



# Psychology News

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## Broad-Based Developmental Research Educates a Wide Audience

PSYCHOLOGY FACULTY MEMBERS HELP STUDENTS, PARENTS, AND EDUCATORS WADE THROUGH THE SEA OF (MIS)INFORMATION ON LIFE-SPAN DEVELOPMENT

One of the great challenges faced by today's parents is the emphasis placed on children's mental health. With recent headlines proclaiming DAYCARE TURNS KIDS INTO THUGS and ANTIDEPRESSANTS CAUSE TEEN SUICIDE, children, parents, and educators are warned that each developmental phase from potty training to the college application process is fertile ground for cultivating lifelong wounds that are sure to require adult therapy.

Unlike rocket science, child development is not an area of expertise that is considered off-limits to anyone with an opinion, and for every opinion there is a "trusted news source" itching to publish the latest sensational sound bite.

Although it comes as no surprise that the popular media tend to ignore research-based data, it often leaves most laypeople lost in a sea of conflicting accounts. Frustrated by the ever-changing warnings and advice, those who would most benefit from scientific evidence (parents, educators, and child-development professionals) are often left on the fringe

of the facts, free to cling to their personal beliefs about development.

At the forefront of this challenge are the psychology professors at the University of Oregon. Prominently featured on PBS and Discovery Health Channel specials and equally at ease speaking to an audience with the Queen of Sweden, a group of mothers, or a third-grade classroom, these scientists are using the knowledge generated in their innovative labs to genuinely improve the lives of children and families.

Parents with children of all ages experience stress as they attempt to meet the challenges of caring for their children, according to Associate Professor Kirby Deater-Deckard. Deater-Deckard's new book, *Parenting Stress* (published this fall by Yale University Press), is a great place to start for any parent or educator confused by the conflicting media accounts of child rearing. Along with empirically based reviews of the influences of parents on their children and children on their parents, as well as the effects of biological and environmental factors on development, the book includes many useful coping strategies and interventions that alleviate parenting stress.

Early reviews indicate that *Parenting Stress* will be a bestseller among parents and researchers. According to Harvard University Professor Kathleen McCartney, "Deater-Deckard avoids simplistic explanations of stress that emphasize either nature or nurture, and he goes beyond

the unsurprising findings about stress in parenting to the surprising and provocative ones."

As the principal investigator of the

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A seven-year-old child participating in a language assessment task at Dr. Taylor's Imagination Lab

## Taking the Stress out of Parenting Continued from front page

Development and Psychopathology Research Training Grant (DEEP), Deater-Deckard and his coinvestigator, Professor Tom Dishion, have also been instrumental in ensuring the training of future child psychologists. In any given year, DEEP provides funding for three predoctoral trainees in the Department of Psychology and one postdoctoral trainee. Research training occurs at the department, the Child and Family Center, the Oregon Social Learning Center, and the Oregon Research Institute.

“A unique feature of the training program is the effort to integrate various levels of analysis and diverse research strategies, including neuroscience, emotion, personality, developmental, and clinical,” said Dishion.

Assistant professors Jennifer Ablow and Jeff Measelle are important contributors to the department’s strength in developmental psychopathology. They have developed an effective new method for interviewing young children about emotions, behaviors, and interpersonal experiences—a method that is quickly being adopted for use around the world. Ablow, an expert on the development of attachment between a child and caregiver, is an advisory board member for Healthy Start of Lane County. Measelle’s research focuses on the way emotional processes shape children’s social and psychological well-being. He is currently helping Birth to Three evaluate their parenting education program.

Along with Alison Boyd-Ball, Child and Family Center executive director, Dishion was also recently awarded a two-year grant by the National Center for American Indian and Alaska Native Mental Health Research to study the center’s intervention model in three Native American communities. According to Dishion, the collaboration between the Child and Family Center, the UO, and the tribal communities is an important step in conducting research to reduce health disparities for children and families within the American Indian community. In his 2003 book *Intervening in Adolescent Problem Behavior: A Family-Centered Approach* (Guilford Press, 2003), Dishion and coauthor Kate Kavanaugh focus on the role of parenting practices in the development of preteen and teen problem behavior.

Associate Professor Anne Simons has also been focused on the period of adolescence in her recent research on depression. Simons is copincipal

investigator of a national study funded by the NIMH on the treatment of adolescent depression. The finding that adolescent depression is best treated with a combination of medication and cognitive behavioral therapy has been widely reported in the press (e.g., *New York Times*) as well as professional journals.

Professor Helen Neville quite likely has the most impressive résumé of educating communities outside the academic setting. With her Jell-O® brain mold in hand, Neville unveils the mysteries of the developing brain to Eugene elemen-

broad audience. Her commitment to education is evident in her outreach to lecture series around the world and right here in our own public schools.”

Neville’s research was also featured in the PBS documentary *Pieces of Mind: Old Brain, New Tricks*, which reviewed the literature on critical periods of development. Neville’s research on the development of both spoken and sign language indicates that optimal learning occurs early in life.

Professor Dare Baldwin’s research, which was recently featured on the Discovery Health Channel miniseries *The*

*Baby Human*, also concerns early language and cognitive development. Her primary interests focus on the mechanisms by which infants and young children acquire knowledge to guide future learning and action. According to Baldwin, language learning is a particularly interesting domain for examining these issues because language is an extremely complex system, and yet it is acquired at a rapid pace when children are still very young and hence have only limited world experience.

Viewers of *The Baby Human* learned how Baldwin’s studies have identified the propensities and skills that enable language acquisition to proceed so quickly and smoothly at such an early age. In another line of work, Baldwin investigates skills that enable infants to make sense of others’ actions in terms of the goals and intentions motivating those actions.

Marjorie Taylor, director of the department’s Imagination Lab, studies the development of elaborate and sustained fantasy in children. In her quest to understand the function of fantasy in the developmental process, Taylor has interviewed hundreds of imaginative children about their pretend friends (such as *Elfi Welfi*, a four-inch friend who “has tie-dyed hair, tie-dyed clothes, tie-dyed everything”).

Taylor’s book, *Imaginary Companions and the Children Who Create Them* (Oxford University Press, 1999), provides a research-based but easy-to-read account of pretend friends that dispels many of the myths surrounding imaginative children. For example, not only are imaginary com-



**Developmental researchers (from left to right) Marjorie Taylor, Kirby Deater-Deckard, Mary Rothbart, and Michael Posner**

tary-, middle-, and high-school children. Neville’s research, which focuses on the neural systems that mediate human perception and cognition and the role of experience in the development of these systems, has drawn considerable local, national, and international attention.

