



Psychology Times

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DEPARTMENT OF PSYCHOLOGY | UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Service Learning Opportunities: The Advocacy Model

By Nicole Allen

The Department of Psychology has a long history of bridging scholarship and action through service learning. In fact, the department has championed community-based learning opportunities for nearly four decades. Community Projects (Psychology 340/341) is a course that helps facilitate service learning by allowing faculty and doctoral students to develop community-based opportunities for undergraduate students, based on the current needs of the community at large.

The Advocacy Model, originally developed in our department in the 1970s by then

graduate student William Davidson, is the basis for many service learning opportunities, including: the Community Advocacy Project



Girls' Advocacy Project members (bottom row) Sandra Domico, Micaela Chan, Lily Ortega; (top row) Patti McGinn, Andrea Lindemann, Christian Fears.

for domestic violence survivors and their children; the Family Advocacy Program for low-income and African American families; and the Girls' Advocacy Project for girls involved in the juvenile justice system. In each of these interventions, undergraduates work as paraprofessionals

to engage and assist these traditionally underserved populations.

The Community Advocacy Project

Nicole Allen, in collaboration with graduate students Jennifer Trotter and Sadie Larsen, offers the Community Advocacy Project in the local community. This intervention model, originally developed by Cris Sullivan at Michigan State University, is based on Sullivan's collaboration with domestic violence survivors and on the effective model established by William Davidson with adolescents diverted from the juvenile justice system (Davidson & Rappaport, 1978). The model is explicitly strengths-focused—the interventions aim to build on survivors' existing strengths by focusing on their assets, gifts, and abilities, rather than on their deficiencies. In addition, the goals of the intervention are survivor-driven, uniquely tailored to the survivors' wants and needs as they describe them.

(continued on page 4)

How Service Learning Makes a Difference

What Students Are Saying:

"After going to Public Aid and other social service agencies, I learned how hard it is for folks with lower incomes. Some folks are not eligible. There seem to be flaws in the system, which make it harder for lower income folks to progress. I used to think, 'Why don't low income people try harder?' But I now see where they're coming from. It's not that they don't try. It's just that they've suffered so much economic abuse, and it's hard to pull themselves up when they have little assistance."

"[The program] gave me a chance to experience things that I was not familiar with, such as working with people from different racial or low-income backgrounds. I used to feel self-conscious about my privilege, but I learned that differences are not always as important as we think. I felt accepted by my client and her family, and never experienced a sense of not belonging."

What Participants Are Saying:

"[I] know more about where to go for resources. [I] decided to start my own childcare business."

"[The student] made me want to be a better person, you know.... I'm thinking about going back to school now and making my life better. ... She inspired me."

"I'm not as stressed out. [I'm] more focused. I used to be focused on the bad things and now I am focused on what I need to do."

In This Issue

The Aging Brain
page 3

Lanier Lecture
page 6

Student Awards
page 9

Faculty Awards
page 10

Alumni News
page 14



From the Department Head

Dear Alumni:

It has been an interesting year out here on the prairie. In November 2007, a Life Safety project got underway on our 40-year-old Psychology Building. The project is necessary because the eight-story building is not up to current code; in particular, it lacks a sprinkler system. The need for this project

is clear when one considers that the highest ladder on the fire trucks of Champaign-Urbana reaches only four stories.

When the project is finished (sometime in October 2008, we hope), we will have sprinklers in every room, a new fire alarm system, a new higher-capacity electrical generator, higher-efficiency lighting, and a wireless network. The project has been a strain on everyone because most of the ceilings in the building have had to be torn out prior to sprinkler installation, releasing plaster and 40 years' worth of dust into offices and labs, and requiring that we temporarily relocate every faculty and staff member, and every graduate student for several weeks at a time. Our shop and IT staff, led by the incomparable Earle Heffley, have been outstanding throughout this project, ensuring that the disruptions to daily life are minimized as much as possible. Members of our staff, including Mike Anderson, Jenny Barrett, John Boyd, Reita Dalton, Tom Hendricks, and Firmino Pinto, have worked overtime (and even on their days off) to make sure that classrooms are ready for instruction and that faculty and graduate students can continue their research. We are all very grateful for their dedication and devotion to the department; they are an important part of what makes us great.

Despite the challenges posed by the Life Safety project, it has been a very good year for the department. A record number of faculty, staff, and students won local, national, and international awards, as described elsewhere in this newsletter. Highlights of the year for me included our second annual Awards Ceremony, held the day before commencement, in which we honored faculty, students, and distinguished alumni for their accomplishments; and our second annual Career Night, in which 15 former psychology majors (including a judge, a lawyer, a dentist, a clinical psychologist, and several professors) returned to campus to share their experiences with over 100 of our current majors. I love connecting with our alumni and providing opportunities for our current students to mingle with our former students and to learn about all the things they can do with their psychology degrees; if you would like to participate in a future Career Night, please drop me a line.

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

David E. Irwin
Professor and Head

PSYCHOLOGY TIMES

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UNDERSTANDING THE AGING BRAIN

By Monica Fabiani

The human brain changes throughout our lifetime. This plasticity is at the basis of cognitive development and life-long learning and adaptability. However, some of the changes that occur during normal aging, such as

increased distractibility and forgetfulness, are a common cause of complaints among older adults. My research work focuses on identifying the brain mechanisms that underlie these age-related cognitive and behavioral changes. I am also interested in individual differences that may lead to healthy aging.

In fact, not all older adults experience the same degree of age-related cognitive decline. Thus, by identifying factors that may lead to successful aging, we may be able to develop remediation programs and other types of interventions that could help stave off or even reverse some of the negative effects of old age.

