The 2010-2011 academic year has been a most exciting and stimulating year. Our integrative symposium series featured our faculty in new exciting ways in four symposia: Interdisciplinary Perspectives on Executive Function, Complexities in the Nature and Developmental Sequences of Trauma, Where Psychology Meets Technology, and Health and Development within Diverse Family Contexts. In addition, we conducted our graduate council review and have initiated several improvements to our graduate and undergraduate program.

Our faculty have been extremely busy preparing grant submissions, increasing the number of grant submissions in 2010 up 75% from what was submitted in 2009 and increasing the total dollar amount by 98%. I greatly appreciate the devotion of staff members Vito Rontino and Nancy Klekas in assisting with these grant submissions. Currently seven grant submissions have received high priority scores and are likely to be funded, totaling over $12 million dollars. These grants represent exciting, creative, and cutting edge research in health psychology, applied cognition, and the development of emotion regulation.

Our graduate students have also achieved excellence in conducting research and in receiving awards for their teaching. Catherine Caska received the prestigious NRSA award from NIH for her dissertation research on “Marital Interactions and Cardiovascular Reactivity in Veterans.” The University Teaching Assistant award was won by three of our students (Matt Cribbett, Janelle Seegmiller, and Margaret Tarampi). Finally, three of our undergraduates were selected to be Ambassadors to the College of Social and Behavioral Sciences (Lauren Forrest, Clay Frandsen, and Shilo Platts). This is an exciting new program initiated by Dean Rudd as part of the exceptional undergraduate experience.

We look forward to an exciting year ahead as we prepare to hire two new faculty members in clinical neuropsychology and quantitative psychology. Thank you for your continued interest in our program and we wish you a wonderful spring and summer!
March 2011 Drs. Barbara Brown (FCS), Ken Smith (FCS), Carol Werner (Social Psychology), & Harvey Miller (Geography) received a NIH grant (Complete the Streets 3 Ways: Relationships with activity and BMI) investigating the effect of an environment change on physical activity: An exciting interdisciplinary collaboration in the college!

The investigators will evaluate an impending “Complete Street” intervention that will add a new light rail line, a bike path, and a multiuse trail to neighborhoods at high risk for obesity. The intervention will transform a distinctly pedestrian unfriendly street between downtown and the Salt Lake City airport. Complete Streets are intended to facilitate safe active transportation by cyclists, pedestrians, and transit users, not just automotive drivers.

March 2011 Dr. David Strayer, in CNS Psychology, received a contract from AAA to conduct the following work:

The objective of the proposed research is to develop a method for assessing cognitive sources of distraction in the vehicle. The investigator will plan to record eye movements using electrooculographic activity and time-locked measures of electroencephalographic activity while participants are a) driving in a high-fidelity driving simulator or b) driving an instrumented vehicle. The data collected in the 18-month project will establish a benchmark for rating the distraction potential of different in-vehicle activities (e.g., using a 1-5 star rating system for low to high levels of cognitive workload, respectively).
April 2011 Dr. Lisa Aspinwall, in Social Psychology, and Dr. Sancy A. Leachman, in Dermatology, received a grant from the National Cancer Institute for their proposal, Impact of Melanoma Genetic Testing on Health Cognitions and Prevention Behaviors.

The goal of predictive genetic testing for cancer is to alert carrier members of high-risk families to their elevated risk prior to the onset of disease, when early detection and even prevention may be possible. For such benefits to occur, people who carry a genetic predisposition to cancer must understand their elevated risk and believe that prevention and screening efforts will be effective in managing their risk. The proposed study examines how a positive genetic test result influences high-risk participants’ understanding and management of their melanoma risk over a two-year period, compared to participants who receive standard counseling based on family history alone.

April 2011 Drs. Frank Drews (CNS Psychology), Tom Cova and Phil Dennison (Geography) received a NSF grant for their proposal: Protective Action Triggers, timely work on understanding factors involved in emergency managers recommending protective actions to the public.

The goal of this research is to improve our understanding of the factors and thresholds that lead emergency managers to recommend protective actions to the public in the face of an environmental threat. Three key questions will be addressed in this context: 1) who should take action, 2) what is the best action, and 3) when should this action occur? The focus of this project is “trigger points” (or triggers), a novel decision aid used by emergency managers to combine an event with a recommended protective action for a threatened sub-population, such that the action is recommended if the event occurs. The objectives of this research are to: 1) extend current theory on protective actions to include triggers; 2) identify the factors that determine how a trigger is set in space and time, the relative importance of the factors, and the decision rule(s) used to combine the factors; and 3) develop and test cognitive and physical models of how triggers are set and detected.

Dr. Irwin Altman is the recipient of the 2011 Distinguished Alumni Award given by the College of Social and Behavioral Sciences.

In 2005, Dr. Altman retired from a 48 year career, including more than three decades at the University of Utah (1969-2005). He served as Chair of the Department of Psychology (1969-1976), Dean of the College of Social and Behavioral Science (1979-1983), Vice President of Academic Affairs (1983-1987), and was appointed as Distinguished Professor of Psychology in 1988. He received every award the university can award, including the University’s highest honor, the Rosenblatt Prize for Excellence. He is the author/editor of 20 books and 130 book chapters and professional journal articles. Dr. Altman has also been honored with awards from state and national professional organizations.

