

PSYCHRONICLE

SPRING 2013 NEWS FROM THE DEPARTMENT OF PSYCHOLOGY

Passion for teaching is rediscovered

By Mike Strube

When we are young, few of us know with any confidence what we are destined to be when we grow up. We entertain the usual dreams of youth (astronaut, cop, cowboy, president), but these are rarely informed or well-hatched plans.

Still, we sometimes do have early experiences that give us a powerful glimpse of what we will eventually become. That certainly can be said of Laurel Newman, who as an impressionable third-grader was tasked by her elementary school principal with helping a younger first-grader master his lessons. She recalls feeling pride and satisfaction when his performance improved. However, her greatest sense of accomplishment came from helping the young boy, who was too shy and afraid in the company of adult tutors, to open up and try without fear of failing.

The love of helping others to learn stuck with Laurel, and her path and passion eventually led her back to the teaching profession as an adult, where she is now associate professor and director of the psychology program at Fontbonne University.

Laurel never really strayed far — geographically or academically. She was born and raised in Augusta, Missouri; completed her BA at Lindenwood University in St. Charles, Missouri; and received her PhD right here in Missouri as well, graduat-



Left to right: Husband Troy Crites; Vivian, age 5; Jonah, age 3; and Laurel Newman

ing from the WUSTL program in 2006. Her path to graduate school and her interest in social psychology formed at Lindenwood, where Laurel majored in psychology and sociology.

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From work-study student to Yale faculty: The Kristina Olson story

By Henry L. "Roddy" Roediger

On a hot July day in 1999, I was working in my chair's office at about 5:30 p.m. The outer door to my office suite was unlocked, and I was surprised when a young student appeared, somewhat tentatively, in my doorway. She introduced herself as Kristina Olson, an incoming freshman from Urbana, Illinois, visiting campus for a summer orientation program.



Kristina Olson

She said she was interested in psychology and would probably major in it. She also said she was eligible for the work-study program and wondered how she might go about applying for a job in psychology. As luck would have it, just that morning I had decided that my research group needed a research assistant for the up-

coming year. So, after a brief conversation, I offered her a position and she accepted. It took maybe 10 minutes, and off she went, with a reprint or two in hand. What a great bargain, at least for me. Kristina and I worked together for four years.

Kristina did indeed major in psychology, as well as African and African-American Studies, and she enjoyed four outstanding years of success at our university. Besides working in my lab, she developed a great interest in social cognition. When she took Jeff Zacks' experimental psychology course, she designed a project as part of the course requirements that was so promising that Jeff and Alan Lambert encouraged her to pursue it. She did, and eventually the research was published in the *Journal of Experimental Social Psychology*. During her senior year, Kristina

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Kristina's work was featured last fall in a *60 Minutes* Overtime segment with Lesley Stahl.

Brian Carpenter, professor-in-residence

Faculty get to know students outside of the classroom by becoming their neighbors

By Sharon Corcoran

Move-In Day at the Washington University South 40 residence halls is not an event at which you would expect to meet faculty members, but Move-In Day each fall is almost as big an event for seven faculty fellows in the residential colleges as it is for first-year students and their families. Brian Carpenter, associate professor of psychology, is one of those faculty members who surprise students and parents by helping to carry in boxes and suitcases while becoming acquainted with the newcomers to Thomas Eliot Residential College.

In 1998 the Office of Residential Life developed a plan for a "Living-Learning Community" for students at WUSTL, integrating students' academic endeavors with their extra-classroom social and private lives. This was achieved by bringing faculty into greater contact with students through the faculty associates program, where a faculty member is matched with a floor in a first-year students' residence hall to help students get to know faculty as real people. Brian did this for five or six years, and found it lots of fun and a great way to get to know students outside of the classroom.

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Chair's Corner

Another busy and productive academic year is drawing to a close for the Department of Psychology.

This year we had three new faculty members join our department. Ryan Bogdan earned his PhD from Harvard and spent two years at Duke on a post-doc in neurogenetics. Ryan is teaching a new course for us titled Genes, Brain, and Behavior: Pathways to Psychopathology, which is a core class for trainees on the Interface of Psychology, Neuroscience, and Genetics training grant.

The second new faculty member to start this year is Julie Bugg, who earned her PhD from Colorado State University and spent several years with us as a post-doc in the Developmental and Brain, Behavior, and Cognition areas. Julie then went to Depauw University to start her teaching career, but we realized how much she could contribute to our program so we recruited her back as a faculty member. Julie participates in the Brain, Behavior, and Cognition area and is currently teaching a section of our Experimental Psychology course.

The third new faculty member to start this year is Renee Thompson. She earned her PhD from the University of Illinois and just finished a post-doc at Stanford in psychoneuroimmunology. Renee joins our clinical program and is currently teaching Abnormal Psychology.

This is the largest cohort of new faculty to start in one year since the growth phase we went through about 15 years ago. In part, however, this makes up for the hiring freeze we had during the recent recession.

In addition to the new faculty starting this year, we also conducted two additional national searches to add faculty to our department for the upcoming academic year. These two searches targeted the Personality/Social area, with at least one of these faculty having expertise in statistics. The personality/social area is the one area of our department that did not grow during our "growth phase," remaining at a steady size of four faculty members over the past couple of decades. For these two searches, we received a whopping 228 applications! After an exhaustive interview process, I am very happy to report that we have landed our top two candidates, and they will be joining us next year. We'll provide more details in next year's *Psychronicle*, but these new faculty will add new expertise to our program in social and personality psychology.

RUNNING OUT OF SPACE

With the arrival of these two new faculty members next year, our Psychology Building will be at full capacity. This building was built in 1995 with enough space to more than double the size of the department (the psychology department in 1994 consisted of 14 full-time faculty). That doubling was achieved in 2004, when the faculty size reached 29. When I became chair in 2004, we built a new wing on the building, completed in 2005, to continue our expansion. That wing is now completely occupied and every square foot of useable space in our building will be in use by this time next year. And so we have reached a milestone of sorts, with a 100 percent occupancy rate in our building. More importantly, the faculty members we have added are all productive and energetic, teaching a wide variety of interesting courses, conducting important and innovative research and scholarship, and providing significant service to the university and the field in many important ways.



Randy Larsen

Not eager to rest on our achievements, I recently formed a committee to evaluate space usage in our building, and they returned a plan for wringing more efficiency from some parts of our building. With some renovation we will recoup enough space to build one more lab and a few more offices, and so there is a bit more growth potential for the next year or two.

NEW CHAIR

Speaking of the future, next year will be my last as chair of the psychology department, having served in this capacity for a decade. I'll still write one more *Psychronicle* "Chair's Corner," and will save my departure comments for then. But I bring it up now because the search for a new chair to lead the department will begin very soon. I believe the new chair will come from the current faculty, as we have many faculty members with strong leadership potential among the ranks. The decision on whom to appoint is made by the dean of faculty, after appropriate consultation with the department. As of Jan. 1, 2013, we have a new dean of faculty, Barbara Schaal, a long-serving and well-known member of our biology department. I have already been discussing with Barbara the change in leadership for the psychology department, and I am confident she will make a wise and timely decision. More on that as things develop.

In terms of our mission to the university, things continue to go quite well. Psychology remains a popular major, and we continue to provide a wide variety of attractive undergraduate classes. Our student contact hours (the number of students each semester taking classes from psychology faculty) remains among the highest of any department in Arts & Sciences. Moreover, our majors go on to graduate school at a higher rate than most other departments on campus. Also, an interesting statistic I recently learned: Psychology is the third most common route to medical school (right behind biology and chemistry) at Washington University. At the graduate level, this year's applicant pool is on par with last year's, which set a record for the number of applications we received. More importantly, the quality of the applicants to our graduate program, in terms of test scores and undergraduate GPA, remains very strong. We are now competing with the likes of Stanford, Yale, and Duke for the top graduate students in this country and internationally as well.

FUNDRAISING CAMPAIGN

As a final note, I'll mention that Washington University announced this year the public phase of a new capital campaign, *Leading Together: The Campaign for Washington University*, having already raised over half of the \$2.2 billion dollar goal (if you are an alum, you are likely well aware of this campaign!). To prepare for this campaign, scheduled for completion in 2018, leaders at every level of the university contributed to a vision of what we wanted Washington University to become in the future. That vision statement, called "Leading Together," is summarized at together.wustl.edu. This campaign comes at an opportune time for the psychology department, as we look over our accomplishments and contemplate our own future. The psychology department fits squarely within the Washington U. vision statement, and so, with the support of our friends and benefactors, I can say with confidence that our future, and the future of Washington University, is bright.

Randy J. Larsen

A handwritten signature in black ink that reads "Randy J. Larsen". The signature is fluid and cursive.

Chair, Department of Psychology
Washington University in St. Louis

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

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CIRCLE studies and finds ways to improve student learning

Mark McDaniel, professor of psychology, has teamed with **Gina Frey**, executive director of The Teaching Center and the Florence Moog Professor of STEM Education in Chemistry, to found CIRCLE, the Center for Integrative Research on Cognition, Learning, and Education.

CIRCLE is designed to provide a bridge between Washington University faculty and researchers in cognitive and learning sciences to facilitate collaborative projects that improve student learning.

