



# Psychology Times

WINTER 2011

DEPARTMENT OF PSYCHOLOGY | UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

## Reality, Virtual Reality, and the Limits of Human Imagination

By Ranxiao Frances Wang

Humans are capable of imagining things that do not exist in the real world. However, the perceptual and cognitive systems need to distinguish between reality and imagination in order to function properly. One line of research in our lab examines how the perceptual system differentiates real and imagined environments in its processing of spatial information.

### Reality and Imagination in Spatial Updating

One of the common mental processes that humans and other animals share is spatial updating, which refers to the cognitive process that keeps track of where things are relative to a moving observer. As an observer moves and turns, the spatial relationship to the surrounding objects changes. For example, a cup in front of someone will be to her left if she turns right. The spatial updating system keeps track of the cup's position relative to the observers as they move, and thus allows them to grab the cup readily from the new position and orientation.

To study how the spatial updating system operates for real and imaginary environments, we asked participants to sit in a lab room and study the surrounding objects. Then after they were blindfolded, they were asked to imagine being in the middle of their kitchen and describe the location of the appliances. After that, they made several turns in the swivel chair with the blindfold on, and then pointed to objects either in the lab room or in the imagined kitchen to see whether they knew where things were after the turning. We found that people treat the real and imagined environments differently; they can easily lose track of things in the imagined kitchen after a few turns, but not the objects in the real environment.

One explanation of this phenomenon is that real and imagined environments have different behavioral consequences. An imagined stove cannot collide with you, but a real closet can if you overstep by accident. Thus, while it is not necessary for successful locomotion



People moving in a virtual reality kitchen automatically keep track of the virtual objects as if they were real.

to automatically update the imagined environments, it is crucial to keep track of real objects.

To further study what counts as "reality" for the spatial updating system, we tested different learning procedures. Participants either studied the lab room visually, or were blindfolded and studied the objects by walking around and touching them, or only listened to a verbal description of the room around them without seeing or touching anything. We found that the seen or touched objects were both treated as "real," but the verbally described ones were treated as imaginary, despite the fact that the participants were assured that those were real objects around them. These studies showed that sensory experience with the objects is the key factor that determines whether they are treated as real or imaginary for the spatial updating system.

### Overcoming Limits in the Dimension of Mental Space

Living in a physical world of three dimensions, our perceptual and cognitive systems seem to be tailored for sensing and reasoning about three-dimensional objects. It has been a long-lasting question whether humans can overcome this fundamental limitation set by the physical world we live in and add another dimension to the 3D mental space, because it is unclear where that additional dimension could be put.

The recent development of the virtual reality technique provides a tool to go beyond the limits of the physical world and study things that do not exist in reality. Virtual reality is the computer-generated perceptual simulation of an environment. For example, computer graphics techniques can produce two slightly different images, one for each eye, and create a vivid experience of a 3D world.

(continued on page 9)



## From the Department Head

All across the country institutions of higher education are facing budgetary crises. Despite all of the challenges we face due to the State of Illinois's fiscal crisis, the Department of Psychology is still a great and vibrant department.

Although the overall budget picture for the University remains grim, the College of Liberal Arts and Sciences has been very supportive of our efforts to maintain a top-ranked program. For example, despite a hiring "chill" on campus, we have been allowed to hire new faculty and staff to replace many of those who retired or departed for other reasons last year. We are pleased to introduce you to the new faculty members (p. 8) and to the new staff members (p. 13) who joined us this fall. We have also partnered with the College of Liberal Arts and Sciences information technology group ATLAS (Applied Technologies for Learning in the Arts & Sciences) to handle many of our information technology needs that were formerly handled by staff members who retired during the summer, and they are doing an excellent job.

Psychology faculty and students continue to be recognized for their excellence (pages 8-13). One of our own faculty members, Professor Art Kramer, was appointed director of the Beckman Institute for Advanced Science and Technology (p. 9). We are enhancing the educational experiences of our students with internship and mentoring opportunities thanks to the initiative of our alumni advisory board (p. 14). We are increasing our communication with alumni through two newsletter mailings per academic year, we have created a Facebook page located at "University of Illinois Psychology Department," and we have initiated a psychology networking group in LinkedIn, a professional networking site, identified under "Groups" as "University of Illinois Psychology Networking." It is such an honor to be the head of a department where excellence is the norm for our faculty, students, staff, and alumni advisory board members.

I hope you enjoy this issue that highlights the research of Frances Wang, a faculty member in the Visual Cognition & Human Performance Division, the cross-cultural research on posttraumatic stress syndrome that is being conducted by Melissa Milanak for her doctoral dissertation, and the interesting career path of Stephen Zawistowski, (PhD 1983), author of the "Accidental Psychologist" on page 4.

Drop by if your journey ever brings you near East Central Illinois. You are always welcome.

**David E. Irwin**  
Professor and Head

### PSYCHOLOGY TIMES

*Psychology Times* is a publication of the University of Illinois Department of Psychology produced by the College of Liberal Arts and Sciences Office of Communications and Marketing (11.041). Photos by John Boyd, Keith Bredemeier, Sarah Brown-Schmidt, Florin Dolcos, Sara Dubson, The Honorable Jeffrey Ford, Celeste Hill, Alexander Konkel, Nicole Llewellyn, Melissa Milanak, Sal Nudo-UIAA Communications Department, Karen Sixkiller, Mona Taylor, Thompson-McClellan Photography, Inc., Daniel Schacter, *The News-Gazette*, Lisa Troyer, Emily Venheim, Stephen Wiet, Yung-Jui "Daniel" Yang, and Stephen Zawistowski. Suggestions for future issues should be directed to:

Cheryl Berger, Editor  
Department of Psychology  
University of Illinois at Urbana-Champaign  
603 E. Daniel St.  
Champaign, IL 61820  
cberger@illinois.edu  
Phone: (217) 333-3429  
For more information about the department, visit our website at:  
[www.psychology.illinois.edu](http://www.psychology.illinois.edu)

## Endowed Fellowship Honors James H. Davis Legacy



Dr. James H. Davis, professor emeritus of psychology, passed away on November 17, 2010. Davis was a true Illinois success story. He grew up in Effingham, Ill., where he is probably best remembered as an outstanding high school basketball player, winning All-State honors. He attended the University of Illinois from 1950-54 where his interests in science and human behavior were pursued through a major in psychology and minors in chemistry and sociology. After a stint in the Army and marriage to his high school sweetheart, Betty, Davis went to Michigan State University where he received his master's degree in 1958 and his PhD in personality and social psychology in 1961. After a few years as a faculty member

at Miami University in Ohio and one year at Yale, Davis came back to the University of Illinois in 1967 and served with distinction until he retired in 1997.

Davis published prolifically and received many honors and awards as a faculty member at Illinois. It is not an exaggeration to

say that he is generally considered to be one of the greatest social psychologists of his generation, based on his research investigating how groups of people make decisions. Much of his work focused on how juries make decisions, and this research had immense impact—it is cited frequently by the Supreme Court and by other governmental authorities. It also has influenced business and management practices. Davis's influence will continue for several generations of scholars to come because today almost every significant researcher in this major area of study was one of his students, or was trained by one of his students.