Throughout his tenure at the University of Utah, Irwin Altman placed a high value on scholarship, teaching/mentorship, and service to the University and the community at large. We are fortunate that Irv continues to serve the department and university in important ways.
DEPARTMENT NEWS: A LOOK AT THE YEAR’S HIGHLIGHTS

ANGELA NEWMAN RECEIVES INAUGURAL COLLEGE OF SOCIAL AND BEHAVIORAL SCIENCES STAFF EXCELLENCE AWARD

Executive Secretary Angela Newman has been recognized with the first Staff Excellence Award for the college. This honor reflects nearly 25 years of outstanding performance as the administrative assistant to the Social Psychology Ph.D. program. In addition to her responsibilities for supporting research, teaching, and administration in the Social Area, Angela handles all teaching evaluations and travel reimbursements for the department.

Angela was nominated by multiple faculty, students, and fellow staff. Fellow staff member Vito Rontino praised "her ability to get the job done swiftly, accurately, and with the best positive attitude... Diligent, hard-working, extremely reliable and always pleasant to work with..." Current Social Area program coordinator Lisa Aspinwall lauded Angela's planning and organizational skills, as well as her ability to manage multiple deadlines. "Not only does everything somehow get done well and on time, but she is also unfailingly pleasant and professional, even when managing multiple demands."

Social Area faculty member Carol Werner nominated Angela for multiple aspects of her superior work performance including problem-solving, initiative, and high personal standards, and made special mention of her advocacy on behalf of undergraduate students: "One trait I really admire in her is that she makes sure undergraduate students have access to faculty. If students stop by hoping to see an instructor, Angela helps the student find the office, make an appointment, leave a note, or send an e-mail. If she hears that a student needs a makeup exam, she always offers to supervise it to save the student the inconvenience and cost of the testing center. Her helpfulness to undergraduate students is largely unrecognized because these are tiny, generous acts for which she wants no recognition and no thanks. Yet they contribute immeasurably to students' success and to the creation of a supportive and more personal atmosphere at the University."

Angela is also the recipient of the University staff scholarship for academic performance. Congratulations, Angela, on both of these well-deserved awards.

STRESS FOR SUCCESS: SEEK IMMEDIATE PROFESSIONAL HELP WHEN SUICIDAL

Depressed people who are in imminent danger of committing suicide, which requires immediate help, often exhibit specific behaviors, says David Rudd, Dean, College of Social and Behavioral Science at the University of Utah. Rudd chaired a joint American Association of Suicidology and National Institutes of Health working group which compiled a list of the most serious behaviors. To read this list and more about the topic go to the article that appeared in the March 27th release of News-Press.Com by clicking on this link: http://www.news-press.com/article/20110329/HEALTH/103290307/1013/LIFESTYLES/Stress-Success-Seek-immediate-professional-help-when-suicidal

News Continued on Page 7
THE DEPARTMENT OF PSYCHOLOGY HELD A SYMPOSIUM ON FRIDAY, FEBRUARY 25TH, 2011, ENTITLED, "WHERE PSYCHOLOGY MEETS TECHNOLOGY."

IT FEATURED PRESENTATIONS FROM 4 PSYCHOLOGY FACULTY. CLICK THE LINK TO WATCH THE ENTIRE SYMPOSIUM ONLINE.

http://www.psych.utah.edu/feeds/videolistplayer.php?code=ad13a2a07ca4b7642959dc0c4c740ab6

**Dr. Frank Drews:** "Technology in Health Care: Friend or Foe?"

**Dr. Sarah Creem-Regehr:** "Embodiment in perception: What have we learned from virtual reality?"

**Dr. Carol Sansone:** "Learning via the Internet: Regulating learning and motivation over time"

**Dr. David Strayer:** "Multitasking in the Automobile"
March 17, 2011

Clinical graduate student Catherine Caska was awarded an NRSA (Ruth L. Kirschstein National Research Service Award) for her dissertation work (Marital Relationships and Physiological Reactivity in OEF/OIF Veterans with and without PTSD and their Spouses). This is an extremely prestigious award and evidence of the high quality and significance of Catherine’s dissertation. Up to 25% of service members who have deployed to Operations Enduring and Iraqi Freedom (OEF/OIF) show signs of Posttraumatic Stress Disorder (PTSD). Veterans with PTSD have increased rates of marital discord and cardiovascular disease and their spouses frequently report psychological distress relating to the veteran’s symptoms. This study will be looking at cardiovascular reactivity to marital discord in OEF/OIF veterans, with and without PTSD, and their spouses, with the overarching aim of better understanding the health and relationship risks of PTSD for military couples. To learn more about the award go to: http://grants.nih.gov/training/nrsa.htm

In October 2010, Catherine Caska was also the recipient of a research grant from the International Society for Traumatic Stress Studies (http://www.istss.org/Home.htm ) to help fund her dissertation work on cardiovascular reactivity to marital conflict among veterans and their spouses. Catherine’s advisors are Drs. Tim Smith and Keith Renshaw.

