



Psychology Times

SUMMER 2011

DEPARTMENT OF PSYCHOLOGY | UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

Public Speaking and Making Mistakes

By Duane Watson

Most of us have had to do public speaking at one time or another, and most of us probably remember the advice we learned when giving presentations in school: practice your speech so that you do not make mistakes. It stands to reason that the more mistakes you make, the less successful you will be in getting your point across. This advice is given in speaking seminars, debate camps, and in the classroom.

In fact, speakers who have a lot of experience giving speeches can give their presentations without making any mistakes or saying words like “uh” and “um.” If you go to YouTube and listen to speakers at conferences like TED (a conference on technology and design), speakers make almost no errors. But is it really true that these types of errors make it more difficult for an audience to follow your point? Recent work in my laboratory suggests that saying “uh” and “um” can actually help listeners understand what you are trying to say.

Universal Fillers

Linguists think of utterances like “uh” and “um” as words, and as words, they convey meaning. Their function is to tell the listener that the speaker still has something to say but is currently having difficulty, gathering their thoughts, or buying time. We know that they are words because different languages use different fillers. In America we say “uh” and “um”. In Germany, speakers say “äh” and “ähm” and in Japanese, speakers say “anoo” and “eeto.” Learners of a language have to learn what the grammatical fillers

are in their language, just as they have to learn words like “apple” and “dog.”

If fillers are words, then they may serve an important function in communicating. If they do, we might expect fillers to help out listeners. In our experiment, subjects listened to a recording of a chapter from *Alice in Wonderland* and were told that they would have to repeat back the key points of the chapter back to us. Subjects either listened to a story that contained “uhs” and “ums,” or a story that was spoken completely fluently. We were interested in what impact the presence of fillers would have on listeners’ memory of the story.

Research Findings

What we found surprised us: subjects remembered more of the story’s key points when there were “uhs” and “ums” present than when the story was produced without any fillers. To determine whether the fillers were simply providing listeners with more time to process what they were hearing, we also included a condition in which the story contained coughs. These coughs were digitally manipulated so that they were in the exact same location and had the exact same duration as the “uhs” and “ums” in the filler story. If the improved performance was due to just having more time to process the sentence, we would expect performance on the cough story and the filler story to be about the same.

In fact, subjects performed worse on the cough story than they did on the story with fillers. Their performance was

even worse than it was on the completely fluent story. This suggests that fillers are not just giving listeners more time to process the sentence, but are actually providing helpful information to listeners. We think that when listeners hear disfluencies they interpret them as a cue that they will need to work a little harder to understand what is being said, possibly because the speaker is experiencing difficulty getting out what they are trying to say. Because of this, the listener devotes more attention to what is being said, and consequently, has a better memory for the story.

So maybe the next time you have to give a speech, occasionally saying “uh” and “um” might not be such a terrible idea. It may actually help your listeners better understand you.



Duane Girard Watson

received his PhD from the Massachusetts Institute of Technology in 2002.

After completing a postdoctoral fellowship at the University of Rochester, Dr. Watson joined the Cognitive Division in the Department of Psychology in 2005. Dr. Watson examines the psychological processes that underlie language production and language comprehension, focusing on the use of prosody, disfluencies, and syntax. He was recently designated as a 2010-2011 Helen Corley Petit Scholar by the College of Liberal Arts & Sciences, and currently serves on the editorial boards of the *Journal of Memory and Language*, *Psychonomic Bulletin & Review*, and the *Journal of Experimental Psychology: Learning, Memory, and Cognition*.

PSYCHOLOGY TIMES

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From the Department Head

I am pleased to report that the Department of Psychology remains a top program in the country despite the grim economic conditions that still plague the State of Illinois and the rest of the country. Our students, faculty, and staff strive for excellence and recognition of their accomplishments is reflected in the number of College of LAS, campus, and national awards that are highlighted respectively on pages 6-11.

Once again, the Department of Psychology's faculty and graduate student instructors were included on the List of Teachers Ranked as Excellent by Students. You can view the list of faculty and graduate student instructors on page 6.

The Department of Psychology's annual Career Information Night on February 22, 2011, was an overwhelming success. Twenty-eight psychology alumni volunteered to meet with our undergraduates to share information about their career paths and experiences. We were very excited that 11 new alumni participated in the event.

Alumnus Stephen Wiet commented at our 2010 event, "Career Information Night is a convenient way to connect psychology students and professionals representing a wide range of career areas. It is important to recognize that psychology majors have acquired many skills in college that employers value, like creative problem solving, analytical thinking, and effective communication. It is important to impress upon these students that they have a wider number of career choices than they realize, even at the undergraduate level." I hope that you will consider participating in the department's 2012 Career Information Night. You can contact Cheryl Berger, assistant head for alumni relations, at (217) 333-3429 or cberger@illinois.edu.

I am delighted that our Psychology Alumni Advisory Board President, Larry Moller, and Vice-President, Stephen Wiet, have agreed to remain in their respective positions for another two-year term. Under their leadership, the alumni advisory board has taken on its first fundraising project on behalf of our undergraduate psychology students and you can read more about their efforts on page 13.

We are very pleased with the response the department has received to the announcement of our Facebook page, "University of Illinois Psychology Department," and the alumni networking group, "University of Illinois Psychology Department Networking" on LinkedIn. I hope that you will consider joining both groups to expand your networking options and your access to department news.

This issue of *Psychology Times* highlights Dr. Duane Watson's research on language production, comprehension, and disfluencies, Naomi Sadeh's doctoral research on how children can develop psychopathic traits, and Dr. Beth Rom-Rymer's hopes for the Illinois Psychological Association as she assumes the leadership position for this organization.

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

David E. Irwin
 Professor and Head

PSYCHOLOGY ALUMNA IS PRESIDENT OF THE ILLINOIS PSYCHOLOGICAL ASSOCIATION *By Beth Rom-Rymer*

Beginning in July, U of I psychology alumna Beth Rom-Rymer (PhD '86) began serving as president of the Illinois Psychological Association (IPA) for 2011-2012. IPA is the largest professional association of psychologists in Illinois and it is affiliated with the 130,000 member American Psychological Association. Below, Rom-Rymer shares with us some of the challenges facing IPA and practitioners.

I welcome diversity on many levels: diversity of professional identity, venues, goals, opinion, age, ethnic background, cultural practice, gender, geographical home within our state, political preferences, sexual orientation and identity, and racial identity.

We are a profession that is at a crossroads. We have skills and expertise across many dimensions: research, teaching; psychotherapy; individual, group, organizational, corporate, and governmental consultation; public policy development and consultation; psychodiagnostics; forensic evaluation, testimony, and consultation; neuropsychological evaluation and consultation; medical psychological evaluation and consultation; and promotion of a biopsychosocial understanding of our world.

