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Michelle Meade began graduate school at Washington University in 1997, having received her B.A. at Grinnell College. Why did she decide on a career in psychology? Michelle attributes her initial interest in psychology to the psychology classes and research opportunities she had at Grinnell. “My professors at Grinnell made psychology classes fascinating. They also provided research opportunities; I was lucky to work with Janet Gilson on both summer research and independent projects. The positive research experiences I had under her mentorship convinced me that I wanted to pursue a research career studying memory.”

Michelle began working on two projects when she came to W.U. One did not produce exciting data, but the other one—on social processes in remembering—did. This project developed a paradigm that essentially combined two famous paradigms in psychology: Solomon Asch’s conformity paradigm and Elizabeth Loftus’s eyewitness misinformation paradigm. Michelle’s research involved having students examine common scenes (e.g., a kitchen) with instructions to remember the items in them as well as possible. Students viewed the scenes with another subject (actually an experimental confederate), and later the two participants took turns recalling items from the scenes. However, in some scenes, the confederate would intentionally make errors, recalling items that had not actually appeared in the scene. These could be either typical items for the scene (e.g., a toaster) or something that might be in a kitchen but is not as typical (e.g., oven mitts). Thus, the confederate supplied a social influence (as in the Asch conformity experiments) but in the form of misinformation (as in the Loftus misinformation experiments). The question was whether the confederate’s erroneous recollections would influence memories of actual subjects on a later occasion.

The critical assessment in the experiment was a final test in which the subjects were tested alone (with no confederate present) and told to be sure only to recall the items that had actually appeared in the original scene. Michelle’s results showed that the subjects frequently recalled items that the confederates had suggested as having actually been in the scene. In other words, the confederate’s memories infected the subjects’ memories for the scenes.

Michelle explored this “social contagion of memory” in a series of four experiments for her master’s thesis, and she showed that the phenomenon was quite robust. For example, even if subjects were told before the final test that the person with whom they had recalled the information had made many mistakes and that his responses should be totally ignored, the effect still occurred. Further, when subjects were asked to rate the source of their recall (was the item in the scenes? recalled by the other subject? both in the scenes and recalled by the other person?), they frequently claimed to remember seeing the item in the scenes even though it had only been suggested by the confederate. Michelle’s early papers on this phenomenon have been cited quite often (one over 200 times, the other over 160) in the decade or so since they were published.

While at W.U., Michelle also did a considerable amount of research on aging and memory. Her dissertation showed that older adults were more susceptible to false memories in a standard paradigm, but she also showed that older adults who scored well on batteries of neuropsychological tests that are thought to measure frontal lobe functioning actually perform much like younger adults in terms of correct performance and errors. That is, the “aging effect” in memory may be due to a subset of older adults and is not an inevitable consequence of aging.

I was Michelle’s advisor for both her masters and Ph.D., and one striking characteristic of Michelle’s work is that she did not shy away from using difficult, time-consuming procedures. Many of her experiments involved testing participants individually in long sessions (sometimes with a confederate) and in testing older adults. The older adults felt comfortable with Michelle, and often I would come into the lab to see her chatting with an older adult. They liked to stay to talk after an experiment, and a few would come by to see her after they participated in some other experiment in a different lab, long after first meeting Michelle. Her rapport with the older adults helped in her experiments, because she could always get them back in for more testing in new experiments.

Michelle worked with (and published with) others while at W.U., in particular Professor Dave Balota, but also other graduate students and postdoctoral fellows. She collaborated with others in my lab, particularly Dave Gallo (her compatriot throughout graduate school and now an Associate Professor at the University of Chicago) and Beth Marsh (a postdoctoral fellow then and now an Associate Professor at Duke University), among others.

Michelle reflects on her graduate school experiences by saying “I can’t imagine a better graduate school experience. Roddy was a very supportive and generous mentor, and I am so grateful for the opportunity to work with and learn from him. My lab mates (and the wider department) were all encouraging and helpful and they really made my graduate experience positive.”

After receiving her Ph.D. in 2003, Michelle took a postdoctoral fellowship at the University of Illinois with Dr. Denise Park, a leading researcher in aging. They collaborated for several years, and during this time Michelle and Jerry had a baby, Zoe. Shortly after this, Michelle took a position at Montana State University, where she joined Keith Hutchison who had been a postdoctoral fellow with Dave Balota at W.U. They have collaborated over the years. Michelle has continued to publish on remembering as a social process. Of Montana State she says, “I really enjoy working at Montana State and living in beautiful Bozeman. Having Keith as a colleague is definitely a highlight.”

Michelle applied for and received a Fulbright Fellowship to go to Macquarie University in Sydney, Australia, which has a collective cognition team as part of the ARC Centre of Excellence in Cognition and its Disorders (CCD) and the Department of Cognitive Science. As of this writing Michelle is missing the cold Montana winter and enjoying summer in Sydney. About her Australian experience, she says “It is wonderful to be part of the exciting research going on at Macquarie. I’m inspired by my colleagues in the collective memory team (led by Amanda Barnier) who are working on similar questions as I am, but from different perspectives. We’ve got some exciting collaborations in the works. It’s been great to experience a new culture and part of the world here in Australia.”
Lori Markson, Mom and Child Researcher
By Sharon Corcoran

Lori Markson’s lab is arguably the most fun and looks least like a typical research setting of all the labs in the Psychology Department. That is because she studies—not university students, not seniors, not rats or pigeons, but young children. It’s furnished with tiny furniture, toys, and puppets.

Associate Professor Markson received her Ph.D. from the University of Arizona. She came to Washington University in 2008 following pre-doctoral research fellowships at M.I.T. and Harvard, and an assistant professorship at U.C. Berkeley. As an undergraduate she became interested in psychology through a circuitous route. She took a course in Developmental Psych and the professor invited her to work in her lab, which she then did for several semesters, and grew to enjoy research very much. This was despite the fact that the topic of the research in that lab—empathy in children—was one she found “softer” than she preferred. She has come full circle, however; in her own lab, she and her students now investigate a variety of issues in the emerging field of social-cognitive development.

Through this research experience she became interested in cognitive psychology and did an Honor’s thesis on lexical processing in adults. By the completion of college, her original plan to go to medical school and become a pediatrician had changed to going to graduate school to study natural language processing. She started graduate school at New Mexico State University in a program that emphasized a bridge between cognition and computers—human-computer interaction (HCI). But after reading Ellen Markman’s book Categorization and Naming in Children—her career path changed.

Lori transferred to the Ph.D. program at the University of Arizona in developmental psychology and began studying word learning in young children, instead of computers. After graduating she moved on to post-doctoral training in a renowned infant cognition lab at M.I.T. Her research program developed to explore the social processes involved in learning words, as well as other areas of cognition. This thrust continues to define the work of her lab at WUSTL in the area of social-cognitive development. She says she is excited to be part of a burgeoning new movement in developmental studies.