The ISTSS Student Research Grant (SRG) provides two $1,000 grants to student members who submit proposals judged to have the greatest potential to contribute to the field of traumatic stress. For further information regarding ISTSS Student Research Grant (SRG), go to: Website: http://www.istss.org/Content/NavigationMenu/Students/StudentArea/StudentResearchGrantApplication_1.pdf

March 3, 2011

Dr. Afesa Adams, a PhD graduate of the Psychology graduate program at the U of U, was recently honored at an awards dinner as one of the recipients of the University of Utah’s 2011 Founders Day Distinguished Alumni Award. To watch a recent interview with Dr. Adams, click on the following link: http://vimeo.com/21033097

Dr. Adams is further highlighted in this issue in our feature section, “Where are they now?” beginning on page 12.
February 25, 2011

Great news from the clinical psychology department: 100% of the students matched on internship and below are their internship sites. Congratulations go to these students and the excellent clinical faculty for a great job in training students. This year only 76% of students matched on internship nationally, so 100% is all the more impressive!!!

Rebecca Blais, VA Puget Sound, Seattle
Molly Ryan Butterworth, University of Utah-Counseling Center
Heather Gunn, Rush University Medical Center

October, 2010

CNS graduate students, Nate Medeiros-Ward, Janelle Seegmiller and Ann Lambert, were awarded Best Student Paper Awards at the 2010 Annual Meeting of the Human Factors and Ergonomics Society. The event was held at the Hyatt Regency San Francisco from September 27 through October 1 and was attended by more than 1,590 members and nonmembers from the United States and around the world. The papers are listed below.

“Dissociating Eye Movements and Workload on Lateral Lane Position Variability” Nathan Medeiros-Ward, Janelle Seegmiller, Joel Cooper, and David Strayer - Surface Transportation Technical Group Best Student Paper Award

“The Roles of Working Memory Capacity, Visual Attention, and Age in Driving Performance”, Ann Lambert, Jason Watson, Joel Cooper, and David Strayer - Aging Technical Group Best Student Paper Award

To learn more about HFES go to: http://www.hfes.org/web/Default.aspx
NEW NERVE CELLS HELP THE BRAIN TELL SIMILAR EXPERIENCES APART

In 1998, scientists reported evidence that the human hippocampus, a sea horse–shaped relay of cells important for learning and memory, is not only a depot for memories, but also a birthplace for neurons — thousands each month. While the hippocampus and the network around it are vital for saving new experiences, the nursery for nerve cells is restricted to a raisin-sized region of the hippocampus called the dentate gyrus. Work by Dr. Raymond Kesner and his colleagues has helped scientists understand how the dentate gyrus works in concert with the rest of the hippocampus. For memory to be accurate, the brain doesn’t record just an image but the entire context, says the psychology professor at the University of Utah.... “If you try to remember a story, time and place will always be important.” To read more about the current research on memory and the brain go to: http://www.sciencenews.org/index/feature/activity/view/id/68696/title/Making_Nuanced_Memories and read the complete article, Making Nuanced Memories, written by Laurel Bell that appeared in ScienceNews (Vol.179, Issue3) on January 29th.

WHAT’S SPIT GOT TO DO WITH SEX?

Dr. Lisa Diamond, Associate Professor of Psychology and Gender Studies at the University of Utah, is studying hormone levels in the saliva of 150 heterosexual couples to find links between biology and attraction. How are desires linked to hormone levels and why is it that some women’s attraction is more tightly linked to hormone levels, and others aren’t, are among questions that Dr. Diamond hopes to seek answers to. To read a more detailed description of Dr. Diamond’s present research and her research since coming to the University of Utah in 1999 go to: http://www.sltrib.com/sltrib/entertainment/51221531-81/diamond-women-research-sexuality.html?csp?page=1 and read the complete article written by Ben Fulton that appeared in The Salt Lake Tribune on February 10th, 2011.
GAY OR STRAIGHT, YOUTHS AREN’T SO DIFFERENT
For example, studies in Salt Lake City by Lisa Diamond, an associate professor of psychology and gender studies at the University of Utah, found that young gays had as many friends and were just as popular and socially connected as other teenagers. To read more of the January 4th, 2011 NY Times article written by Jane E. Brody go to: NY Times Article

SHOULD CHILDREN WHO ARE AT A HIGH RISK FOR INHERITABLE DISEASES BE TESTED AND TOLD THE RESULTS?
According to a study published in the December 2010 issue of Genetics in Medicine, most Utah parents who have the genetic mutation that increases the risk of skin melanoma want their children to be tested, believing it will help reduce the risk of disease because a person is most exposed to the sun as a child or teen. “People overwhelmingly said, ‘If there’s information, we want it. It will make us even more vigilant about protective measures and screening,’” said Lisa Aspinwall, a University of Utah psychology professor who worked on the study with researchers at Huntsman Cancer Institute. Read more about the study in an article written by Heather May for the Salt Lake Tribune’s December 27th issue at: http://www.sltrib.com/sltrib/home/50917788-76/mutation-risk-melanoma-utah.html.csp

LEAD WITH LOVE
Dr. David Huebner, Associate Professor in Clinical Psychology at the University of Utah, has produced a 35-minute documentary to help parents who have recently learned that their son or daughter is lesbian, gay, or bisexual. You can see the film for free online at www.leadwithlovefilm.com. A screening of the film, followed by a panel discussion with the creative team and some of the families who appear in the film, took place at the Salt Lake City Main Library on Wednesday, January 19th.