Yet, we face many challenges to the practice of our professional skills including the need to implement reimbursement parity and raise our reimbursement rates to ensure the financial viability of our profession, the ongoing statewide and national economic crisis, competition from related healthcare professions, and competition from peers within our profession. In addition, there are population groups within our state who have very little or no access to skilled mental health services. Our challenge is to find ways to integrate our past with our future; to determine how to most effectively use our skills to meet

the needs in our communities; and to advocate for and expand the recognition of our professional expertise.

I believe that we can meet these challenges by cultivating our diversity to weave a rich fabric of professional identity and growth. We can also raise the level of community awareness of who we are and what we do through our very successful state-wide workshops and conventions; by continuing to create and solidify alliances with our psychologist peers (including our peers in the regional psychological associations) and with our peers from the related healthcare professions (social work, primary care providers, psychiatrists, etc.); continuing our Association's excellent work with APA to ensure reimbursement parity; enhancing and updating our communication tools (our website; text messaging; twitter, podcasts, webinars); reaching out to our community mental health centers and other community and forensic centers and state agencies that work with underserved populations; increasing our visibility in our communities by working with governmental entities to tackle social issues (school violence, child abuse, hate crimes, elder abuse, spousal abuse, among others); and pairing "senior" IPA members with "junior" IPA members for all kinds of exchanges of training.

As IPA President-elect, I am eager to work with all of our psychologists in taking care of "our own" as well as taking

care of those who traditionally have not had the voices to ask for help. I have tremendous respect for who we are, and for what we have been, and I have great confidence that we will continue to grow and prosper as psychologists in our community. Do join us by signing up for Section and Committee membership as we take this fascinating journey together.



Beth Rom-Rymer received her undergraduate degree in psychology from Princeton University in 1973, as a member of the first class of women at Princeton. She received her MA (1980) and PhD (1986) in clinical psychology from the University of Illinois at Urbana-Champaign, with an emphasis on community organization and gerontology. She currently has a national consulting practice in forensics, working as a forensic expert witness in civil litigation in which there are allegations of sexual abuse and physical abuse, sexual and physical harassment, and other forms of violence: in nursing homes, in the context of child custody litigation, in the workplace, and on pleasure cruises. She helped to create the field of forensic geriatrics and has published articles in this area. Rom-Rymer is a guest lecturer at Northwestern University Medical Center in the Department of Psychiatry. She is currently working nationally to create training and practice opportunities for prescribing psychologists in public service venues such as state hospital systems, federal and state prisons, military bases, and Indian reservations.

WHY DO KIDS DEVELOP PSYCHOPATHIC TRAITS?

INVESTIGATING THE ROLE OF 5-HTT GENOTYPE & ECONOMIC STATUS

By Naomi Sadeh

Psychopaths: What Makes Them Special and Why We Should Care

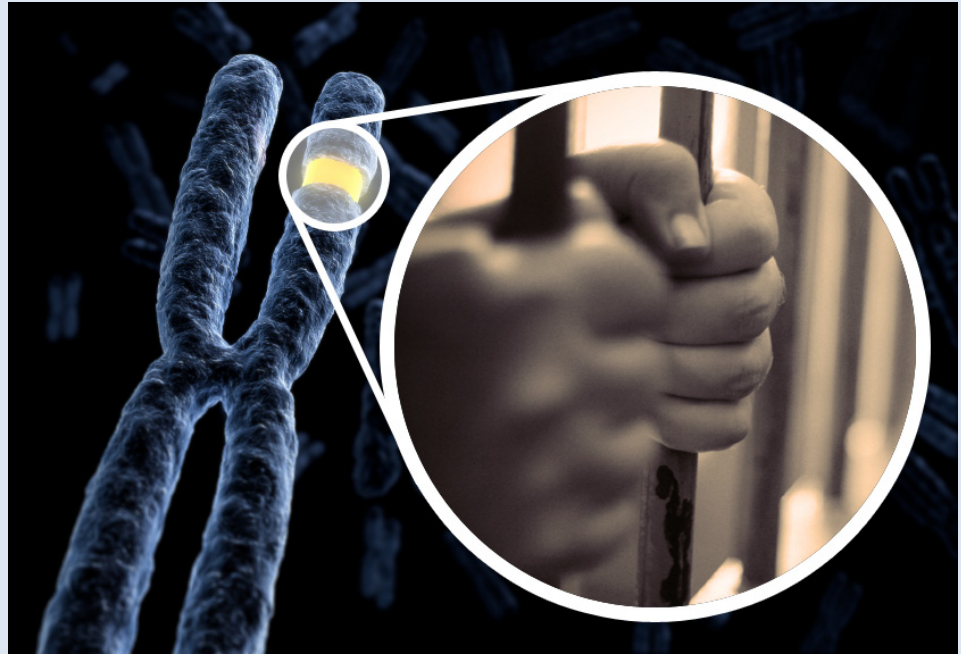
Individuals with psychopathic personality disorder are infamous for their repeated engagement in a wide range of criminal and antisocial behaviors, a disturbing pattern that first emerges in childhood and persists into adulthood.

Unlike other types of criminal offenders, psychopaths stand out for their callous and remorseless behavior, lack of affective bonding in relationships, and manipulative and narcissistic interactions with others. This unique collection of traits is thought to motivate psychopathic individuals' tendency to commit violent and heinous crimes and hinder their treatment using traditional rehabilitation methods (e.g., incarceration, psychotherapy, legal deterrents). Despite having a very low prevalence rate in the general population (approximately 1% of individuals qualify for a diagnosis), psychopathic personality disorder is relatively common in prison populations (approximately 20-30% of individuals qualify for a diagnosis). The disproportionate representation of psychopaths among incarcerated individuals results in an excessive dedication of society's resources to the punishment of these offenders and care for their victims.

Given the financial and psychological burden caused by the disorder, it is important that research attempt to identify the psychological, biological, and environmental factors that contribute to the development of psychopathic traits, particularly those that emerge in childhood, in order to design effective interventions for this presently untreatable group of offenders.

A Multi-Level Approach to Understanding Psychopathy

One aspect of my research aims to speak to these research questions by elucidating how genetic and environmental factors interact to confer risk for the development of



psychopathy. In a recent study, we examined the influence of serotonin transporter (5-HTT) genotype on the manifestation of psychopathic tendencies across two independent samples of youth that varied in terms of demographic and regional characteristics. We were interested in testing the hypothesis that the emotional (e.g., callousness, fearlessness, shallow affect), interpersonal (e.g., grandiosity, superficial charm, deceitfulness), and behavioral (e.g., impulsivity, irresponsibility, aggression) characteristics present in psychopathic personality disorder would evidence distinct relationships with the genetic risk conferred by 5-HTT genotype.

