

Psychology News

Our Premiere Issue!

Outreach Clinics
Sustain the Community

New Approaches
to Old Pain

How Emotions
Shape Our Lives

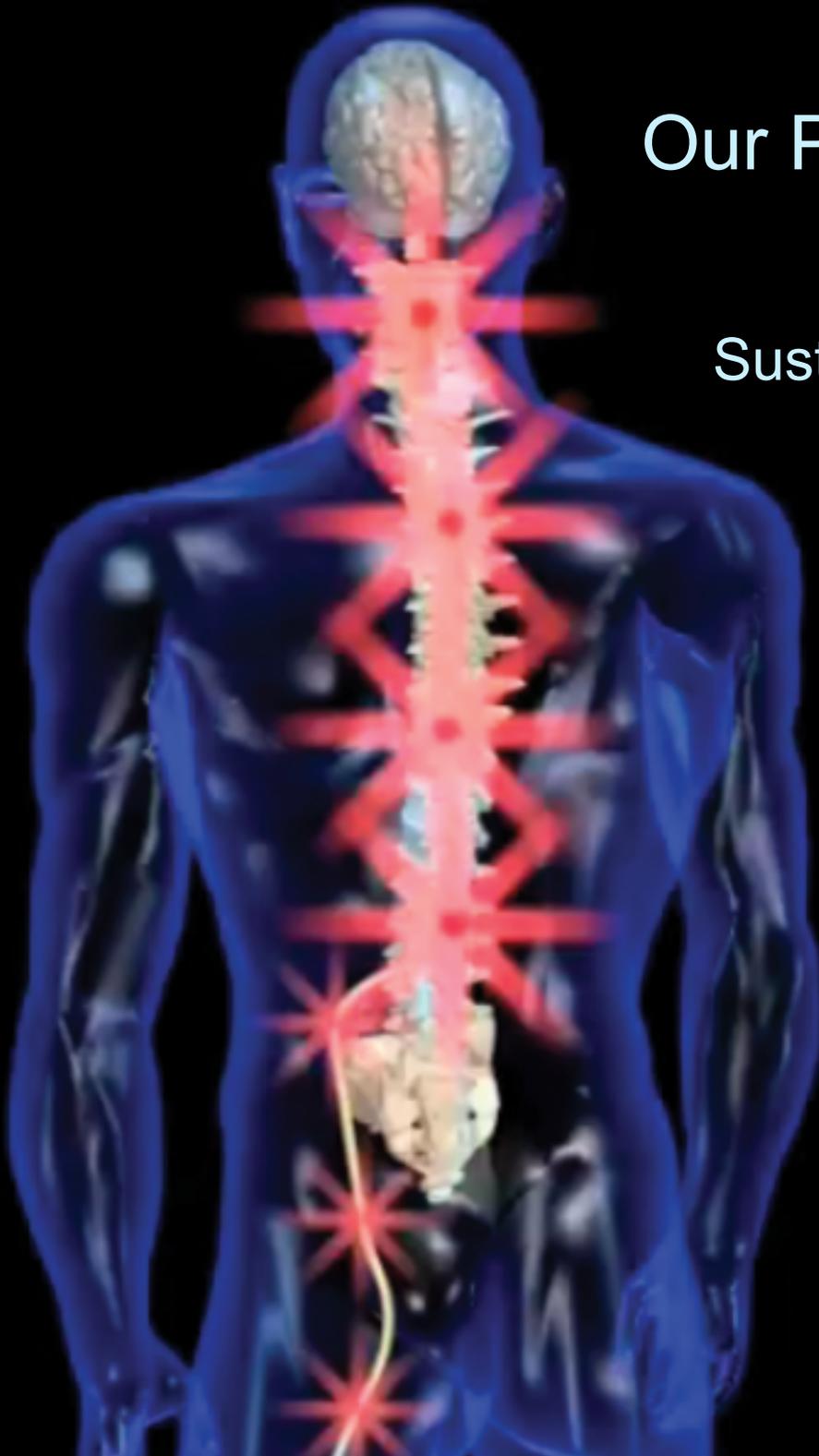
Teaching
the Army to Learn

Anxiety May
Vary in Twins

Venturing into
a Hacker's Mind

Alumni News

And More Inside



Department of Psychology and Neuroscience
University of Colorado at Boulder-Spring 2009

Psychology News

Department of Psychology and Neuroscience
University of Colorado at Boulder

This is the inaugural issue of the alumni newsletter for the Department of Psychology and Neuroscience, to be published annually and distributed to all alumni.

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On the Cover

The transparent "blue man" illustrates a chronic pain condition that occurs in epidemic proportions world-wide, affecting 5% of the world's population. Called "neuropathic pain," this chronic pain arises from inflammation, infection, or injury of nerves in the body and is highly resistant to currently available therapeutics, all of which target neurons. The Watkins/Maier laboratory is exploring novel approaches for solving this pain puzzle by developing drugs that target non-neuronal cells called "glia." For more information, see "New Approaches to Old Pain" on page 4. Cover graphics courtesy of Avigen, Inc.

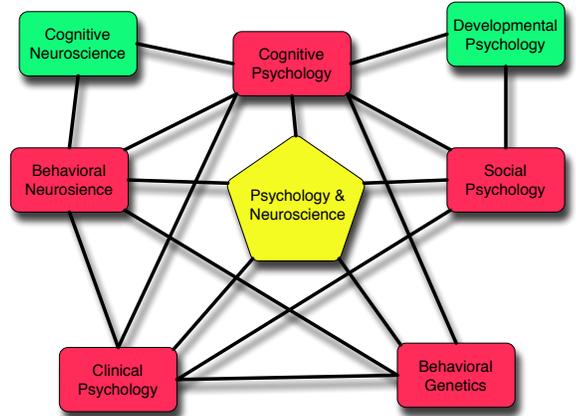


Message from the Chair



Welcome to our annual newsletter. The psychology department has undergone many changes in the past few years and it is time to bring you up to date. I became chair of the department in July 2006. We are still organized around five broad themes: Behavioral Genetics, Behavioral Neuroscience, and Clinical, Cognitive, and Social Psychology. Today the boundaries among these groups are blurred by overlapping interests and much collaboration among the faculty. Almost all the faculty are engaged in research that cuts across these traditional boundaries. In

fact, last year we realized that more than 65 percent of the faculty had



some neuroscience component to their research, so we changed the name of the department to Psychology and Neuroscience. We have about 50 faculty, 20 staff, 2,000 undergraduates, and 100 graduate students. It is a great pleasure to work with so many creative and enthusiastic faculty, staff and students.