McDaniel (co-director) works with Gina Frey (co-director), Mike Cahill (research scientist and project manager), and Jiuqing Zhao (statistician) to develop and support projects in collaboration with faculty. Some of these projects are supported in part by external funding.

Current projects include analyzing the effects of individual differences in how students approach learning and incorporation of active-learning techniques in introductory science courses at Washington University. A grant from the Henry Luce Foundation is supporting a seven-institution investigation of learning approaches among students in general chemistry courses. This project uses an index of learning approaches developed in McDaniel's lab for early identification of students who may be at risk in science, technology, engineering, and math (STEM) courses. The project will also develop, implement, and evaluate instructional strategies to help students be successful in STEM courses.

The Active Physics project is investigating the outcomes of a traditional lecture-based sequence and a more active-learning-based sequence for introductory physics at Washington University. This project is examining the difference between students' physics-related knowledge, skills, attitudes, and beliefs as a function of the two course formats. CIRCLE is also consulting with faculty in engineering, business, and medicine to develop future collaborative projects. For instance, CIRCLE is working with surgeons in the medical



Co-directors Gina Frey and Mark McDaniel

school to develop and evaluate multimedia web-based instruction to enhance surgeons' continuing education regarding new surgical techniques.

CIRCLE is an outgrowth of McDaniel's years of research in cognition and education.

"Our work has focused on four basic determinants of student learning: study activities, individual differences, text structure/properties, and testing," McDaniel says. "Our experimental work is designed to reveal how student learning is affected and can be improved by variation in these determinants."

For example, one popular study technique that has been examined in the lab and found lacking in effectiveness is rereading. Three experiments with textbook chapters showed that reading twice produced no better learning than reading once.

For more information, go to circle.wustl.edu/ ■

New Faculty and Staff



Left to right: Julie Bugg, Ryan Bogdan, Renee Thompson, Shelley Kohlman

Ryan Bogdan joined the department in Fall 2012 as an assistant professor. He recently completed a post-doctoral fellowship at Duke University after completing his PhD in clinical science at Harvard and his BS in psychology at Santa Clara University. Ryan's research examines how genetic variation and environmental experience contribute to individual differences in brain function, behavior, and psychopathology. He is interested in how differences emerge in threat and reward processing, as well as stress responsiveness, and the role of these factors in depression and anxiety. When not analyzing data, Ryan likes to bicycle around the city, spend time with his dog, hike, and watch embarrassing amounts of TV.

Julie Bugg joined the department as an assistant professor after spending one year at DePauw University. She received her PhD at Colorado State University and completed a post-doctoral fellowship at Washington University in St. Louis. Her research examines cognitive control mechanisms, especially those that are used to resolve attentional conflicts (e.g., avoiding distractions). Current areas of research include differentiating internally driven (or willed)

control from control that is stimulus-driven (i.e., triggered by external cues), and contrasting age-related changes in these control mechanisms. Outside of work, Julie enjoys hiking, playing with and walking her corgi Raz, and painting.

Renee Thompson joined the Department of Psychology as an assistant professor in January 2013. She received a BS in psychology and PhD in clinical-community psychology at the University of Illinois at Urbana-Champaign. After a clinical psychology internship at the Charleston Consortium in South Carolina, she completed an NIH-funded post-doctoral research fellowship at Stanford University. At the center of Renee's research is trying to understand people's everyday emotional experience. Her work focuses on individuals with depression and anxiety, clarifying which aspects of their emotional experience differ from those of healthier samples. Renee enjoys reading fiction, going to the gym, and anything related to food. She is looking forward to spending time with her nephew and niece, who live outside of St. Louis.

Shelley Kohlman joined the Department of Psychology as an instructor assistant in July 2012. Prior to joining the department staff, she attended the Minneapolis College of Art and Design for studio art and photography, as well as the San Francisco Academy of Art College where she studied fashion design. Upon returning to St. Louis in 2002, Shelley became a children's shoe designer for a smaller local firm for approximately eight years. During the last few years of being a shoe-dog (that's what they call it in the field), she decided to earn her BA in psychology with a minor in studio art. Three years later, she earned an MA in psychology, with a concentration in behavioral neuroscience from the University of Missouri-St. Louis in 2012. Shelley enjoys teaching and performing tap dancing, singing in a local rockabilly band with her husband, providing a temporary home for wayward kitties, and creating free-lance visual and performance art. ■

BRAIN Lab:

Neurogenetic approach to understanding risk for mental illness

By Ryan Bogdan

The Behavioral Research and Imaging Neurogenetics (BRAIN) lab, which began at Washington University in St. Louis this past fall, adopts an integrative neurogenetics approach with the ultimate goal of expanding our etiologic understanding of psychopathology and improving its treatment and prevention.

BRAIN lab works with collaborators within Washington University in St. Louis, throughout the United States, and abroad to study how genetic variation and environmental experience contribute to differences in brain function, behavior, and risk



Winter 2012 BRAIN Lab Research Retreat. This past January 2013, the lab went to a cabin in rural southern Illinois for a research retreat. When not hunkered down in the basement following a tornado warning, we analyzed data, wrote, read, and discussed research. From left to right: Christina Di Iorio (a first-year graduate student in clinical science); Bayou (lab mascot and security); Ryan Bogdan, PhD (BRAIN lab director); Lindsay Michalski (BRAIN lab manager); and Caitlin Carey (a first-year graduate student in Brain, Behavior, and Cognition).

for mental illness. Some of our recent research has investigated how genetic variation and stress exposure influence the response of neural circuitry critical for emotional processing, such as the amygdala.

Decades of psychology and neuroscience research has shown that variation in brain function, structure, and connectivity is associated with individual differences in behavior and risk for mental illness. A logical step to developing a mechanistic understanding of behavior and psychopathology is to identify sources of neural variability.

Because differences in protein function and concentration shape neural pathways, developing links between brain chemistry and circuitry is critical to understand the biological basis of behavior and mental illness. Building upon and complementing nonhuman animal research, as well as positron emission tomography ligand and pharmacologic challenge studies, molecular genetics provides noninvasive and relatively inexpensive insight into brain chemistry through genetic variation, which can be assayed easily from blood or saliva samples.

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BRAINLab.
Behavioral Research And Imaging Neurogenetics

The field of neurogenetics, which integrates genetics, neuroscience, and psychology, attempts to link genetic variation to variability in protein expression and/or function, brain function and structure, and, ultimately, behavior and mental illness.

The amygdala is a brain structure deep within the limbic system that is critical for mediating physiologic (e.g., autonomic reactivity) and behavioral (e.g., the direction of attention) responses to environmental stimuli. It is particularly reactive to stimuli conveying threatening information with the magnitude of reactivity predicting various forms of psychopathology, most notably anxiety. Emerging research suggests that stress, particularly when early in life, results in enlargement of the amygdala and increased amygdala reactivity to threat, providing a plausible neural mechanism through which stress is associated with increased anxiety.

In collaboration with Ahmad Hariri at Duke University, Douglas Williamson at the University of Texas Health Sciences Center at San Antonio, and Elisabeth Binder at the Max Planck Institutes and Emory University, BRAINLab has shown that several genetic variants influencing how the body responds to stress affect the relationship between early life stress exposure, amygdala reactivity, and mood and anxiety disorders. This research, if replicated, may inform who may be more likely to be adversely affected by stress and the pathways through which mental illness may emerge. These findings may eventually provide insight into the specific mechanisms that confer vulnerability to the negative consequences of stress, allowing for the development of targeted and individualized treatments.

In a separate, but related, line of research, we at BRAINLab are harnessing genetic information to advance our understanding of poorly understood neural systems. For example, in research led by graduate student Caitlin Carey, we are exploring the endocannabinoid system. In the 15 years after its initial characterization, the endocannabinoid system has been shown to be important for reward and threat processing, as well as appetite and stress responsiveness. However, despite these associations, we know relatively little about the role of the proteins that compose this system; in some cases the existence of proteins is merely speculated (e.g., the endocannabinoid transporter). Using a data-driven approach, Caitlin has identified novel genetic variants within the endocannabinoid system that are associated with differences in neural responses to reward and threat. The results of this research highlight particular proteins within the endocannabinoid system that may warrant priority for further investigation and characterization.

Ultimately, we hope that our neurogenetic approach will complement other approaches within psychology and neuroscience to identify biological mechanisms that contribute to the vast array of differences in human behavior and mental health. Identifying these mechanisms will pave the way for novel and individualized therapies that, ideally, result in improved treatment and prevention of mental illness. ■

Geoffrey Maddox: Learning *from* and learning *about* our elders

By Dave Balota

Geoff Maddox is finishing his dissertation attempting to better understand the mnemonic benefits of spacing and retrieval practice in healthy young people's (college students) and older adults' (older than 60 years) memory performance.

Geoff's appreciation of and interest in aging can be tracked to his early formative years in Topeka, Kansas, with strong ties to his family. Geoff has many fond memories of his grandparents. For example, his grandmother used to take him on "shopping" daytrips to nearby towns, under the guise of needing something special. But, in reality, Geoff says the trips were his grandmother's way of connecting with him.