One of the more general findings of my research is that older adults often respond more to repeated or irrelevant stimuli—stimuli that young adults typically cease to process very quickly. This has the consequence of using up resources for things that could be let go, thus reducing the capacity for other activities. For example, when reading a book while soft tones are played in the background, older adults' brains keep processing the repeated

and irrelevant tones, whereas younger adults stop responding to them after a few repetitions. This experimental task is similar to the real-life situation in which a person gets distracted by the noise made by a slowly drip-

ping faucet, and thus finds it difficult to concentrate on the task at hand.

Our brains are tuned to detect new things, but in young adults these responses to novelty quickly diminish as the once-new stimulus is repeated. Conversely, older adults, when asked to respond to tones that are presented repeatedly in the midst of distractors, react to them as if they were novel, even after a large number of repetitions. In other words, similarly to the dripping faucet example, older brains keep devoting additional resources to stimuli that young adults cease to attend.



Professors Monica Fabiani and Gabriele Gratton developed a non-invasive brain imaging method (EROS). They use this method to study how different brain areas cooperate in processing stimuli and how aging affects brain processes.

Research Findings

One of the causes of this extra processing is the diminished control exerted by frontal areas of the brain (which are thought to be a sort of

CEO of the system) onto sensory areas (areas that first deal with stimuli as they come into the brain processing stream). Our most recent research suggests that changes in anatomy contribute to these effects. In fact, older adults with more preserved frontal cortices and, more importantly, with more intact fiber tracts connecting these widespread regions of the brain, have brain activity (and performance) similar to that of younger adults. Cognitive and performance deficits are instead evident in those older adults whose fiber connections show signs of decreased efficiency. Work we have done in collaboration with the laboratory of Professor Art Kramer suggests that cardiovascular fitness and

higher education may serve as protective factors against these age-related structural and functional losses. In addition, intervention studies conducted in Professor Kramer's lab suggest that some of these adverse effects may be reversible.

These findings are based on information about the function and anatomy of the brain of normal individuals. This research has been made possible by one of the greatest scientific breakthroughs of the past two decades—namely, the development of methods that allow us to visualize both brain anatomy and function in live, behaving persons with no risks or ill effects. Together with my husband and colleague Professor

“By identifying factors that may lead to successful aging, we may be able to ... help stave off or even reverse some of the negative effects of old age.”

Gabriele Gratton I have been developing one of these methodologies: fast optical imaging (the event-related optical signal, or EROS). This new method is based on shining near-infrared light into the brain and measuring how the light photons move through the head. The photons' parameters change with brain activity, thus making it possible to study the brain in action. This and other techniques, including electroencephalography and magnetic resonance imaging, can help us explore the complex and dynamic interactions across brain areas that are at the basis of cognition throughout the lifespan.

Monica Fabiani is a professor in the Brain and Cognition Division of the Department of Psychology and co-chair of the Bio-Intelligence Research group at the Beckman Institute. She received her PhD in biological psychology from the University of Illinois in 1990. After working as a research scientist at the New York Psychiatric Institute and as a faculty member at the University of Missouri, she joined the psychology department's faculty in 2001. She recently became a fellow of the Association for Psychological Science and is currently the president of the Society for Psychophysiological Research.

Service Learning (continued from page 1)

The intervention consists of four primary components that can be easily adapted to the unique circumstances of survivors' lives:

- (1) assessment of the woman's situation, her needs, her resources, and her available supports;
- (2) advocacy intervention, including mutually agreed upon strategies that help her meet her needs using community resources;
- (3) assessment of progress and additional advocacy and/or strategies, to ensure her goals will be met; and
- (4) termination, which involves transferring skills so that the woman can be her own advocate long after the intervention has ended.

Undergraduate advocates attend a class twice weekly and study domestic violence in great depth with attention to: mental health effects, effects of witnessing on children, and diversity and oppression. The undergraduates are also intensively trained in the Advocacy Model and then assigned to work with two women, each for a period of 10 weeks (one beginning in the fall semester and one in the spring). Throughout the intervention, students receive weekly group supervision and individual supervision as needed.

Importantly, the Community Advocacy Project is an empirically supported intervention. Sullivan and colleagues demonstrated in a true field experiment that women who worked with undergraduate advocates experienced less

“Women who worked with undergraduate advocates experienced less abuse, greater social support, higher quality of life, and greater access to resources when compared to women in the control group, even two years after the 10-week intervention had ended.”



Community Advocacy Project members (bottom row) Katlynn Boutan, Christina Crowe, Anne Rufa, Megan Rutter, Diana Boehler; (top row) JooYeon Seok (undergraduate TA), Colleen Overbay, Rebecca Sieracki, Ashley Forsythe, Caitlin Mroz, Jessica Kenny, Carol Fonseca (graduate TA), Amanda Ball (undergraduate TA), Sadie Larsen (graduate TA/instructor).

abuse, greater social support, higher quality of life, and greater access to resources when compared to women in the control group, even two years after the 10-week intervention had ended (Sullivan & Bybee, 1999).

Family Advocacy Program

The Family Advocacy Program, supervised by Gladys Hunt of the Psychological Services Center and taught by graduate student Simone Barr, builds on the Advocacy Model. The course involves under-

graduates in ways similar to the Community Advocacy Model but also pairs undergraduate advocates with Community Mentors, individuals identified as natural leaders and helpers within the community (e.g., teachers, ministers). Over a 15-week period, the

undergraduate advocates and mentors serve low-income and African American families in need. Using the same strengths-based approach as the Advocacy Model, families are engaged in setting goals and mobilizing a broad range of resources to meet those goals. Undergraduates and mentors serve as a critical bridge between the human service delivery system and families who are often alienated from the system due to a historical lack of culturally competent service delivery (*Mental Health: Culture, Race and Ethnicity—Supplement to Mental Health: A Report of the Surgeon General*, 2001).