In 1949, the Boulder Conference on Graduate Training in Clinical Psychology developed the scientist-practitioner model of clinical training. This model, known widely as the Boulder Model, is thriving in the department today. The synergy between science, scholarship and clinical practice has led to an effective outreach program to help serve the needs of the community and to meet the goals of our clinical training. These programs, described further along in this newsletter, are maintained by a remarkable web of support from research grants from the federal government, from support provided by private foundations, from the university, and from individual donors.



The Department was founded in 1910; next year we will celebrate our 100th anniversary. It was Carl Muenzinger who transformed the department into a dynamic research-oriented, scientific institution through his emphasis on hiring faculty doing interesting empirical research. Last spring, we had the pleasure of a visit from Gretel, his daughter, her family, and a Muenzinger cousin from Germany. We knew that Carl would have been pleased at how the department has grown and thrived since his passing in 1953. Each spring we host an Undergraduate Research Day that now occupies the whole of the Glenn Miller Ballroom



at the UMC! Last spring there were more than 60 poster presentations from honors students, independent study and lab classes. And the huge chocolate-chip cookies were not bad, either.

Enjoy this newsletter and take pride that you are a part of this thriving family. Keep in touch and send us news of what you are up to. As we move into our next 100 years, we look forward to continued excellence.

– Lew Harvey

Outreach Clinics Sustain the Community

Four Department Clinics Extend Their Expertise and Support

by Alyson Daly

Every day, people struggle with psychological issues. They may feel filled with uncontrollable energy on some days and completely debilitated on other days. At times, an individual may feel engulfed in an unending night, or constantly consumed with nervous energy and thoughts. Whether it be depression, bipolar disorder, anxiety or any of the other major psychological disorders, living life with these issues is very difficult. Fortunately, here in the Psychology and Neuroscience Department at CU, there are several resources for those in the student population and the outlying community who are suffering.

Attention, Behavior and Learning Clinic

Attention-Deficit/Hyperactivity Disorder (ADHD) and learning disabilities are an increasingly prevalent problem. Children (and, increasingly, adults) who have either of these problems may have trouble keeping up with schoolwork and learning new academic skills. They sometimes seem like they are not achieving their potential.

The Attention, Behavior and Learning Clinic (ABL) works mainly with children and adolescents who are experiencing academic problems, including learning disabilities and ADHD, and potential emotional difficulties



Clinic director Nomita Chhabildas demonstrates an assessment in the ABL Clinic. (To protect the privacy of clinic clients, the child in the photo is a model.) Photograph courtesy of the Division of Continuing Education and Professional Studies.

that can accompany these. They do standardized testing and interviews with the client (and also parents and teachers) in order to come up with a plan for treatment.

According to Clinic founders Erik Willcutt and Nomita Chhabildas (who runs the clinic), many of the underlying causes for ADHD and learning disabilities are genetic. They also seem to be caused by some of the same genes. "If you [have] a group of kids with learning disabilities, about a third of them will have ADHD, and if you [have] a group of kids with ADHD, about a third will have learning disabilities," say Dr. Willcutt. Interestingly, they also tend to worsen each other – a child with both ADHD and learning disabilities will often have a more significant

presentation of both problems than a child with just a learning disability or ADHD. There are also environmental factors that contribute to these difficulties, such as lack of oxygen around birth and use of nicotine during pregnancy. Environmental factors that occur after birth seem more influential in determining whether a child has just ADHD or other complications such as delinquent behavior.

When asked what inspired him to go into ADHD/learning disability research, Dr. Willcutt responded with, "Luck!" He happened to need a class, and the last one available was taught by a world expert in ADHD (Professor James Swanson) who runs a special school designed specifically for children with ADHD and learning disabilities. Dr. Willcutt eventually went into research because he felt an understanding of the underlying causes of these disorders is critical in determining effective treatments.

Dr. Chhabildas says that she wanted to stay involved in research because “Each day I work with parents struggling to determine the best possible programs and interventions for their children, and research can empower them by helping them learn what has helped others.” She also feels it is incredibly rewarding to help children see their strengths and abilities and to learn to use these to their advantage.

Women’s Mental Health and Wellness Program

Women are almost twice as likely to experience depression as men, and can be particularly vulnerable during certain life cycle transitions. Pregnancy and the postpartum period, although generally thought of as happy times for women, can also bring about feelings of sadness and depression. This can make caring for themselves and their babies particularly challenging. Perimenopause and menopause are examples of other life cycle transitions that can have similar effects.

The Women’s Mental Health and Wellness Program (WMHWP), directed by Sona Dimidjian, offers a unique set of compassionate, evidence-based treatments to women suffering from depression. According to Dr. Dimidjian, “The causes of depression among women are complex and involve a range of biological [and] psychological factors, and the consequences of depression are often not just experienced by the woman herself, but may impact her children, her spouse or partner, [and] her workplace... The good news is that a range of effective treatments are available.”

Among the services provided by WMHWP are cognitive and behavior therapies, and also contemplative therapies such as mindfulness

meditation and yoga. Women suffering from depression and their spouses or partners can come in for treatment, as well as other family members when appropriate. Many women are reluctant to take antidepressant medications (the most common treatment option) during pregnancy, and WMHWP helps make other options available. Tina Pittman Wagers, a veteran clinical psychologist of 20 years, also works with the clinic, providing outreach services to the community and supervision for students who are training with the clinic.

“We have a lot to learn about what treatments work best for women, about how they work, and about how to make them accessible,” states Dr. Dimidjian when asked what inspired her to go into psychological research. “It’s very exciting to be engaged in this work because it has the potential to offer important options for women and their families.”

The Raimy Clinic

The Raimy Clinic’s mission is twofold: its first intention is to train students in clinical psychology so that they can become therapists and assessors; the second is to provide services to people who may not have been able to afford it otherwise.

The main problems that bring people into the clinic are depression and anxiety, according to Emily Richardson, the clinic’s director. Both of these issues (and the many others that are less common) can be exhibited through a variety of symptoms, and it is up to the assessors and therapists to decide what may be afflicting the patient and where to go from there. First, an assessor looks at the case and assigns that person to a therapist-in-

(Continued on page 15)



Women’s Mental Health and Wellness Program director Sona Dimidjian (right) demonstrates a therapy session with graduate student Blair Kleiber.

New Approaches to Old Pain



Traditionally, neuron activation (the transmission of electrical impulses from the nerves in the body to the brain) was thought to be the sole cause of pain. All the drugs currently available to treat chronic pain have been specifically developed to target only neurons. While chronic pain occurs in epidemic proportions worldwide, there are no completely successful ways to treat it. Even the best drugs have been failing. As it turns out, non-neuronal cells called glia may be the culprits. Linda Watkins is currently trying to understand how and why glia may often worsen pain.

According to her findings, glia recognize signals of damage and amplify pain. Under conditions of trauma, inflammation, or infection, cells can begin to leak a substance that includes neurotransmitters (which relay the message of pain to the brain) but also alarmins (bits of DNA, cell membranes, and other substances that are not supposed to be floating freely when cells are healthy). Glia “see” these substances and in turn send their own excitatory signals to neighboring pain neurons, thus worsening the pain already felt.

Dr. Watkins has been involved in research ever since she was an undergraduate at Virginia Polytechnic Institute, where her first research publications were in lizard communication and human color vision. She majored in both biology and psychology and was particularly fascinated by a course in sensation and perception. Eventually she began graduate school in Neuroscience at UCLA in a lab that studied opioid receptors and endogenous opioids (for example, endorphins) in the brain, and has continued to work in this field ever since.

Anxiety May Vary in Twins



Greg Carey works mainly with anxiety disorders, including panic disorders, generalized anxiety disorders, phobias, and obsessive-compulsive disorder (OCD). He got involved in this because opportunity presented itself — he was working on his thesis in psychopathology (specifically in phobias and obsessive-compulsive disorder) and happened to find a twin study in England. Twin studies in general compare the similarities of identical twins to the similarities of fraternal twins. Identical twins have the same genetic makeup, whereas fraternal twins have no more genetic similarities than any other brother or sister would. By studying these two kinds of twins, researchers can tell if a trait is caused mainly by a genetic influence — both of the identical twins will tend to have whatever it is that the genes are influencing. In the study, one twin had OCD while the other didn't. To Dr. Carey, the most interesting aspect of the study was that while one twin had the disorder, the other showed similar features, though not at the same level. Whether the less severe form of anxiety shared by the other twin was caused by physiology, stress, or by something else is still unknown. Dr. Carey has continued to work with twin studies ever since.

However, more recently Dr. Carey has been working in somewhat uncharted territory. He has been trying to develop a mathematical model for looking at genes and how they work in the brain. Basically, what he wants to do is meld behavioral genetics and behavioral neuroscience so that we can look at how genes react with neuronal cells, and vice versa. This research is currently still in the preliminary stages.

Dr. Carey started out his academic career studying philosophy. However, he soon realized that he was not going to solve the world's philosophical problems (such as questions of morality) by looking at them from a purely “logical vs. illogical” standpoint. He wanted to know more about human nature so that he could understand how that played into questions of morality, and ended going into psychology in order to do this. He went into research because, as he describes, “I ended up being fairly decent at it.”

Teaching the Army to Learn

Regular, everyday tasks can be very mundane. They can seem monotonous, and unfortunately, this monotony can lead to lack of attention, which in turn leads to mistakes. Alice Healy is currently involved in a study called “Training Knowledge and Skills for the Network Battlefield,” a 5-year, \$5-million Multidisciplinary University Research Initiative Grant from the Army Research Office. For this study, Dr. Healy and others have developed different training methods that can be used to increase training efficiency, durability, and flexibility. One example of these methods is adding cognitive complications to an otherwise mundane task (referred to as the “cognitive antidote principle”), which can make work performed on a routine basis less monotonous, thus decreasing the frequency of mistakes. Another example is mental practice (the “mental practice principle”) that increases memorization capabilities and increases trainees’ ability to expand their training experiences into other areas of their lives.



Dr. Healy is also working on a psycholinguistics project called “Lexical, Syntactic, and Semantic Influences on Count-Mass Preferences by Teenagers and Adults.” This involves the count-mass noun distinction (the difference between nouns like “pens” that can be counted and nouns like “jello” that cannot) and comparing how it is used with *much/many* and *fewer/less* (e.g., “fewer pens,” but “less jello”). She is comparing high school students with college students, and has found that, while most are accurate in general, college students are more accurate than high schoolers. Dr. Healy thinks that this is because the college students have more experience with reading and listening than the high school students do.

Dr. Healy says that she got into research because she liked doing experiments. Born in Chicago, Illinois, Dr. Healy says that her life was changed when she did a project on the Gestalt principle for a course she was taking at Vassar, and she has been an experimental psychologist ever since. She currently serves as the chair of the Society of Experimental Psychologists, and was at one point the President of Division 3 (Experimental Psychology) of the American Psychological Association.

How Emotions Shape Our Lives

When people are in the “heat of the moment,” their immediate emotional experience changes the way they remember past emotions and think about emotions they expect to experience in the future. When immediate emotions are aroused, one often perceives past emotions as less intense. For example, dieters may perceive their immediate craving for chocolate cake to be stronger, more intense, and hence more worthy of gratification, than previous cravings.

