellent preparation for students who are considering graduate study in developmental psychology, cognitive science, neuroscience, 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, neurology, 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 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 at the development of 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 psychophysiological, 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 airplane. 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 "demonstrated to John the importance of the autonomic nervous system in psychological 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 bachelor's 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 Psychology 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 professor of psychology in 2000.

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



John Stern

"He continued to mentor students and junior faculty, to publish in the scientific literature, and to participate at a national level in committees and review panels," Rohrbaugh says.

Stern's commitment continues through the John Stern Memorial Fund for Undergraduate Research, a scholarship fund that Stern established with a \$50,000 donation to the psychology department. (See 2010 Donors, page 3)

Stern is survived by his wife of 57 years, Carolyn, a twin sister, three children, and five grandchildren.

Publications from page 6

- lobule and recognition memory: Expectancy violation or successful retrieval? *The Journal of Neuroscience*, *30*, 2924-2934.
- Parks, C.M., DeCarli, C., **Jacoby, L.L.**, & Yonelinas, A.P. (2010). Aging effects on recollection and familiarity: The role of white matter hyperintensities. *Aging, Neuropsychology, and Cognition*, *17*(4), 422-438.
- Pashler, H., **McDaniel, M.A.**, Rohrer, D., & Bjork, R. (2009). Learning styles: A critical review of concepts and evidence. *Psychological Science in the Public Interest*, *9*, 105-119.
- Pollo, T.C., Kessler, B., & **Treiman, R.** (2009). Statistical patterns in children's early writing. *Journal of Experimental Child Psychology*, *104*, 410-426. doi:10.1016/j.jecp.2009.07.003
- Power, J.D., Fair, D.A., Schlaggar, B.L., & **Petersen, S.E.** (2010). The development of human functional brain networks. *Neuron*, *67*(5), 735-748.
- Pruett, J.R. Jr., Lamacchia, A., Hoertel, S., Squire, E., McVey, K., Todd, R.D., Constantino, J.N., & **Petersen, S.E.** (2010). Social and non-social cueing of visual-spatial attention in Autism and typical development. *Journal of Autism and Developmental Disorders*, Aug 31. [Epub ahead of print]. DOI: 10.1007/s10803-010-1090-z
- Raposo, A., Vicens, L., Clithero, J., **Dobbins, I.G.**, & Huettel, S.A. (2010). Contributions of frontopolar cortex to judgments about self, others, and relations. *Social Cognitive and Affective Neuroscience*, advanced access: doi:10.1093/scan/nsq033
- Rieger, E., VanBuren, D.J., Bishop, M., Tanofsky-Kraff, M., Welch, R., & **Wilfley, D.E.** (2010). An eating disorder-specific model of interpersonal psychotherapy (IPT-ED): Causal pathways and treatment implications. *Clinical Psychology Review*, *30*(4), 400-10.
- Rodebaugh, T.L.** (2009). Social phobia and perceived quality of friendship. *Journal of Anxiety Disorders*, *23*, 872-878.
- Rodebaugh, T.L.**, Gianoli, M.O., Turkheimer, E., & **Oltmanns, T.F.** (2010). The interpersonal problems of the socially avoidant: Self- and peer-shared variance. *Journal of Abnormal Psychology*, *119*, 331-340.
- Roediger, H.L.** (2010). Reflections on intersections between social and cognitive psychology: A personal exploration. *European Journal of Social Psychology*, *40*, 189-205.
- Rose, N.S., **Myerson, J.**, **Roediger, H.L.**, & **Hale, S.** (2010). Similarities and differences between working memory and long-term memory: Evidence from the levels-of-processing span task. *Journal of Experimental Psychology: Learning, Memory and Cognition*, *36*, 471-483.
- Rose, N.S., **Myerson, J.**, **Sommers, M.**, & **Hale, S.** (2009). Are there age differences in the executive component of working memory? Evidence from domain-general interference effects. *Aging, Neuropsychology, and Cognition*, *16*, 633-653.