Girls' Advocacy Project

Finally, the Girls' Advocacy Project, developed by graduate student Shabnam Javdani, under the supervision of Nicole Allen, aims to reduce recidivism and promote the well-being of girls involved with the juvenile justice system. Building directly on the model advanced by Davidson, Girls' Advocacy engages youth

in a 15-week intervention. Davidson and colleagues (Smith, Wolf, Cantillon, Thomas & Davidson, 2004) demonstrated that youth who worked with advocates were less likely to recidivate and had fewer contacts with law enforcement at one- and two-year follow-ups.

Benefits to Students

Through these programs, undergraduates are given powerful opportunities to engage in “hands-on” learning. They are exposed to problems in living (e.g., living in poverty, navigating institutional racism and classism) that are often quite different from those they have encountered in their own lives, and they build skills that will be directly transferable to the real-world contexts in which they will work.

The benefits were evident in a recent evaluation of the Community and Family Advocacy courses spearheaded by Elaine Shpungin, director of the Psychological Services Center, in collaboration with Dr. Allen and graduate students Natasha Watkins and Mona Taylor, and funded by the Chancellor’s Civic Commitment Task Force. While still ongoing, initial data from this evaluation suggests that student advocates gained specific service delivery skills (e.g., advocacy, documentation, crisis management), knowledge of the service delivery system and related career opportunities, a more complex understanding of social problems, and experience working and forming relationships with individuals of varied backgrounds.

Benefits to Participants

The benefits of service learning are not confined to the students. Local research with program participants, examining the effects of the Community and Family Advocacy programs, mirrors the benefits established in the true field experiments conducted by Sullivan and Davidson. A quasi-experimental design tracks outcomes for participants. Findings suggest that parents who have successfully completed the Family Advocacy Program reported less depression and higher quality of life following the intervention. In addition, parents had greater knowledge of the resources available to them, felt more capable of accessing these resources, and had more positive experiences with social service agencies. Similarly, domestic violence survivors met many of the goals they initially set, were better able to access needed community resources, and had increased quality of life and greater well-being following the intervention (e.g., women reported fewer symptoms of depression and post-traumatic stress).

Benefits to the Community

Finally, the Advocacy Model also seems to have an effect on the service delivery system in Champaign County. This is particularly true regarding the Family Advocacy Program, which serves low-income and African American families in the county in unprecedented ways. The model, by virtue of its success, has demonstrated that traditionally under-served families can be effectively engaged by using culturally competent interventions. Family Advocacy Program staff have, in fact, been called upon to help engage “hard to reach” families with youths involved in the juvenile

“Parents who have successfully completed the Family Advocacy Program reported less depression and higher quality of life following the intervention. In addition, parents had greater knowledge of the resources available to them, felt more capable of accessing these resources, and had more positive experiences with social service agencies.”

justice system. In addition, the local community recently completed a grant for federal funds to develop a system of care for youth involved in, or at risk for involvement in, the juvenile justice system. Components of the Advocacy Model, and the value of incorporating paraprofessional service providers, were incorporated as key service delivery components in the proposed system of care.

Through the commitment of our undergraduate students, and their faculty, staff, and graduate student supervisors, the University is making a positive contribution to the lives of hundreds of community members in Champaign County and further illustrating the benefits of the advocacy approach to intervention.

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Nicole Allen is an assistant professor of psychology. She completed her doctorate in ecological community psychology at Michigan State University. Her research interests include intimate partner violence, community collaboration, and systems and social change. Allen has developed a manual to support the self-evaluation efforts of domestic violence coordinating councils published by the National Resource Center on Domestic Violence. For over 10 years, she has trained and supervised advocates working with survivors to provide community-based, survivor-driven advocacy.

THE LANIER LECTURE

Understanding Human



The Lanier Lecture is supported by a fund established by L. Gene and Catherine Lemon in memory of her

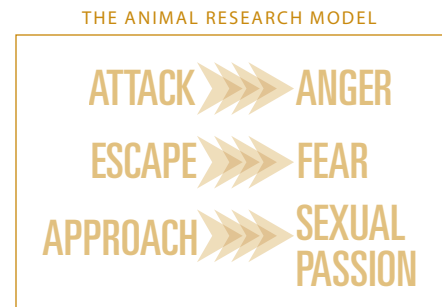
father, Lyle Lanier, former head of the Department of Psychology (1951-1959), dean of the College of Liberal Arts and Sciences, and provost of the Urbana campus. The Lanier Lecture brings a distinguished psychologist to campus whose work is of interest to the general campus community. Lanier’s contributions are also honored through the Lyle Lanier Professorship, a position held by Lawrence Hubert since 1987.



Peter Lang discusses the contributions of Ivan Petrovich Pavlov to the study of emotional learning.

Although Peter Lang credits the beginning of the scientific study of emotion to “the five men in beards”—that is, Wilhelm Wundt, William James, Sigmund Freud, Charles Darwin, and Ivan Petrovich Pavlov—his own research continues to shed light on understanding human emotions. The following information is taken from Lang’s presentation at the Lanier Lecture in April.

Emotions evolved from action patterns that facilitated survival. In humans, the overt action is often inhibited, but the physiological mobilization (active defense-fight/flight, behavioral freezing, heart rate-increase/decrease, blood pressure-increase/decrease, endocrine response-sweat glands, facial expressions of fear and distress) persists as a preparatory state.



Affects are states of the organism in which efferent systems (e.g., visceral, which includes intuition rather than reasoning or observation, and somatic, which involves the body rather than the mind or spirit) are primed for action. These patterns can be monitored bio-electronically in a laboratory.

Emotions: Brain Circuits and Reflex Reactions

There are two primary motive systems that evolved in the brain, each organizing an array of survival actions:

1. Appetitive: which includes alimationation (providing or receiving sustenance), sex, and nurturance of offspring—all of which are associated with positive affect.
2. Defensive: which includes protection, escape, avoidance, defensive display, and defensive aggression—all of which are associated with negative affect.

