



Socially Determined Sex Change In Our Colorful Vertebrate Cousin: The Clownfish *By Justin Rhodes*



A bright orange male clownfish about three inches long from head to tail with three bright white stripes running vertically along the body slides right next to his partner and quivers his whole body violently as if having an orgasm. The female, the heftier of the two, then swims in an exaggerated zig-zag motion right up against his face, pushing him back toward the direction of the nest.

He quickly obeys and starts fanning and biting at a clutch of eggs stuck to the side of a rock. She then turns and chases away a smaller clownfish who is hanging around in the periphery. A short distance away is their home, a sea anemone. The clownfish depend on the anemone for protection. Anemones will sting other fish if they come in contact with the tentacles. Clownfish are not stung because they coat themselves with the mucous from the anemone. Without their host anemone, clownfish cannot escape predation in the wild.

When the eggs hatch, the tiny larvae (each the size of an eye lash) will float to the surface

of the water and become plankton until they are large enough to settle on a reef of their own. Major predation occurs during this period when the larvae are separated from their parents. Occasionally, the one-in-a-million event occurs, and three small clownfish survive the intense predation and settle on a reef that happens to have a sea anemone vacant from other clownfish.

At this point the three fish will compete with each other and the largest will become female, second largest male, and third largest sexually undifferentiated. Although the fish will age together and grow larger together, the relative size differences between the fish will remain unchanged as will the dominance hierarchy, with female on top, male in the middle, and undifferentiated at the bottom.

If the female dies, remarkably the male will change sex and become female, and the undifferentiated fish will become male to complete the pair. Sex change in the clownfish involves complete reorganization of the gonadal

tissue. In the male, the testes get resorbed, ovaries develop, and genitalia become modified. The whole process takes about 2 weeks. However, within minutes after the female is removed, the behavioral repertoire switches. The male that used to receive orders from the female, tend the nest, and display the quivering behavior now displays aggression and dominance, and begins to court the smaller fish as the female would.

Very little is known about how the brain orchestrates sex change in fishes. It is thought that the transition begins with changes in neuronal signals in the brain, particularly those that influence activity in the medial preoptic area of the hypothalamus. Neurons here secrete gonadotropin releasing hormone onto the pituitary. The pituitary then releases lutenizing hormone and follicle stimulating hormone into the blood. The gonadal tissue receives the hormonal signals and behaves accordingly, i.e., resorbs or is extended.

Note however, that humans have a medial preoptic area, pituitary and all these hormones too so obviously many questions remain to be answered. Where in the brain are the signals generated that cause the switch in behavior from subordinate to dominant and from male to female? Which neurochemicals and receptors are involved? Does the process of sex change involve some reorganization of the brain, with new neurons sprouting up in some areas and loss of neurons in others? How do the gonadotropin releasing hormone neurons behave to cause the pituitary to release signals that initiate gonadal sex change? Are there other peptides released by the pituitary besides lutenizing hormone and follicle stimulating hormone that tell the gonadal tissue how to differentiate?

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From the Department Head

It is a pleasure to be back on campus after a yearlong sabbatical in the Netherlands. Sabbaticals provide faculty members with the opportunity to retool, to finish old projects, and to begin new ones, all in the service of advancing the interests of the University and the State of Illinois. I thank Interim Head Brian Ross for running the department while I was away. Brian faced a number of unexpected challenges and he handled them with grace, skill, and wisdom. He did such an excellent job that he is now my

boss, serving as Interim Associate Dean for the Sciences in the College of Liberal Arts and Sciences. Congratulations, Brian!

There have been many changes at the University in the last year. We have a new President, long-time Illini Robert Easter. Our Chancellor, Phyllis Wise, recently celebrated her one-year anniversary in that position. Ilesanmi Adesida, formerly the Dean of Engineering, became our new Provost in August. Peter Shiffer became our new Vice Chancellor for Research at the same time. We look forward to working with these new leaders as they seek to advance the research, teaching, and service missions of our great University. The Chancellor recently spelled out her strategic vision for the future, which involves emphases on economic development; education; energy and the environment; health and wellness; information technology; and social equality and cultural understanding. Psychology will play an important role in several of these initiatives.

There have been many changes in the department as well. Several faculty members left for positions at other Universities, including Dolores Albarracin, Chryle Elieff, Paul Gold, Donna Korol, and Glenn Roisman. Our long-time and much beloved Graduate Administrative Aide, Lori Hendricks retired and several other staff members left to pursue opportunities outside the department, including Katie Beall, Beth Etchison, and Tom Hendricks. We certainly wish them all the best.

Our sadness regarding these losses is eased by the addition of several new faculty and staff members. Daniel Hyde and Eva Telzer are developmental neuroscientists who provide an exciting new dimension to our department. Nichelle Carpenter is an organizational psychologist who helps strengthen our highly-ranked Industrial/Organizational program, while Michael Kraus brings breadth, depth, and energy to our Social Psychology program. We are fortunate to have such accomplished, stimulating, and enthusiastic colleagues joining our department. In addition, we continue our search for a Kanfer Chair in Clinical Psychology, and we have two new searches this year, one in Personality and one in Behavioral Neuroscience. Furthermore, we are involved in searches with the Institute for Genomic Biology and several other social science departments for several senior cluster hires in the area of Sociogenomics.

At the staff level, our new Director of Budget and Resource Planning, Daniele Frerichs, has ushered in a new era of friendly service and support to our business operations, and Carleen McCormick has seamlessly replaced Katie Beall as Office Manager to the Associate Heads. The department is operating at a very high level and I am very optimistic about our future.

More good news about the department can be found in this issue of the newsletter, which highlights Dr. Justin Rhodes' research to discover how the brains of clownfish orchestrate sex change, Dr. Ed Diener's research on happiness, Angela Walden's and Nancy Thomas' Dialectical Behavior Therapy intervention at the local Juvenile Detention Center, and the reflections of psychology alumnus Phillip J. Bowman, M.D (BS'90).

Please feel free to visit the department if you can. You are always welcome.

David E. Irwin
Professor and Head

PSYCHOLOGY TIMES

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For more information on the department, visit our website at: www.psychology.illinois.edu

Happiness is Beneficial

By Ed Diener, Professor Emeritus
Senior Scientist, The Gallup Organization

Happiness is a very hot topic. Philosophers discussed it for millennia, and there is an endless stream of popular self-help books telling us how to be happier. Over the last three decades my students and I have worked to base our understanding of happiness on a scientific foundation. Because “happiness can mean different things,” we renamed the field “subjective well-being,” which is people’s evaluations of their lives, both as reflected in their judgments of satisfaction and in their ongoing experience of positive feelings.

My laboratory has published over 200 articles on happiness and we have made advances in understanding, although there is much still to be learned. The fact that my research has been cited nearly 60,000 times in research articles shows that the field of subjective well-being has become a popular area of research. Because of the Gallup World Poll I have been able to analyze the first representative sample of the world. Thus, our conclusions are more generalizable than many studies that are based only on college students.

The major question that has captivated both popular writers and scientists is the question of what causes happiness. We found that there is no single key to happiness, but a good recipe is required – many ingredients in the right proportions. A person’s inborn temperament is important, and therefore personality factors such as extraversion and neuroticism influence a person’s subjective well-being. Another important influence on people’s happiness is their social relationships. We found that all happy people have close and trusting relationships with others. They can count on others, and they in turn help others. Furthermore, they feel respected by others.

Not surprisingly, we find that the meeting of needs is crucial for life satisfaction. People who have their basic needs for food and shelter met are much more likely to be satisfied, and therefore we find that wealthier nations tend to have higher average life satisfaction. However, beyond basic needs we also find that social relationships and feelings of mastery and competence are needed. Therefore, in some cases poorer nations are happier than richer ones. For example,

we find higher life satisfaction in Costa Rica than in South Korea, despite the fact that the latter has three times the personal income. Fulfilling Maslow’s needs are important to happiness, but with one marked difference from his theory. In our Maslow 2.0 theory we show that the needs do not strongly emerge in a hierarchical order. Instead, people are working on all the needs at once. Thus, even a hungry person can find some satisfaction through relationships and mastery.

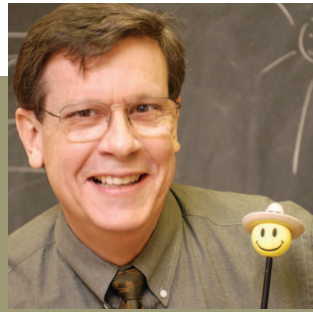
Our newest and perhaps most important finding is that happiness is generally good for people. People who feel at least a bit positive most of the time and only occasionally experience negative feelings seem to function best. The author Flaubert claimed that stupidity is necessary for happiness, and a recent popular book by Barbara Ehrenreich echoed this sentiment. Fortunately, they appear to be wrong. Although occasional feelings of worry, irritation, or sadness can be helpful for functioning, people who experience these feelings on a chronic basis do not on average function as well. The benefits of happiness are manifold: better health and greater longevity, superior social relationships, better work performance, and good citizenship.

The scientific evidence that happiness is beneficial is now substantial. People high in subjective well-being are on average healthier, in part because their immune systems tend to be strong and in part because they have good cardiovascular health. Scientists are now uncovering the physiological pathways through which our moods and emotions influence our health. In addition, happy people are

more likely to follow certain health behaviors such as exercising and having a healthy diet. In a number of long-term longitudinal studies happy people have been found to live longer.

Perhaps even stronger than the happiness and health relation is the beneficial effect of happiness on social relationships. For instance, people high in subjective well-being are more likely to have rewarding and lasting marriages. People enjoy interacting with people who are happy, and tend to avoid depressed individuals. Happy people seem on average to be more altruistic, and to volunteer and donate more money to charity. In organizations, people high in job satisfaction are better “organizational citizens.” That is, they are likely to engage in

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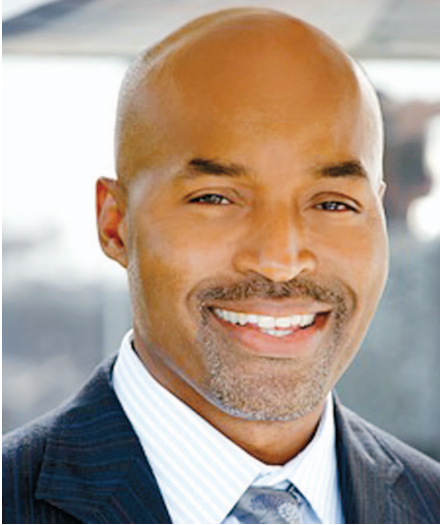


Ed Diener (professor emeritus) is the Joseph R. Smiley Distinguished Professor of Psychology at the University of Illinois. He received his doctorate at the University of Washington

in 1974, and has been a faculty member at the University of Illinois for the past 38 years. Dr. Diener’s research focuses on the measurement of well-being; temperament and personality influences on well-being; theories of well-being; income and well-being; and cultural influences on well-being.