In addition to being a brilliant scientist and an outstanding teacher, Davis was truly

a "larger than life" character, a luminous intellectual, and a wonderful person. He is also one of the best arguments for the importance of great public universities such as ours. Without the University of Illinois, he would never have had the opportunity to obtain a first-rate education or to go on to so distinguished a career from a lower middle-class childhood in a railroad town in southern Illinois. He is without question a most distinguished alumnus of the Department of Psychology and the University of Illinois.

The Department of Psychology began a fundraising campaign in 2002 to establish a graduate fellowship in his name. The department is pleased to announce the James H. Davis Fellowship is now a fully endowed fund and we look forward to offering the first fellowship to a graduate student with similar research interests as James Davis.

We would like to express our deepest appreciation to Davis's former graduate students, his friends, and colleagues for their generosity and commitment to the establishment of the James H. Davis Fellowship Fund. It would not have been possible to achieve our goal without their help.

## DISTINGUISHED ALUMNI HONORED

The Department of Psychology honored two distinguished alumni, James H. Davis and Stephan G. Wiet, at our awards program on May 15, 2010.

**James Davis** received his BS degree from the University of Illinois in 1954. He majored in psychology and minored in chemistry and sociology. Davis served in the U.S. Army from 1954-1956. He then attended Michigan State University, where he received his MA in 1958 and completed his PhD in personality and social psychology in 1961. That fall, he moved to Miami University, Oxford Ohio where he was assistant professor of psychology from 1961 to 1965 where he then received tenure and was promoted to associate professor. In 1966, he was a visiting associate professor of psychology at Yale University and then came to the University of Illinois in 1967 until he retired as professor emeritus in 1997.

The life work of James H. Davis revolved around answering a single, deceptively simple question: How do small groups of people reach decisions? In the process of doing so, he has influenced business practices and Supreme Court decisions and reinvented the field of group decision making. Group decision making is the study of the choices and judgments people make

as a group. During Davis's 40 years in this field, he analyzed the process these often disparate groups go through in reaching consensus and how different combinations of talents and interests influence their performance. What has set his work apart from others is his systematic and exacting approaches. His data are the basis of a sophisticated mathematical and computational model that may one day predict a group's problem-solving potential.



**Stephan G. Wiet** is a consumer psychologist within the Johnson & Johnson family of companies. He is currently director of Consumer Sciences at McNeil Consumer Healthcare, the over-the-counter pharmaceutical arm of J&J. In this capacity, Wiet manages a team of consumer researchers that translate

deep insights into action that drive company growth worldwide. He is responsible for leading domestic and global activities that enhance the company's consumer understanding—translating consumer insights into new healthcare products and claims, and optimizing the functional and aesthetic features of these products under development. He also chairs a committee responsible for leading the company's internal innovation strategies that strengthen and sustain its innovative culture. Wiet has held similar positions at J&J Consumer & Personal Products, McNeil Nutritionals, and Colgate-Palmolive.

Wiet is on the advisory board of the University of Rochester's Center of Future Health and is vice president of the University of Illinois Department of Psychology's Alumni Advisory Board. He received his undergraduate degree from the University of Illinois in psychology and his master's and PhD from Rutgers University in biopsychology.

# The 'Accidental Psychologist'

By Stephen Zawistowski

I suppose that I am something of an "accidental psychologist." I earned my undergraduate degree in biology and was thinking about attending veterinary school before deciding to attend graduate school and study behavior-genetics. Behavior-genetics cuts across several disciplines and people in the field may be in either psychology or biology departments. Professor Jerry Hirsch was a leader in the field, and his "home" department was psychology at



the U of I. I had a meager background in psychology courses from undergraduate school, but ended up being accepted at the U of I Department of Psychology, and I was offered a graduate fellowship. This proved to be remarkable good fortune for me. While my original vision had been to complete my degree and find a cozy place in the academic world where I would teach and conduct research, things turned out very different.

After a short stretch in the academic world, I moved to the ASPCA in 1988 where I began in the Education Department, and eventually ended up as executive vice president of national programs. Over the years my training and experience at the U of I Department of Psychology proved its value over and over again. Perhaps most important was the emphasis on becoming a good scientist, good teacher, and communicator. The core courses required at that time ensured that all graduate students were given a well-rounded background in psychology. Nearly everyone spent some time as a teaching assistant in one of the introductory classes and this certainly honed both teaching skills and all-around knowledge. When I first came to the ASPCA, my animal behavior background

was critical in the development of behavior evaluation and rehabilitation programs for the dogs, cats, and other animals in the shelter. In time, however, it became clear that

my broader exposure to psychology would prove to be useful as well.

A frequently recounted truism in the animal welfare field is that "we do not have animal problems, we have people problems." How do children develop compassion for animals and other people, what

strategies can be used to convince people to spay or neuter pets to stem the tide of homeless animals, and what role does mental illness play in the development of hoarding behaviors where people collect and keep dozens or hundreds of animals under too frequently horrific conditions? While it might seem that animal welfare work would be natural for veterinarians, we are learning that it is more and more important to engage the social sciences, especially psychology, in this effort.

We now have several psychologists at the ASPCA with expertise in areas ranging from counseling, child development, comparative psychology, and learning and behavior modification. We are looking at the human-animal bond and the relationships that people form with animals. These span the continuum from violent behavior that victimizes both animals and people to the healing capacity found in Animal Assisted Therapy.

A special opportunity during my graduate experience at the U of I Department of Psychology was participation in the Institutional Racism Program. Its emphasis on the role of science in the development

and implementation of public policy has proven invaluable as I have been called upon to testify before Congressional and State Legislative Committees.

As a graduate student who studied the genetics of learning and memory in flies, I did not anticipate a morning stint on the Today Show, or interviews on National Public Radio. However, part of my teaching assistant experience was having the pleasure of being filmed while teaching a class, and then sitting down with someone from the campus Instructional Resources Division to critique my performance. Sitting on a studio couch, under the bright lights with cameras looming in for a close-up, I still recall my "lessons" on where to place my hands, how to make eye contact, and how to explain difficult scientific issues for an audience.

It would seem that the years have carried me hither and yon, but I continue to enjoy my connection to the University of Illinois, and my experiences in the Department of Psychology.

Stephen L. Zawistowski earned a master's degree (1979) and PhD (1983) in psychology from the University of Illinois. He is executive vice president and science advisor, and the director of National Programs at the American Society for the Prevention of Cruelty to Animals. "Dr. Z" is a well-known speaker on a number of animal shelter issues including animal behavior, humane education, using statistics to manage programs, and the history of animal sheltering. He is a certified applied animal behaviorist (CAAB) and chaired the Animal Behavior Society's Board of Professional Certification from 1998-2007, is founding co-editor of the *Journal of Applied Animal Welfare Science*, adjunct professor of clinical medicine at the University of Illinois College of Veterinary Medicine, and an adjunct assistant professor in the Animal Behavior and Conservation graduate program at Hunter College. He co-edited *Animal Shelter Medicine* with Dr. Lila Miller (2004), co-authored a history of the ASPCA, *Heritage of Care*, with Marion Lane (2008), and authored the textbook *Companion Animals in Society* (2008).

## FALL 2010 LANIER LECTURE

Daniel Schacter

# FUTURE MEMORY

## Imagining, Remembering, and the Brain

By Alexander Konkel

When most of us hear the word “memory” we associate it with something that has happened in the past. Daniel Schacter thinks of memory as something that allows us to think and plan for the future without engaging in the actual behavior.