The dominant motive state (appetitive or defensive) modulates ongoing behavior and reactions to stimulus input, cognitive processes, and simple reflexes. The brain circuits that mediate appetitive and defensive behavior are old (in evolution), and there are similar structures in complex animals including mammals and reptiles.

What the Research Tells Us

Lang's research utilizes pictures that are pleasant, neutral, or unpleasant. Several different methods are used to collect data, including electroencephalogram (EEG), psychophysiology (startle reflex, corrugator electromyogram [EMG], heart rate, skin conductance), and functional magnetic resonance imaging (fMRI). Lang said the challenge is how to standardize emotional stimuli for research and quantify evaluative judgments of pictorial stimuli. Subjects are asked to assess pictures according to the dimensions utilized in the Self-Assessment Manikin (SAM)—that is, pleasant/unpleasant and aroused/calm.

Some of the findings include:

- Unpleasant pictures rated high in emotional arousal (e.g., attacking animals or humans): the startle probe reflex is potentiated.
- Unpleasant pictures rated low in emotional arousal (e.g., pollution, grieving people): the startle probe reflex is inhibited.
- Phobics show enhanced startle potentiation to pictures of phobic objects; phobics also report more emotional arousal and show more pronounced skin conductance responses (e.g., pictures of snakes prompt greater activation in phobics).
- Psychopaths show startle inhibition to unpleasant pictures, suggesting that they are not perceived as aversive.
- Pupil diameter is significantly larger in processing emotional versus neutral pictures, and greater for pictures higher than lower in judged arousal.

According to Lang, "when we look at pictures that frighten or romantically arouse, when pleasurable images or painful memories spring to mind, the circuits activated in the brain and the reflexive changes in our bodies are very like those of other mammals when they sense danger or apprehend nearby prey. These appetitive and defensive reactions are the foundation of human motivation and emotion."



Peter J. Lang, a recognized leader in the field of clinical psychophysiology, holds multiple appointments at the University of Florida including the Department of Clinical and Health Psychology, Department of Psychology, Department of Psychiatry, Department of Oral Biology, and the Department of Neuroscience. In addition, he is director of several centers, including the University of Florida Center for Research in Psychophysiology, the NIMH Center for the Study of Emotion and Attention, and the Fear and Anxiety Disorder Clinic of the Health Science Center.

LYLE LANIER PROFESSORSHIP



Lawrence Hubert has made major contributions to several problem areas of quantitative psychology, including cluster analysis, psychometric theory, psychological scaling, and data analysis. Early in his career, Hubert developed new methods for clustering based on graph theory principles. His work was seminal, changing the course of other work in the field, and it still serves as the basis for research on comparative evaluation of cluster analysis methods and inferences about cluster composition and stability. Hubert also developed a new paradigm for data analysis and modeling called Combinatorial Data Analysis, or CDA. His scholarship and leadership earned him a Guggenheim Fellowship and the Cattell Award from the Society for Multivariate Experimental Psychology. Hubert has been elected president of both the Psychometric Society and the Classification Society of North America. He is a fellow in two different divisions of the American Psychological Association, as well as a fellow in the American Statistical Association, American Psychological Society, and the American Association for the Advancement of Science. Hubert also served as acting department head twice, first in 1994-1995 and again from 2004-2006.

DISTINGUISHED ALUMNI HONORED

The Department of Psychology honored two distinguished alumni, James Spoor and Bruno Breitmeyer, at our graduation ceremony on May 13, 2007.



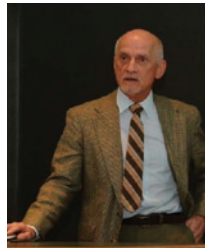
James Spoor (BS '58) is founder and chairman of SPECTRUM Human Resource Systems Corporation. Since its founding more than 23 years ago, SPECTRUM has established itself as

a leading provider of human resource, benefits administration, talent acquisition, and training and development systems to high expectation mid-market organizations.

After completing his psychology degree in 1958, Spoor had a very successful career that covered more than 25 years in both human resources and line management with well-respected Fortune 500 corporations in the energy, high technology, and food processing industries, including executive-level responsibility for global human resources operations.

Spoor has earned a reputation as a respected tell-it-like-it-is, non-traditional maverick. He enjoys stimulating people to think outside the box and outside their comfort zone. He is regarded within the human resource and workforce management industry as a visionary pioneer and innovator who focuses on exploiting technology to address strategic business issues.

Spoor's professional involvements include serving for over seven years on the Board of Directors of the International Association for Human Resource Information Management.



Professor Bruno G. Breitmeyer, (AB '68) is a world-renowned research psychologist. His undergraduate studies in mathematics, along with a minor in psychology, at the

University of Illinois were a steppingstone to a PhD in psychology from Stanford University. After receiving his doctorate, Breitmeyer joined the psychology faculty at the University of Houston, where he has remained since 1972.

Breitmeyer's research has centered on visual attention and perceptual processes. His book, *Visual Masking* (1984), is a classic text in the field of cognitive psychology. This work, republished in 2006, explores how our visual system processes information at both conscious and unconscious levels. Understanding the factors that control whether a stimulus reaches our awareness, and the fate of those stimuli that remain at an unconscious level, is the focus of this work and the major challenge of brain science in the new millennium. Breitmeyer has prolifically contributed to the study of visual processing for the past 35 years, with more than 80 publications, four books, and countless delivered papers.

Breitmeyer's research has been recognized by the United States Air Force, National Science Foundation, and the National Institute of Health. He has presented his findings worldwide, including Japan, Germany, Sweden, and Switzerland.