Building on prior research that has identified the 5-HTT short/short genotype as a genetic risk factor for excessive emotional reactivity and impulse control problems, we hypothesized that the impulsive features of psychopathy would be elevated in youth carrying the 5-HTT short allele. We also made the novel prediction that the callous-unemotional and manipulative-narcissistic features of the disorder would be elevated

in youth carrying the 5-HTT long allele, given that these features of psychopathy are associated in laboratory research with decreased emotional reactivity and physiological arousal.

A large body of research centralizes the role of environmental stress in the development of mental illness, including the development of antisocial and psychopathic traits. Consequently, we also expected the genetic risk conferred by 5-HTT genotype to be influenced by the level of environmental stress present in the youths' lives, which we measured as the availability of social and economic resources (SES).

Implications for Prevention and Treatment of Psychopathy

Consistent with our predictions, youth with the short/short genotype demonstrated the highest levels of impulsivity, whereas youth with the long/long genotype exhibited the highest levels of callousness, unemotionality, and narcissism. Unexpectedly, SES only influenced the relationship of 5-HTT genotype to the emotional and interpersonal

features of psychopathy, in that youth with the 5-HTT long allele only displayed higher levels of callous, unemotional, and narcissistic traits if they also grew up in environments characterized by social and economic disadvantage.

One possible explanation for these findings is that the callous, unemotional, and narcissism features of psychopathy were related to SES in particular, because these traits allow youth in disadvantaged environments to obtain the resources they lack, regardless of the financial or emotional consequences to others.

One implication of this line of research is that it suggests that distinct biological and environmental risk factors combine to produce different types of antisocial traits and behaviors. As we continue to seek explanations for violent and criminal behavior, working toward specifying the developmental pathways that distinguish different types of offenders could improve our ability to tailor prevention and intervention efforts for these high-impact behaviors.



Naomi Sadeh is a graduate student in the Clinical/Community Division working with Professors Edelyn Verona and Gregory Miller. Naomi is in her final year of

graduate training and defended her dissertation in Spring 2011. To help fund her research, she received a NIMH National Research Service Award and Research Scholarship from the American Psychological Association. She has also been recognized for her scholarship and clinical work by the Psychology Department in the form of the Sarah C. Mangelsdorf Award and Frederick & Ruby Kanfer Award.

BRIDGING WORK ACROSS ACADEMIC AND COMMUNITY LINES: A CARLE PARTNERSHIP

By Mona Taylor

Skilled in psychological assessment and report writing, I am employed in a summer position as a psychometrist with Carle at one of the outpatient clinics in Champaign. In my role, I utilize a wide range of assessment techniques with a diverse population of child, adolescent, and adult patients from Central Illinois. Many of the patients are referred to or seek psychological assessment due to concerns of emotional, behavioral, and developmental disorders (e.g., mood and anxiety disorders, ADHD, and autism spectrum) or academic difficulties.

The testing batteries are designed based on individual patient need and vary across measures (e.g., cognitive, achievement, executive functioning, visual-spatial, language, fine motor, social/emotional, adaptive functioning, and projective). Service provision is coordinated across numerous behavioral health professionals including psychotherapists, psychiatrists, and psychiatric nurse practitioners. In addition, I conduct off-site evaluations which have included school observations in public and private elementary schools and assessments with special education programs at the Carle Auditory and Oral School, which is a learning environment specifically designed for children with hearing impairments and cochlear implants.

My initial experience and interest in psychological assessment began during a training practicum at the Psychological Services Center with Professor Wendy Heller of the Clinical/Community Division. It was in this one-year applied seminar where I learned the research and practical implications of technical report writing as well as administration, scoring, and interpretation of psychological and neuropsychological measures. The practicum experience was designed to teach how to incorporate testing and assessment skills using a client-centered model. Many client cases were diverse in clinical concern and background. A specialty of the assessment was the focus

on differential diagnosis that ultimately optimized treatment recommendations for clients and their family members.

In efforts to further my training, I later pursued an advanced traineeship at Carle with Dr. Kathryn Leskis as a psychology practicum intern in the Department of Psychology/Psychiatry. The wealth of experience I gained was phenomenal and Dr. Leskis's mentorship as a supervisor and alum of the Clinical/Community Division was an ideal match for my professional development in clinical work with community patients. Recently, the Clinical/Community Division formalized a training practicum at Carle that will begin in Fall 2011. During the summer, I will have the opportunity to supervise and train incoming advanced practicum graduate students from the program. Additionally, I will be conducting volunteer testing with children and adolescents at the inpatient Pavilion Hospital as a service to families who might not otherwise be able to afford the assessment. From these experiences, I can proudly say that I have been able to impact the lives of others across academic and community settings.



Mona A. Taylor is a graduate student in the Clinical/Community Division working on interdisciplinary research with Professor Robin Jarrett in the Department

of Human and Community Development. Her research focuses on the influence of neighborhood factors on the parenting styles and practices of low-income African American mothers. She is in her final year of graduate training and is expected to defend her dissertation in Spring 2012 before leaving for internship. Mona was awarded the Arnie Miller Award for her clinical and community work and has received the Graduate College Dissertation Travel Grant and Dissertation Completion Fellowship. She has also received Honorable Mention in the Ford Foundation Dissertation Fellowship competition.

FACULTY AWARDS

Professional Excellence

AERA Division D Award

Hua-Hua Chang received an award for Significant Contribution to Educational Measurement and Research Methodology from AERA Division D for: *Chang, H.-H., & Ying, Z. (2009). Nonlinear sequential designs for logistic item response theory models with applications to computerized adaptive testing. Annals of Statistics, 37, 1466-1488.* The award is given to a publication that represents a significant advancement in the theory and practice of educational measurement and/or educational research and is likely to make a major impact on the field.

Center for Advanced Study Associate

Dolores Albarracin has been named a 2011-2012 associate by the Center for Advanced Study. In accordance with the center's mission, these appointments provide an incentive to pursue the highest level of scholarly achievement.

Helen Corley Petit Scholar

Duane Watson has been designated as a 2010-2011 Helen Corley Petit Scholar on the basis of his extraordinary record as an assistant professor. Helen Corley Petit, 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 in the college.

Society for the Scientific Study of Psychopathy

Edelyn Verona has won the 2011 Distinguished Scientific Award for an Early Career Contribution to the Scientific Study of Psychopathy.

Teaching Excellence

Graduate Student Organization Instructional Award

This award is presented to faculty for excellence in teaching and advising at the graduate level. The 2011 recipient is **Patrick Laughlin** (emeritus) from the Social-Personality-Organizational Division.

Mabel Kirkpatrick Hohenboken Award

Neal Cohen was selected as the 2011 recipient of the Hohenboken Award. This award recognizes departmental faculty who consistently contribute to instruction, focus on students and the quality of instructional outcomes, develop innovative approaches to teaching, and influence the curriculum.