Produced by David Huebner and Jenny Mackenzie, LEAD WITH LOVE follows four families’ experiences in learning that they have a gay or lesbian child. Targeted to parents who are working through this news themselves, this poignant and informative film shares real stories from parents and children, factual information from psychologists, educators, and clergy, and concrete guidance to help parents keep their children healthy and safe during this sometimes challenging time.

“Entertaining and touching. A film that will save lives!”
- Dustin Lance Black
Academy Award Winning Screenwriter
THE DEPARTMENT OF PSYCHOLOGY HELD A SYMPOSIUM ON FRIDAY, DECEMBER 3RD, 2010, ENTITLED, "COMPLEXITIES IN THE NATURE AND DEVELOPMENTAL CONSEQUENCES OF TRAUMA."

IT Featured presentations from 4 psychology faculty. Click the link to watch the entire symposium online.

http://www.psych.utah.edu/feeds/videolistplayer.php?code=577ef1154f3240ad5b9b413aa7346a1e

CONTACT US: If you would like to comment on our newsletter and/or be an email newsletter subscriber, please contact us and we will include you on our email newsletter mailing list. We also would love to hear from all the alumni of the Department of Psychology. If you have any news, please write or e-mail newsletter editor:

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TEXTING TAKING A DEADLY TOLL ON ROADS

Distracted driving fatalities caused by cell phone use and texting soared in the space of three years, according to new U.S. government research. Dr. Frank Drews, an associate professor of psychology at the University of Utah, said that “this is a timely study that adds another piece to the literature on driver distraction.” Dr. Drews' research, which encompasses medical decision making, human error in medicine, human factors, visualization, and visual attention, also researches distracted driving. To read the entire article that appeared September 23rd, 2010 in Bloomberg Businessweek, click on the following link: http://www.businessweek.com/lifestyle/content/healthday/643505.html?campaign_id=rss_topStories

OPTIMISM CAN HELP, HINDER PATIENTS

Evidence is mounting that positive feelings can influence good health outcomes, much like negative emotions are associated with poor health, said Dr. Lisa Aspinwall, who researches attitudes and cancer care. To read the entire article that appeared in the September 23rd, 2010 issue of the Chicago Tribune, click on the following link: http://www.chicagotribune.com/health/sc-health-faces-1010-breast-positive-20100922,0,3658516.story

November 2, 2010

CNS graduate student, Margaret Tarampi, who also holds an undergraduate degree in architecture, was highlighted in an article recently published in gradPSYCH magazine (a publication of APA) on the training of “hybrid” psychologists that cross disciplinary boundaries. Many of the examples in the article reflect the cutting edge of cross- or trans-disciplinary research. This sort of across boundary training has been the discussion of much of the department’s self-study for the graduate council review. To read the entire article click: http://www.apa.org/gradpsych/2010/11/cover-mixing.aspx

Congratulations Margaret! We all look forward to your developing this area of neuro-architecture.
The Psychology Department at the University of Utah cordially invites High School Juniors who are enrolled in AP Psychology along with their teacher to attend:

"High School Psychology Day"
Monday, May 16th, 2011.

8:30 a.m. Introduction and welcome in Social Work Building – Auditorium Room 134
8:45 - 9:15 am - Psychology faculty describing psychology as a science and profession at the University of Utah
9:20 – 10:55 am – Breakout sessions - Students will breakout into groups of four rotating every 20 minutes
   Breakout sessions: one from each of four core areas; Clinical, CNS, Developmental, Social
11:00 – 11:30 am - Q & A with a panel of current students and CSBS student ambassadors

Bagels Provided

The University will be able to accommodate 120 students on a first reserve basis. To RSVP or for more information, please contact Gina Nelson-Seastrand at gina.seastrand@psych.utah.edu.
Map of the U of U’s Social Work Building (This is where students will begin their tour):
http://www.map.utah.edu/?&xmin=428115.3&ymin=4512172.3&xmax=428984.5&ymax=4512910.5&find=26&aerial=off
WHERE ARE THEY NOW?

AFESA M. ADAMS, PhD

Senior Research Associate
Florida Institute of Education
Professor Emeritus
Department of Psychology
University of North Florida
Jacksonville, Florida 32224

Our featured alumni for this issue’s Where Are They Now? is Dr. Afesa Adams, who recently received the University of Utah’s 2011 Founders Day Distinguished Alumni Award. To commemorate the founding of the University of Utah in 1850, the Alumni Association each year honors four alumni and one non-alumnus who have distinguished themselves professionally, served the local and national communities, and supported the University in its mission. Dr. Adams is an innovative educator noted for her commitment to both education and civil rights.

Dr. Afesa Adams MS’73 PhD ’75 (Phi Kappa Phi) holds a PhD in Psychology from the University of Utah - the first African American to receive a PhD in Psychology from the university. She has held faculty and academic leadership positions at the University of Florida, the University of Utah (most notably, Associate Vice President for Academic Affairs and Chair and Associate Professor, at the Department of Family & Consumer Studies) and the University of North Florida. Over the course of her career she taught courses
in Psychology and Ethnic Studies, fostered the development of programs to enhance the development and inclusion of women and minority group members in academic and community settings, and worked with families at the local and national levels. Dr. Adams coordinates the work of the FIE Family Engagement Initiatives and is actively involved in literacy related family programs.

