



Death and Culture

VIEWS ON DEATH FROM ACROSS THE BORDER

By Isabel Gutiérrez
(PhD '09, Developmental Division)

Death is a complex phenomenon that occurs every day, all around the world, something that we all experience in our homes and with our families. In the last few years, worldwide crises such as the attacks at the World Trade Center, the tsunami in East Asia, and the earthquake in Haiti have exposed us to graphic images of death. Dealing with death can be a difficult process.

Even though death and dying are inevitable, American society seems to be fearful of death and avoids the topic whenever possible. According to Philippe Ariès, in the Middle Ages, everyone (including children) was familiar with death. Death was a public event where family and friends were often present, and children were socialized about it early on. Today, death has become taboo, usually avoided due to a need for happiness, an attitude that was born in the United States at the beginning of the 20th century. We are so concerned with collective happiness that we avoid any cause for sadness. As a result, adults seem especially uncomfortable addressing death with the young.

"Día de Muertos" (Day of the Dead)

Contrary to American society's attitude towards death, Mexicans view death as an important part of their national identity. Mexicans embrace death, something that is reflected through the different rituals that are practiced when someone dies as well as the celebrations that take place to commemorate Día de Muertos (Day of the Dead). Taking place throughout the end of October and beginning of November, it is probably the most important national holiday in Mexico. This period of remembrance is used by Mexicans to pay tribute to their loved ones who have died; it is a time when relatives who have died can visit and spend time with the living. Some of the most important elements of Día de Muertos include: the *ofrenda* (offering) that is set at the home, the visits to the cemetery, and all the preparations that take place (e.g., purchasing aromatic flowers, preparing elaborate



Families spend the night in a cemetery with their dead relatives in Arocutin, Michoacan. Here, it is customary to bring food and to decorate the graves of their loved ones.

dishes) before the main celebration on November 2nd. Due to its importance, everyone is expected to participate in this celebration, and children are no exception.

Cultural Curriculum

Mexican children are fully incorporated into all aspects of this celebration and play a very active role throughout the festivities. Día de Muertos probably provides children with one of the most relevant experiences with death. This holiday has reached such an important level that teachers are required to educate the children about the *fiesta* by having them set an *ofrenda* at school. Overall, Mexicans use Día de Muertos as an opportunity



Families gather at a cemetery in Tlapanala, Puebla, to bid farewell to their dead relatives as they make their journey back to the afterlife.

(continued on page 4)

DID YOU KNOW?

The first record of a professor of psychology on the U of I campus was in 1890, the first psychological laboratory was established in 1892, and psychology was established as a separate department in 1904.

facebook

BECOME A PSYCHOLOGY FAN

The department is looking for additional ways to connect with our alumni. In addition to our regular printed materials, we have launched a Facebook page, and you can find us on Facebook at: "University of Illinois Department of Psychology." We hope you will visit our page to keep up-to-date on important news and events taking place in the department. Let us know what news you would like us to share with you. You can send your suggestions to: alumni@cyrus.psych.illinois.edu. We look forward to hearing from you.

PSYCHOLOGY TIMES

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From the Department Head

I am happy to announce that the new Psychological Clinical Science Accreditation System (PCSAS) has just accredited our Clinical/Community Program. This follows a site visit last fall during which the site visitors told me that our department

has the best clinical psychology program in the country. This is a great honor for our department, and it is due in large part to the excellent leadership of the senior faculty in the Clinical/Community Division, most notably Gregory Miller, Wendy Heller, and Howard Berenbaum.

Our program is the first to be accredited by PCSAS, and thus we serve as a model for how science-based training can be done, in part thanks to the program being based in a first-rate department. Affiliated with, but independent of, the American Psychological Society, PCSAS was formed to foster science-based training in clinical psychology. Although the goal is not to challenge the 60-year-old American Psychological Association accreditation system, there will be some controversy. The accreditation standards from PCSAS will continue to receive additional publicity and potentially considerable impact on psychology, to the benefit of the science of psychology.

I would also like to bring to your attention that we held our annual Career Information Night on March 31, 2010. I was delighted that 24 alumni participated in the event (page 6). The undergraduate students are eager to seek the advice of our talented and successful alumni as they formulate plans for their future. What the undergraduate students discover at Career Information Night is that a psychology degree is a springboard for a wide variety of careers. Psychology alumni are a wonderful resource for our undergraduate students and I hope that you will consider participating in this very worthwhile event. I look forward to working with many more of you in the future.

The Career Information Night event was preceded by our semi-annual Alumni Board Advisory Committee meeting. The Board continues to work with me and other members of the department in creating mentoring and internship opportunities for our undergraduate majors and in reaching out to our alumni. One example of the latter is that the department now has a Facebook page; I hope that you will "Like" us to keep up with current department news. Find us by searching on Facebook for "University of Illinois Department of Psychology."

This issue of the newsletter highlights the unique research that is being conducted by Professor Dolores Albarracín, and by Isabel Gutiérrez, a PhD graduate from our Developmental Division. Their research illustrates the breadth of the areas of interests within the field of psychology and the important role that psychological research plays in our daily lives.

I hope you enjoy the newsletter. Drop by if your journeys ever bring you near East Central Illinois. You are always welcome.

David E. Irwin
 Professor and Head

Predicting and Changing Health Risk Behaviors

By Dolores Albarracín and Matthew Freeman

In the public arena, people are given a wide variety of messages aimed at changing or curbing their behavior. Exercise more. Eat less. Avoid drugs. Practice safe sex. The goals of these messages are clear and generally helpful, but the psychological consequences might be different than expected, especially when they are grouped together in sets of health conscious behaviors. Included in many packaged messages are those that might produce undesirable behaviors, or even unintentionally contradictory ones.

Action Versus Non-Action Goal

If a person is told to exercise, with the goal of decreasing obesity, that person might exercise while also increasing how much they eat. The same principle operates in HIV and sexually transmitted disease prevention: offering messages of abstinence and condom use side by side might leave people confused as to whether action or non-action is the goal. This is due in part to how our minds regulate action and non-action.

In the lab, we have found that participants presented with action words (“active,” “go”) engage in more active behaviors than participants primed with non-action words (“rest,” “stop”). Participants primed for action exercise more, eat more, learn better, and participate more in politics. In contrast, participants primed for non-action engage in these tasks to a lesser extent.

Our lab studies have also found that exposure to print messages from actual exercise campaigns increased food intake immediately, and subliminal presentation of action words associated with exercise had similar results. This indicates that television or print advertisements encouraging exercise might send someone to the fridge or pantry quicker than they send them to the gym. Without understanding the psychological effects of these messages, they might continue to negate their purpose.

Internal Concepts

Given the complex relationship between action and non-action messages, how can health campaigns be designed to more effectively deliver their messages? To understand how persuasive messages impact behavior, it is crucial to first understand how our thoughts become coherent ideas or actions.

We have found that the way you state an intention to do something to yourself is related to how likely you are to do it. For instance, work conducted in our lab has shown that just asking yourself questions about your intended behavior can be more effective than directly instructing yourself to do the behavior (e.g., “Will I do this behavior?” “Can I do this behavior?” as opposed to “I will do this behavior; I can do it”). We believe the questions increase our sense of personal autonomy and choice, leading to better task performance and engagement in goal-directed behaviors such as dieting and exercising.

Our lab is also interested in other aspects of the internal talk that humans so frequently use to motivate themselves. For example, we are currently examining whether talking to yourself in the first person (“I”) is more or less effective than talking to yourself in the second person (“you”). Two experiments suggest that “I” is more effective in motivating yourself with internal goals, whereas “you” is better motivation for goals set for you by someone else. After all, “I” is how people naturally express their desires and assert their will, whereas “you” is a common means of external control.