Psi Chi Excellence in Undergraduate Teaching Award

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

FALL 2010 LIST OF PSYCHOLOGY TEACHERS RANKED AS EXCELLENT

The Center for Teaching Excellence administers the Instructor & Course Evaluation System (ICES). It is used across campus as the official instructor and course evaluation for faculty and teaching assistants. ICES results are often utilized to offer suggestions to instructors on course improvement, promotion and tenure review, and teaching award decisions. Outstanding ratings (*) are awarded to instructors who obtained ratings of "high" (top 10% on item #1 & #2 for faculty; top 10% on item #1 for a teaching assistant).

Item #1: Instructor's Overall Teaching Effectiveness
Item #2: Overall Quality of Course

Faculty	Graduate Students
Renee Baillargeon*	Carol Baym
Diane Beck	Lauren Bohn*
Neal Cohen	Eva Chen
Chryle Elieff	Jason Finley
Donna Korol	Marie Heffernan
Michael Kral	Melinda Jensen
Peggy Miller	Gahyun Jeon*
Daniel Newman*	Allison Jessee
Karen Rudolph*	Erin Jones*
Robert Wickesberg	Dana Joseph
	Nioka Lowry
	Luke Sherrill
	Audrey Lustig
	James Monti
	Rachael Rubin
	Karen Sixkiller
	Jenessa Sprague
	Whitney Street*
	Rong Su*
	Mona Taylor*
	Jennifer Tsai

MENARD NAMED ASSOCIATE HEAD OF PSYCHOLOGICAL SERVICES CENTER



The Department of Psychology is pleased to announce the appointment of **Dr. Chris Menard** as associate director at the Psychological Services Center, the training and research clinic of the Clinical/Community Division (www.psc.illinois.edu). Menard has been employed at the PSC as the associate director of Neuropsychology Assessment Services since 2008.

In addition to being a licensed clinical psychologist, Menard brings a cutting-edge holistic approach to working with mental illness, which includes complementing psychotherapy with bodywork to help reduce symptoms associated with stress, depression, trauma, and chronic pain. Menard's skills and expertise will greatly enhance the training and mentoring of our Clinical/Community doctoral students, as well as expand the richness of services offered to clients in our community.

VICARY HONORED FOR TEACHING EXCELLENCE



Congratulations to Amanda Vicary (Social-Personality-Organizational) who is the recipient of the College of LAS 2011 Lynn Martin Award for Distinguished Women

Teachers. The award recognizes exceptional achievement in undergraduate teaching by women. Vicary was also selected as the 2011 recipient of the Department of Psychology's teaching award.

Vicary was an instructor in Psych 201: Introduction to Social Psychology, 2006-07; Psych 250: Psychology of Personality in 2007-08, 2008-09, 2009-10, and the James Scholar Honors Program section for Psych 201. She has been on the List of Teachers Ranked as Excellent every time she has taught and earned ratings as high as 4.9/5.0, which places her in the top 10% of University instructors. Vicary completed a Graduate Teaching Certificate

Vicary challenges herself by asking: "How do I motivate the students to come to class and participate in discussions? How do I convey my enthusiasm for psychology in a way that will encourage them to explore their own interests beyond the classroom? How do I convince them of the value in thinking critically?"

to continue to develop her teaching skills, and the Teacher Scholar Certificate, a more advanced program. She also served as a volunteer for the University TA orientation by leading seminars for new teaching assistants, and assisting with micro-teaching sessions.

Vicary enjoyed her role as a mentor so much that she decided to oversee two undergraduate students who were working on their senior theses. She remained in touch

with both students after they graduated from the U of I and has discussed the possibility of turning one senior thesis into a published manuscript. She has collaborated on research with the other student who is enrolled at the University of Michigan pursuing a graduate degree in psychology.

Vicary will receive her PhD in August 2011 and she has accepted a faculty position at Illinois Wesleyan University in Bloomington, Ill.

FACULTY PROMOTIONS

The department is pleased to announce that Dean Ruth Watkins and the LAS Executive Committee unanimously endorsed our recommendation to promote **Diane Beck, Josh Gulley, Daniel Newman, Duane Watson, and Michelle Wang** from assistant professor to associate professor with indefinite tenure.



KNOWLEDGE FOR ALL SPRING 2011 LECTURE SERIES PRESENTERS

Atsunori Ariga (Visual Cognition & Human Performance)
"Goal Habituation Model of Vigilance Decrements"

Keith Bredemeier (Clinical/Community)
"Working Memory Capacity and Worry"

Dana Joseph (Social-Personality-Organizational)
"Is Emotional Intelligence a Worthwhile Concept? Measurement, Mechanisms, and Boundary Conditions"

Gary Oppenheim (Cognitive)
"What Is That Little Voice In Your Head?"

FALL 2011 LANIER LECTURE



Dr. Nicholas Christakis will be the featured speaker for the Department of Psychology's 2011 Lanier Lecture on Monday, October 17, 2011, 8:00 p.m. at the Alice Campbell Alumni Center. Christakis is a professor

of medical sociology, medicine, and sociology at Harvard University and Harvard Medical School. He describes himself as an internist and social scientist who conducts research on social factors that affect health, health care, and longevity. Christakis's research engages two types of phenomena: the social, mathematical, and biological rules governing how social networks form ("connection"), and the biological and social implications of how they operate to influence thoughts, feelings, and behaviors ("contagion").



The Lanier Lecture is supported by a fund established by L. Gene and Catherine Lemon and Lyle Lanier, Jr., in memory of Catherine and Lyle's 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.

Generous Donors Assist Students

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

GRADUATE AWARDS



James H. Davis Fellowship

James Davis was a member of the Department of Psychology from 1967-1997. It is not an exaggeration to say that he is generally considered to be one of the greatest social psychologists of his generation, based on his research investigating how groups of people make decisions. Much of his work focused on how juries make decisions, and this research had immense impact—it is cited frequently by the Supreme Court and by other governmental authorities. It has also influenced business and management practices. Davis's influence will continue for several generations of scholars to come because today almost every significant researcher in this major area of study was one of his students, or was trained by one of his students.

Anna Popova (Quantitative Division) is the first recipient of the James H. Davis Fellowship. Popova's research interests are closely aligned with Professor Davis's life-long passion for group decision making. She investigates the extent to which different social choice procedures (consensus methods) give identical or diverging outcomes when applied to survey or ballot data from real voters.



Charles L. Hulin Fellowship

The Hulin Fellowship was established in 2000 by students, colleagues, and friends of Professor Charles L. Hulin, who is credited with developing the Industrial/Organizational (I/O) psychology program at the U of I.

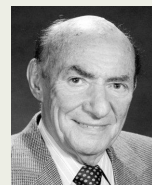


Two I/O graduate students, **Jing Jin** (3rd year), and **Meghan Thorton** (1st year) received a fellowship for the 2010-2011 academic year.

