

FAST FACTS

Our Clinical Psychology program was named the 2003 Outstanding Program by the American Association of Behavior Therapy and was rated second in the country in the most recent ratings by U.S. News and World Report.

Our Experimental Psychology program was ranked third nationally in the most recent ratings of the National Research Council.

UW Psychology is second in the country among psychology departments receiving federal research and development dollars (\$9.94 million in 2004).

UW Psychology is among the top three departments in the College of Arts & Sciences, with Chemistry, and Biology in receipt of grant and contract dollars.

UW Psychology teaches more undergraduate credit hours per faculty member than any other UW natural or social science department (with > 40,000 undergraduate enrollments total in 2004-2005).

UW Psychology has the largest undergraduate research participation program at the UW (more than 850 students participating in research for credit in 2004-2005).

Learn more online at the University of Washington Department of Psychology website:

web.psych.washington.edu

Moving forward



It's a pleasure to begin a term as Chair of UW Psychology and to bring you this 2006 newsletter with highlights of some of the exciting things happening here.

The inaugural Allen Edwards Psychology Lecture series (see p. 10) will welcome the public to hear about cutting-edge work by nationally prominent faculty from UW Psychology and other institutions on topics of both social and scientific interest. These include Post Traumatic Stress Disorder, HIV prevention and treatment compliance, the increasingly political context of research funding, and the use of functional brain imaging to study social and genetic contributions to delinquency, drug, and alcohol use. This is the latest way in which the endowment left to UW Psychology by Professor Allen Edwards has enriched and fundamentally transformed our department's intellectual climate.

The Hunt Graduate Fellowship Fund and Alcor Graduate Support Fund (see p. 9) are two other

recent examples of strategic gifts that provide crucial graduate support not furnished by our state funding.

A point made by the features in this issue is that our educational, research, and community-service projects are truly interconnected. Our classes and academic programs equip students to go on to contribute to science and to community service here in Washington and the Puget Sound area. Our research activities contribute to the training of undergraduate and graduate students, provide direct community service, and bring in \$7-8 million a year to the local economy.

Our department is truly the bridge that connects the social and biological approaches to the study of behavior here at UW. This is nowhere more evident than in our push into the emerging field of cognitive and affective neuroscience, which makes use of both behavioral and functional neural imaging techniques. We're hiring new faculty and developing new facilities and partnerships with the goal of making UW one of the top centers in the country in this area.

We rely on your contributions, large and small, to help us accomplish these goals. See p. 8 to learn how easy it is to contribute to UW Psychology. I hope that you enjoy reading about some of our activities and accomplishments and the very special people who make them happen in this newsletter. Please visit our website to learn even more about us.

Steve Buck, Chair
January 2006

Allen L. Edwards Psychology Lectures

Discovery and Healing: Psychology Research Serving Humanity

February 22, March 1 & March 8, 2006
7:00 - 9:00 p.m.
Kane Hall 120, UW Seattle

Lectures are FREE and open to the public

Prof. Laura Little receives UW Distinguished Teaching Award

Having long stood tall in the esteem of UW psychology students and faculty, Senior Lecturer Laura Little has been recognized by the University community with the 2005 UW Distinguished Teaching Award. Recipients of the Distinguished Teaching Awards have demonstrated mastery of their subject area, enthusiasm and innovation in their teaching methods, and the ability to inspire their students. "I love to teach," says Dr. Little, reflecting on her work. "I have always found the intrinsic rewards to be more than enough," she continues, "[however], I've been quite surprised at how much this big pat on the back has meant to me."

Interestingly, teaching was not Dr. Little's first career choice. Earning a law degree in 1981,

she practiced criminal law for several years, developing a reputation as a specialist in cases involving scientific testimony and scientific evidence. After deciding to return to graduate school, Dr. Little became captivated by the study of statistics and probability. A professor recognized her potential and encouraged Dr. Little to pursue teaching. From that point, there was no turning back.



Laura Little

"As I look back on it now," says Dr. Little, "I can see a very clear connection between my law practice, which was mostly at the appellate level, and my teaching career: I have always been especially interested in standards of proof and requirements to upholding a claim. The

logical arguments are very similar across the two domains. How much evidence is sufficient to uphold a claim? How do we decide whether the evidence is sufficient?"

UW psychology majors will tell you that competition is keen for a seat in one of Dr. Little's research methods or statistics classes. Students acclaim her passion for learning and her willingness to give personal attention. "I teach a way of looking at the world and a way of making decisions in the face of uncertainty. I never forget that I am offered a chance to improve students' ability to think critically about important issues in their lives and their ability to make informed, data-based decisions," says Dr. Little. "I feel humbled by my students' trust in me, and I am inspired by their engagement in the process."

Dr. Little reflects on the path that her career has taken, and then considers the impact of this recent award. "I feel very energized by it," she says, "and—I think I'm even standing a few inches taller." ■

Professor Michael Passer: The New Flavor of Psych 101

Take one huge introductory course, add to that an experienced and dedicated instructor, a good portion of creativity, and the desire to create a more active learning experience for students. What you have are terrific ideas and the best of intentions. But, to really get it cooking, throw in a strong measure of support from the College of Arts and Sciences and you've got a recipe for success!

That dedicated professor is Senior Lecturer Michael Passer, and what he and a team of psychology instructors and graduate students cooked up was a revamped version of Psychology 101. In 2004, Dr. Passer was awarded a Foundations Course Initiative grant from the College of Arts and Sciences. These grants provide UW departments and educators with the resources necessary to assist in bringing a more student- and learning-centered focus to large entry-level classes. The aim is to actively

engage students early on in their studies.

Dr. Passer and his team developed a set of online activities for Psychology 101 that were designed to: provide students with opportunities for active learning; increase students' understanding of key psychological concepts; enhance students' appreciation of how psychological concepts apply to everyday life; facilitate critical thinking; and, provide students with an opportunity to assess how well they understand the material.

While large entry-level courses are an important piece of the overall educational mission of the UW, they do present a particular set of challenges for instructors. "Those of us who teach Psych 101 try to engage our students and make the subject matter come alive," says Dr. Passer. "But, the large class size of up to 440 students and the lecture-only format make the course a challenge to teach. These online activities are one step toward boosting active learning and providing students with a more individualized learning environment."

Following a test run in Dr. Passer's spring quar-

ter class, the online activities were made available to over 1,000 Psychology 101 students this fall quarter. The activities focus on principles of classical and operant conditioning, using examples such as Pavlov's famous research with



Michael Passer

dogs and B.F. Skinner's work with pigeons.

An important aspect of the activities is that the students receive immediate feedback on their responses to questions.

Student response has been very positive. "I truly feel that this was an extremely beneficial activity. It did a great job in helping me understand the material and providing the opportunity for me to evaluate my progress," said one student. ■

New Psychology Undergraduate Study Center Facilities

The new Psychology Undergraduate Study Center, which opened in fall of 2004, is gaining popularity as a gathering place for psychology majors. Located across the street from Guthrie Hall, in Johnson Annex, the Study Center is dedicated exclusively to our undergraduate majors.

While providing an additional venue for students to meet with TAs, peer tutors, and study groups, the more casual atmosphere fosters a greater sense of community among psychology students. This sense of community, in turn, enhances students' engagement with the Psychology Department. "Because we are one of the largest undergraduate majors in a very large university, we need to work deliberately toward creating a kind of 'home base' for our students," says Academic Services Director Carrie Perrin.

Often, one of the most valuable learning tools is the opportunity for students to study with their

peers--discussing assignments, working collaboratively, and sharing different perspectives. Students can visit the Study Center at times convenient for their schedules.

Over the past year, a great deal of progress was made in creating a welcoming space for our psychology majors. The Center is now used for individual study, TA office hours, review and study sessions, Psi Chi meetings, and more casual events, such as "pizza lunch with the Chair."



Undergraduate Study Center

The Center provides a meeting space for the Department's Preparing for Graduate School Support Group, monthly Transfer Advising Sessions, and Advising Office sponsored workshops, including: Study Abroad in the UK and Beyond, a Resume Workshop for Psychology Majors, and a CIA Employer Information Session.

The Study Center offers three computer workstations for student use, several small tables for studying, and a conference table for larger group meetings. Student, TA, and faculty response to the Study Center has been strong. "It's been terrific to finally have a place to meet up with other psych majors," said one senior, "it puts more of a 'friendly face' on the Department." ■

Student Profile: Cindy Meerim Kim

As a new psychology major at the UW, Cindy Kim found it surprisingly hard to make friends with her fellow students. While being part of one of the largest majors at the UW has its advantages, it can sometimes prove difficult to feel involved.

That problem didn't last long for Cindy. During her sophomore year, Cindy joined the UW chapter of Psi Chi, the national honors society for psychology students. After spending a year as Psi Chi membership chair, she is now president of the UW chapter. "Psi Chi provided a way to meet great people and get involved in school activities," says Cindy. This year's Psi Chi sponsored activities included a Halloween Phobia Fest, a Float Your Stress Away event during finals week, and plans are in the works for a trip

to the infant primate center, as well as organizing discussion groups for applying to graduate school.

This bright and energetic young woman definitely has the ability to multi-task. A recipient of both McNair and Mary Gates scholarships, Cindy is an honors student in psychology. Her research with Dr. Sybil Carrere has focussed on the different rate of sexual development of same-age, pre-pubertal girls and its relation to their family interaction. "The results of my research were thrilling and had unexpected social implications," says Cindy.

While plans to apply to medical school are in her future, Cindy intends to take some time off to get to know herself a little better. These plans include travel around Asia and South America, as well as volunteer work at local health clinics. Clearly, even a "year off" won't slow Cindy down. ■

Student Profile: Libby Cope

This year's undergraduate peer advisor for the Psychology Department is Libby Cope, a senior who is pursuing a double degree in psychology and public health. Libby's experience at the UW is highlighted by her participation and leadership role in the Alternative Spring Quarter Experience. The quarter-long experience is an offshoot of the Alternative Spring Break program, which sends UW students to volunteer in rural Washington schools for one week.

While earning credit, a small group of UW students, including Libby, spent the entire spring quarter volunteering full time in a small tribal school on the Quileute Reservation on the Washington coast. Libby says that the exposure to a new environment and culture was similar to a study abroad experience. Upon returning to Seattle, Libby was offered the opportunity to organize and lead the next group of students for spring quarter 2005.



Libby Cope

Libby is very enthusiastic about her work on the Quileute Reservation

and encourages all students to pursue experiential learning opportunities, both off campus and outside of the Seattle area. While her current position as Psychology Department peer advisor keeps her on campus, she has gained hands-on skills from which she will benefit as she moves on to graduate school and eventually to a counseling-related career.

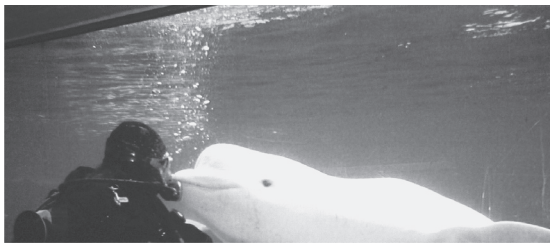
Libby is also an undergraduate research assistant for Kimberly Balsam in psychology professor Jane Simoni's lab. "I believe that experiential learning is critical to obtaining and applying the skills and knowledge expected of every UW graduate," says Libby. "Being a college student is a great position for exploring the world through community service and internships and I hope every student takes advantage of this opportunity." Great advice from the peer advisor! ■

Cindy Johnson Roberts Living Her Dreams

"People always ask how a psychology degree relates to working as an Aquarist," says Cindy Roberts, "but it has been a great asset in so many ways." Shortly after graduating with a Bachelor's Degree in psychology from the UW, Cindy was hired as an Aquarist (zoo aquarium keeper), at Tacoma's Point Defiance Zoo and Aquarium (PDZA). Cindy now spends her days diving in Puget Sound and in the aquariums at PDZA where she is responsible for the care of hundreds of species of fish and invertebrates.

Feeling as though she has found her "dream job," Cindy thinks back to her time as a UW psychology major. "All the skills I took from my psych

classes are imperative for my current position as an aquarist," says Cindy. Among her favorite classes was the Human Performance Laboratory, which taught her about creating a research project from start to finish while helping her gain strong skills in scientific writing and public speaking. She is now confident in her ability to



Cindy Johnson Roberts

establish and execute research projects, write scientific papers, and present in front of zoo visitors or a room filled with colleagues. Cindy's education in animal behavior has helped her to implement training programs using operant conditioning and to hone her observation skills.

Working full-time while attending the UW left Cindy precious little time to volunteer and gain experience in her chosen profession. Not one to give up her dreams, she faced her challenges with creativity and determination. Following her move to Washington, this Colorado native found her interest in working with animals turning towards marine species.

Initially intent upon becoming a marine mammal trainer, Cindy began volunteering at PDZA, working with beluga whales, walrus, sea otters and harbor

seals. Cindy cautions that it wasn't as glamorous as it might sound. "There was a lot of what I affectionately call poop scooping," she remembers, "cleaning exhibits, scrubbing buckets, and working in the cold and rain." Her hard work and persistence eventually led to a part-time paid position where she gained the aquarium experience that was the final stepping stone

towards her current position as an aquarist. Her initial passion for marine mammals led her in another direction, working with sharks, fish, octopus, and a variety of other marine species.

While growing up, Cindy never thought of herself as capable of going to college or becoming a "career girl." It was her passion for animals, coupled with much soul searching and her sister's encouragement, that set her on the pathway that led to the study of psychology and finally to her dream job. Setbacks and obstacles along the way were countered by the support of family, friends and professors. Cindy fondly remembers UW psychology professor Kim Barrett whose confidence in her as a student helped Cindy to see her potential. "Dr. Barrett was very supportive of my career goal and allowed me to do my psychology projects on subjects that were dear to my heart."

Having gathered the tools to turn a lifelong love of animals into an exciting career, Cindy is now dedicated to her work with marine species, and also to educating others on how they can get involved in wildlife conservation efforts. On facing a sometimes bumpy road on the way to the fulfillment of a goal, Cindy thinks back on her own path. "Always keep an open mind," she encourages, "embrace the adventures that you face and you might be surprised where you end up." ■

Micah Alk and Skye Camphouse The Students Become the Teachers

"Coming to the UW as a transfer student can be overwhelming," remembers psychology senior Skye Camphouse. Along with fellow psychology major Micah Alk, Skye is co-leading a Transfer Interest Group (TRIG) for first-quarter transfer students. Skye and Micah meet weekly with a group of 25 students who are preparing to apply to the psychology major. The TRIG students in Skye and Micah's class receive an orientation to the UW and the Psychology Department, and benefit from the lessons learned by these seasoned psychology majors.

"I became a TRIG leader because it offers the

very rare opportunity for undergraduate students to run their own class," says Skye, continuing that she wanted to share the knowledge she had gained to make other students' transfer experiences go as smoothly as possible.



Micah Alk and Skye Camphouse

Co-instructor Micah shares Skye's sentiments, but also saw the TRIG leader position as an opportunity to gain experience and practice in the teaching field. But, for Micah, a real positive has been the bond created with his students. "The best part about the TRIG experience," says Micah, "has been connection with the transfer students in the class." An added bonus for Micah has been the opportunity to share not only his experience, but also his sense of humor—and,

he says, to occasionally get a laugh. Both Micah and Skye are in the process of applying to graduate school in clinical or counseling psychology. Of their own experience in the Psychology Department, both Skye and Micah express great satisfaction not only with the academic program, but with the level and quality of support they have received from faculty and staff. "As a psychology major I never felt as though I was on my own," says Skye.

Micah agrees, adding, "I have been consistently supported in my goals as well as given the opportunities to pursue them." These two students have not only taken on the role of teacher, but have themselves become an integral part of the support system from which they benefited. ■

Brandon Stogsdill Breaking Down Barriers

"I have never met a youth that was anything close to what I would consider 'hopeless.' By sharing my story and using my education and experience, I work to steer youth away from a self-defeating pathway. I try to let each youth I talk with understand that they are gifts that have been placed on this planet for a purpose, with all the necessary tools to achieve any dreams they desire." - Brandon Stogsdill

Idealistic sentiments, you might say? Perhaps—but, take into account that they come from a young man who began his undergraduate education while serving time in prison. Brandon Stogsdill's story, featured in last year's



Brandon Stogsdill

Psychology Department Newsletter, is one of beating the odds, finding hope and a sense of purpose where there seemed to be none, and emerging from a world of violence and anger to find that dreams can be realized. Brandon's is the story of breaking down barriers.