Implications for Health Campaigns

In public health messages and intensive health interventions, multiple messages are usually given to enact a larger health goal. This might look familiar, such as dieting and exercising to decrease body fat and increase strength or being careful when choosing sexual partners and using condoms. To the layperson, these look like multiple behaviors aimed at a single health goal. However, from our psychological research, we have found that these are sets of multiple goals that include both action and non-action goals. This idea has inspired us to understand how to predict and change behaviors in contexts that prescribe multiple behaviors. We have been trying to find out both the success of these programs in the field and the basic psychological processes that underlie their effectiveness.

One intriguing finding is that prescribing a greater number/proportion of actions (e.g., increase physical activity, use condoms) results in less compliance than prescribing a greater number/proportion of non-

actions (e.g., reduce fat intake, do not use drugs). Many animals, including humans, are more sensitive to the presence than the absence of an environmental cue, and this extends to people being more tuned to what they do than what they do not do. In our context, action goals appear to take up more mental space and therefore become more distracting to memorize and act upon than non-action goals.

This might have important implications for crafting health messages that effectively change public behavior in desirable directions. My research group continues to integrate this knowledge with studies of available research of what is effective in health interventions. ■



Dr. Dolores Albarracín received her PhD from the University of Illinois in 1997 and was tenured and promoted through the ranks, becoming an endowed professor at the University of Florida in 2006. She returned to the University of Illinois in 2007, where she is now a professor of psychology. Dr. Albarracín specializes in attitudes and persuasion, the intention-behavior relation, goals, predicting general activity patterns, and predicting and changing health risk behaviors. She is the recipient of two Scientist Development Awards from the National Institute of Mental Health and has published her work in the *Journal of Personality and Social Psychology*, *Psychological Bulletin*, *Health Psychology*, *Psychological Science*, *Journal of Experimental Social Psychology*, *Personality and Social Psychology Bulletin*, *Journal of Clinical and Consulting Psychology*, and *Advances in Experimental Social Psychology*, among others. She co-edited two books, including the *Handbook of Attitudes*, which has become a source of reference with national and international reach. Dr. Albarracín is a chartered member of the Social Psychology and Individual Difference Processes of the National Institutes of Health.

Matthew Freeman is an undergraduate student at the University of Illinois. He graduated from the University of Illinois Laboratory High School and has worked as a research assistant to Dr. Albarracín for several years. Freeman has collaborated with Dr. Albarracín in communicating the lab's work to a general audience.

Does Life End at Death? (continued from page 1)

to teach their children about death, having respect for the dead, and showing them how it is an essential part of their national heritage. Children's participation is also extremely important because it is expected that in future years, at least during Día de Muertos, these children will provide for their deceased parents the way their parents provided for their own departed relatives.

Impact of Mexican Cultural Beliefs and Practices

Aside from its cultural relevance, Mexican children's participation in this festivity also plays an important role in their understanding of death. Findings from our previous research demonstrate how, as children grow older (ages three-and-a-half to six-and-a-half) and have more opportunities to participate in these celebrations, they are more likely to believe that some humans, pets, or plants can live forever (universality). In terms of the finality of death, all the participating children seem to understand that life does not end after the physical body dies. This overall developmental trend toward believing that some entities can live forever has its roots in Mexican cultural beliefs and practices.

Implications for Cognitive Development Research

Our main goal is to provide a more comprehensive perspective for studying children and death within a cultural context, something that is relatively new to the field of developmental psychology. For this, we have explored children's developing conceptions of death by combining data from several methodological perspectives (e.g., ethnographic inquiry, parental reports, and children's direct reports). We also focused on children's socialization with death, including their involvement in practices related to death and dying, and parental assessments about children's involvement in these rituals. In terms of cognitive development, this is the first study to incorporate information about the cultural meaning systems surrounding children (e.g.,



Sugar skulls are on display at a market in San Pedro Cholula, Puebla, days prior to the main celebration. They can be given as presents with the recipient's name written on the forehead to honor living friends.



On the eve of "Día de Muertos," families in Tlapanala, Puebla, put up large "ofrendas" for relatives who died within the last year. Visitors can view the "ofrendas" and spend time with the dead relatives.

children's understanding of the surrounding practices and beliefs related to death) when looking at their conceptions of death. ■



Isabel T. Gutiérrez is a postdoctoral fellow with Professor Karl Rosengren in the Department of Psychology (Cognitive Division) at Northwestern University. Dr. Gutiérrez has continued exploring the role of culture and religion in children's biological concepts (e.g., understanding of life, death). She was awarded a grant from the University of Oxford/Templeton Foundation to continue research on children's conceptualization of the afterlife in Puebla, Mexico.

\$9 MILLION SECURED BY

By Elaine Shpungin
Psychological Services Center Director

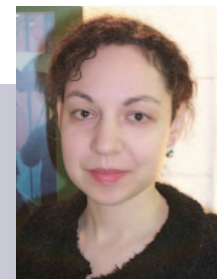
ACCESS Initiative Will Help Communities Become 'Systems of Care'

Last fall, Champaign County joined 22 communities around the U.S. to receive a \$9,000,000 six-year grant. The grant targets local youth aged 10 to 17 with serious mental health issues who are at risk for, or involved in, the juvenile justice and child welfare systems. The grant is funded by the Substance Abuse and Mental Health Services Administration (SAMHSA) of the U.S. Department of Health and Human Services. SAMHSA has been helping communities around the nation become village-based "systems of care" through competitive seed grants since the early 1990s.

The funded project, known as the ACCESS Initiative, is the result of a multi-year collaboration among local social service agencies, parents and concerned community members, mental health and juvenile justice professionals, youth, public school educators, and a number of faculty and staff from the Department of Psychology's Clinical/Community Division.

I was one of the lead writers on this year's successful application, and I am currently a meeting facilitator. My role is to facilitate project-related meetings, including the interim governing team meetings, the monthly public meeting, and to assist the interim leadership team with administrative tasks. Drs. Allen and Aber are the lead investigators and authors of the \$1.8 million research evaluation component of the ACCESS Initiative. They will examine how well the project meets its stated goals and investigate a variety of research questions related to systems change processes and outcomes. This component

DEPARTMENT



Elaine Shpungin, PhD
Director
Psychological Services Center

GRANT FOR CHAMPAIGN COUNTY CLINICAL/COMMUNITY FACULTY

of the grant will also help fund multiple graduate students per year for the next five years who will assist with the evaluation of the project. Ms. Hunt, outreach coordinator at the Psychological Services Center, is currently heading the family engagement and leadership portion of the project, a central component of the system of care philosophy.

System of Care Versus the Current Wrap-Around Approach

“System of care” (SoC) is not a program but a different way of helping youth and families based on a specific set of values or principles. One important SoC principle is that families and youth get full choice in how, where, when, and who is involved in their services. Families and youth are also centrally involved in choosing which services they receive from the menu of available ones, which will be expanded to better meet consumer needs.

Another principle is that anyone helping the youth or family uses a “strength-based” approach. This does not mean ignoring the areas where the youth is struggling, but it does mean seeing the youth as a whole person (not just a set of symptoms or behavioral problems that need to be “fixed”) and including an understanding of their talents, gifts, abilities, and goals in the intervention.

Youth and families also receive services with respect, care, and understanding of their unique cultural values and realities. In our community, this means a special focus on the needs and unique history of African American youth and their families, because they are overrepresented in the juvenile justice, child welfare, and school discipline systems.