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 we were selected to receive the Evelyn Hobson Fellowships in Psychology.

The generous gift from the Hobsons allowed the department to offer fellowships to **Nils Schneider**, a 5th-year graduate student in the Brain & Cognition Division, and **Emily Venheim**, a 2nd-year student in the Biological Division, for the 2010-2011 academic year.

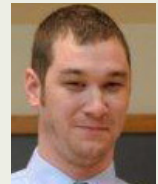


Frederick & Ruby Kanfer Award

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

Keith Bredemeier is the 2011 award recipient for his integration of science and practice. Bredemeier developed innovative, empirically informed treatment

approaches to address anxiety. He started two treatment groups, one for individuals with social phobia, and the other aimed at teaching mindfulness skills. In the case of the mindfulness group, Bredemeier used his knowledge of cognitive science, along with the results of his own research, to test hypotheses concerning the manner in which mindfulness may contribute to improved outcomes.



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

The Developmental Division selected **Ashley Groh**, a 4th-year graduate student, for the 2011 J. McVicker Hunt Award. Like Hunt, Groh's research interests concern the role of early experience in developmental adaptation.



Nancy Hirschberg Memorial Award

Nancy Hirschberg was a member of the psychology department from 1964 to 1976, and then left Urbana-Champaign to join the psychology faculty at the U of I Chicago campus. Shortly after her death in February 1979, her friends and colleagues at both campuses met to establish the Nancy Hirschberg Memorial Fund to create a living remembrance with the hope that her memory will serve to encourage others to attain their full potential.

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

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

The 2011 award was presented to **Chun Wang** (Quantitative Division) based on her paper, "Kullback-Leibler information and its applications in multidimensional adaptive testing" (*Psychometrika*, 76, 13-39).



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 University of Illinois. Mangelsdorf served as associate head of the Department of Psychology, 2000-2001; associate

provost for the campus, 2001-2003; head of the Department of Psychology, 2003-2004; interim dean of LAS, 2004-2006; and dean of LAS, 2006-2008. Mangelsdorf accepted a position as dean of the Weinberg College of Arts and Sciences at Northwestern University in 2008.

Shabnam Javdani (Clinical/Community Division) received the 2011 award which is designed to honor an outstanding female graduate student who has exhibited excellence in research, scholarship, and teaching, and who has shown the potential to be an academic leader. Javdani accepted a one-year clinical internship at the UIC Institute of Juvenile Research. She has an assistant professor position waiting for her at New York University's Department of Applied Psychology beginning fall 2012.



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.

Two graduate students in the Quantitative Division, **Nathaniel Helwig** (4th year) and **Christopher Zwilling** (2nd year) received the fellowship for the 2010-2011 academic year.



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

Janet Tritsch Award

The Janet Tritsch Award, established in memory of this enthusiastic participant in undergraduate research, was



presented to **Daniel Miller** on May 14, 2011, for his senior honors thesis, "Evaluation of a Functional Role for Adult Hippocampal Neurogenesis in Pro-cognitive

Effects of Exercise." Miller conducted his research under the supervision of assistant professor Justin Rhodes.

Julie Sutton-Osgood Award

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

a practicing physician. Sutton-Osgood trained as an emergency medical technician and worked summers for an ambulance company while she was enrolled as a psychology student.

After graduation she completed a paramedic course and worked for Superior Ambulance Company and became their EMS coordinator through Christ Hospital and Hope Children's Hospital. 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 fourth Julie Sutton-Osgood Award in Psychology was presented to **Eden Steege** at the department's awards program on May 14, 2011. Steege worked as a

certified nurse assistant at HSN Manorcare and Provena Covenant Medical Center while she attended the University of Illinois. She started a master's degree program in June 2011 and her career goal is to become a physician assistant and work with underserved populations both at home and abroad.



The Department of Psychology is grateful to Sutton-Osgood's family and friends for their generosity and support of psychology students.

Student and Staff Awards

The following students and staff were recognized for excellence during the past year.

Sandra Goss Lucas Award for Excellence in Teaching Introductory Psychology

This award was established in 2008 in honor of Sandra Goss Lucas who served as the director of the "Introductory Psychology" course for 11 years. **Patrick Watson** received the 2011 award in recognition for his outstanding contributions as an instructor in Psych 100.



Herman Eisen Award



Urmitapa Dutta received the award for her unwavering commitment to the practice of psychology in the service of social

justice. One of the projects Dutta worked on was in her home community in Garo Hills, Meghalaya, India, an area of rapid social, political, and economic change that has long been a site of violent ethnic strife. Dutta created an empowering community setting for participating youth, all in the face of real-life threats.

Ed Scheiderer Award



Jeffrey Spielberg received the award for a paper titled, "A Hierarchical Model of the Neural Instantiation of Approach and Avoidance

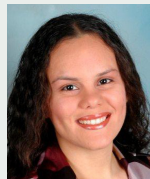
Motivation." Spielberg was first author on the paper and Professors Wendy Heller and Gregory Miller were the second and third authors. Heller nominated Spielberg because of his innovative and groundbreaking work proposing a model of motivation, emotion, and brain organization.

Arnie Miller Memorial Achievement Award



Mona Taylor received the award from the Champaign Area Psychological Society for outstanding clinical and community service. The award is named for Arnie Miller, a University of Illinois clinical psychology graduate who worked to promote the psychological well-being of the Champaign-Urbana area.

Campus Award for Excellence in Public Engagement



Michelle Cruz-Santiago received the campus award in recognition of her sustained involvement and growing leadership in an after-school

program for low-income Latino and African American students in north Champaign. Cruz-Santiago became involved with the program in February 2006 as a volunteer tutor and family liaison, and she currently serves as the director of research and evaluation. Cruz-Santiago's involvement in this program has allowed her to integrate her service and teaching with research and scholarship.

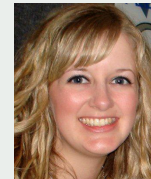
Department of Defense Fellowship

John Walker is the recipient of a three-year fellowship from the Department of Defense.

Graduate College Dissertation Completion Fellowship

Mona Taylor and **Jenessa Sprague** have each been awarded a one-year dissertation completion fellowship. The fellowship is designed to help outstanding students complete the doctoral degree in a timely fashion.

National Science Foundation Graduate Research Fellowship (GRFP)



Mallory Stites has been awarded a three-year NSF fellowship. The GRFP recognizes and supports outstanding graduate students in NSF-supported

science, technology, engineering, and mathematics disciplines who are pursuing research-based master's and doctoral degrees at accredited U.S. institutions.

Honorable Mentions:

Marie Heffernan (Social)
Meghan Thorton (I/O)
Jim Monti (B&C)
Melanie Tannenbaum (Social)

Outstanding Quantitative Graduate Student Award



Ehsan Bokhari is the 2011 recipient of the quantitative division award for his exceptional work teaching Psychology 235: Introduction to

Statistics. He is also being recognized for his research on Parallel Factor Analysis Modeling and its application to Canine Gait Data.