Her lab depends on children’s participation, some as young as 7 months (though the usual age range is 18 months to 4 years). While all human subject types present their own particular recruitment challenges, Markson must think in terms of recruiting families rather than individuals in order to keep her research going. The challenges she faces include motivating parents to bring their children to the lab; the fact that running children in experiments may take four times longer than with adults; and the possibility that a child simply may not want to do the task, a decision that must be respected. However, Lori and her students and research assistants know how to make the experimental experience a fun one for parents and children, so once they participate, it is usually not difficult to convince them to return. The lab also travels to preschools to run studies that are more portable in terms of equipment and procedures.

Many hands are needed to carry out experiments with children. Markson depends on WUSTL undergrads to help out, some of whom come to her lab via the Mind, Brain, and Behavior program in Arts and Sciences, to which the Psychology faculty contribute teaching and research opportunities. She says these students do a wonderful job, bringing to “life” the hand puppets that are frequently used in the research, not only because they are a great way to engage young children, but also because young participants are often more amenable to following instructions given by puppets.

Lori came to Washington University in 2008 with her husband Camilo, an Italian neuroscientist she met at M.I.T. who is now on the faculty at the W.U. School of Medicine. Her two children were born in St. Louis: Alessandro is 4, and Amalia is 2. When asked whether her work has affected her parenting, Lori says she may sometimes notice things that are very subtle or that most parents wouldn’t be aware of, like her infant daughter showing joint attention (two people’s awareness that they are attending to the same thing), or her bilingual preschooler understanding that an English-only speaker doesn’t know what was just revealed in Italian. But equally often she seems to forget all her knowledge, caught up in the delight of being with and learning anew from her children. She also adds that occasionally a new research idea can arise from observing them. For example, a new study in her lab that examines the social dynamics of inclusion and exclusion in infancy was inspired by noticing how Amalia felt very strongly about being included in various family activities—for example, being able to drink from the same kind of cup as the rest of the family was using.

Markson’s research has revealed some surprising findings about children’s cognitive capacities. “They are much more sophisticated at a much earlier age than previously thought,” she explains. We now know how quickly and easily children can learn new words—just as easily, if not better, than adults. They reason about others’ minds at a very early age; they pay attention to the pragmatic aspects of situations; by
age 3 they show concern to know what someone is trying to convey to them; they understand shared conventions, for instance, that speakers of the same language call objects by the same name. Markson’s lab continues to study issues such as word learning in infants and children, children’s reasoning about preferences, and various questions in social-cognitive development. Her latest research on social connection and belonging, funded by the McDonnell Center for Systems Neuroscience, will eventually be extended to include children on the autism spectrum.

When asked what advantages her research knowledge may bring to her parenting, Lori says that she finds it reassuring to have a high degree of familiarity with what typically-developing kids look like. Hence, small differences or deviations from the norm in her children are not cause for alarm.

Lori describes herself as a “mountain person”, and in the years before Alessandro and Amalia arrived, some of her favorite activities involved mountains or the sea: trekking, or kayaking. She has also always enjoyed travel and seeing films. Now that she lives in the Midwest, and is busy with her career and family, all of these have pretty much gone away, and much of her travel consists of regular visits to see family in Rome or Arizona. She appreciates the benefits of living in St. Louis, its affordability allowing them to live in a home close enough to campus that she can walk to work, that allows them to be a one-car family, with public transportation easily accessible, and with sufficient amenities to make up a good, but simple, life.

Markson acknowledges that she is a product of state-run colleges and universities and feels strongly about their importance in an inclusive, democratic society. So she appreciates, perhaps more than most, the perks of a private school like Washington University with its luxury of smaller class sizes—even in popular, core courses like Developmental Psychology. She also values the opportunity to teach small undergraduate seminars like The Infant Mind and The Development of Social Cognition. These advantages did not exist, she says, in her previous position at UC Berkeley.

Lori is enthusiastic about Wash U undergraduates’ talent and commitment, and naturally finds great satisfaction in seeing her mentees progress through her classes and her lab into good graduate programs and jobs. Looking at their faces on her lab’s website, one senses these young adults have not entirely left behind their own childhood, extending it in the playful atmosphere of the Cognition and Development lab.
Michelle Eisenberg: Cognition meets Compassion

Whether you studied at Washington University as an undergraduate or as a graduate student, you can count Michelle Eisenberg as one of your own. Michelle majored in the Philosophy-Neuroscience-Psychology program and stayed on to complete a PhD in Behavior-Brain-Cognition and Clinical Psychology. She is currently a fourth-year student in the PhD program, where she is studying how perception and memory are affected by post-traumatic stress disorder (PTSD).

Michelle is a die-in-the-wool research junkie. Growing up in Maryland, it might make sense that she spent the summer after 9th grade at the beach. However, Michelle wasn’t there to sunbathe, but to study territoriality in blennies and pinfish. Next summer, she was at the Waco Zoo studying white-handed gibbons. She spent senior year and the following summer studying birdsong in zebra finches and Parakeets. A summer spent doing bench biology was enough to convince Michelle that what she was really interested in was behavior. So when she arrived at Washington University Michelle signed right up for the Mind-Brain program and conducted a study in Len Green’s lab, on behavioral discounting. Michelle’s first research publication came from a project during a college summer, working in Franz de Waal’s primate cognition laboratory at Emory University. She and her colleagues studied yawning in chimpanzees. (It’s contagious for them just like for us, and it turns out they can catch it from computer animations of yawning cartoon characters.)

Michelle’s first foray into cognitive neuroscience involved a summer painstakingly tracing two small midbrain structures, the ventral tegmental area and substantia nigra, in MRI images. Not only did she have to do the tracing, slice by slice, but first she had to work out a protocol for identifying the regions of interest, based on previous research and careful study of neuroanatomy textbooks.

At the same time that Michelle was immersing herself in cognitive neuroscience, she was volunteering as a counselor for victims of sexual assault through the YWCA. It may be that this experience helped lead her to a novel hypothesis about how post-traumatic stress disorder (PTSD) affects perception and memory for everyday events. The idea is that PTSD disrupts brain systems that are important for monitoring the accuracy of one’s perceptual processes, and that this leads to impairments in comprehension and subsequent memory.

Michelle conducted an initial test of the hypothesis as her undergraduate honors thesis. She found that people in the general population who had more of the signs of PTSD had a harder time parsing everyday activity—activity that has nothing to do with the trauma they experienced—into meaningful chunks. These people also had a harder time remembering those events later. Michelle’s PhD thesis builds on the research that she started as an undergraduate. In that thesis, she is looking at cognition in people who have full clinically diagnosed PTSD. Her research combines memory measures and cognitive task performance with eyetracking. The eyetracker provides two very useful measurements: pupil diameter, which is related to some of the neurophysiological mechanisms that may be affected by PTSD, and gaze location, which gives information about how viewers are processing information.

All this work in the lab is just part of what Michelle does at Washington University. As a member of both the Behavior-Brain-Cognition and Clinical programs, she balances brown bags and classes with clinical training and seeing clients at the St. Louis Veterans Affairs Hospital. And just in case the two Psychology programs weren’t enough, Michelle also joined the Cognitive, Computational and Systems Neuroscience training pathway, an interdisciplinary training program for brain scientists completing PhDs in Psychology, Neuroscience, or Biomedical Engineering. Through that training program, she has educated the public about neuroscience at the St. Louis Science Center. For relaxation, she serves as captain of the department’s intramural soccer team.