- Ruge, H., & **Braver, T.S.** (2010). Anticipating the consequences of action: An fMRI study of intention-based task preparation. *Psychophysiology*, *47*(6), 1019-27.
- Savine, A.C., Beck, S.M., Edwards, B.G., Chiew, K.S., & **Braver, T.S.** (2010). Enhancement of cognitive control by approach and avoidance motivational states. *Cognition and Emotion*, *24*, 338-356.
- Savine, A.C., & **Braver, T.S.** (2010). Motivated cognitive control: Reward incentives modulate preparatory neural activity during task-switching. *Journal of Neuroscience*, *30*, 10294-10305.
- Scherer, L.D., & **Lambert, A.J.** (2009). Contrast effects in priming paradigms: Implications for theory and research on implicit attitudes. *Journal of Personality and Social Psychology*, *97*, 383-403.
- Scullin, M.K., **McDaniel, M.A.**, & Einstein, G.O. (2010). Control of cost in prospective memory: Evidence for spontaneous retrieval processes. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *36*, 190-203.
- Scullin, M.K., **McDaniel, M.A.**, Shelton, J.T., & Lee, J.H. (2010). Focal/nonfocal cue effects in prospective memory: Monitoring difficulty or different retrieval processes? *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *36*, 736-749.
- Sheline, Y.I., Pieper, C., **Barch, D.M.**, Welsh-Boehmer, K., McKinstry, R.C., McFall, J.R., Garcia, K., Gersing, K., D'Angelo, G., Taylor, W., Krishnan, R.R., & Doraiswamy, P.M. (2010). Support for the ascular depression hypothesis: Both neuropsychological function and white matter hyperintensity severity predict prospective antidepressant outcome in late life depression. *Archives of General Psychiatry*, *67*, 277-285.
- Sheline, Y.I., Raichle M.E., Morris, J.C., **Head, D.**, Wang, S., & Mintun, M. (2010). Brain amyloid plaques disrupt the default mode network in cognitively normal elderly. *Biological Psychiatry*, *67*, 584-587.
- Shumaker, E.A., & **Rodebaugh, T.L.** (2009). Perfectionism and social anxiety: Rethinking the role of high standards. *Journal of Behavior Therapy and Experimental Psychiatry*, *40*, 423-433.
- Smith, G.T., & **Oltmanns, T.F.** (2009). Scientific advances in the diagnosis of psychopathology: Introduction to the special section. *Psychological Assessment*, *21*, 241-242.
- Smith, M.J., **Barch, D.M.**, & Csernansky, J.G. (2009). Bridging the gap between schizophrenia and psychotic mood disorders: Relating neurocognitive deficits to psychopathology. *Schizophrenia Research*, *107*, 69-75.
- Sommers, M.S.**, & Gehr, S.E. (2010). Two-tone auditory suppression in younger and older normal-hearing adults and its relationship to speech perception in noise. *Hearing Research*, *264*(1-2), 56-62.
- Speer, N.K., Reynolds, J.R., Swallow, K.M., & **Zacks, J.M.** (2009). Reading stories activates neural representations of perceptual and motor experiences. *Psychological Science*, *20*, 989-999.
- Stepanova, E., **Strube, M.J.**, & Hettis, J.J. (2009). They saw a triple Lutz: Bias and its perception in American and Russian mass media coverage of 2002 Olympic figure skating scandal. *Journal of Applied Social Psychology*, *39*, 1763-1784.
- Storandt, M.**, Mintun, M., **Head, D.**, & Morris, J.C. (2009). Longitudinal cognitive performance in nondemented people with [11C] PIB imaging. *Archives of Neurology*, *66*, 1476-1481.
- Tanofsky-Kraff, M., **Wilfley, D.E.**, Young, J.F., Mufson, L., Yanovski, S.Z., Glasofer, D.R., Salaita, C.G., Schvey, N.A. (2009). A pilot study of interpersonal psychotherapy for preventing excess weight gain in adolescent girls at-risk for obesity. *International Journal of Eating Disorders*, *43*(8), 701-6
- Tse, C.S., **Balota, D.A.**, Moynan, S.C., **Duchek, J.M.**, & **Jacoby, L.L.** (2010). The utility of placing recollection in opposition to familiarity in early discrimination of healthy aging and very mild dementia of the Alzheimer's type. *Neuropsychology*, *24*, 48-67.