Seymour Sudman Dissertation Award



Dana Joseph received the award for her doctoral dissertation entitled, "Leader and Follower Emotional Intelligence, Dyadic Exchange, and

Behavioral Engagement: A Mediated Actor-Partner Interdependence Model." This award recognizes excellence in survey research as part of the doctoral dissertation.

Society for the Psychological Study of Social Issues Dissertation Award

Michelle Cruz-Santiago (Clinical/Community) received the award for her dissertation entitled, "Narratives of Success: Pre-College Experiences of Low-Income Latino Males Who 'Beat the Odds' to Enroll in College."

Spencer/NAE Dissertation Fellowship for Research Related to Education

Doug Sperry received the 2011-2012 fellowship for his dissertation research entitled "Reassessing the Verbal Environments of Young Working-Class and Poor Children."



Graduating with Distinction in Psychology

Graduating with Distinction requires significant research and academic effort by students. Students must work for two semesters on a research project with a faculty member and prepare an undergraduate bachelor's thesis. Those who graduated with Distinction on May 15, 2011, were:

Nikita Arun
Veronika Berger
Stephanie Carrera
Benjamin Carter
Leah Cohen
Kelsy Heinze
Sujin Park
Avani Patel
Shruthi Rao
Zachary Richardson
Daniel Shemwell
Timothy Weng
Hyun Woo
Carmen Young

DIVISION AWARDS FOR OUTSTANDING UNDERGRADUATE STUDENTS

Biological

Donald O. Hebb Award: Daniel Miller
Karl Lashley Award: Emily Dabe

Brain & Cognition

Michael Coles Award: Timothy Weng
Manny Donchin Award: Daniel Frost

Clinical/Community

Community Action Award: Lynda Hernandez; Susan Song
Outstanding Clinical/Community Science Award: Emily Wolfkiel

Cognition

Charles Osgood Award: Pawel Laciak
Outstanding Cognitive Undergraduate Student Award: Amanda Chang

Developmental

Outstanding Undergraduate Student Award: Dawson Price; Michelle Abruzzo

Quantitative

Outstanding Undergraduate Student Award: Katie Pencak ; Porsha Swim

Social-Personality-Organizational

Edward Diener Award: Elizabeth Gonzales
Harry Triandis Award: Stephanie Carrera

Visual Cognition & Human Performance

Charles Eriksen Award: Natalie Henry
Christopher Wickens Award: Hyun Woo

STAFF AWARDS

Department of Psychology Staff Award



Katie Beall
 Office Manager
 Associate Head's Office



Mae Donaldson
 Accountant II
 Business Office

Department of Psychology Academic Professional Award



Cheryl Berger
 Assistant Head for Alumni Relations

Nancy J. McCowen Distinguished Service Award



Lori Hendricks is the 2011 recipient of the Nancy J. McCowen Distinguished Service Award. The award was established in 1998 by the College of LAS to honor a selected staff member for contributions providing outstanding service to others. Hendricks is an administrative aide and she has worked in the department's Graduate Student Affairs office for 20 years.

UNDERGRADUATE AWARDS

Community Action Award



Lynda Hernandez served as a program coordinator, research assistant, and psychology intern in the Booker T. Washington Student Opportunities for After School Resources Program (BTW-SOAR), a

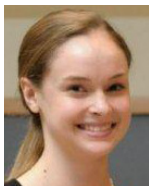
community- and school-based action-research program for at-risk Latino and African American children in a local elementary school. Due to the efforts of Hernandez and other research interns, the SOAR Program was selected as the sole recipient of the University of Illinois's 2010 Campus Award for Excellence in Public Engagement. She also worked collaboratively to create a video documentary of the program and it was presented at the Seventh International Congress of Qualitative Inquiry held May 18-21, 2011, on the U of I campus.



Susan Song worked tirelessly to create social change in the campus community and the local Champaign-Urbana community. She is a student who, after engaging at an academic level (classes, seminars,

conferences) in discussions around critical theory, critical pedagogy, and social movement theory, then chose to apply these concepts to concrete community change.

Outstanding Clinical-Community Science Award



Emily Wolfkiel received the award for her work as a research assistant in Assistant Professor Jorge Ramirez-Garcia's lab. Wolfkiel contributed to a cross-cultural project on culture and immigration, a study on Latino

parent and youth relationships in Chicago, a study of family caregiving for adults with serious and persistent mental illness, and state mental health policies. She made two presentations at the Seventh International Congress of Qualitative Inquiry held May 18-21, 2011, on the U of I campus: "Mexican-Origin Caregivers' Experiences with Formal Mental Health Service Use for Their Relatives With Serious and Persistent Mental" and "Student Opportunities for After-School Resources."

PSYCHOLOGY LEADERS

The Department of Psychology Undergraduate Advising office has provided two different opportunities for students to become involved in leadership positions.

With their vast knowledge of courses, faculty, and student groups, the Peer Registration Assistant's Group continues to be a successful program. The students in the group assist the undergraduate advising office during the academic year and the college/department summer orientation program by providing one-on-one class registration guidance to new students. This group of committed undergraduates provides a necessary link between our "veteran" and "rookie" students. The students who will participate in the 2011-2012 Peer Registration Assistant's Group are: Aubrey Henderson, Alexandra Bells, Allison Kasbee, Christina Mendez, and Monisha Murjani.

The Psychology Ambassadors Program was piloted in the 2011 spring semester. A small group of juniors and seniors agreed to act as a liaison to the department head and provide feedback on the department's commitment to undergraduate education, assist with the department's annual Career Information Night, and organize/implement the department's Senior Gift Program. Current members of the group are Krista Burdinie, Alice Guo, Nancy Jao, Jae Eun Kim, Sarah Martini, Diana Stomski, and Susan Zacharia.

HONORS PROGRAM FAIR



Front row: Robert Molitor, Hanna Chang, Natalie Henry, Alexandria Packard, Jennifer Fayard (graduate student coordinator).

Middle row: Shanshan Huang, Jeremy Lacocque, Dominique Malebranche, Dawson Price, Gina Petro.

Back row: Emily Dabe, Daniel Frost, Alex Lane, Daniel Miller, Pawel Laciak, Justin Rhodes (faculty coordinator).

The Honors Program, coordinated in 2010-2011 by Professor Justin Rhodes, 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." Fourteen students presented their research at the Honors Program Fair on April 28, 2011.

DISTINGUISHED ALUMNI HONORED

The Department of Psychology honored two distinguished alumni, The Honorable Jeffrey Ford, and Dr. James Leonard, at our awards program on May 14, 2011.