Garnsey Appointed Associate Head for Graduate Affairs



Dr. Susan Garnsey, who served as associate head for undergraduate affairs in the Department of Psychology from 2003 to 2007, will take on a new

position as associate head for graduate affairs beginning in fall 2008. Garnsey looks forward to getting to know the nearly 200 graduate students in the department, and also to working more closely with Lori Hendricks in the department's Graduate Student Office. Garnsey will also serve on the Graduate College Executive Committee, where she hopes to be able to influence campus policies and procedures for the benefit of graduate students in our program and across campus.

Berger Appointed Assistant Head for Alumni Affairs



Cheryl Berger will be moving into a newly created position in the department, assistant head for

alumni affairs, in August 2008. For the last 15 years Berger served as assistant head for graduate affairs. During this period of time she also served as editor of the department newsletter and other department publications, and coordinated special events for the department including the annual Lanier Lecture. Berger looks forward to working with the College of LAS's director of development, Andra Bez, to build strong, positive relationships with alumni, students, and friends of the department.

OUTSTANDING UNDERGRADUATES NAMED

Biological Psychology

Karl S. Lashley Award – David Alan Klein
Donald O. Hebb Award – Megan Herting

Brain & Cognitive Psychology

Emanuel Donchin Award – Anna Dombrowski
Honorable Mention – Cortney McPeek

Michael Coles Award – Thomas Patterson
Honorable Mention – Amber Twelman

Clinical/Community Psychology

Community Action Award – Lauren Snelling
Frederick & Ruby Kanfer Award – Krzysztof Supinski

Cognitive Psychology

Kathleen Eberhardt

Developmental Psychology

Benjamin Boldt

Quantitative Psychology

Jessica Berger

Social Psychology

Carolyn Kwok
Kinsey Wielgus

Visual Cognition & Human Performance

Christopher Wickens Award – Edward Malkowski

Generous Donors Assist Students

The Department of Psychology is grateful to the generous donors who have established fellowships in honor of family members and distinguished faculty and staff who have influenced their lives. The fellowships help support the work of promising students in the Department of Psychology.

Charles L. Hulin Fellowship



The Social-Personality-Organizational Division awarded **Maria Lytell**, a sixth-year student, a Hulin Fellowship for the 2007-08 academic

year. The Hulin Fellowship Fund was established in 2000 by students, colleagues, and friends of Professor Charles L. Hulin, who is credited with developing the industrial/organizational psychology program at the University of Illinois.

Lytell says she is appreciative of the fellowship because "I have been able to focus on my dissertation research concerning how employees form perceptions that their organization tolerates sexual harassment. Prior research has repeatedly shown that organizational tolerance of sexual harassment predicts greater incidence of sexual harassment and worse job, psychological, and health outcomes for employees. Understanding what factors employees consider when deciding whether their organizations tolerate sexual harassment has the potential to help organizations diagnose problem areas and to introduce remedial measures that benefit both the organization and their employees."

Lytell will be seeking a position in private industry upon the completion of her dissertation.

Jeffrey Tanaka Award



Jeffrey Tanaka, a faculty member from 1990 to 1992, was a University Scholar and a College of Education Scholar. He was a fellow of the

American Psychological Association and the American Psychological Society, and he was

elected as a member of the prestigious Society of Multivariate Experimental Psychology.

After his untimely death in November 1992, friends and colleagues established the Tanaka Memorial Fund to recognize outstanding original research or scholarship in areas related to Tanaka's interests in quantitative and personality psychology.

Clinton Stober is the 2007 recipient of the Jeffrey Tanaka Award in recognition of his paper, "Analysis of Multinomial Models Under Linear Inequality Constraints." Stober is a fifth-year student in the Quantitative Division.

Frederick and 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.

Krzysztof Supinski was named the 2007 Kanfer Award recipient for his commitment to research, creativity, and his genuine passion for the science and practice of clinical psychology.

Evelyn Hobson Fellowships in Psychology



Megan Flynn was awarded an Evelyn Hobson Fellowship for 2007-08. Flynn's dissertation, "Emotional Clarity and Childhood Depression:

Antecedents and Explanatory Mechanisms," examines how children with deficits in emotional clarity (i.e., difficulty understanding their emotional experiences) are at heightened risk for depression. Flynn is also examining potential antecedents of children's deficits in emotional clarity, in the form of characteristics of temperament, and the caregiving environment. Flynn will begin a postdoctoral appointment at Temple University in fall 2008.

Herbert Woodrow Fellowship



Jibo He was selected as the recipient of the Herbert Woodrow Fellowship for 2007-08. The fellowship is awarded to a promising student

conducting basic scientific research in the field of psychology.

Janet Tritsch Award

The Janet Tritsch Award, established in memory of this enthusiastic participant in undergraduate research, was presented to **Megan Herting** in 2007 for her honors thesis, "Reducing Task-Associated Stress Mitigates Cognitive Deficit in a Mouse Model of Fragile X Mental Retardation Syndrome." Megan did her research in the laboratory of Swanlund Professor William Greenough, one of the nation's premier biological psychologists.

Faculty Recognized for Professional Excellence

2008 Diener Mid-Career Award for Personality Psychology

Brent Roberts (Social-Personality-Organizational) is the first individual to receive this award from the Society for Personality and Social Psychology.

2008 National Council on Measurement in Education Award

Hua-Hua Chang (Quantitative) and Zhilian Ying, from Columbia, are the joint winners of the 2008 NCME Award for an Outstanding Example of Application of Educational Measurement Technology to a Specific Problem.

Alumni Professorship in Psychology

Renee Baillargeon was awarded an Alumni Professorship in Psychology from the College of Liberal Arts and Sciences. The award is given to select faculty for their contributions to their department and college. Baillargeon's research focuses on infant cognition including physical, psychological, and biological reasoning; a wide range of related infancy issues, including object perception, categorization, object individuation, number, perspective taking; and theory of mind. Her research has shown that young infants, like adults, try to make sense of the world around them.