- Tse, C.S., **Balota, D.A.**, Yap, M.J., **Duchek, J.M.**, & McCabe, D.P. (2010). Effects of healthy aging and early stage dementia of the Alzheimer's Type on components of response time distributions in three attention tasks. *Neuropsychology*, *24*, 300-315.
- Vazire, S.** (2010). Who knows what about a person? The Self-Other Knowledge Asymmetry (SOKA) model. *Journal of Personality and Social Psychology*, *28*, 281-300.
- Vazire, S.**, & Carlson, E.N. (2010). Self-knowledge of personality: Do people know themselves? *Social and Personality Psychology Compass*, *4*, 605-620.
- Waisbren, S., & **White, D.A.** (2010). Screening for cognitive and social-emotional problems in individuals with phenylketonuria: Tools for use in the metabolic clinic. *Molecular Genetics and Metabolism*, *99* (Supplement 1), 96-99.
- Weeks, J.W., **Rodebaugh, T.L.**, Heimberg, R.G., Norton, P.J., & Jakatdar, T.A. (2009). "To avoid evaluation, withdraw:" Fears of evaluation and depressive cognitions lead to social anxiety and submissive withdrawal. *Cognitive Therapy and Research*, *33*, 375-389.
- Weinstein, Y., **McDermott, K.B.**, & Chan, J.C.K. (2010). True and false memories in the DRM paradigm on a forced choice test. *Memory*, *18*, 375-384.
- Weinstein, Y., & **Roediger, H.L.** (2010). Retrospective bias in test performance: Providing easy items at the beginning of a test makes students believe they did better on it. *Memory & Cognition*, *38*, 366-376.
- White, B.R., Snyder, A.Z., Cohen, A.L., **Petersen, S.E.**, Raichle, M.E., Schlaggar, B.L., & Culver, J.P. (2009). Mapping the human brain at rest with diffuse optical tomography. *Conference Proceedings of the IEEE Engineering in Medicine and Biology Society*, *1*, 4070-4072.
- White, D.A.**, Connor, L.T., Nardos, B., Shimony, J., Archer, R., Snyder, A.Z., Moinuddin, A., Grange, D.K., Steiner, R.D., & McKinstry, R.C. (2010). Age-related decline in the microstructural integrity of white matter in children with early- and continuously-treated phenylketonuria: A diffusion tensor imaging study of the corpus callosum. *Molecular Genetics and Metabolism*, *99* (Supplement 1), 41-46.
- White, D.A.**, Waisbren, S., & van Spronsen, F.J. (2010). Final commentary: A new chapter in phenylketonuria. *Molecular Genetics and Metabolism*, *99* (Supplement 1), 106-107.
- White, D.A.**, Waisbren, S., & van Spronsen, F.J. (2010). The psychology and neuropathology of phenylketonuria. *Molecular Genetics and Metabolism*, *99* (Supplement 1), 1-2.
- Wilfley, D.**, Berkowitz, B., Epstein, L., Hirst, K., Kriska, A., Laffel, L., Marcus, M., Tibbs, T.L., & Van Buren D. (2009). Design of a Family-based Lifestyle Intervention for Youth with Type 2 Diabetes: The TODAY Study. *International Journal of Obesity*, *34*, 217-226.
- Wilfley, D.E.**, Van Buren, D.J., Theim, K.R., Stein, R.I., Saelens, B.E., Ezzet, F., Russian, A.C., Perri, M.G., & Epstein, L.H. (2010). The use of predictive biosimulation in the design of a novel multi-level weight loss maintenance treatment program for overweight children. *Obesity*, *18* (Supplement 1), S91-S99.
- Wilson, G.T., **Wilfley, D.E.**, Agrad, W.S., & Bryson, S.W. (2010). Psychological treatments of binge eating disorder. *Archives of General Psychiatry*, *67*(1), 94-101.
- Wood, D., Harms, P., & **Vazire, S.** (2010). Perceiver effects as projective tests: What your perceptions of others say about you. *Journal of Personality and Social Psychology*, *99*, 174-190.
- Woods, C.M., **Oltmanns, T.F.**, & Turkheimer, E. (2009). Illustration of MIMIC-Model DIF testing with the Schedule for Nonadaptive and Adaptive Personality. *Journal of Psychopathology and Behavioral Assessment*, *31*, 320-330.
- Yap, M.J., Tse, C.-S., & **Balota, D.A.** (2009). Individual differences in the joint effects of semantic priming and word frequency revealed by RT distributional analyses: The role of lexical integrity. *Journal of Memory & Language*, *61*, 303-325.
- Zaleta, A.K., **Carpenter, B.D.** (2010). Patient-centered communication during the disclosure of a dementia diagnosis. *American Journal of Alzheimer's Disease and Other Dementias*, *25*(6), 513-520.
- Zaromb, F.M., Karpicke, J.D., & **Roediger, H.L.** (2010). Comprehension as a basis for meta-