The Honorable Jeffrey Ford received his BS degree in psychology from the University of Illinois in 1973 and his JD degree from the University of Illinois Law School in 1976.

While in law school he spent 1½ years as an intern at the Champaign County State's Attorney office and began working there as an Assistant State's Attorney in December 1976. On July 1, 1985, after 8½ years in the State's Attorney office and in private practice, he was sworn in as an Associate Circuit Court Judge. In 2005, Judge Ford was appointed to be a Circuit Court Judge by the Illinois Supreme Court. In 2006 he was elected to that position.

Judge Ford has been an adjunct instructor at the University of Illinois Police Training Institute since 1980. He helped incorporate the Illinois Association of Drug Court Professionals in 2000 and has served on its Board of Directors since January 1, 2001. Currently, he serves as its Vice President. In 1991, while serving as the traffic court judge, Judge Ford started what is now known nationally as a DUI Court. He started the Champaign County Drug Court in 1999 and Mental Health Court in January 2011. In 2010, the Illinois Supreme Court placed him on the

Special Supreme Court Advisory Committee on Justice and Mental Health Planning.

In 1994, Judge Ford was awarded the State of Illinois Outstanding Support Person by MADD. Since 2000, Judge Ford has developed, organized, and presented assemblies for high schools on the consequences of driving under the influence, failure to use seat belts and texting. He has served on numerous committees through the Courts, Illinois Secretary of State, Illinois Department of Transportation, and the University of Illinois–Springfield in the area of traffic safety. In 2010 the Illinois Traffic Safety Leaders presented Judge Ford with the Joanne Blair Award for exemplary leadership in the area of traffic safety in Illinois.



Dr. James Leonard was raised in Morris, Ill., and received his AB in psychology from the University of Illinois, Champaign-Urbana in 1977. Dr. Leonard was awarded an MD degree

in 1981 from the University of Illinois in Chicago. He completed his residency training in family medicine at MacNeal Hospital in Berwyn, Ill. In 1984 he and his family relocated to Champaign-Urbana to join the Carle Clinic Association. Dr. Leonard practiced family medicine and founded Carle's drug and alcohol program. Dr. Leonard was recognized in 1998 with the Illinois Society of Addictive Medicine Career Achievement Award.

ALUMNI ADVISORY BOARD "SHAPE THE FUTURE TODAY" FUNDRAISING INITIATIVE

The University of Illinois Psychology Department's Alumni Advisory Board is pleased to announce our first foray into fundraising. This is a unique opportunity for all of us as alumni to help U of I Psychology students today.

We designed this project to make an investment in our current students' future and see results now, not years in the future. We are raising funds to offer need-based seed money to students with unpaid summer internships. This initiative gives our students the experience and competitive edge they need to compete for jobs during a time when unemployment is higher than many of us have ever seen.

In addition, funds will be used to purchase state-of-the-art audio/visual technology for classrooms to enhance students' educational experience. These valuable tools give faculty the opportunity to provide more powerful and in-depth understanding of subject matter. Your support for this purchase will send a visible message to students that you believe in the importance of their education. Students will also be able to participate in conferences and web-based job interviews with this exciting new technology.

To demonstrate the advisory board's excitement and commitment, we have 100% participation from our board as well as a partial matching donation program. Whether you donate \$25 or thousands, you will be making a difference in the future of our students. To learn more or make a donation, please visit <http://www.psychology.illinois.edu/giving/AlumniFundDrive.html>.

Thank you for your ongoing support.

Sincerely,
Larry Moller, President
Steve Wiet, Vice President
Psychology Alumni Advisory Board



HOKE RECEIVES FACULTY AWARD

Dale Hoke (BS '73) received the Outstanding Adjunct Faculty Member Award from Heartland Community College on April 8, 2011. The award was presented to Hoke in recognition of his excellence in teaching psychology courses at the community college. Hoke served as a member of the Department of Psychology's Alumni Advisory Board from 2008-2011.

ALUMNI SHARE ADVICE

at 2011 Department of Psychology Career Information Night

Twenty-eight alumni participated in Psychology's 2011 Career Information Night on February 22, 2011. Four of the alumni, Stephen Clingerman, The Honorable Jeffrey Ford, Dr. James Leonard, and Susan G. Weitzman participated in a panel discussion. The alumni shared information about their career paths and experiences followed by a question-and-answer period. Students also had the opportunity to meet one-on-one with all of the alumni in the Psychology atrium.

Contact Cheryl Berger, assistant head for alumni affairs, (217) 333-3429 or cberger@illinois.edu if you are interested in participating in the department's spring 2012 event.

Psychology Alumni Participants

Marc Ansel (BS '74) Attorney, Ansel Law, Ltd.

Melanie Bailey (BS '92) Intake/ Admission Coordinator, Cunningham Children's Home

Denise Dallmier Burger (BS '93) Director of Human Resources, Horizon Hobby, Inc.

Stephen Clingerman (BS '78) Neuropsychology Service Coordinator, John H. Stroger, Jr. Hospital of Cook County

Maggie Cmunt (BS '08) Huron Consulting Group

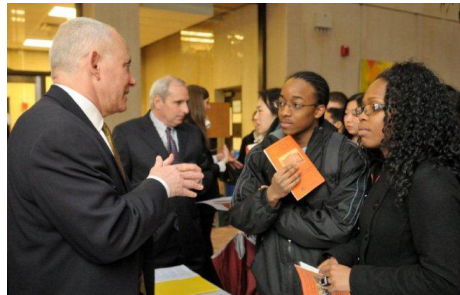
Matt Difanis (BS '98) Sales Associate and Ownership Partner, RE/MAX Realty Associates

J. Peter Douville (BS '78) Human Resources (retired)

Dr. Steven Epstein (BS '68) Dentist (retired)

Laura Faynor-Ciha (BS '93) Licensed Clinical Psychologist. Private Practice

The Honorable Jeffrey Ford (BS '73) Circuit Judge, Sixth Judicial District, Champaign County



Clockwise from top left: Gary Wszalek, head undergraduate advisor, introduces the alumni panel (Dr. James Leonard, Stephen Clingerman, Susan G. Weitzman, and The Honorable Jeffrey Ford); students at the presentation; Karen McLaughlin greets a student; Larry Moller advises students.

Diane Greco-Colravy (BS '80) Adoption Social Worker, Lifelink International Adoption

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

Dale Hoke (BS '73) Adjunct Instructor of Psychology, Heartland Community College

Loren Kuzuhara (BS '85) Teaching Professor, Wisconsin School of Business

Gregory Kyrouac (BS '78) Director for Education & Outreach Programs, Center for Alzheimer Disease & Related Disorders

James Leonard (BS '77) President & CEO, The Carle Foundation

Alice McGinty (BS '86) Children's Book Author

Karen McLaughlin (BS '94) Associate Director, College Human Resources, College of ACES

Paul Moberg (BS '96) Senior Special Investigator, Liberty Mutual Group

Larry Moller (BS '74) President, Anthem Capital Group, Inc.; Managing Partner of Anthem Development Group, L.L.C.