“As I think back to the naïve girl I was when I first set foot on campus in 1954, I marvel at the many ways my life has been shaped by my experiences in the University environment. The knowledge I've gained, the skills I've developed, the friends and relationships, opportunities and challenges - disparate elements that coalesced in such a way that both my dreams and the dreams that others wished for me became a reality.”

PN: What is your present professional role and niche?

The Florida Institute of Education is an applied research center at the University of North Florida in Jacksonville, Florida. The Institute's mission is to strengthen the quality of education in Florida by developing and implementing collaborative programs and activities among Florida’s universities, community colleges, public schools, school readiness agencies and communities. My affiliation with FIE began in 2002 as a segue to retirement; I haven’t retired because of the importance of the work to the population we serve. It is a stimulating, well managed environment and I’ve learned a lot working here. A major focus of my work at FIE has been engaging families from low income communities in the education of their children. The goal of the projects is to identify barriers to participation and develop and test strategies to eliminate the barriers.

PN: Your mentor in the graduate program and date of PhD.?

I received my PhD in 1975. When I was a student faculty/student mentoring relationships were informal and I was fortunate to receive guidance and coaching from all
the members of my committee which included Charles Turner, my advisor, David Dodd, Irv Altman, Marty Chemers and B. J. White. Charles Turner was an excellent advisor for me and the opportunity to work closely with him made all the difference in my graduate career; I am sure that his influence can be seen in the ways I work with graduate students.

Irv Altman has been a mentor throughout my career. In addition to serving on my committee he conducted formal and informal seminars in which I participated and I worked closely with him on programs and activities to increase the participation of minority students in the graduate program. My mentoring relationship with Irv did not end with my graduate studies, his coaching and consultation has been invaluable over the years and many of my beliefs and approaches to teaching, scholarship and academic administration can be traced to my observations, interactions and association with him. I have also been mentored by Gloria Altman, whose insight, wisdom and friendship has been invaluable over the years.

**PN: One aspect of graduate work that prepared you for first position?**

The professional socialization that I experienced during my graduate studies made a difference during the early years of my career. The socialization came through observation and interactions with faculty, visiting researchers and scholars in formal and informal settings. My experiences during graduate school gave me the confidence I needed to function in a wide range of settings and take advantage of opportunities for professional growth and development.

**PN: Advice or wisdom for current students?**

I remember a conversation with Dave Raskin during which he commented on the importance of taking advantage of the opportunities for learning that one has in graduate school and that I would wish for those days once they were behind me. While I haven't wished for those days, I have learned that every experience is an opportunity for learning and that I am wise to treat them as such.
PN: Would you comment regarding your recent talk here, Promoting Diversity in Higher Education, on the obstacles a learning institution faces in promoting diversity.

While not suggesting I have all the answers I will make a couple of suggestions. First I think they should be active in their efforts--i.e. go beyond being willing to actively demonstrate their interest. One approach is to infuse minority group members throughout--students, staff, faculty, administration so that seeing and interacting w/ people of color is the norm not the exception. Departments could encourage their faculty to network with colleagues at other universities to identify potential faculty members and begin building relationships before those students enter the job market; another strategy might be for the university to fund post-doc or research oriented positions that provide the resources (time, guidance, financial support) needed to hone the skills and competency (professional development and growth) needed to succeed, without the pressures of tenure, and might lead to tenure there or at another research university. Departments can review expectations and criteria for tenure to ensure they aren’t biased against the interest and methodologies found to be most appropriate for research of interest to minority scholars.

Another approach might be to establish an annual research symposium -- the focus could vary from year to year-- in areas of faculty interest, designed to provide opportunities for scholars interested in minority groups to gather, exchange ideas, develop working relationships, learn from each other while at the same time building skills, knowledge--personal, professional and institutional --and interest in the institution and location.

Intentions and passive approaches aren’t enough. If real change is going to occur, direct action will be needed. Institutions could begin by showing what they have done in the context of their vision for the future.
## GRADUATE STUDENTS PARTICIPATING IN FRIDAY, MAY 6TH, 2011 COMMENCEMENT

### PH.D.

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![Wendy Birmingham](image1)  ![Masha Komolova](image2)  ![Andrea Morris](image3)

![Emily Traupman](image4)  ![Michele Villalobos](image5)
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When Charlie Shimp came to the University of Utah in 1967, he joined a department that was growing at a pace that is almost impossible for us to imagine today. Twelve new faculty members were hired that year, nearly doubling the size of the Psychology Department. The department was located in what is now called the Annex but was then referred to as the Barracks – space that was no doubt intended to be temporary when it was constructed. Behaviorism was an important focus of experimental psychology at the time. We can assume that at least on paper Charlie fell into the category of operant conditioning psychologists, working with pigeons in the style of BF Skinner and learning how behavior patterns change with different reinforcement schedules. One suspects, however, that even then the scope of his interests and talents made it difficult to label him in any simple way.