As a gift to her country on the occasion of her sixtieth birthday last December, Queen Silvia of Sweden sponsored Neville in a nationally televised lecture on brain development. Coinciding with the Nobel Prize delivery, Neville’s trip to Sweden was crowned when she and her husband were guests of the queen at the ceremony. Two years ago Neville also attended a conference of 100 distinguished scientists gathered by the pope, and this fall she will be given an audience with the Dalai Lama.

Speaking of Helen’s accomplishments, Department Head (and developmental psychologist) Marjorie Taylor said, “She has a unique presence in the university and scientific community. She brings extreme rigor and creativity to her research. At the same time she is very gifted in her ability to communicate to a

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# Taking the Stress out of Parenting

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panions surprisingly common, the children who have them tend to be socially oriented rather than shy. They are also better able to focus their attention and to see life from others' perspectives. Taylor's research has been featured on National Public Radio as well as many lay publications (e.g., *New Yorker*, *Redbook*, *Parents*, *New York Times*).

Associate Professor Lou Moses studies what young children understand about their own and others' minds, such as intentions and emotions. In this line of research, commonly referred to as "theory of mind," Moses investigates how children predict and explain human behavior in terms of the underlying mental states that drive them.

Moses said it is important for parents to recognize the marked changes in young children's abilities to understand mental behavior. For example, although preschool-aged children have a very poorly developed understanding of others' beliefs and perspectives, this ability is comparable to that of adults in children as young as five years of age.

"Children's development of theory of mind is closely related to their ability to monitor and control their own actions," Moses said. "If you can't step back to appreciate different perspectives and beliefs, it is exceedingly difficult to reflect on your own actions and thoughts."

The ability to monitor and control one's thoughts and actions, a skill that exhibits rapid growth during childhood, may decline toward the other end of the life span. However, the folk wisdom that with age comes mental rigidity is not the full story. Associate Professor Ulrich Mayr, who studies flexibility of thought and action throughout the life span, finds that older adults are equally fluent and flexible as younger adults as long as they are in familiar domains.

According to Mayr, "It is only when dealing with novel and potentially

confusing material that we more easily get stuck or off on a wrong track." Such information about which mental abilities change and which remain the same as we age is crucial for designing potential remedies against the aging of the mind or for understanding disease-related deviations from normal aging patterns.

Among the most exciting aspects of the department's developmental research is that its advances come from all corners of psychology, from developmental and clinical to cognitive neuroscience. As a prominent cognitive neuroscientist, Professor Emeritus Mike Posner's research on the development of attentional networks is a prime example.

Posner is currently working with the Center for Educational Innovation, an affiliate of the Organization for Economic Cooperation and Development, in which more than twenty countries are collaborating on a project to develop a website with information on interventions to foster the development of attention, literacy, and numeracy. Through his association with the university's Brain, Biology, and Machine Initiative, Posner also held a two-day workshop last May for researchers and K-12 teachers that included two prominent researchers who authored new books in the fields of dyslexia and intelligence.

Posner currently collaborates with Professor Emerita Mary Rothbart on the development of self-regulation and temperament in toddlers. Posner and Rothbart, two of the department's most distinguished faculty members, are investigating how genes interact with the environment to influence the development of the brain networks that underlie self-regulation. Through their genetic analyses, they hope to understand how develop-



**A three-year-old child engaging in imaginative play in a study at the Imagination Lab**

ment in middle childhood relates to early infant temperament. They are also testing a specific intervention designed to improve attentional networks related to self-regulation.

Rothbart has also made important contributions to our community by her close involvement with the Eugene organization *Birth to Three*, which was founded by two research associates working in her lab and a parent who participated in one of her temperament studies. This organization combines parent education with strong support groups of families of infants born about the same time. A number of parents have continued contact as their children developed, and several years ago, children in one of the first groups graduated from high school.

Recently Rothbart worked with *Birth to Three* to obtain funding to formalize their parent education curriculum and to create videotapes to use for parent group discussion. Many at the University of Oregon worked closely in the preparation of the curriculum, and Rothbart headed a faculty group that read early versions of the curriculum to ensure it was and remains up-to-date on research-based understanding of infant development.

Given the vast number of researchers covered in this story, we merely skimmed the surface of developmental research at Oregon. If you are interested in learning more about this exciting research or participating in studies, please click on the FACULTY link on the psychology department webpage, <http://psychweb.uoregon.edu/>



**Professor Emeritus Steve Keele posing as a participant in one of Mayr's studies on adult age differences in cognitive control**

# New Faculty Profile

## Cliff Kentros



**CLIFF KENTROS** became a member of the UO psychology faculty during the 2003–4 academic year. Kentros earned his doctoral degree in physiology from New York University Medical Center. There were many reasons Kentros chose to come to the UO, the most important of which, he said, was the people.

“At the University of Oregon, I liked every single person I met. I like the way that they think here, I like the way they work. It is pretty unique, actually.”

Although Kentros was not trained as a psychologist, his research has since grown into the realm of psychology. His current research focuses on the neuronal behavior of higher-order cognition in mice. Kentros was pleased to come to Oregon because “this is one of the best places in the world to study attention in terms of neural systems.” He believes that this department is exceptionally open to the integration of psychology and neuroscience, which he feels is extremely important to the future of both fields.

Energized by his opportunities at the UO, Kentros has many plans to expand his research. Along with further investigation of attentional place fields in rodent hippocampi, Kentros will examine the effects of Ritalin (the primary drug used to treat attention deficit hyperactivity disorder) on mice. As a long-term goal, he plans to study the molecular neuroanatomy of genetically modified mice, particularly as it relates to memory.

In his short time at Oregon, Kentros

has already helped to design many new undergraduate and graduate courses. One of the most notable undergraduate classes is an upper-division course on neural plasticity, which will be colisted in both psychology and biology. He has also developed a large 100-level course in human physiology that he described as “an introduction to neuroscience without the hard stuff; it’ll be fun!” He has also helped create three new graduate-level courses that will integrate psychology and biology.

*At the University of Oregon, I liked every single person I met. I like the way that they think here, I like the way they work. It is pretty unique, actually.*

Speaking of his first year at Oregon, Kentros said, “I feel like I’m let in on a well-kept secret. Eugene is just a paradise, I love this place.” Oregon seems to be the perfect playground for Kentros, who enjoys scuba diving, marine biology, kayaking, and fishing. Kentros, who was once a professional bass player, also hopes to play with the Eugene Symphony.

### Representative articles:

Kentros, C.G., Agnihotri, N.T., Streater, S., Hawkins, R.D., and Kandel, E.R. (2004). Increased attention to spatial context increases both place field stability and spatial memory. *Neuron*, 42, 283–95.

Agnihotri, N.T., Hawkins, R.D., Kandel, E.R., and Kentros, C.G. (2004). The long-term stability of new hippocampal place fields requires new protein synthesis. *Proceedings of the National Academy of Sciences of the United States of America*, 101, 3656–61.

Kentros, C.G., Hargreaves, E., Hawkins, R.D., Kandel, E.R., Shapiro, M., and Muller, R.V. (1998). Abolition of long-term stability of new hippocampal place cell maps by NMDA receptor blockade. *Science*, 280, 2121–26.

## Sanjay Srivastava



**SANJAY SRIVASTAVA** joined the psychology department faculty this fall. He earned his doctoral degree in social-personality psychology from Berkeley and continued his training with a postdoctoral position at Stanford University. He is currently studying how self-concept and self-regulatory processes interact over time with the social environment. His future research plans include continued investigation of emotion regulation and interpersonal perception and changes in personality during adulthood.

This fall Srivastava is teaching a graduate seminar on emotions in social contexts, and he will teach Mind and Society (an undergraduate introduction to psychology) this spring. He would like to develop an interdisciplinary course on critical evaluation of behavioral science research because he feels that “students going into a lot of different fields, [such as] law, medicine, or journalism, could benefit from being smart consumers of psychological research, but don’t have many opportunities to learn what makes for a well designed study.”

Srivastava is most excited about joining the department because of the people. “I really thrive on being around fun, intellectually engaged people with whom I can talk about ideas,” he said. “It’s one of the great, intrinsic joys of the academic life for me, and I always feel like my research ideas get stronger when I can

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## New Faculty Profiles

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talk about them with other people. I've really gotten a sense that the department at Oregon has people who are not only great researchers, but who really enjoy intellectual exchange."

The opportunity to live in Eugene was an added bonus for Srivastava, who likes the idea of living in a town where he can "go ten minutes in one direction and be in a funky little neighborhood with cafes and shops, and go fifteen minutes in the other direction and be out in the wilderness surrounded by trees."

Srivastava admitted that he maintains "a few pretty unintellectual pur-

*I've really gotten a sense that the department at Oregon has people who are not only great researchers, but who really enjoy intellectual exchange.*

suits, which make for a nice break from sitting around thinking abstract thoughts about human nature all day." He enjoys running, following the news and politics, watching "trashy" TV shows (such as *The Apprentice*), and cooking. He quipped that, even though cooking can be a pretty sophisticated pursuit, he enjoys "the part of it where you whack things with a knife and throw them on a fire. There aren't many domains of life where those are acceptable activities."

### Representative articles:

Gosling, S.D., Vazire, S., Srivastava, S., and John, O.P. (2004). Should we trust web-based studies? A comparative analysis of six preconceptions about internet data. *American Psychologist*, 59, 93–104.

Srivastava, S., John, O.P., Gosling, S.D., and Potter, J. (2003). Development of personality in early and middle adulthood: set like plaster or persistent change? *Journal of Personality and Social Psychology*, 84, 1041–53.

Helson, R., and Srivastava, S. (2001). Three paths of adult development: conservers, seekers, and achievers. *Journal of Personality and Social Psychology*, 80, 995–1010.

## Scott Frey



**SCOTT FREY** joined the psychology department faculty this fall. He earned his doctoral degree from Cornell University and was previously an associate professor at the Center for Cognitive Neuroscience at Dartmouth College.

Frey grew up watching his mother struggle with a devastating neurological disease. This undoubtedly influenced his career. Frey said his personal experiences led to his early realization that the behaviors most of us take for granted, such as eating, seeing, walking, and talking, are actually the most critical. He said, "An ideal scientific career would be to work out ways to 'fix' broken behaviors. Unfortunately, we currently lack a fundamental understanding of how the underlying mechanisms work. So, for now I must be content trying to understand the relationships between brain systems and everyday actions."

Frey's plans for future research at Oregon include continued investigation of how the brain integrates incoming perceptual information with acquired knowledge to produce skillful actions, such as the use of tools and utensils. He plans to use MRI-guided transcranial magnetic stimulation to temporarily disrupt the functions of individual brain areas and measure the effects on behavior. Frey said that this will allow him to establish precise cause-and-effect relationships between brain regions and function.

Frey said he is impressed by the department's long-standing reputation as a world-class research center, and he "feels very lucky to have the opportunity to become part of that tradition." Frey is also amazed by the resources of the Robert and Beverly Lewis Center for Neuroimaging and the Brain, Biology, and Machine Initiative. He believes these assets make it an especially exciting time to come to the UO. However, Frey said he is most excited by the chance to work with the outstanding members of the department.

In addition to his enthusiasm for the department, he is excited about various aspects of the Eugene community. Frey and his wife had hoped to "end up in an artsy, free-thinking college town that provides a safe environment for raising our children, George (three years old) and Louisa (two), and easy access to the outdoors."

With publications under the names "Johnson," "Johnson-Frey," and "Frey," many in the department have been uncertain how to address the new faculty member. He hopes that his recent decision to change his last name to, simply, Frey, in order to carry on his maternal grandfather's name, will clear up the confusion.

### Representative articles:

Johnson-Frey, S.H. (2003). What's so special about human tool use? *Neuron*, 39, 201–4.

Johnson-Frey, S.H., Maloof, F.R., Newman-Norlund, R., Farrer, C., Inati, S., and Grafton, S.T. (2003). Actions or hand-object interactions? Human inferior frontal cortex and action observation. *Neuron*, 39, 1053–58.

Johnson-Frey, S.H. (2004). The neural bases of complex human tool use." *Trends in Cognitive Sciences*, 8, 71–78.

# Student Awards, Grants, and Honors

## BEVERLY FAGOT DISSERTATION FELLOWSHIP FUND

This award was established in memory of a former faculty member, and supports dissertation research on developmental psychopathology. This year's recipient is **Rachel Goldsmith**, who used the funds for her longitudinal study of young adults' inter-personal traumatic experiences, their perceptions of those experiences, and their current physical and psychological health. Her dissertation, which she successfully defended this summer, considers the cognitive and clinical implications related to the connections among abuse awareness, emotional awareness, and health.