When Geoff was just beginning grade school, his grandfather was given six months to live after being diagnosed with leukemia. He ultimately lived five years, beating the diagnosis, but, most importantly, taught Geoff that attitude, motivation, and desire are critically important when taking on life's challenges — and along the way, you have to stop to laugh. Geoff learned an important lesson very early from his grandparents that current research in aging has clearly supported. Specifically, although some aspects of cognition break down in older adults, many important domains such as wisdom and



Geoff Maddox

knowledge actually increase. Thus there is much to learn from our elders.

Geoff continued to learn from older adults in Columbia, Missouri, where he attended the University of Missouri. In his spare time he volunteered with older adults at the Veterans Administration hospital. Importantly, he also joined the lab of Moshe Naveh-Benjamin, who is a leader in current models of memory and aging. It was there that Geoff learned how to experimentally tease apart cognitive operations in young and older adults. Indeed, Geoff has published two papers (one in which he was first author) from his undergraduate work in Moshe's lab. Here is where Geoff's interest in learning *about* as opposed to learning *from* older adults became solidified.

Although older adults may have greater wisdom than younger adults, there are clearly some deficits in their retention of recently acquired information. Geoff's work has primarily emphasized the ways in which one might minimize these deficits in older adults. Specifically, he has investigated the

different types of schedules of study and practice to maximize long-term memory performance. This work capitalizes on the well-established and powerful lag effect; specifically, long-term memory performance benefits from greater spacing of study and practice compared to studying and practicing information at relatively shorter intervals.

Although older adults may have greater wisdom than younger adults, there are clearly some deficits in their retention of recently acquired information. Geoff's work has primarily emphasized the ways in which one might minimize these deficits in older adults.

For example, in one of Geoff's publications, he showed that younger and older adults are differentially sensitive to different types of schedules of spacing. Specifically, young adults produce a considerable benefit from an initial practice event after an item occurs, whereas older adults need

multiple initial practice events before spacing.

Importantly, once the item is encoded, both younger and older adults appear to benefit equally from the spaced retrieval practice. Geoff suggests that this may be related to differences in working memory capacity and indeed this is one of the issues he is exploring in his dissertation. This work clearly indicates that older adults can minimize some of their memory loss of new information by spacing and practice during retrieval, as long as the initial encoding is strong.

For example, if you're an older adult who has problems learning new names (the most common memory complaint of older adults), then it would be useful to think of the name of the person and wait a short duration and try to think of it again and wait a longer duration before trying to retrieve it again, etc. This gradual shaping of long-term memory by using spaced practice is an easy-to-implement strategy that can minimize those awkward pauses trying to retrieve someone's name.

Geoff will be leaving Washington University this summer for a faculty appointment. There is an interesting twist here. Because of personal reasons, Geoff decided to pursue a position in the general area of Nashville, Tennessee, and so Geoff narrowed his job search considerably. Not a great strategy in today's super-competitive job market. Coincidentally, while Geoff was applying for positions, he became acquainted with Clare Misko. Clare is an enthusiastic student who just finished high school and decided to postpone her entrance to Rhodes College in Memphis, Tennessee, to work in a psychology lab at Washington U. She ended up working with Geoff this past fall.

Remarkably, a position opened up at the very same Rhodes College (a two-hour drive from Nashville), Geoff applied, interviewed, and recently accepted an offer! Geoff is very excited about going to Rhodes this summer, especially if there are students like Clare there. The unlikely timing of all of this makes one wonder if Geoff's grandfather is still helping to guide him. ■

Psychology Department New Grant Funding

January 1, 2012 - December 31, 2012

PRINCIPAL INVESTIGATOR	FUNDING ORGANIZATION	GRANT TITLE
Braver, Todd	National Institutes of Health (NIA)	Mechanisms of Motivation, Cognition & Aging Interactions: Interdisciplinary Group Meetings
Braver, Todd	United States-Israel Binational Science Foundation	Intention-Based Reflexivity in Simple and Complex Novel Action Plans
Carpenter, Brian	CoPGTP	Graduates of Geropsychology Doctoral and Post-Doctoral Programs: A Survey of Career Paths
Larsen, Randy	National Institutes of Health (NIA)	Emotional Aging: Control Processes and Emotion Regulation in Everyday Life
Larsen, Randy	National Institutes of Health (NIGMS)	Training at the Interface of Psychology, Neuroscience, and Genetics
McDermott, Kathleen	DART Neuroscience LLC	A Neuroimaging Investigation of Individual Differences in Long-Term Retention
Sommers, Mitchell	National Institutes of Health (NIA)	False Hearing in Young and Older Adults: A Metacognitive Perspective
Zacks, Jeffrey	National Institutes of Health (NIA)	Event Encoding and Navigation and Spatial Memory

A Passion for Teaching (continued from page 1)

RESEARCHING HOW WE PRESENT OURSELVES TO OTHERS

As a sophomore, she read Erving Goffman's *Presentation of Self in Everyday Life*, a landmark description of impression-management that takes a dramaturgical approach to how people manage the identities they present to others. She was enamored with the realization that people are so concerned about what others think of them that they strategically create impressions — even ones that are false or that come at the expense of other important goals.

She came to view impression management as serving our universal human goal of being accepted and included by others around us, and this philosophy would become a common theme running through her own work when she arrived at Washington University in 2000. While working in the Social Behavior Laboratory, Laurel conducted studies aimed at better understanding how people decide which areas of their lives (e.g., academics, relationships, appearance, etc.) are most important to their sense of self-worth.

She found that these judgments spring from many sources, but, for most people, these beliefs are heavily informed by what they think certain other people value. We strive for identities and stake a claim on a self-concept in part because we believe it is important to others whose opinions matter to us. In this sense, we don't own our identities so much as receive them from intimate others, underscoring the powerful social basis for identity. Interestingly, though, she found that people's decisions about what to value in themselves are not tied closely at all to what they think others in general value, only what close others value.

In later work, Laurel studied the kinds of people, such as narcissists, who are especially oriented toward the opinions of others, sometimes excessively so and with some interesting nuances. In her dissertation, she demonstrated that narcissists desire the admiration of others but that they do not particularly care if they are liked or not. This seemingly odd social orientation helps explain a common reaction to narcissists — they create a favorable first impression (they seem charismatic at first blush), but that impression fades over time, probably after the narcissist has used the relationship for whatever advantage it could provide.

And, in perhaps the most dramatic example of impression-management gone awry, Laurel discovered a phenomenon dubbed the *feigned knowledge bias* — the willingness to report knowledge of fictitious events or the experience of fictitious emotions in order to avoid admitting a lack of knowledge. In a series of studies, the majority of participants were found to be quite willing to claim an emotional experience that could not be present (e.g., to be feeling *bondulent* even though that "emotion word" was fabricated for this study). And later work showed that these claims were less in the service of managing the impressions of others and more in the service of managing the participants' own self-views.

DISCOVERING TEACHING

Although Laurel was actively engaged in research throughout her training, something else was happening during her stay that, in hindsight perhaps, she should have seen coming. I certainly did. At the end of her first year, Laurel enrolled in Psychology 565, Practicum in the Teaching of Psychology. This course introduces our students to the many tactics and decisions that they will encounter as they enter the teaching profession.

In that class, students also give two presentations that are evaluated by their peers and by me. It is the first glimpse that I get of the kinds of teachers our students might become. Right from the start, it was evident to me that Laurel could become a superb teacher. She had all of the usual organization skills that the task demands, but she also had the engaging style — the ability to connect with students — that sets the best apart

from the rest. As she progressed through the program and had the opportunity to take on more and significant teaching responsibilities, it became obvious that this was a path made for her (or her for it); perhaps her elementary school principal was right on the mark. My impressions of Laurel's skill were widely shared: Her teaching evaluations were not just high among her peers, they were lofty relative to the entire department. In 2005, she received an award for teaching excellence from the graduate school.

When Laurel moved on from our program, her skill and interest in teaching proved to be fortuitous. Instead of following the research-focused path that is typical of the graduates of our PhD program, she sought a position that would allow her to spend most of her time teaching and interacting one-on-one with students. Her husband, Troy, had a terrific job in St. Louis, and both of their families lived in the area, so moving was not a desirable option. So, Laurel began teaching courses at Fontbonne University and started her tenure-track position there one week after defending her dissertation.

BLOSSOMING PROFESSIONAL CAREER

Laurel currently is the director of the psychology program, faculty co-sponsor of the Psi Chi Chapter (which she helped to establish), and a mentor in particular to students with research interests. She regularly accompanies students presenting their work at local research conferences (three of her students will be presenting their senior projects at Midwest Psychological Association this spring). In addition, Laurel regularly attends teaching conferences, serves on more than a few university committees, and occasionally finds time to teach classes in our curriculum.

Although her teaching load is heavy (three or four courses per semester), she has found creative ways to stay involved in the field, such as presenting her work at conferences on the teaching of psychology and co-authoring a book (along with Randy Larsen, the chairperson of our department) for use in personality psychology classrooms. Although she admits that her job looks quite different than what she had envisioned as a graduate student, she values the close relationships with her colleagues, students, and advisees that working at a small school allows. And in her seventh year on the job, she continues to find teaching as fun and as rewarding as it was in the third grade.