Bree Ocasio (BS '03) Outpatient Physical Therapist, Carle Therapy Services

Beth Rom-Rymer (PhD '86) Rom-Rymer & Associates, Inc., Clinical and Forensic Practice

Ronald Rothschild (BS '80) Psychotherapist, Private Practice

Susan Silver (BS '82) Supervising Probation Officer, U.S. Probation Office for the Central District of Illinois

Angela Vogt (BS '05) Urbana Police Department

Matthew Watkins (BS '97) High School Counselor

Susan G. Weitzman (BS '81) Vice President, Wealth Management, The Green Weitzman Group, Morgan Stanley Smith Barney

Stephan Wiet (BS '76) Director of Consumer Sciences, McNeil Consumer Healthcare

ALUMNI NEWS

1970s

Denise Swanson (BS '79) is an author and her 13th book, *Murder of a Bookstore Babe*, debuted March 20, 2011, on the New York Times bestseller list. Swanson's books have been on the Barnes & Noble bestseller list, #1 on the IMBA bestseller list, and nominated for the Agatha Award, the Mary Higgins Clark Award, and the Reviewers Choice Award.

Ronald H. Rozensky (BS '71) PhD, ABPP, has been awarded the American Psychological Association's 2011 Distinguished Contribution Award for Institutional Practice and the 2010 Association of Psychologists in Academic Health Centers' 2010 J.D. Matarazzo Award for Distinguished Contributions to Psychology in Academic Health Centers. He is currently a professor in the Department of Clinical and Health Psychology at the University of Florida where he served as department chair for eight years and associate dean for International Programs of the College of Public Health and Health Professions for four years. He has served on the APA Board of Directors and recently completed a term as chair of the U.S. Bureau of Health Professions' Advisory Committee on Interdisciplinary Community Based Linkages providing recommendations on healthcare reform.

1980s

David Teuscher (BS '80) was announced as chair of the Board of Councilors of the American Academy of Orthopaedic Surgeons at its 2011 annual meeting in San Diego, Calif. BOC members represent orthopaedists in all 50 states and the District of Columbia, the U.S. military, Puerto Rico, Canada, and four of the

regional orthopaedic societies. Teuscher is currently an MD of Beaumont, Texas, practicing orthopaedic surgery in a full-time private practice and specializing in sports medicine at the Beaumont Bone and Joint Institute.

1990s

Marty Bonick (BS '95) president and CEO of Jewish Hospital Medical Campus in Louisville, Ky., has received the American College of Healthcare Executives Early Career Healthcare Executive Regent's Award. Prior to joining Jewish Hospital, he served as CEO of Oklahoma State University Medical Center in Tulsa. He is board certified in healthcare management as a Fellow of the American College of Healthcare Executives.

Melissa Breger (BS '91) is a professor of law at Albany Law School, a private independent law school in New York's capital. She teaches family law, evidence, children and the law, gender and the law, and related courses.

Amy (Genrich) Cohan (BS '96) and her husband, **Jason Cohan** (BS '97, teaching of biology), have 8-month-old twin girls, Jordan and Olivia.

Suzanne Coleman (BS '91) has developed her own techniques in digital art to express her creativity. Her photographic work covers a wide range of subjects including landscapes, portraits, and close-ups of nature. You can view her photographic art at <http://suzanne-coleman.artistwebsites.com>.

Steven W. Day (BS '99, AM '03) has joined the Cleveland law firm Calfee, Halter & Griswold LLP as an associate in the employee benefits and executive compensation group. Day is a member of

the Cleveland Metropolitan Bar Association and is involved with its Volunteer Lawyers for the Arts program. He is also involved in providing pro bono legal services through the Legal Aid Society.

Jodi Patt Pellettier (BS '99) is an attorney in the Chicago firm of Quarles & Brady LLP. Pellettier has been named to the 2011 Illinois Rising Stars list by Illinois Super Lawyers magazine. The magazine showcases outstanding attorneys who are recognized by their peers for professional accomplishments. Only 5% of lawyers in the state are named by Super Lawyers and no more than 2.5% are named to the Rising Stars List.

Deborah R. Schwartz (BS '96) was one of 12 attorneys elected as partners within the Nixon Peabody LLP firm. Schwartz, who specializes in litigation and intellectual property, has extensive experience successfully representing employers in labor and employment litigation and dispute resolution, including single, multi-plaintiff, and class-action matters.

2000s

Sarah Sass (PhD '10), assistant professor of psychology at the University of Texas at Tyler, received a grant from the Hogg Foundation for Mental Health to study a new approach for treating anxiety. She will develop a computer program that can divert people's attention away from emotionally arousing stimuli that may contribute to anxiety.

Send Us Your News

Email your personal and professional news to alumni@psych.illinois.edu.

Society for Industrial and Organizational Psychology (SIOP) Alumni Reunion

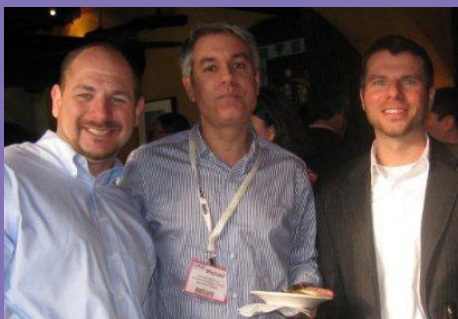
Professor Fritz Drasgow organized the 11th reception for I/O alumni, current students, and colleagues at the 26th annual SIOP Conference held in Chicago, Ill., April 14-16, 2011. The 27th annual SIOP Conference will be held April 26-28, 2012, at the Manchester Grand Hyatt in San Diego, Calif.



Sharon Arad (PhD '94) and Susan Straus (PhD '92).



Maria Lytell (PhD '09) and Mike Zickar (PhD '97).



Patrick Wadlington (PhD '04), Michael Bashshur (PhD '06), and Jeremy Burrus (PhD '06).



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



Left side of table: Michael Finger, Dana Joseph (I/O doctoral student), Kevin Mullaney (I/O doctoral student). Right side of table: David Grijalva, Emily Grijalva (I/O doctoral student), Christopher Nye (PhD '11), Peter Harms (PhD '08).

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CONNECT WITH US

Become a Psychology Facebook Fan



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

Network on LinkedIn



Expand your professional network by joining the Department of Psychology's alumni network on LinkedIn called "University of Illinois Psychology Networking."

Psychology Website



Update us on your latest news at:
www.psychology.illinois.edu/alumni

ALUMNI NOTES

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

Name _____

Address _____

City _____

State _____ Zip _____

Phone _____

Email _____

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: