

psychwatch

The newsletter of the Department of Psychology at Northwestern University
2019



A Note From the Chair

By: Richard Zinbarg

Hello! There have been three big changes in the Psychology department since you last received a copy of Psychwatch! First, we have a new department Chair – me! I took over as interim Chair in the middle of Fall quarter this past academic year and in April of 2018 I agreed to serve as Department Chair for an additional two years to complete a regular three-year term. Perhaps the most relevant thing that you - our alumni – need to know about me is that I am one of you! I began my doctoral training in our department in 1983 and received my PhD in Psychology from NU in 1989. When I addressed the graduating Psychology majors and graduate students at graduation this year, I shared with them that I loved my graduate experience at NU and my dream as a doctoral student was to return to NU as a faculty member some day! It took some time, in part as our department has a taboo against hiring our own doctoral students. Thus, after leaving NU with my doctorate in hand, I spent three years as a post-doctoral fellow (in Albany, NY – the hub of the universe!) and six years as an Assistant Professor at the University of Oregon (go Ducks!). But I was recruited back to NU in 1999 and I am therefore a living, breathing poster child for the notion that dreams can come true! For our recent graduates just starting out and our more seasoned alumni who may be contemplating a big life change, I hope you can draw some inspiration from my journey. I must admit though that my dreams never included serving as Chair of the department! The position brings with it more responsibility than I ever thought I wanted and I am honored to have the confidence of my many wonderful colleagues and administration that I can do a competent job of shouldering those responsibilities. I am human so will sometimes make mistakes and otherwise stumble. However, I do love our department and am known for my conscientiousness (indeed, for those of you familiar with the Big Five Model of Personality, you will appreciate that back in the days when we had five core faculty members in the Clinical Psychology program, we were each referred to by the graduate students according to the Big Five trait we each most exemplified and I was known as the Conscientiousness member of the group), so I will be committed and dedicated to doing the best job I can as long as I remain in this role.

A second set of big changes is that we have added four new faculty members to our department since the last edition of Psychwatch was circulated. Thus, Assistant

Professors Sylvia Perry and Leoandra Rogers joined our department in the 2016-2017 academic year and just completed their second years with us. We successfully recruited Caterina Gratton in the 2016-2017 year and she will be joining us as a brand new Assistant Professor at the start of the coming academic year. In addition, in this past year we successfully recruited Alissa Levy Chung who will also be joining us as an Associate Professor of Instruction at the start of the coming academic year. We are excited to have all four of them join us and they are each featured in other articles in this edition of Psychwatch so I won't say more about them here.



In addition to the “comings” we’ve experienced with Assistant Professors Perry and Rogers and will be experiencing when Assistant Professor Gratton joins us, our final major change is a “going”. Professor Doug Medin officially retired at the end of the 2017-2018 academic year. Professor Medin’s importance to the field and to our department cannot be overstated. His seminal contributions to the field of Psychology have been recognized in his receiving several of the highest honors a psychologist can receive. His honors are too many to list them all here so I’ll just pick out two of the most prestigious of them. Thus, he served as President of the Association for Psychological Science (APS) in 2011 – 2012. The list of prior and subsequent APS Presidents reads like a Who’s Who in Psychology including luminaries such as Janet Spence, Gordon Bower and John Darley to name just a few and Professor Medin very much belongs in that august and highly selective group. In addition, he was elected to the National Academy of Sciences in 2005 - an honor that is even more rare for a psychologist as my best estimate is that psychologists make up only 5% of the membership of the National Academy.

Professor Medin made enormous contributions to NU and our department. He first joined the NU Psychology department in 1992 and his leadership potential was recognized immediately, serving as Chair of our department from 1994 to 1998 and again from

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ABOUT PSYCHWATCH

PsychWatch is a newsletter for alumni, faculty, and friends of the Department of Psychology at Northwestern University. The graphics in the masthead of the newsletter are details from the lights in the Swift Hall entry, a distinctive architectural feature of our historic building. Your comments are always welcome. Please contact us either by mail, at PsychWatch, Department of Psychology, Northwestern University, 2029 Sheridan Road, Evanston, IL 60208; or e-mail at: psychology@northwestern.edu.

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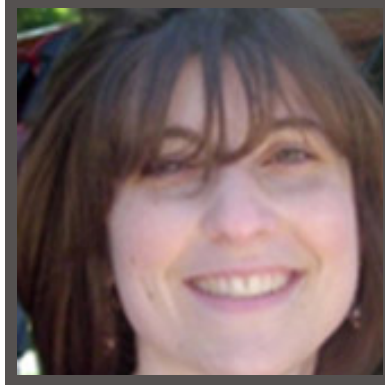
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New Faculty Profile: Alissa Levy Chung - Associate Professor of Instruction

Professor Alissa Levy Chung is a clinical and developmental psychologist who received her Ph.D. from the University of Minnesota (Institute of Child Development and Clinical Psychology). She is joining the faculty as an Associate Professor of Instruction. Her early research focused on the intergenerational transmission of parenting and the role of early experience in the development of psychopathology. She was fortunate to be able to work on the legendary Minnesota parent-child longitudinal research project and to develop expertise in the assessment and coding of infant and adult attachment.

Alissa did her clinical internship and postdoctoral work at the Institute for Juvenile Research in the Department of Psychiatry at the University of Illinois at Chicago. She participated in parenting assessments of parents with mental illness who had lost custody of their children and created an assessment and intervention program for adolescent parents who were wards of the state, along with her colleague, Julia Kim-Cohen, Ph.D.

For the past several years, Alissa shifted her focus to teaching and was as a member of the adjunct faculty in the School of Education and Social Policy (SESP) at Northwestern from 2010 through 2014. In SESP, Alissa taught courses in developmental and clinical psychology, creating a Developmental Psychopathology course for the department. During her years in SESP, Alissa received the student nominated Outstanding Instructor Award, as well as three faculty honor roll awards from the



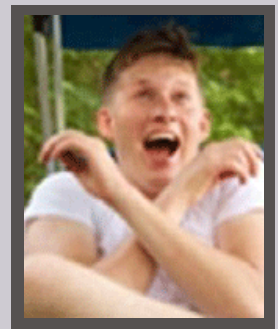
Associated Student Government. Previous teaching experience also included participating in the development of and subsequently teaching classes in the infant mental health specialization program in graduate studies at Erikson Institute in Chicago.

In addition to her academic career, Alissa has been a licensed clinical psychologist in private practice for the past 18 years, working with children, adolescents, adults, and families throughout Evanston, Chicago, and the North Shore. As a developmental and clinical psychologist, Alissa applies research, theory, and knowledge from the field to the treatment of a wide range of mental health challenges across the age spectrum. She has significant clinical experience in the areas of trauma and maltreatment and believes that therapy can be an essential tool for helping people develop their capacity for resilience. Alissa has been active in the Evanston public schools and has been a special education advocate for families around the area as part of her clinical practice. A native Evanstonian, she and her husband are raising their three daughters in Evanston. Alissa feels very fortunate to be a part of both the Evanston community and the university.

GRADUATE STUDENT PROFILE: NATHAN COUCH - COGNITIVE

Nathan is a fourth-year graduate student in the cognitive psychology program. A native to flatland central Illinois, Nathan was raised by a father who taught him to garden and a mother who taught him to program. While he enjoyed country-life — with the notable exceptions of hunting and fishing — Nathan felt most comfortable reading and asking odd questions,

which led him to study philosophy at the University of Illinois at Urbana-Champaign. While there, he developed a love of mathematics and a



fascination with how something so abstract could tell us so much about the world. After a year living in southern China, Nathan returned to his alma mater to do research on language production. One more shift in focus led him to Northwestern, where he works with Lance Rips on various topics in higher-level cognition, including people's reasoning about explanation and causality.

Nathan's primary research project is on how people understand and explain mathematical statements, such as " $3 \times 7 = 21$." His and other's research suggests that people can make sense of statements like these in many different ways, either by relating multiplication to addition — if you add three 7's together you get twenty-one — or to statements about collections of objects — that putting together three groups of seven objects gives you a group of twenty-one. This project is in its infancy, but Nathan hopes that it will provide insight into how people think of the relationship between mathematics and reality.

In addition to his research, Nathan is pursuing a Master's in Statistics, a topic that he finds as richly rewarding as the math that originally captured his interest. He also spends much of his time teaching undergraduates as a teaching assistant or providing statistical and programming consultation to his peers in the department.

When thinking about his ideal life, Nathan frequently overlooks the limits of time and resources to imagine researching psychology full-time while concurrently managing a small, permaculture farm, developing Asimov's predictive science of psychohistory, running a statistical consultation firm, and camping or backpacking every other weekend. While he realizes this vision is unrealistic, he does not see what is to be gained by admitting as much.

New Faculty Profile: Caterina Gratton - Assistant Professor

Dr. Caterina Gratton is a cognitive neuroscientist and Principal Investigator of the Gratton Lab at Northwestern University. Dr. Gratton is originally from Champaign-Urbana, Illinois. She has undergraduate degrees in Psychology and Neuroscience from the University of Illinois and a Ph.D. in Neuroscience from the University of California, Berkeley. In her graduate studies, Dr. Gratton worked with Dr. Mark D'Esposito and Dr. Michael Silver on studies of visual attention and brain networks. Dr. Gratton then did her post-doctoral work in the Neurology Department at Washington University in St. Louis with Dr. Steve Petersen, extending her work on brain networks to better understand how these networks are modified in different task contexts. Dr. Gratton is now an Assistant Professor in the Department of Psychology at Northwestern University, with a secondary appointment in the Neurology Department in Northwestern's Feinberg School of Medicine, and a Preceptor in the NUIN program.

The Gratton Lab pursues a series of questions broadly under the umbrella of understanding the neural bases of control: how does the human brain flexibly coordinate diverse functions – from perceptions to action – based on one's goals? And what happens when these functions break down? To address these questions, the Gratton Lab uses a combination of methods including functional Magnetic Resonance Imaging (fMRI), electroencephalography (EEG), transcranial magnetic stimulation (TMS), and studies of patients with different forms of neurological or psychiatric illness. The lab combines these methods with a sophisticated



computational toolkit, examining the representational, processing, and network characteristics of different brain regions.

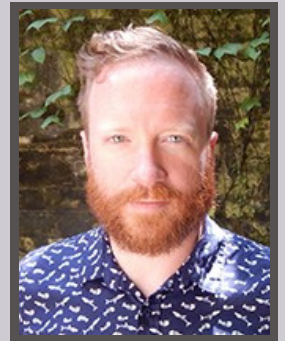
The lab's research focuses on two interrelated lines of work on (1) cognitive control and (2) large-scale networks and hubs. Cognitive control refers to the ability of humans to modify their thoughts and behavior depending on their goals; this ability relies on groups of regions (networks) specialized for control, as well as interactions between these regions with other regions specialized for more basic processing, such as representing visual information or motor actions.

This program has the potential to provide important advances to our basic understanding of brain networks and their roles in goal-directed processing. Moreover, it provides important links to translational research: in the future, the Gratton Lab hopes to use these techniques to better predict the mechanisms and consequences of neurologic and psychiatric disorders on brain function, as well as to suggesting potential new therapeutic targets for these disorders.

GRADUATE STUDENT PROFILE: LORIEN ELLEMAN - PERSONALITY, DEVELOPMENT, AND HEALTH

Lorien grew up in Sand Springs, Oklahoma, where he cultivated his interests in writing and being a smartass as an editor of his high school newspaper. Lorien attended St. John's College in Santa Fe, New Mexico. At St. John's, Lorien studied the great books of Western civilization in seminar-style classes. Lorien attended Yale University's Summer Undergraduate Research Fellowship for educational psychology. He worked in Robert Sternberg's lab, where he analyzed the open-ended goals of high school students.

In 2006, Lorien began an internship at Fannie Mae, a secondary mortgage institution in Washington, DC. Lorien had a seven-year career as a credit risk analyst at Fannie Mae, during and in the aftermath of the Great Recession. Research mostly revolved around two goals: maximizing profits and minimizing losses. Lorien enjoyed research but yearned for a broader pool of questions. He moved to Chicago in order to enroll in post-baccalaureate classes in psychology. He also volunteered as a research assistant in Professor Bill Revelle's lab at Northwestern. Dr. Revelle is Lorien's academic advisor.



Lorien began his academic research with a focus on the aggregated differences of personality by geographical regions. Although Lorien found geographical psychology interesting, he felt its study was limited in a number of ways, including application, so he investigated psychometric questions he considered to be more practical. Lorien's current work has two main goals: one, quantify the limitations of traditional self-report personality constructs; and two, determine the advantages of behavioral items in predicting life outcomes and describing personality patterns. As a student of Dr. Revelle, Lorien uses cutting-edge statistical techniques such as machine learning (which both agree is mostly just jazzed-up regression).

Lorien has a strong interest in community service and teaching. He is currently the president of the department's Graduate Student Peer Mentor Program, and a former chair of the Psychology Graduate Student Council. In 2017, Lorien received the Weinberg College of Arts and Sciences Teaching Fellowship, which allowed him to instruct his own first-year seminar, "Controversies and Provocative Findings in Psychological Research." He is scheduled to teach a modified version of the class as an advanced seminar in 2019.

New Faculty Profile: Onnie Rogers - Assistant Professor

Professor Onnie Rogers is a developmental psychologist whose research curiosities converge at the intersection of psychology, human development, and education. She is interested in social and educational inequities and the mechanisms through which macro-level disparities are both perpetuated and disrupted at the micro-level of identities and relationships. Her research investigates identity development among racially diverse children and adolescents in urban contexts. She asks how our social groups—and the cultural stereotypes that accompany them—shape how we see ourselves and interact with others.

Rogers is a member of the Society for Research on Child Development, Society for Research on Adolescence, and American Educational Research Association. She was a National Science Foundation (NSF) postdoctoral fellow and has received postdoctoral fellowships from the Spencer Foundation/National Academy of Education and the Ford Foundation. Her research has been published in scholarly journals, including *Child Development*, *Journal of Adolescent Research*, and *Cultural Diversity and Ethnic Minority Psychology*, in addition to invited edited volumes about child development and identity. She is an associate editor for the *Journal of Adolescent Research*.

She received her PhD in developmental psychology from New York University's Steinhardt School of Culture, Education, and Human Development and holds a BA in psychology and educational studies from the University of California, Los Angeles (UCLA).

Current Projects: "Black Girl Magic": The Social and Academic Lives of Black Girls. Rogers will launch a new longitudinal study to investigate the social and academic experiences and development of Black adolescent girls attending an all-girls high school. The guiding question is: How do cultural stereotypes and messages, school, and community contexts influence how Black adolescent girls see themselves, their relationships, and their futures? A central focus of this work is to identify the

strategies that Black girls use as they negotiate society's expectations about who and what they are and can become and how the all-girls school supports them in this process. The results of this work will contribute to our understanding of the needs and strengths of Black girls, and benefit the school leadership as they work to strengthen and refine their strategies to support the social and academic development of adolescent girls.



Children's Self-Perceptions and Social Interactions in School. Rogers' current research engages three related questions: (1) how do children's racial and gender identities develop over time; (2) how do racial and gender stereotypes intersect and impact identity development; and (3) how do multiple identities intersect (or overlap) across development? Primary data were gathered from 2013–16 and include in-depth interviews, survey measures, and experimental techniques. The sample includes 240 children ages 7-14 years from racially diverse backgrounds in predominately low-income public schools.

The Development of Multiple Identities and Intersectionality. Much of the research on identity focuses exclusively on adolescents, though we know that social group attitudes and identities emerge in middle childhood (around 8 years old). Through an in-depth, qualitative analysis, Rogers is exploring the origins of identity development by analyzing how children speak about and make sense of social groups, including race, gender, academics, and athletics. She met individually with the 240 children in the study mentioned above to discuss their thoughts on race and gender; identity and self-perceptions; school and

GRADUATE STUDENT PROFILE: ALEXANDRA GARR-SCHULTZ - SOCIAL

Alexandra Garr-Schultz is a 5th year graduate student in Northwestern's social psychology program. Alexandra graduated cum laude from Yale University with dual degrees in computer science and psychology before joining Cisco Systems as a software engineer specializing in user experiences and accessible design. During her time in the technology industry, she became interested in organizational dynamics and particularly the experiences of individuals from underrepresented backgrounds in these environments, leading her to return to graduate school in the hopes of studying such topics.

As a member of the Social Self Lab, Alexandra's research explores the unique identity development and maintenance processes among minority individuals, as well as factors that lead to well-being for members of these groups. In one line of work, she examines the experiences of women in science, technology, engineering and math (STEM), who are often faced with tension between the goal to socially integrate into male-dominated environments and the goal to maintain personal authenticity on a day to day basis. Her work has shown that women often present specific components of their identities in different social contexts, and that this self-presentational tailoring is effortful. Alexandra is following up by examining the role of identity integration, or the extent to which multiple self-aspects (here, 'female' and 'scientist') are felt to fit together harmoniously, for its potential to reduce the amount of effort required. It is her ultimate goal to show that mere numerical diversity is incomplete without strategies for underrepresented individuals to be truly included and maintain their well-being in majority-dominated contexts.

In a second line of work, Alexandra is examining the implications of identity denial experiences, wherein an individual is not recognized as a member of a group to which they perceive themselves to belong, for sexual minority individuals. She has shown that within the LGBT population, bisexual individuals are at particularly high risk for this type of feedback, which may play a role in the poorer mental and physical health outcomes for members of this group on average.

Finally, Alexandra is currently building a new theoretical framework for understanding the ways that people think about themselves in terms of their group memberships. The proposed construct, collective self-concept clarity, includes both how people define each of their groups individually as well as how these groups relate to one another.



Ph.D. Recipients 2017-2018

Jason French
The Relation of Scientific Attitudes to
Traits, Abilities, and Interests
Advisor: William Revelle

Yijun Guo
Being Generative: The Motivations
of the Generative Individual and
their Associations with Well-Being in
Midlife Adulthood
Advisor: Daniel McAdams

Kathrin Herzhoff
Gender Differences in Youth External-
izing Comorbidity
Advisor: Jennifer Tackett

Katharine Lysander
Mechanisms of Convergent and
Complementary Alignment in Con-
versation
Advisor: William Horton

David Miller
Characterizing Pathways for Joining
STEM in College and Beyond
Advisor: David Uttal

Christine Nothelfer
Visual Selection in Data Visualizations
Advisor: Steven Franconeri

Danielle Perszyk
Linking Language and Cognition
in Infancy: The Roles of Nature and
Nurture
Advisor: Sandra Waxman

Avante Smack
Racial / Ethnic Differences in Values,
Personality, and Psychopathology in
Youth
Advisor: Jennifer Tackett

Kelsey Thompson
Investigating Individual Differences
in Implicit Learning
Advisor: Paul Reber

Christina Young
Uncovering the Neural Bases of
Mood and Anxiety Disorders: Activity,
Static, and Dynamic Connectivity,
and Machine Learning Approaches
Advisor: Robin Nusslock

Dian Yu
The Role of Feature-based Attention
in Organizing Structures in the Visual
World
Advisor: Steven Franconeri

MA/MS Recipients 2017-2018

JoAnna Addy
Advisor: William Horton

Tina Gupta
Advisor: Vijay Mittal

Ya Yang Xiong
Advisor: Steve
Franconeri

Makeda Austin
Advisor: Greg Miller

Emily Nelsen
Advisors: Sylvia Perry
and Onnie Rogers

James Wages
Advisor: Sylvia Perry

Alissa Baker-Oglesbee
Advisor: Douglas Medin

Kyle Nolla
Advisor: Mark Beeman

Henry Cowan
Advisor: Dan McAdams

Tiffani Ng
Advisor: Mark Beeman

Arielle Elliot
Advisor: William Horton

Sarah Witkowski
Advisor: Ken Paller

GRADUATE STUDENT PROFILE: BEN REUVENI BRAIN, BEHAVIOR, AND COGNITION

Ben Reuveni is a 5th year graduate student in the psychology program studying the cognitive neuroscience of learning, memory, and decision-making. Ben grew up in California and Israel. He received his B.A. in psychology from the University of California at Berkeley in 2014 and came to work with Professor Paul J. Reber in the fall of 2014. He earned his M.S. in psychology in 2016 and anticipates finishing his Ph.D. in the spring of 2019. Ben's research primarily focuses on the interaction of explicit and implicit memory systems in decision-making, and on how people use these systems to learn.



Ben's academic interests center on two main areas of research. The first is how the brain selects between deliberate hypothesis-driven and intuitive decision-making strategies. In situations of ambiguity we can either follow an explicit plan, or we can "go with our gut". Ben is interested in how these decisions are made, and how to facilitate greater reliance on intuition when appropriate. His second area of research is how the brain processes reward across these two methods of decision-making. Because learning depends on the feedback we get, an interesting question arises: if you selected an explicit strategy that turned out to be wrong instead of going with your gut that would have been right, should your intuition about the situation become stronger, or weaker? On the one hand you received negative feedback, but on the other your intuition was right.

To study these questions, Ben uses visual category learning tasks, computational modeling, and fMRI neuroimaging. This combination has the potential to uncover decision making and feedback processing mechanisms that would otherwise be difficult to identify. In a recent study, he developed an adaptive tutor that predicted what type of strategy participants were using in real-time as they learned to categorize novel visual stimuli based on trial and error while being scanned. These predictions were then used to select specific stimuli that successfully guided participants from an initial explicit strategy to a more intuitive one while they learned these complex categories. Analysis of the imaging results will help further our understanding of how complex networks in the brain interact to seamlessly guide our behavior.

Ben is also interested in the issue of where our data come from. Science tends to collect data from undergraduates, who are generally not representative of the broader population. To help widen the scope of where we can acquire data, Ben has been involved in developing an online data-gathering platform that allows researchers to reach a much wider audience while providing fair compensation for people interested in contributing to science.

In his spare time, Ben enjoys gaming, weightlifting, reading, traveling, and cooking. After graduating, Ben plans to pursue career opportunities in research.

Undergraduate Honors Students 2017-2018

Rebecca Adler
The Effects of Political Affiliation on
the Processing of Inaccurate Ideas
Advisor: David Rapp

Emily Fraser
Individual Cognitive Behavioral
Therapy and Changes in Couple
Functioning
Advisor: Rick Zinbarg

Erin Hesch
Nevertheless, She Persisted: A Study
of Perceived Progress and Motivated
Self Regulation
Advisor: Daniel Molden

Megan Imundo
Tipping the Scales: Experiences with
"Fair and Balanced" Discourse can
Mischaracterize and Misinform
Advisor: David Rapp

Joshua Inwald
The Effects of Meta-Cognitive Prim-
ing on Hiring Discrimination
Advisor: Galen Bodenhausen

In Jung Jang
Associations Between Physiological
Linkage and Relationship Function-
ing: Initial Findings from a Laborato-
ry-Based Study of Married Couples
Advisor: Claudia Haase

Ryan Loach
Social Media, Social Comparison,
and Body Dissatisfaction: A Two-Part
Glimpse into the Social Media Activ-
ity of College Students
Advisor: Renee Engeln

Jacqueline Maloney
Psychological Characteristics of
Problematic Internet Use
Advisor: Vijay Mittal

Hannah Savitz
Obscuring the Self by Choosing a
Partner: The Challenge of Identity
Denial for Bisexuals in Romantic
Relationships
Advisor: Wendi Gardner

Zachary Schroeder
Loving-Kindness and Racial Preju-
dice: Maybe love really is all you
need
Advisor: Wendi Gardner

Olivia Shay
Psychological Well-Being and Cogni-
tive Functioning in Mid to Late Life:
Findings from a National Sample
Advisor: Claudia Haase

Rebecca Sinard
Effects of Chronic Family Relation-
ship, Friendship, and Home Life
Stress on Childhood Asthma
Advisor: Edith Chen

Victoria Steigerwald
Investigating Self-Compassion
and Empathy in the Context of an In-
ternet-Delivered Mindfulness-Based
Exposed Intervention
Advisor: Richard Zinbarg

Kandace Webb
The Relationship between Cognition
and Violent Offending in a Prison
Population
Advisor: Michael Brook

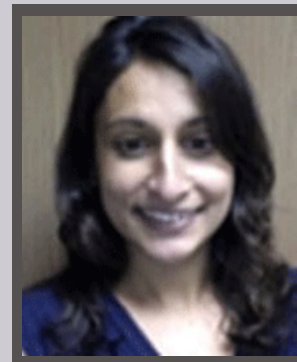
Victoria Wee
Trust in College Administration and
Student Well-Being
Advisor: Wendi Gardner

Mariani Weinstein
Career of Metaphor Across Lan-
guages: metaphor Form Preference
Among Mono-Linguals and Bilin-
guals of Spanish and English
Advisor: Dedre Gentner

GRADUATE STUDENT PROFILE: TINA GUPTA - CLINICAL

Tina Gupta graduated from the University of Colorado Boulder (CU Boulder) with majors in psychology and sociology. After graduating, she spent time working in different research laboratories to gain experience. Most notably, Tina helped collect data for an intervention study aimed at investigating the impacts of dialectical behavioral therapy (DBT) on teenage mothers with post-partum depression. This experience marked Tina's interest in working with adolescents. Following, she was hired as coordinator at CU Boulder in a laboratory called the Adolescent Development and Preventive Treatment (ADAPT) Program directed by Dr. Vijay Mittal. There, she helped to conduct research intended to identify vulnerability markers contributing to the onset of psychotic disorders. During this experience, Tina realized how interesting and important research in the adolescent period is. Furthermore, she found working with individuals at risk for psychosis to be meaningful.

As a result, Tina applied to graduate school and is



currently in her fourth year as a doctoral student at Northwestern University working in Dr. Vijay Mittal's research laboratory.

Tina's research interests have focused on cognitive processes in adolescents at clinical high

risk (CHR) for developing psychosis. It is known that psychotic disorders such as schizophrenia can be incredibly debilitating, and Tina's interests lie in working to prevent the onset of psychotic disorders and seeks to understand why it is some individuals may go on to convert to psychosis. Tina has also investigated the impacts of cerebellar transcranial direct current stimulation (tDCS), a neuromodulation technique, on procedural learning performance finding that this technique may hold promise for psychosis risk populations and cognitive function.

Tina has narrowed in on her research and has started to look at emotional processes. She is trying to determine if we see some of the same deficits among individuals diagnosed with schizophrenia, such as blunted affect, among risk populations. Currently, she has been looking at facial expressivity among CHR youth and whether impairments such as reduced facial expression are related to decreased social functioning and increased likelihood to develop psychosis within 1-year. She is also interested in looking at the experience of emotion and reward processes. She will be extending this research to determine related, underlying neural circuitry.

In her spare time, Tina enjoys exploring Chicago. Additionally, she loves the outdoors. She likes to camp, cycle, and hike. She is also an avid rock climber and snowboarder.

A Note From the Chair continued from page 1

Was recognized immediately, serving as Chair of our department from 1994 to 1998 and again from 2000 to 2001. Even when Professor Medin wasn't serving as chair, he had great influence on our department. In this regard, I am reminded of the old ad campaign when I was growing up for EF Hutton. The gist of the campaign was something like "When EF Hutton talks, people listen". Well, even though Doug was not the most loquacious member of our faculty, and even when not department Chair, when Doug Medin spoke, I can assure you that members of our faculty listened intently. Professor Medin played a large role, along with Professor Greg Miller and the other members of a strategic planning committee (which Professor Miller chaired), in developing a strategic plan for our department in 2015 that reshaped the governance structure of our department. I am certainly grateful for those efforts as they have resulted in less stress for the department Chair than used to be the case. Indeed, in my experience, the Chair position is now an enjoyable one (do you hear that colleagues who haven't served in this role yet?). Professor Medin was also a consistent and influential voice encouraging our department to increase our diversity. Along these lines, he played a role in establishing a Diversity Committee in our department in 2011 and he was one of the original members of that committee and served on it for several years. We still have a way to go in this regard, but we have made progress since 2011 in diversifying our faculty and, even more so, our graduate student body. Relatedly, in 2015 & 2016 NU established the Center for Native American and Indigenous Research (CNAIR). I think it is safe to say that our department's progress in increasing our diversity and the establishment of CNAIR would not have been possible without Professor Medin. So, if you have started to form the impression that Professor Medin will be sorely missed, you are absolutely correct! We wish him all the best in his retirement!

Now that I've told you about all of the major changes in the department over the past couple of years, let me get on with the usual Chair chore of touting the accolades, accomplishments and honors that members of our department have received in the past year. First, at the department level, the London Based Times Higher Education World University Rankings we are ranked #6 in the world in Psychology. This ranking puts us ahead of such renowned

Psychology departments as UCLA, Michigan, Carnegie Mellon, University of Wisconsin – Madison, Columbia University, University of Washington and University of Minnesota.

Turning now to individual honors and accomplishments, a paper published in 2016 by Professor Michael Bailey and his colleagues won the Ira and Harriet Reiss Theory Award from the Society for the Scientific Study of Sexuality as the "best social science article, chapter or book in the previous year in which theoretical explanations of human sexual attitudes and behaviors are developed". Professor Edith Chen was invested as the John D. and Catherine T. MacArthur Professor. Professor Alice Eagly was named a Distinguished Member of Psi Chi (Psi Chi is the psychology honorary society which honors a small number of Psychology faculty each year). She was also honored with a "festschrift" conference centered on her work on the psychology of gender, which took the form of a small group conference, Gender Roles of the Future, held in Berlin, June 24-26. This conference was sponsored by the Society of Personality and Social Psychology and the European Society of Social Psychology. Professor of Instruction Renee Engeln's book, *Beauty Sick*, was a best-seller in Korea. A 2015 article published in *Psychological Review* by Professor Eli Finkel and his colleagues was selected by the Society for General Psychology as the winner of the 2018 George Miller Outstanding Journal Article Award (and award three other members of our department have garnered in the past). Some of you are undoubtedly among the more than 4 million people who read over the past 18 months or so Professor McAdams' article "The Mind of Donald Trump" making it one of the most widely read articles ever published by *The Atlantic*. Professor Greg Miller was invested as the Louis W. Menk Professor. A paper published by Assistant Professor Sylvia Perry and her colleagues was awarded best paper by the Association for Medical Education in Europe. Assistant Professor Leoandra Rogers won the very prestigious Rising Start Award from the Association for Psychological Science.

In terms of future directions, the department is planning to mount a search for a new Assistant Professor who studies Human Neuroscience in the coming year. We are still awaiting word from the WCAS Dean's office as to whether our request for that search has been approved. If it

were not for the University's recent financial difficulties, I would be certain that the request will be approved and remain cautiously optimistic. In addition, we are busy planning to host our third Northwestern Symposium on in which we bring in a distinguished Psychologist for a day of intellectual activities capped off by an address in the evening that is open to public. Our inaugural Symposium featured Dan Gilbert, who focused on his research on happiness, and the second one featured, Professor Richard Davidson, who focused on his research on the neuroscience of mindfulness meditation. Both were highly successfully and we expect the third one will be as well! Stay tuned for more details. We are also planning on initiating a new post-doctoral fellowship program to create the Herman George Candy Postdoctoral fellowship positions. Candy was an African-American social psychologist who is noted for his ground breaking work examining the role of the race of the examiner as a bias factor in IQ testing. These fellowship positions will support promising scholars from under-represented groups whose life experience and research experience contribute significantly to pressing questions relating to diversity in areas of Social, Personality and Health, Cognitive, Brain and Behavior, and Clinical Psychology. Finally, we are also exploring the possibility of renovating the kitchen/lunch room space in Swift Hall to create a more inviting space for faculty and graduate students to discuss and exchange ideas.

Please visit our Psychology Department website. Send us an email. Make a visit. Keep in touch. We are eager to include news from our alumni in future editions of *Psychwatch*. And should you be interested in offering other forms of support, we'd love to hear about that. The Psychology Department continues to search for new ways to enhance our research and educational missions and the generosity of our alums and other benefactors is invaluable in that regard. If you feel that you can help, no matter how small the individual contribution, please let us know – if each of our alums made a small contribution it would add up to a make a meaningful difference in our efforts to make our great department even stronger!

With warm regards,
Richard Zinbarg

Psychology Faculty

J. MICHAEL BAILEY

Ph.D. University of Texas, 1989
Sexual orientation, gender nonconformity, sexual arousal, behavior genetics, evolutionary psychology.

MARK BEEMAN

Ph.D. University of Oregon, 1991
Cognitive neuroscience, higher order language comprehension and disorders, insight problem solving, hemispheric differences

GALEN BODENHAUSEN

Ph.D. University of Illinois, 1987
Prejudice, stereotyping, and inter-group relations; self-regulation of social cognition; influences of emotion and arousal on judgment and decision-making.

EDITH CHEN

Ph.D. University of California, Los Angeles, 1998
Health psychology, socioeconomic status and health.

MESMIN DESTIN

Ph.D. University of Michigan, 2010
Perception and interpretation of socioeconomic status; educational motivation; youth perception of future economic success linked to everyday choices and educational outcomes.

ALICE EAGLY

Ph.D. University of Michigan, 1965
Sociopolitical attitudes of women and men; gender and leadership; heroism; the content of stereotypes; prejudice; attitudinal selectivity in exposure and memory.

ELI FINKEL

Ph.D. University of North Carolina, 2001
Interplay between close relationships, the self and health processes; optimal self-regulation as interpersonal process; determinants of romantic attraction.

STEVEN FRANCONERI

Ph.D. Harvard University, 2004
Visual attention, visual memory, reflexive attention capture, object tracking, number perception.

WENDI GARDNER

Ph.D. Ohio State University, 1996
Social exclusion and belonging, cross-cultural differences in social cognition and behavior, social aspects of the self, social neurology, emotion and evaluation.

DEDRE GENTNER

Ph.D. University of California, San Diego, 1974
Cognition and language in learning and development, processes of similarity, analogy and metaphor, acquisition of word meaning.

CATERINA GRATTON

Ph.D. University of California, Berkeley, 2013
Large-scale networks and hubs, the role of top-down control systems, top-down modulation of visual processing

SUSAN HESPOS

Ph.D. Emory University, 1996
Comparison of object, spatial and number representation abilities in children and adults.

WILLIAM (SID) HORTON

Ph.D. University of Chicago, 1999
Higher-level aspects of language use and conversation, figurative language and narrative comprehension.

DAN MCADAMS

Ph.D. Harvard University, 1979
Personality and development, adult development, identity and development of the self, culture, political psychology, biography.

DOUGLAS MEDIN

Ph.D. University of South Dakota, 1968
Concept and classification learning, cross-cultural cognition, decision making, computational models of cognition, culture and education.

GREGORY MILLER

Ph.D. University of California, Los Angeles, 1998
Health psychology, mechanisms linking stress and health.

SUSAN MINEKA

Ph.D. University of Pennsylvania, 1974
Behavioral and cognitive processes of fear, anxiety and depression; cognitive and behavior therapy for anxiety disorders, primate models of psychopathology.

VIJAY MITTAL

Ph.D. Emory University, 2008
Schizophrenia, prodrome, early psychosis, adolescence, brain and hormone development, motor function, emotion, cognition.

DANIEL MOLDEN

Ph.D. Columbia University, 2003
Influences of motivation on judgment processes, notably strategies of hypothesis testing; processes by which meaning is assigned to behavior.

DAN MROCZEK

Ph.D. Boston University, 1992
Lifespan personality development; influence of personality.

ROBIN NUSSLOCK

Ph.D. University of Wisconsin, Madison, 2009
Biopsychosocial models of bipolar disorder and unipolar depression.

KEN PALLER

Ph.D. University of California, San Diego, 1986
Memory, disorders of memory, face perception, combining neuropsychology with brain imaging and EEG methods to study human cognition.

SYLVIA PERRY

Ph.D. University of Illinois at Chicago, 2010
Belonging and psychology well being, intergroup stressors, identity, whether there are individual differences in people's awareness of their racially biased tendencies and the consequences of this "awareness"

DAVID RAPP

Ph.D. SUNY- Stony Brook, 2000
Reading comprehension; identifying and remediating struggling readers' difficulties; mechanisms underlying narrative experience; multimedia based influences on learning.

PAUL REBER

Ph.D. Carnegie Mellon University, 1993
Human learning and memory, nonconscious memory, cognitive neuroscience, functional neuroimaging.

WILLIAM REVELLE

Ph.D. University of Michigan, 1973
Personality theory and assessment; interrelationships of personality, motivation, and cognitive performance; biological basis of personality; measurement and psychometrics.

LANCE RIPS

Ph.D. Stanford University, 1974
Human reasoning, semantics and long-term memory; experimental, computational, and mathematical analysis of deduction.

ONNIE ROGERS

Ph.D. New York University, 2012
Social and educational inequities, identity and relationships, identity among youth of color

J. PETER ROSENFELD

Ph.D. University of Iowa, 1971
Psychophysiology; mechanisms, processes, and detection of deception.

SATORU SUZUKI

Ph.D. Harvard University, 1995
Psychophysical investigations of global form perception: coding, selection, and dynamics.

JENNIFER TACKETT

Ph.D. University of Minnesota-Twin Cities, 2006
Externalizing and disinhibitory psychopathology in youth; genetic and hormonal influences on externalizing problems; youth personality; gender and racial/ethnic disparities in externalizing problems

DAVID UTTAL

Ph.D. University of Michigan, 1989
Cognitive development, specifically of symbolic and spatial reasoning in toddlers and preschoolers; cultural differences in mathematics cognition and achievement.

SANDRA WAXMAN

Ph.D. University of Pennsylvania, 1985
Conceptual development and language acquisition in infancy and early childhood; cross-cultural perspectives on language acquisition; development of conceptual knowledge and reasoning abilities.

RICHARD ZINBARG

Ph.D. Northwestern University, 1989
Vulnerability to and psychotherapy for anxiety disorders; structure of anxiety; relations between personality and psychopathology; psychometric theory.

SARA BROADERS

PROFESSOR OF INSTRUCTION
Ph.D. University of Chicago, 2003

ALISSA LEVY CHUNG

ASSOCIATE PROFESSOR OF INSTRUCTION
Ph.D. University of Minnesota, 1999

RENEE ENGELN

PROFESSOR OF INSTRUCTION
Ph.D. Loyola University Chicago, 2004

BENJAMIN GORVINE

ASSOCIATE PROFESSOR OF INSTRUCTION
Ph.D. University of Michigan, 2002
GINGER PENNINGTON
ASSISTANT PROFESSOR OF INSTRUCTION
Ph.D. Northwestern University, 2002

DAVID SMITH

DISTINGUISHED SENIOR LECTURER
Ph.D. Virginia Commonwealth University, 1993

MARCIA GRABOWECKY

RESEARCH ASSOCIATE PROFESSOR
ADJUNCT LECTURER;
Ph.D. University of California, Berkeley, 1992

Noteworthy Lab Feature: Development of Identities in Cultural Environments (DICE)



The Development of Identities in Cultural Environments (DICE) lab conducts research on the development of identities and intersectionality among children and adolescents in diverse cultural environments. Our various projects explore research-related questions such as: "How do children understand what it means to be White, to be a boy, to be a Black girl? How do adolescents make sense of racial and gender stereotypes, and can we help them resist or challenge these stereotypes? What are the consequences of youth identities for their psychosocial outcomes and academic pathways?"

DICE is currently conducting multiple research projects that investigate identity development and intersectionality in school settings.

The DICE lab is home to a diverse group of faculty members, graduate students, staff, and research assistants who bring prospect, collaboration, and leadership to Northwestern University's campus in Evanston Illinois. We work together to help answer related-questions about the development of identities and intersectionality among children.

Dr. Onnie Rogers, Principal Investigator of the DICE lab, is a developmental psychologist and identity scholar whose research curiosities converge at the intersection of human development, diversity and equity, and education.

Alumni Questionnaire

Name

Title	First	Middle	Last
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Northwestern psychology degree(s)

Degree(s)	Year(s)	Adviser(s)
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Current employer

Job title and description

Home phone () _____ Email

Home address _____

City _____ State _____ Zip Code _____

Do you have any news you wish to appear in our next newsletter or our? Information might include positions, promotions, awards, publications and items of personal interest.

Please return the completed questionnaire to: Department of Psychology, Alumni News, 2029 Sheridan Road, Evanston, IL 60208
You can also complete the questionnaire online at: <http://goo.gl/vN56Be>