So, what advice does Laurel have for graduate students anticipating a career shift like her own? Certainly preparing well in graduate school is crucial, but once out it is equally important to be flexible and to demonstrate a willingness to undertake the unique challenges that accompany a position in a teaching school. Assume that your initial opportunities may not be in your areas of strength. You might be called upon to teach courses quite a bit outside your comfort zone (Laurel's first course at Fontbonne was Developmental Psychology, a course she had not even taken while an undergraduate) and on days and times that may be less than desirable (many teaching schools serve nontraditional students who need courses available at night, on weekends, and at off-site locations).

The competition for jobs is severe and many schools make use of temporary part-time appointments, which might better be viewed as "tryouts" by graduate students looking to land a job at that or a similar school. But most of all, Laurel urges graduate students to be true to their own talents and interests. Teaching at a small university involves a great deal of flexibility and service to others, things that don't always come easy to graduate students who are used to a level of autonomy that they will probably never experience again in their professional lives. However, she says, if you have a strong interest in helping others, this career can allow you to do that while also satisfying your intellectual and creative needs. ■

As she progressed through the program and had the opportunity to take on more and significant teaching responsibilities, it became obvious that this was a path made for her (or her for it)

Popular course is taught by an academic physician

By Stephanie Peak

The Department of Psychology has made an effort to introduce new courses in order to extend the breadth of topics covered for both undergraduate and graduate students. One course that has proven to be a success for undergraduates is Psych 374, Drugs, Brain, and Behavior.

Taught by Eugene Rubin, MD, PhD, professor of psychiatry at the medical school, this course was added to the available curriculum five years ago and has become very popular among biology, PNP, psychology, and pre-med students.

"The students seem to enjoy an undergraduate-level course that bridges psychology, neuroscience, and clinical psychiatry and is taught by an academic physician from the medical school," said Rubin. "I would love to see more interdisciplinary courses that take advantage of the expertise of faculty on both sides of Forest Park."

The course's main objective is to aid students in gaining a better understanding of the brain/behavior relationship by



Eugene Rubin, MD, PhD

learning about psychotherapeutic medications, as well as drugs of abuse. Topics covered range from the basic principles of the central nervous system to concepts of pharmacology in the treatment of addiction. With the waitlist growing every year, this course is a success story for expanding courses offered by Washington University's psychology department.

As vice chair for education and former residency director, Rubin remains interested in both consumer and professional education. Recently, he co-authored two books with Charles F. Zorumski, MD, *Demystifying Psychiatry* (2010) and *Psychiatry and Clinical Neuroscience: A Primer* (2011). ■

Roediger receives lifetime achievement award

Association for Psychological Science gives WUSTL professor its highest honor

By Gerry Everding

Henry L. "Roddy" Roediger III, PhD, an internationally recognized scholar of human memory and the James S. McDonnell Distinguished University Professor in Arts & Sciences at Washington University in St. Louis, has received the William James Fellow Award from the Association for Psychological Science (APS).



Henry L. "Roddy" Roediger

Describing Roediger as "one of the world's best known and most respected researchers in cognitive psychology," the APS presented him with its highest honor during the association's annual convention. "Roediger's contributions to the science of psychology are sustained, wide-ranging, and an example of the

very best of psychological science," said Douglas L. Medin, then-president of the APS and a cognitive psychologist at Northwestern University.

"Even that is an understatement because Roddy has also been such an outstanding leader in the psychological community," he says. "His ideas formed the basis of several of the most successful journals in psychology. His collaborations with other leading scientists serve as a model for the way modern psychological science is conducted."

Named for one of the most influential pioneer theorists in psychology, the William James Fellow Award honors recipients for a lifetime of significant intellectual contributions to the basic science of psychology. In its description of Roediger's contributions, the APS credits his work with fundamentally shaping the science of memory:

"His original and creative experimental observations and theoretical ideas have profoundly influenced what is now known and believed about some of the most enduring problems that have faced memory explorers since Hermann Ebbinghaus' pioneering work in the 19th century. These problems can be encapsulated in the question, 'What is memory?'"

Several lines of Roediger's disciplined, purposeful, systematic, and theory-driven experimental work have produced results that illuminate and clarify that question. His best known and most influential work has to do with the phenomenon commonly known as "false memory" — the fact that it is possible for perfectly healthy and intelligent people to remember, sometimes vividly remember, events that never happened.

"His research has decisively transformed the very concept of memory," the APS concludes.

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 in 2010, a few months before receiving the Arts & Sciences Distinguished Leadership Award, which recognizes faculty who go beyond the normal demands of teaching and research and dedicate their time, energy, and expertise to the advancement of Arts & Sciences and the university. He also was honored with WUSTL's Arthur Holly Compton Faculty Achievement Award in 2008. He has served as a faculty fellow with the Office of the Provost.

An experimental cognitive psychologist whose research is concerned with human learning and memory, Roediger has published more than 250 articles, chapters, and reviews and has written or edited 11 books. Three are textbooks that have been through a combined 22 editions.

He 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 12 journals.

In 2008, the Society of Experimental Psychologists also awarded Roediger its highest honor, the Howard Crosby Warren Medal. ■

Brian Carpenter (continued from page 1)

A related initiative by the Office of Residential Life, the faculty fellows program, brings faculty to live right in the residence halls, furthering student-faculty contact. In 2010, Brian decided, in careful consultation with his partner, attorney John Gordon, to take the next step and move into a residential hall to live among students for a three-year period. Having completed that commitment, he and John have just signed up for an optional fourth and final year.

NOT TYPICAL DORM ROOM

Brian is quick to point out that “dorm life” for him is not the same as for students. “Although our front door is on the same floor with many students, our apartment looks a lot different than your average dorm room.”

The faculty apartments have three bedrooms, are well-appointed and (importantly) well-insulated. A big benefit for the faculty is the fact that fellows live there free of cost. They are also given a programming budget for the activities they organize for students. Brian works closely with the residential college director, Molly Pierson, a full-time staff member with expertise in student affairs who manages the day-to-day operations of the residential college and its staff.

The two of them act as substitute “parents” for the two residence halls comprising Thomas Eliot Residential College. Their roles are complementary — Molly dealing with the



Ollie

nuts-and-bolts matters of maintenance, health issues, student adjustment, staff development and supervision while Brian’s role involves working with students and student staff to enhance the cultural and intellectual aspects of residential life. The residential college consists of 300 students living in two buildings. There are 150 first-year students in Brian’s building and 150 upperclassmen in the neighboring building where Molly lives with her partner, Josh.

When asked how he gets to know 300 students, Brian admits that it’s impossible, though he tries his best by means of flashcards with students’ photos on which he can scribble notes as he gleans information about each one. He gets to know best those students who have participated in the programs he has organized. Recent examples include taking a group to see the Saint Louis Symphony Orchestra perform music from *The Wizard of Oz*; organizing a cooking class on Latin street food; preparing monthly home-cooked dinners in their apartment for students; taking groups of students out to dinner at a restaurant outside the familiar WUSTL neighborhoods; and setting up badminton, croquet, and other outdoor games for students to play after or between classes. He also organizes more academically focused programs, such as a winter book club and, with the help of faculty associates in Eliot, a panel discussion on “How to Survive Finals.”

The other members of Brian’s household — John Gordon and their labradoodle, Ollie — are also deeply involved in the community. John has offered several students information on law school and legal careers. And Ollie is a constant presence throughout the building, chasing tennis balls up and down the halls and stealing students’ socks when he can from the laundry room. Brian says that many types of faculty families have participated in the faculty fellows program, including singles, couples without children, couples with children, those who have children while in residence, as well as unmarried couples. Brian says, “It’s great to have young children playing in the quads. Sometimes a college campus can make you forget that out in the rest of the world there are people who aren’t 18-22 years old.”

HELPING STUDENTS TRANSITION TO COLLEGE

Being a faculty fellow in Eliot has given Brian firsthand insights into the transition to college life from high school. Some students miss their families, others are overwhelmed by their academic work, and some are just learning for the first time



Brian Carpenter (left) and John Gordon live in a residence hall as part of the Residential Life faculty fellows program.

how to do laundry or structure their time when not in class. Roommates — who are randomly assigned and difficult to change — can pose a special challenge to young people away from home for the first time, particularly in the case of international students. Somehow, with the help of the residential college staff, students must learn to get along with whomever they find themselves living with.

Some parents express surprise (and relief) when they learn Brian is living in the residence hall, though Brian is quick to assure them he is not a substitute, on-call parent. Still, some parents will email when they have concerns about their children. If parents express a concern to him about their son or daughter, whether it be about academics or social adjustment, Brian works closely with Molly, and they make a point of dropping in on that student, sometimes with a plate of brownies or his dog, Ollie.

Brian says that living among students has changed his approach to his academic life. He says, “I teach differently as a result of understanding students’ lives outside the classroom. I’ve become more sensitive to important events in their schedules and times to avoid when planning major assignments or exams. I have a better knowledge of the arc of their lives over the course of a semester.” He also tries to make his course materials more relevant to students’ interests and lives.

STUDYING AGING

Brian Carpenter’s field is the clinical psychology of aging, or geropsychology, which he became interested in as an undergraduate at Williams College, when he volunteered to work in an adult daycare center as part of an introductory clinical psychology course.

He explains, “Most of my peers were interested in young kids, but I was more intrigued by older adults. I was fascinated by the people I met at the adult daycare center and the

stories they were able to share with me about their lives. I also came to appreciate their need for someone to take an interest in them as their lives became progressively narrower. Eventually, I wanted to help discover ways to assist people in navigating the aging process with greater happiness and satisfaction.”