Throughout her undergraduate and graduate career, Michelle’s work has been recognized by the University. As an undergraduate, she received the prestigious Lien Honorary Scholarship in the Social and Behavioral Sciences, and as a graduate student she has received the equally impressive Olin Fellowship for Women. The National Science Foundation concurred with the University’s judgment, granting Michelle a highly selective NSF Graduate Research Fellowship.

In person, Michelle is known for the 1000-watt smile she flashes when she has an exciting idea or good news to share. She’s always ready to carve out time from her very busy schedule to help out her colleagues, whether it’s discussing a hypothesis, debugging a program, or testing a new paradigm. And she’s definitely the one to know if you’re learning the ropes—after all, she’s seen it from both the undergraduate and graduate perspectives.
Would you be able to memorize the order of a shuffled deck of cards so you could name each card in order? If you could, how long do you suppose it would take you? Many people might think it a hopeless task. Some people might believe they could memorize a deck, but would estimate that it would take a long time (say, an hour or more). However, for some individuals, those who compete in mind-sports, this has become a relatively easy task. Simon Reinhard of Germany holds the world record in speed cards, as the task of memorizing a deck of cards is known, with a time of 21.19 seconds! You can see him perform on YouTube http://www.youtube.com/watch?v=sbinQ6GdOVk or googling his name (although the current on-line version shows his 21.9 second world record, since broken). For memory athletes, the limitation to how quickly cards can be memorized is how nimbly they can be shuffled between the memorizer’s hands.

A different version of the card task provides contestants with an hour to memorize as many decks of cards as possible; Ben Pridmore of England was able to recall 28 decks (1,456 cards) in perfect order! This world record seems an especially impressive accomplishment considering that the exact same cards repeat 28 times across decks.

How do Reinhard and Pridmore and many other memory athletes perform these remarkable memory feats? Are they born with photographic memories? No, that’s not the case. In fact, these individuals would tell you that they had normal memory abilities before they began memory training, which involves implementing basic mnemonic techniques that have been known and used since the times of the ancient Romans and Greeks (e.g., the method of loci and the development of memory palaces using imagery).

Over the past 3.5 years, thanks to a grant from Dart Neuroscience, our research group -- Dave Balota, Kathleen McDermott, Roddy Roediger (PI), and I -- has enjoyed the unique opportunity to evaluate some of the top mental athletes in the world. The primary goal of the project is to evaluate the cognitive mechanisms that underlie the memory athletes’ performance and to compare their abilities to control groups that are very good in their own right (Washington University undergraduates and people who participate in a different kind of mind sport, like Jeopardy!). Mind-sport competitors have undoubtedly demonstrated superior abilities in memorizing lists of words, face-name pairs, and digits, to name a few (for the full list go to: world-memory-statistics.com/disciplines.php). However, do they also show exceptional abilities in domains outside of tasks that involve memorizing? We have been particularly interested in their ability to focus their attention and to concentrate, a construct called attentional control. Most mental athletes claim to have ordinary memory abilities outside of these tasks, so it is possible that these techniques are only beneficial for learning in certain domains.

Our project partly involves evaluating mental athletes on tasks outside of their trained domains. So far we have brought seven of the top memory athletes to Washington University to have them participate in a three-day battery of tasks. They completed a wide variety of tasks across a number of domains from list memory and face-name memory to attentional control and personality measures. The memory athletes were compared to a control group of W.U. undergraduates who completed the same battery of tasks across three days. Not surprisingly, on the memory tasks the mind-sport competitors vastly outperformed control subjects. Interestingly, however, we also found that the mind-sport competitors performed much better on some tasks they had never seen before. In particular, in tasks like the Stroop color naming task (seeing the word blue in red ink and having to name the ink color, to say red), they showed great ability to ignore the word and name the ink color, relative to undergraduates.

We believe that memory athletes have exceptional attentional control in addition to (or as part of) their exceptional memory abilities. Compared to most of us, they can focus and concentrate without distraction, and they also do well on measures of working memory. We will continue to evaluate these mind-sport competitors. In addition, we have helped organize an international memory tournament sponsored by Washington University and Dart Neuroscience in San Diego this April 26-27, 2014 (extremememorytournament.com/).

To see videos of USA Memory Champion Nelson Dellis in action during his visit to Washington University in St. Louis go to psych.wustl.edu/memory/Dellis/
Jacoby wins Lifetime Achievement Award for Contributions to Experimental Psychology
By Wash U Record

The Society of Experimental Psychologists (SEP) has awarded its 2013 Norman Anderson Lifetime Achievement Award to Larry L. Jacoby, PhD, an internationally recognized scholar of human memory and a professor of psychology in Arts & Sciences at Washington University in St. Louis.

Citing "his imaginative investigations of unconscious influences on memory: the nature of memory attributions and the effects of cognitive aging on memory," the society presented Jacoby with the award at its annual banquet at Brown University in Providence, R.I.

Founded in 1904, the society is an honorary elected group of about 200 psychologists. The Norman Anderson Lifetime Achievement Award is given to senior individuals with outstanding records of sustained contribution to experimental psychology.

"Dr. Jacoby is hugely deserving of receiving this honor," said SEP secretary-treasurer Robert Nosofsky. "For decades, he has made extraordinarily creative, insightful and significant contributions to the study of memory and to the distinction between consciously controlled and automatic cognitive processes.

"Among his numerous major contributions involves his insight that individual cognitive tasks do not provide pure measures of single processes. Through ingenious experimental and modeling techniques, Jacoby has enormously advanced our ability to measure the joint roles of consciously controlled and automatic processes in varieties of task performance. The applications of his ideas are extremely far reaching, allowing researchers to better understand age-related differences in memory, fundamental issues in the domain of social psychology, and a variety of intriguing memory illusions."

Jacoby earned his doctoral degree in psychology from Southern Illinois University Carbondale in 1970 and took his first faculty job at Iowa State University. In 1975, he moved to McMaster University in Canada, where he would remain for much of the next 25 years. He joined Washington University as a professor of psychology in Arts & Sciences in 2000.

In a career spanning four decades, he has made numerous influential contributions to both cognitive and social psychology, especially in the areas of human memory and cognitive aging.

In the 1970s, Jacoby worked on topics of transfer of information from short-term to long-term memory and on the levels of processing approach to memory. Both these topics were at the cutting edge of research in the 1970s, and he made significant contributions to them. In the 1980s, he turned his attention to an emerging field that came to be called implicit or indirect measures of memory.

One of the main starting points of this revolution in the study of memory came from a 1981 paper that Jacoby co-published in the Journal of Experimental Psychology: General, which showed, for the first time, that variables that have huge effects on standard explicit measures of memory such as recognition have either no effect or an opposite effect on implicit measures of memory – in this case, a word identification test.

Jacoby and colleagues published many other impressive investigations on this topic, including pioneering studies of "memory attributions" that examined the influences of implicit forms of memory and how they could occasionally intrude into conscious decisions, and vice versa. For example, his work on the false fame effect or "becoming famous overnight" showed that when people are exposed repeatedly to a nonfamous name, such as Sebastian Weisdorf, and then time passes so that they no longer explicitly recollect having seen the name, they would later judge the name as being famous.