He was the president of both the International Society of Quality of Life Studies and the Society of Personality and Social Psychology, as well as of the International Positive Psychology Association. He was the editor of the *Journal of Personality and Social Psychology* and the *Journal of Happiness Studies*, and the founding editor of *Perspectives on Psychological Science*.

Dr. Diener won the Distinguished Researcher Award from the International Society of Quality of Life Studies, the first Gallup Academic Leadership Award, and the Jack Block Award for Personality Psychology. He has honorary doctorates from the Free University of Berlin and Eureka College, and several teaching awards, including the Oakley-Kundee Award for Undergraduate Teaching at the University of Illinois. In 2012 he was elected to the American Academy of Arts and Sciences and he was also the recipient of the American Psychological Association Distinguished Scientist Award.



A Slam Dunk Career

By Phillip J. Bowman, M.D.

I have a strong connection to the University of Illinois and the Champaign-Urbana community. My father, Phillip Bowman, was a Professor in the Department of Psychology from 1984 to 1991 in the Social/Organizational Psychology Division. After growing up in Ann Arbor, Michigan, my brother and I accompanied our father to Champaign in 1984 where I completed my junior year and my brother completed his freshman year at Centennial High School.

I returned to Ann Arbor in 1985 to complete my senior year of high school when my father was awarded a Rockefeller Fellowship to complete work on a national study at the University of Michigan's Institute of Social Research. After the 1985-86 school year, the entire Bowman family moved back to Champaign, IL. My mother, Jacquie Bowman, Ph.D, was offered a position as Assistant Dean in the Office of the Dean of Students and later served seven years as Ombudsman for the University of Illinois.

I attended Parkland College for my freshman and sophomore years and played on the basketball team. I led Parkland's basketball team to a 2nd place finish in the 1988 National Junior College Athletic Association Division II Championships; was selected as a First Team All American; ranked 4th nationally among all junior college players in three-point percentage, and 2nd in three-point field goals. My academic career was as important to me as my athletic accomplishments and I maintained a 3.8 grade point average on a 4.0 scale. My athletic and academic accomplishments caught the attention of Head coach Lou Henson and he asked me to join the Fighting Illini Basketball team.

Playing basketball for the University of Illinois was definitely one of the highlights of my college experience. I was fortunate to play

on a great team with awesome teammates, including Kendall Gill, Stephen Bardo, Marcus Liberty, Nick Anderson, and Kenny Battle, just to name a few, and playing in the Final Four during the 1988-89 season was an unbelievable experience. In my senior year I became a starter and it was an amazing way to end my athletic career at the University.

My approach to balancing the demands of being a student athlete was to stay focused on my number one priority which was academic performance. My clear goal was to attend medical school so I knew that getting excellent grades while playing basketball would require commitment, hard work and sacrifice. I wanted to give my best effort in basketball as well. I remember the time commitment for basketball related activities was very significant and a lot of fun. In order to stay on track, I would study on road trips and spent long hours in the library after practice. Both of my parents were big basketball fans but they would always remind me to remain dedicated to my educational goals. They stressed that education was the key to future success in life.

Playing Big Ten basketball was very challenging and I learned a lot about teamwork, dealing with adversity, and that success requires hard work and learning from mistakes. In sports there is a big emphasis on preparation with the expectation of positive results. This process builds confidence and improves positive thinking. This approach helped me academically as well as in life to always do my best, maintain a positive attitude, and be as resilient as possible.

My background in Psychology has been a very important part of my academic foundation and prepared me for both graduate school and medical school. I truly enjoyed my psychology classes and my professors shaped my orientation toward better understanding human behavior. I always had the goal to attend medical school so I was focused on the pre-med requirements, however, my choice to major in Psychology had a profound impact on my future path. I became interested in how personality and cognitive psychology influences human behavior and relationships.

In addition, courses in biological psychology were truly fascinating and allowed me to construct a broader conceptual framework to better understand issues like stress and adaptation. My understanding of behavior was influenced tremendously by taking a course in Behavioral Genetics taught by Professor Jerry Hirsch and I gained a rich appreciation for the analytical and methodological challenges associated with researching how genes interact with the environment to influence human behavior. The course that probably had the most influence on my future decision to pursue psychiatry was called Mind and the Brain. The course was team taught and had excellent professors. The course was very intriguing and it was my first introduction to how the brain functions and influences human behavior.

During my senior year in college, I became interested in Public Health and pursued a Master's Degree in Health Behavior and Health Education (HBHE). My focus during my master's program (MPH) was on the social and behavioral factors associated with health status and the promotion and prevention of disease in the population. Ultimately, HBHE was an excellent way for me to build on my undergraduate psychology background to prepare for medical school.

While in medical school I considered areas of specialization such as Cardiology, Orthopedic Surgery, and Pediatrics. However, it was during my Psychiatry rotation that I found my true passion and my career path became clear. My psychology background from the U of I positioned me to better understand the biopsychosocial approach to psychiatric care. Integrating psychological concepts and theory with cutting edge neuroscience was very exciting and continues to drive my interest in providing innovative and effective mental health care.

After I completed my residency at the University of Michigan, I pursued additional training at UCLA on a Robert Wood Johnson Clinical Scholars Fellowship. I was interested in mood disorders and the social and economic determinants of health. I conducted a research project that evaluated the social and

environmental predictors of maternal depression among welfare recipients. The study found that potentially modifiable stressors related to gender, race, and impoverished circumstances were significant predictors of depression.

During my Clinical Scholars Fellowship I had the opportunity to learn more about the health care system and ways to improve access and quality of care. This experience definitely had an important impact on how I have developed my psychiatric practice over the years. I started as a solo practitioner in Los Angeles and began to recognize that mental health care delivery can be difficult to access and somewhat disjointed. As a result, I wanted to provide more integrative services offering psychotherapy, neuropsychological assessment, nutrition, and medication management.

About six years ago I started the Bowman Medical Group, an integrative medical practice that focused on bringing professionals together to deliver coordinated and high quality health care. Our expert group of mental health providers is composed of psychiatrists, a psychiatric nurse practitioner, psychologists, therapists, and a clinical nutritionist. Our multidisciplinary approach allows us to effectively integrate biological, psychological, social, and environmental factors in the assessment, diagnosis, and treatment of mental

health disorders. The group practice has really expanded its service delivery and because of the stigma associated with mental health we offer community based programs with local schools and churches to improve access to care. We are dedicated to provide and promote education, advocacy, and stigma reduction regarding mental health illness.

Over the last two years I have integrated Transcranial Magnetic Stimulation (TMS) into my practice. TMS is a novel FDA approved procedure to treat Major Depression for patients who have not improved with medication treatment. Many of my patients with treatment resistant depression have greatly benefited from this cutting edge therapeutic modality. TMS therapy utilizes pulsed magnetic fields that are directed at the left prefrontal cortex area of the brain which is often under active during depression. The magnetic energy stimulates neurons to fire and release neurotransmitters like serotonin and dopamine which are important in regulating mood. TMS is a safe outpatient procedure that takes about 35 minutes to administer and is delivered five days per week for approximately five weeks. TMS has been a great addition to my clinical practice because it has minimal side effects and gives psychiatrists more tools to help patients who suffer from the debilitating symptoms of depression.

In addition, I have been affiliated with Cedar Sinai Hospital for over eight years and provide supervision and training for the psychiatry residents. I have definitely enjoyed working with the psychiatry residents and typically supervise and teach second year residents in the area of integrating psychotherapy and medication management as they build their outpatient case load. In addition to providing supervision, I continue to work with the residents as they become early career psychiatrists and the opportunity to mentor has been extremely rewarding for me.

Over the past fifteen years, I have witnessed significant advances in the area of neuroscience and psychological research that offers significant hope for better understanding and treating mental illness. However, from a public health perspective most people with mental health conditions will never be diagnosed or receive appropriate treatment. Therefore, one of the biggest issues our society and practitioners face today is addressing the unmet mental health needs in America and why our mental health care system lacks adequate funding to provide appropriate care for the general population.

One policy and legislative change that will help is *The Mental Health Parity and Addiction Equity Act of 2008 (MHPAEA)*. The MHPAEA prohibits group health insurance plans from restricting access to care by limiting benefits and requiring higher patient costs than those that apply to general medical or surgical benefits. Enforcement of the Parity Act is very important to reduce the stigma for receiving mental health care and for removing some of the barriers associated with access to care. In addition, patients will ultimately benefit from earlier intervention and improved quality of care. We have a long way to go and I believe more funding and research to promote screening for mental health conditions is needed, as well as increased numbers of trained mental health workers to provide adequate treatment, especially among children and adolescents.



Phillip J. Bowman earned his bachelor's degree in Psychology from the University of Illinois in 1990. After completing a Master's degree in Public Health and Medical Degree at the University of Michigan, Dr. Bowman completed his residency training in Psychiatry at the University of Michigan Medical Center. Dr. Bowman was awarded the Robert Wood Johnson Clinical Scholars Fellowship at UCLA where he pursued research in the areas of health services and mood disorders. Dr. Bowman is currently in private practice in Beverly Hills, CA and is the Director of Bowman Medical Group and the TMS Center of Beverly Hills. Dr. Bowman is involved with clinical research and he is a clinical consultant for several pharmaceutical companies.

P J Bowman U of I Division of Intercollegiate Athletics

Fall 2012 Lyle Lanier Lecture By Edelyn Verona

Behavioral, Biological, and Epigenetic Consequences of Early Social Experience in Primates

Stephen J. Suomi's work has had a major impact on such disparate fields as molecular genetics, behavioral neuroscience, psychopathology and psychiatry, and developmental science. His work on the impact of maternal care on genetic risk factors in rhesus monkeys has received almost as much attention as his mentor's work (Harry Harlow and his research on the wire and cloth "mothers" in the 1960s).