Academically, Brian feels the aging process represents a nexus of biological, social, and psychological factors whose interactions make for stimulating and challenging research questions.

For him, these have included:

- 1 enhancing communication in later life with families;
- 2 the long-term impact of receiving a dementia diagnosis;
- 3 understanding how to enhance the quality of life at the end of life.

(continued on page 9)

Psychology faculty in another Residential Life program

Many psychology faculty members have been involved in the Residential Life faculty associates program.

Leonard Green, professor of psychology, was on the original committee that established the program in 1998. Green has served as a faculty associate several times over the years. His enthusiasm for the program stemmed from his conviction that “it would be interesting to work with students in the dorms in order to build community and to show that dorm life is not separate from the rest of the university community.” He also wanted to bring academic issues into residential life.

When asked about some of the highlights of being a faculty associate, Green jokes, “Unlimited Jello,” referring to the cafeteria-style dining facilities in the old Wohl Center on the South 40 when he would host dinner discussions with students. Other activities included attendance at plays followed by a discussion over pizza with one of the cast members.

Park 2 is the residence hall floor with which Green is currently associated. “The two RAs there are terrific. They are committed, excited, involved, and there is a great spirit on the floor. In fact, there is little I can add to it,” he says.

Simine Vazire, the Saul and Louise Rosenzweig Associate Professor in Personality Science in Psychology, is currently serving as a faculty associate to Lien 1, which she likes because it is smaller than most floors. She first volunteered in 2008 because she wanted a chance to get to know students outside academic settings.

“I thought it would be a great way to learn more about students’ perspectives on Washington University, where they come from, why they come here, and what their day-to-day life is like,” she says. One of Vazire’s favorite activities with students is a walk to Concordia Park in the DeMun neighborhood to play ultimate Frisbee, accompanied by her dog, Bear. She also enjoys going to Washington U. basketball games with students and just visiting with students in their residence hall.

Other psychology faculty members who have served as faculty associates over the years: Todd Braver and Deanna Barch, Thomas Rodebaugh, Richard Abrams, and Denise Head. ■



From left: Psychology faculty members Simine Vazire and Len Green work with students in the residence halls as Residential Life faculty associates.

Brian Carpenter (continued from page 8)

Overall, Brian says he feels very honored to be a faculty fellow because the experience has enriched his life in so many ways. “I meet students from all over the world and go with students to more cultural events in St. Louis than ever before.”

Two or three times a week he organizes activities with students. He has adjusted his nighttime hours to student life, becoming flexible enough to stay up past midnight for Psych 100B review sessions. But he has also learned how to guard against burnout by going off campus occasionally with John, or even away for an entire weekend. “When you both work and live on campus, sometimes you just need to get away.”

What next, after the final year in Eliot? Brian and John will have to decide where they want to live and begin house-hunting. Brian will probably take a year off from student-oriented activities, though he foresees becoming a faculty associate again in the future. He says he will be sad to leave a community that has meant a lot to him, including staff members who dedicate their lives to making students’ lives better. “I have a huge appreciation for how much WUSTL shows concern for the young people in their care, not only their academic success but also for their health and well-being.” ■

In Memoriam



Aaronette M. White, 51

Aaronette M. White, a professor of social psychology at University of California–Santa Cruz who wrote and spoke widely about issues of race and gender, died of a cerebral aneurysm August 13 at her Santa Cruz home. She was 51.

White was a gifted teacher who loved teaching and was beloved by her students, her family said. She was an exceptional scholar who believed in putting theory into everyday life. In July, White was named associate dean of equity and social responsibility for the UCSC Division of Social Sciences.

Named after her father, White was born in 1961 in St. Louis, the fourth of five sisters. She began speaking out against injustice in elementary school, a trait she attributed to her mother and one she maintained for the rest of her life.

White earned her bachelor’s degree from the University of Missouri, and her master’s and doctoral degree from Washington University in St. Louis.

While completing her master’s degree in clinical psychology, White observed that the ongoing imbalance of power between men and women was caused in part by women keeping experiences of sexual assault and rape private. By 1993, White became an anti-rape activist and began speaking openly about her experiences of sexual assault and rape.

Among her many interests was music, particularly the music of John Coltrane. In 2001, she was awarded an Alden B. Dow Creativity Fellowship to research the relationship between Coltrane’s evolution as a jazz musician and the evolution of feminism in African-American men.

She joined UCSC as an associate professor in 2008 after teaching at Pennsylvania State University. Previously, she had affiliations with Harvard University and the Missouri Institute of Mental Health, and positions in South Africa, the Netherlands, Suriname, and Ethiopia.

She was editor of *African Americans Doing Feminism: Putting Theory into Everyday Practice*, her second collection of personal stories. An earlier book, *Ain’t I a Feminist? African American Men Speak Out on Fatherhood, Friendship, Forgiveness, and Freedom* focused on the feminist experiences of black men.

At the time of her death, White was working on two books based on her research in Ethiopia while on a Fulbright Fellowship in 2009-2010, her second Fulbright.

Eric J. VanDenburg, 56

Eric VanDenburg, PhD '84, died December 2, 2011, from pancreatic cancer. He was a clinical psychologist in the Veterans Administration system and was planning to retire soon. He had resigned as training director of the internship program at the Jesse Brown VA Medical Center in Chicago, Illinois. Eric is survived by his wife, Kim VanDenburg, and two children.

Awards & Highlights

Annual Department award winners

The Outstanding Teaching Assistant Award recipient for the 2011-2012 academic year was **Dung (Young) Bui**. This award was created to recognize an individual teacher assistant (TA) who has gone beyond the requirements of their TAship and exhibited dedication to teaching.

"In all of the TAs that I have had in the psychology department, Young sets himself apart from the rest of them. He made it explicit when he was available and made sure that all of the exams were entered into the grade book, expected of a TA, but he also showed that he cared for his students. He really had an excellent grasp of psychological statistics and was able to explain the concepts extremely well when the teacher was not available. He also tried to bring opportunities to the students by mentioning that the lab that he works in was open to have more undergraduates, which he definitely did not have to do. In his work, I see him going on to do great things, at least as a teacher, because he has his students in mind and cares for them beyond any other teacher assistant I have seen at WUSTL." — Sara Estle

The **Outstanding Teaching Award** recipient for the 2011-2012 academic year was **Tom Rodebaugh**. This is the third year that Tom was nominated and his first as the award recipient.

"Our main reason for nominating Tom is his outstanding ability to foster the development of well-rounded psychologists. This is evident from his Psychological Assessment I class. For example, while several instructors include a presentation component as part of their classes, these instructors often only provide feedback on the content component. Dr. Rodebaugh not only evaluated the content of our presentations, but he afforded us with useful and extensive feedback on our methods of presenting. This provided us with valuable input for future presentations in both the classroom and at research conferences. Dr. Rodebaugh also made a valiant effort to tie in statistics throughout the class. For example, when we were discussing psychological assessment measures, Dr. Rodebaugh provided an introductory lesson into factor analysis and principal components analysis — two key statistical approaches used in the development of psychological assessment measures. Dr. Rodebaugh also helped us develop our writing skills. He did this through extensive and conducive feedback on assessment reports we wrote throughout the class. This not only improved our writing skills, but it prepared us to write reports in the Psychological Services Center, at practicum sites, on internship, and in the future as licensed clinical psychologists. Finally, Dr. Rodebaugh provided us with relevant research articles detailing the principles and foundations of psychological assessment throughout the class. This aspect of Dr. Rodebaugh's teaching clearly reflects both the university's and the department's emphasis on research. As you can see, Dr. Rodebaugh puts forth an incredible amount of time and effort to create a class that not only informs us of the theories and principles of psychology, but, more importantly, helps us develop the necessary skills (e.g., teaching and writing) to become well-rounded psychologists." — Anonymous

FACULTY

Brian Carpenter was a recipient of the Graduate Student Senate Outstanding Faculty Mentor Award for 2011-2012.

Len Green was recognized as an outstanding faculty member by women in the Greek community at Washington University.

Joshua Jackson won the J.S. Tanaka Award from the Association for Research in Personality. The award is presented annually to recognize an outstanding dissertation concerning personality and/or personality processes.

Jeff Zacks is currently serving as chair of the governing board of the Psychonomic Society.

STUDENTS

Yu Sun Chung won honorable mention for the Smadar Levin Award at the Society for Research in Psychopathology this past year with a poster titled "Reward context-dependent and cue-driven effects on cognitive control function in schizophrenia."

Emily Cohen-Shikora was one of 16 graduate students chosen to win the Dean's Award for Teaching Excellence for 2011-2012. This award recognizes superb performance by a graduate teaching assistant in the instruction of Arts & Sciences undergraduates.

Avanti Dey received a National Sciences and Engineering Research Council of Canada Postgraduate Scholarship for the 2012-2013 academic year.

Michelle Eisenberg received a National Science Foundation's Dissertation Improvement Grant for the 2011-2012 academic year.

Khuyen Ghuyen was a recipient of The National Science Foundation's Graduate Research Fellowship Program this past year.