Checking in on Brandon's progress over this past year, we find him continuing his community-based work with at-risk youth through the Chill and Impact programs, as well as adding to his already impressive list of awards and scholarships. Brandon, who arrived at the UW from Pierce Community College on a Martin Honors Scholarship, is now in his second year as a Mary

Gates Leadership Scholar. Also the recipient of the S. Sterling Munro Fellowship, the George Newsome Humanitarian Award and an International Programs & Exchanges Scholarship to study in Paris, Brandon has just completed his application for the prestigious Truman Scholarship. This past year has also included numerous presentations and speaking engagements, as well as the completion of a book about his experiences, which is now in the hands of a literary agent. Brandon is also poised to apply for a \$40,000 grant for the initiations and expansion of The Real Experience project; a diversion program designed to work with at-risk youth,

which he developed while incarcerated. Now, nearly halfway through his senior year as a psychology major, with a trail of accomplishments behind him and a bright future ahead, Brandon is reflective. He's thinking about the young people he has met whose cries for help—whether in the form of a scream or a whisper—have touched him. "My gift is being able to uncover the mask, break down the barrier, and decipher the message that is coming through their scream or whisper." Travelling the path with Brandon, the road sign ahead reads "Watch for Falling Barriers." ■

2004-2005 Scholars and Grant Recipients Among Psychology Undergraduates

S. Sterling Munro Public Service Fellowship:

- **Brandon Stogsdill** Worked with IMPACT and Burton Snowboard Chill Program serving underprivileged youth

Ronald E. McNair Scholarship:

- **Cindy Kim** Researched the effects of stress on the onset of puberty
- **Thuy Doan N. Tran** Worked as a research assistant studying person perception and motivation

Mary Gates Research Scholarships:

- **Kelly Bui** Studied inverse relationship between alcohol use and negative affects
- **Elizabeth Cope** Researched stress and coping within the LGBTQ population
- **Derek Dauphin** Studied source of gender differences in infant imitation
- **Cindy Kim** Family Health Project; studied marital and family communications
- **Avriel Linane** Studied the genetic diagnosis of IPEX, a hereditary pediatric immune disease
- **Jennifer Mallory** Effects of aggression in kindergarteners and their attachment relationship
- **Misa Odagiri** Did behavioral assessment of macaque monkeys at UW and in Indonesia
- **Jonathan Sabo** Investigated effects of chronic construal levels on persistence and success in challenging tasks

- **Adrienne Stevens** Studied the role of perfectionism and anger expression in adolescent self-harm behavior

- **Laurel Stevens** Did isolation and characterization of Plymyxin resistant mutants of *Pseudomonas aeruginosa*

- **Chelsea Whitney** Interviewed women who were both queer and disabled to investigate identity development processes

Mary Gates Leadership Scholarships:

- **Jaime Biava** Worked with Tourette Syndrome Association Board of Directors and the Tourette Syndrome Summer Camp
- **Susan Kennedy** Mentored new climbing students

More Undergrad Kudos

- **Emily Wood** was selected as a Mary Gates Scholar. She works with Sheri Mizumori on the role of dopamine in context processing.
- **Derek Dauphin** was awarded a research training grant from the Mary Gates Endowment for Students.
- **Brandon Stogsdill** was recently awarded an S. Sterling Munro Public Service Fellowship.
- To **Winnie Chan** and **Joy Hackenbracht**, co-winners of the 2005 Edwin R. Guthrie Prize in Psychology.

Passion for Teaching Benefits Hopeful Psychology Majors

Don Christensen (Ph.D. Adult Clinical, 2000)

Don Christensen's graduate work in the UW's Adult Clinical Psychology program focussed on the relationship of psychological factors to athletic success. Under the mentorship of UW psychology professors Ron Smith and Frank Smoll, Don worked with minor league baseball teams in the Houston Astros farm system, and with golf teams in the Pac-10 Athletic Conference.

Today, you can find Don at Shoreline Community College, mentoring and enhancing the performance of students eager to make the cut for admission to the University of Washington.

"Though I was trained as a clinical researcher," says Don, "I found that I was more drawn to teaching and decided to see if I could make that my profession."

An early teaching assistant position for UW professor Michael Passer's Psychology 209 course may have sown the seeds for Don's

remembers Don, "he was very passionate about his teaching and I guess his passion was a little contagious." This passion for teaching was nurtured as Don progressed in his graduate education, eventually becoming the Department lead TA.



Don Christensen, Ph.D.

As an undergraduate, Don entered Stanford University on a golf scholarship, intending to pursue a degree in engineering. (An interesting side note is that Don's mother teaches engineering at Shoreline Community College and has an office just a few

doors down from his.) While at Stanford, Don found himself drawn toward the study of psychology. Clearly the right fit, Don excelled as a psychology major, joining the honors program and being selected as an Academic All-American during his junior and senior years.

eventual shift in career focus. "I learned a lot and really enjoyed watching Mike (Passer) teach,"

Today, Don's enthusiasm for the study of psychology and his love of teaching benefit local community college students, many of whom aspire to enter the UW's undergraduate psychology program. Since earning his Ph.D. in 2000, Don has taught throughout the Puget Sound region—at Highline, Shoreline and Tacoma community colleges, as well as the UW. Now a tenured faculty member at Shoreline, Don enjoys the relatively small class sizes and the ability to get to know his students. Don teaches a broad range of courses at Shoreline, including General Psychology, Biopsychology, Research Methods, Abnormal Psychology, and Personality, and has plans to develop a Human Performance Enhancement course.

While he still manages to fit in a bit of sport psychology consultation, working with individual athletes and presenting to groups, Don's primary professional focus is being teacher and mentor to his Shoreline students. He helps to provide them with a window on the UW and all that the Psychology Department has to offer—even encouraging especially motivated students to volunteer in Psychology Department labs. Like the athletes with whom he consults, these community college students benefit not only from Don's academic expertise, but also from his ability to help them find the motivation to strive for their personal best. ■

New Faculty Faces



Brian Flaherty, Ph.D.