Schacter hypothesizes that imagining future events requires a system that allows for a flexible recombination of details from past events into new scenarios. While human memory can simulate future scenarios based on past experiences, this might also make the system prone to memory errors.

### Memory Distortion

Schacter stated that memory distortion is a fairly common occurrence in daily life. Memory distortion occurs when we mix different events that actually happened into a single mistaken memory. As an example, he cited the role it played in the Oklahoma City bombing incident that took place on April 19, 1995. After the incident, the FBI was searching for two suspects, John Doe I and John Doe II. The FBI traced the van that Timothy McVay (John Doe I) used to Elliott’s Body Shop located outside of Oklahoma City. They interviewed an individual who happened to be at Elliott’s Body Shop the same day as Timothy McVay. The witness was confident that he saw both suspects at the body shop.

Even though the FBI conducted a massive hunt, they never found John Doe II. The most likely explanation is that the man identified as John Doe II, Todd Bunting, a private in the U.S. Army, although similar looking to Timothy McVay, was not connected to the crime. Todd Bunting had been at Elliott’s Body Shop but he was there the day after the bombing incident with someone who vaguely resembled John Doe I (Timothy McVay). The witness who was at the body shop

two days in a row had mixed up in his memory two different episodes and fused them together into one incorrect episode.

Schacter said that individuals who are involved in memory research are not surprised by this type of memory error. He said there is a high proportion of individuals who have been wrongly convicted, sent to jail, and later exonerated based upon DNA information. They were sentenced based upon highly confident but incorrect eyewitness identification.

### Constructive Memory

Research over the past century, however, has shown that remembering is actually a very constructive process. According to Schacter, when we remember an event we are not pulling up a computer file or a photograph. Rather, we are linking bits and pieces of information from different sources, different elements of an episode, and from general prior knowledge.

In the face of errors like these it would be normal to ask, why not have a perfect memory? Besides simply not needing to remember everything we experience, recent research by Schacter and others has begun to point towards a more interesting idea: memory is constructive and flexible because we use it not only to remember, but also to imagine and predict the future.

### Commonalities Between Past and Future Events

In the early 1980s when Schacter was a young PhD he was interested in amnesic patients. Working with Endel Tulving, he studied an extreme case of amnesia in Toronto with a



**Daniel Schacter** is William R. Kenan, Jr. Professor of Psychology at Harvard University. 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. His research uses both cognitive testing and brain imaging techniques such as positron emission tomography and functional resonance imaging (fMRI). Many of Schacter’s studies and ideas are summarized in his 1996 book, *Searching for Memory*, and his 2001 book, *The Seven Sins of Memory*, both named as New Times Notable Books of the Year, and also winners of the American Psychological Association’s William James Book Award. More recently, he has co-authored an introductory text, *Psychology* (2009), along with Daniel T. Gilbert and Daniel M. Wegner.



**Alex Konkel** received a BS in physics from Washington University in St. Louis where he also worked in psychology with Larry Jacoby and Randy Buckner. He has received an MA in psychology and is currently a doctoral candidate at the University of Illinois Urbana-Champaign in the Brain and Cognition Division under advisor Neal J. Cohen. Alex also does research in the Cognitive Division with Aaron Benjamin.



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 Science, 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.

(continued on page 11)

# IRELAND'S SECTARIAN VIOLENCE: A STUDY OF POSTTRAUMATIC STRESS SYNDROME

by Melissa Milanak



The Bogside Artists report that the mural, "Petrol Bomber," has had the most appeal to outside viewers as it "puts a face on the struggle for civil rights and gives voice to the resolve of the oppressed people everywhere."

Experiencing a traumatic event is much more common than most people think. In fact, up to 60 percent of the population in the United States has been exposed to at least one traumatic event within their lifetime, including traffic accidents, physical or sexual assault, natural disasters, having someone close die suddenly, or military/war exposure. Most people who experience a traumatic event experience some initial reactions (e.g., feeling numb, having trouble sleeping, avoiding talking about the event, etc.), but these problems usually go away within a few weeks. However, some individuals (approximately 8 percent in the United States), develop Posttraumatic Stress Disorder (PTSD).

## Characteristics of PTSD

PTSD is an anxiety disorder that develops in some individuals who have experienced or witnessed a traumatic event that invokes feelings of fear, helplessness, and/or horror. Individuals with exposure to multiple traumas are at an increased risk for developing PTSD. Numerous studies have found that women are twice as likely as men to develop PTSD. Individuals with PTSD have higher rates of other psychological disorders (especially depression, substance abuse, and other anxiety disorders), and higher rates of health problems. Additionally, PTSD has been found to result in economic cost (e.g., work days lost) and poor quality of life.

Individuals with PTSD often have disrupted emotional experiences, ranging from restrictions in the ability to feel or experience emotion (emotional numbing) to experiencing intense negative affect in response to memories of their trauma. There has been much debate regarding the precise ways in which trauma-induced emotional disturbances are associated with PTSD. I have been investigating relations between PTSD and specific disturbances in the processing of emotional information. The processing of emotional information is important for both interpersonal functioning (e.g., social skills and relationship development) and intrapsychic functioning (e.g., emotion regulation).

## "The Troubles"

Some of my research has been conducted in Northern Ireland, specifically the Derry/Londonderry area, which was one of the central geographic locations of the Sectarian Conflict/"The Troubles" including the infamous "Bloody Sunday" Massacre. Violence (including random bombings, shootings, captivity, etc.), segregation, and discrimination were extremely common from the late 1960s through the 1994 Peace Treaty (The "Good Friday Agreement"). Over the last few years of traveling to Northern Ireland, I had the opportunity to speak with many individuals living there, and it became apparent that every individual, whether on the "front lines" of the violence or not, was affected. Even if not participating directly in the violence, it was common for people to have to do things like think about which route to take to avoid a check point, or which channel to put on



During "The Troubles," barricades were erected in the Bogside of Derry to exclude government forces oppressing the Catholics, including this famous wall bearing the "Free Derry" slogan.

the television so that children did not see the latest graphic reports. Every person knew someone who had been personally affected.

Consequently, since every person has been exposed to traumatic and stressful events just by living through "The Troubles," it is not a far stretch to believe that every person could be at risk for developing some side effects of exposure, including changes in the way he or she experiences emotions as well as perceives/recognizes emotions in other people. Often there are stigmas attached



Murals depicting significant historical events from "The Troubles" can be found throughout the Bogside of Derry. The murals were created by three men known as the Bogside Artists.

to clinical diagnoses such as PTSD that keep people from seeking help. Therefore, it is important for people to know that everyone can be affected, and it is not a sign of weakness to get help to improve life satisfaction. This is one of the reasons why I chose to conduct some of my research in Derry/Londonderry. I wanted to be able to "give back" information and resources to help a community that had been so welcoming to me. There were many organizations and individuals who volunteered to participate in this research, including the Foyle Women's Information Network, the Bogside Artists, the Police Service of Northern Ireland, the Junction, and Holywell Trust.

### Contextual Recognition of Affective Faces Task (CRAFT)

Since facial expressions arguably play one of the most critical roles in non-verbal communication and emotional processing, we examined accuracy and reaction time of



Faces selected from stimuli set created in our lab after extensive testing.

judging emotional facial expressions in individuals with exposure to trauma and stressful events. In addition, we wanted to examine the effects of emotional context on judgments of emotional facial expressions. In order to do this, we used a task we created (the Contextual Recognition of Affective Faces Task (CRAFT)) in which participants made judgments of faces superimposed upon emotionally valenced and neutral images. Preliminary analyses found that participants with more symptoms of PTSD were more strongly affected by the emotional context when making judgments of emotional facial expressions.