## ALICE C. THOMPSON AWARD

The Alice C. Thompson Award was established to fund undergraduate honors students completing theses in the areas of cognition, neuroscience, or both. This year's recipient, **Nathan McVeigh**, investigated whether different verbal labels for a visual stimulus compete between languages, and whether this competition leads to retrieval-induced forgetting during second-language acquisition. Nathan and his advisers, Ben Levy and Mike Anderson, found that retrieval-induced forgetting aids in second-language acquisition by reducing lexical competition from the primary language.

## SHELDON ZACK AWARD

In 1979, the Sheldon Zack award was established in honor of a former UO psychology graduate student whose life was cut short in a tragic accident. The award supports outstanding undergraduate thesis research in all areas of psychology. **Ista Zahn** received this award for his research on stereotype threat on women's math test performance with his adviser Chuck Tate. The findings indicate that decrements in math test performance associated with salient negative stereotypes are reduced when skill (as opposed to innate ability) is emphasized.

## UO GRADUATE SCHOOL STUDENT TRAVEL AND RESEARCH AWARDS

**Rose Barlow**, **Ted Gardner**, **Rick Bryck**, **Gwen Frishkoff**, and **Rachel Goldsmith** were recipients of the graduate school travel and research awards. Barlow used the award to partially fund her dissertation research of memory functioning in dissociative identity disorder (formerly known as multiple personalities). Gardner used the funds to present his research on temperament and self-regulation at the International Society for the Study of Behavioural Development in Belgium. Bryck traveled to San Francisco to the Cognitive Neuroscience Society's annual meeting, where he presented a poster on the neural correlates that dissociate two different components involved in task switching. Frishkoff used the funds for her dissertation work on the electrophysiological correlates of language, meaning, and emotion. Goldsmith's award also helped to fund her dissertation work (see above for a description).

## PHI BETA KAPPA OREGON SIX

Founded in 1776 at the College of William and Mary in Williamsburg, Virginia, the Phi Beta Kappa Society is the oldest and most prestigious honorary society in the nation. Each year six outstanding members-elect from all Oregon chapters are designated the Phi Beta Kappa Oregon Six. Psychology graduate **Andy Kohnen '04** ranked among this year's top six with an exceptional combination of breadth and excellence in upper-division liberal arts courses with a very high grade point average. Kohnen completed his psychology honors thesis on feature-matching and self-other comparisons with adviser Sara Hodges.

## OTHER AWARDS

Doctoral student **Lorraine Stewart** received a research support grant from the UO Center for the Study of Women in Society for her research examining the role of gender on sensory filtering and posttraumatic stress symptoms. Lorraine and her adviser, Assistant Professor Patricia White, will examine how exposure to traumatic life events interact with gender to affect biological processes.

**Rebecca Silver**, fourth-year clinical psychology graduate student, received a two-year National Research Service Award from the National Institutes of Health to fund her research on the ways in which nonfamilial contexts influence antisocial trajectories across the kindergarten through Grade 3 period.

## Alums Find Success in the High-Tech Industry

### TWO RECENT PSYCHOLOGY GRADS EACH CREDIT THEIR EDUCATION FOR THEIR CAREER SUCCESS

On nearly every published article of the skills employers value, you will find the following list: adaptability; competence in reading, writing, computing, and computational skills; communication skills; group interaction skills; interpersonal influence skills; knowing how to learn; and self-discipline. A perusal of the UO psychology course descriptions indicates that our undergraduate, master's,

and doctoral students will have a clear advantage when answering the standard interview question, "How has your education prepared you for this job?"

It is therefore no surprise that our graduates are landing competitive jobs in both traditional and nontraditional areas. Two recent graduates directly credit their psychology education at Oregon for their entrance into and success in nonacademic

careers in the high-tech industry.

Lacy Edwards, a double major in psychology and business, earned a coveted position at Intel even before she graduated this June. Edwards, whose educational focus was on group dynamics, stood out among more than 500 applicants during the grueling interview process, which in-

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## Alums Find Success Continued from previous page

volved two in-person and three telephone interviews.

As a student at Oregon, Edwards, who began her training as a printed circuit boards commodities specialist in mid-July, took every opportunity to bolster her education with extra-curricular activities. Despite working at least one full-time job during her enrollment at the UO, she served as a research assistant on a number of psychology studies, participated in university-sponsored civic and business activities, and attended as many career-center events as her schedule would allow.

"I focused my [studies] on group dynamics and interaction because I think that business and psychology are very closely related. At a business like Intel, the focus is on team cooperation and success," Edwards said. "When you have the knowledge of how individuals operate in a group atmosphere it helps you to be more open-minded about how situations may occur, and why individuals may react the way they do."

In their quest to highlight nonacademic careers in psychology, the American Psychological Association has published a series of articles entitled "Interesting Careers in Psychology." These stories have illustrated that the various skill sets and expertise that scientifically trained psychologists possess are highly valued by employers in arenas many had never considered. Edwards' supervisor, Paul Hartley, wholeheartedly agreed: "We always take

a second look at a résumé that includes psychology training," Hartley said. "One of our missions here at Intel is to create a sense of teamwork, and no one understands the relationships between people better than a psychologist."

Brent Field, who earned both a master's degree and Ph.D. at Oregon, investigated the interaction between visuospatial attention sequence learning and the effects of noradrenalin on cortical signal processing. After graduation he was hired as a contract researcher for Microsoft Research. Shortly thereafter he was given a permanent full-time position to study the design of a powerful speech user interface that was intended for cell phone users. Field then moved to MSN Messenger as a more traditional program manager—a productive move, since MSN Messenger has exploded in popularity over the past few years.

A primary concern of Field's research is to explore how MSN Messenger works. At an abstract level, MSN Messenger's architecture is similar to that of the brain. More than 120 million clients connect to large farms of servers of different varieties. The connections happen through a multitude of cables, internet routers, firewalls, and other network devices that fail a small percentage of the time. This mass of interconnected functionality leads to large amounts of unplanned behavior. Field studies the various trends of this behavior.

Field emphasized that his University of Oregon degrees have been utilized in many ways, including his skills in measuring behavior. He has participated in or supervised approximately ten "usability" studies, the results of which have caused changes in the user interfaces of Windows XP and MSN Messenger. Several of these studies have been published in human-computer interaction journals.

Most significantly, Field said that his skills in mathematics and data analysis—strengthened while working at the UO with his adviser, Professor Rich Marrocco—have greatly benefited his career. "My skills in experimental design and data analysis have allowed me to become the 'numbers' guy for MSN Messenger, a job which has great security." Despite that security (and the impressive salary that went along with it), Field is returning to academia this fall at Princeton University.