Dr. Suomi has contributed decades-long series of studies on the rhesus monkeys of Poolesville—a bucolic compound just a few miles from the Potomac River, where he and his colleagues have long been studying the interaction of genetic and environmental factors in the first six months of life of rhesus monkeys. His data (echoing decades of human work by Terri Moffitt) suggest that, for non-human primates reared very early on without maternal care, or by unskilled mothers, the short allele polymorphism of the 5HTTLPR gene is a risk factor for a host of maladaptive behaviors—from heavier alcohol consumption in laboratory settings, to delayed motor maturation and social development, to the development of stereotypic autistic-like behaviors, to aggressive and anti-social behaviors in the field.

Watch Suomi's lecture: <http://www.psychology.illinois.edu/news/video/>



Stephen J. Suomi is Chief of the Laboratory of Comparative Ethology at the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD), National Institutes of Health (NIH) in Bethesda, MD. He also holds research professorships at the University of Virginia, University of Maryland, College Park, John Hopkins University, Georgetown University, Pennsylvania State University, American University, and the University of Maryland, Baltimore County.

Dr. Suomi earned his B.A. in psychology at Stanford University ('68) and his M.A. ('69) and Ph.D. ('71) in psychology at the University of Wisconsin-Madison. He then joined the Psychology faculty at the University of Wisconsin-Madison, where he eventually attained the rank of Professor before moving to NICHD in 1983.

His present research at the NICHD focuses on three general issues: 1) the interaction between genetic and environmental factors in shaping individual developmental trajectories; 2) the issue of continuity versus change and the relative stability of individual differences at multiple levels of analysis throughout development; and 3) the degree to which findings from monkeys studied in captivity generalize not only to monkeys living in the wild but also to humans living in different cultures.

2012 FALL LYLE LANIER LECTURE

DEPARTMENT OF PSYCHOLOGY

Stephen J. Suomi
 Chief, Laboratory of Comparative Ethology
 Eunice Kennedy Shriver National Institute of Child Health and Human Development, National Institutes of Health

Thursday
 September 30, 2012
 8:00 pm

Lincoln Hall Theatre
 702 S Wright Street
 Urbana, IL 61801

Behavioral, Biological, and Epigenetic Consequences of Early Social Experience in Primates

Prospective longitudinal studies of rhesus monkeys have characterized individual differences in behavioral, biological, and epigenetic development as a function of differences in early social attachment relationships during the first six postnatal months, interacting with allelic variation in several "candidate" genes (e.g. 5HTTLPR and MAOA) to yield significant effects on behavioral development, neuroendocrine and neurotransmitter metabolism, brain structure and function, and gene expression. Recent findings suggest that mother-infant face-to-face communication during the first postnatal month may contribute to such g x e interactions.

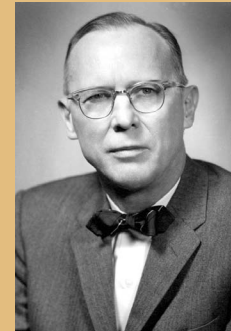
LYLE LANIER LECTURE
 Established in 1946, this lectureship is in honor of Lyle Lanier who served as Head of Psychology, Dean of the College of Liberal Arts and Sciences, and Provost at the University of Illinois at Urbana-Champaign.

sponsored by:
 Department of Psychology

in conjunction with:
 National Institute of Applied Health Sciences
 College of Medicine
 Department of Anthropology
 Department of Educational Psychology
 Department of Family and Community Development
 Department of Knowledge and Community Health
 Department of Neuroscience and Integrative Physiology
 Department of Sociology
 Institute for Genomic Design
 Neuroscience Program
 School of Medicine and Cellular Biology
 School of Social Work

This event is free and open to the public. For more information, go to www.psychology.illinois.edu

Lyle H. Lanier Fund



Lyle H. Lanier received an undergraduate degree from Vanderbilt University in 1923, and an MA (1924) and PhD (1926) from Peabody College.

Dr. Lanier was invited in 1950 to

head the Department of Psychology at Illinois after a distinguished career at Vanderbilt University, New York University, and Vassar College. It was under his leadership that the department recruited the excellent faculty that established Illinois as one of the best departments in the country. He had a very broad concept of psychology that encompassed basic research with a deep commitment to placing psychology in the public service.

The Department of Psychology would like to thank L. Gene and Catherine Lemon, and Lyle Lanier, Jr. for establishing the Lyle H. Lanier Fund in memory of Catherine and Lyle's father, head of the Department of Psychology (1951-1959); dean of the College of Liberal Arts and Sciences (1959-1960); and provost of the Urbana campus (1960-1972).

In honor of his many contributions, the Department organized the Lanier Lecture Series to illustrate how the scientific approach to the analysis of the mind and of behavior can yield results of significance to a variety of human concerns. The Lanier Lecture brings a distinguished psychologist to campus whose work is of interest to the general campus and local community. Previous Lanier Lecturers have included:

Linda Bartoshuk, Yale University

School of Medicine

Marta Kutas, University of California, San Diego

Hazel Rose Markus, Stanford University

Richard Nisbett, University of Michigan

Daniel Kahneman, Princeton University

Avshalom Caspi, King's College, London;

University of Wisconsin-Madison

Alumni Share Advice

Thirty-three psychology alumni came back to campus on February 20, 2012 to offer students insights into how a degree in psychology can prepare them for future careers. Four of the alumni, Dr. Bradley Axelrod, Matthew Crocker, The Honorable Jeffrey Ford, and Nancy Suchomski 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-to-one with alumni. In addition, a representative from the Career Center attended Career Information Night to address student questions. You can view pictures from the event at: <http://www.psychology.illinois.edu/news/galleries/careerinformationnight2012/>

Contact Cheryl Berger, assistant head for alumni relations, at (217) 333-3439 or cberger@illinois.edu if you are interested in participating in the department's February 25, 2013 event.



L-R: Matthew Crocker, Bradley Axelrod, The Honorable Jeffrey Ford, Nancy Suchomski



Students at the panel discussion



L-R: Rebecca Darr, Nancy Suchomski



Kerri Carter-Pipkins

Psychology Alumni Participants

Bradley Axelrod (BS'84), staff psychologist, neuropsychologist, Department of Veterans Affairs

Keri Carter-Pipkins (BS'96, MHRIR'09), associate director, The Career Center, University of Illinois

Matthew Crocker (BS'07), associate human resource manager III, General Mills

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

Rebecca Darr (BS'90), executive director, WINGS Program, Inc.

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

Dr. Laura Faynor-Ciha (BS'83), licensed clinical psychologist

The Honorable Jeffrey Ford (BS'73; JD'76), circuit judge, Sixth Judicial District, Champaign, Ill.

Patty Gray (BS'89, BA'89), school psychologist, Central Unit School District #4

Tonja Henze (BS'86, MS'94) animal facilities coordinator, Division of Animal Resources, University of Illinois

Jessica Herrmann (BS'03), school psychologist, Evanston Township High School

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

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

Sue Kiener Keller (BS'92), psychosocial rehabilitation clinician; case manager, Community Elements

Sarah Kempner (BS'02), senior research analyst, Chicago Public Schools

Loren Kuzuhara (BS'85), teaching professor, Department of Management and Human Resources, University of Wisconsin-Madison

Dr. David Leader (BS'77), medical director, Dreyer Medical Clinic

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

Robert McGrath (BS'76), computer scientist, Institute for Computing in the Humanities, Arts, and Social Sciences; software developer, National Center for Supercomputing Applications (retired)

Nigel McGuire (BS'08), manager of telemarketing, University of Illinois

Larry Moller (BS'74), president, Anthem Capital Group, Inc.

Bree Ocasio (BS'03), senior physical therapist, Carle Therapy Services

Rick Omanson (BS'74), director, User Centric, Inc.

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

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

John Shustitzky (BS'73, PhD'79), president and CEO, Pillars, (retired)

Susan Silver (BS'82), supervising probation officer, U.S. Probation Office for the Central District of Illinois-Urbana Division

Gale Stafford (BS'95), senior application specialist, Digital Computer Lab, CITES, University of Illinois

Nancy Suchomski (BS'82), associate director of resource development, United Way of Champaign County

Mark Sweeney (BS'88), teacher, Tuscola Community High School

Angela Vogt (BS'05; Police Training Institute '06), Police Officer

Susan G. Weitzman (BS'81; M.B.A. '82), vice president, wealth management, senior investment management specialist, The Green Weitzman Group, Morgan Stanley Smith Barney

Stephan Wiet (BS'76), director of consumer services, McNeil Consumer Healthcare

Become a Psychology Mentor

We are pleased to announce that after completing the initial phase of soliciting participants for our Mentoring Program, there are over sixty undergraduates who have enrolled and close to eighty alumni that have volunteered to serve as mentors. We anticipate enrolling additional junior and seniors for the fall 2013 semester. We hope that you will consider joining your fellow Psychology alumni and volunteer to mentor a Psychology undergraduate student.

The Mentoring Program offers a structure to facilitate one-on-one relationships between students and alumni. Alumni are able to provide practical guidance regarding career planning

and skills development in ways that classes alone cannot. Students can ask questions, share ideas and concerns, network, and receive help in developing a plan of action for reaching their goals. Alumni can help students by sharing career advice, job-search strategies and other tips. While the principal intent of the program is to benefit the student, alumni also find the experience rewarding.

Mentoring programs are established to assist in the development and success of younger, less experienced individuals (mentees) by pairing them with senior, more experienced mentors with whom they share educational

backgrounds and interests. Mentoring programs are successfully implemented in various environments, including the workplace, professional societies, and universities. The thought of graduating and starting your career is exciting, but it can also be intimidating. An alumni mentor can serve as a guide and resource for successfully navigating the ins and outs of post-undergraduate endeavors such as graduate school, job searches, and career development.

To find out more about the Mentor Program and the Mentor/Mentee Requirements visit: www.psychology.illinois.edu/MentorProgram.html



L-R: Jane Webber, MetriTech, Benjamin Ganellen, Samuel Krug President, MetriTech, Inc.