### Implications for Treatment of PTSD

Delineating the nature of disturbances in the processing of emotional information is expected to improve our understanding of the etiology, nature, and maintenance of PTSD. Improving our understanding of these issues will enable us to develop better psychotherapeutic interventions to help individuals with PTSD.



Mismatching example: Happy face on fear image.



**Melissa E. Milanak** is a graduate student in the Clinical/Community Division working with Professor Howard Berenbaum. Melissa is in her final year of graduate training and is expected to defend her dissertation Spring 2011 before leaving for internship. Melissa was awarded the International Society for Traumatic Stress Studies' Student Research Grant, which helped fund a portion of her research. She was also the recipient of the 2010 Frederick & Ruby Kanfer Award that is presented to a graduate student whose scholarship and/or service in the field of clinical/community psychology is aimed at improving the psychological lives of all individuals. Milanak was honored for her paper, "The Relationship Between PTSD Symptom Factors and Emotion" which was published in the *Journal of Traumatic Stress*. For more information on "The Troubles" and INCORE's work, visit the conflict archive at <http://cain.ulst.ac.uk>.

## FACULTY AWARDS

### Professional Excellence

#### American Psychological Association 2010 William James Book Award

Division 1 of APA (General Psychology) will present **Professor Emeritus Harry Triandis** with the William James Book Award for his book, *Fooling ourselves: Self-deception in politics, religion, and terrorism*. Westport, CN: Praeger Publishers, (2009). The award is intended to honor and publicize a recent book that serves to integrate material across psychological subfields or to provide coherence to the diverse subject matter of psychology. The award will be presented at the annual APA meeting in Washington, D.C., August 4-7, 2011.

#### American Psychological Association 2010 Heritage Award

**Emeritus Professor Louise Fitzgerald** (Clinical/Community Division) was named the APA 2010 recipient of the Heritage Award from Division 35 (Psychology of Women) for distinguished lifetime research contributions to the psychology of women.

#### James S. McDonnell Foundation Scholar Award

**Kara Federmeier** is a 2010 recipient of the JSMF Scholar Award in Understanding Human Cognition program. The JSMF Scholar Awards support research studying how neural systems are linked to and support cognitive functions and how cognitive systems are related to an organism's observable behavior. Federmeier's research will explore cognitive and neural mechanisms of meaning comprehension.

#### Larine Y. Cowan Make A Difference Award

**Wendy Heller** received the 2010 award for her remarkable leadership and commitment to diversity at Illinois. The award cites Heller's advocacy for increasing the number of underrepresented staff and students at Illinois, her efforts in addressing the need for diversity on campus, and her active collaboration with the Division of Disability Resources and Education Service.

#### Research Methods Division of the Academy of Management Early Career Achievement Award

**Dan Newman** is the 2010 recipient of the award, which is given to an individual who has made distinguished contributions to research methods research, practice, and/or education during the individual's early career stage.

#### 2010 Robert McDonald Advancement of Organizational Research Methodology Award

**Dan Newman** received the 2010 award from the Research Methods Division of the Academy of Management for the paper, *Newman, D.A., Jacobs, R.R. & Bartram, D. (2007). Choosing the Best Method for Local Validity Estimation: Relative Accuracy of Meta-Analysis vs. a Local Study vs. Bayes-Analysis. Journal of Applied Psychology, 92, (1394-1413).*

### Teaching Excellence

#### Graduate Student Organization Instructional Award

This award is presented to faculty for excellence in teaching and advising at the graduate level. The 2010 recipient is **John Hummel** from the Cognitive Division.

#### Mabel Kirkpatrick Hohenboken Award

**Joshua Gulley** was selected as the 2010 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.

#### Psi Chi Excellence in Undergraduate Teaching Award

**Glenn Roisman** received the award for demonstrated excellence in undergraduate teaching. The winner of this award is determined by popular vote of Psi Chi and UPA members. The award is intended to recognize a professor at the University who has demonstrated an extraordinary level of commitment to undergraduate education. Criteria include effectiveness of teaching, knowledge of subject matter, ability to relate well with and devote time to undergraduate students.

## NEW FACULTY JOIN PSYCHOLOGY DEPARTMENT

The department welcomed four new faculty members for the fall 2010 semester.



**Florian Dolcos** is an assistant professor in the Brain and Cognition Division. His research focuses on neural correlates of affective-cognitive interactions in healthy and clinical populations, as studied with brain imaging techniques (e.g., fMRI and ERP).



**Sarah Brown-Schmidt** is an assistant professor in the Cognitive Division. She is also a Beckman Institute faculty member in the Cognitive Science group and a former Beckman Fellow. Her

research focuses on the mechanisms by which people produce and understand utterances during interactive conversation.



**Hans-Friedrich Köhn** is an assistant professor in the Quantitative Division. His research concerns applications of combinatorial optimization methods to

scaling/unfolding, clustering/tree-fitting, and order-constrained matrix decomposition problems, with particular focus on the analysis of individual differences based on sets of multiple proximity matrices, as might be collected from distinct data sources in the context of cross-sectional or longitudinal studies.



**Lisa Troyer** is a professor in the Social-Personality-Organizational Division. Her research concerns group decision making. Troyer also serves as executive assistant to

University of Illinois President Michael Hogan.



## Faculty Retirement



**William Brewer** retired May 2010 after 41 years on the Urbana-Champaign campus. Brewer received a BA from Harvard University, magna cum laude (1963), a PhD from the University of Iowa (1967), and completed a postdoctoral appointment

at the University of Minnesota's Center for Research in Human Learning (1967-1969).

Brewer split his faculty appointment between the Department of Psychology and the Institute for Communications Research from 1969-1983. He was a full-time faculty member in the Department of Psychology from 1983 until his retirement in May. He also served as co-director of the Center for the Study of Reading for one academic year (1979-1980). Brewer carried out research in five broad areas: knowledge representation, structure of discourse, human memory, knowledge of acquisition, and psychology of science.

Brewer is a fellow (Division 3) in the American Psychological Association, American Psychological Society, and the American Association for the Advancement of Science. He is also a member of numerous professional societies including: British Psychological Society, Psychonomic Society, Cognitive Science Society, Society for Applied Research in Memory and Cognition, American Association for Artificial Intelligence, ACM: Special Interest Group on Artificial Intelligence, Society for Philosophy and Psychology, Philosophy of Science Association, History of Science Society, Society for Social Studies of Science, Cheiron: International Society for the History of Behavioral and Social Sciences, American Educational Research Association, European Association for Research on Learning and Instruction, National Association for Research in Science Teaching, Society for the Study of the Short Story, International Reading Association, Society for Research in Child Development, International Imagery Association, American Association for the Advancement of Science, and the American Association of University Professors.

Brewer has over 100 publications with articles appearing in the most prestigious journals including the *Journal of Experimental Psychology*, *Memory & Cognition*, *Journal of Experimental Child Psychology*, *Journal of Experimental Psychology: Learning, Memory, and Cognition*, and the *American Journal of Psychology*.