Indeed, Charlie's influence on the intellectual life of the department has been profound precisely because of his willingness to challenge unexamined but widely-held assumptions. He is a student of behavior who has investigated awareness in non-human species and enabled pigeons to “self-report” on their own behavior; he is a mathematician who has developed computational models to understand such seemingly non-behavioral concepts as attention; he is a talented musician who manages to work musical (and automotive) analogies into most conversations; he is a philosopher who is currently exploring the relationship between human values and scientific decision making; he is an historian whose broad perspective enriches our current understanding of the field and of academics in general; he is an extraordinary teacher who celebrates the world of ideas and has encouraged countless students to feel free to explore new ways of thinking beyond their traditional scientific training; he is an ethicist who is deeply concerned with power differentials and their consequences for students. In short, Charlie is a consummate scholar, with an intense and insatiable intellectual curiosity and a brilliant mind to match.

By any measure, Charlie's contributions to the field and to the department have been impressive. His scholarship is highly respected by his peers both within the department and nationally, and his work has been well-funded and well-published throughout his career. His extensive editorial and professional service is one measure of his reputation within the field. The courses he has taught over the years have been many and varied, ranging from Operant Conditioning to the Psychology of Music. But one of Charlie's greatest impacts on the department was his service as Chair from 1990-1996. There were many budgetary challenges to be sure, but a strong feeling of optimism and growth prevailed. Many administrators will endorse the notion that any successful department needs to capitalize on the diverse talents of its members, that trying to impose a single template to which everyone conforms will ultimately diminish the academic community. Charlie not only endorsed that view but acted on it, showing a remarkable capacity to appreciate an individual's unique abilities and to help him develop his interests in a way that made that person feel valued and that enriched the department as a whole. It is an extraordinary legacy for which we thank you, Charlie.

- Frances Friedrich, Ph.D.
Tom joined the University of Utah faculty in 1968 as part of a huge boom in department growth. Tom's work at the time was largely centered in the Behaviorism movement and continued in this vein for over two decades. But to merely describe this part of his career misses perhaps the most exciting directions.

To begin, I can’t capture Tom’s career without spending substantial time on teaching. From the early nineties to present day Tom has accumulated virtually every teaching award given at the University. His accomplishments in this regard range from the Superior Teaching award all the way to being appointed as a Presidential Teaching Scholar, being recognized as an Exemplar of Technology Delivered Instruction by the Utah System of Higher Education and most recently receiving the highly coveted Calvin S. and JeNeal N. Hatch Award. These awards are well deserved in that I still run into graduates from our undergraduate program that only recall Tom’s Mind and Nature class from their entire training and speak excitedly on how it still impacts their career. He knows how to make an impression, providing complex ideas into consumable chunks. It is no surprise he was a coveted instructor.

I wonder if our department would have as substantial an online footprint if not for Tom. He was an early adopter of teaching online having generated almost forty programs to facilitate and innovate online curriculum. Many of these tools culminate in an online statistics course which allows students to take the role of the experimenter, generate data, play with tools that teach sampling distributions and power, and teaches them how to draw conclusions about their toolbox generated study. This hands on approach to online learning forces the experience to be much more than merely reading or listening, turning it into an interactive learning sandbox.

Beyond this online course, Tom has continued to innovate online teaching tools, in many ways creating the pathway towards the future of our field. His philosophy has always seemed to be that we need to think of how the online world allows us to teach in ways we can’t in the classroom. Programs like OPEN (which you may know as OLMS) and Groupware allow for integrative learning experiences where students could interact with one another and grade one another’s performance well before our university adopted tools such as WebCT.

To me, the true gift of Tom’s career came from a shift in his identity when Behaviorism seemed to no longer satisfy his curiosity. In searching for a new paradigm, Tom came across Bateson’s writings and became enamored with the notions of Dynamical Systems Theory. Believing that Bateson’s ideas were integral to our understanding of the mind, Tom read broadly finding the Biologist Kaufman who broached Systems Theory through building and studying Boolean Networks.

Boolean Networks are a relatively simple idea. Imagine a series of on/off switches where the decision of whether a switch is on or off in the next moment is a function of the current position of other switches. In a way, this is a simplified form of neural network, but becomes a paradigm under which great complexity can be observed. This simple mathematical analogy gave Tom a method to try to understand the complexity of the mind. Building a simulation program, Tom began to study the emergent patterns that ended up being anything but simple and has continued to influence his thinking.
Senior Thesis Program Overview

The senior thesis program is a research intensive program designed for undergraduates considering a career in psychology and is highly recommended for those considering a PhD. Students apply to the program [http://www.psych.utah.edu/advising/seniorthesis.php](http://www.psych.utah.edu/advising/seniorthesis.php) and applications are reviewed by the Psychology Undergraduate Committee. Those chosen work with a professor on a research project for three semesters, from start to finish, by designing the research project, gathering all necessary data, writing up the findings and presenting the findings in the final spring semester at a poster session. Featured on this page are the senior thesis students who have completed their research projects.

The minimum requirements for eligibility are:

1. Psychology Intermediate Major or Full Major status.
2. A minimum GPA of 3.5.
3. Current involvement in a research lab or previous lab experience.
4. Sponsorship by a Psychology Department Faculty member or Graduate student.
5. If an applicant has not met one of the above conditions, the research mentor must include a request and an argument for the student to be considered for the senior thesis program.