Dana Gredysa received an honorable mention from the National Science Foundation's Graduate Research Fellowship Program and was accepted in the NIDA T32 training program in epidemiology, services, and prevention as a Predoctoral Fellowship Awardee (Director: Dr. Rumi Price, PhD, MPE).

Jonathan Jackson received the 2011 Richard and Mildred Poletsky Education Award from the Knight Alzheimer's Disease Research Center.

Cheri Levinson received a scholar award from the Philanthropic Education Organization (PEO). PEO is one of the pioneer societies promoting educational opportunities for women. It was founded in 1869 at Iowa Wesleyan College. Levinson also received an F-31 award from National Institute of Mental Health for research toward shared vulnerabilities of social anxiety and eating disorders.

Luis Lobo de Oliveira received a fellowship from the Foundation for Science and Technology for the 2012-2013 academic year.

POST-DOCS

Jeri Little received an honorable mention for the James McKeen Cattell Award for Outstanding Doctoral Dissertation in Psychology given by the New York Academy of Sciences.

Steve Nelson won the 35th Annual O'Leary Prize for Research in Neuroscience by Washington University. Two prizes are awarded annually for "the most original and important accomplishments in neuroscience research by a predoctoral or postdoctoral fellow." His project was entitled "A neural signature of test-potentiated learning in human parietal cortex."

STAFF

Congratulations to department grants administrator **Michelle Ellis** on being selected as the 2012 winner of the John B. Ervin — University College Undergraduate Civic Engagement Award.

Select Publications from the Department of Psychology

Each faculty, graduate student, and post-doc was asked to submit a single publication from 2012 to list. 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.

NOTE: **Bold names are department faculty**; *Italics are students or post-docs*

PUBLICATIONS IN REFEREED JOURNALS

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Jackson, J. J., Thoemmes, F., Jonkmann, K., Lüdtkke, O., and Trautwien, U. (2012). Military training and personality trait development: Does the military make the man or does the man make the military? *Psychological Science*, 23, 270 - 277.

Janos, A. L., Grange, D. K., Steiner, R. D., and **White, D. A.** (2012). Processing Speed and Executive Abilities in Children with Phenylketonuria. *Neuropsychology*, 26(6), 735-743.

Kerchner, G. A., Racine, C. A., **Hale, S.**, Wilhelm, R., Laluz, V., Miller, B. L., and Kramer, J. (2012) Cognitive processing speed in older adults: Relationship with white matter integrity. *PLoS ONE* 7(11): e50425. doi:10.1371/journal.pone.0050425

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Lilienthal, L., Tamez, E., Shelton, J. T., **Myerson, J.**, and **Hale, S.** (in press). Dual n-back training increases the capacity of the focus of attention. *Psychonomic Bulletin & Review*.

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William N. Robiner, PhD '81

Receives National Register Award for Lifetime Achievement



William M. Robiner

William N. Robiner was presented the Alfred M. Wellner Distinguished Career Psychologist Award by The National Register of Health Service Providers in Psychology.

The award is named for the National Register's first executive officer, Alfred M. Wellner, PhD. The Wellner Award is the National Register's highest honor bestowed on a psychologist to commemorate numerous and significant contributions to psychology during a distinguished career.

In her nomination letter, Sharon Berry, PhD, director of training and psychological services system leader at Children's Hospitals and Clinics of Minnesota, wrote, "Dr. Robiner exemplifies the highest standards in the field and in the ethical practice of psychology. He is passionate about educating the next generation of psychologists, and shares his wealth of

knowledge with others at all levels. He is articulate, creative, and a born leader. I am honored to nominate him for the Wellner Distinguished Career Award knowing that he lives this life every day and has had an impact locally, throughout Minnesota, and nationally. He is a gifted teacher and researcher, is well respected by peers, open to debate, and willing to challenge us to think more broadly about solutions. In summary, Dr. Robiner is a visionary who works tirelessly on behalf of the field. Minnesota is a better place because of Dr. Robiner, and the field of professional psychology has a rare gem in his presence and willingness to serve in so many areas."

Robiner received his PhD from Washington University in St. Louis, Missouri, in 1981. He completed his fellowship at Hennepin County Medical Center, Department of Psychiatry. Since 1985, Robiner has been a faculty member at the University of Minnesota. In 2011, he was inducted into the University of Minnesota Academic Health Center Academy of Excellence in the Scholarship of Teaching and Learning. ■

Classmate Update

'60s

Richard Wessler, PhD '66, is semi-retired from private practice and occasionally reviews a book proposal, but otherwise is not involved professionally except as an editor for his wife, Sheenah Hankin. Richard has nonpsychology business interests in New York City (where he lives) and Vieques, Puerto Rico (where he vacations).

'70s

Avner Falk, PhD '70, since receiving his PhD in clinical psychology, has been a supervising clinical psychologist at two mental health centers in Jerusalem, Israel; a clinical lecturer in psychiatry (clinical psychology) at the Hebrew University Medical School; a psychotherapist in private practice; and an internationally known scholar in psychohistory and political psychology. He has published 10 scholarly books with academic and university presses and several dozen articles in scholarly journals.

Robert Provine, PhD '71, has a new book, "Curious Behavior: Yawning, Laughing, Hiccupping, and Beyond," (Belknap Press). It is listed by the *Library Journal* as one of The Best Books of 2012, across all categories. It has received 18 rave reviews from publications ranging from *The New York Times* and *The Wall Street Journal* to *People*, as well as the more traditional academic publications.

Marc Bekoff, PhD '72, is professor emeritus of ecology and evolutionary biology at the University of Colorado and a former Guggenheim Fellow. In 2000, he was awarded the Exemplar Award from the Animal Behavior Society for major long-term contributions to the field of animal behavior, and in 2009, he was presented with the Saint Francis of Assisi Award by the Auckland (New Zealand) SPCA. Marc has published more than 500 scientific and popular essays and 22

books including *Minding Animals*, *The Ten Trusts* (with Jane Goodall), *The Emotional Lives of Animals*, *Animals Matter*, *Animals at Play: Rules of the Game*, *Wild Justice: The Moral Lives of Animals*, *The Animal Manifesto: Six Reasons for Expanding Our Compassion Footprint*, *Ignoring Nature No More: The Case For Compassionate Conservation*, and two editions of the *Encyclopedia of Animal Rights and Animal Welfare*, the *Encyclopedia of Animal Behavior*, and the *Encyclopedia of Human-Animal Relationships*. In 2005, Marc was presented with The Bank One Faculty Community Service Award for the work he has done with children, senior citizens, and prisoners as part of Jane Goodall's Roots & Shoots program. His websites are marcbekoff.com and, with Jane Goodall, www.ethologicaethics.org.

Nancy Berland, PhD '75, is a clinical psychologist in Birmingham, Alabama, who specializes in eating disorders and the mind/body interactions in illness. Nancy and her husband, Lincoln, (MD 1975), have two children and one grandchild who are the source of great joy.

Robert Gordon, PhD '75, is a psychologist at an intensive outpatient program (Ft. Hood, Texas) for army soldiers who have post-traumatic stress disorder. Robert continues to do forensic work and is collaborating on a research project at Ft. Hood with Dr. Yossef Ben-Porath and Pearson Assessments regarding obtaining data from active duty soldiers using the Minnesota Multiphasic Personality Inventory.

Richard Milich, PhD '76, is in his 27th year in the department of psychology at the University of Kentucky. He was recently named a Provost's Distinguished Service Professor, an honor for a consistently high level of achievement in faculty contributions to their disciplines and the university.

'80s

Dorothy Farrar Edwards, PhD '80, was on the Washington University faculty in occupational therapy and neurology until 2006. In 2006, Dorothy went to the University of

Wisconsin where she is a professor and chair of the Department of Kinesiology. She also has appointments in medicine and neurology. Dorothy's research is primarily focused on the impact of cognitive loss on instrumental activities of daily living and community participation. In particular, she studies African Americans with Alzheimer's disease and stroke.

Andrew Coyne, PhD '81, is director, Environment of Care, for University Behavioral HealthCare (UBHC), a statewide behavioral health care organization that provides inpatient, outpatient, partial hospital, residential, case management, telephone helpline, and other related psychiatric services throughout New Jersey. Through a separate subsidiary, University Correctional HealthCare, it also provides all the mental and physical health care to New Jersey's state prison system. UBHC's parent organization, University of Medicine and Dentistry of New Jersey (UMDNJ), is in the process of being merged by the state into Rutgers University by July 1, 2013.

Rebecca Saltzman, MA '87, is preparing for the launch of her first book, *Arousing the Buy Curious: Inciting Insights of a Real Estate Kind*, which is based on Becki's 20 years as a top real estate broker and agent. She invites us to check out www.beckisaltzman.com as she would love to have her fellow alumni join.

'90s

James Bailey, PhD '91, was named the Hochberg Professor of Leadership Development at George Washington University School of Business and was recently appointed to the position of associate dean of executive education.

Rebecca Allen, PhD '94, was promoted to professor of psychology in 2010 with her primary appointment in the Center for Mental Health and Aging at the University of Alabama. Rebecca's research and clinical interests are interventions to reduce the stress of individuals, family, and professional

caregivers for older adults with advanced chronic or terminal illness and in the dynamics of healthcare decision-making. Rebecca is a fellow of the Gerontological Society of America and the American Psychological Association. She is associate editor of *Aging and Mental Health*.