In 1991, Jacoby made one of his most important contributions when he published a paper on the ingenious process dissociation procedure, which permits separate estimates of the contributions of controlled and automatic processes in a variety of tasks, and has had a huge influence on research in several fields of psychology. The paper has been cited more than 2,500 times.

Around this time, Jacoby also initiated his studies of cognitive aging, which during the past two decades have used a number of novel techniques he developed to illuminate the interplay between conscious and nonconscious memory processes in older adults, including demonstrating that older adults are particularly susceptible to false fame effects as well as other memory errors and illusions.

At Washington University, Jacoby directs the Aging, Memory and Cognitive Control Lab in the Department of Psychology. Research in the lab focuses on questions related to cognitive control and to subjective experience, especially the distinction between consciously controlled and automatic processes. Other research investigates age-related differences in memory and perception, memory illusions and cognitive factors influencing learning and education.
Chair’s Corner

This is my last year as Chair of the Psychology Department. I’m stepping down after a decade in this office, happily turning over the reins to Professor Deanna Barch, who will be starting as chair this summer. At the same time, I’ll be starting a year-long sabbatical, in which I plan to write a book, do a bit of traveling, and attend my kids’ soccer games, basketball games, and tennis matches; I’ve missed a lot of those while being chair. Deanna has big plans and lots of enthusiasm and energy that she will bring into the chair’s office, and so I am confident the department will be in good hands. Incidentally, Deanna will be the first woman chair in the history of our Psychology Department, and to this I say, “It’s about time!”

I’ve always felt that one of the main jobs of the chair was to support and facilitate the faculty; my job was to help them do their jobs. Much of my time in the chair’s office has been devoted to thinking about ways to make this a better place for teaching and research to happen. I’ve tried to focus on what faculty and graduate students need to become better teachers and more effective researchers, and what might improve the situation for everyone who is connected to our department. I’ve been quite fortunate in this endeavor, mainly because I’ve encountered so few problems along the way. Our psychology department is a very collegial place, where faculty not only get along with each other, but they also respect and support one another. The department staff are also all very capable and hard-working; they really did a lot of the heavy lifting, making me look more competent than I deserve.

With the faculty getting along and the staff taking care of the day-to-day business, I was free to think about ways to do things better. And for this freedom I want to express my gratitude to all the faculty and staff. I’ve also been fortunate to have the support of the Dean of Faculty (or make that plural, deans, as there have been four of them in the past 10 years). At any rate, all this is by way of saying thanks to all the many people who have made my job pleasant and interesting. It has been a real honor and privilege to chair such a fantastic department.

Someone once said that becoming department chair is an occupational hazard of academic life. Wanting to become chair pretty much disqualifies someone from being asked, which then guarantees that the job will go to someone who does not particularly want to do it, who has no training in management, and who knows very little about budgets and the like. It is surprising that such an administrative system even works, though it usually does. Nevertheless, I would say that, if I had to chair a department at some point during my career, this has been the absolute best department to do so.

So this will be my final Chair’s Corner for our newsletter. I’ve always used this column as a chance to reflect back over the year and to update friends and alumni on important events and changes in the department. I’d like to use the remainder of this column to do essentially the same thing, but over the past decade.

I started as department chair in 2004, and a priority for me was to continue to grow psychology at Wash U. Shortly after becoming chair, we were approved to build a 16,500 square foot addition onto our existing building. It took two years to get that designed and built, and then an additional seven years to fill it up with outstanding new faculty members. We added two new classrooms, a large laboratory in the basement, four new conference rooms, six new faculty offices, and four new faculty laboratories. It is filled up now and, physically, we are pretty much at capacity.

But people are more important than buildings, and so my proudest accomplishment in this past decade is having hired 13 new faculty members in our department. Interestingly, despite all this hiring, our total number of tenure track faculty has grown only slightly (from 29 in 2004 to 32 in 2014). This is because a lot of that hiring was to replace faculty who were lured away by other universities or who retired. On the one hand, it is a bit frustrating to realize we did all that work only to grow the faculty census by three. On the other hand, the overall composition of our faculty is now, on average, much broader and stronger than it was a decade ago. We currently have an outstanding group of faculty in Psychology. All are excellent researchers in their areas of expertise, competent in the classroom as teachers and mentors for our grad students, and all are good citizens and helpful colleagues in the department and at the university. I am particularly excited about the younger faculty members who have just joined us in recent years, as they will determine the future or our department. During this past decade we began to see some fruit from all our labor to improve our department. In 2007 the Chronicle of Higher Education ranked our Psychology Department at number four in the country, right behind Harvard, Yale, and Carnegie Mellon’s psychology departments. A few years later, in 2010, the National Research Council (NRC) came out with their extensive study of graduate departments. Their evaluations were based on objective criteria, such as number of faculty publications, citations, and research funding. The NRC did not provide rankings, but instead released their raw data along with some preliminary analyses.

Across the different criteria, our department came out in the top 5% to 15%, depending on the category. To put this in perspective, 18 years ago, in 1996, our psychology department was ranked by the NRC at #65 among the top 185 psychology departments in the country. So we have come a long way in the past couple of decades, and it has been a very exciting and rewarding time to be a part of this department.

During my time as chair we have also tried to make this a more exciting and interesting place for our undergraduates. We have broadened our undergraduate curriculum beyond the basics, and have had courses with such titles as “Hypnosis,” “Drugs and the Brain,” “Understanding Cognitive Illusions,” “Positive Psychology,” “Sleep,” “Environmental Psychology” and “The Psychology of Adulthood.” I like to think we offer our undergraduates quality courses that broadly represent all the different areas of psychology. Each year we have
approximately 3,500 students enrolled in psychology courses, making us one of the largest departments at Wash U (in terms of student contact). For our majors, we introduced a Supplemental Concentration program, which allows our majors to take further specialized courses in a particular concentration area, beyond the minimum courses required to graduate. Our undergraduate club and honor society, Psi Chi, is a large and active group that sponsors activities for students interested in various aspects of psychology. Over a hundred undergraduates a year participate with faculty members in laboratory research for Independent Research credit. Plus we have a thriving and rigorous Honors program for majors wishing to achieve this modifier to their degree.

At the graduate level, our department is also doing quite well. The number and quality of applicants to our Ph.D. programs increases just about every year. Our grad students come from excellent undergraduate institutions, have outstanding scores on entrance exams, and are well prepared to succeed in our training environment. The department manages three separate NIH-funded pre-doctoral training programs, which is a fantastic achievement for a department our size. Our four Ph.D. programs have also each expanded in the past decade. Our clinical program has shifted focus to a "clinical scientist" model, and we were among the first departments in the country to receive accreditation by the new Psychological Clinical Science Accreditation System. Our Brain, Behavior, and Cognition program continues to be one of our larger programs, with strong connections to the neuroscience community as well as new research programs and centers on learning and teaching. Our developmental program, always strong in lifespan development and aging, now also has a couple of faculty who study children. Our personality and social psychology program doubled in size in the past decade, with faculty who study relationships, personality change, and emotion.