continued on page 11

Rob Fucetola, PhD 1997, and Susan Sylvia, PhD 1997

By Sharon Corcoran

“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 neuropsychologist 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 schizophrenia. 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 on 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



Rob Fucetola, Susan Sylvia and family.

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 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 betraying 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 and treat. 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 batting at a bell hanging from the back door. “See, Pavlovian conditioning works,” Rob calls out as he responds, begging the question of who has trained whom. For busy professionals and parents, Rob and Susan appear to be extremely well-organized, devoted to each other, and to their children.

Publications from page 9

cognitive judgments: Effects of effort after meaning on recall and meta-cognition. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, 36, 552-557.

Books and Book Chapters

Bourassa, D., & Treiman, R. (2009). Linguistic foundations of spelling development. In D. Wyse, R. Andrews, & J. Hoffman (Eds.), *Routledge international handbook of English, language and literacy teaching* (pp. 182-192). London: Routledge.

Boyer, P. (2009). What are memories for? Functions of recall in cognition and culture. In P. Boyer & J.V. Wertsch (Eds.), *Memory in mind and culture*. New York: Cambridge University Press.

Carpenter, B.D., & Balsis, S. (2010). Pets, pies, and videotapes: Conducting in-home observational research with late-life intergenerational 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 with late-life families: Issues and instruments. In P.A. Lichtenberg (Ed.), *Handbook of assessment in clinical gerontology* (2nd ed.) (pp. 273-306). San Diego: Elsevier.

Dobbins, I.G., & Raposo, A. (2010). Episodic and autobiographical memory: Psychological and neural aspects. In G.F. Koob, M. Le Moal, & R.F. Thompson (Eds.), *Encyclopedia of behavioral neuroscience*, volume 1, pp. 493-501. Oxford: Academic Press.

Green, L., & Rachlin, H. (2009). Consistency among three influential theories of learning. In P. Ostaszewski & M. Trojan (Eds.), *From rat lab to the future: A tribute to Jan Matysiak* (pp. 7-17). Warsaw, Poland: Vizja Press & IT.

Green, L., & Myerson, J. (2010). Experimental and correlational analyses of delay and probability discounting. In G. J. Madden & W. K. Bickel (Eds.), *Impulsivity: The behavioral and neurological science of discounting* (pp. 67-92). Washington, DC: American Psychological Association.