Jay Pratt, PhD '96, stepped down as chair of psychology at the University of Toronto to move across the campus to become the acting vice provost (Faculty and Academic Life) for six months. In July 2013, he will take a one-year research leave, and then he will start a second five-year term as the chair of psychology.

Sara Wilcox, PhD '96, is a professor in the Department of Exercise Science and, as of January 2012, the director of the Prevention Research Center in the Arnold School of Public Health at the University of South Carolina. Sara and her husband, **Jeff Schatz, PhD '97**, (both graduates of WUSTL) have two boys — Jacob, 2½, and Sam, 6½.

'00s

Pamela McMurray, PhD '00, has been employed by Pro Health Care systems since 2003 as a staff neuropsychologist at Waukesha Memorial, a 300+ bed community-based hospital west of Milwaukee. Since 2010, Pamela has been the head of the neuropsychology service, which includes three full and two part-time providers (three adult and two pediatric). The hospital provides comprehensive diagnostic assessment services through its outpatient clinic, inpatient consultations hospital-wide, and hospital-based multidisciplinary specialty clinics, including concussion and TBI clinic and Senior Health Center (a memory disorders clinic that sees more than 500 patients annually). Pamela resides in Oconomowoc, Wisconsin, with her partner, Sherry Christian, and 10-year-old son, Henry.

Amy Waterman, PhD '01, is a social psychologist and associate professor of medicine at Washington University School of Medi-

cine and Barnes-Jewish Transplant Center in St. Louis, Missouri. She conducts research about kidney patients' transplant decision-making and designs health education to help patients make informed transplant choices. She has surveyed more than 1,000 kidney donors and recipients in her career and has published more than 50 research articles. Based on her research findings and the Trans-theoretical Model of Behavioral Change, she created the Explore Transplant patient education program, which, through a series of trials, was shown to increase patient-informed decision-making and living donation rates. Due to national interest in her transplant educational resources, she started a nonprofit organization, also called Explore Transplant, to help overcome racial disparities in transplantation nationally. In 2012, the Explore Transplant nonprofit won the 2012 Skandalaris YouthBridge Social Enterprise and Innovation Competition (SEIC). Explore Transplant patient education is now available in 40 percent of the 5,800 dialysis centers in the country.

Beth Rush, PhD '02 is an assistant professor in the Department of Psychiatry and Psychology at Mayo Clinic in Jacksonville, Florida. She is a clinical neuropsychologist boarded through the American Board of Professional Psychology in clinical neuropsychology and rehabilitation psychology and serves as program director of the Clinical Neuropsychology Postdoctoral Fellowship at Mayo Clinic in Florida. Her clinical interests include patient and family adjustment to complex medical and neurologic illness, motor neuron disease, acquired brain injury, and primary neurodegenerative disease. Her research interests include clinical trials for cognitive and behavioral symptoms in motor neuron disease, and the diagnostic validity of cognitive screening instruments for use in patients with motor neuron disease.

Jennifer Breneiser, PhD '07, earned tenure and was promoted to associate professor August 2012

at Valdosta State University. Her husband and she also welcomed their first child, Malcom, in August.

Denise Martin-Zona, PhD '08, and family have landed in San Antonio, Texas. Denise is a captain and clinical psychologist in the Air Force and her husband, Kevin, is teaching high school art. Her son, Sol, is a freshman this year and baby Kai started first grade.

Tatiana Pollo, PhD '08, is now a professor at Universidade Federal de São João del-Rei in Brazil.

Andrew Butler, PhD '09, is currently working at Duke University on research related to an NRSA postdoctoral fellowship that he received from NIMH. This research explores how the process of repeated retrieval affects autobiographical memories in individuals with and without post-traumatic stress disorder. He and his wife welcomed their first child in May — a baby boy named Wyatt.

Heather Hayes, PhD '09, is currently the director of the deaf education studies graduate program within the audiology and communication sciences program at the Washington University School of Medicine. The MSDE program trains new teachers on how to work with children who are deaf, most of whom wear cochlear implants and are learning how to listen and talk. This position — along with two energetic preschoolers — certainly keeps her on her toes!

Anna MacKay-Brandt, PhD '09, completed her PhD requirements with a clinical internship in neuropsychology at Brown University. At the start of her internship, Anna married Sebastian Brandt (also a WUSTL alum, physics), and by the following fall, they started a family. Their eldest son, Lewis, was born in September 2009. After some bonding time with Lewis, Anna started a post-doctoral fellowship at Columbia University Medical Center working in the Cognitive Neuroscience Division with Yaakov Stern. Two years later, they have another son, James, who is now 17 months old. This year, Anna is

taking her licensing exam and she has applied for a career development grant to continue to examine the efficacy of cognitive interventions for older adults. Anna and Sebastian are living in Brooklyn, New York.

Jamie Manwaring, PhD '09, is working in the child/adolescent unit of the Eating Recovery Center in Denver, where she provides individual and family therapy, psychoeducational groups for parents, and coordinates research efforts for the child and adult programs. She and her husband love the area. After one winter of bad driving and sitting on the sidelines, they have decided to get snow tires and "attempt" to ski.

'10s

Emily Porensky, PhD '10, is living in Columbus, Ohio, with her husband, Paul, who has another year and a half in his neurosurgery residency. Emily finished a post-doctoral fellowship in psycho-oncology and palliative medicine at Ohio State in September and started a new position as assistant professor through the Department of Psychiatry October 8. She is part of the psychosocial oncology team, with the specialization in neuro-oncology (working with patients with brain tumors and other central nervous system cancers). Her position is a combination of clinical work, research, and teaching.

Pooja K. Agarwal, PhD '11, is a public servant, dedicated to bridging the gaps between education, teaching, research, and policy. Currently, Pooja is a post-doctoral research associate at Washington University in St. Louis, conducting memory research at local middle and high schools. She recently served as Illinois's director of K-12 assessment, responsible for standardized test development and administration for 2,000,000 students, implementation of a new statewide growth model, design of Illinois's new accountability system, and management of a portfolio in excess of \$40 million. Pooja has teaching experience at elementary, middle, high school,

and university levels, policy experience at the U.S. Department of Education and The College Board, and 10 years of experience in human learning and memory research.

Post-doc updates

F. Richard Ferraro, PhD, is currently the Chester Fritz Distinguished Professor and the director of the general/experimental PhD program in the Department of Psychology at the University of North Dakota.

Richard is also a fellow at the National Academy of Neuropsychology.

Richard's PhD was granted in 1989 from the University of Kansas in cognitive/experimental psychology. He was a postdoc with Dave Balota and Martha Storandt from 1989-1992 with appointment in the psychology department and also at the Alzheimer's Disease Research Center, (thanks to John Morris). In 1989, Richard accepted an academic job at the University of North Dakota (UND) where he just finished his 20th year. Richard married Jacqueline Foster in 1999 and was named a Chester Fritz Distinguished Professor, the highest UND faculty honor, in 2007. He continues to publish with undergraduate and graduate students and teach courses in adulthood and aging, cognitive psychology, and neuropsychology at the graduate and undergrad level. He sits on the editorial boards of many psychology and Alzheimer's-related journals. "Virtually none of this would have been possible without my three years at Washington University. I could not be more happy with how things turned out."

Alumni

We would like to keep in touch with our alumni. Please let us know what you are doing by sending an email 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.

Psychology department 2012 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.

Agarwal, Pooja
Assael, Robert
Barton, Lauren
Berry, Jane
Du, Wanjiang
Ellis, Henry
Grayson, Joann
Grotsky, Elizabeth
James, Sherman
Kang, Sean
Keithler, Mary Ann
Lewis, Norma Baker
Lichtenberg, Peter
Mannino, Jean

McDermott, Kathleen
Mozenzer, Randi
Nathan, Peter
Nettles, Elizabeth
Oltmanns, Thomas
Putman, Alison
Rickert, Charles
Roediger, Henry L.
Siegel, Donald and Leslie
Taylor, Lawrence
Thomas, Nancy
Wang, Lin
Wise, Edward

John Stern Memorial Fund for Undergraduate Research
John was a strong believer in exposing undergraduates to psychological research and getting them involved in laboratory work.

Cunnane, James and Edith
Kleinman, Kenneth and Sheila

Mozier, Nancy E.
Onken, James
Skolnick, Brett
Stern, Carolyn
Stern, John C.
Stern, Julie

Hyman Meltzer Fund
Fowler, James

Making a gift online to the Department of Psychology is easy by going to the following link: <https://gifts.wustl.edu/giftform.aspx>

Please note where it says "**Where would you like to direct your gift?**" please INDICATE **Other**, then type **Psychology Department** in the next box below and this will ensure that the department receives your gift. If you would like to honor John Stern's memory with a donation indicate "for the John Stern Memorial fund" in the "**I have additional gift information**" section. This fund will be used exclusively to support undergraduate research.