L-R: Denise Dallmier Burger Director of Human Resources, Horizon Hobby, Inc., Katherine Davis, Tim Maupin, TDM & Associates

The Department of Psychology would like to thank Denise Dallmier Burger (BS'93; MHRIR'94, Director of Human Resources, Horizon Hobby, Inc.) and Samuel Krug (PhD'71, President, MetriTech, Inc.) for organizing, scheduling, and staffing mock interviews to help Psychology undergraduate students with their interview skills. The interviews are scheduled over a two-week period in the fall semester at the Champaign Country Club. In 2010, four students registered for a mock interview; that number rose to seven in 2011, and in 2012 there were eighteen students who participated in the program. Burger and Krug recruited business colleagues from the local community to assist with the interviews.

The Department would like to thank the following individuals who volunteered their time:

Matt Difanis (BS'98, JD'04, University of Illinois), RE/Max Realty

Linda DiFiore, DC Human Resource Manager/Corporate Safety Manager, Horizon Hobby, Inc.

Amy Dillman, Human Resource Coordinator, Supercomputing Applications, University of Illinois

Maureen Elsbernd, Human Resource Director, MetriTech, Inc.

Eric Ferguson, Branch Manager, Manpower

Cindy Guthrie, Owner, Three Degrees of Change

Linda Hamilton, (BS'78, University of Illinois), former banking executive

Cindy Harris, Human Resource Manager, International Society of Arboriculture

Jenn Lance, Human Resource Administrator, CIBM Bank

Kim Lytle, Director of Human Resources, Urbana-Champaign Sanitary District

Tim Maupin, President, TDM & Associates

Joe Siedenber, HR Generalist, Advanced Filtration Systems, Inc.

Beth Slotnick (BS'89, University of Illinois) Human Resource Coordinator, Facilities & Services, University of Illinois

Corbin Smith (BS'92, University of Illinois), Human Resource Manager, Facilities & Services, University of Illinois

Bob Strauss, Corporate Recruiter, Horizon Hobby, Inc.

Christina Trusner, Manager, Organizational Effectiveness & Engagement, Carle

Susan Ward, Recruiter, Busey Bank

Jane Webber, Director, Project Management, MetriTech, Inc.

Beth Wileaver, Consumer Sales Manager, Horizon Hobby, Inc.

Back-up Interviewers:

Diana Elftmann, Recruiter, Busey Bank

Jessie McClusky-Gilbert, Program Manager-Business Training, Parkland College

Margaret Rooney, Human Resource Manager, Horizon Hobby, Inc.

Distinguished Alumnus Honored



The Department of Psychology honored Lawrence Moller, a distinguished alumnus, at our awards program on May 12, 2012.

Moller received his BS in Psychology in 1974 and an MBA from the College of Business in 1976. He is president of Anthem Capital Group, Inc., a commercial finance company specializing in niche manufacturing markets throughout the U.S. and Canada (2002-present). He is also managing partner of Anthem Development Group, L.L.C. (2003-present). Anthem Development Group acquires and manages multifamily and commercial properties through real estate limited partnerships.

Moller was also president of Lexington Capital Corporation, a commercial finance company that was subsequently sold and merged with another financial services company (1992-2002). Earlier in his career, Moller held sales positions at IBM Corporation (1976-1982) and Wang Laboratories (1982-1983). He also held regional sales management positions at Technology Finance Group, Inc., (1983-1987) and Integrated Resources Equipment Group, Inc. (1987-1988).

Moller currently serves on the board of directors of CASA Lake County, Inc. CASA advocates for children involved in the juvenile justice system as a result of abuse or neglect. During his tenure on the board, he has served as a case volunteer, board vice president, board president, and co-chair of the CASA Lake County, Inc. annual charity golf invitational (1995-present).

Moller has served as president of the Psychology Alumni Advisory Board since its inception in 2008. Under his leadership, the board has worked diligently with the Department of Psychology's faculty and staff to enhance the educational experience of undergraduate students and to improve communications between the Department and alumni.

Axelrod and Karayannis Join Psychology Alumni Advisory Board



Front Row L-R: Susan G. Weitzman, Stephan Wiet, Allen Shub, Denise Dallmier Burger
Back Row L-R: Loren Kuzuhara, Matthew Crocker, Bradley Axelrod, Samuel Krug, Marios Karayannis, Catherine Lemon, J. Peter Douville; Not Pictured: The Honorable Jeffrey Ford, Celeste Hill, John Shustitzky

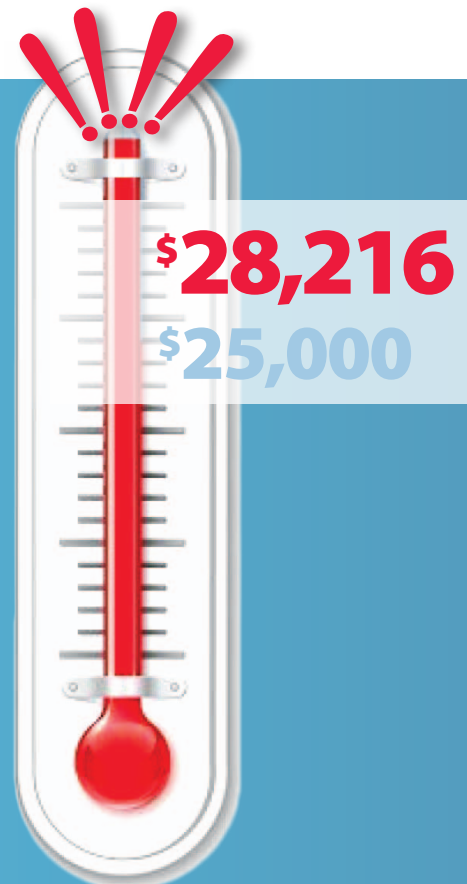
The Department of Psychology is pleased to announce that **Bradley Axelrod** (BS'84) and **Marios Karayannis** (BS'83) have joined the Alumni Advisory Board. Axelrod is a staff psychologist/neuropsychologist at the Department of Veteran Affairs located in Detroit, MI. Karayannis is an attorney at the law firm Brady and Jensen located in Elgin, IL.

Shape the Future Today

We are pleased to announce that, with your support, the Psychology Alumni Advisory Board has exceeded its goal of raising \$25,000 for the Shape the Future Today Fund. Your donations have made it possible to award 6 students Alumni Professional Development Awards to participate in unpaid internships related to their field of study.

In addition to the scholarships, the Psychology Department updated one classroom with the latest audiovisual technology. Last semester, Alumni Advisory Board member, Loren Kuzuhara, gave a Skype presentation about LinkedIn to students enrolled in the Capstone Internship seminar.

For more information: <http://www.psychology.illinois.edu/giving/AlumniFundDriveWhyGive.html>



Faculty Recognized for Professional Excellence

American Academy of Arts and Sciences and American Psychological Association Distinguished Scientist Award

Ed Diener was elected to the American Academy of Arts and Sciences for his "pioneering contributions to psychological science." He was one of two U of I faculty selected for the 2012 award. Diener is also the 2012 recipient of the American Psychological Association Distinguished Scientist Award that "recognizes distinguished theoretical or empirical contributions to basic research in psychology."

APA Henry Murray Award

Brent Roberts is the 2012 recipient of the Henry Murray Award. The Murray Award, established in 1978, is made annually to recognize and encourage those working in the demanding and difficult tradition pioneered by Henry Murray.

Center for Nutrition, Learning and Memory

Neal Cohen is the director of the Center that was established in a collaborative effort between Abbott Nutrition, a division of Abbott, and the following Illinois units: the Beckman Institute, Institute for Genomic Biology, Division of Nutritional Sciences, and the Neuroscience Program.

Exeter Prize for Research in Experimental Economics, Decision Theory and Behavioral Economics

Michel Regenwetter, **Jason Dana**, Assistant Professor, Department of Psychology, Rutgers University, and **Clinton P. Davis-Stober** (PhD'09), Assistant Professor, Psychological Sciences, University of Missouri-Columbia, received the 2012 inaugural Exeter Prize for their paper, "Transitivity of Preferences" that was published in *Psychological Review* in 2011.

Federation of Associations in Behavioral and Brain Sciences Foundation

Harry Triandis (emeritus) received recognition in the Foundation's "In Honor Of" program that recognizes eminent senior scientists for their lasting contributions.

<http://www.fabbs.org/fabbs-foundation/honoring-our-scientists/in-honor-of-harry-c-triandis/>

Helen Corley Petit Scholar

Justin Rhodes has been designated as a 2012-2013 Helen Corley Petit Scholar on the basis of his extraordinary record as an assistant professor. Helen Corley Petit, an alumna of the College of LAS who passed away in 2002, provided an endowment for the development of the scholarship and teaching of young faculty members in the College. This is a very competitive and prestigious award; winners are determined by the LAS Executive Committee following the review of all promotion and tenure dossiers in the college.

International Society for Developmental Psychobiology

Janice Juraska is president for 2011-12. ISDP encourages research on the development of behavior in all organisms including man, with special attention to the effects of biological factors operating at any level of organization.

Journal of Cognitive Psychology Best Paper Award

Florin Dolcos, along with his co-authors, Alexandru Iordan, a graduate student in the Neuroscience Program, and Sanda Dolcos, postdoctoral research associate, received the 2011 *Journal of Cognitive Psychology* Best Paper Award for their paper entitled, "Neural correlates of emotion-cognition interactions: A review of evidence from brain imaging investigations."

Scalable Research Challenge Award

Michel Regenwetter and **Chris Zwilling**, a quantitative graduate student, are winners of the Institute for Computing in Humanities, Arts, and Social Science (I-CHASS) 2012 Scalable Research Challenge. Regenwetter's laboratory was awarded a 30,000 Service Units start-up allocation grant on the Blacklight supercomputer at the Pittsburgh Supercomputing Center.

University Scholar

Kara Federmeier has been recognized as a University Scholar. This program acknowledges excellence while helping to identify and retain the University's most talented teachers, scholars and researchers. It is the highest honor that the University bestows on mid-career faculty.

Faculty Promotions

The department is pleased to announce that Dean Ruth Watkins and the LAS Executive Committee endorsed our recommendation to promote **R. Chris Fraley** and **Frances Wang** from associate professor to full professor.





Faculty Awards

Teaching Excellence

Mabel Kirkpatrick
Hohenboken Award

Daniel Simons was selected as the 2012 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.