When I began as chair, in an effort to really get to know the department, I wrote a small book on the history of the psychology department at Washington University. That project gave me some insight into the traditions of scholarship and education we have had over the years. It also put into perspective our current reputation and national standing. We have always been a strong department, even when it consisted of only a half-dozen faculty members. Throughout our history we have had faculty who published in top journals, produced graduate students who went on to solid careers, and who were excellent teachers at the undergraduate level. We have had a long tradition of research on education and learning, a tradition that continues in the guise of contemporary memory research and cognitive neuroscience. We have always been grounded in the traditional scientific method, making us more similar to the natural sciences than other social sciences. This tradition also continues, with each and every one of our current faculty members supervising an active laboratory. We have always had a strong quantitative orientation in our approach to psychological science. This traditional also continues, as can be seen from observing the publications of the faculty or the many conference proceedings that are posted around the building. It also continues in our undergraduate curriculum, where we require that psychology majors take courses in statistics and research design. So, almost a century ago, we made a choice to pursue psychology as a rigorous laboratory-based discipline. This has affected what we teach, what contributions our faculty make to knowledge, and the kind of training we provide to graduate students. This commitment to psychology as a science has paid off, as can be seen in our national rankings as a department, in the success our graduate students enjoy on the job market, and in the fact that we are one of the most popular majors on campus.

And so, as I prepare to vacate the chair’s office, I feel fortunate to have come along at this point in the history of the psychology department at Wash U. There has been such positive momentum here that, honestly, much of the time I just tried not to get in the way. Okay, once in awhile I could nudge things this way or that, but really this department has seemed destined for success through the many good people associated with it over the years. As I prepare to rejoin the ranks of ordinary professors, I cannot help but feel some pride of membership in this special group.
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<tr>
<th>Principal Investigator</th>
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<td>Carpenter, Brian</td>
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<td>Zacks, Jeff</td>
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<td>Transcranial Direct Cortical Stimulation (tDCS) Facility</td>
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Each faculty, graduate student and post-doc was asked to submit a single publication from 2013 to list. If you are interested in receiving a copy of any article, please drop a note to the author at their email address or mail them at the 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; italic bold are Psychology predoctoral students or Post Docs

Publications in Refereed Journals


Westbrook, A., Kester, D., & Braver, T. S. (2013). What is the subjective cost of cognitive effort? Load, trait, and aging effects revealed by economic preference. PloS one, 8(7), e68210. doi:10.1371/journal.pone.0068210.t004

Psychology Department 2013 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 A.
- Berman, Barry
- Carlson, Erika
- Charlton, Margaret
- Collins, Jennifer R.
- Cosworth, Renee B.
- Cowen, David S.
- Du, Wanjiang
- Ellis, Henry C.
- Gard, Betsy A.
- Grayson, Joann
- Hoppe, Carl F.
- Kang, Sean H.
- Keithler, Mary Ann
- Koenig, Kathryn E.
- Lamp, Robert E.
- Lichtenberg, Peter A.
- Long, Patrick B.
- Mannino, Jean E.
- McDermott, Kathleen B.
- Milich, Richard S.
- Oltmanns, Thomas
- Onken, James B.
- Powers, David V.
- Provine, Robert R.
- Rickert, Charles G.
- Roediger, Henry L.
- Simons, Daniel J.
- Stumpf, Christen M.
- Waldman, Kenneth R.
- Walker, Lisa Odierna
- Wier, Craig C.
- Wilkaitis, Jerome W.
- Wilson, Robert E.

John Stern Memorial Fund for Undergraduate Research
John was a strong believer in exposing undergraduates to psychological research and encouraging involvement in lab work.

- Kleinman, Kenneth and Sheila
- Watson, Betty U

Making a gift online to the Psychology Department is easy by going to the following link. [https://gifts.wustl.edu/giftform.aspx](https://gifts.wustl.edu/giftform.aspx)
Please note where it says “Where would you like to direct your gift?” please INDICATE Other under Special Programs, then type Psychology Department in the My Designation 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 “Additional Gift Information” section. This fund will be used exclusively to support undergraduate research.
Classmate Update

40s
Liese Rapozo, LA ’48 who lives in Pacifica, California writes “our classmates are dwindling. We continue to participate in running/walking events and help to put them on. Sometimes even meet up with [WU] “Bears”. It’s easy to place … little competition at our age. Also continue volunteering at SFO Airport at the Information Booths. We were excited to be involved with the America’s Cup Yacht Races. Have to settle for helping the racers as our yacht has yet to materialize. And there are grand and great grandkids to enjoy. There’s gardening too, that’s a lifetime all-consuming hobby. Nothing like fresh veggies and fruit from the yard. We’ve been blessed.”

50s
Kathryn Koenig, MA ’54 is retired from York University and is living in Toronto, Canada. After leaving Wash. U. she entered the Joint Program in Social Psychology at the University of Michigan. Kathryn obtained her Ph.D. in Social Psychology. In 1965 she joined the Psychology Department of York University in Toronto, where she was very involved with the planning, and development of the program. Kathryn has been retired since 1995 and since 2002 has had very little to do with the academic world. She is a dual citizen of U.S. and Canada and loves living in Toronto.

60s
Robert L Williams, PhD ’61 has been invited and is submitting his works to the Center of History of Psychology. He was inducted into the Arkansas Black Hall of Fame in 2011. Bob’s fifth book, Raising Black Kids to be OK has been recently published at The University of Akron, Akron, Ohio. Lastly, Bob is “completing my memoirs as I am rapidly approaching age 90.”

James Burmeister, MA ’67 recently retired from Washington University after almost 60 years. “I’m still in the office 2 mornings a week. It’s hard to break old habits”

Ronald Oppenheim, PhD ’67 retired last July as Professor of Neurobiology and Anatomy and Director of the Graduate Neuroscience Program at Wake Forest University. He is currently an Emeritus Professor at the same institution and is working on a biography of his Ph.D. mentor and renowned Professor of Biology at Washington University, Viktor Hamburger.

Hannah Niedorf, PhD ’69 did post graduate training at the Boston VA Hospital (one year), Clinical Child Psychology training at Judge Baker Child Guidance Center, Boston (2 year’s) and was staff psychologist at Quincy Community Mental Health Center (2 years) cum Boston Family Institute Training Program. Hannah emigrated to Israel in 1974. From 1975 – 1990 she worked for the Jerusalem School Psychological Services as the psychologist in a school for children with cerebral palsy, and as supervisor of school psychologists. Currently, Hannah is Chairperson for an advocacy NGO, The Jerusalem Council for Children and Youth, setting up preventive community projects to fill gaps in the service system. Hannah also continues to have a small private practice as a psychotherapist. She lives in Jerusalem, Israel.