## KRAMER NAMED BECKMAN INSTITUTE DIRECTOR

Professor Art Kramer was named director of the Beckman Institute on May 13, 2010, and he is the fourth director of the institute, which officially opened in 1989. Kramer received his PhD in cognitive/experimental psychology from the U of I in 1984. As a faculty member, he was first affiliated with the Perception & Performance Division (currently known as Visual Cognition & Human Performance-VCHP). He is still a faculty member in VCHP, and he is also affiliated with the Brain & Cognition and Cognitive Divisions. Kramer is a Swanlund Professor of Psychology, and formerly served as co-chair of the Beckman Institute's Human-Computer Intelligent Interaction research theme, director of Beckman's Biomedical Imaging Center, and as leader of the Human Perception and Performance group at Beckman.

## ALBARRACIN NAMED AN ASSOCIATE IN THE CENTER FOR ADVANCED STUDY

Dolores Albarracin has been named an associate by the Center for Advanced Study. In accordance with the center's mission, these appointments provide an incentive to pursue the highest level of scholarly achievement. They also provide faculty members with an unusual opportunity to explore new ideas and demonstrate early results. With the professors, associates and fellows form the intellectual core of the Center for Advanced Study community.

## 2010-2011 KNOWLEDGE FOR ALL LECTURE SERIES PRESENTERS

**Peter Clark** (Biological Division)

"Exercising the brain: A potential role for new hippocampal neurons generated from running and improving cognitive performance"

**Zijing He** (Developmental Division)

"Early social reasoning about interactions among ingroup and outgroup individuals"

**Paige Scalf** (Brain & Cognition Division)

"Does divided attention help at all? Competition for representation among multiple attended items"

**Chun Wang** (Quantitative Division)

"Item selection in multidimensional computerized adaptive testing"

*Reality, Virtual Reality...* (continued from page 1)

In collaboration with Professor George Francis in the Department of Mathematics, we created virtual four-dimensional geometrical objects in the Beckman VR Cube. Observers were placed in this virtual 4D space and "flew" along the fourth dimension using a game-pad to study the structure of the objects, and then answered questions about its spatial properties such as the distance between its vertices, the angle between the intersecting edges, and the size (hyper-volume) of the objects. The results showed that after a brief experience in the 4D virtual world people are able to learn the structure of 4D objects and make spatial judgments successfully, suggesting that it is indeed possible to overcome the dimension limits of the mental space.

### Implications

These studies provide empirical evidence on potential breakthroughs in human cognitive abilities, and can provide useful guidance for designing training and illustration techniques in mathematics and other areas of science, engineering, economics, and biology that involve complex, multi-dimensional data visualization.



**Dr. Ranxiao Frances Wang** received her PhD from Massachusetts Institute of Technology in 1999 and since then has been a faculty member in the Department of Psychology at the

University of Illinois. Dr. Wang's research focuses on visual and spatial cognition, including how humans perceive optic flow and make judgments about their locomotion; how people process spatial information during navigation; how the visual system temporally separate and integrate the continuous stream of optical stimulation to coherent percepts; the time course of visual sensitivity during eye movements, how people recognize objects and scenes, and human visual imagination of high-dimensional objects and space. She has published over 45 articles in journals and book chapters, including *Psychological Science*, *Trends in Cognitive Sciences*, *Psychonomic Bulletin & Review*, *Journal of Experimental Psychology: Human Perception and Performance*, *Journal of Experimental Psychology: Learning, Memory, & Cognition*, *Memory & Cognition*, *Attention, Perception & Psychophysics*, among others.

# 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 and staff who have influenced their lives. Gifts from alumni and friends enable the department to support the research of our most promising students.

## GRADUATE AWARDS

### Frederick & Ruby Kanfer Award

Frederick H. Kanfer, a member of the Department of Psychology from 1973 until 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 the Kanfer family, his colleagues, and friends whose generous contributions helped to endow the fund.



**Naomi Sadeh**, a graduate student in the Clinical/Community Division, is the 2010 recipient. Naomi's research advisor, Edelyn Verona, commented that she is the best student she has known in the ability to integrate scholarly and clinical pursuits. Naomi has the mind of a full-fledged scholar and methodologist, and already has several published papers on the topics of aggression, externalizing disorders, and psychopathic personality. Naomi's research and clinical work has provided valuable information about distinct causal pathways to antisocial and aggressive behaviors.

### J. McVicker Hunt Award for Excellence in Graduate Research

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-

1974. Hunt's book, *Intelligence and Experience* published in 1961, has been credited for laying the groundwork for Project Head Start, and the importance of early childhood education.



The Developmental Division selected two recipients, **Jamie Abaied** and **Zijing He**, for the 2010 award based on the significance and quality of their research as well as their research

productivity. Abaied graduated August 15, 2010, and accepted a faculty position at the University of Vermont as an assistant professor in the Department of Psychology. He is a sixth-year student and she expects to graduate in 2011.



### Nancy Hirschberg Memorial Award

Nancy Hirschberg was a member of the psychology department from 1964-1976, and then left Urbana-Champaign to join the psychology faculty at the U of I 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 research or scholarship in areas related to Professor Hirschberg's interests. These areas

include individual differences, personality, human judgment, and multivariate analysis.

The recipient receives a cash prize and their name is inscribed on a plaque that is kept on permanent display on the third floor.

The 2010 award was presented to **Dana Joseph** (Industrial/Organizational Division) based on the publication of the paper, "Emotional Intelligence: An Integrative Meta-Analysis and Cascading Model," which appeared in the *Journal of Applied Psychology*.

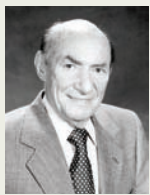


### Sarah C. Mangelsdorf Graduate Award in Psychology

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 & Sciences at Northwestern University in 2008.

**Naomi Sadeh** received the 2010 award, which is designed to honor an outstanding female graduate student who has exhibited excellence in research, scholarship, teaching, and has shown the potential to be an academic leader.

## UNDERGRADUATE AWARDS



### Frederick & Ruby Kanfer Award for a Graduating Senior

**Pilar Angeline De Leon** was selected as the 2010 recipient based on her outstanding work in a Neuropsychology Assessment

Practicum, and her honors research project, "Differential Habituation to Negative Stimuli Distinguishes Types of Anxiety," supervised by Professor Greg Miller. "Even at this



early stage of her career," De Leon's recommender stated, "Angeline typifies the integration of science and practice in a way that is rarely seen, even among professionals who aspire to it." The awards committee

unanimously agreed that her research and applied accomplishments exemplify the principles of scholarship in clinical/community psychology.



### Julie Sutton-Osgood Award

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 enrolled as a psychology student.

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. The Julie Sutton-Osgood Award in Psychology is intended to help students realize their dream of becoming either a physician or another type of medical practitioner.



The third Julie Sutton-Osgood Psychology award was presented to **Meghan A. Skotnicki** at the department's award program on May 15, 2010. Skotnicki volunteered at Christ Hospital, the same hospital affiliated with Sutton-Osgood. Skotnicki planned on pursuing a master's degree in Neurobiology and Physiology in preparation for medical school.

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 **Jessica Houston** on May 15, 2010, for her honors thesis, "Twelve-month-olds' Expectations About Adults' Responses to Distress." Houston conducted her research under the supervision of Professors Renee Baillargeon and Glenn Roisman.