Larsen, R. J., & Buss, D. M. (2010). *Personality psychology: Domains of knowledge about human nature*. (4th Edition). New York: McGraw-Hill.

Locke, H.S., & Braver, T.S. (2010). Motivational influences on cognitive control: A cognitive neuroscience perspective. In R. Hassin, K. Ochsner, and Y. Trope (Eds.), *From society to brain: The new sciences of self control* (pp.114-140). : Oxford, UK: Oxford University Press.

Newman, L. C., & Larsen, R.J. (2010). *Taking sides: Clashing views in personality psychology*. New York: McGraw-Hill. (first edition, written this year)

Oltmanns, T.F., & Balsis, S.M. (2010). Assessment of personality disorders in older adults. In P.A. Lichtenberg (Ed.), *Handbook of assessment in clinical gerontology* (2nd edition) (pp. 101-122). New York: Elsevier.

Roediger, H.L., Agarwal, P.K., Kang, S.H.K., & Marsh, E.J. (2010). Benefits of testing memory: Best practices and boundary conditions. In G.M. Davies & D.B. Wright (Eds.), *New frontiers in applied memory* (pp. 13-49). Brighton, U.K.: Psychology Press.

Roediger, H.L., Weinstein, Y., & Agarwal, P. (2010). Forgetting: Preliminary considerations. In S. Della Salla (Ed.), *Forgetting* (pp.1-22) Brighton, UK: Psychology Press.

Roediger, H.L., & Zaromb, F.M. (2010). Memory for actions: How different? In L. Backman & L. Nyberg (Eds.), *Memory, aging and the brain: Essays in honour of Lars Göran Nilsson* (pp. 24-52). Hove, U.K.: Psychology Press.

Robins, S., & Treiman, R. (2009). Learning about writing begins informally. In D. Aram & D. Ravid (Eds.), *Literacy: Development and enhancement across orthographies and cultures* (pp. 17-30). New York: Springer.

Vazire, S. (2010). Informant reports. In S.D. Gosling & J.A. Johnson (Eds.), *Advanced methods for behavioral research on the internet* (pp. 167-178). Washington, D.C.: American Psychological Association.

Warschawsky, S., White, D., & van Tubbergen, M. (2010). Cerebral palsy. In J. Donders & S. Hunter (Eds.), *Principles and practice of life span developmental neuropsychology*. New York: Cambridge U. Press.

Worrell, F. C., Casad, B. J., Daniel, D. B., McDaniel, M. A., Messer, W. S., Miller, H. L., Prohaska, V., & Zlokovich, M. S. (2009). Promising principles for translating psychological science into teaching and learning. In D. F. Halpern (Ed.), *Undergraduate education in psychology: A blueprint for the future of the discipline* (pp. 129-144). Washington, DC: American Psychological Association.

Yarkoni, T., & Braver, T.S. (2010). Cognitive neuroscience approaches to individual differences in executive

control: Conceptual and methodological issues. In G. Mathews, B. Szymura, & A. Gruszka (Eds.), *The handbook of individual differences in cognition: Attention, memory, and cognitive control* (pp. 87-107). New York: Springer Press.

Publications in Non-Refereed Journals, Book Reviews

Barch, D.M. (2010). Mechanisms of capacity limitations in schizophrenia: Commentary on Gold et al., 2010. *Schizophrenia Research Forum*.

Barch, D.M., & Keefe, R.S.E. (2010). Anticipating DSM-V: Opportunities and challenges for cognition and psychosis. *Schizophrenia Bulletin*, 36, 43-47.

Bernard, M., Morrow, J.D., Taylor, S., Verzi, S., Vineyard, C., Caudell, T., Cohen, N., Eichenbaum, H., McDaniel, M., & Watson, P. (2009). *Modeling aspects of human memory for scientific study* (Sandia National Laboratories Report 2009-6164). Albuquerque, N.M.: U. S. Department of Energy.