William Orr, PhD ’69 is a Clinical Professor of Medicine, at the University of Oklahoma Health Sciences Center, and President and CEO of the Lynn Health Science Institute, both in Oklahoma City, Oklahoma. Dr. Orr has published extensively and has over 200 publications on topics ranging from gastroesophageal reflux disease (GERD), irritable bowel syndrome (IBS), anal rectal functioning and fecal incontinence and the role of sleep in the pathogenesis of reflux esophagitis. Dr. Orr has been involved in clinical GI assessments for over 25 years in both upper and lower GI conditions and he has authored textbook chapters on the organization and operation of a GI Motility Laboratory.

Dr. Orr served at Walter Reed Army Institute of Research in Washington, DC from 1969-1972. These were followed by positions at The University of Oklahoma Health Sciences Center, at Presbyterian Hospital as the Director of the Department of Clinical Physiology and at Baptist Medical Center of Oklahoma as Director of Research, all in Oklahoma City, Oklahoma. Dr. Orr has served on the board of directors of the National Sleep Foundation and the Educational Affairs Committee of the American College of Gastroenterology. He is currently on the Board of Directors of the Oklahoma/Arkansas Regional Alzheimer’s Association.

In addition, he is a Diplomate of the American Board of Sleep Medicine, and he has been awarded Fellowship status in the American Gastroenterology Association. He was recently awarded recognition as a “Significant Early Contributor to Modern Sleep Medicine” by the Sleep Research Society, and he received a service award from the National Sleep Foundation in 2006.

70s
Avner Falk, PhD After receiving my Ph.D. in 1970, I returned to Israel, served as a senior and supervising clinical psychologist at several mental health centers in Jerusalem, was a clinical lecturer in psychiatry at the Hebrew University and Hadassah Medical School in Jerusalem, and practiced psychotherapy until 1995. I am also an independent scholar and have published ten books and dozens of articles in the fields of psychohistory, political psychology, psychobiography and psychogeography. In 1987 I was a Resident Scholar at the Rockefeller Foundation’s Bellagio Center in Italy. You can see more details here https://sites.google.com/site/avner1943

Robert Provine, PhD ’71 published three research articles in 2013 describing the evolution of the uniquely human capacity to cue health and emotion via the whites of the eyes. He was a speaker at the 6th Festival of Brilliant Minds: Dangerous Ideas in Puebla, Mexico, and in 2014 will be keynote speaker at the European meeting on Affective Neuroscience. The paperback edition of his new book "Curious Behavior: Yawning, Laughing, Hiccapping, and Beyond," will be published by Harvard University Press in spring, 2014. "Curious Behavior" has received over 25 rave reviews, is being translated into five languages, and was selected by the American Association of Publishers as the best book on Neuroscience and Biomedicine in 2012.
Harry J Berman, PhD '74 returned to work after a brief retirement and is now serving as Executive Director of the Illinois Board of Higher Education (IBHE). The IBHE is the coordinating board for postsecondary education in Illinois, with statutory responsibility for master planning, program approval, institutional data, and for developing the state higher education budget. Previously, Harry had a long career at the University of Illinois - Springfield including service as Provost for six years and interim chancellor for one year.

Craig Weir, PhD '74 started a post-doc at the Psychophysics Lab at Harvard with Dave Green ('74-’76). He then left for Northwestern University to establish a computer lab for hearing research ('76-’77), to the University of Arizona for a year to acquire audiology credentials ('77-’78), then to the University Washington for a tenure-track assistant professor position ('78-’83). Ever the traveling man, Craig then went to the University of Texas, Austin for a tenured associate professor position ('83-’88). Weary of academia’s stress and low pay, he decided to try the private sector refurbished as a human-computer interface specialist.

Craig found employment with a large electronic-design automation firm (Mentor Graphics) in Portland, OR for 5 years ('88-’93) redesigning the user-interface across their suite of products. He then went to Washington, DC to be a program manager at the Advanced Research Programs Agency (ARPA), where he created a human-computer interface program ('93-’95). In ’95 he left DC with the start-up bug, took a job in Silicon Valley as VP Product Development, got fired, and left with two colleagues to start a venture-backed, web-based collaboration product company (Intraspect) as VP Marketing. Craig left Silicon Valley in ’98, moved to Orcas Island in WA, for a final year working remotely for Intraspect. Along with his wife, Craig formed eLiers, Inc. doing contract design and customization work for various customers from Sun Microsystems and the University of Wisconsin in support of their Intraspect installations. Craig retired in 2005 and now lives in Port Townsend, Washington where he participates in the community’s civic life, invests in local food & farm endeavors, hikes and enjoys the rich communal life on the Olympic Peninsula.

Alfreda Brown, MA 1975 is the Executive Director of the St. Louis Regional Higher Education Recruitment Consortium (STLHR ERC), responsible for providing overall leadership and developing processes, policies and practices to maintain and expand the organization. HERC is a national network of universities, colleges and affiliated institutions created to recruit and retain professional and staff from diverse backgrounds and dual career couples.

Robert Ivnik, PhD '75 completed a post-doctoral fellowship in Clinical Neuropsychology in the Neurology Department at the Univ. of Wisconsin-Madison after obtaining his PhD in Clinical Psychology. He then “introduced” Clinical Neuropsychology to the Mayo Clinic in Rochester in 1977, where it has flourished. Robert was the first of what are now 17 ABPP Clinical Neuropsychologists at the Mayo Clinics in Rochester (MN), Jacksonville (FL), and Scottsdale (AZ). Academically, he is a Professor of Psychology in the Mayo Clinic College of Medicine. “I am reducing my time in 2014 and starting to think seriously about retirement, while I will give more attention to my wife of 40 years, two children, their spouses, and four beautiful grand-daughters.”

Joann Grayson, PhD ’75 retired from full-time teaching at James Madison University on September, 2011. Joann now teaches part-time (lower-level field work students) and administers a grant (the Virginia Child Protection Newsletter) as well as has a full-time private practice of clinical psychology. Joann’s husband Phil is retired but also teaching part-time in the theatre department at Eastern Mennonite University. Their daughters are grown, the youngest, Erika, is a theatre faculty member at SUNY Plattsburg. The oldest is a herpetologist and does research at VCU. They have one granddaughter, Grace who is 3.

Edward A. Wise, B.S., ’75 (U. Wyoming, Ph.D., 1980) is the President of Mental Health Resources, a multidisciplinary private practice that provides two intensive outpatient programs, in addition to traditional services. He received the 2013 Florence Halpenny Award for Distinguished Professional Contributions to Clinical Psychology from the American Psychological Association and the Society of Clinical Psychology for contributions leading to the understanding and amelioration of important practical problems and outstanding contributions to clinical psychology. He previously received the APA Award for Distinguished Contributions to Independent Practice.

Carole Benbassat, MA '76 is enjoying retirement after 30 years mostly as a computer consultant. Her daughter is a high school junior and they are trying to keep up with her. Carole lives near Philadelphia and often goes to the museums there. “This is an enjoyable stage of our lives”.

Eric Wish, PhD '77 has directed the Center for Substance Abuse Research (CESAR) at the University of Maryland in College Park for the past 23 years. “The fine interdisciplinary faculty I trained with at Washington University; including Dr. Lee N. Robins, Dr. Aaron Rosen, Dr. Arthur Shulman and Dr. Marvin Cummins, were invaluable to launching my career in substance abuse research.”