CASE STUDY: HIGH-RISK TEEN

Consider the case of Joe Smith*, a 15-year-old with a shy smile, a talent for pen and ink art, and a history of foster homes and in-patient stays at the local mental health facility. Currently, Joe is living with his maternal grandmother while his mother finishes her last month in prison for possession of narcotics. When she is released, Joe will probably be pulled out of his grandmother's house and current school to be with his mother and other siblings. Joe's school notebooks are filled with artistic sketches and rap lyrics that speak of frustration, hopelessness, and anger. Joe has been threatened with juvenile detention if he misses any more school.

To Joe and his family, the current social service system is a complex maze of collaborating agencies, each with their own procedures, policies, treatment philosophies, payment structures, paperwork, bureaucracies, staffing hierarchies, penalties, incentives, and rules. Despite the system's best efforts, for the approximately 1,500 youth in our community who are struggling with serious mental health issues, the chance of dropping out of high school, winding up in juvenile detention, becoming a teen dad, and remaining in poverty is fairly high.

System of Care Costs/Benefits

Rigorous studies have shown that previous community recipients of SoC grants (county and/or state level) have become places where kids like Joe begin to thrive, while saving thousands of dollars and actually increasing the richness of social service offerings in those communities. Much of the funds within the ACCESS Initiative will be spent on creating policies and structures that make sure

All providers within the SoC will be trained to follow SoC principles. In addition, the SoC will bring together all the youth services and natural supports (natural community helpers) in our community to form a seamless provider network. That means that each youth will have his or her own care coordination team. The team will include all of the providers the youth and his or her family want to work with, as well as trusted people they choose to include (such as a pastor or a basketball coach). The team will work with the youth and family using a common intake procedure, assessment tools, paperwork, and philosophical approach under the guidance of a trained care coordinator.

While the SoC approach to service delivery has shown great promise in research studies, creating such a systems transformation can be quite challenging for communities. Changes must be made at the grassroots, service-delivery, and policy-making levels (e.g., county and state). The six-year grant provides the infrastructure and support to help communities establish this new way of doing business among all the child-serving systems in our county, while involving youth and families in every step of the village-building process.

** name changed to protect identity*

the system is still in place long after the federal funding is over.

We expect that the University partners currently involved in the project, along with additional partners as the project progresses, will continue to play an important role in this successful campus-community collaboration, contributing to community transformation and wellness while advancing the research and training missions of the University.

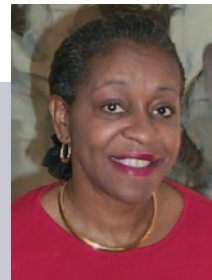
O F P S Y C H O L O G Y C O L L A B O R A T O R S



Nicole Allen, PhD
Associate Professor
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Mark Aber, PhD
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Clinical/Community Division



Gladys Hunt, MSW
Coordinator of Program
Development and Outreach
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ALUMNI SHARE ADVICE

at the 2010 Department of Psychology Career Information Night

Twenty-four psychology alumni came back to campus on March 31, 2010, to offer students insights into how a degree in psychology can prepare them for future careers. Four of the alumni, the Honorable Jeffrey Ford, Dr. James Leonard, Karen McLaughlin, and Dr. Beth Rom-Rymer participated in a panel discussion. The alumni shared information about their career paths and experiences followed by a question and answer session.

Students had the opportunity to meet one-on-one with alumni. In addition, representatives from the Leadership Center, Pre-Law Advising, Psi Chi-UPA, and the Career Center were in attendance to address student questions.

The event is special for the students as well as the participating alumni. Alumnus Stephan Wiet commented, "Career Information Night is a convenient way to connect psychology students and professionals representing a wide array of career areas. It is important to recognize that psychology majors have acquired many skills in college that employers value, like creative problem solving, analytical thinking, and effective communication. It is important to impress upon these students that they have a wider number of career choices than they realize, even at the undergraduate level."

The department expanded the career information event by offering a Career Center workshop, "Winning Resumes, Cover Letters, and Successful Interviewing," on April 1, 2010.

Contact Cheryl Berger, assistant head for alumni affairs, at (217) 333-3429 or cberger@illinois.edu if you are interested in participating in the department's spring 2011 event.

Psychology Alumni Participants

Andrea Aguiar (PhD '99), research assistant professor, FRIENDS Center and I-KIDS Study, University of Illinois.

Denise Dallmier Burger (BS '93), director of human resources, Horizon Hobby, Inc.

Keri Carter Pipkins (BS '96), assistant director, Career Center, University of Illinois.



Clockwise from top left: Panel discussion with the Honorable Jeffrey Ford, Dr. Beth Rom-Rymer, Karen McLaughlin, and Dr. James Leonard; students at the presentation; Dr. James Leonard advises a student; students talk with Dr. Beth Rom-Rymer.

Matthew Difanis (BS '98), sales associate and ownership partner, RE/MAX Realty Associates.

Steven Epstein (BS '68), dentist (retired).

The Honorable Jeffrey B. Ford (BS '73), circuit judge, Sixth Judicial Circuit, Champaign, Ill.

Celeste A. Hill (BS '82), partner, Clausen Miller P.C.

Dale W. Hoke (BS '73), adjunct instructor of psychology, Heartland Community College.

Samuel Krug (PhD '86), chairman and CEO of MetriTech, Inc.

Gregory Kyrouac (BS '78), director of education and outreach programs, Center for Alzheimer Disease and Related Disorders.

Dr. James Leonard (AB '77), president and CEO, Carle Foundation.

Brian Malinowski (BS '99), LMFT, CEAP director of business development, Employee Resource Systems, Inc.

Jana Masley (BS '03), manager of telemarketing, University of Illinois Foundation.

Bree McClusky Ocasio (BS '03), outpatient physical therapist, Carle Therapy Services.

Karen McLaughlin (BS '94), associate director for college human resources, College of Agricultural, Consumer, and Environmental Sciences.

Beth Rom-Rymer (PhD '86), clinical and forensic psychologist, Rom-Rymer and Associates.

Ronald Rothschild (BS '80), psychotherapist, private practice.

Peggy Ruff (BS '75), vice president logistics, Tate and Lyle Ingredients Americas.

Allen Shub (BS '65), associate provost, Northeastern Illinois University.

John Shustitzky (BS '73), president and CEO of Pillars.

Susan Silver (BS '82), federal probation officer.

Angela Vogt (BS '05), police officer, Urbana Police Department.

Katherine Whelchel (BS '06), police officer, Champaign Police Department.

Stephan Wiet (BS '76), director of consumer services, McNeil Consumer/Specialty Pharmaceuticals.

DISTINGUISHED ALUMNI HONORED

The Department of Psychology honored two distinguished alumni, John Bargh and William Lenz, at our awards program on May 16, 2009.



John Bargh received his BS degree, summa cum laude, from the University of Illinois in 1977 and completed his PhD in social psychology from the University of Michigan in 1981, under

the supervision of Robert B. Zajonc. That fall, Bargh moved to an assistant professorship in psychology at New York University, where he was promoted to full professor in 1990 at the age of 35. After 23 years at NYU, Bargh moved to Yale University in 2003.

Bargh's research has long focused on automatic or unconscious influences on higher mental processes, including social judgment, social behavior, and goal pursuits. For this research, Bargh has received an honorary doctorate from the University of Nijmegen (the Netherlands), a Guggenheim Fellowship, the Distinguished Scientific Award

for Early Career Contribution to Psychology from the American Psychological Association (1989), and the Donald T. Campbell Award from the Society for Personality and Social Psychology (2006), among other honors.