Braver, T.S., Cole, M.W., & Yarkoni, T. (2010). Vive les differences! Individual variation in the neural mechanisms of executive control. *Current Opinion in Neurobiology*, 20, 242-250.

Elmes, D.G. (2010). Remembering and researching the old and the new: An interview with Roddy Roediger. *Teaching of Psychology*, 37, 216-222.

Goldschmidt, A.B., & Wilfley, D.E. (2009). Binge eating in children and adolescents: In N. Chambers (Ed.), *Binge eating: Psychological factors, symptoms, and treatment*. Hauppauge, NY: Nova Science Publishers.

Manwaring, J.L., & Wilfley, D.E. (2010). The Impact of Weight on Quality of Life (IWQOL) Questionnaire. In V.R. Preedy & R. R. Watson (Eds.), *Handbook of disease burdens and quality of life measures*. New York: Springer Publications.

Roediger, H.L. (2009). Memory writ large: Review of K. Danziger's *Marking the mind: A history of memory*. *PsycCritiques: A journal of reviews*, 54.

Roediger, H.L. (2009). The orphan paper. *The APS Observer* 22:7.

Roediger, H.L. (2010). Behind the scenes at *Psychological Science*: An Interview with editor Robert Kail, *The APS Observer* 23:4.

Rose, N.S., Foster, E.T., McDaniel, M.A., & Rendell, P.G. (2010). Prospective memory in Parkinson disease and healthy aging during a virtual week. *Frontiers in human neuroscience*. Conference Abstract: The 20th Annual Rotman Research Institute Conference, The Frontal Lobes.

Tanofsky-Kraff, M., & Wilfley, D.E. (2009). Interpersonal psychotherapy for the treatment of bulimia nervosa and binge eating disorder. In C. Grilo & J. Mitchell (Eds.), *Treatment of eating disorders*. New York: Guilford Press.

Tanofsky-Kraff, M., & Wilfley, D.E. (2010). Interpersonal psychotherapy for the treatment of eating disorders. In W.S. Agras (Ed.), *Oxford handbook of eating disorders*. New York: Oxford University Press.

Theim, K.R., Wilfley, D.E. (2009). Psychological treatment of binge eating disorder in adults. In N. Chambers (Ed.), *Binge eating: Psychological factors, symptoms, and treatment*. Hauppauge, NY: Nova Science Publishers.

Wilfley, D.E., Vannucci, A., & White, E.K. (2010). Family-based behavioral interventions. In M. Freemark (Ed.), *Pediatric obesity: Etiology, pathogenesis, and treatment*. New York: Humana Press.

Zacks, J.M. (2010). How we organize our experience into events. *Psychological Science Agenda*, 24.

Psychology Department New Grant Funding*

January 1, 2010–December 31, 2010

Principal Investigator	Grant Title	Funding Organization
Deanna Barch	Schizophrenia, Prefrontal Cortex, and Emotion Regulation	National Institutes of Health
Pascal Boyer	Detection of Outside Threat in Different Cultures: Ecological, Cultural & Cognitive Influence	Air Force Office of Scientific Research
Brian Carpenter	Maturity and its Muse	Missouri Arts Council
Tom Rodebaugh	Behavioral Economic Assessment of Interpersonal Impairment in Generalized Seasonal Affective Disorder	National Institutes of Health
Henry L. Roediger III	Identifying Individuals with Superior Memory Consolidation	DART Neuroscience, LLC
Simine Vazire	Blind Spots and Bright Spots in Self-Knowledge	National Science Foundation
* does not include subawards or allocations		

Awards & Highlights from page 3

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 studies 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.

Deanna 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.

Brett Kessler was honored by the ArtSci 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. "Roddy" Roediger was awarded the 2010 Arts & Sciences Distinguished Leadership Award. (see story page 14.)