Conducts both methodological and substantive research in health and social sciences. His current methodological work focuses on the measurement and analysis of change over time. His substantive work involves examining substance use onset and dependence.



John Palmer, Ph.D.

Studies visual attention and perceptual decision making in both humans and monkeys. In his research, he measures behavior and relates it to both abstract mathematical models and underlying neural mechanisms.



Scott Murray, Ph.D.

Studies both the behavioral and physiological side of visual perception. His research focuses on how the brain recognizes features such as faces and objects to help interpret what we see. He uses a technique called functional magnetic resonance imaging (fMRI) which measures changes in blood flow around brain areas with increased neural activity.

Graduate Student Accomplishments

Joyce Yi - Awarded the Graduate School Dissertation Fellowship for use during the 05-06 school year.

Raphael Bernier - Awarded a Huckabay teaching Fellowship for use during the 2004-05 academic year.

Sharon Berry - Awarded Lizette Peterson-Homer Injury Prevention Grant from APA Division 54 and the American Psychological Foundation. (\$1,000)

David Pantalone - Awarded Travel Grant for Quantitative Methods in the Social Sciences from UW's Center for Statistics and the Social Sciences.

Katie Witkiewitz - Accepted tenure-track position in the Psychology Department, University of Illinois at Chicago.

Dorothy Mandell and advisor's research on how young primates learn about their world was featured in the Seattle P.I. on August 3. <http://tinyurl.com/3k3ca>

Janice Kuo was awarded a very competitive NIMH Predoctoral Fellowship for her project "Psychophysiology and Emotion Regulation in Borderline Personality Disorder." "Against daunting odds... Janice Kuo persisted in seeking this type of funding, and her exceptional abilities, incredible hard work and notable persistence has paid off, literally.

Erin Harley and advisor's research on identifying someone close-up or at a distance is featured in the on-line University Week and will be in Psychonomic Bulletin & Review. (Erin recently earned her doctorate here and is now a post-doc at UCLA.) <http://www.uweek.org/>, click on "Witnesses' eyes deceive them when distance is too great."

Patricia Kuhl, Andrew Meltzoff, Daniel Bernstein, Maritza Rivera-Gaxiola, and Lindsay Klarman. Their work at Institute for Learning & Brain Sciences is the cover story of the Seattle Times' Pacific Northwest magazine. [\[tletimes.nwsource.com/pacificnw/2005/0306/cover.html\]\(http://tletimes.nwsource.com/pacificnw/2005/0306/cover.html\)](http://seat-</p>
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Sona Dimidjian received the APA 2005 Division 12 Student Research Award. She was in her 8th year and on her second year of clinical internship. Her advisor was Bob Kohlenberg.

Karen Toth received the 2005-06 Gatzert Child Welfare Fellowship for her dissertation research. Karen Toth is a PhD at the UW Autism Center. Her advisor is Geri Dawson, Child Clinical.

Sheila Crowell received the Lizette Peterson-Homer Injury Prevention Grant sponsored by Division 54 and the American Psychological Foundation. This grant supports research related to the prevention of injuries in children. Her advisors are Ted Beauchaine and Geri Dawson.

Michele Bedard whose NRSA -- Fragmentation and Disorganization in PTSD -- is being funded (on the first shot!). Michele is in Adult Clinical; her advisor is Lori Zoellner.

Mara Sedlins received a National Science Foundation Graduate Research Fellowship award. Mara is a second year student, working with Yuichi Shoda.

Distinguished TA Awards 2005



Dawn DeGere, Michael Perry, and Erin Hunter

Dawn DeGere, Erin Hunter, and Michael Perry, winners of the 2005 Department of Psychology Distinguished Teaching Awards for Graduate Students. Dawn DeGere is in Social/Personality; her advisor is Yuichi Shoda. Erin Hunter is in Child Clinical; her advisers are Lynn Fainsilber-Katz and Ted Beauchaine. Michael Perry is in Cognition and Perception; his advisor is John Miyamoto.

2005-2006 Psychology Graduates

Doctoral Degrees

Sona Dimidjian
(Robert Kohlenberg, advisor)
Kimberly Mallett
(Mary Larimer, advisor)
James McPartland
(Geraldine Dawson, advisor)
Mark Oakes
(Susan Joslyn, advisor)
Jacqueline Elizabeth Pickrell
(Elizabeth Loftus, advisor)
Brendon Reeves
(Michael Beecher, advisor)
Anne R. Thissen-Roe
(Earl "Buz" Hunt, advisor)
Katie Witkiewitz
(G. Alan Marlatt, advisor)
Dan Kawika Yoshimoto
(John Gottman, advisor)

Master's Degree

Nicole Renee Bush
Kenyatta Niobe Reid Etchison
Paige Andrea Keyes
Rebekah Anne Skiver Thompson

To learn more about Psychology Graduate Studies at the University of Washington, visit the Psychology graduate program online at:

<http://web.psych.washington.edu/graduate>

Support UW Psychology

We need your help to maintain and improve our programs and service to students and society. Your gift can help fund these top priorities.

Support top graduate students

Every year, we compete with the other top Psychology departments in the country for the nation's best graduate students. The biggest problem we face in this competition is a lack of summer support and research fellowships to allow our graduate students to pursue innovative research and service projects—and survive the high cost of living in the Seattle area. You can help by contributing to any of the **graduate support funds** listed below.

Improve undergraduate education

Our Psychology major is one of the best in the country, offering students opportunities to work at internships, participate in community fieldwork, and work with faculty on cutting-edge research projects. We also offer support to our undergraduates through Honors Program research funding, the Psychology Writing Center, the Statistics and Methodology (SAM) lab, SmartPsych, and the brand new Psychology Study Center. We also provide various social and learning opportunities to our students, such as workshops throughout the year on careers in Psychology, how to apply for graduate schools, and the Psychology majors graduate ceremony. These activities all require scarce departmental funds from budgets that have been repeatedly cut over the past few years. You can join us in supporting these programs by contributing to the **Friends of Psychology Fund**.