- **Chelsey Brothersen**
  - "Narcissistic Responses to Affective Priming"
  - Mentor: Fred Rhodewalt, PhD

- **Istenya Boyle**
  - "Aging Differences Mediated by Speed of Processing in Driving Performance"
  - Mentor: Dave Strayer, PhD

- **Sarah Bell**
  - "Gender Differences in Aggressive Driving Behavior: The Mediating Role of Feminine Constructs"
  - Mentor: Dave Strayer, PhD

- **Tonee Peterson**
  - "Negative Effects of Positive Stigmas: Men in Mathematics"
  - Mentor: Paul White, PhD

- **Jillyn Spencer**
  - "Supertaskers"
  - Mentor: Dave Strayer, PhD

- **Clay Frandsen**
  - "Self Reports vs. Spouse Ratings of Personality as Predictors of Marital Adjustment & Behavior During Marital Disagreement"
  - Mentor: Tim Smith, PhD

- **Katherine Yant**
  - "Individual Differences in the Control of Cravings and Urges: Associations with Attentional Control"
  - Mentor: Paula Williams, PhD

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Every year the Psychology department Undergraduate Committee convenes to choose several scholarship applicants who represent diversity and excellence in our undergraduate population. Students are selected based on their involvement with Psychology related activities, research, student group membership, service and academics. Recipients of the award are given full tuition waiver for fall and spring semesters of the following academic year.

Applications for the departmental scholarship are available at [www.psych.utah.edu/advising](http://www.psych.utah.edu/advising) and should be submitted to the Psychology advising office (Behs room 507) by the last Friday in January every year. Students must be fully declared Psychology majors, Utah residents and maintain a cumulative GPA of 3.5 or above. Applicants will be asked about their current activities as well as their future goals, so students with a clearly defined career path in the field are encouraged to apply.

The College of Social and Behavioral Science also offers an honor roll scholarship. Congratulations also to 3 psychology students who received College scholarships this year!!

Honor Roll – Lincoln Bradshaw, Orrin Colby, and Stefan Huynh
Edited Book: Dr. Patricia Kerig


Edited Book: Dr. Monisha Pasupathi
Editors: Kate C, McLean, Monisha Pasupathi 2010
New York: Springer Publishing

“This book focuses on understanding the life stories of adolescents and the relationship to developmental maturity. … It is intended for researchers, clinicians, and graduate students in developmental, clinical, child, and school psychology as well as allied mental health and education fields. … great need to understand teenagers and help them as they grow into adulthood. … The international authorship gives readers a chance to understand youth from all over the world. Clinicians working with teenagers will find this of great help.”

-Gary B. Kanuk
Doody’s Review Service
May, 2010)
Edited Book: Dr. Cynthia A. Berg
Editors: Karen L. Fingerman, Cynthia A. Berg, Jacqui Smith, Toni C. Antonucci
2010
New York: Springer Publishing

This handbook comprehensively investigates the physical, cognitive, and socio-emotional development of the aging population. Covering innovative new theories of aging, the book discusses behavioral genetics, socio-emotional selectivity theory, various ecological models, and more. The book also examines the dynamics of close relationships among the elderly population, temperament and personality traits, and psychopathology.

Authored Book: Dr. Yana Suchy
Clinical Neuropsychology of Emotion
2011
New York: Guilford Press

Review:
"It is an engrossing read for anyone interested in age-old questions about the emotional brain. Suchy’s superb integrative approach will help transform the neuropsychology of emotion from an interdisciplinary area of research and practice to a truly transdisciplinary one."

- Meryl A, Butters, PhD
Department of Psychiatry
University of Pittsburgh School of Medicine
Authored Book: Drs. Sarah Creem-Regehr and Jeanine Stefanucci
Authors: William Thompson, Roland Fleming, Sarah Creem-Regehr, and Jeanine Kelly Stefanucci
April 11, 2011
Boca Raton, FL: A K Peters/CRC Press

This work provides an introduction to human visual perception suitable for readers studying or working in the fields of computer graphics and visualization, cognitive science, and visual neuroscience. It focuses on how computer graphics images are generated, rather than solely on the organization of the visual system itself; therefore, the text provides a more direct tie between image generation and the resulting perceptual phenomena. It covers such topics as the perception of material properties, illumination, the perception of pictorial space, image statistics, perception and action, and spatial cognition.

RETIRED MENT 2011 - CONTINUED

From this paradigm shift, Tom has had a recent expansion of ideas and publications into understanding emergence, its implications on perception through perceptual hierarchies and on how perception of form is really something that cannot truly be captured by still shots that we commonly use. Even now, he continues to innovate on the implications of distributional differences that occur in complex systems on perception and how inherent symmetry built into complexity may be something perception naturally capitalizes upon. It is this drive for knowledge that makes a person a good researcher and rather than slowing down, Tom has recently gained momentum.