## HONORS IN PSYCHOLOGY



**Front row:** Amanda Moncada, Angeline DeLeon, Miriam Holtzman, Jessica Houston, Professor Donna Korol  
**Middle row:** Giulia Mazza, Abby Toms, Jameese Sykes, Alethea Mereelos, Renee Sadowski (graduate student, Neuroscience Program), Samantha Pisani (graduate student coordinator, Neuroscience Program)  
**Back row:** Andrea Gavidia, Andrew Miller, Trent Meltzer, Andrew Gill, Andrew Brown

The Honors Program, coordinated in 2009-2010 by Professor Donna Korol, is a three-semester sequence of courses designed to offer outstanding undergraduates an opportunity to do sustained scholarly work on a specific research project, culminating in the preparation of an undergraduate bachelor's thesis, and a poster presentation at the Honors Program Fair. Students who complete the program graduate with "Honors in Psychology." Thirteen students presented their research at the Honors Program Fair on April 29, 2010.

#### Future Memory (continued from page 5)

patient identified as "KC." This individual had damage to his hippocampus, frontal lobe, and parietal lobe. Tulving was intrigued that consciousness was impaired in patients with amnesia. He thought KC as well as other amnesics lacked "autonoetic consciousness" or the ability to travel in time.

Schacter was in KC's room when Tulving was testing him on memory. KC could not respond to the question, "What will you be doing tomorrow?" He could not remember a single episode from his past and he could not imagine possible future events. At that time, Schacter thought that studying individuals imagining the future was a daunting task and he kept the thought on hold. He started to think about this topic three to four years ago because of the interesting work in the field about the striking commonalities between remembering the past and future events.

In the past decade, other researchers have studied amnesic patients and found that they indeed have difficulty imagining the future and, in fact, imagining at all. The patient work has been supported by functional magnetic resonance

imaging (fMRI) research, which finds that the same brain regions, including the hippocampus, are active when people remember, think of the future, or imagine a possible scenario. The hippocampus is also active when people let their mind wander. These kinds of observations led Schacter and his research colleagues to propose in their 2007 paper that a core network is involved in remembering past events, imagining future events, and possibly engaging in some related mental simulations.

#### Past/Future fMRI Studies

Schacter and colleagues have investigated this claim further with fMRI, focusing on the role of the hippocampus. It is believed (based on work by University of Illinois's Neal Cohen and his colleagues) that the hippocampus is critical for relational memory, which is memory for the arbitrary combination of elements in our experience. Any time you remember a name with a face, anything that could not be figured out just by looking at a thing, you are using relational

memory. As such, the hippocampus is the perfect brain region to look at if memory, as well as imagining the future, requires people to take different pieces of information (various people, places, locations, events, etc.) and combine them into a single past event or a potential future event.

In his recent work, Schacter has subjects come in and tell the researchers a large number of events from their past. Later, while subjects lie in the fMRI scanner, they are shown elements from these events and asked to either remember the event or to generate future events or imagine past events from recombinations of the elements (what might have happened if your mother attended the party last year?). Activity from the brain scans confirms the importance of the hippocampus, even occasionally finding more activity during imagining than during remembering.

While more research needs to be done, this work by Schacter and others suggests that having a constructive memory is indeed useful, since it allows us not only to remember the past (sometimes incorrectly), but also to predict the future.

# Student and Staff Awards

The following students and staff 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.

## American Psychological Foundation/ Council of Graduate Departments of Psychology Research Award

**Yung-Jui "Daniel" Yang** received the award for his research entitled, "Clashes of Civilizations: Critical Conditions for Evocation of Hostile Attitude Toward Foreign Invasion of Cultural Space."



Howard Berenbaum, mentioned that this research will make valuable contributions not only to the psychopathology literature but also to the emotion literature because of its introduction of the concept of shame aversion.

## Department of African American Studies Outstanding Graduate Research Paper

**Nancy Joseph's** research paper titled "Ethnic-Racial Socialization Messages in the Identity Construction of Second Generation Haitians" was selected as the 2010 outstanding graduate research paper.



complete the doctoral degree in a timely fashion and free them from assistantships and other obligations.

## Graduate College Dissertation Travel Grant

**Mona Taylor's** grant will cover her travel to Chicago where she is conducting interviews with mothers and their preadolescent children about parenting and raising children in inner-city neighborhoods. Taylor's dissertation examines how the neighborhood context influences the parenting styles of low-income African American mothers.



## Sandra Goss Lucas Award for Excellence in Teaching "Introductory Psychology"

The award was established in 2008 in honor of Sandra Goss

Lucas, who served as the director of the "Introductory Psychology" course for 11 years. **Aya Shigeto** received the 2010 award in recognition of her outstanding contributions as an instructor in Psych 100. Shigeto graduated August 2010 and accepted an assistant professor position at Nova Southeastern University located in Fort Lauderdale, Fla.

## Graduate College Conference Travel Award

**Keith Bredemeier** (Clinical/Community Division), **Karen Sixkiller** (Social-Personality-Organizational Division), **Nicole Lewellyn** (Developmental Division), and **Emily Venheim** (Biological Division) received travel awards based upon the outstanding research they presented at their respective fall conferences.



## Outstanding Quantitative Graduate Student Award

The award recognizes one graduate student in the Quantitative Division for exceptional merit during the past academic year. **Nathaniel Helwig** is the first recipient of the Quantitative Division's award. The award is given in recognition of his extraordinary work as a teaching assistant in Psych 406/407, the department-wide graduate statistics sequence. Helwig has shown excellence and outstanding dedication to teaching.



## Herman Eisen Award

**Andrew Case** received the award for his leadership and vision in working with the Peer Ambassadors Program, a group of African American adolescents who serve as mentors, educators, and advocates for other youth in the community. Case's focus on the peer ambassadors has been purposeful in that he is integrating practice and research.



## Ed Scheiderer Award

**Michelle Schoenleber** received the award for her paper titled, "Shame Aversion and Shame-Proneness in Cluster C Personality Disorders"

published in the *Journal of Abnormal Psychology*. Schoenleber's recommender,

## Graduate College Dissertation Fellowship

**Zijing He** was awarded a one-year Graduate College Dissertation Fellowship effective Fall 2010. The fellowship is designed to help outstanding students



## Seymour Sudman Dissertation Award

**Joshua Jackson** is the recipient of the Seymour Sudman Dissertation Award given by the Survey Research Laboratory. The award recognizes excellence in survey research as part of the doctoral dissertation. Jackson's dissertation is entitled "The Effect of Educational Experiences on Personality Trait Development."

### Society for the Psychological Study of Social Issues

**Yung-Jui "Daniel" Yang** (Social-Personality-Organizational Division) is the 2010 recipient of SPSSI's Grants-in-Aid Award. This award supports empirical research that has bearing on public policy as part of the doctoral dissertation. Yang's dissertation is entitled "Clashes of Civilizations: Critical Conditions for Evocation of Hostile Attitude Toward Foreign Invasion of Cultural Space."