Marrocco, who described his former student as a "natural theorist," said that conversations with Field were always fun and creative. Among Field's greatest assets was his ability to speculate about the big issues in brain science and to make new conceptual links between existing areas. While at Oregon, Marrocco helped Field to develop his empirical side to complement his theoretical nature.

"After several years at Microsoft making a lot more money than his adviser, I am happy that he will be moving back into science and a much lower standard of living," Marrocco joked.

## Faculty Notes

**JENNIFER ABLOW**, assistant professor in clinical and developmental psychology, recently received a research grant from the National Institute of Mental Health (NIMH) to fund her new research on prenatal predictors of infant emotion regulation. The central goal of this brief, longitudinal study is to identify psychological markers of risk for insensitive or unresponsive parenting in first-time expectant women.

**MIKE ANDERSON**, associate professor of cognitive neuroscience, recently received an invitation to spend a year as a fellow at the Center for Advanced Study in the Behavioral Sciences near Stanford University. These fellowships are awarded annually to scientists and scholars of proven accomplishment in fields ranging from psychology and biology to

economics and mathematics. The lengthy selection process begins with nominations from behavioral scientists, academic administrators, or former fellows. Fewer than one percent of these nominees are selected, underscoring the extreme selectivity of the center's program. By picking top scholars, surrounding them with peers from many disciplines, freeing them from the demands of normal academic life, and giving them free rein with respect to work, the privately funded center has developed a reputation for unparalleled achievement and innovation.

This August, Yale University Press published Associate Professor **KIRBY DEATER-DECKARD**'s book *Parenting Stress*. You can read more about this book in the front page story on developmental research.

**SARA HODGES**, associate professor in social psychology, received a Rippey Innovative Teaching Award for her work with the First-Year Interest Groups (FIGs) program. Students in FIGs are enrolled in two traditional courses and a special studies course entitled *College Connections*, which consists of only twenty-five or so students and is designed to provide links between the two traditional courses and show students the ropes of college life. Selected by the dean of the College of Arts and Sciences, the award pays recipients \$3,000 to support academic activities for the teacher and her students outside of the classroom.

**ULRICH MAYR**, professor of cognitive neuroscience and associate department

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## Faculty Notes Continued from previous page

head, received a prestigious prize from the Berlin-Brandenburg Academy of Science for early career achievement in the area of executive control.

**MICHAEL POSNER**, professor emeritus, recently published the edited volume *Cognitive Neuroscience of Attention*. Over the last forty years, Posner has written numerous articles and books involv-

ing studies of attention, and his methods for measuring each aspect of attention have been widely used by researchers across many fields. This volume presents the latest advances in understanding attention: its anatomy, circuitry, functions, and deficits, and moves us closer to a coherent view of the attentional system and the key role it plays in everyday life.

**ROBERT WEISS**, professor emeritus, was honored with the Distinguished Service Lifetime Achievement Award by the Lane County Psychological Association. The association cited Weiss's long-standing commitment to science, education, and mentoring for the award.

## New Sculpture in Straub Hall Courtyard



The psychology department welcomed a new sculpture, *House for Phineas Gage*, to the north courtyard of Straub Hall in fall 2003. The sculpture was designed and built by Portland sculptor James Harrison, and was funded through building costs for the Lewis Center for Neuroimaging according to Oregon's One Percent for Art guidelines. A university-wide committee, which also included community artists, chose Harrison from a preselected group of Oregon artists.

Harrison said the sculpture, which was built using cedar wooden units of the same size, was an "experiment in masonry." According to Harrison, "The idea was to see how much plasticity you can get out of a unit of material. Instead of laying out a flat brick wall . . . this was to see how much torque and push and pull you could get from the material and still make a space." Harrison also ensured that the cedar was all locally grown and harvested using sustainable foresting methods.

# Do We Have to Remember to Forget?

ED VOGEL AND MIKE ANDERSON GARNER INTERNATIONAL ATTENTION FOR RECENT DISCOVERIES IN MEMORY RESEARCH

Ed Vogel's studies on how to get and keep information in memory and Mike Anderson's research on how to keep information out of memory were widely featured in scientific and popular media outlets this year. For the first time, these researchers independently discovered neural mechanisms that track remembering and motivated forgetting.

Vogel, an assistant professor in cognitive neuroscience, first captured the attention of an international audience when his latest line of studies was published in the prestigious scientific journal *Nature*. Vogel, who joined the UO faculty in 2001, coauthored the paper with his master's student, Maro Machizawa.

Capitalizing on the high temporal resolution of event-related potential (ERP) methods, Vogel and his students were able to track the moment-to-moment neural activity that allows us to attend to and maintain information in working memory. Visual working memory (VWM) is a dynamic process by which visual information features (e.g., color, size, shape, spatial location and orientation) are actively maintained for brief periods of time so that they are available for use. A prime example of an everyday VWM task is scanning a supermarket display for the "perfect" Red Delicious apple.

As participants remembered arrays of colored squares that varied in number from one to six items, Vogel identified an ERP component that persisted throughout the retention interval. The size of the component, termed contralateral delay activity, was highly correlated with the number of items held in memory and reached an upper limit that coincided with participants' memory capacity. Confirming previous research, this neural activity correlated with an average VWM capacity of only three items.

"The real key here is that visual working memory is a very limited-capacity system," Vogel said. "Given the small number of items that can be remembered at any given time, it is important to study how best to optimize performance."

Visual working memory involves the coordinated action of a number of neural systems, including areas in the visual cortex and areas in the prefrontal cortex responsible for higher cognition. Carefully studying all components of

VWM, Vogel's results call in to question the popular notion that memory capacity is best represented by a simple metaphor of "storage space." When it comes to memory performance, Vogel quipped, "It is not the size of the club that matters, it is how good the bouncer is."

Despite large individual differences in memory capacity performance that can be predicted with contralateral delay



Ed Vogel

activity amplitude, Vogel has shown that the amount of storage space is similar across people. Instead, Vogel finds performance differences related to the ability to filter out irrelevant information. These differences in efficiency of attentional control cause low capacity individuals to encode more "junk" information, leaving less capacity for relevant information.

Vogel is excited by these new findings, which indicate that training people to better select the information they let in to visual working memory may allow them to more efficiently utilize the space they have. Previous theories linking VWM performance to storage capacity left little room for improvement. Vogel has shown that how we maintain information in memory relies strongly on how we control what we let in. "We are constantly shuttling information in and out of working memory, and understanding the mechanisms by which we remember only the good stuff is very important," Vogel said.