To know Tom personally is to know a truly deep thinker. He is a sharer of ideas, as anyone can see merely by going to his extensive webpage where every program he ever wrote is offered for free with extensive explanations for each phenomenon he has studied. He speaks with clarity that I cannot always find myself while challenging our beliefs of how psychology must work and what tools are the proper tools for study. And lastly, he is a philosopher on the Nature of the Mind asking questions that are the foundations of the future. They are the foundations of how we will likely teach in the coming decades and they are the foundations of how we will likely come to understand the inherent complexity that is the human being. Tom will be my colleague for many years to come.

Jonathan Butner, Ph.D.
Associate Professor, Social Psychology
Department of Psychology, University of Utah
MISSION STATEMENT

- Initiate further involvement of the undergraduate student body within the Department of Psychology through provision of events and opportunities designed to enhance their academic experience.
- Provide leadership and representation for the undergraduate students in Psychology at various institutional levels.
- Represent the Dept. of Psychology through community service.

It’s never too early to get involved in Undergraduate Research!

Undergraduate Research Seminar hosted by PSY SAC
(November 10, 2011 – Location TBA)

Come meet & mingle with professors and graduate students. Learn about their research and opportunities for involvement.

Free food!

We are recruiting candidates to join SAC for the 2011-2012 school year! Email psychsac@gmail.com for applications and more information.
# Graduate Student Awards & Honors 2011

<table>
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<tr>
<th>AWARD</th>
<th>RECIPIENT</th>
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<tr>
<td>Clayton (Department Scholarship)</td>
<td>Jenny Cundiff (research on underrepresented populations)</td>
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<td></td>
<td>Nate Madeiros-Ward (research excellence)</td>
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<td></td>
<td>Kristina Rand (research excellence)</td>
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<td>B. Jack White Award (Department Scholarship)</td>
<td>Catherine Caska, Margaret Tarampi</td>
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<tr>
<td>Kevin Hawley Award (Department Scholarship)</td>
<td>Jenny Cundiff</td>
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<tr>
<td>Graduate Research Fellow (Graduate School Award)</td>
<td>Jenn Larson</td>
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<td>Eccles Fellowship Award</td>
<td>Catherine Caska</td>
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<td>University Teaching Assistantship (Graduate School Award)</td>
<td>Janelle Seegmiller</td>
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<td>Matt Cribbet and Margaret Tarampi</td>
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<td>APA, Division 38 (Health Psychology) Student Research Award</td>
<td>Jenny Cundiff (Status Dominance &amp; Cardiovascular Reactivity)</td>
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<tr>
<td>2011 Gustafson Graduate Scholarship (excellence in statistics)</td>
<td>Jenny Cundiff</td>
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<tr>
<td>Graduate Honor Roll Scholarship (College Award)</td>
<td>Margaret Tarampi</td>
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<tr>
<td>Best Graduate Student Paper (Society for Sex Therapy and Research)</td>
<td>Julia MacKaronis</td>
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<tr>
<td>Best Graduate Student Poster (National Conference in Pediatric Psych)</td>
<td>Peter Osborn</td>
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THE DEPARTMENT OF PSYCHOLOGY HELD A SYMPOSIUM ON
FRIDAY, APRIL 22ND, 2011, ENTITLED:
"HEALTH AND DEVELOPMENT
WITHIN DIVERSE FAMILY CONTEXTS."
IT FEATURED PRESENTATIONS FROM 4 PSYCHOLOGY
FACULTY. CLICK THE LINK TO WATCH THE ENTIRE
SYMPOSIUM ONLINE.
http://www.psych.utah.edu/feeds/videolistplayer.php?code=05049e90fa4f5
039a8cadc6acbb4b2cc

**Dr. Cindy Berg:** "Benefits of Parental Involvement in Adolescent Diabetes"

**Dr. Bert Uchino:** "Biological Mechanisms Potentially Linking Social Ties to Health Outcomes"

**Dr. Lisa Diamond:** "Who fares worst in single-parent homes? The role of individual differences in adolescent autonomic reactivity"

**Dr. David Huesner:** "Out of the fire, into the frying pan? How family contexts can contribute to LGB health disparities over the lifespan"
We need your help to maintain and improve our programs, especially during this difficult economic time.

Your contribution will be used to help undergraduate and graduate students, faculty and the full range of departmental programs.

1. Supporting graduate students. We compete nationally with other departments for the best graduate students. The largest problem that we face is a lack of competitive stipends for our graduate students and research assistantships for graduate students to focus on their research.

2. Undergraduate education. Our Psychology major is one of the more popular majors on campus and our undergraduates often have multiple competing demands for their time (school, work, family). Funds are needed to support undergraduate travel to national conferences that facilitates students in pursuing degrees beyond the undergraduate degree and scholarships that ease the economic burden.

3. Keeping our excellent faculty members. The continued success of our rising national ranking depends on attracting and retaining our excellent faculty. The national and international reputation of our existing faculty means that they are frequently recruited by other institutions.

To contribute to our Friends of Psychology Fund, visit our website (http://www.psych.utah.edu) and use your credit card on the UU secure online donation system or mail a check to

\[
\text{Department of Psychology} \\
\text{University of Utah} \\
380 S. 1530 E., Rm. 502 \\
Salt Lake City, UT 84112
\]

If you have a specific idea for supporting the department that is not listed here, please contact Psychology Chair Cindy Berg at 801-581-5380 or Cynthia.berg@psych.utah.edu