New Faculty Join Psychology Department

Daniel Hyde is an assistant professor in the Developmental Division. He studies cognitive and brain development in infants, toddlers, and adults using event-related potentials and functional near-infrared spectroscopy. He is broadly interested in the nature and development of abstract conceptual thought. His work has focused primarily on understanding the neural basis and signatures of early numerical competencies in infancy and the relation of these abilities to later symbolic number development. In addition to his work on numerical development, he has ongoing projects investigating the neural basis of multisensory processing, spatial cognition, and psychological reasoning in infants.

Eva Telzer is an assistant professor in the Developmental Division. Her research focuses on how family relationships affect the psychological and behavioral development of adolescents, paying close attention to the cultural context in which family relationships are embedded. She has implemented a multi-method, bio-behavioral approach, including daily experience sampling,

longitudinal designs, and neuroimaging to examine how neural processes work in concert with social and developmental processes to shape the developing adolescent.

Nichelle Carpenter is an assistant professor in the Industrial/Organizational Division. Her research interests center on important issues regarding the theories and measurement of employee work performance. As examples, her research: (a) examines the difference between self- and observer-ratings of work behavior; and (b) evaluates the (mis-) match between performance theory and measurement.

Michael Kraus is an assistant professor in the Social-Personality Division. His research focuses on how (1) status, (2) emotions, and (3) the self shape interpersonal life. He studies these broad areas of research using a variety of methods that include controlled laboratory experiments, ethological observations, and psychophysiological assessments.

The department welcomed four new faculty members for the 2012 fall semester.



Daniel Hyde



Eva Telzer



Nichelle Carpenter



Michael Kraus

Socially Determined Sex Change *(continued from page 1)*

These and many other questions have prompted us to start a new fish laboratory. We have many challenges ahead of us because the animals have only recently been bred in captivity, and the tools that can be used to study the brain, behavior, and endocrine responses have not been developed. However, we have had success so far spawning the clownfish, developing a brain atlas, measuring neurogenesis and patterns of neuronal activation, and have high hopes for the future discovering how sex change is accomplished in our colorful vertebrate cousins.



Dr. Rhodes received his Bachelor of Science degree in Biology from Stanford University in 1995, Master of Science degree in Fisheries from the University of Washington in Seattle in 1998, Doctoral degree in Zoology and another Master of Science degree in Statistics at the University of Wisconsin, Madison in 2002. He then received postdoctoral training in Behavioral Neuroscience at Oregon Health

& Science University in Portland, Oregon. Dr. Rhodes has been a faculty member in the Department of Psychology at the University of Illinois since 2005. He is an active member of the Neuroscience Program, the Program for Ecology, Evolution and Conservation Biology, the Institute for Genomic Biology, and a full time faculty member at the Beckman Institute for Advanced Science and Technology on campus. He directs an NIH-funded behavior genetics laboratory focused on discovering neurobiological mechanisms underlying drug reward and the impacts of exercise on brain function. Dr. Rhodes was recently named Helen Corley Petit Scholar for his exemplary record during tenure review.

Integration of Science and Practice:

Transferring Dialectical Behavior Therapy-Informed Skills Training To a Juvenile Detention Center

By Angela Walden, M.A., Nancy Joseph, M.A., Edelyn Verona, Ph.D.

Over the past year, we have been granted the opportunity to create and administer a skills training intervention at the Juvenile Detention Center (JDC) that is informed by Dialectical Behavior Therapy (DBT)—an evidence-based intervention.

DBT has been utilized with a wide range of populations (e.g., adults, adolescents, college students, incarcerated populations) and has been implemented across various settings (e.g., university counseling centers, community mental health agencies, and detention centers). With the guidance of our practicum supervisor, Dr. Edelyn Verona, we have created a DBT-informed skills training group for local juvenile justice system-involved youth.

We collaborated with JDC staff and administrators throughout the process of creating our DBT-informed skills training groups, and we began piloting the intervention with youth detained at the JDC starting in October 2011. We have also held several seminars with JDC staff to provide them with an overview of our intervention, while also drawing from their extensive experience working with systems-involved youth in making our intervention both age-appropriate and culturally-competent.

About Dialectical Behavior Therapy (DBT)

DBT, created by Dr. Marsha Linehan, has been used to successfully treat clients with Borderline Personality Disorder (BPD) who engage in harmful behaviors including self-mutilation (“cutting”) and suicide attempts. The term “dialectical” refers to the balancing of two extremes. The core dialectic referred to in treatment is that of “acceptance and change.” This dialectic is used to validate client’s experiences while also recognizing that change is needed in order to feel better and get along with other people.

Psychological research has demonstrated that DBT is effective at reducing institutionalization and destructive behaviors (e.g., suicide attempts, substance use), with the goal to achieve the following outcomes:

Decrease:

- Impulsivity
- Aggression
- Delinquent behaviors
- Self-harming behaviors

Increase:

- Effective problem solving
- Acceptance of responsibilities

DBT and Juvenile Justice-Involved Youth

Recently, research has demonstrated the effectiveness of long-term DBT interventions among adult forensic populations. However,

less work has been done exploring the use of shorter-term DBT interventions with adolescent forensic populations, like those youth who come to the JDC. In particular, shorter-term DBT interventions may be more feasible in adolescent detention centers where the average stays are typically brief in duration.

About Our Groups

We meet with JDC youth, in a group setting, for 1 ½ hours each week. Our groups incorporate skills training, group discussions, and didactic learning (e.g., role-plays and experiential activities). The aim of the groups is to help JDC youth learn strategies for effectively dealing with their emotions (including anger) and successfully navigating their relationships with other people including when conflicts arise or when they feel they are being treated unfairly.

Based on our observations during initial piloting of the groups, and due to issues of capacity, DBT groups have only been administered to about half of the youth currently staying at the JDC. The group participants are selected by JDC staff, who make an effort to select youth who they feel will benefit from the intervention. However, due to the constraints in our group size, we are not always able to include all of the youth who may potentially benefit from the intervention. We expect that our DBT skills training group can achieve the following aims:

Decrease:

- Opposition to authority figures
- Angry outbursts and destructive behavior
- Impulsive decision making
- Recidivism

Increase:

- Communication skills to avoid conflict
- Self-control and emotional stability
- Positive coping strategies when distressed
- Effective decision making and problem solving

Next Steps

Modifications and Feedback

During the past year, we have utilized data from diary cards and psychological measures, as well as feedback from the JDC youth and staff, to continually modify our intervention to increase its cultural and contextual relevance, as well as its overall effectiveness. We are currently reviewing our data to assess the effectiveness of the intervention for this population, as per evidence-based practices.

Additionally, as an ongoing intervention effort, we plan to hold focus groups with the youth for additional suggestions on how to make our intervention culturally-consistent and effective.

Systematic Evaluation of Intervention

We are planning to use these data not only to inform on-going efforts to make the groups useful and relevant for the youth, but to systematically evaluate their overall effectiveness in this population. We plan to analyze the information coming from the diary cards and psychological measures across the youth who have participated to examine changes in key targets of the intervention across time. We also plan to track police and juvenile justice involvement of the youth detained at the JDC who have (“experimental” group) and who have not (“control” group) received our DBT group intervention to assess whether the intervention is having a noticeable impact on juvenile justice-relevant variables, such as recidivism, violence risk, and police involvement.

We are excited to continue working with these youth and we look forward to disseminating our model and treatment outcomes!

Heffernan Honored for Teaching Excellence



Congratulations to **Marie Heffernan** (Social-Personality Division) who was selected as the 2012 recipient of the Department of Psychology's teaching award. Heffernan was an instructor in Psych

201: Introduction to Social Psychology, Psych 332: Lab Method in Social Psychology, Psych 350: Personality Lab, and Psych 437: Advanced Psychology Lab.

Heffernan has been on the List of Teachers Ranked as Excellent for all six semesters she has taught classes in the department and has also earned the special distinction for being among the top 10% of instructors. She is currently pursuing a Graduate Certificate in

Teaching to continue to develop her teaching skills Heffernan established several goals to enhance the educational experience of undergraduate students:

- Create an environment that is relaxed and respectful
- Prepare lectures, in-class activities, and grading assignments before she walks into the classroom to make certain things run smoothly
- Respond to all student emails.

Heffernan continues to push herself to improve her lectures, tests, and class activities.

Beyond teaching, it is also important for her to inspire and guide the next generation of researchers. She helps to train undergraduate research assistants in her advisor's lab, taking the time to know their interests and what they plan to pursue after college so she can

cover topics that are relevant to them. Heffernan said the enthusiasm of one of her advanced research assistants has pushed her to be a better teacher and mentor stating "what I didn't know before coming to graduate school was that my students would often be the ones inspiring me!"

The response from undergraduate students about Heffernan's teaching skills is overwhelmingly positive:

"Good interpersonal skills, great communicator, good listener; I'm glad I had you as a TA! Thanks!"

"Excellent instructor, would love to have her again in another class"

"Gave excellent suggestions for papers and interpreting data. Very glad I had her as a TA. Excellent!"



L-R: Angela Walden, Edelyn Verona, Nancy Joseph

Angela Walden is a 5th-year doctoral student in the division of clinical-community psychology. Broadly, her research interests include community intervention and prevention with marginalized youth, community collaboration, violence against women, and the meaning and impact of stereotypical representations of Native Americans. For the past three years, Angela has served as the instructor and supervisor of a service-learning course, the Girls Advocacy Project. She has also facilitated numerous advocacy workshops with youth and adults in the local community. Most recently, she has had the pleasure of co-creating and co-facilitating Dialectical Behavior Therapy-Informed Skills training groups at the local juvenile detention center. Angela

has been the recipient of a two-year graduate college fellowship and the Herman Eisen Award for professional contributions by a clinical/community psychology graduate student.

Nancy Joseph is a 7th-year doctoral candidate in the division of clinical-community psychology. Her research explores the ecological factors that influence the psychological and social functioning of minority adolescents, particularly those of immigrant descent. Her dissertation examines the protective role of ethnic/racial identity and parental socialization in the face of discrimination among Black immigrant youth. Her most recent line of research seeks to explore the effectiveness of empirically-supported treatments (e.g., Dialectical Behavior Therapy) adapted for use with youth and young adults in real world settings. She has published in multiple journals and has received numerous awards and grants bestowed by the Department of African American studies, the Office of the Vice President for Academic Affairs, the National Black Graduate Student Association, and the Society for the Psychological Study of Social Issues. She is currently applying for pre-doctoral internship

and plans to defend her dissertation in the Spring of 2013.