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

Jeff Zacks 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 cash 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 profession. 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.



Christie Spence

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 Grantmakers in Aging Fellow 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.

Alumni Updates from page 3

research data about creative problem-solving by individuals and groups.

William C. Orr, PhD '69, is currently serving as the president and CEO of The Lynn Health Science Institute in Oklahoma City, which is a not-for-profit medical research facility. He is also a clinical professor of medicine at the University of Oklahoma Health Sciences Center. William's research has focused on sleep physiology and sleep disorders.

'70s

Avner Falk, PhD '70, recently published his tenth book, *The Riddle of Barack Obama: A Psychobiography*.

Robert R. Provine, PhD '71, professor of psychology at the University of Maryland, Baltimore County, was elected Fellow of AAAS. He was speaker at the 2009 Chicago Humanities Forum, joining Robert Reich, Matt Groening, Harold Ramis, Jules Feiffer, and the *New Yorker* 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.

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 past chairman Tom Sandal developed with him. Frank had an Air Force commitment following graduate school, and Tom helped him prepare for this with 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/clinical practice for 30 years in Wisconsin. He then moved and was the director of

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 Hoine, 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.

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

'80s

Shirley Baron, PhD '80, is in full-time practice, doing primarily sex and

couples therapy, in downtown Chicago. Besides private practice, Shirley spends a day a week in the Sex and Marital Therapy Program at Northwestern University where she is an assistant professor of clinical psychiatry and behavioral sciences. As a clinical associate, she also is affiliated with the Program in Integrative Sexual Medicine at the University of Chicago, working primarily with women and girls affected by cancer. Shirley has been married almost 40 years to Richard and has two grown children, Tim and Christine. Her daughter is also a graduate of Washington U.

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 PI of a NIH grant on increasing participation of under-represented minorities in biomarker research, PI of the new UW Alzheimer's Disease Research Center Minority Outreach Core and a Core-PI and Co-Investigator on an NIH-funded study of stroke disparities at Georgetown University.

Andrew Coyne, PhD '81, continues at University of Medicine & Dentistry of New Jersey (UMDNJ)-University Behavioral HealthCare (UBHC), a statewide behavioral health care organization. Andy serves as director of Accreditation & Standards and director of Environment of Care. He's also an associate professor in the Division of Geriatric Psychiatry, Department of Psychiatry, UMDNJ-Robert Wood Johnson Medical School.

Vincent Caimano, PhD '82, continues to consult with businesses as his main occupation while he is starting up DepressionRecoveryGroups.com. DRG provides online self-help education and peer support for depression, bipolar disorder, and anxiety via live, web conference meetings.

Patricia Rutledge, PhD '83, is an associate professor in the Psychology Department of Allegheny College in Meadville, Penn. Previously, she held the rank of professor in the Department of Social and Behavioral Sciences at Lincoln University of Missouri in Jefferson City, Mo.

Teresa Flynn, PhD '86, started a full-time private practice in January 2008 after working with Saint Louis University Medical Center and then the St. Louis Behavioral Medicine Institute for over 17 years. Teresa specializes in anxiety disorders treatment and sees clients of all ages at her Clayton, Mo., office. Her website is drteresaflynn.com. Teresa's two sons are now both in college.

Janice Katz, PhD '86, has a small private clinical practice and is the founder, president, and volunteer behavior consultant of Imagination Station Child Development Center, a NAEYC accredited educational licensed child care center. Janice is also the chairperson of the Public Policy Committee for the Indiana Association for the Education of

Young Children, and is a frequent professional development presenter on topics of early childhood mental health throughout Indiana. She does a great deal of community-based project development, especially as it involves young children and their families in Northwest Indiana. Janice also teaches child psychology at Purdue University North Central and has a husband and two sons, ages 21 and 17.