### DIVISION AWARDS FOR OUTSTANDING UNDERGRADUATE STUDENTS

#### Biological

Donald O. Hebb Award: Emily Foreman  
Karl Lashley Award: Erik Haferkamp

#### Brain & Cognition

Michael Coles Award: Alisha Janssen

#### Clinical/Community

Community Action Award: Cynthia L. DeRutter

#### Cognitive

Charles Osgood Award: Kirstin Allyn Shafer

#### Developmental

Giulia Mazza  
Jessica Houston

#### Quantitative

Veronica Miller  
Allison Paukstis

#### Social-Personality-Organizational

Edward Diener Award: Deanna Drzymkowski  
Harry Triandis Award: Andrew Miller

#### Visual Cognition & Human Performance

Christopher Wickens Award: Joshua I. Glaser  
Charles Eriksen Award: Andrew B. Brown

## UNDERGRADUATE AWARDS



### Community Action Award

**Cynthia De Rutter** was selected as the 2010 recipient for her invaluable work in a community and school-based action-research tutoring program for "at-risk" Latino and

African American children. She was also praised by her recommenders for juggling multiple roles as tutor, program and evaluation coordinator, supervisor, training director, community outreach representative, parent liaison, and research investigator, taking these responsibilities on with grace and incredible success.

### Graduating with 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. Those who graduated with Distinction on May 16, 2010, were:

**Nicole Babuskow**

**Claire Berthold**

**Yoojin Chang**

**Cindy DeRutter**

**Karina Durso**

**Emily Foreman**

**Yesenia Garcia**

**Alisha Janssen**

**Amanda Lucchetti**

**Sean Swearingen**

**Aashesh Verma**

**Jeffrey Yeung**

## New Staff Join Department



**Jim Clark**  
Operations Manager  
Psychology Building



**Sara Dubson**  
Office Manager  
Psychological Services Center



**Nicole Edwards**  
Human Resources Specialist  
Business Office



**Beth Etchison**  
Account Technician  
Business Office



**Ashley Marie Ramm**  
Office Support Associate  
Business Office

## Staff Retirements

It is with great sadness that we said goodbye to seven staff members who retired this year:

**Mike Anderson**, Electronic Engineer

**Jenny Barrett**, Senior Research Programmer

**Reita Dalton**, Specialist-Inventory

**Earle Heffley**, Director of Technology

**Gladys Hunt**, Coordinator of Program Development and Outreach, Psychological Services Center

**Margie Link**, Technician II Account

**Carol Toler**, Office Manager  
Psychological Services Center

## Psychology's First-Team All-American



Laura DeBruler, a senior majoring in psychology, has earned for the eighth time in her career the title of Big Ten Player of the Week. During that same week, October 4, she also became the Illini's all-time kills leader in a game against Wisconsin, raising her career total to 1,804. DeBruler was a First-Team All-American in 2009.

She plans to pursue a career in coaching volleyball at the collegiate level following graduation in May 2011.

## NEW DEPARTMENT INITIATIVES FROM ALUMNI ADVISORY BOARD

### Internship Opportunities for Psychology Undergraduates

*By Stephan Wiet, Vice President, Psychology Alumni Advisory Board*

The Alumni Advisory Board is pleased to report that our Internship Subcommittee has made significant strides this past year in connecting students with employers offering summer internships and bringing this experience back to the classroom. There appears to be a misperception among many psychology students that job opportunities are limited for psychology majors with an undergraduate degree. This is not the case. Psychology undergraduates develop a wide array of skills important to business such as creative problem solving, statistical analysis, technical writing, and experimental design.

The goals of the internship program are fourfold. First, it identifies and helps create internships that provide students work experience to enhance their resumes and use their skills outside the classroom. Second, it broadens students' awareness of the type of job opportunities available to psychology students. Third, it creates a continuing seminar series taught by faculty and alumni to help students further develop their job skills. And finally, it creates an opportunity for alumni who graduated with a psychology degree to reconnect with the department and become a part of the psychology community at the University.

The subcommittee's initial activity was to reach out to psychology alumni and identify those who are interested in hiring a psychology intern or are willing to help create such a program within their businesses. In response to our initial survey in February 2010, 136 alumni stepped forward and expressed interest in this initiative. With their

assistance, the department was able to place five students into internship programs this past summer.

More impressive, there are a total of 28 internship opportunities currently available for students during the summer of 2011. We are working diligently to expand this number through a recent email communication campaign we have launched with our alumni. Our goal is to be able to successfully place any qualified student who desires an internship with an employer.

In parallel, the Department of Psychology recently received approval to add a new seminar course that was added to the psychology curriculum this fall. Titled "Capstone Internship in Psychology," the credited course offers students who have just completed an internship either offered through this program or found on their own to build on their internship experiences and connect this with their psychology training. Students are expected to participate in team projects that will facilitate their abilities to communicate in the many different jobs open to students with a degree in psychology.

The overall goal of this seminar is to form two bridges: one is between the internships and the psychology major, while the other is between a student's academic career and the "real world." The course will also provide valuable guidance from distinguished faculty members and alumni to help them prepare for a successful career, such as resume writing, communication skills, and mock job interviews. A course syllabus was developed through the collaboration of faculty and business alumni.

The subcommittee is currently drafting a five-year plan to further enhance the bridge between psychology students and the

"real world." Committee members include alumni Stephan Wiet, Lawrence Moller, Sam Krug, and Loren Kuzuhara. University affiliates include Professor Robert Wickesberg and Leslie Vermillion, senior director of development in the College of LAS Office of Advancement.

### Alumni Mentoring Opportunities

*By Celeste Hill, Chair, Psychology Alumni Advisory Board Mentoring Subcommittee*

During the past year, the Alumni Advisory Board's Mentoring Subcommittee has focused on assisting undergraduates in enhancing skills for career success.

The committee worked to expand Career Information Night, a forum in which alumni share information with undergraduates regarding their career experiences. This event provides an opportunity for students to learn about career options available to psychology majors with or without advanced degrees.

Students also hear alumni feedback about the skill sets that employers frequently look for when hiring psychology majors. The spring 2010 event included a panel discussion of alumni representing the fields of clinical and forensic psychology, human resources, medicine, and law. To assist students in the practical aspects of job interviewing, a workshop, "Winning Resumes, Cover Letters, and Successful Interviewing," was provided by the University's Career Center.

This fall, the Mentoring Subcommittee continued its work implementing an alumni mentoring program for undergraduates. The committee has received a positive response and has identified an initial pool of alumni interested in mentoring undergraduates on a one-on-one basis. The program will employ e-mentoring and other tools to allow alumni throughout the country to participate and to provide undergraduates with insights into their educational and professional experiences.

If you are interested in becoming a mentor to psychology undergraduates, please contact Cheryl Berger, assistant head for alumni affairs, at (217) 333-3429 or [cberger@illinois.edu](mailto:cberger@illinois.edu).

### HOW YOU CAN HELP

The Department of Psychology would like to increase the number of internships that we can offer to our undergraduate students. We are interested in hearing from alumni who did not have the opportunity to complete our internship/mentoring survey in the spring 2010 semester. Does your company have an internship program; do you currently offer internships to psychology students; what qualifications do students need to apply to your program; if your company does not have an internship program in place, are you interested in starting a program for psychology students? Please direct your information to Leslie Vermillion, College of Liberal Arts and Sciences Office of Advancement, at (217) 333-7108 or [lvj@illinois.edu](mailto:lvj@illinois.edu).

# ALUMNI NEWS

## 1950s

**Beatrice Johnson Matheny** (PhD '53) is a retired clinical psychologist who remains committed to helping people. She is active socially in church, with her family, and in a variety of other activities.

## 1970s

**Cindy (Johnson) Chelcun** (BS '73) retired August 2010 from a 25-year career as a professional counselor, including several years of owning a licensed psychotherapy practice. She is dedicating her retirement to education and research support related to hereditary diffuse gastric cancer syndrome, the cause of her husband's death in 2009. Family organization news can be found at: [www.NOStomachForCancer.org](http://www.NOStomachForCancer.org).