Psychology Word Search

I N T E R T R I A L M P A J H Y O S I C
 U R E B B V B E U O D S U M O I W C R I
 H S O P O I T V N X N Y T E I K O I Y N
 E U S X Y I G O D O B C I D E N E T V G
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 S Y O E G L A N R V S N I C A Y R E N A
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 K R O W T E N T L U A F E D Q S Y N B C
 U F X A T V O N R E S T O R F F A A S H

ANHEDONIA
 AUTISM
 BIGFIVE
 CATATONIA
 CATELEPSY
 CINGULATE
 COMPULSION
 CONSCIENTIOUSNESS
 CYCLOTHYMIA
 DEFAULTNETWORK
 DISPOSITIONS
 DISSOCIATION
 DISTAL

DRM
 ENDOPHENOTYPE
 EPIGENETICS
 ETIOLOGY
 EUDEMONIA
 EXTRAVERSION
 FIXATION
 HAPLOTYPE
 HEURISTICS
 IATROGENIC
 INTERTRIAL
 METHYLATION
 MINDFULNESS

MONOZYGOTIC
 NARCISSISM
 NEOLOGISM
 PSYCHONEUROIMMUNOLOGY
 RESILIENCE
 SACCADE
 STROOP
 TACHISTOSCOPE
 TRICYCLIC
 VONRESTORFF
 VOXEL



Composed By Tommy Larsen



Martha Storandt's retirement luncheon was held at the Whittemore House on Friday, May 11, 2012. Approximately 50 guests attended. Speakers included Chair Randy Larsen, Provost Ed Macias, and Professors Henry L. "Roddy" Roediger, Len Green, and Dave Balota.

Martha's career started as a research assistant in 1966. She retired in 2012 as a full professor. During that time, Martha taught and influenced many colleagues and students.

John Morris, MD, director of the Knight Alzheimer's Disease Research Center and the Memory and Aging Project, said it best when he wrote in his letter to Martha " ... we would not have been nearly as successful without your scientific productivity, attention to detail, sage counsel, and insistent emphasis on scientific integrity."

Martha is still influencing her colleagues but is spending more time traveling and being with her family. ■

The Kristina Olson Story (continued from page 1)

won the Hyman Meltzer Award for undergraduate research and was elected to Phi Beta Kappa.

WASHINGTON U. LAYS THE FOUNDATION

Kristina says of her undergraduate experiences at WUSTL, “My time at Washington U. laid the foundation for all of my future work. I discovered my love of research in the Roediger lab, discovered my passion for social justice in Garrett Duncan’s classroom, and I discovered that it was possible to be a devoted scientist, a good mentor, and a caring person — all at the same time — by observing the grad students, post-docs and faculty all around me.”

Kristina went on to graduate school at Harvard University in the fall of 2003, where she worked primarily with Mahzarin Banaji and Elizabeth Spelke. She studied both social and cognitive development, among other topics, and she melded research areas that are often kept separate.

Kristina was fortunate to spend one summer as a visiting researcher at Stanford University where she worked with Carol Dweck, and they also enjoyed a successful collaboration. During her graduate career, Kristina was supported by both Beinecke and NSF Fellowships, both of which she won while a WUSTL student. The Harvard program was to her liking.

“My time at Washington U. laid the foundation for all of my future work. I discovered my love of research in the Roediger lab, discovered my passion for social justice in Garrett Duncan’s classroom, and I discovered that it was possible to be a devoted scientist, a good mentor, and a caring person — all at the same time.”
— Kristina Olson, BA '03

“At Harvard, I grew from an enthusiastic novice to an independent researcher,” Kristina says. “The program there had few requirements and my advisors gave me a lot of freedom. That permitted me to design studies that drew on the expertise of my mentors but also moved the work in new directions they had not studied themselves.”

Her dissertation won a 2006 Dissertation Award from the American Psychology Association and the 2009 Dissertation Award from the Society for Experimental Social Psychology.

During her fourth year at Harvard, Kristina accepted a position as assistant professor at Yale University, a full year before she was due to finish her PhD. After coming to Yale, her research blossomed, with support from both the National Science Foundation and the National Institute for Child Health and Human Development.

STUDYING CHILDREN’S SOCIAL GROUPS AT YALE

Kristina’s research interests lie in the emerging area of social cognitive development. She’s especially interested in how children determine which social groups matter in their society and how their attitudes toward these groups develop throughout childhood. Most recently, she has conducted fascinating studies on the perceptions of fairness in children, as well as determinants of ownership and intellectual property and perceptions of inequality.

Kristina’s work was featured in a *60 Minutes Overtime* segment with Lesley Stahl. The studies featured demonstrated that young children show what at first blush appears to be a strong preference for fairness; however, upon further investigation, it appears that children might actually care most about appearing fair rather than actually being fair. If she rigs an experiment so that children believe they can look fair, but

not actually be fair (and instead keep more for themselves), children will choose that option over actual fairness. Some of her other research has investigated the earliest signs of helping and sharing in children and the emergence of racial attitudes in children in South Africa

Outside of her work, Kristina enjoys doing work in her community. She’s been a Big Sister with Big Brothers Big Sisters in New Haven for four years and runs a program in her lab to provide research opportunities for New Haven public high school students. Kristina also travels extensively, including trips in the last few years to South Africa, Peru, Iceland, Portugal, and Ireland, and enjoys extreme adventures, including her recent exploits skydiving, hang-gliding, and para-gliding.

Yale has been a very supportive place for Kristina. She says, “I can’t imagine a better first home as a faculty member than Yale. I received tremendous mentorship from my colleagues,

my research was well-supported, and I had the opportunity to work with a talented and hard-working group of students at the undergraduate and graduate levels.”

Despite her love for Yale, Kristina will be moving on to the University of Washington (the *other* Washington) in the summer. She married Andres Monroy Hernandez, a computer scientist, whom she met in grad school, a few

years ago. After almost five years of living apart, the two of them wanted to move to a location where both could do the work they love while actually living in the same home; Seattle turned out to be the right place, because he received an offer at Microsoft Research at the same time she got an offer at the University of Washington. He lives there now, and she will join him at their new home this summer.

BECOMING A MENTOR

Kristina has worked hard to provide other undergraduates some of the same opportunities she had at Washington U.

“I always think back in fondness to my experiences as a work-study student — making the money I needed to buy books while getting to participate in cutting-edge research,” she says. “I felt so lucky to have been able to use my work-study time in a way that benefitted my career, and so, as a faculty member, I’ve made sure to pay that experience forward. Every semester at Yale I’ve had several work-study students, many of whom have gone on in the field of psychology as well.”

In addition, she tells me that “not a day goes by when I don’t think about how I got to where I am because of my experiences at Washington U. I am a better mentor because people took time to be a mentor to me — people who still mentor me when I call or check in at conferences. I am a better experimentalist because I spent four years watching and learning in one of the best experimental psychology labs in the world, and I am a better teacher because I had teachers at Washington U. whose enthusiasm for the material was contagious.”

In 2011, the Association for Psychological Science named Kristina Olson a Rising Star. Those of us who knew her when she was an undergraduate predict that her star will continue rising for a long time. ■

Online test estimates ‘Face-Name memory IQ’

Simple, 10-minute test scores ability to remember names, faces

How skillful are you at remembering faces and names?

Reserchers at Washington University in St. Louis are inviting the world to take part in an online experiment that will allow participants to see how their individual scores on a face-name memory test compare with those of other test takers.

The test, which can be taken from a computer, smartphone, iPad, and other mobile devices, is part of a growing

“crowd-sourcing” trend in science, which harness the the internet to gather massive amounts of research data while allowing individual study participants to learn a little something about themselves.,

To take part, just visit the test website at experiments.wustl.edu. ■

Recognition

Merlyn M. Rodrigues, project coordinator in the Department of Psychology, recognized for outstanding work

Merlyn M. Rodrigues received the Arts & Sciences Outstanding Staff Award in 2012. She was nominated by Thomas F. Oltmanns, PhD, the Edgar James Swift Professor in Arts & Sciences, professor of psychology, and principal investigator of the Personality Assessment Lab.

Merlyn was responsible for the day-to-day activities of Oltmanns' research lab, which conducted a longitudinal investigation of the connection between personality and health in later life.



Caption ?

"Without Merlyn's cheerful, conscientious, and creative approach to planning, coordinating, and recording all of this activity, the project would have floundered long ago," says Oltmanns, who is also professor of psychiatry and director of clinical training in psychology. Thanks to her, we have exceeded all of the scientific goals that were established at the outset.

"She has also enhanced the educational experiences of dozens of undergraduate students, several of whom have gone on to their own grad school training in psychology. Merlyn is the glue that holds the entire project together and keeps us all on track."

The Psychology Department has had five winners of the Arts & Sciences Outstanding Staff Award in the past 6 years!!

2006/07

Cheri Casanova, Assistant to the Chair

2007/08

Jane McConnell, Research Associate, retired

2008/09

David Archer, Computing Support Manager

2009/10

Carol Cox, Study Coordinator


2011/12

Merlyn Rodrigues, Project Coordinator



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2012-2013 Psychology honors undergraduate students



Front row (left to right): Professor Mitch Sommers, Danni Liu, Nicole Martin, Lauren Clatch. Middle row (left to right): Claire Tourjee, Angela Senne, Carol Iskiwitch, Brian Richter. Last row (left to right): Melissa Turkel, Brittany Tokesey, Antonya Gonzalez, Allison Bischoff, Sangil Lee. Not shown: Brittany Marcus-Blank, Sarah Mason, Jannina Phi, Allie Michaels.