Based on research by Leaf Van Boven, such perceptions—what might be called an “immediacy bias”—can also influence judgments of the severity of human suffering and decisions about allocating humanitarian aid. Immediate pleas for humanitarian assistance tug at our heartstrings, and can make the human suffering that just happens to be salient at the moment (by, for instance, appearing on a magazine cover) seem more severe and deserving of scarce resources than human suffering that was more pertinent in the past. The same is true of perceived terrorist threats. The fear and anxiety we feel about terrorist threats that happen to be salient in the here and now lead people to perceive such threats as more dangerous and deserving of mitigation than threats that were previously significant, according to Dr. Van Boven and doctoral students Michaela Huber and Laura Johnson-Graham.



(Continued on page 14)

Faculty News



Steven Maier has been awarded the American Psychological Association's Distinguished Scientific Contribution Award for 2009. This is one of the highest honors bestowed by the APA. A list of all the former recipients of the award can be found at www.apa.org/science/sciawdlist.pdf

In November, 2007, Linda Watkins gave the keynote address in Stockholm, Sweden, at the Karolinska Institutet, a leading European medical university which awards the annual Nobel Prize in Physiology or Medicine. Her presentation was titled: "Listening' and 'Talking' to Neurons: Clinical Implications of Glial Dysregulation of Pain and Opioid Actions."



Charles Judd was given the Award for Distinguished Service on Behalf of Social-Personality Psychology, Society of Personality and Social Psychology in February, 2008. He was previously honored with a Doctor Honoris Causa, Faculté de Psychologie et des Sciences de l'Education, from the Université Catholique de Louvain, Louvain-la-Neuve, Belgium, in November, 2006.



Bernadette Park has been invited to serve as the Donald W. Fiske Distinguished Lecturer at the University of Chicago this April, 2009. Her lecture will be titled "Effects of Implicit Gender Role Associations On the Resolution of Conflict between Work and Family Obligations and Shifting Self Definitions."



Marie Banich received an IBSC (Institute of Behavioral Science Center) grant from NIMH. This center, part of the Institute of Cognitive Science, brings together leading researchers known for their testable theories of executive function at each of three levels of analysis - the computational, psychological, and neurobiological.



Mark Whisman has obtained a NIMH Program of Excellence training grant in scientifically validated treatments of mood disorders for the clinical program. The focus of this 5-year research education training grant is to develop, evaluate, and disseminate curricula materials for training in measurement and assessment, intervention, and evaluation for cognitive therapy, behavioral activation, and family-focused therapy as treatments for mood disorders.



Jerry Rudy published a new textbook, *The Neurobiology of Learning and Memory*, which integrates findings and concepts from studies of synaptic plasticity, systems neuroscience and psychology to provide a modern understanding of how the brain learns and how it remembers.

Irene Blair was appointed in December, 2008, as an Affiliate Investigator at Kaiser Permanente Colorado, Institute of Health Research (IHR). This appointment reflects Dr. Blair's continuing collaboration with IHR on research addressing ethnic and racial disparities in health.



New Faculty



2007 – Matthew C. Keller, Assistant Professor in Behavioral Genetics, Ph.D. 2004, University of Michigan. His research deals with the evolutionary roots of genetic and environmental variation in psychological traits and methodological issues in behavioral genetics.

2008 – Matthew Jones, Assistant Professor in Cognitive Psychology, Ph.D. 2003, University of Michigan. His research concerns human learning, perceptual and conceptual knowledge, mathematical and computational modeling, reinforcement learning, similarity, and game theory.



2008 – Ryan Bachtell, Assistant Professor in Behavioral Neuroscience, Ph.D. 2004, Oregon Health and Science University. His research interest involves the study of neurobiological mechanisms of drug addiction. Work in his lab utilizes behavioral models of addiction such as drug self-administration coupled with biochemical measures to understand the contribution of drug-induced neurobiological changes in addictive behavior.



2009 – Don Cooper (coming in April, 2009), Assistant Professor in Behavioral Genetics, Ph.D. 2000, Chicago Medical School. His research deals with molecular mechanisms of synaptic and intrinsic plasticity within the hippocampal/prefrontal cortical pathway as it relates to working memory and addiction.

Promotions

Fall 2007

Joe Berta was promoted to Senior Instructor.

Kent Hutchison was promoted to Full Professor.

Yuko Munakata was promoted to Full Professor.

Mark Whisman was promoted to Full Professor.

Fall 2008

Geoffrey Cohen, who joined the faculty at the rank of Associate Professor, was granted tenure.

Leaf Van Boven was promoted to Associate Professor with tenure.

Erik Willcutt was promoted to Associate Professor with tenure.

Randy O'Reilly was promoted to Full Professor.

Robert Spencer was promoted to Full Professor.

Departures

Kent Hutchison and Angela Bryan accepted faculty positions at the University of New Mexico in Albuquerque in the Fall of 2007.

Edward Craighead and Linda Craighead accepted faculty positions at Emory University in Atlanta, Georgia in the Fall of 2006.

They are all sorely missed.

Retirements

Timothy Smock, 2009

Richard Jessor, Professor Emeritus, 2008

Thomas K. Landauer, Professor Emeritus, 2007

John Forward, 2006

Peter G. Polson, Professor Emeritus, 2005

Herbert Alpern, Professor Emeritus, 2004

Ed Crothers, 2004

Walter Kintsch, Professor Emeritus, 2004

Professors Emeriti retired prior to 2004

Bernard Bloom

Lyle E. Bourne, Jr.

Desmond S. Cartright

Eva Fifkova

Eugene Gollin

Kenneth R. Hammond

O. J. Harvey

Raymond C. Miles

Peter G. Ossorio

Albert Ramirez

Seth K. Sharpless

Ron Taylor

David R. Thomas

Jeanne M. Wehner

Michael Wertheimer

James R. Wilson

Article removed at the request
of the subject of the article...

– Editor

Alumni News

At the end of 2008, we asked alumni via e-mail to give us an update on their whereabouts and let us know how their Psychology degree has influenced their life. Many alumni took the time to write detailed and fascinating essays, which we were thrilled to receive and want to print in full. You can find their complete stories on our Alumni News wiki.