William M. Behrendt, PhD '78 is currently the Vice President for Human Resources for The University of Texas Southwestern Medical School in Dallas, Texas. Bill is also a certified Executive Coach, and faculty member of UT Southwestern, and UT Dallas.

Laura Schweitzer, PhD '79 was presented the annual Carole J. Bland Phronesis Award by the Association of American Medical Colleges (AAMC) Group on Faculty Affairs (GFA). The award was established to commemorate the legacy of Dr. Carole Bland, former assistant dean for faculty development at the University of Minnesota Medical School, and serves to honor members of the faculty affairs community who exemplify the spirit of phronesis – or, seeking and enabling the development and success of others -- through dedicated and selfless promotion of faculty vitality. Having previously held key leadership positions at SUNY Upstate, Syracuse University, Bassett Healthcare and the University of Louisville, Dr. Schweitzer is now the President of Union Graduate College in Schenectady, NY.

80s

Vincent Caimano, PhD ’82 founded Support Groups Central in 2009 after many years of working as an organizational psychologist for a major aerospace firm, a few large consulting firms and in his own practice. Support Groups Central provides a proprietary web conference technology platform to organizations that wish to work with small groups.

Philullivan Platte, BA ’78, MA ’82 is vice president for advancement at Great Circle, a behavioral healthcare organization in Missouri serving 11,000 children and families each year. Phillury and her husband are living vicariously through their son in the MFA program at Columbia University in NYC. “... brings back many fond memories of Eads Hall circa 1980-84!”

Harry J Berman, PhD '74

Alfreda Brown, MA 1975

Robert Ivnik, PhD '75

Joann Grayson, PhD ’75

Edward A. Wise, B.S., ’75 (U. Wyoming, Ph.D., 1980)

William M. Behrendt, PhD '78

Laura Schweitzer, PhD '79

Vincent Caimano, PhD ’82

Philullivan Platte, BA ’78, MA ’82
Depressed, Frail Older Adults.

Patient-Oriented Career Development Award (K23) from the NIMH entitled, "The Phenomenology and Antidepressant Treatment of Columbia University College of Physicians and Surgeons and the New York State Psychiatric Institute. He was awarded a cive-year Mentored Grant!

Julia Strand, PhD '10

Elena cinished a one-year postdoc in addictions at Mizzou, and was an assistant professor at Florida Gulf Coast University for two years.

Julia Strand, PhD '10 is an Assistant Professor at Carleton College. She is conducting research on audiovisual integration and spoken word recognition and teaching courses including Sensation & Perception and Perceptual & Cognitive Expertise.
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.

Post-doc updates
F. Richard Ferraro, Ph.D. is currently the Chester Fritz Distinguished Professor and the Director of the General/Experimental PhD Program in the Dept. 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 Dept 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 & Aging, Cognitive Psychology, and Neuropsychology at the grad and undergrad level and sit on the editorial boards of many psychology and Alzheimer’s-related journals. “Virtually none of this would have been possible without my 3 years at Washington University. I could not be more happy with how things turned out.”
Rick's arthritis became more and more disabling. He underwent knee replacement surgery and then moved to Cincinnati to enter a supervision, and career paths. For the last 20 years of his career, Rick wrote mainly articles on clinical practice, such as clinical decision-making, psychoanalysis with borderline patients: “When applied, it makes these people really squirrely.” After retiring Rick still spent time in the department, and volunteered to teach a course from time to time. He was best known for his undergraduate course in “Abnormal Psychology” where he developed the classroom technique of having students portray “pseudo-patients,” always a big hit with the our undergraduates. In 2004 he was the inaugural winner of the departmental teaching award. At the graduate level, he chaired over 60 doctoral dissertations, a record likely to never be broken. Plus he provided clinical supervision to countless numbers of graduate students. Rick also was a scholar, with his contributions falling into 3 broad areas. Early in career he produced numerous papers on body image and body image disturbances in various psychopathologies. Toward the middle of his career Rick wrote mainly articles on clinical practice, such as clinical decision-making, supervision, and career paths. For the last 20 years of his career he produced several papers on hypnosis. After a few years of retirement, Rick’s arthritis became more and more disabling. He underwent knee replacement surgery and then moved to Cincinnati to enter a retirement community close to his family. He died unexpectedly of cardiac arrest on August 26, 2013 at the age of 76.

John Popplestone PhD ’58

John Popplestone was a graduate of our Ph.D. program in 1958 and co-founded the Archives for the History of American Psychology at the University of Akron with his late wife, Marion White McPherson. John passed away on Sept. 15, 2013. John started the Archives in the basement of the Psychology Department at the University of Akron, and it became his lifelong project (see the APS Observer story on the Archives at psychologicalscience.org/index.php/uncategorized/basement-of-dreams-psychologies-history-is-alive-and-well-in-akron.html). Now called the Center for the History of Psychology, it has its own building, has a large and ever-expanding computer-searchable archive of important documents and artifacts in psychology, and runs its own educational program (http://www.uakron.edu/ahap/).

A few more connections between Wash U and the Center are that all of Saul Rosenzweig’s works including correspondence and collected documents, including two letters written by Freud and one by William James, have been deposited. Roddy Roediger gave a talk there last May, and Robert Williams, Professor Emeritus of our department, gave a talk there in Oct of 2013.
2013-2014 Psychology Latin Honors class

**Front row, left to right:**
Sarah Heuckeroth, Jordan Levine, Elizabeth Edershile, Professor Mitch Sommers

**Back row, left to right:**
Ana MarkdaSilva, Gabrielle Dinkin, Lauren Patrick, Sydney Ariagno, Jennifer Siegel, Cecilia Votta

**Missing:** Robert Yu
Psychology Word Search

Composed by Tommy Larsen

WORD LIST:

AMNESIA  AMYGDALA  ANCHORING  ATTACHMENT  AXON  BIGFIVE  BONDING  DOPAMINE  EIGENVALUE  ENGRAM

EXPECTANCY  FIXEDRATIO  HETEROSCEDASTICITY  HIPPOCAMPUS  HYPERLEXIA  INCENTIVIZE  METAANALYSIS  MNEMONIC  NARCISSISM

OPERANT  PARANOID  PERSONOLOGY  PHONEME  PLACEBO  PREOPERATIONAL  PSYCHOLEXICOLOGY  PSYCHOTIC  SULCUS
Awards & Highlights

Outstanding Teaching and T.A. Awards

Each year the Psychology Department recognizes exceptional teachers from among the faculty, as well as outstanding teaching assistants. Nominations are made by faculty, graduate students, and undergraduates.

The Outstanding Teaching Award recipient for the 2012-2013 academic year was Jan Duchek. This is the third year that Jan has been nominated and the second time she has received the award. Jan Duchek teaches Developmental Psychology as well as Experimental Psychology and Introduction to Psychology. One of her undergraduate nominators said “She sparked my interest regarding the interdisciplinary nature of the field [of developmental psychology].” Another commented: “She is the only professor I’ve had who could engage an entire lecture hall and learn a large percentage of the students’ names.” Yet another gave the unsurprising assessment that Professor Duchek “was loved by all.”