Edelyn Verona is an Associate Professor in the Department of Psychology at the University of Illinois at Urbana-Champaign. Her research interests lie in biosocial and emotion models of psychopathology and personality, particularly externalizing disorders like substance use, aggression, antisocial personality, and psychopathic traits. A main focus is on emotionality at its two extremes as a key process in these syndromes, which is also reflected in her clinical interests in Dialectical Behavior Therapy and emotion-based dysregulation. Dr. Verona's has been published in mostly high-impact journals in clinical psychology, psychiatry, and neuroscience, including *Journal of Abnormal Psychology*, *Journal of Consulting and Clinical Psychology*, *American Journal of Psychiatry*, and *Cognitive, Affective, and Behavioral Neuroscience*. She has received several honors, including the Distinguished Early Career Contributions to the Scientific Study of Psychopathy and was inducted a Fellow of the Association for Psychological Science.

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 STUDENT AWARDS



Jeffrey Dallenbach Fellowship

The Jeffrey Dallenbach Fellowship is awarded to a graduate student conducting basic research in experimental psychology. The

fellowship was awarded to **Brian Metzger**, a first-year student in the Visual Cognition and Human Performance Division, for the 2011-2012 academic year.



Nancy Hirschberg Memorial Award

Nancy Hirschberg was a member of the psychology department here in Champaign from 1964 until 1976, when she joined 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.

Laura Crocker (Clinical/Community Division) and **Jennifer Fayard** (Social-Personality Division) are the 2012 recipients of the award. Crocker received the award based on her invited submission to *Frontiers*, "Neural mechanisms in attentional control differentiate trait and state negative affect." Fayard's award is based on

the publication of the paper, "Uncovering the affective core of conscientiousness: The role of self-conscious emotions." (*Journal of Personality*, 80, 1-32). Fayard graduated May 2012 and accepted a faculty position in the Department of Psychology at Ouachita Baptist University located in Arkansas.



Ehsan Bokhari

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.



Erica Salomon



Ruth Yeh

The generous gift from the Hobsons allowed the department to offer fellowships to three students for the 2011-2012 academic year: **Ehsan Bokhari**, a third-year graduate student in the Quantitative Division, **Erika Salomon**, a second-year student in the Social-Personality-Organizational Division, and **Ruth Yeh**, a first-year student in the Quantitative Division.



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.

Sin Sze Cheung is the 2012 recipient of the award. Dr. Eva Pomerantz stated, "Sin Sze shows excellence in research in the area of social development. She has not only been strikingly productive during her years as a graduate student, but thinks deeply as well as broadly about the complex phenomena which she studies. She is both a conceptual and analytic expert in her area."



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.

GRADUATE STUDENT AWARDS (continued)

Laura Crocker is the 2012 recipient of the award. Dr. Wendy Heller stated, "Laura exemplifies the integrative intent of the Kanfer award. She has woven together a remarkably coherent and programmatic set of skills that span her research and clinical interests in mood and anxiety disorders. Laura is so integrative in her thinking across research and clinical experiences that she fundamentally models the concept of a clinical scientist whose work in each area is seamlessly informed by the other."



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 joined the faculty in 1992 and 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 –summer 2008. Mangelsdorf accepted a position as dean of the Weinberg College of Arts & Sciences at Northwestern University fall 2008.

Audrey Kittredge received the 2012 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. Kittredge is now a postdoctoral fellow at Carnegie Mellon University.



Rue Micklos 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 **Lin Bian**, a first-year graduate student in the Developmental Division, for the 2011-2012 academic year.



Jeffrey Tanaka Memorial Award

Dr. Jeffrey Tanaka was a member of the Psychology and the Educational Psychology Departments at the U of I from 1990 until 1992. He was a fellow

of the American Psychological Association and of the American Psychological Society and was elected as a member of the prestigious Society of Multivariate Experimental Psychology. At UIUC he was recognized as a University Scholar and a College of Education Scholar.

After his untimely 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.

Chun Wang is the 2012 recipient for her award winning work in the following reference: Wang, C. & Hua-Hua, C. (2011). Item selection in multidimensional computerized tests—gaining information from different angles. *Psychometrika* 76, 363-384.

Psychometrika 76, 363-384.



Herbert Woodrow Fellowship

The Woodrow Fellowship is awarded to the most promising graduate students in the Department of Psychology doing basic scientific research

in the field of psychology. The fellowship was awarded to **Leslie Wise**, a first-year student in the Behavioral Neuroscience Division, for the 2011-2012 academic year.

UNDERGRADUATE AWARDS



Julie Sutton-Osgood Psychology 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 (EMT) and worked summers for an ambulance company while she was enrolled as a psychology student at UIUC. 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. Sutton-Osgood fulfilled her goal to become a licensed Physician's Assistant. 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 fifth Julie Sutton-Osgood Award in Psychology was presented to **Alexis Reitman** at the department's award program on May 15, 2012. Reitman's goal is to become an emergency medicine physician assistant and she entered the Rush University Physician Assistant Program fall 2012.



Janet Tritsch Memorial Award

The Janet Tritsch Award, established in memory of this enthusiastic participant in undergraduate research, was presented to **Edward Clint** for his senior honors

thesis, "Male superiority in spatial navigation: adaptation or side-effect?" that has also been accepted for publication in the *Quarterly Review of Biology* with Clint as first author. His research advisor was Justin Rhodes. Clint is now a graduate student in the Department of Anthropology at UCLA.

STUDENT AWARDS

The following students 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.



Graduate College Dissertation Fellowship

Laura Crocker received the fellowship for her proposed dissertation, "Elucidating psychological and neural mechanisms associated with risk for anxiety and depression."



Herman Eisen Award

Angela Walden received the award for her outstanding instruction of the Girls Advocacy Program, her representation of the Clinical/Community Division at professional meetings, and co-development of the Dialectical Behavior Therapy (DBT) group at the local Juvenile Detention Center. Walden's recommender, Dr. Nicole Allen, stated,

"Angela is an outstanding interventionist in her individual work, group work, and community-level interventions."



Ed Scheiderer Memorial Research Award

Philip Chow received the award for the paper, "Chow, P.I., & Berenbaum, H. (2012). Perceived Utility of Emotion: The Structure and Construct Validity of the

Perceived Affect Utility Scale in a Cross-Ethnic Sample. *Cultural Diversity and Ethnic Minority Psychology*, 18, 55-63.



Exemplary Diversity Scholar

Urmritapa Dutta was selected as an Exemplary Diversity Scholar by the National Center for Institutional Diversity at the University of Michigan

Ann Arbor for "an established body of diversity scholarship that is truly exemplary." The citation is for her program of research in the area of ethnic conflict and peace building. Dutta graduated May 2012 and accepted a faculty position in the Department of Psychology at the University of Massachusetts Lowell.



National Science Foundation Pre-doctoral Fellowship

Ariel James has been awarded a 3-year NSF Fellowship.



President's Research in Diversity Travel Award

The Vice President for Academic Affairs administers the President's Research in Diversity Travel Award. These conference travel awards are intended to support

student candidates who will be presenting papers, posters, or creative work at conferences related to issues of diversity or identity, such as those involving race, gender, ethnicity, sexual orientation, disability, and national origin.

Nancy Joseph received the award for two presentations at the Second Biennial APA Division 45 Conference entitled, "Rules of Engagement: Exploring the Factors that Influence Caribbeans' Engagement in African-American Culture"; and "Getting It Done As a Graduate Student: Recruiting and Engaging Hard-to-Access Populations."

Incoming Graduate Student Class

The department welcomed 29 graduate students into our doctoral program for the 2012 fall semester.



Front row (L-R) Ryan Loh, Michelle Leckey, Suhkyung Kim, Bertha Rangel, Larisa Hussak, Michelle Miernicki, Christina Tworek, Jing Luo

Middle Row (L-R) Edison Choe, Joshua Fiechter, Matthew Moore, Kate Sanders, Deborah Cronin, Sarah Stanley, Yara Mekawi, Rachel Leipow,

Aisha Howard, Michael Kruepke, Orrin Colby III

Back Row (L-R): Suvarna Menon, Brett Murphy, Wei Ming Jonathan Phan, Geoffrey McKinley, Michael Griffin, Michael Perino, Lauren Nickel, Noam Segal

Not Pictured Alice Huang



Clinical Community May 2012 Graduates

L-R: Mona Taylor, Shabnan Javdani, Jorge Marquez, Michelle Cruz-Santiago, Michelle Schoenleber, Urmitapa Dutta

Students of Psychology Ally for Riveting Colloquia

Students of Psychology Ally for Riveting Colloquia (SPARC) is a graduate student organization that was formed with the goal of hosting exceptional speakers to give talks that appeal to individuals throughout the nine divisions in the department. SPARC invited Dr. Laurie Santos from Yale University to give a talk, "The evolution of irrational decisions: insights from non-human primates" on September 24, 2012. The talk and reception were hosted in the Psychology Building and attended by over 150 faculty and graduate students. SPARC extends their gratitude to the Department for the generous support of Dr. Santos' talk, the first in what they hope will become a series of riveting colloquia.



Front L-R Melinda Jensen, Dr. Laurie Santos, Pamela Glosson

Back L-R Ryan Hubbard, Chris Zwilling, Mike Niznikiewicz, Shara Davis

Not Pictured Amelie Bernard, Eamon Caddigan, Audrey Kittredge, Audrey Lustig, Luke Sherrill

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 graduating with Distinction on May 12, 2012.

Alexandra Bellis	Laura Manning
Xi Chen	Alexander McClory
Ryan Coventry	Peter Nero
Grenville Fernandes	Elizabeth Seeley
Yu Chak "Sunny" Ho	Yu Takioka
Ilsoo Hong	Siyu Xu
Payel Kundu	Sean Wegner
Stephany Lutz	

DIVISION AWARDS FOR OUTSTANDING UNDERGRADUATE STUDENTS

Your generous gifts to the Partnership for Psychology Fund bolsters our funding of awards for outstanding undergraduate research and academic accomplishments.

Behavioral Neuroscience

Donald O. Hebb Award: Caroline Bednarski
Karl Lashley Award: Alex Waldman

Brain & Cognition

Michael Coles Award: Christina Koury
Manny Donchin Award: Rachel Boyd

Clinical/Community

Community Action Award: Alexandra Bellis
Outstanding Clinical-Community Science Undergraduate Student Award: Kelly Stewart

Cognitive

Charles Osgood Award: Jun Meng
Outstanding Undergraduate Student Award: Tatsuya T. Shigeta

Developmental

Outstanding Undergraduate Student Award: Benjamin Many; Olivia Steinberg

Quantitative

Outstanding Undergraduate Student Award: Elizabeth Wilson, Weiqi "Vicky" Zhao

Social-Personality-Organizational

Ed Diener Award: Rajiv P. Khattar
Harry Triandis Award: Aaron Steinbrecher

Visual Cognition & Human Performance

Christopher Wickens Award: Lu "Echo" Ye
Charles Eriksen Award: Elzbieta L. Labuz-Gudino

UNDERGRADUATE AWARDS

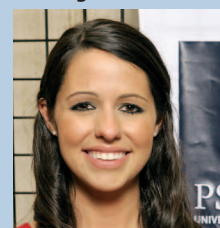


Community Action Award

Alexandra Bellis was honored for her exemplary local and community volunteer experiences.

For the period of 2010-2012 she served as a First Year Campus Acquaintance Rape (FYCARE) Facilitator and a Hotline Volunteer and Educator for the Rape Advocacy Counseling and Education Services. She was also a teaching assistant for GWS 199PLM: Sexual Assault Liaison and served as a Peer Registration Assistant for the department's Undergraduate Advising Office. Bellis is now a graduate student in Community Psychology at Georgia State University.

Undergraduate Clinical-Community Science Award



Kelly Stewart received the award for her excellence in community research and action. Stewart conducted independent research in Dr. Edelyn Verona's lab and the project was written up as a manuscript and it will be submitted for publication. She was also involved with the Girls Advocacy Program and was described by Dr. Nicole Allen and Angela Walden, a clinical-community graduate student, as "an incredibly engaged student with a strong intellectual capacity, excellent communication skills, and incredible peer supervision and leadership skills."



Front row: left-to-right Eva Pomerantz (faculty coordinator), Rajiv Khattar, Michelle Miernicki, Ada Guan, Stephanie Sloane (graduate student coordinator)
 Middle row: left-to-right Katherine Anderson, Jun Meng, Emily Schuld, Anna Maria Ros, Rebecca Spizzirri
 Back row: left-to-right Antoine DeJong, Alex Waldman, Edward Clint, Olivia Steinberg, Benjamin Many

Honors in Psychology

The Honors Program, coordinated in 2011-12 by Professor Eva Pomerantz, 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 in April.

Psychology's Commemorative T-Shirt

Psychology's 2012 graduating class of seniors and doctoral degree candidates received a Commemorative Psychology T-shirt as a gift from the department. The Department would like to thank all of the undergraduate psychology students who submitted designs for the 2012 Commemorative T-shirt Competition. We would like to acknowledge Janice Ng for her input on the commemorative T-shirt design.

The Commemorative T-shirt will also be presented as a gift to alumni who participate in events such as our 2013 Career Information Night event and other select activities that support department initiatives.

You can view pictures of alumni wearing the T-shirt at "Psychology Wearabouts" <http://www.psychology.illinois.edu/alumni/wearabouts> and in the photo album, "Psychology's Commemorative T-shirt" on our Facebook page, "University of Illinois Psychology Department."

Contact Cheryl Berger, assistant head for alumni relations, cberger@illinois.edu if you would like to share your photographs.



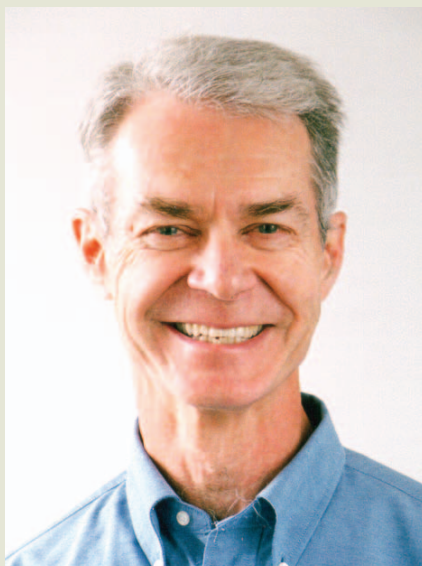
Melissa Milanak (PhD '12) at the Isle of Palms Beach, SC. She is currently on a postdoctoral appointment at the National Crime Victims Research & Treatment Center, Medical University of South Carolina, Department of Psychiatry & Behavioral Sciences.

Faculty Obituary By Dov Cohen

Professor Emeritus

Patrick Laughlin

died on August 26, 2012, at his home in Urbana. Laughlin earned a doctoral degree in psychology from Northwestern University in 1964. He was a faculty member in the psychology department of Loyola University of Chicago (1965-1970) before joining the Department of Psychology at the University of Illinois in 1970.



Professor Emeritus Patrick Laughlin

Laughlin was a noted social psychologist, whose work focused on small group interactions. He was the author of 68 articles (including one earlier this year) and author or editor of 4 books. With his distinction between “intellective” and “judgmental” tasks, he created a framework that helped guide group performance research for 30 years. His theoretical and empirical endeavors informed numerous aspects of our understanding of groups, including group problem-solving, learning and memory in groups, collective induction, and social combination models.

Laughlin mentored dozens of students during his time as a teacher. However, even those who did not work with Laughlin will remember him as a role model, because of his great integrity and steadiness. Discussions with Laughlin generally involved considering “first principles” – Laughlin was a former Jesuit seminarian – and were as likely to invoke a moral philosopher such as Henry Sidgwick as much as they were to invoke recent scientific scholarship.

Laughlin’s research studies never involved any deception. When once asked why, Laughlin responded, “I don’t think I’ve ever told a lie in my life. I don’t know why I would start at work.” Coming from the mouths of

most people, the first statement itself might seem like a lie. However, no one ever doubted it coming from Laughlin.

The sheer amount Laughlin knew and assimilated was amazing. With favorite passages written out in block letters on 3 X 5 cards, Laughlin accumulated a tremendous storehouse of knowledge and could cite it at will (easily

drawing on lessons from, say, Bob Caro’s massive 4-volume biography of Lyndon Johnson to quotes from a football coach who told his players that “when you get to the end zone, act like you’ve been there before”). Laughlin admired such wide-ranging intellect in others, and he let intellectual considerations rather than personal preferences guide his decisions. A humble man and a lucid thinker, Laughlin was clear about what he thought but he was opened minded, willing to listen, and respected that others might simply have different opinions and judgments.

Images of Laughlin – reading in his office, riding his bicycle to work (even in the winter), smiling and asking “what say you” in the hallway – bring to mind a calm stability. In a generally overhurried and overstimulated world, Laughlin was a steadying influence. No one remembers ever seeing him in a hurry.

He will be missed by the field and by his colleagues and students -- as a scholar and as a man of great integrity who treated others and carried himself with the utmost dignity. Memorial contributions may be made to WILL-FM radio station at the University of Illinois or the St. Vincent de Paul Food Pantry in care of St. Patrick’s Parish, Urbana.

Faculty Retirements



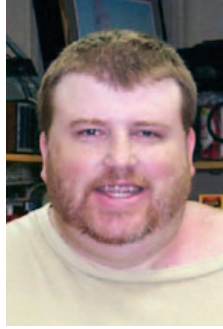
Paul Gold retired in May 2012 after 12 years in the Department of Psychology. Gold received a BA from the University of Michigan (1966), and a MS (1968) and PhD (1971) from the University of North Carolina at Chapel Hill. Prior to his appointment

at the University of Illinois in 2000, Gold was a professor and endowed chair at the University of Virginia, Charlottesville, and a professor in the Department of Psychology at SUNY-Binghamton.

Gold’s research focused on the neurobiology of neural plasticity, memory and aging. During his twelve years on campus Gold’s interests led to affiliations and appointments with many units on campus. He served as Director of the Medical Scholars MD/PhD Program at the College of Medicine (2000-02), and as a professor in the following departments: Neuroscience Program (2000-12), Department of Psychiatry (2000-12), Division of Nutritional Sciences (2000-12); Institute for Genomic Biology (2004-12), Department of Bioengineering (2008-12), and Department of Molecular and Integrative Physiology (2009-12); member of the UIUC NIDA Center for Neuroproteomics (2004-12), Interim Director of the Neuroscience Program (2004-05); and Associate Dean at the College of Medicine (2009-11).

Gold was the editor-in-chief of *Neurobiology of Learning and Memory* (1998-2011), editor of *Psychobiology* (1990-97), and serves on the editorial boards of *Behavioral Neuroscience, Reviews in the Neurosciences, Psychonomic Bulletin & Review, Psychobiology, Open Longevity Science (formerly Open Aging Journal), Neural Plasticity, Frontiers in Neuroscience, and the American Journal of Neurodegenerative Disease*. He is a recipient of the James McKeen Cattell Award (1983), a Fellow of the American Psychological Association, American Psychological Society, and the American Association for the Advancement of Science; APA Master Lecturer (2000), and recognized on the Incomplete List of Excellent Teachers Ranked as Excellent at the University of Illinois (2008).

Gold is currently a Distinguished Professor of Biology at Syracuse University.



Staff Departures

Katie Beall served as office manager for the Associate Heads Office. Beall moved July 2012 to Vancouver with her husband, Ian, and their daughters, Adelaide and Winifred, after Ian accepted a faculty position at the University of British Columbia.

Beth Etchison served as an account technician in the departmental Business Office. She accepted a Business/Administrative Associate position in OBFS-University Payables-University Administration in October 2012.

Tom Hendricks served as the departmental distribution clerk from 2000 to March 2012.

Staff Retirements



Lori Hendricks retired June 30, 2012 after working on campus for 30 years, spending 20 of those years, in the department's Graduate Student Affairs Office. Hendricks, an administrative aide, helped students in innumerable ways including keeping them on track for department and division degree requirements, performing format checks on dissertations prior to the deposit deadline at the Graduate College, addressing registration and payroll questions, and she was a point of contact for students who needed a shoulder to cry on or candy to brighten their day. Hendricks will be sorely missed by the students, faculty, and staff in the department.

New Staff Join Department

Daniele Frerichs joined the Department in April 2012 as the director of budget and resource planning. She leads the departmental Business Office and oversees all aspects of budget development, human resources management, procurement, grants administration, and other administrative tasks. Frerichs earned her BS ('03) from the University of Illinois and MBA ('05) from Illinois State University. She then worked as a Staff Accountant for Walgreens, Inc. until accepting her first position at the University of Illinois in 2006 as a Grants and Contracts Specialist with the Center for Prevention Research and Development (CPRD). She worked for CPRD leading their business office from 2006 until she joined Psychology.

Carleen McCormick joined the Department in July 2012 as the office manager for the Office of the Associate Heads. She worked at the Krannert Center for the Performing Arts (KCPA) for six years prior to joining Psychology as the assistant to the director and in the KCPA advancement office. McCormick also worked at the Center for the Study of Reading, and the Krannert Art Museum.



Happiness is Beneficial *(continued from page 3)*

positive behavior beyond their job description, such as helping co-workers. It is not just that good relationships produce higher happiness, but that high subjective well-being facilitates better social relationships.

Companies with engaged and satisfied employees have greater customer satisfaction, less employee turnover, and lower healthcare costs. Thus, employee subjective well-being on the job influences the bottom line. It turns out that in the modern workplace workers who love their jobs are more likely to perform better and produce better outcomes for their organizations.

There are so many benefits to high subjective well-being and life with it is so much

more rewarding than a life low in it that I recommended that governments track it in national accounts of well-being. I suggest that measures of well-being would not replace economic indicators, but would complement them and provide additional information about nations' well-being.

We know that factors such as the environment and social relationship quality can influence measures of subjective well-being, beyond economic variables. Thus, national accounts of subjective well-being provide important information beyond economic indicators about how a nation is doing, and what aspects of the society might be improved. A pleasant surprise is that nations and international organizations

have begun to adopt accounts of subjective well-being. For instance, the United Kingdom is monitoring subjective well-being, and international organizations such as the Organization of Economic Cooperation and Development and the United Nations are evaluating the measures for use by nations.

My three decades of study of subjective well-being have been extremely rewarding. Early on there was a fair amount of opposition and criticism. Now, the major sentiment is enthusiasm. My hope is that the field continues to grow rapidly and our scientific understanding continues to deepen. It is most rewarding when our findings are used to benefit the happiness and quality of life of individuals and societies.

ALUMNI NEWS

1960

Willard Larkin (PhD'67) retired in July 2012 after serving since 1999 as program manager for basic scientific research in the Air Force Office of Scientific Research (AFOSR), Arlington, VA.

Previously, Larkin was on the University of Maryland faculty where his research and teaching focused on areas of mathematical modeling and sensory processes. At AFOSR, he was responsible for overseeing basic science grants for the Directorate of Mathematics, Information, and Life Sciences, including work in chronobiology, auditory modeling, acoustic analysis, and sensorimotor control of biological flight and spatial navigation. In 2002, he was awarded the U.S. Air Force Award for Exemplary Civilian Service. After his retirement, he has continued in an advisory capacity for AFOSR as a member of the Volunteer Emeritus Corps.

1970

The Honorable Jeffrey Ford (BS'73; JD'76) was named 2012 Public Citizen of the Year for the Illinois East Central District covering Champaign-Urbana and the surrounding area by the Illinois Chapter of the National Association of Social Workers. He was also selected to receive the State of Illinois Public Citizen of the Year Award from the National Association of Social Workers.

Jim Knipe (BS'72) is semi-retired from teaching, practice and some psychotherapy outcome research but continues to write and give workshops on the application of EMDR to complex PTSD, psychological defense and dissociative disorders.

James Leonard (BS'77) President and CEO of Carle Foundation Hospital in Urbana, IL was elected 2013 chair of the Illinois Hospital Association.

Dr. Beth Rom-Rymer (BS'73) was awarded the 2012 Distinguished Illinois Psychological Award from the Illinois Psychological Association at their annual convention held in Schaumburg, IL.

1980

Todd Kunz (BS'88) joined Compliance's project management team as vice president, eDiscovery Solutions. Compliance is a premier national legal staffing and managed review company.

Helen López Strom (BS'85; EDM'89) won a local Woman of Grace and Dignity Award and was named League of United Latin American Citizen Woman of the Year at the state level (LULAC).

Mary Steckel (BS'81) was appointed public works director for the City of Corvallis, OR on May 16, 2012 after serving as the interim director since the end of June 2011. Steckel worked at Oregon State University before joining the city of Corvallis in 1990.

1990

Michele Gelfand (PhD'96) is co-winner of the 2012 Gordon Allport Intergroup Relations Prize from the Society for the Psychological Study of Social Issues (SPSSI) for her co-authored paper, "Differences Between Tight and Loose Cultures: A 33-Nation Study". Gelfand is a professor of psychology and distinguished university scholar teacher at the University of Maryland, College Park.

John Nikkah (BS'98) received a PhD in clinical psychology from New School University in 2008 and completed a postdoctoral appointment at The Children's Trauma Institute, Mt. Sinai Hospital in 2010. Nikkah was hospital licensed to practice psychology in New York State in 2010 and he is currently a staff psychologist at SCO Family of Services (RTF for Dual Diagnosed children in NYC).

2000

Jeana Bracey (PhD'10) is a senior associate at the Connecticut Center for Effective Practice of the Child Health and Development Institute. She coordinates the Connecticut School-Based Diversion Initiative. Bracey was interviewed on NPR's Morning Edition on March 20, 2012 regarding her paper, "Keeping Kids In School and Out of the Courts."

Christopher Currie (PhD'00) passed away suddenly on August 10, 2006 in Brooklyn, NY, where he resided for five years.

Eric John Ramos David (PhD'07) is an assistant professor in the Department of Psychology at the University of Alaska-Anchorage. He is the recipient of the American Psychological Association Minority Fellowship Program's 2012 Early Career Award in Research for Distinguished Contributions to the Field of Racial and Ethnic Minority Psychology for his "outstanding scientific contributions and the application of

this knowledge toward the improved mental and physical well-being of people of color." David has two forthcoming books, *"Brown Skin, White Minds: The Revised Version of Filipino/American Postcolonial Psychology"* (Information Age Publishing) and the much anticipated *"Internalized Oppression: The Psychology of Marginalized Groups"* (Springer Publishing). He lives in Anchorage, Alaska with his mother, brother, wife, three children: Malakas (strong), Kalayaan (freedom), and Kaluguran (love).

Ryler DeHeart (BS'06) is the assistant men's tennis coach at the University of Alabama. DeHeart, a two-time All-American at Illinois, played professionally for five years on the Association of Tennis Professionals (ATP) tour.

Nazbanou "Bonnie" Nozari (PhD'11) is the recipient of the 2012 Glushko Cognitive Science Dissertation Prize. The goal of this prize is to increase the prominence of cognitive science, and encourage students to engage in interdisciplinary efforts to understand minds and intelligent systems. Nozari is a post-doctoral fellow in the Department of Psychology at the University of Pennsylvania.

William Pipal (BS'08) graduated from the University of Illinois College of Law magna cum laude (May '12), and in September 2012 he began working as an associate at the international law firm of Troutman Sanders LLP.

April Ponte (BS'10) is an undergraduate admissions counselor at the U of I Office of Admissions and Records. She received a M.Ed. in school counseling from Loyola University of Chicago ('12).

Blake Schroedter (BS'08) is CEO of *Easy Go Dispenser*, a product that dispenses the right amount of powder for protein shakes, sports drinks and baby formula. Schroedter, a veteran of the war in Iraq and Afghanistan, formed the company with two other veterans, Michael Pett (BS'07 Sociology), and Tony Genovese who is pursuing a bachelor's degree in marketing at UIC.

Amanda Sheldon (BS'11) is pursuing a Master's Degree in Counseling Psychology at The Chicago School of Professional Psychology. She is currently on an internship at Resurrection Hospital/St. Elizabeth and plans on graduating August 2013.

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 27th annual SIOP Conference held April 26-28, 2012 in San Diego, CA.



(L-R) Mike Zickar, Joselito Lualhati



(L-R) Daniel Newman, Fritz Drasgow



(L-R) Fritz Drasgow, Jennifer Klafehn, Daniel Newman



Front Row (L-R) Seong Hee Cho, Jing Jin
Back Row (L-R) Kisha Jones, Dana Joseph, Emily Grijalva, Bradley Brummel



(L-R) Sasha Chernyshenko, Stephen Stark, Christopher Nye, Fritz Drasgow



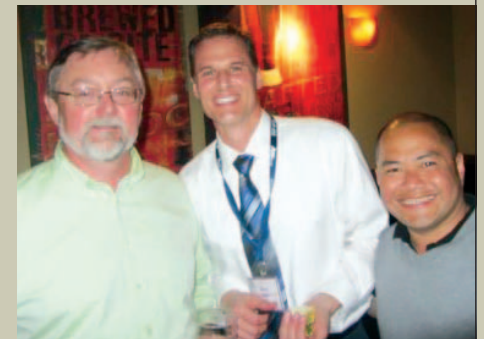
(L-R) Jim Westaby, Bradley Brummel, Alan Mead, Kim Schneider



(L-R) Fritz Drasgow, Julie Olson-Buchanan



Scott Bedwell



(L-R) Fritz Drasgow, Stephen Stark, Joselito Lualhati



Front Row (L-R) Jing Jin, Scott Bedwell, Seong Hee Cho, Julie Olson-Buchanan
Back Row (L-R): Sasha Chernyshenko, Stephen Stark, Fritz Drasgow, Mike Zickar



(L-R) Marcus Crede, Sasha Chernyshenko

Department of Psychology

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www.psychology.illinois.edu/alumni.

MENTOR A PSYCHOLOGY UNDERGRADUATE STUDENT

You can find the Mentor Program Guidelines and Application at:

www.psychology.illinois.edu/alumni/MentorProgram.html. Contact head undergraduate advisor, Gary Wszalek, if you have questions about the Mentor Program at (217) 333-6478 or via mentoring@cyrus.psych.illinois.edu.

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PSYCHOLOGY E-NEWSLETTER

Psychology launched its first e-newsletter in August 2012. You can find a link to the newsletter at:

<http://www.psychology.illinois.edu/alumni/newsletter>. Let us know if you would like to be added to our email list at: alumni@cyrus.psych.illinois.edu.