Attract and retain the best faculty

Our continued success depends on attracting the best new faculty. The cost of recruiting the best prospects is high and only partly covered by our regular budgets. You can help by contributing to **Friends of Psychology**. Because of the accomplishments of our existing faculty, they are heavily recruited by other institutions. Both graduate support funds and endowed professorships help to retain our best faculty and make them most productive.

You can help us accomplish these goals by contributing to one of the funds listed below. Visit our website to use your credit card on the UW secure online donation system or mail a check to the address provided. If you are interested in supporting specific faculty research projects, endowing a professorship, or making a donation to a cause not mentioned here, please contact Psychology Chair Steve Buck at (206) 685-9660 or sbuck@u.washington.edu.

Give online at: <http://web.psych.washington.edu/>

Or mail to:

Attn: Development
Department of Psychology
University of Washington
Box 351525
Seattle, WA 98195-1525

Friends of Psychology Fund

Unrestricted support that can be used to help undergraduate and graduate students, faculty, and the full range of departmental programs, wherever the need is greatest. *This is our preferred allocation for your support.*

Graduate Support Funds

For details on these and other funds, see our website.

- Earl Hunt Graduate Support Fund
- Psychology Diversity Fund
- Eleanor Carlson Endowed Graduate Fellowship
- Robert C. Bolles Graduate Fellowship Fund
- Nathaniel Wagner Memorial Endowment

Hunt Fellowship: Helping to support Graduate Student Independence



Earl "Buz" Hunt, Ph.D. and Family

Upon his retirement from full activity with UW Psychology in 2001, Professor Earl "Buz" Hunt and his wife Mary Lou Hunt decided to establish the Hunt Graduate Support Fund. Their initial contributions were leveraged by matching funds from the Graduate School and the College of Arts & Sciences and were soon

reinforced by additional contributions from Mary Lou and Buz, members of their family, and various friends.

Buz and Mary Lou tailored the focus of their gift to match what they saw as a growing problem for graduate students seeking to conduct independent research. As Buz explains, "The fellowship is to be used to support a graduate student who wishes to explore thesis work outside of the purview of the advisor's grants. I always tried to find a way to sponsor graduate student ideas, and over the last few years I have become concerned that, with increasing grant competition, faculty PIs are forced to take a very narrow view of what they can let a graduate student do. To me, this defeats the purpose of the Ph.D...to let someone become an independent investigator."

Buz came to UW Psychology as a Professor in 1966, after serving on the faculties of Yale University, UCLA, and the University of Sydney (Australia). In addition to serving in UW Psychology (including seven years as chair) Buz was instrumental in founding the Computer Science Department at UW, and maintained an adjunct appointment in that department.

In an age of specialists, Hunt was something of a generalist. His publications covered such diverse topics as artificial intelligence, human intelligence, animal studies of the psychopharmacology of memory, psychological contributions to the learning of science and mathematics, and the importance of cognition in the workforce. Hunt was also active in developing the infrastructure of science and education. ■

Harry and Claire Peterson: Alcor Graduate Fellowships

The first recipients of the Alcor Graduate Scholarships in Psychology were named this past year. The seven students, one from each area of the department, each received a \$5,000 stipend to allow them to devote time to research and teaching.



Harry and Claire Peterson

The Alcor Scholarships address a critical need for UW Psychology by providing opportunities for summer support for graduate students. Our state funding allows us to guarantee only 9 months a year of graduate support, yet students' academic progress demands that

they stay engaged with our program yearlong. Opportunities to bridge this funding gap help tremendously in the lives of the students and in our success in the tough competition for the best graduate-school applicants.

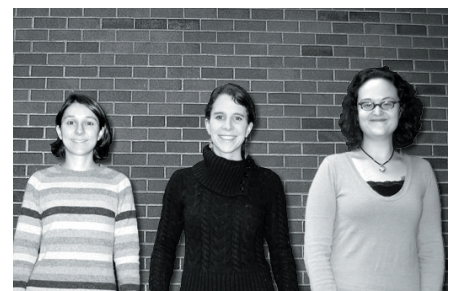
The Alcor Scholarships are made possible by a bequest from Harry and Claire Garlick Peterson to the College of Arts & Sciences to support students in Psychology and Symphonic Music programs. Harry spent his career as a psychologist in the field of corrections, mostly in the Puget Sound area. Claire was a bassoonist for the Seattle and Vancouver symphonies and was Harry's first wife. Alcor is the name of the second star in the handle of the Big Dipper constellation. It figures in many myths and had a personal significance to Harry and his spouse.

Harry initially established the Alcor Scholarship Fund by creating a charitable gift annuity to UW in 2002. The Fund was fully funded from Harry's estate after his death in 2003, in accordance with the wishes of Harry and his second wife, a psychiatrist who had previously established a professorship at another university. The sense of fulfillment they felt in hearing about the uses of that professorship encouraged

Harry to establish the Alcor Scholarship Fund.