Both Julia and Hannah received the award for their exemplary performance as TAs for Abnormal Psychology in Fall 2012. Among Julia’s achievements was a voluntary lecture she gave on social phobia, one of her own research topics. Students found it extremely useful to meet with Julia about material that was confusing to them. She was also recognized for submitting excellent exam questions, and for accurate and sensitive grading.

Hannah’s balanced approach to her responsibilities was cited as a major factor that merited her receipt of the award. The course instructor said that in interactions with students, Hannah was “firm but fair...and professional but warm.” She cared about students learning the material, and her office hours were well attended. She also did an exemplary job of balancing being independent and knowing when to ask for additional guidance.

Todd Braver learned recently that he will receive a MERIT award from the National Institutes of Health. This prestigious award is designed to give productive and creative scientists long-term support without the burden of constantly having to apply for new grants to fund their research. Candidates for this award are nominated internally at NIH, and these awards are reserved for scientists whose work is “distinctly superior.”

Leonard Green was the recipient of the Chancellor’s Award for Outstanding Contributions to Undergraduate Research in April 2013. He was also appointed to the Editorial Board of the Journal of Experimental Psychology: Animal Behavior Processes (2013-2015).

Joshua Jackson was a 2013 winner of the University Research Strategic Alliance (URSA) grants. URSA grants provide one-year seed funding to encourage the formation and efforts of new groups of investigators working on new research or using new approaches to solve problems. The program strives to foster collaborations across disciplines, departments and schools.

Larry L. Jacoby, an internationally recognized scholar of human memory and a professor of psychology in Arts & Sciences at Washington University in St. Louis, was awarded the 2013 Norman Anderson Lifetime Achievement Award by the Society of Experimental Psychologists (see related story).

Dr. Jacoby was also honored by the Association for Psychological Science with a William James Lifetime Achievement Award at the 25th Annual Meeting of the society in Washington, D.C. in May, 2013. This is the Society’s highest award.

Kathleen Mc Dermott was elected to the Society for Experimental Psychologists.

Tom Rodebaugh received the Graduate Student Senate’s Special Mentor Recognition for 2012-2013.

Jeffrey Zacks was elected to the US National Committee for Psychological Science.

POST DOCS


STUDENTS

Dean’s Award for Teaching Excellence
Each spring the Dean of the Graduate School of Arts & Sciences recognizes outstanding teaching assistants with a $1,500 cash prize and certificate of encomium. TAs are recommended for the award by their department.

Julia Langer was one of 15 teaching assistants recognized. Julia is now a 5th year Ph.D. candidate whose research area is eye contact and social anxiety disorder. An example of why Julia deserves recognition was her recent TA performance in Abnormal Psychology, where she carried an exceptionally large workload consisting of office hours, creating test questions, grading, and meeting with students in this course of 189 students. “Julia’s
performance in this class was [...] stellar...I found her attention to
detail and clear communication incredibly helpful...[Her]
voluntary guest lecture on social phobia was outstanding; she
integrated cutting edge social phobia research with clinical
vignettes that made the topic interesting and accessible to
students...I would welcome Julia as a teaching assistant in any
future class.

Andy Aschenbrenner received NSF Honorable mention in The National Science Foundation's Graduate Research Fellowship Program.

Caitlin Carey was a recipient of The National Science Foundation's Graduate Research Fellowship Program for the 2012-2013 and 2013-2014 academic years.

Michelle Eisenberg was a recipient of The National Science Foundation's Graduate Research Fellowship Program for the 2012-2013 academic year.

Lameese Eldesouky received a Diversity Fund Travel Award from the Society for Personality and Social Psychology. It is a competitive travel grant meant to increase diversity within personality and social psychology and is awarded on the basis of intellectual merit.

Kelci Harris received an honorable mention in The National Science Foundation's Graduate Research Fellowship Program.

Anna Hood received the Outstanding Student Research Award at the mid-year meeting of the International Neuropsychological Society, Amsterdam.

Alicia Janos received the American Psychological Association Division 40 Society for Clinical Neuropsychology Dissertation Award for her application entitled Relationship between Serum Biomarkers and Three Month Outcome following Pediatric Traumatic Brain Injury.

Andrea Kass was awarded the Graduate Student Research Award from the Obesity and Eating Special Interest Group of the Association for Behavioral and Cognitive Therapies.

Cheri Levinson was an American Psychological Association dissertation award winner as well as recipient of a National Research Service Award from the National Institute of Mental Health for the 2013-2014 academic year.

Stephanie Peak received a grant from the Applied Social Issues Internship Selection Committee and the Society for the Psychological Study of Social Issues (SPSSI) to do research in Jerusalem for part of summer 2014. Stephanie will be working with an English summer camp called Project Harmony Israel. It is for children ages 10-17 from the surrounding communities and aims at the unification of Jewish and Arab populations through music, art, and community service.

Adam Putnam was a recipient of The National Science Foundation's Graduate Research Fellowship Program for the 2013-2014 academic year.

Andrew Westbrook received a National Research Service Award from the Institutes of Mental Health for the 2013-2016 academic years. Andrew's application was entitled: "Neuro- and Behavioral Economics of Cognitive Effort".

Robert Wilson won a National Science Foundation Graduate Research Fellowship in the Personality area.
Tammy English joined the psychology department in Fall of 2013 as an assistant professor. She received her BA from Swarthmore College and her PhD at the University of California, Berkeley. She also completed a National Institute on Aging funded post-doctoral fellowship at Stanford University. Her research is focused on emotion and emotion regulation across adulthood. In her current work, Tammy is examining how daily emotional experience and emotion regulation shift across adulthood, the impact of emotion regulation on social functioning and broader well-being, and sociocultural influences on emotion regulation. Outside of work, Tammy enjoys baking, crafting, doing jigsaw puzzles, playing with her cats, and exploring St. Louis.

Lora Lanczkowski joined the Psychology department as the Payroll Coordinator. She briefly retired from the University in 2011 to join her husband who was assigned to a project in England. During that time they traveled the country, soaked up the culture of English pubs, indulged in country shows and enjoyed English life. Prior to her brief retirement, she was the Manager of Faculty Records in the Office of Human Resources on the Danforth campus and also worked as the Payroll and Benefits Coordinator in the Department of Neurology at the Medical School. Since returning to St. Louis, Lora has enjoyed spending time with her children, grandson and three dogs.

Heike Winterheld joined the department in January 2014 as an assistant professor, after teaching at California State University East Bay for four years. Before venturing into psychology, Heike received a degree in veterinary medicine at the University of Munich in Germany. She then completed undergraduate work in psychology at the University of Hawaii, while working as a research associate in the psychiatry department at the John A. Burns School of Medicine. She received her MS in social-personality psychology from Texas &M University, and PhD from the University of Minnesota. Heike’s research examines close relationships and interpersonal processes. She aims to understand how preferences and biases associated with motivational systems (e.g., self-regulatory systems, the attachment system) shape how partners interact with each other, and how such interaction patterns can be exploited or modified to enhance relational and individual well-being. Heike enjoys browsing art galleries, and looks forward to exploring Forest Park.