This ability to "remember only the good stuff" is directly relevant to Anderson's recent *Science* publication that identified neural mechanisms of the active suppression of information in memory. Using functional magnetic reso-

nance imaging (fMRI), Anderson showed that the known mechanisms that minimize perceptual distraction, overcome memory interference, and stop habitual behavioral responses are also recruited to prevent unwanted memories from entering awareness.

"The definition of successful performance on [my laboratory tasks] is being able to keep a new trace out of awareness," said Anderson, who joined the cognitive neuroscience faculty in 1995. "This ability to inhibit distracting information is clearly important to the ability to get pertinent information into working memory."

Anderson first revealed the existence of such a suppression mechanism in the brain in a 2001 paper published in *Nature*. He took the research a step further during a sabbatical year at Stanford using fMRI to identify the neural systems involved in actively suppressing memory.

Participants were given thirty-six pairs of nouns, such as "ordeal-roach," "steam-train," and "jaw-gum," and were asked to remember them over five-second intervals. Their memory of the word pairs was tested until they reached about 75 percent accuracy. Participants were then tested in the fMRI under different conditions in which the thirty-six word pairs were randomly divided into three sets of twelve. In the first set, volunteers were asked to look at the first word in the pair (presented by itself) and recall and think about the second word. In the second set, they were asked to look at the first word of the pair and to *not* recall or think of the second word. The third set served as a base line and was not tested in the scanner task. Participants were given four seconds to look at the first word of each pair sixteen times during the thirty-minute task.

Following the fMRI testing, participants were retested on all thirty-six word pairs. Anderson found that the participants remembered fewer of the word pairs they had actively tried to *not* think of than the base line pairs, even though they had not been exposed to the base line group for a half hour.

The core findings showed that controlling unwanted memories was associated with increased activation of the left and right frontal cortex (the part of the

Continued next page

## Remember to Forget

Continued from previous page

brain used to repress memory), which in turn led to reduced activation of the hippocampus (the part of the brain used to remember experiences). In addition, Anderson and his colleagues found that the



Michael Anderson

more people activated their frontal cortex during the experiment, the better they were at suppressing unwanted memories.

Perhaps most interesting was the finding that persistent suppression of the unwanted memories actually served as a

mechanism for forgetting. "A memory gets worse the more one tries to avoid thinking about it," Anderson said. "If you consistently expose people to a reminder of a memory that they don't want to think about, and they try not to think about it, they actually don't remember it as well as memories where they were not presented with any reminders at all."

Anderson said the findings about the brain's ability to suppress memory could be used as a tool to better understand addiction and the ability of people to suppress unwanted thoughts related to craving. He noted that the inability to control memory pervades everyday experiences and is the hallmark of many disorders, such as attention deficit hyperactivity disorder, obsessive-compulsive disorder, schizophrenia, depressive rumination, and post-traumatic stress disorder.

"It's very satisfying to study something that has the potential to shed light on issues of human concern," Anderson said.

Vogel agreed that his research is directly relevant to understanding a

variety of psychological disorders and for improving normal and pathological functioning. "Such attempts to get everything into working memory (as in schizophrenia) may represent extreme examples of normal low capacity limits."

Anderson and Vogel plan to collaborate, taking advantage of their disparate methods and questions to find mechanisms of attentional control that are common to all areas of memory.

"Our methods are quite different, but we've recognized that, at a deeper level, we all have quite similar problems to solve," Anderson said. "I love that I am part of a department that recognizes we will learn so much more by cross-comparing the processes in our different domains than we ever could by chugging along on our own."

Readers interested in learning more about Vogel and Anderson's work can visit their websites at:

<http://darkwing.uoregon.edu/~vwma>

<http://darkwing.uoregon.edu/~blevy/lab/homepage.htm>

## Graduate Student Profile

### AN INTERVIEW WITH DOCTORAL STUDENT REBECCA SILVER

Since arriving at the University of Oregon in 2000 to begin her clinical training in child psychology, Rebecca Silver has made quite a mark in the psychology department and the Eugene community. Last year, Silver earned a coveted position as a predoctoral trainee on the Development and Psychopathology Research Training Grant (DEEP), and this year she received a prestigious two-year National Research Service Award (NRSA) from the National Institute of Mental Health.

Silver's research interests center around the ways in which social contexts such as families, classrooms, and child care influence child development. During her final two years at Oregon, the NRSA will allow Silver to concentrate her efforts on studying the development of antisocial behavior following children's transition to school.

"I've focused on this period because I believe that the transition to school can be a critical time during which children's behavior patterns can be altered, both positively and negatively," she said. "I am particularly interested in the ways

in which aspects of the classroom, like teacher-child relationships, in combination with child and family risk factors, shape later behavior."

Most recently, Silver has developed an interest in studying the profiles and time courses of female antisocial behavior. Traditionally, antisocial behavior and delinquency has been studied only in male samples, a fact that Silver believes represents a significant limitation to a very well-researched area.

Another area of enthusiasm for Silver is the dissemination, implementation, and evaluation of preventive interventions in school and community contexts. Along with her scientific endeavors, Silver has been involved in a project that aims to synthesize the empirical literature on school-based preventive interventions for violence and antisocial behavior, then make recommendations to school personnel for ways to use those strategies that decrease the risk of aggregating deviant youth.

According to her colleagues at Oregon, the Child and Family Center, the Oregon Social Learning Center (OSLC), and the Oregon Research Institute (ORI), it is no surprise that Silver's diverse re-

search interests and community outreach have captured the attention of national funding agencies. However, it is her collegial attitude that has most endeared her with the faculty and students in Eugene.

Given her tremendous impact on the department, *Psychology News* arranged an informal interview with this up-and-coming scientist. Excerpts from that interview appear below.

**Psychology News (PN):** When you were deciding where to pursue your doctorate, why did you choose Oregon?

**Rebecca Silver (RS):** I chose Oregon for several reasons. First, the UO has been recognized as having one of the best clinical psychology training programs and has developed a reputation for expertise in the area of developmental psychopathology. Second, Oregon has incredible resources available for research and clinical work with children and psychopathology through the psychology department, the Child and Family Center, and independent research centers in Eugene such as the OSLC and ORI. Third, when I

Continued next page



visited the UO I got an intangible feeling of “fit”—I enjoyed all of the people I met and felt Oregon was an intellectually stimulating, collaborative, and friendly environment.