All alumni who responded are listed below. If you're interested in their news and experiences, log on to the Alumni News wiki via our department's home page (<http://psych.colorado.edu>). Click on Resources, then click on Alumni News. For login information, email psychology.news@colorado.edu.

Sixties

Karen Diestler (BA '63)
David C. Parnes, JD, MA (BA '64)
Jacob (Jack) Hautaluoma (PhD '67)
Bethany Chidley (BA '69)
Robert L. Durham, PhD (BA '69)
Harry Frank (PhD '69)

Seventies

Caroline Daniels (BA '70)
William R. Lovallo, PhD (MA '70)
Lawrence J. Severy (PhD '70)
Drew Clearie (BA '72)
Barbara Dickey (BA '72 Psych &
Secondary Education)
Pamela Flowers, MSW (BA '72)
Andrea G. Sondano, PhD (BA '72)
Dan M. Davis, JD (BA '73)
James W. Pellegrino (PhD '73)
Brian H. Stagner, PhD (BA '73)
Alan L. Brechbill,
MHA, MBA (BA '74)
Michael A. Kelley, MS (BA '74)
Michael K. Lindell (PhD '75)
Bre Miles, MBA, MSA (BA '75)
Kathleen Patrick,
RN, MA, NCSN (BA '75)
George V. Rebec (PhD '75)

*"Explore and learn... You do not know where life is going to take you. All you can do is prepare yourself for the next opportunity which means being fully engaged every day."
Bre Miles, MBA, MSA (BA '75)*

Jelena Dinic, MSN/CRNP (BA '76)
Lee (Emily) Dixon, MSW (BA '76)
Laurie Warshaw Harris, MBA (BA '76)
Susan Kegeles, PhD (BA '76)
Marjorie Whittaker Leidig, (PhD '76)
Jim Mitchell, MA, MS (BA '76)
Allen Nelson (PhD '76)

Margret (Peg) O'Byrne Nelson,
BSN (BA '76)
Wynn Schwartz (PhD '76)
Steve Wilner, MD (BA '76)
Gail E. Amsterdam, MBA (BA '77)
Joan Guild Burritt, MA (BA '77)
Cynthia (Burns) Carlson (BA '77)
Dee Seymour (BA '77)
Mary Ann (Shepphird) Looby,
MSW, MPA (BA '78)

David A. Megay, JD (BA '84)
Jeffrey Hill, MD (BA '85)
Kimberly Lord, JD (BA '85)
Terry R. Nye, MD (BA '85)
Mark Balaguer, PhD (BA '86)
Jane C. Bryant, MA (BA '86)
Ann Herrmann, MEd (BA '86)
Amy Hollander (BA '86)
Lucinda L. Miner (PhD '86)
Sonja (Dunlop) Pratten (BA '86)

*"Many times when at a loss for inspiration or when dogged by doubters and critics, I would think back to my time at CU and draw from those memories the strength and courage to press onward...CU allowed me the opportunity to find my bearings and chart a future, to learn how to learn, and to grow as an individual. I am forever deeply grateful."
Drew Clearie (BA '72)*

Carla (Williams) Sledge,
JD (BA '78 Psych & Biology)
Cathy Anderson (PhD '79)
David E. Drutz, MA (BA, '79)
William H. Friedlich (BA '79)

Eighties

Michael Drexler, PhD (BA, '80)
David L. Shern (PhD '80)
Keith Akins, MBA, MA (BA '81)
Robert Caldwell (PhD '81, MA '76)
Linda Dean, MBA (BA '81)
Jim Grau, PhD (BA '81 Psych & MCDB)
Bonnie Kneller CISW, MEd (BA '81)
Randy Lichtenfeld, MBA (BA '81)
Alice (Donnelly) Madden, JD (BA '81)
Joan Stassel, MSPT (BA '81 Psych & PE)
David Wood, PhD (BA '81)
David U. Lipsitz, MD (BA '82)
Dianne O'Connell (PhD '82)
Seth Temin, JD (BA '82)
Lisa Vitti, PhD (BA '82)
Julie Gordon, MSW (BA '83)
Charles E. Lenk, LTC (Ret), (BA '83)
Laura E. Lambert, PhD (BA '84)

Diane J. Summers (BA '86)
Jay S. Coggan, PhD (BA '87)
Maureen McAvoy Jemison (BA '87)
Reenie Terjak,
JD (BA '87 Psych & Sociology)
Jim Thorpen, MBA (BA '87)
Tina Shanstrom Edwards (BA '88)
Sara Epstein (PhD '88)
Daniel Grandbois, MFA (BA '88)
Bret K. Johnson, PhD (BA '88)
Bob Lehto (BA '88)
Kurt Michael, PhD (BA '88)
Patty Burbridge (BA '89)
Carrie Androletti, PhD (BA '89)
Todd Stengel
(BA '89 Psych & Sociology)

Nineties

Kristina T. Anthony, MA (BA '90)
Jeffrey L. Eger,
JD (BA '90 Psych & Comm)
Marilee Grossheim (BA '90)
Beth Handelsman, MEd (BA '90)
Deborah Irwin, MA (BA '90)
Michelle (Gethner) Wagner,
MA (BA '90)

Jerry Wilkins, MS (BA '90)
 Heather T. Macbeth, MA (BA '91)
 Stuart McClure (BA '91 Psych & Philosophy)
 Marcia Quinn, MA (BA '91)
 Jeffery L. Weeden, JD (BA '91)
 Susan Allerheiligen, MA (BA '92)
 Ronald R. Baptist (MA '92)
 Mark N. Bing, PhD (BA '92)
 Kurt Colburn,
 JD (BA '92 Psych & English)
 George L. Crago (BA '92)
 Patrick Ehlen,
 PhD (BA '92 Psych & English)
 Jeffrey H. Nathan,
 PhD (MA '92, UCCS)
 Julie Radlauer-Doerfler,
 MA (BA '92)
 Stephen Conley, MBA (BA '93)
 Andrea Sheerin Fiero (BA '93)
 Russell Frohardt, PhD (BA '93)
 Erin Wise Jones, MS (BA '93)
 Abby Lipschutz, PsyD (BA '93)
 Tiffany Wind (PhD '93)
 Francis X. Brennan (PhD '94)
 Sarah J. Burnett (BA '94)
 Stacey S. Cherny (PhD '94)
 April Prohaska (BA '94)

"I have no doubt that the training I received at CU prepared me beautifully to tackle the various research, policy and practice questions that I've encountered working in the American mental health and health care system. It prepared me technically, intellectually and interpersonally for the task."

David L. Shern (PhD '80)

Anthony E. Kline (PhD '98)
 Mary Suozzi (Bryant), MSW (BA '98)
 Alexander W. Threlfall,
 MD, MA (BA '98)
 Brad Mathers, MA (BA '99)
 James Suozzi, MD (BA '99)
 Rebecca Toczylowski, BSN (BA '99)

The New Century

2000

Emerson Wheat (BA '00)

2002

Kristie Eun Ko (BA '02)
 Jeremy Kron (BA '02)

Debbie S. Ma,
 MA (BA '03 Psych & English Lit)
 Jon McClaren (BA '03)
 Samantha Monson, MA (BA '03)
 Caron Otto, MA (BA '03)
 Brynne Payne, MA (BA '03)
 Julia Pezzella, MA (BA '03)
 Kristen Rahbar (BA '03)
 Amy Van Arsdale, MA (BA '03)

2004

Jennifer Akullian, MS (BA '04)
 Zackary K. Blumkin (BA '04)
 Adam Bornstein, MAMC (BA '04)
 Chad Breznay (BA'04)
 Emily A. Derby (BA '04)
 S. Joy Fox, MA (BA '04)
 Laura George
 (BA '04 Psych & Spanish)
 Kimberly Gilliam (BA '04)
 Josh Gowin (BA '04)
 Shawn Israel, DPT (BA '04)
 Christine Jele (BA '04)
 Allison Kairies (BA '04)
 Sheri Kalina (BA '04)
 Ashleigh (Golub) Louis, MA (BA '04)
 Kim Muhlhauser, MA (BA '04)
 Joshua D. Prok (BA '04)
 Millie M. Riss (BA '04)
 Denise Stephenson (BA '04)
 David Sullivan (BA '04)
 Angela Trujillo (BA '04)

"I think psych classes helped me to be more empathetic to others; I learned over and over that people are products of their genetics, their upbringing, and their surroundings, some things that can be changed, but only with great effort and insight..."
Reenie Terjak, JD (BA '87 Psych & Sociology)

Jennifer Schaefer,
 MArch, M.UD (BA '94)
 Jenny Benton, MA (BA '95)
 Paul J. Kim,
 DPM (BA '95 Psych & Biology)
 Ari P. Kirshenbaum, PhD (BA '95)
 Lorraine Sutton (PhD '95)
 Robin Wieder (BA '95)
 Erin Elfant-Rea, PhD (BA '96)
 Angela (Bohlender) Sasseville,
 MA (BA '96)
 Pete Solveson (BA '96)
 Patrick Donovan (MA '97)
 Hallie Rand, MA (BA '97)
 Kimberlee Vincent-Leonard (BA '97)
 Martha Carpenter, MS (BA '98)
 Cassie Kirschbaum,
 MSW, MAJCS (BA '98)

Jessica Ladd-Webert, MS (BA '02)
 Khalilah Louis (BA '02)
 Elizabeth Moskal (Pape), MA (BA '02)
 Cullen Nigrini,
 MSPT (BA '02 Psych & Kine)
 Emma (Oakley) Rukhotskiy (BA '02)
 Jacob Shane, MSc (BA '02)
 Mike Skarzynski
 (BA '02 Psych & Business)
 Dan Soltesz, MBA (BA '02)

2003

Lisa M. Betthausen, MBA (BA '03)
 Jennifer Fallman (BA '03)
 John N. Gaetano (BA '03)
 Christine Guasto (BA '03)
 Elizabeth (Manke) Kimball, MS (BA '03)
 Alison Kochenberger (Carr),
 MEd (BA '03 Psych & Studio Art)

"I found [psychology] to be an excellent way to bridge my own interests in both science and art. Plus, when you tell people at parties you're a psychologist, they always give you that 'So are you analyzing me right now?' look."
Patrick Ehlen, PhD (BA '92 Psych & English)

2005

Dan Blum, MA (BA '05)
 Joe Campbell (BA '05)
 Alysia Cirona (BA '05)
 Carmen Dudley,
 MSW (BA '05 Psych & Spanish)
 Erin M. Gilmer, JD (BA '05)
 Jennifer Gruendler (BA '05)
 Emily Horan (BA '05)
 Katie Larson
 (BA '05 Psych & Comm)

Alumni News

Michael Levin (BA '05)
Angela Lonigro, MA (BA '05)
Emily Mehlman
(BA '05 Psych & Biology)

2006

Lauren Alexander, MA (BA '06)
Christina (Gaudreau) Balderrama-
Durbin (BA '06)
Matthew Canepa,
PhD (BA '06 Psych & Art History)
Lisa Crowe (BA '06)
Elizabeth DaRin
(BA '06 Psych & Sociology)
Amanda Ehlers, BSN (BA '06)
Josh Friedlander (BA '06)
Tatsuko Go Hollo (BA '06)
Kathryn (Kate) Harwood, MA (BA '06)

*"My training in the understanding of human cognition and behavioral psychology as well as my deep desire to be a healing hand for any and all who would have it are the foundation upon which I am growing into the doctor I hope to be."
Matt Johnson (BA '06)*

Chrissy Hubbell (BA '06 Psych & Art)
Matt Johnson (BA '06)
Christine Kelley (BA '06)
Kira Malatchi (BA '06)
Summer Maxey (BA '06)
Caitlin Moran, MEd (BA '06)
Heather Morris, MA (BA '06)
Alexandra Pavlidakis
(BA '06 Psych & Poli Sci)

Lara A. Ray (PhD '06)
Lauren Rogers (BA '06)
Ben Rosenberg (BA '06)

Ashley Wagle (BA '07)
Tiffany Weinstein (BA '07)

*"Cars and digital toys come with an owner's manual, informing their users of the mechanics and processes by which they work; brains do not. My degree in psychology provided me with a basic manual, and my career in psychology and passion for research will help to ensure that the manual is continuously up-to-date. Knowing how my brain works allows me to use it effectively for things like learning, remembering, paying attention, making decisions, solving problems, and maybe best of all...imagining."
Erica L. Wohldmann (PhD '06)*

Kenna Smith (BA '06)
Erika (Wiley) Unbehaun (BA '06)
Laura E. VanderDrift, MS (BA '06)
Greg Webster (PhD '06)
Julie Williams, MS (BA '06)
Claudia Winkler (BA '06)
Erica L. Wohldmann (PhD '06)

2007

Jamie Alperin (BA '07)
Amy Breaker (BA '07)
Daniel Cashmore (BA '07)
Elizabeth Cullen (BA '07)
Elizabeth Dowdell (BA '07)
Nicole Gendelman (BA '07)
Kristen (Powers) Hernandez (BA '07)
Tais Hoelzinger (BA '07)
Jessica Ice (BA '07)
Victor Levin (BA '07)
Morgan Margolis (BA '07)
Landon Mock (BA '07)
Karissa Price (BA '07)
Jacqueline Small (BA '07)
Stacey Smith (BA '07)

2008

Katrina Buttner (BA '08)
Inbar Hanouna (BA '08)
Kristin Hurlbut (BA '08)
Justin Moss (BA '08)
Michelle M. Preuss (BA '08)
Jarratt Pytell (BA '08)
Meghann Richko (BA '08)
Nicole Williamson (BA '08)

*"My education at CU Boulder prepared me to handle the challenges that my clients in crisis face every day, and to be a calm and grounding presence in their darkest time of need. Many times I have drawn upon the things I learned from many of the amazing faculty, and will continue to use them for the rest of my life."
Stacey Smith (BA '07)*

What's New With You?

Please give us news about yourself to share in our next newsletter.

Be sure to include your name, degree(s) and year that you graduated from CU. Feel free to add other information about yourself, including activities of interest (current employment, professional activities, family news, etc.) and insights into how your CU degree has helped to shape your life and work.

Never received our e-mail in December?

If you did not receive an e-mail from us in December, please give us your e-mail address for future contact and online newsletters. Your e-mail address will not be printed in the newsletter, but will be put on the CU Foundation alumni list unless you specify otherwise.

Send your e-mail address and news to: psychology.news@colorado.edu

Wandering the Halls

Meandering through Muenzinger with Building Proctor Kate Bell



Our beloved Muenzinger stands at the threshold of its 5th decade with the dawning of 2009. The stories its walls could tell! I'd love to be the editor of that collection. Mary Ann Tucker, who worked in the Psychology Department for 39 years, always said that many had offered her money not to publish that one!

We, here in the Department of Psychology and Neuroscience, thought you might enjoy hearing about Muenzinger itself...not just its current residents. When I first began working in the department, I never thought I would know my way around the six floors of Muenzinger, let alone know the building as intimately as I do now as Building Proctor for the last three years. I manage all the large projects as well as the daily distresses of no toilet paper and no heat. And as the assistant to the Chair in matters of "space usage," I have searched every nook and cranny, high and low, to find any extra smidgen of space to accommodate the many who reside within Muenzinger's walls.



Some of these walls have been moving around of late and occupants shifting. Recently, in order to move those walls, i.e., remodel, we have established a "Noise and Vibration Week." Much to my chagrin, it's not nearly as much fun as it sounds. (Something I will continue to work on!) "Noise and Vibration Week" occurs during the annual Neuroscience Conference week; it was established to minimize disturbing our sensitive rat residents. Most of our Behavioral Neuroscience folk attend the conference and are not conducting sensitive experiments that week. Thus, it has been our week to demolish the front steps (2006), create five rooms out of a four-room suite for the new Cognitive faculty's lab on the 00 level (2007), and transform the lounge/meeting room on the 0-level into the new BN faculty's lab (2008). So we are a-shakin'-and-a-movin' 'round these parts!

With the 2008 remodel came a transformation of Dave Chiszar's infamous "snake lab" on the 00 level. (Let us pause for a fond reminiscence of those good ol' days when a report of a snake on the loose would go out to all in Muenzinger! Or you might recall hearing screams emanating from Mary Ann Tucker's office when Dr. Chiszar would delight her with a surprise visit by one of his slithering friends!) A domino effect occurred on the 0-level, necessitating a search for new lab space for those displaced by the remodel (mentioned above). Dr. Chiszar very graciously opened up two lab rooms within his "snake lab." After much heave-ho to shovel out buckets of gravel from what was formerly a natural habitat for rattlesnakes, a new pristine lab space

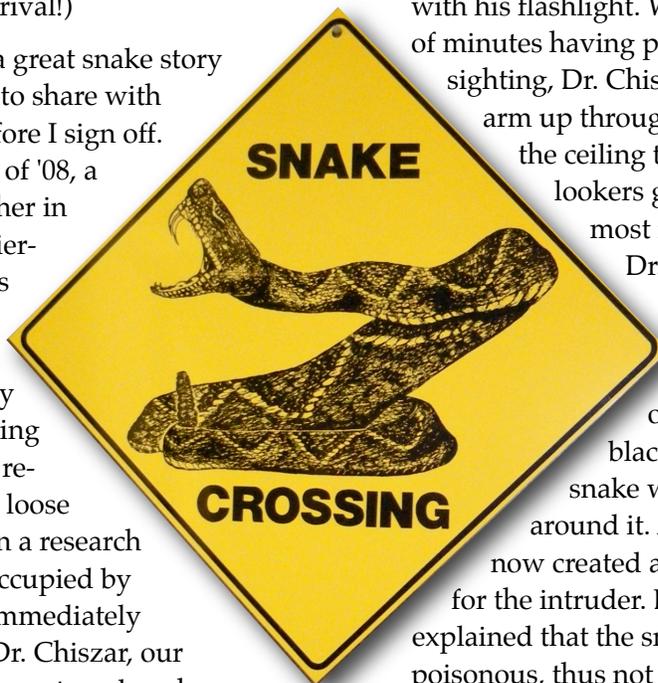


Wandering the Halls: Meandering through Muenzinger

was created for our new rat residents. (The snakes at the other end of the suite are eagerly awaiting their arrival!)