**Neil Dorans** (PhD '78) received the National Council on Measurement in Education (NCME) Award for Career Contributions to Educational Measurement at the joint meetings of the NCME and the American Educational Research Association April 30-May 4, 2010, in Denver, Colo. The award honors living persons whose publications, presentations, and professional activities over a career have had a widespread positive impact on the field of educational measurement.

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

**Chester Taranowski** (BS '75) lives in Chicago and is currently employed by Aon Corporation. He won the prestigious Employee Assistance Professional of the Year award from the Employee Assistance Professional Association (EAPA). The honor was awarded at the 2009 EAPA annual convention in Dallas.

## 1980s

**David Bakrins** (BS '88) is a school psychologist and the special education facilitator for the Diamond Lake School District in Mundelein, Ill. He has worked in the district since 2000. Bakrins

received an MS in family and child Studies from Northern Illinois University ('92), EdS in school psychology from National-Louis University ('99), and CAS in educational leadership from National-Louis University ('07). Bakrins also earned a Type 75 Administrative Certificate ('07), and a Special Education Director Endorsement ('08).

**John Eric Marruffo** (BS '85) is an information services specialist (MS Access developer) at the Illinois Department of Public Information, Office of Information Technology. Marruffo has earned several advanced degrees: MEd '86, counselor education-human services education sequence at Illinois State University; MS '04, management information systems, U of I at Springfield; MBA '10 and Graduate Certificate in business process management, U of I at Springfield.

**Alice B. McGinty** (BS '86) used her background in psychology to develop a model that applies what psychologists know about basic emotional needs to the art of children's literature. She examines well-known children's books to reveal the psychological elements below the surface which give the writing depth and power and help readers to connect emotionally to the story. McGinty is an award-winning author of 40 books for children. Her most recent book, *Eliza's Kindergarten Pet* (2010, Marshall Cavendish) was published this fall.

## 1990s

**Alaina Bell** (BS '09) is in the second year of a two-year graduate program at the University of Minnesota-Twin Cities. Bell is specializing in compensation and benefits and she is pursuing an MA-HRIR (Human Resources & Industrial Relations) at the Carlson School of Management. She was the recipient of the Dick and Peggy Lidstad Fellowship for the 2009-2010 academic year. Bell said her undergraduate research experiences under the supervision of Professors Nicole Allen and Fritz Drasgow gave her a key advantage in applying for graduate school. She was on a paid internship June-December 2010 at the Polaris Corporation, a leader in the power sports industry, located in Medina, Minn.

**Andrew Makela** (BS '95) earned a Doctorate of Optometry degree ('04) from the Illinois College of Optometry and he is currently practicing in Southeastern Wisconsin. Makela and his wife are proud to announce the birth of their third child, a girl, born on September 13, 2010.

**Julie Markham** (PhD '04) is an assistant professor of psychiatry at the University of Maryland School of Medicine and her lab is part of the Maryland Psychiatric Research Center. Markham's husband, Brent Orr, is also a U of I alum who graduated with an MD/PhD in neuroscience. He is currently a fellow in neuropathology at Johns Hopkins. They live in Baltimore with Aiden, their 3-year-old son.

**Lonna Murphy** (BS '92) earned an MS in general psychology at Illinois State University ('95), PhD in developmental psychology at Purdue University ('03), and held a postdoctoral appointment at Iowa State University ('03-'06). During her time at Purdue University, Murphy married Ethan Badman who earned a PhD there in analytical chemistry. Their son, Dermot, was born in '04. Murphy is currently a tenure-track instructor of psychology at Passaic County Community College in Paterson, N.J.

**Alfred Vick** (BS '93) is an associate professor of landscape architecture at the University of Georgia. He is also the chair of the Sustainable Sites Technical Advisory Group for the U.S. Green Building Council. Vick lives in Athens, Ga., with his wife and 3-year-old son.

## 2000s

**Michael Wilson** (MD/PhD '06) is a clinical research fellow in the Department of Emergency Medicine at the University of California-San Diego. His research has involved multiple collaborations with the Department of Psychiatry on the best emergency treatments for agitated psychiatric patients.

## Send Us Your News

*Email your personal and professional news to [alumni@psych.illinois.edu](mailto:alumni@psych.illinois.edu).*

## Outstanding Psychology Alumna Receives UIAA Loyalty Award



Susan G. Weitzman received the UIAA Loyalty Award from Vanessa Faurie, vice president and associate chancellor for alumni relations on October 1, 2010, at the Alice Campbell Alumni Center.

The University of Illinois Alumni Association has honored outstanding alumni with the University of Illinois Loyalty Award since 1957. The award recognizes alumni who have demonstrated extraordinary loyalty to the University and the Alumni Association.

Susan G. Weitzman (BS '81; MBA '82) served on the UIAA's Campus Advisory Board (CAAB) from 2003-2009. Vanessa Faurie,

vice president and associate chancellor for alumni relations, presented Weitzman with the award. She stated, "As co-chair of the CAAB Membership Committee, she played an instrumental role in restructuring the nomination and selection process for new board members. She focused her efforts on building a broader representation on the CAAB. Thanks to her vision and leadership, we have a stronger, more diverse Campus Alumni Advisory Board."

Weitzman is also a member of the Department of Psychology's Alumni Advisory Board.

## Illinois Traffic Safety Leaders Select Psych Alumnus for 2010 Award



The Honorable Jeffrey B. Ford (BS '73; JD '76) received the Joanne Blair Award from the Illinois Traffic Safety Leaders on September 30, 2011.

The Joanne Blair Award was created to honor the selfless leadership and dedication of Joanne Blair to improving highway safety for citizens of Illinois. It is awarded annually to an outstanding individual and/or organization in Illinois highway safety.

The Honorable Jeffrey B. Ford is a circuit judge in the Sixth Judicial Circuit located in Champaign County. Judge Ford is also a current member of the Department of Psychology's Alumni Advisory Board.

**Department of Psychology**

University of Illinois at Urbana-Champaign  
603 E. Daniel St.  
Champaign, IL 61820

Nonprofit Org.  
U.S. Postage  
PAID  
Permit #75  
Champaign, IL



# CONNECT WITH US

## Become a Psychology Facebook 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 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@psych.illinois.edu](mailto:alumni@psych.illinois.edu).

## Network on LinkedIn



The department is pleased to announce the establishment of an alumni networking group on LinkedIn. We hope this venue will help us initiate a dialog with and amongst our alumni. You can find us under the Groups tab listed as "University of Illinois Psychology Networking." Feel free to provide us with your feedback and comments concerning this new initiative. You are also welcome to contact us at [alumni@psych.illinois.edu](mailto:alumni@psych.illinois.edu).

## Updated Psychology Website



The Department of Psychology has added a new alumni section to our website: [www.psychology.illinois.edu/alumni](http://www.psychology.illinois.edu/alumni). You can find information about the Alumni Advisory Board, Alumni Awards, News & Events, and you can update us on your latest news. We look forward to hearing from you.

## INVEST IN THE FUTURE OF THE DEPARTMENT OF PSYCHOLOGY

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.

**Give online: [www.psychology.illinois.edu/giving](http://www.psychology.illinois.edu/giving)**