**PN:** Do you feel supported in your work here at Oregon?

**RS:** I have felt very supported here at Oregon. The department as a whole has contributed to this, although I have felt particularly supported in my research by the faculty members with whom I have had the most contact. I think the department encourages student research in many ways. For example, the curriculum is very flexible and leaves a lot of room for research. In addition, faculty members facilitate and encourage multiple avenues for collaboration within, and outside, the department. Also, I received a lot of support, both from the psychology department and the Child and Family Center, during the process of writing the National Research Service Award proposal, both in terms of technical assistance and general guidance during my first grant writing experience. I have felt especially supported in my research by the primary faculty members involved in the Development and Psychopathology Training Program at the UO. The availability of this training grant was a huge source of support for my research and represents in many ways

the commitment of the faculty to student research.

**PN:** What has your award meant for your research, your time at Oregon, and your future career?

**RS:** Tangibly, it has provided me with funding for the next two years, which really broadens my horizons in terms of the opportunities I will be able to have. It also ensures my ability to stay at the UO for a fifth year, so that I can gain

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additional research and clinical training before graduating . . . . The Eugene community has so much to offer in terms of psychology-related experiences and I feel incredibly fortunate to have another year here. I think the process of writing the NRSA proposal will also be important for my career. Although grant writing will always be a daunting process, having the opportunity to go through the entire process before graduating takes some of the mystery out of it and will, hopefully, make it easier the next time around.

**PN:** Have you had any special opportunities at Oregon that you may not have had elsewhere?

**RS:** I’ve really felt that the UO emphasizes mentorship and collaboration—I’ve soaked up collegial relationships with several faculty members as well as other graduate students—which makes my training intellectually stimulating, enjoyable, and personally meaningful. And the connection between the psychology department and OSLC and ORI has been wonderful. The psychology department has helped me collaborate with researchers from those centers as well as gain clinical training through their intervention programs. These two centers are exemplary in their dedication to the intersection between research and practice, which is very important to me.

**PN:** Reflecting on your time at Oregon, is this a good fit for you?

**RS:** Eugene, the UO, and Oregon have lived up to all of my expectations. I have a great mentor, and I feel incredibly supported by several other faculty members. I have had the opportunity to collaborate with several researchers at ORI and OSLC. I have received great clinical training and have been able to get clinical training experiences in the Eugene community as well as the UO. I have really enjoyed the other graduate students in the department, both as friends and colleagues. And I love living in Eugene and being able to easily explore Oregon and the rest of the western part of the country.

# Re-Psyched

## Alumni Notes

**Elissa Jubelier '97**, recently earned her M.S. in genetic counseling from Brandeis University. She also completed a summer internship in Oxford, England, and afterward enjoyed visiting fifteen European countries. Elissa married fellow UO alum Justin Morris '98 last August. The couple lives in Portland. Elissa invites you to view their wedding website at [weddingchannel.com/](http://weddingchannel.com/).

**Maro Machizawa, M.S. '04**, recently accepted a research position at the Riken Brain Sciences Institute near Tokyo. Riken, similar to the U.S. National Institutes of Health, is Japan's leading funding agency for scientific research.

After finishing her Ph.D. in September 2003, **Bayta Maring** moved on to a research scientist position with the University of Washington's Office of Educational Assessment. As a program evaluator, Bayta investigates the effectiveness and impact of various educational programs on the UW campus. One of her clients is the University of Washington State Gaining Early Awareness and Readiness of Undergraduate Programs project, funded by the U.S. Department of Education. The purpose of the program is to expose middle school and high school students from rural and inner-city schools to college life by bringing them to

the UW for one week during the summer. Using pre- and postsurveys, student focus groups, and existing institutional data, Bayta and her colleagues hope to demonstrate that the experience increases the likelihood that these students will attend college. Some of her other project assignments include the Center for the Advancement of Engineering Education, funded by the National Science Foundation, and the University of Washington's undergraduate advising program.

**Sarah Nelson, Ph.D. '03**, is a tenure-track instructor in psychiatry at Harvard Medical School, Division on Addictions. She is applying her training as a social psychologist to the behavioral study of drug addiction in adolescents.

**Dennis Norman '75**, earned two doctoral degrees from Harvard University, one in human development and one in counseling and consulting psychology. He received his clinical training at Massachusetts General Hospital and has been its chief of child psychiatry since 1986 and the chief of psychology since 1989. Norman is an associate professor at Harvard Medical School, and also held a position on the Commonwealth of Massachusetts's Board of Registration of Psychologists for five years, serving as the chair his final year. He is interested in how people develop across the life span, coping with illness or trauma, and how to

train young psychologists to follow their hearts. Norman said he fondly remembers the many faculty members who "awakened and fostered" his interest in the field of psychology. He always looks forward to reviving his memories of the UO when he visits Oregon, where he returns at least once a year since his parents retired to Eugene.

**Gale Pearce, Ph.D. '03**, is a post-doctoral scholar in the Health and Aging Study, Department of Psychology, University of Utah. Her dissertation, entitled "The Everyday Psychology of Blame," has been nominated for the Distinguished Dissertation Award of the Society of Experimental Psychology.

### CONTACT US!

We would love to hear from all the alumni of the Department of Psychology. If you have any news, please write or e-mail Ulrich Mayr, University of Oregon, Department of Psychology, Eugene, Oregon 97403-1227; [newsletter@psych.uoregon.edu](mailto:newsletter@psych.uoregon.edu)

## Alumni Spotlight

Patricia Bruininks, Ph.D. '02, is preparing for her third year as an assistant professor at Hendrix College, a private liberal arts college in Conway, Arkansas. Ranked among the nation's top liberal arts colleges, Hendrix's motto, "Unto the whole person," is reflected in its strong emphasis on academic excellence through character formation, global awareness, and critical thinking.

Bruininks, recognized during her tenure at Oregon for excellence in teaching, felt immediately at home at Hendrix, where students enjoy classes that rarely exceed thirty students, with research-focused course

work and a laid-back atmosphere in which to test beliefs and boundaries. In her two years at Hendrix, Bruininks has taught psychology courses in emotion, judgment and decision-making, research methods, statistics, and general psychology. She also team-teaches a first-year seminar course entitled *Explorations* and an interdisciplinary course entitled *Vocation and Integrity*.

As the founder of the college's first psychophysiology laboratory, Bruininks takes every opportunity to introduce her students to research. "I feel that my education at the University of Oregon has been invaluable

in preparing me to run an active research program at a small liberal arts college," Bruininks said. "I see my research as another aspect of my teaching responsibilities, providing a one-on-one mentoring experience with some very bright upperclassmen."

Bruininks' research interests fall along two tracks. Her first area of interest is the emotion of hope, which she began studying as a graduate student at Oregon. She is currently finishing a manuscript that differentiates hope from other positive future

Continued next page



affective states, such as optimism. She is also continuing work on creating an individual difference measure of hopefulness. In addition to researching the psychophysiology of hope, she and her students are currently creating a web-based survey designed to measure hopefulness over time.