Linda Kuisk, PhD '86, has been licensed to practice psychology in Texas since 1987 and is now in her 25th year in Houston with the psychology staff of Aldine Independent School District's Special Education Department. The majority population of the district is Hispanic so Linda's fluency in Spanish is often useful, especially when interviewing parents for students' psychological evaluations or consulting in bilingual classrooms. Over the years she has also provided supervision to several specialists in school psychology interns and post-doctoral fellows in school psychology.

'90s

Kathleen Olowin (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-10).

John Yost, PhD '92, is an associate professor of psychology at John Carroll University in the eastern suburbs of Cleveland, Ohio. John is enjoying 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.

Norma Fiedotin, 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 working with small to mid-size organizations. Her focus is using testing for pre-employment and development purposes, executive coaching, and pre-acquisition due diligence.

Katherine (Breslow) Shrager BA '99, graduated summa cum laude from Washington U. with a dual degree, a bachelor of music 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 currently a licensed psychologist and recently started a private practice in Bala Cynwyd, Penn. (a suburb of Philadelphia). She is married to Aaron and has two sons.

'00s

Pamela McMurray, PhD '00, ABPP, has for the last eight years been employed by ProHealth Care and practices in a hospital-based outpatient clinic in the Neuroscience center at Waukesha Memorial Hospital in suburban Milwaukee, Wisc. 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 specialty outpatient multidisciplinary clinics including the largest volume geriatric assessment clinic in the state, TBI/concussion clinic, movement disorders clinic and MS 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 neuropsychologist. For the past three years Pamela has served as a coordinator of the scientific 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 stimulation; and dementia in a neurosurgical population.

Stephen Balsis, PhD '08, is an assistant professor at Texas A&M, married to Lisa Geraci, also a professor at A&M (and a Washington U. postdoc alum). Steve and Lisa have

two little munchkins (Owen, age 3; Caroline, 10 months).

Andrew Butler, PhD '09, is a postdoc at Duke University. He won the 2010 Pintrich Dissertation Award from the Division of Educational Psychology of the American Psychological Association. His dissertation was titled, "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 '09, is an assistant professor, directing and teaching 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 toes!

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

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

Elena Stepanova, PhD '10, started her current position 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 understanding the ways in which alcohol might influence processing of visual cues associated with social categories such as race. Her husband is finishing 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 Jim Clancy at jclancy@wustl.edu or a note mailed to Washington University, One Brookings Drive, Psychology Department, Campus Box 1125, St. Louis, MO 63130.

Student-Alumni-Faculty Networking



The Washington University in St. Louis, Department of Psychology Graduate Alumni group was created on the website LinkedIn at <http://www.linkedin.com/groups?mostPopular=&gid=3241416>.

LinkedIn is an online professional network where one can reconnect with colleagues and classmates or form new connections with other or soon to be alumni. This group was initially created as a networking resource to assist our current graduate students in the job market.

All Psychology graduate alumni, past and current faculty, and current graduate students are invited to join.

The idea for this group actually belongs to one of our graduate students and LinkedIn seemed the natural fit. The Psychology Department has conferred over 600 graduate degrees since 1975. It is hoped that this small community of current and future colleagues will collaborate for the job search as well as any other future endeavors you may have.

Please take a look and join.

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

Psychonicle is the annual newsletter published by the Department of Psychology at Washington University in St. Louis.

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

Randy Larsen, Chair,
Department of Psychology

Jim Clancy, *Managing Editor*

Julie Kennedy, *Editor*

Bill Michalski, *Designer*

Mona Lorne, *Production Designer*

David Archer, *Photographer*

♻️ Printed on recycled and recyclable paper

Roediger receives Arts & Sciences Distinguished Leadership Award

By Susan Killenberg McGinn

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 its 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.



Mary Butkus

Henry L. “Roddy” Roediger III, PhD (left), and Gary S. Wihl, PhD, dean of the Faculty of Arts & Sciences.