We are all deeply grateful to Harry and Claire Peterson for their generosity and vision of how to make a positive impact on the lives of our students and the success of our department. If you also would like to make an impact, please contact Steve Buck, Chair, at sbuck@u.washington.edu for more information about planning gifts to UW Psychology. ■

2005 Alcor Award Winners



From Left to Right - Angela Davis, Kristen Stecher, and Carissa Leeson. Not pictured, Denise Davis, Anjali Kumar, Kristen Rytter, and Kari Stephens

First Annual Allen L. Edwards Psychology Lecture Series

Discovery and Healing: Psychology Research Serving Humanity

UW Psychology is pleased to announce the inaugural season of the Allen L. Edwards Psychology Lecture Series. In the free public series, UW Psychology faculty team up with international experts to share research results in treatment and prevention in individuals with delinquency problems, post-traumatic stress disorders, and high-risk behaviors related to HIV. All lectures will be in Kane 120 on the UW Campus, starting at 7:00 p.m. The lectures are free but registration is required. Register online at UWalum.com or by calling 206.543.0540.

February 22, 2006:

"Understanding and Treating Chronic PTSD"

Lori Zoellner,

Associate Professor, UW Psychology

Richard Bryant,

Professor, University of New South Wales

Psychological disorders following exposure to trauma include personal suffering, decreased productivity, occupational and social dysfunction, medical disorders, and demands on health services. Drs. Zoellner and Brant review current research associated with the persistence of Post-Traumatic Stress Disorder (PTSD) and the variety of viable options that exist for treatment. The speakers also explore treatment options and focus on the effectiveness of both therapies and medications.

March 1, 2006:

"Science and Politics: The Discordant Couple in the Fight Against AIDS"

Jane Simoni,

Associate Professor, UW Psychology

Allen L. Edwards Psychology Lectures

Discovery and Healing: Psychology Research Serving Humanity

February 22, March 1 & March 8, 2006

7:00 - 9:00 p.m.

Kane Hall 120, UW Seattle

Lectures are FREE and open to the public



ALLEN L. EDWARDS PSYCHOLOGY LECTURES

Judith Auerbach,

Vice President, The Foundation for AIDS Research

Drs. Auerbach and Simoni discuss the relationship between our advancing knowledge in preventing transmission and acquisition of HIV infection through biomedical, behavioral, and social interventions, and how decisions are made in implementing these methods. Dr. Auerbach provides an overview of recent events related to the erosion of evidence-based HIV prevention policy and the context in which it is occurring. Dr. Simoni describes her experiences as an investigator in one of the HIV prevention projects attached and targeted for de-funding by Congressional critics. Both speakers address the implications of the growing influence of politics and ideology on HIV and related public health research.

March 8, 2006:

"Brain Science as a Means of Understanding Delinquency and Substance Abuse in Youth"

Theodore Beauchaine,

Associate Professor, UW Psychology

Susan Tapert,

Associate Professor, University of California, San Diego

Drs. Beauchaine and Tapert explore risks and results of delinquency and substance abuse in youth. Dr. Beauchaine discusses the importance of understanding the brain mechanisms associated with impulsivity, which allows us to identify at-risk children very early in life. This provides opportunities for prevention of later substance abuse, school drop out, and

delinquency. Dr. Tapert addresses the extent to which heavy alcohol and other drug use during the teenage years might affect brain development and cognitive performance into young adulthood. She also describes research projects using neuropsychological testing and brain imaging to better understand cognition in youth who are heavy users of alcohol and other drugs.

The Allen L. Edwards Lectureship was established to bring prominent and nationally distinguished psychologists to the University of Washington to participate in seminars, public lectures, and formal courses. This free public series is made possible by a generous bequest from Professor Allen L. Edwards. Professor Edwards was associated with UW Psychology for half a century, from his arrival in 1944 as an associate professor until his death in 1994. He was an outstanding teacher, researcher, and writer, credited with changing the way modern psychological research is done by introducing statistical techniques to the sciences. ■

Psychology at the University of Washington Departmental Newsletter • Spring 2006

Newsletter Team

Steve Buck Jon Hauser
Betty Johanna Carrie Perrin

For more information

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News and Notes

Faculty

John Baer

Editorial board positions with Psychology of Addictive Behaviors and Journal of Studies on Alcohol; Director and Associate Director of two clinical training programs within the Addiction Treatment Center, Seattle VA Center.

David Barash Released 24th book, *Madame Bovary's Ovaries: A Darwinian look at literature*; Invited papers: Tromsø, Norway and Barcelona, Spain.

Miriam Bassok

Completed sabbatical at UCLA. Directs UW Psychology Honors Program.

Theodore Beauchaine

Was selected as a recipient of the 2006 American Psychological Association (APA) Distinguished Scientific Award for Early Career Contribution to Psychology in the area of Psychopathology.

Michael Beecher

Animal Behavior area head; work on bird song communication was featured in Science News, Editorial Board, Animal Behavior. Invited papers: Brown, Stanford, St. Andrews.

Ilene Bernstein

Behavioral Neuroscience area head; editor, *Appetite*; Invited papers: Gainesville, FL, Granada, Spain,

Eliot Brenowitz

Research Scientist Developmental Award, NIH; editorial board: *Brain, Behavior, and Evolution*. Invited papers: San Diego, CA; Vancouver BC, Austin, TX.

Jonathon Brown

Elected to UW Faculty Senate

Steven Buck

Named Psychology Department Chair; elected General Secretary, International Colour Vision Society, Arts & Sciences College Council; group rep for UW Faculty Senate; chair, Advisory Council to Dean of

Undergraduate Education.

John (Pete) Casseday

Retired in as Research Professor but will continue his grant-sponsored projects on neural basis of hearing and echolocation.

Ana Mari Cauce

Named UW Executive Vice Provost; Editorial Boards: *Developmental Psych., Child Development, President, APA Division 27, Society for Community Research and Action*

Ellen Covey

Associate Editor, *Journal of Neuroscience*. Invited speaker: Prague, Czech Republic

Geraldine Dawson

Director, UW Autism Center; Co-director, UW Integrated Brain Imaging Center; Associate Editor: *Development and Psychopathology*

Jaime Diaz

UW Senior Faculty Teaching Fellow in four campus programs; Member of the UW Scholarship of Teaching and Learning Group.