William Lenz received his BS in psychology from the University of Illinois in 1973 and obtained a certified investment analyst designation from the Wharton School of Business at the University of Pennsylvania in 1997.

For the past 31 years, Lenz has worked at Smith Barney, where he and his business partner have assembled a team that specializes in wealth management, legacy planning, credit, and liability management. They currently advise high net worth clients with assets approaching \$1 billion. Their

Wealth Management Division eventually merged with Citigroup Global Markets.

Lenz's titles include director of wealth management, Citigroup Global Markets, 2008-present; senior advisor, Citi Family Office, 2000-present; senior institutional consultant, Citigroup Global Markets, 1995-present; partner, Chicago Group at Smith Barney, 1995-present; and advisor, Smith Barney/Citigroup Global Markets, 1977-present. Lenz was also president of Ambitious Productions, Inc., 1999-2006.

Lenz serves as finance chairman for Provena Mercy Medical Center, 2008-present; board member and secretary for Provena Mercy Medical Center, 2005-present; LAS Alumni Relations Board member, University of Illinois, 2005-present; and as a member of the Illinois Public Pension Fund Association, 1994-present.

Society for Industrial and Organizational Psychology (SIOP) Alumni Reunion

Professor Fritz Drasgow organized a reception for I/O alumni, current students, and colleagues at the 25th annual SIOP Conference held in Atlanta, Ga., April 8-10, 2010. The 26th annual SIOP Conference will be held in Chicago.



Sien Chieh "Louis" Tay (4th year I/O doctoral student) and Sang Eun Woo (PhD '09).



Vicki Magley (PhD '99), Michelle Donovan (PhD '99), and Professor Fritz Drasgow.



Professor Fritz Drasgow, Valeria Schiemann (PhD '78, chemistry) and William Schiemann (PhD '77).



Kim-Yin Chan (PhD '99) and Theresa Glomb (PhD '98).



Sharmin (Spencer) Tunguz (PhD '05) and Andrea Silke McCance (PhD '10).

FACULTY RECOGNIZED FOR PROFESSIONAL EXCELLENCE

American Educational Research Association

Hua-Hua Chang has been elected a fellow of the American Educational Research Association.

American Psychological Foundation Theodore Millon Award in Personality Psychology

Brent Roberts is the 2010 recipient of the APF award that honors an outstanding psychologist engaged in advancing the science of personality psychology, including the areas of personology, personality theory, personality disorder, and personality measurement.

American Psychological Society Fellow

Cynthia Fisher has been elected as an APS fellow in recognition of her sustained outstanding contributions to the science of psychology.

American Association for the Advancement of Science

Gary Dell was elected as a fellow for his groundbreaking work on the production of language using an array of methodologies, including behavioral studies, computational modeling, and neurosciences.

Boyd McCandless Young Scientist Award

Glenn Roisman is the 2010 recipient of the Boyd McCandless Award from Division 7 (Developmental Psychology) of the American Psychological Association. The award is given in recognition of a young scientist who has made a distinguished theoretical contribution to developmental psychology, has conducted programmatic research of distinction, or has made a distinguished contribution to the dissemination of developmental science. The award is for continued efforts rather than a single outstanding work. The award is presented by the membership of Division 7 of the American Psychological Association, and the award winner is invited to address the following year's meeting of the APA.

Center for Advanced Study (CAS) Professor

Renee Baillargeon was selected for this honor in fall 2009. CAS professors are permanent members of the center selected on the basis of outstanding scholarship. These appointments are among the highest form of campus recognition. With the Associates and Fellows, they form the core of the Center for Advanced Study community. CAS professors deliver the annual lecture and serve on the research appointments committee charged with selecting CAS associates and fellows.

Choice: Current Reviews for Academic Libraries— Outstanding Title

Harry Triandis's 2009 book *Fooling Ourselves: Self-Deception in Politics, Religion, and Terrorism* (Praeger, 2009), was selected by *Choice* as an outstanding title in the Social and Behavioral Sciences/Psychology. Every year in the January issue, *Choice* publishes a list of Outstanding Academic Titles that were reviewed during the previous calendar year. This prestigious list reflects the best in scholarly titles reviewed by *Choice* and brings with it extraordinary recognition of the academic library community.

Cognitive Neuroscience Society (CNS) Young Investigator Award

Kara Federmeier is a recipient of the 2010 CNS Young Investigator Award. The aim of the award is to recognize outstanding contributions by scientists early in their careers. Two CNS members receive the award, and it was presented at the 17th annual meeting held in Montreal, Canada, April 17-20, 2010.

2009 Dean's Award for Excellence in Undergraduate Teaching

Aaron Benjamin is one of the recipients of the College of LAS Dean's Award. Nominations are evaluated in terms of achievement according to the following established criteria: sustained excellence in undergraduate teaching, positive impact on undergraduate student learning, innovative approaches to undergraduate teaching, and other contributions to improve undergraduate instruction.

Helen Corley Petit Scholar Award

Alejandro Lleras was selected as the 2010-2011 recipient on the basis of his extraordinary record as an assistant professor. Helen Corley Petit, an alumna of the College of LAS who passed away 11 years ago, provided an endowment for the development of the scholarship and teaching of young faculty members in the college.

Psychonomic Society

Brian Ross is the new chair of the governing board of the Psychonomic Society, a 2,500-member organization for the promotion of research in psychology and science.

SERD Outstanding Contribution to Scholarship on Race and Ethnicity Award

Carla Hunter received the 2009 award from APA Division 17. SERD is the Section on Ethnic and Racial Diversity.

Society for Personality and Social Psychology and Association for Psychological Science

Dolores Albarracín has been named a fellow in each organization in recognition of her sustained outstanding contributions to the science of psychology.

Faculty Promotions

The Department of Psychology is pleased to announce that **Alejandro Lleras** and **Jason McCarley** have been promoted from assistant to associate professors with tenure.



FACULTY AWARDS



Graduate Student Organization (GSO) Award

This award is presented to faculty for excellence in teaching and advising at the graduate level. The 2009 recipient is **Joshua Gulley** (Biological Division).



Mabel Kirkpatrick Hohenboken Award

Aaron Benjamin (Cognitive Division) is the 2009 recipient of the Hohenboken Award. This award recognizes departmental faculty who consistently contribute to instruction, focus on students and the quality of instructional outcomes, develop innovative approaches to teaching, and influence the curriculum.

Fall 2010 Lanier Lecture

Wednesday, October 13, 2010, 8 p.m.
Knight Auditorium, Spurlock Museum



Professor Daniel Schacter, William R. Kenan, Jr., professor of psychology, Harvard University, will be the featured speaker for the Department of Psychology's fall 2010 Lanier Lecture. He will present "Future Memory: Imagining, Remembering, and the Brain."

Schacter's research explores the relation between conscious and unconscious forms of memory, the nature of memory distortions, how individuals use memory to imagine possible future events, as well as the effects of aging on memory.



The Lanier Lecture is supported by a fund established by L. Gene and Catherine Lemon and Lyle Lanier, Jr., in memory of their father, Lyle Lanier, former head of the Department of Psychology (1951-1959); dean

of the College of Liberal Arts and Sciences; and provost of the Urbana campus. The Lanier Lecture brings a distinguished psychologist to campus whose work is of interest to the general campus community.

KNOWLEDGE FOR ALL LECTURE SERIES

By Alejandro Lleras and Kara Federmeier

Modern psychology is an incredibly broad field, encompassing research that spans from investigations of the response properties of individual neurons in the brain, to studies of normal and abnormal cognitive and social development, to research on organizational dynamics. The University of Illinois is fortunate to have one of the top-rated Departments of Psychology in the United States (and in the world), housing a large number of faculty (currently around 60 full-time, tenure-track faculty members) whose research spans this full breadth of topics.

Like many large psychology programs, U of I's Department of Psychology is structured into subdivisions, which helps to address the differing training and administrative challenges that diverse topic areas in psychology present. Currently, these divisions, as they are called, include Biological, Brain and Cognition, Clinical/Community, Cognitive, Development, Quantitative, Social-Personality-Organizational, and Visual Cognition and Human Performance. Although many faculty and graduate students affiliate and interact with multiple divisions, most consider one or two of them to be their primary intellectual homes. For graduate students in particular, therefore, it is within their primary division(s) that they typically learn to conduct and consequently give presentations about their research.

Although the divisional structure has served the department well in many respects, it is also the case that the intellectual landscape of psychology, and science in general, is changing. Psychology has become a "hub discipline" within science (Boyack, Klavans, & Börner, 2005)—that is, a discipline that provides critical links between multiple areas of intellectual inquiry. Furthermore, as highlighted by Dr. John Cacioppo during one of his 2007 presidential columns in the *Observer*, the monthly publication of the Association for Psychological Science, scientific discoveries are increasingly made by teams of scientists—especially those comprised of individuals from multiple areas and with divergent forms of expertise.

It is thus increasingly important that psychologists are able to engagingly and coherently present their work to diverse audiences. Luckily, such a diverse audience already exists across our department. Enhancing the training of our graduate students and postdoctoral researchers for the current scientific culture, then, was as simple as creating a forum in which they could present their work to the department as a whole. With this in mind, with the support of Dr. David Irwin, the department head, we spearheaded the effort to initiate a new series of high-caliber monthly talks that all members of the department would attend. Each division was asked to nominate an outstanding senior graduate student or postdoctoral fellow to present their research to this broader audience. Apart from being an honor and recognition for their achievements, for the presenters, this was a unique opportunity to practice delivering a talk to an audience that does not necessarily share their area of expertise (as is typically also the case when interviewing for academic jobs).

Rose Scott, this year's presenter from the Developmental Division, explains, "I think the 'Knowledge for All' lectures are a great opportunity, especially for students going on the job market. Preparing a presentation for a general audience like this makes you

really think about the big picture, why your research is interesting, and how it relates to other topic areas. You also have the chance to get feedback from people with different points of view. After my lecture, people brought up a number of questions and interpretations I had not previously considered." At the same time, the talks provide a key educational function for everyone in the audience: we all get to learn about the full range

of exciting and groundbreaking work that is being conducted under our roof.

2009-2010 KNOWLEDGE FOR ALL LECTURE SERIES PRESENTERS:

Mark Neider (Visual Cognition and Human Performance Division)
"Studying Attention: From the Lab to the Real World and Back Again."

Naomi Sadeh (Clinical/Community Division)
"Deconstructing 5-HTT Genotype and Socioeconomic Status as Risk Factors for Psychopathic Tendencies in Youth."

Stephen Broomell (Quantitative Division)
"Why are Experts Correlated? Decomposing Correlations between Judges."

Christopher Nye (Social-Personality-Organizational Division)
"Personality, Bias, and Employee Selection: Understanding the Practical Importance of Differences Between Groups."

Rose Scott (Developmental Division)
"Making Sense of Others: The Development of Psychological Reasoning."

Rachel Kohman (Biological Division)
"Neuroinflammation and Age-Related Cognitive Decline."

Chia-Lin "Charlene" Lee (Cognitive Division)
"To Mind the Mind—Understanding Lexical Ambiguity with Constraints of Context, Top-Down Resources, and Aging."

Michelle Voss (Brain and Cognition Division)
"Revealing the Plastic Brain with Functional Connectivity: Effects of Cognitive and Physical Training on Brain Plasticity and Cognition."

Works Cited:

Boyack, K.W., Klavans, R., & Börner, K. (2005). Mapping the backbone of science. *Scientometrics*, 64, 351-374.
Cacioppo, J. T. (2007). The rise in collaborative psychological science. *Observer*, 20(9), 3, 52.



Generous Donors Assist Students

The Department of Psychology is grateful to the generous donors who have established fellowships and awards in honor of family members and distinguished faculty who have influenced their lives. Gifts from alumni and friends enable the department to support the research of our most promising students.

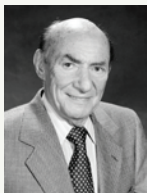
GRADUATE STUDENT AWARDS



Charles L. Hulin Fellowship

The Hulin Fellowship was established in 2000 by students, colleagues, and friends of Professor Charles L. Hulin, who is credited with developing the Industrial/Organizational psychology program at U of I. The Department of Psychology is proud to announce that the Charles L. Hulin Fellowship is now a fully endowed fund. We would like to express our deepest appreciation to all the individuals who joined us in our quest to achieve a fully endowed fellowship named for one of I/O psychology's most distinguished individuals.

The Social-Personality-Organizational Division awarded **Ga-hyun Jeon**, a first-year I/O student, with a Hulin Fellowship for the 2009-2010 academic year.



Frederick and Ruby Kanfer Award

Frederick H. Kanfer, a member of the Department of Psychology from 1973 to 1995, was a pioneer in the behavioral therapy movement and a founding father of self-management therapy. To honor his legacy, his family established the Frederick and Ruby Kanfer Award, to be presented to a psychology student whose scholarship and/or service in the field of clinical/community psychology is aimed at improving the psychological lives of all individuals. The Department of Psychology would like to thank Kanfer's family, colleagues, and friends whose generous contributions helped to endow the fund.

Melissa Milanak (Clinical/Community) is being honored for her paper "The Relationship Between PTSD Symptom Factors and Emotion," which was published in the *Journal of Traumatic Stress*. By exploring the external validity of the different proposed facets of PTSD, Milanak found support for two competing models of

parsing PTSD symptoms, including emotional numbing, whose validity/utility has often been questioned. In this study, Milanak demonstrated that self-reported emotional numbing is associated with the manner in which individuals respond to emotion-relevant stimuli, which not only supports the validity of the concept of emotional numbing but also suggests reasons it might develop. Importantly, Milanak's growing body of research exemplifies the relationship between basic science regarding PTSD and its clinical implications.

Evelyn Hobson Fellowships in Psychology

Evelyn Hobson was a graduate of Harvard, Wellesley, and Columbia. She was a noted child psychologist in the Los Angeles area, taught at UCLA, and started the Department of Psychology at Pomona College. Evelyn and her husband, Bill Hobson, had a keen interest in higher education and through the years provided generous support to many of the finest institutions in the country. Among them are Stanford, CalTech, Harvey Mudd, Pomona, Brigham Young, and Occidental. The Department of Psychology is honored that the Hobsons selected our unit to receive the Evelyn Hobson Fellowships in Psychology.

The generous gift from the Hobsons allowed the department to offer fellowships to two students for the 2009-2010 academic year: **John Gaspar**, a first-year graduate student in the Visual Cognition and Human Performance Division and **Florian Lorenz**, a sixth-year student in the Quantitative Division.

Rue Miklos Fellowship

The Rue Miklos Fellowship Fund was established in 2008 to support the teaching or study of child psychology in the Department of Psychology. The department awarded a fellowship to **Lucy Erickson**, a first-year graduate student in the Developmental Division, for the 2009-2010 academic year.



Sarah C. Mangelsdorf Graduate Award in Psychology

The Sarah C. Mangelsdorf Graduate Award in Psychology was established in 2008 to honor Mangelsdorf for her achievements and contributions to the U of I. Mangelsdorf served as associate head of the Department of Psychology, 2000-2001; associate provost for the campus, 2001-2003; head of the Department of Psychology, 2003-2004; interim dean of LAS, 2004-2006; and dean of LAS, 2006-2008. Mangelsdorf accepted a position as dean of the Weinberg College of Arts and Sciences at Northwestern University in fall 2008.

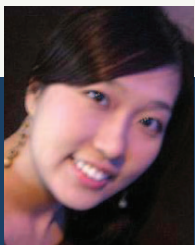
Sarah Laszlo (Brain and Cognition Division) received the 2009 award, which is designed to honor an outstanding female graduate student who has exhibited excellence in research, scholarship, and teaching and shown the potential to be an academic leader. Laszlo graduated in May 2009 and accepted a postdoctoral appointment in Dr. David Plaut's laboratory at Carnegie Mellon University.



Nancy Hirschberg Memorial Award

Nancy Hirschberg was a member of the Department of Psychology here in Champaign from 1964 to 1976, when she joined the psychology faculty at the University of Illinois at Chicago campus. Shortly after her death in February 1979, her friends and colleagues at both campuses met to establish the Nancy Hirschberg Memorial Fund to create a living remembrance with the hope that her memory will serve to encourage others to attain their full potential.

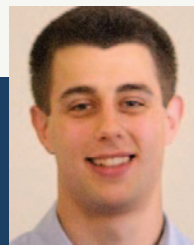
The result is the Nancy Hirschberg Memorial Award that is presented each year to a psychology graduate student who, during that year, has performed outstanding original



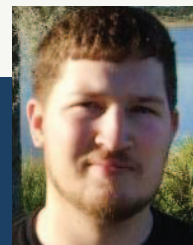
Ga-hyun Jeon



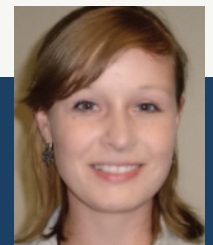
Melissa Milanak



John Gaspar



Florian Lorenz



Lucy Erickson

research or scholarship in areas related to Professor Hirschberg's interests: individual differences, personality, human judgment, and multivariate analysis.

The 2009 award was presented to two students: **Joshua Jackson** (Social-Personality-Organizational Division) for his paper "Not All Conscientiousness Scales Change Alike: A Multi-Method, Multi-Sample Study of Age Differences in the Facets of Conscientiousness." Jackson's paper was published in the *Journal of Personality and Social Psychology*. **Sien Chieh "Louis" Tay** (Social-Personality-Organizational Division) received the award for his paper "Fitting Measurement Models to Vocational Interest Data: Are Dominance Models Ideal."

J. McVicker Hunt Award

The J. McVicker Hunt Award was established in 2005 to honor the contributions of J. McVicker Hunt to the field of developmental psychology. Hunt was a faculty member in the Department of Psychology from 1951 to 1974. Hunt's book *Intelligence and Experience*, published in 1961, has

been credited with laying the groundwork for Project Head Start and demonstrating the importance of early childhood education.

Rose Scott, a sixth-year student, was selected by the Developmental Division to receive the award based on the significance and quality of her research, as well as her research productivity.

Jeffrey Tanaka Memorial Award for Graduate Students in Psychology or Educational Psychology

Dr. Jeffrey Tanaka was a member of the psychology and the educational psychology departments at U of I from 1990 to 1992. He was a fellow of the American Psychological Association and the American Psychological Society. He was also elected as a member of the prestigious Society of Multivariate Experimental Psychology. At U of I, he was recognized as a University Scholar and a College of Education Scholar. After his death in November 1992, friends and colleagues established the

Tanaka Memorial Fund. The result is the Jeffrey Tanaka Memorial Award that is presented each year to graduate students studying quantitative or personality psychology.

The award rotates on a yearly basis between the Department of Psychology in the College of Liberal Arts and Sciences and the Department of Educational Psychology in the College of Education. The award recognizes outstanding original research or scholarship in areas related to Professor Tanaka's interests in quantitative psychology and personality psychology.

Yung-Jui Yang, a fourth-year student in the Social-Personality-Organizational Division, is the recipient of the 2010 award for his research reported in the following reference: Yang, Y.-J. & Chiu, C.-y. (2009). Mapping the structure and dynamics of psychological knowledge: Forty years of APA journal citations (1970-2009). *Review of General Psychology*, 13(4), 349-356.

UNDERGRADUATE AWARDS



Frederick and Ruby Kanfer Award

Jessica L. George was honored for her research with Drs. Heller and Miller and her resultant thesis entitled "Trauma and Emotional Regula-

tion: The Effects of Childhood Trauma on Brain Activity, Cognitive Processing, and Psychopathology." Because of her excellent academic performance, George was an undergraduate participant in Dr. Heller's clinical neuropsychology assessment practicum usually reserved for graduate students. In addition to maintaining a high GPA and significant research involvement, George volunteered at various local hospitals and will continue to serve the community with Teach for America in New Orleans, where she will teach biology to seventh- to 12th-graders.

Julie Sutton-Osgood Award in Psychology

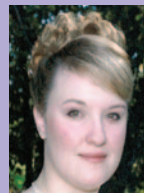
The Julie Sutton-Osgood Award in Psychology was established in 2008 by family and friends in memory of Sutton-Osgood, whose career goal was to become a

practicing physician. Sutton-Osgood trained as an emergency medical technician and worked summers for an ambulance company while she was a psychology student at U of I. After graduation, she completed a paramedic course and worked for Superior Ambulance Company and became their EMS coordinator through Christ Hospital and Hope Children's Hospital. A few years later, she attended physician assistant school while she continued to work full-time. This award is intended to help students realize their dreams of becoming physicians or medical practitioners.



The 2009 award was presented to **Sarah McDermott**

at the department's award program on May 16, 2009. McDermott volunteered at Christ Hospital, the same hospital affiliated with Sutton-Osgood. She graduated in May 2009 and applied for admission to a



biomedical science master's program with the hopes of entering a medical school program at a later date.

The Julie Sutton-Osgood Award in Psychology is a wonderful way to continue Sutton-Osgood's legacy and help other students who want to pursue careers in the medical field. The Department of Psychology is grateful to Sutton-Osgood's family and friends for their generosity and support of psychology students.

Janet Tritsch Award



The Janet Tritsch Award, established in memory of this enthusiastic participant in undergraduate research, was presented to **Elizabeth Babcock** on May 16, 2009, for her honors thesis

"Mother's Theories of Ability and Perceptions of Competence: The Emotional Consequences for Mothers and Children." Babcock conducted her research in Professor Eva Pomerantz's laboratory.



Sarah Laszlo



Joshua Jackson



Sien Chieh "Louis" Tay



Rose Scott



Yung-Jui Yang

Student and Staff Awards

The following students and staff members were recognized for excellence during the past year. All recipients receive certificates and have their names inscribed on award plaques that are kept on permanent display in the Psychology Building.

G R A D U A T E A W A R D S



Herman Eisen Award

Sadie Larsen (Clinical/Community) was honored for her outstanding intervention with domestic violence and sexual assault survivors and her sexual

assault prevention education efforts within the U of I community. She was an exemplary supervisor of community-based advocacy for over 60 domestic violence survivors, developed group therapy for sexual assault survivors (an unmet need in the community), and collaborated to form a sexual assault liaison education program for sorority participants.

Cognitive and Neural Sciences Fellowship

Audrey Kittredge (Cognitive), **Pauline Baniqued** (Brain and Cognition), and **J. Steven Higgins** (Visual Cognition and Human Performance) received fellowships to attend the Latin American School for Education, Cognitive, and Neural Sciences in San Pedro de Atacama, Chile.

It is the first of a new series of schools aimed at training students in cognitive and neural sciences research applied to learning and education.

The students' visit was deferred to Spring 2011 due to the earthquake damage in Chile.



Ed Scheiderer Memorial Research Award

Ruchika Prakash (Clinical/Community) received the award for her paper entitled "Aerobic Fitness is

Associated with Gray Matter Volume and White Matter Integrity in Multiple Sclerosis." This paper reflects one of a number of significant contributions Prakash has made in the study of multiple sclerosis (MS). Prakash graduated in May 2009 and she is an assistant professor of psychology at Ohio State University.



Sandra Goss Lucas Award for Excellence in Teaching Introductory Psychology

Brian Gordon (Brain and Cognition) received the 2009 award in recognition

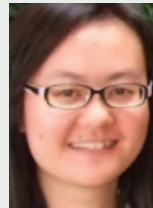
of his outstanding contributions as an instructor of Psych 100.

APA International Psychology Award for Excellence (Division 52) Cecilia Cheung

(Developmental) is the recipient of the award from the Division of International Psychology (Division 52), for her master's thesis "Parents' Involvement in Children's Learning in the U.S. and China: Implications for Children's Academic and Emotional Functioning." Division 52 considered her research "an outstanding contribution in an important international topic."

Academy of Aphasia Best Graduate Student Presentation

Bonnie Nozari (Cognitive) won the award for the best graduate student presentation at the annual meeting of the Academy of Aphasia (Boston, 2009). Nozari presented a paper entitled "A Computational Case-Series Approach to Frequency Effects in Aphasic Word Production." Audrey Kittredge (Cognitive) is co-author of the paper.



Dingwall Neurolinguistics Dissertation Fellowship

Dissertation fellowships are awarded to doctoral degree candidates

possessing an excellent academic record, strong letters of recommendation, and high caliber research and/or published papers. **Chia-lin "Charlene" Lee** (Cognitive) received a fellowship for her research "Contextual Constraints on Lexical Ambiguity Resolution."

American Institute of Indian Studies

Urmitapa Dutta (Clinical/Community) is the recipient of a junior research fellowship that will fund 11 months of fieldwork in India. Dutta's research focuses on the endemic ethnic conflict in northeast India.

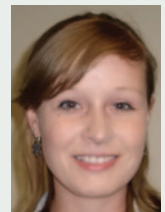


Illinois Program for Research in the Humanities Graduate Student Fellowship

Urmitapa Dutta (Clinical/Community) is the recipient of a fellowship for the 2010-2011 academic year. The fellowship was awarded for her research project "The Margins Strike Back: Contested Identities, Everyday Violence, and Tribal Youth in India's Northeast."

NSF Graduate Fellowship

Lucy Erickson (Developmental), **Alison Trude** (Cognitive), and **John Walker** (Brain and Cognition) are 2010 NSF Graduate Fellowship recipients. They will receive three years of support, a cost-of-education allowance, and a one-time international travel



STAFF AWARDS



allowance. **Justin Hepler** (Social-Personality-Organizational) and **James Monti** (Brain and Cognition) received Honorable Mentions in the fellowship

competition.



NIMH Predoctoral Fellowship

Allison Earle (Social-Personality-Organizational) received a one-year NIMH fellowship for her research project entitled "Attention

to HIV-Relevant Information." The project will look at several factors relevant to stigma activation.



Robert P. Larsen Grant for Research in Career Development

Florian Lorenz (Quantitative) and **Louis Tay** (Social-Personality-Organizational) are the

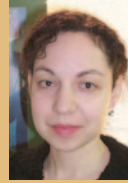
2010 recipients of the Robert P. Larsen Grant for Research in Career Development. The awards were presented by the Career Center in recognition of the quality

of their research proposals. Lorenz's proposal is entitled "Exploring Bipolarity in Vocational Interests: The Generality and Specificity of Individual Differences;" Tay's proposal is entitled "Demographic Differences in Vocational Interests: Measurement Bias and Mean-Level Differences."



Department of Psychology and College of LAS Academic Professional Awards

Elaine Shpungin received an academic professional award from the Department of Psychology and College of LAS in 2009. Shpungin is



the director of the Psychological Services Center, which is the primary training site for doctoral students in the Clinical/Community Division of the Department of Psychology. Shpungin's research interests center around the improvement of social services to disenfranchised individuals, especially women and children living in poverty.

Department of Psychology and College of LAS Staff Awards

Dana Loschen

received the 2009-2010 Department of Psychology and College of LAS Staff Awards. Loschen is the receptionist in the Department of Psychology.



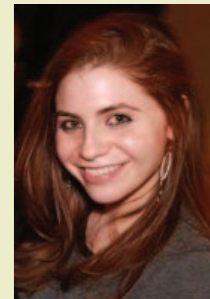
LAS and Campus Academic Advising Awards

Gary Wszalek

received the 2009-2010 LAS and Campus Academic Advising Awards for excellence in advising undergraduate psychology students. Wszalek is the head academic advisor in the department's undergraduate advising office. He is one of three advisors who work with over 1,300 psychology majors.



Rosner Honored for Teaching Excellence



Congratulations to Jennifer Rosner

(Social-Personality-Organizational), who was one of the recipients of the 2009 Campus and College of LAS Awards for Excellence in Undergraduate Teaching by a Graduate Instructor.

Rosner was also selected as the 2009 recipient of the departmental teaching award.

"I am attempting to arouse their enthusiasm for social psychology and to give them the tools they need to perceive the world before them in new ways, through a lens that includes appreciation for the situation and the context-dependent nature of human behavior. . . . I therefore make sure to encourage the theory to jump off the page; it is one of my main goals to present the materials in such a way that my students never think to themselves, "So what?". . . . Some of the most exciting and inspiring experiences that I have encountered in graduate school have been those times when students told me that because of my class, they see new things in their environment of which they were once completely unaware and that I have opened their eyes to the characteristics of the situation that bring to life the strengths and weaknesses of human nature."

Rosner was an instructor in Psych 201: "Introduction to Social Psychology," 2007-2008, 2008-2009; Psych 332: "Lab Methods in Social Psychology," Fall 2006; and Psych 353: "Social Cognition," Fall 2009. She has an impeccable teaching record and has been on the List of Teachers Ranked as Excellent every semester she has taught.

Rosner also cosupervised an honors student in Professor Ying Yi Hong's laboratory. The student was able to overcome several obstacles in his research design and data collection due to Rosner's support and guidance. Dr. Hong and Rosner were very gratified the student's honors research project was selected by the Social-Personality-Organizational Division to receive the 2008 Harry Triandis Award, and the student was admitted to a doctoral program at the University of Washington. The other undergraduate student Rosner mentored was admitted to a master's program at the School of Labor and Industrial Relations on the Urbana-Champaign campus.

Undergraduate Awards



Community Action Award

Mira Dahlheim was honored for her exemplary community intervention efforts with girls involved with the juvenile justice

system. Dahlheim engaged in intensive community-based advocacy with a client during the 2007-2008 academic year. Because her work was exceptional, she was chosen as one of only three undergraduate teaching assistants for the course during the 2008-2009 academic year. In this role, Dahlheim cosupervised 19 advocacy interventions, acted as a liaison at community-based meetings, and engaged new families in the program. She was instrumental in the development of a peer-to-peer advocacy program for youth. Dahlheim excelled in all facets of her involvement, bringing commitment and a strengths-orientation that promises to enhance girls' lives.

Distinction in Psychology

Graduating with Distinction requires significant research and academic effort by students. Students must work for two semesters on a research project with a faculty member and prepare an undergraduate bachelor's thesis. These students graduated with Distinction on May 16, 2009:

Valerie Anderson

Megan Baldassarre

Samantha Chesney

Paul Hopkins

Rachel Nauer

Eric Ofman

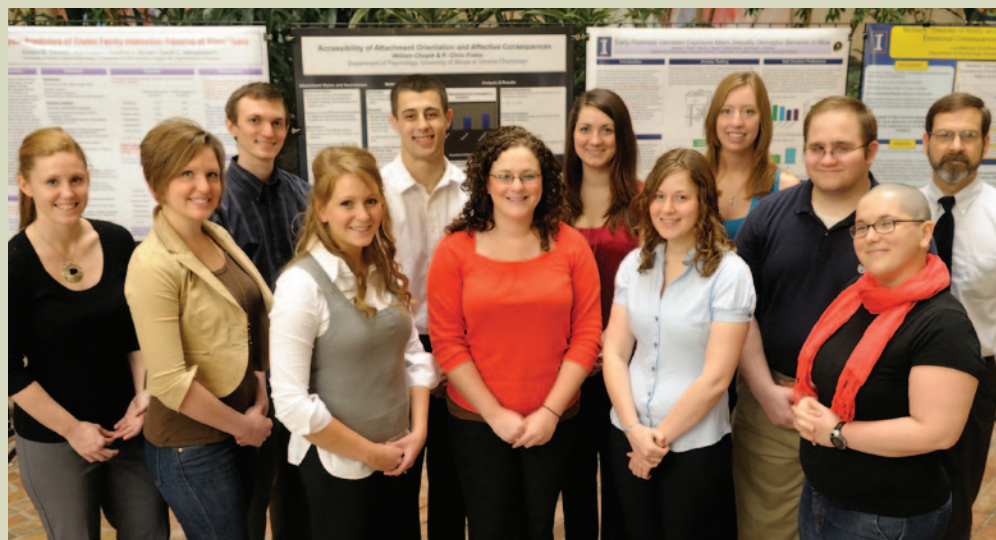
Beverley-Ann Perera-Anderson

Meera Patel

John Powers

Perry Schafer

2009 HONORS FAIR



Front row: Chelsea Beldon, Kimberly Farbota, Jessica George, Jessica Shaw, Kirsten Thomas, Sarah Laszlo (Brain and Cognition Division graduate student). **Back row:** Alex Essenmacher, John Gaspar, Paige Deckert, Elizabeth Babcock, William Chopik, Professor Robert Wickesberg.

The Honors Program, coordinated in 2008-2009 by Professor Robert Wickesberg, requires that students write a research-based thesis at a level comparable to a master's thesis and make several oral presentations on both assigned material and their own research. Ten students presented their research at the Honors Program Fair on April 30, 2009.

PSYCH 290 FAIR DRAWS A CROWD



Seth Spain, a sixth-year doctoral student, explains his research, "Three-Mode Principal Components: Analysis of Daily Affect" that he has conducted in Professor Fritz Drasgow's laboratory.

Every semester, approximately 250 students enroll in Psych 290, and faculty from all the divisions in the department participate in this unique educational opportunity. Students registered in Psych 290 participate in supervised research and scholarly activities, usually as an assistant to an investigator. Students develop an understanding of the theoretical background of the particular research in which they are involved and actively participate in research design, data acquisition, coding and analysis, or reporting of research results.

STUDENTS ATTEND GLASS CONFERENCE



Front row: Luis Flores, Jorge Marquez, Michelle Cruz-Santiago, Eric Clausell. **Back row:** Nancy Joseph, Mona Taylor.

Six Clinical/Community Division graduate students attended a professional development conference in Chicago, from February 5-6, 2010, organized by the Great Lakes Alliance for Social Sciences (GLASS) Alliance for Graduate Education and the Professoriate. Workshops covered making the most of graduate school, applying for research funding, applying and interviewing for jobs, and surviving the first year as an assistant professor.

ALUMNI NEWS

1960

Thomas Barrett (BS '69) served as mental health director for the state of Colorado, 1994-2004; senior medical officer with the World Health Organization, 2004-2006; and clinical associate professor, International Disaster Psychology at the University of Denver.

1970

Olav H. Christensen (BS '74) is co-owner and therapist at East Central Illinois Humanistics in Danville, Ill. Primary work involves adult sex offender treatment, DUI evaluations, and addictions treatment.

Diane R. Kauffmann (PhD '70) has retired after teaching for 40 years at Goshen College in Goshen, Ind.

1980

Robert L. Loiben (BS '83) is an adult and adolescent psychiatrist in private practice since 1993 at American Behavioral Clinics in Milwaukee, Wis. Married with two children, his son, Alex, will be a freshman in bioengineering at the U of I in fall 2010.

Sandy (McGinnis) Scott (BS '85) completed a master's degree in teaching in 2008. She teaches seventh- and eighth-grade mathematics and works with students who are below basic math skills and have failed in math for at least one year. She also prepares students for the ISAT. Sandy is married to (John) Brian Scott. They have two sons, John and Mike, and a daughter, Reilly.

1990

Jennifer (Siebert) Siefken (BS '95) completed an MS in sport psychology from Purdue University. She has been employed as a police officer with the Lake County Forest Preserve since 2005, has five years of active duty as a paratrooper with the U.S. Army, and is a fitness/personal trainer.

2000

Clinton P. Davis-Stober (PhD '09) is an assistant professor in the Department of Psychological Science at the University of Missouri. He is the recipient of a Dissertation Award from the American Psychological Association (Division 5) for his dissertation entitled "Luce's Challenge: Quantitative-Models and Statistical Methodology."

Kathryn Smith (BS '03) taught high school English in rural North Carolina through Teach for America; earned a MSW from the University of North Carolina, Chapel Hill; and currently works as a clinical social worker with children traumatized by physical/sexual abuse or other traumatic events. She will be a licensed clinical social worker (LCSW) by August 2010.

Renee Thompson (PhD '07) is a postdoctoral research fellow in Professor Ian H. Gotlib's Stanford Mood and Anxiety Disorders Lab. Her work at the Gotlib lab has focused on identifying possible protective factors for children who have a heightened genetic and/or familial risk for the development of depression.

Email your personal and professional news to alumni@psych.illinois.edu or fill out the form on page 16 and mail it to the department.

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The Department of Psychology at the University of Illinois has a reputation for excellence. The ability to maintain a challenging and dynamic environment is the key to continued excellence. Your generosity will have a tremendous impact on the department, and it is a visible and lasting reminder of your own dedication to excellence in education. Your gift is tax deductible as allowed by law.

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ALUMNI NOTES

We would like to keep in touch with our alumni. Let us know what you are doing by sending a note to Cheryl Berger, University of Illinois, Department of Psychology, 603 E. Daniel St., Champaign, IL 61820 or via email: alumni@s.psych.illinois.edu.

Yes, I am willing to be part of the occupation list for the Undergraduate Advising Office.

Personal and professional news: _____

Name _____

Address _____

City _____

State _____ Zip _____

Phone _____

Email _____

Year of Graduation _____ Degree _____

Division Affiliation _____