Fulbright Senior Specialist Award in Education

Hua-Hua Chang has been awarded a Fulbright Senior Specialist Award in Education at the Slavyansk-on-Kuban State Pedagogical Institute, Russia. During Chang's 35-day mission, he will teach the short course entitled "Measurement of Latent Variables."

Harry E. Preble Dean of the College of Liberal Arts and Sciences

Sarah Mangelsdorf (Developmental) was named the Harry E. Preble Dean of the College of Liberal Arts and Sciences in an investiture ceremony on September 19, 2007. Mangelsdorf was named dean of the College of

Liberal Arts and Sciences in 2006. She previously served as associate head for undergraduate affairs in the Department of Psychology (2000-01), associate provost for the campus (2001-03), head of the Department of Psychology (2003-04), and interim dean of the College of Liberal Arts and Sciences (2004-06). Mangelsdorf accepted a position as dean of the Weinberg College of Arts and Sciences at Northwestern University effective August 2008.

Helen Corley Petit Scholar Award

Kara Federmeier (Brain & Cognition) was selected as the recipient of the 2008-09 Helen Corley Petit Scholar Award based upon her extraordinary record as an assistant professor. Helen Corley Petit, an alumna of the College of LAS who passed away five years ago, provided an endowment for the development of the scholarship and teaching of young faculty members in the college.

International Behavioural and Neural Genetics Society

Justin Rhodes recently was named the winner of the 2008 Young Scientist Award by the International Behavioural and Neural Genetics Society.

Joseph R. Smiley Professor

Edward Diener, Alumni Professor in Psychology, was named the Joseph R. Smiley Professor by the College of Liberal Arts and Sciences. Diener has been a faculty member in the Department of Psychology at the University of Illinois for the past 34 years. Diener's research focuses on the measurement of subjective well-being; temperament and personality influences on subjective well-being; theories of well-being; and demographics and well-being (e.g., income, sex, and age). Most recently his work has emphasized cultural influences on subjective well-being.

Richard and Margaret Romano Professorial Scholar

Gregory Miller (Clinical/Community) was selected as the Richard and Margaret Romano Professorial Scholar by the College of Liberal Arts and Sciences for outstanding achievements in research.

Society for Experimental Social Society

Robert Wyer (Social-Personality-Organizational) is the recipient of the 2008 Distinguished Scientist Award.

Society for Industrial/Organizational Psychology (SIOP)

Fritz Drasgow received the Distinguished Scientific Contributions Award from SIOP. The award is given to the individual who has made the most distinguished empirical and/or theoretical scientific contributions to the field of industrial/organizational psychology. The award recognizes a lifetime of achievement.

Swanlund Chair

Art Kramer was named a Swanlund Chair, the highest endowed title at the University of Illinois. The Swanlund Awards are offered for five years and may be renewed. Kramer is one of 19 faculty members on campus who hold this honor. Kramer currently holds appointments in the Department of Psychology, Neuroscience Program, and the Beckman Institute where he has served as co-chair for the Human-Computer Interaction main research theme since 1998. In addition, he is currently serving as the director of the Biomedical Imaging Center. Kramer's research interests include cognitive neuroscience, cognition and brain plasticity, aging, attention, perception, and human factors.

University of Illinois Center for Advanced Study

Neal Roesse has been named an Associate by the Center for Advanced Study for the 2008-09 academic year. The appointment grants Roesse one semester of teaching release time in order to pursue an individual or creative project.

National Science Foundation Career Award

Alejandro Lleras, a professor of psychology and an affiliate of the Beckman Institute, is a recipient of an Early Faculty Career award from the National Science Foundation. The \$400,000 award will be distributed over five years, beginning in 2008.

Award-Winning Faculty, Students, and Staff

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

Graduate Student Organization Instructional Award

This award is presented to faculty for excellence in teaching and advising at the graduate level. The 2007 recipient is **Chi-Yue Chiu** from the Social-Personality-Organizational Division.

Mabel Kirkpatrick Hohenboken Teaching Enhancement Award

Sandra Goss Lucas was selected as the 2007 recipient of the Hohenboken Award. This award recognizes departmental faculty who consistently contribute to instruction, focus on students and the quality of instructional outcomes, develop innovative approaches to teaching, and influence the curriculum.

Psi Chi Award

Joshua Gulley received this award for demonstrated excellence in undergraduate teaching. He is a faculty member in the Biological Division.

Nancy Hirschberg Memorial Award

The 2007 award was presented to two students: **Ka Yee "Angela" Leung** (Social-Personality-Organizational Division) for her paper, "Within and Between-Culture Variation: Individual Differences and the Cultural Logics of Honor, Face, and Dignity Cultures"; and

Clinton Stober (Quantitative Division) for his paper, "Analysis of Multinomial Models Under Inequality Constraints." Stober is also the recipient of a Graduate College Dissertation Completion Fellowship for the 2008-09 academic year.

Herman Eisen Award

The 2007 award was presented to two advanced students, **Matthew Boden** and **Sarah Sass**, in the Clinical/Community Division. Boden and Sass were recognized for their initiative in developing and implementing a mindfulness-based skills training group at the Psychological Services Center.

Ed Scheiderer Award

Anna Engels (Clinical/Community) received the 2006 award for research she conducted that is important in clarifying relationships between regional brain activity and different types of anxiety.

American Psychological Association Dissertation Research Award

Brenda Hernandez (Clinical/Community) received an APA Dissertation Research Award for the 2008-09 academic year in recognition of her research entitled "Cultural Influences in Coping with Parent-Child Conflict."

Distinguished Dissertation Awards

Hsiu-Ting Yu (PhD '07) has received two awards for her dissertation "Multilevel Latent Markov Models for Nested Longitudinal Discrete Data": the 2008 AERA Outstanding Quantitative Dissertation Award and the APA Division 5 (Evaluation, Measurement, and Statistics) 2008 Distinguished Dissertation Award. Yu is currently on a postdoctoral appointment at Leiden University in The Netherlands.

Asian American Graduate Student Leader Award

Anne Saw (Clinical/Community) is the recipient of the Student Leadership Award in recognition of excellence in developing and implementing programs for the Asian American campus community; excellence and innovation in classroom instruction that furthers knowledge of Asian American communities; and/or excellence in research that promotes awareness of Asian American issues. Saw also received an Asian American Studies Program Jeffrey S. Tanaka Graduate Student Research Grant.

(continued on page 12)



Chi-Yue Chiu



Sandra Goss Lucas



Joshua Gulley



Ka Yee "Angela" Leung



Clinton Stober



Sarah Sass

Association of Black Psychologists Student Research Award

Simone Barr (Clinical/Community) received the 2007 award for outstanding scholarly contribution to research on black populations for her paper entitled, "Examination of the Link Between Parental Racial Socialization Messages and Racial Ideology Among Black College Students," which is now in press in the *Journal of Black Psychology*.

Association for Psychological Science RiSE-UP Research Award

Melody Chao (Social-Personality-Organizational) received the RiSE-UP Research Award, the purpose of which is to cultivate scholarly research in psychological fields related to socially and economically underrepresented populations.

Society for Personality and Social Psychology Diversity Fund Travel Award

Melody Chao was the recipient of a 2008 Society for Personality and Social Psychology Diversity Fund Travel Award. She presented a paper she co-authored with Professor Ying-Yi Hong, entitled "Believing and being: The implication of essentialist beliefs about race for Asian Americans in the United States."

Sarah C. Mangelsdorf Graduate Award in Psychology

Melody Chao is the first recipient to receive this award, which is designed to honor an outstanding female graduate student in Psychology. The award is given to a student who has exhibited excellence in research/scholarship, teaching, and shown the potential to be an academic leader.



Anna Engels



Simone Barr



Melody Chao



Michelle Cruz Santiago



Melissa Milanak



Mona Taylor

2008 Cognitive Science/Artificial Intelligence Award

Eamon Caddigan (Visual Cognition & Human Performance), **Kyle Mathewson** (Brain & Cognition), and **Yung-Jui "Daniel" Yang** (Social-Personality-Organizational) won the 2008 award, which is conferred by the Cognitive Science/Artificial Intelligence Committee at the U of I. The goal is to promote interdisciplinary research in cognitive science and artificial intelligence.

Ford Foundation Fellowship

Michelle Cruz Santiago (Clinical/Community) is the recipient of a three-year Ford Foundation Fellowship, effective fall 2008, based on her scholarly excellence and future promise as a scholar, researcher, and teacher in an institution of higher education.

International Society for Traumatic Stress Studies Student Research Award

Melissa Milanak (Clinical/Community) was selected as one of two ISTSS student research grant award recipients based upon her proposal, "Trauma, PTSD, and the effects of context on facial affect recognition."

National Black Graduate Student Association Award

Mona Taylor (Clinical/Community) received this award for her poster submission entitled, "Let's talk about sex... or should we? The mixed messages perceived from parents' discussions about sex and abstinence among African American adolescent girls."

National Research Service Award

Edward Wlotko (Brain & Cognition) has been awarded a two-year pre-doctoral NRSA

Fellowship to complete his dissertation work in collaboration with Professors Monica Fabiani, Kara Federmeier, and Gabriele Gratton in the Brain and Cognition Division.

Community Action Award

Lauren Snelling was selected as the 2007 award recipient for her work in juvenile justice and as an advocate and mentor.

National Science Foundation Graduate Fellowship

Caterina Gratton has been awarded a three-year NSF Fellowship. Gratton recently completed an Honors Thesis, "In Whole or in Part? An ERP Analysis of Global/Local Processing Asymmetries with Naturalistic Objects," with Professor Kara Federmeier in the Brain and Cognition Division. Gratton will begin a graduate program in neuroscience at the University of California-Berkeley in the fall.

Department of Psychology Staff Award

Janice Morris received the Department of Psychology's 2007 Staff Award. Morris performs post award activities for sponsored projects and ensures that all charges to sponsored projects meet funding agencies' regulations.

Department of Psychology Academic Professional Award

Larry Broda manages the department's servers and oversees the programming and maintenance of the department's webpages. Broda received a "Headie Award" from David Irwin in 2007 for his contributions to the department, and he received the LAS Academic Professional Award in 2000.

New Faculty Join Psychology Department



The department welcomed two new faculty members to the Social-Personality Division this year.

Dolores Albarracín focuses her research on understanding the influence of social stimuli on individual behavior, which is relevant to various areas of psychology (clinical, counseling, cognitive, and developmental psychology) as well as other disciplines (e.g., psychiatry, sociology, economics, neuroscience).

Jesse Preston's work encompasses three interrelated topics: causal thinking and explanation, perceptions of agency, and attributions to superstition and supernatural forces.



LAS Award for Excellence in Undergraduate Teaching



Congratulations to Evelyn Au, who was named a recipient of the 2007 College of LAS Award for Excellence in Undergraduate Teaching by a Graduate Instructor and was also selected as the 2007 recipient of the departmental teaching award.

Au was an instructor for Introduction to Social Psychology for the 2004-05 academic year; Social Psychology in Natural Settings for the 2005-06 academic year; and Laboratory Methods in Social Psychology, Fall 2006. She also served as a teaching assistant for one semester in each of the following courses: Culture and Psychology, Psychology of Personality, and served as coordinator for Introduction of Social Psychology for the 2007-08 academic year. Au has been on the Incomplete List of Excellent Teachers for three terms. She was twice ranked among the top 10 percent of instructors campuswide.

"To me, education is not only about providing information to students, it is also about stimulating and challenging them. Therefore, as a teacher, my goal is to inspire students with new ideas and to hone their analytical skills by encouraging them to ask questions both about what they know and what they are learning."

In addition to her teaching experience, Au mentored over 15 undergraduate research students who worked in her advisor's lab. She also co-supervised an undergraduate student's independent study project, which received an award of "Distinction in Psychology." Au graduated May 2008 and accepted a faculty position at Singapore Management University.

Honors Fair



Those participating in this year's Honors Fair included: (bottom row) Cathy Kowalczyk, Amber Twellman, Kristin Lupo, Kayi Hui; (middle row) Dr. Aaron Benjamin, Megan Herting, Abigail Folberg, Anna Dombrowski, Nicole Kosacz, Nicole Sun Young Kwak, Jennifer Stewart (S-P-O graduate student); (top row) Edward Malkowski, Steven Serio, Andrew Wegrzyn, Krzysztof Supinski.



Janice Morris



Larry Broda



Staff Retirement

Ginny Ragle retired from the Department of Psychology in October 2007. Ragle spent 22 out of her 32 years on campus working in the department and most recently assisted Karl Rosengren, associate head for space and development.

ALUMNI NEWS

1950

Calvin K. Claus (MS '51) is professor emeritus at National-Louis University, Department of Psychology, located in Evanston, Ill. Claus's article, "B.F. Skinner and T.N. Whitehead: A brief encounter, research similarities, Hawthorne revisited, what next?" was published in the spring 2007 issue of *The Behavior Analyst*.

1970

Bernard Rubin (BS '72) is program director for the Rheumatology Fellowship Program at the University of North Texas Health Science Center. He has been on the faculty of the university since 1983.

Robert Frenzer (BS '77) is president of VISTA Resources, Inc., an insurance consulting company.

1980

Kendra Kett (BS '83) is the author of an illustrated book of poetry, *The Pinwheel Girl Takes Flight: Every Woman's Journey Through Seven Stages of Transformation*, and a corresponding product line, Pinwheel Girls: Messages from the Wind. The line was recently launched at the Merchandise Mart in Chicago and it was featured on *Chicago-ing with Bill Campbell* on WLS/ABC-TV.

Patrick McCarthy (BS '83) is a colonel in the U.S. Marine Corps. He is deputy commander of the Marine Corps mobilization command in Kansas City, Mo. McCarthy was deployed to Iraq in January 2008 for one year as a liaison officer to the multi-national coalition.

1990

Angela Ebreo (PhD '98) is assistant director for research and training at the National Center for Institutional Diversity at the University of Michigan.

Sharon (Elsas) Campbell (BS '99) has worked as an early childhood teacher at Lamplighter Montessori since 2000. She also has 4-year-old twin boys.

Audrey Kaplan (PhD '99) is a senior user experience researcher at Google Inc., located in Menlo Park, Calif. She has two daughters, Molly and Sophie.

2000

Ashley Nunes (PhD '06) supports the Federal Aviation Administration Air Traffic Operations-Planning division as a human factors psychologist.

ALUMNI NOTES

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

Name _____

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Year of Graduation _____ Degree _____

Division Affiliation _____

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

Personal and professional news: _____

From the LAS Director of Development

By Andra Lee Bez

The Department of Psychology at the University of Illinois has a reputation for excellence. The ability to maintain a dynamic environment is the key to continued excellence. Our faculty is up to the challenge. They have the unique ability to do vital research while teaching in one of the largest departments on campus, with more than 1,300 undergraduate and close to 200 graduate students in our program. But their research needs ongoing financial support. Through the University's Brilliant Futures Campaign, you can help provide that support and contribute to the research of these innovative initiatives that help our community and world.

You can also choose to provide support through several funds that have been established to honor past faculty members, including the Charles L. Hulin and the James Davis Fellowship Endowments, which both provide graduate fellowships. The Frederick and Ruby Kanfer Fund supports undergraduate and graduate students.

If you would like to make a contribution, fill out the form below or go to the psychology website at www.psych.illinois.edu and click on "Give to UIUC Psychology." Your generosity will have a tremendous impact on the department, and it is a visible and lasting reminder of your own dedication to excellence in education.

If you have other ideas for giving or areas of interest, please contact me anytime. You can reach me at andrabez@illinois.edu.

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ALWAYS ILLINOIS

Reconnect with former classmates and share the latest news about your career and family through Always Illinois (www.AlwaysIllinois.org), a free online community for U of I alumni. You can also announce job openings in your company, post internship opportunities, and mentor current students, all in a secure, safe environment.

We hope you will take advantage of this unique opportunity to reconnect with your University of Illinois community. Check out the Department of Psychology's site. If you have questions contact Cheryl Berger, assistant head for alumni affairs, (217) 333-3429, cberger@cyrus.psych.illinois.edu.

The screenshot shows the homepage of the Always Illinois website. At the top, it says "ALWAYS ILLINOIS" and "An ILLINOIS inCircle Community". Below this is a navigation menu with several options: "Keep in touch with friends", "Contact lost friends", "Meet members in your area", "Network with members around the world", "Tell members about your career, hobbies, family", "Create albums and share photos", "Announce events", and "Browse jobs for ILLINOIS members". There is a prominent "Join Today!" button. On the right side, there is an "inCircle Login" section with fields for "Email:" and "Password:", a "Remember me" checkbox, and a "Login" button. Below the login section is a "Having Trouble?" section with links for "Have you REGISTERED for ILLINOIS inCircle yet?", "Have you forgotten your password? RESET IT.", and "If you continue to experience difficulties, please CONTACT US.". At the bottom, there is a "Welcome!" section with a paragraph of text and links for "Alumni: CLICK HERE" and "Students, Faculty, & Staff: CLICK HERE".