Brian Flaherty

joined UW Psychology as Assistant Professor with specialty in quantitative psychology

William George

Director, Institute for Ethnic Studies in the United States (IESUS); Editorial Board: *Psychology of Women Quarterly*; Advisory Committee Member, Sexual Offender Treatment Program, Twin Rivers Correctional Center, Monroe, WA; Invited paper: NIAAA, Bethesda, MD

Anthony Greenwald

Fellowship recipient, Harvard University's Radcliffe Institute for Advanced Study; Editor: *Experimental Psychology*; member of four other editorial boards; nationwide media coverage of *Implicit Attitude Test*; Board member and Senior VP of Seattle Repertory Jazz Orchestra. Invited papers: Stanford, CA, Boston MA; Vancouver, BC; 6 others.

James Ha serves on UW Faculty Senate; several key administrative positions with the international Animal Behavior Society; with **Renee Ha**, began major new project on endangered birds on the Northern Mariana Islands.

Earl "Buz" Hunt

Distinguished contributor: International Society of Intelligence Research

Peter Kahn, Jr.

Editorial Board: *Children, Youth, and Environments*; Advisor to Woodland Park Zoo and Seattle Aquarium Teen Programs; Nominated for 2005 UW Distinguished Teaching Award.

Lynn Fainsilber Katz

Began new grant-sponsored projects on emotional regulation in pediatric cancer survivors and domestic violence and children's adjustment.

Nancy Kenney

Associate Chair, Psychology; Graduate Program Coordinator, Psychology and Women Studies; elected UW Graduate School Council; member, UW GO-MAP Advisory Committee

Beth Kerr

Associate Chair, Psychology; Chair, Faculty Council on University Libraries; Member of the Arts and Sciences Writing Council and of the Advisory Council for the Dean for Undergraduate Education.

Robert Kohlenberg

Invited paper: World Rounds, AABT. Workshops: four; 2 of them international.

Liliana Lengua

Editorial Board: *Developmental Psychology*

Marsha Linehan

APA Lifetime Achievement Award, Division 12; Editor: *Faculty of 1000, Medicine Section Head*; Editorial & Advisory Boards: *Journal of Personality Disorders, In Session: Psychotherapy in Practice, Encyclopedia of Behavior Modification and Therapy, The Clinical Psychologist, CRISIS, National Institute on Drug Abuse,*

Advancing Suicide Prevention, Suicide and Life-Threatening Behavior.

Geoffrey Loftus

Invited talk: Honolulu Public Defender's Office; Editorial Boards: *Cognitive Psychology, Psychological Review* member NIMH Study Section.

Alan Marlatt

Director, UW Addictive Behaviors Research Center. Invited talks: London, Dallas, Worcester, MA, Belfast, Terre Haute, IN, Boston, Berkeley, Gaithersburg, MD, Portland, Burlington, VT, and the Norman Zinberg Memorial Lecture At Harvard Medical School in March 2005, on the topic of harm reduction.

Bob McMahon

Child Clinical area head; Invited papers: California, Norway, Banff, North Carolina, Germany, Boston; Editorial Boards: *Behaviour Research and Therapy, Clinical Child and Family Psychology Review, Journal of Clinical Child and Adolescent Psychology, Behavior Therapy, Journal of Abnormal Child Psychology*; Member of an NIH study section

Andrew Meltzoff

Developmental area head; Co-Director, UW Interdisciplinary Learning and Behavior Sciences (ILABS) Center; named Tamaki Chair (get details); Invited papers: Seattle and Oslo, Norway; Associate Editor: *Developmental Sciences.*

Sheri Mizumori

Elected to UW Faculty Senate; Invited talk: Eugene OR; Editorial Boards: *Neurobiology of Learning and Memory, Behavioral Neuroscience.*

Scott Murray

joined UW Psychology as Assistant Professor with specialty in cognitive neuroscience

Sean O'Donnell

Guest lectures: multiple locations in Costa Rica; Invited papers: Urbana, IL; Austin, TX. Editorial Boards: *Insectes Sociaux, Journal of Insect Behavior*. Media coverage: USA, Canada, Germany.

Jaime Olavarria

NIH-funded research on the development of brain connections. Appointed as Research Affiliate to the Center on Human Development and Disability (CHDD), and to the Virginia Merrill Bloedel Hearing Research Center. Selected to teach for the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Summer Institute in 2005. Nominated for 2006 UW Distinguished Teaching Award.

Lee Osterhout

Cognition/Perception area head; Invited talks: Victoria BC, Japan, Germany, the Netherlands, and Italy; Editor: *Memory & Cognition*: Editorial board, *Brain & Language*; Member: NIH Study Section.

John Palmer

joined UW Psychology as Research Professor with specialty in attention and visual perception

Yuichi Shoda

Social/Personality area head; Editorial Board: *Psychological Review, Journal of Personality and Social Psychology*; member, NIH study section,

Jane Simoni

Adult Clinical area head; Editorial Boards: *AIDS& Behavior; Health Psychology; Psychology of Women Quarterly*; and *Journal of Counseling Psychology*; elected Fellow: APA Divison 28: *Health Psychology*, and APA Divison 44: *Society for the Psychological Study of Lesbian, Gay, and Bisexual Issues*; Invited presentations: throughout the US, Puerto Rico, Thailand.

Ronald Smith

Director, UW Clinical Psychology Training Program;

Frank Smoll

UW Psychology Human Subjects Coordinator; conducted over 25 sports coaching and parenting workshops to over 2,500 attendees.

Lori Zoellner

PI, UW Collaborative Center for the Cognitive Behavioral Treatment of Anxiety Disorders; Invited

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