In line with emerging interest in the impact of culture on psychological processes, Bruininks' second area of interest is the social construction of emotion in the American South. A native of Tennessee, Bruininks became interested in studying how the U.S. North-South cultural division influences emotionality after she moved back to the South following a seventeen-year absence. Once she arrived in Arkansas, Bruininks said it did not take her long to recognize that the emotionality of Southerners seemed different from what she had encountered throughout her adult life.

"I recognized it was different because it was so familiar. While I anticipated and looked forward to

encountering Southern hospitality and warm and friendly people, I had forgotten about the politeness, manners, and self-deprecatory humor expressed by others and myself during my formative years in Tennessee," Bruininks remarked. "I also noticed and identified with the hesitancy of Southern women to express anger, even when social norms in other parts of the United States would have allowed and even expected such expression."

These observations led to an interest in studying how particular aspects of Southern culture are related to the experience, expression, regulation, and socialization of emotions. In terms of culture, Bruininks is focusing on the South's unique history—and perception of history—including the institution of slavery and its defeat in the Civil War, its religious life, its relative poverty in comparison with the rest of the country, its social customs, and its physical and psychological sense of place.

Funded by an endowment to develop new areas of research at Hendrix, Bruininks and one of her students spent this summer creating an overarching plan for this project, which she said required just as much research in the areas of history, religion, sociology, and anthropology as in psychology. Bruininks took a course on the Civil War and Reconstruction, and she and her student have traveled throughout Arkansas and Mississippi, consciously immersing themselves in Southern culture.

Among their first priorities is studying the experience and expression of intra- and interpersonal pride as well as group pride (i.e., *Southern* pride). They are also interested in compassionate vs. contemptuous pity. For example, Bruininks has observed that when someone is referred to as "pitiful" in the South, chances are the speaker is expressing compassion towards someone in need instead of contempt towards someone's shortcomings. Finally, as an extension upon the work of other emotion researchers, Bruininks is interested in Southerner's regulation of anger through social customs and manners.

*I feel that my education at the University of Oregon has been invaluable in preparing me to run an active research program at a small liberal arts college.*

Associate Professor Robert Mauro fondly characterizes Bruininks as "one of our best success stories." As her UO adviser, Mauro recalled that "Patty came to the UO with broad interests, a lot of talent, and not much confidence. She left, after having completed an outstanding dissertation, with a clear direction. She is doing what she wants to be doing, where she wants to do it.

"Patty's work on hope sheds light on a quintessentially human quality," Mauro continued. "Her work is leading us to a deeper understanding of the human condition and she is inspiring a new generation. What more could you ask?"

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The vitality and success of the Department of Psychology is due, in large part, to the ongoing financial support of our alumni and friends. The generous support over the past year from the benefactors listed on these pages will continue to help advance science and the human experience for years to come. These tax-deductible gifts to the University of Oregon Foundation provide an important source of flexible funds for special activities and programs in the psychology department.

Large endowments have provided important advances to the department, such as the new fMRI facility. However, smaller annual gifts are the cornerstone of private support to the university. These gifts make a tangible difference to what the psychology faculty and students can achieve—for example:

- An annual gift of \$2,500 from Stephen Boies, a former Ph.D. student of Mike Posner, and matching funds from employer IBM, is used for the Posner-Boies Fellowship Award. This fellowship is used to support the retention of “rising stars” among the faculty in our department, and last year alone it funded five faculty members.
- To honor his late wife, alumnus John Rudolph’s generous one-time gift created the Kathryn Rudolph Memorial Research Fellowship. This fellowship was used to support Associate Professor Kirby Deater-Deckard in a project that led to his recently published book, *Parenting Stress*.

- Pools of alumni donations support two prestigious memorial lecture series, the Fred Attneave and Leona Tyler lectures, in which internationally recognized scientists travel to the university to present the latest advances in research. These lectures, which are announced on the department’s website, are open to the public.

- Two of Norm Sundberg’s former students recently created the Norman D. Sundberg Fellowship Fund in Psychology, which provides scholarships to graduate students. With the help of additional donations from other former students, this fund was recently established as a foundation, which allows indefinite support.

- The many smaller donations provide critical funding to support the department during tight budgetary times.

If you would like to donate to the Department of Psychology, you can simply respond to the annual contact from the Alumni Giving Program. For gifts at other times, and to check whether your company has a matching gift program, visit the University of Oregon Foundation website, <http://www.uofoundation.org/>. Be sure to specify “Psychology AS0205” with your donation. For gifts of property or other assets, gifts with life income, or to set up your own endowment for a special purpose, call the College of Arts and Sciences Development Office, (541) 346-3950. Director Shauna Whidden and her staff will assist you with your gift.



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## A Letter from the Department Head

This is the fifth edition of the *Psychology News*, a publication designed to bring you up to date about events and developments in Straub Hall. In this edition's lead article, we highlight what has become a particular strength throughout the various areas of our department over the years: a focus on developmental processes during childhood and beyond. Obviously, such common themes are an excellent basis for fostering crosstalk and collaboration across area boundaries.

Just as individuals develop, so do departments. Times of rapid change are followed by times of stability and consolidation. Over the last several years, the department has seen the retirement of important faculty members. Fortunately for us, many of them retain active roles in research, mentoring, and administration. At the same time, we were also able to attract an excellent group of young researchers to join our faculty. With last year's series of new hires (see New Faculty Profiles), this phase of rapid change is nearly completed and we are now looking forward to a well-deserved period of consolidation. Bringing together our existing strengths with the new perspectives and areas of inquiry will produce exciting opportunities for innovative research initiatives. It will also serve as an excellent basis for our continued commitment to an integrative education in all aspects of psychology.

Most of the work on this newsletter was done by our excellent graduate student editors, Stacey Pederson and Alison Shawber. Many thanks to them! Stacey Pederson, who in a former life was an accomplished journalist, will graduate next term—a great loss for the newsletter team. We wish her continued success in her future career.

As always, we would like to hear your opinions on additions to next year's newsletter. Please send your suggestions to [newsletter@psych.uoregon.edu](mailto:newsletter@psych.uoregon.edu) or Ulrich Mayr, Department of Psychology, 1227 University of Oregon, Eugene OR 97403-1227.

All the best in the coming year!

Marjorie Taylor  
DEPARTMENT HEAD

Ulrich Mayr  
ASSOCIATE DEPARTMENT HEAD