I have a great snake story I'd like to share with you before I sign off.

In May of '08, a researcher in the Maier-Watkins lab called, urgently requesting help to remove a loose snake in a research room occupied by rats. I immediately called Dr. Chiszar, our snake expert, and...whew... he was available. When we entered the room, we were told that



the snake was above the ceiling tiles. Dr. Chiszar moved one of the tiles and tried to locate the snake with his flashlight. With a couple of minutes having passed with no sighting, Dr. Chiszar thrust his arm up through the gap in the ceiling tiles. All onlookers gasped. Almost immediately Dr. Chiszar withdrew his arm that now had an orange and black striped snake wrapped around it. All onlookers now created a wide berth for the intruder. Dr. Chiszar explained that the snake was non-poisonous, thus not a threat to humans. Nonetheless, the rats were at risk of becoming a delicious feast. At that moment, I re-

membered that the prior afternoon a repairperson had reported seeing a snake across the street from Muenzinger. Dr. Chiszar surmised that an irresponsible student had released his or her pet snake upon moving out of the dorm. And the snake's acute olfaction led it straight to Muenzinger.

I hope you have enjoyed hearing how Muenzinger has fared over the years. These tales may have stirred up memories that you have from your own residency in Muenzinger. Please feel free to share them with me, and they may appear in my next entry in the newsletter.

Till next time,

Kate Bell
Muenzinger Building Proctor
Kate.Bell@colorado.edu

Faculty Research – How Emotions Shape our Lives (Continued from page 5)

Dr. Van Boven studies the interrelation between judgment, emotion, and decision making. He is interested both in how emotions shape people's cognitions and behaviors in everyday life, and reciprocally, how everyday cognitions and behaviors shape people's emotions. For instance, he has recently examined how emotional arousal influences psychological distance (a concept denoting how temporally, spatially, or socially close or far away an event seems), showing that if people are emotionally aroused by events such as the tragic shootings at Virginia Tech, then they tend to feel closer to the event in space, time, and sociality.

Dr. Van Boven has also examined how people's values, and in particular their decisions about how to pursue happiness, can influence how much they are liked by other people. Specifically, people who are known to pursue happiness through the acquisition of material possessions are perceived as more motivated by status and prestige, and hence are liked less, than people known to pursue happiness through the acquisition of life experiences.

As an undergraduate at Western Washington University in Bellingham, Dr. Van Boven planned to study abnormal psychology and to become a clinician. He changed his mind, however, after discovering he had limited patience for patients, and after experiencing a statistics course taught by Professor Robert Thorndike. The insight that simple statistical principles such as regression to the mean could powerfully predict other people's behavior, coupled with people's offense and disbelief when such principles were used to predict their own behavior, intrigued Dr. Van Boven and drew him to the field of Social Psychology.

training (a graduate student). The therapist-in-training then works with the patient under the close guidance of the licensed clinical faculty.

Dr. Richardson is a Clinical Neuropsychologist who uses assessments in research and clinical practice to understand how cognitive function impacts everyday living skills.

The Brain Behavior Clinic

Within the Raimy Clinic there is a sub-clinic called the Brain Behavior Clinic. This is an assessment clinic for individuals who have developmentally-based cognitive problems (ADD, learning disabilities) or acquired cognitive problems (dementia, Parkinson's, traumatic brain injury). In this sub-clinic, certain qualified graduate students and Dr. Richardson herself perform a series of cognitive tests in order to assess patients' cognitive capabilities. Patients come in for a variety of reasons, but mainly so that they can receive university accommodations or so that their children can qualify for certain disability services.



Brain Behavior Clinic director Emily Richardson (left) demonstrates assessments to clinical graduate student Debbie Boeldt in the Raimy Clinic.

The Sutherland Center

Extreme anger. Depressive episodes so bad one can't even get out of bed. Inability to function. Racing thoughts. Visual hallucinations. These are just some of the things that individuals with the most extreme forms of bipolar disorder suffer through on a regular basis (and symptoms *can* vary from person to person depending on severity). Bipolar disorder (or BP) is a major problem that affects both individuals and their families.

The Sutherland Center at the University of Colorado was founded specifically to help those suffering from BP. Robert Sutherland, a local businessman and philanthropist, had bipolar disorder. After his death, the Center was created through a donation in his name.

One of the intentions of the Center is to provide care for those who can't afford it otherwise. The Center is also able to provide specialized care that may not be obtainable elsewhere. The different forms of specialized psychotherapy include Family-Focused Treatment (FFT), cognitive behavior therapy (CBT), and social rhythm therapy.



Sutherland Center graduate student therapists Laramie Duncan and Jed Bopp, along with staff psychologist Monika Hauser (right), gather for a team meeting.

David Miklowitz, the Center's director, became interested in studying BP when he was an intern at UCLA Medical Center. One of his assignments was to run a therapy group for people with BP. While working with the group he noticed, among other interesting things, that many patients' symptoms worsened after conflicts with family members. This, and that fact that "[the group members] were a lively and colorful bunch" led him to further study this population and become one of the world's experts on BP.

Alumni Top Ten To-Do List

As part of their Alumni News update, Jim Suozzi, MD (BA '99) and Mary Suozzi (Bryant), MSW (BA '98) included their top ten to-do list for students before they graduate. Here's their list: (1) take advantage of the unique opportunity to have a close relationship with department faculty; (2) eat at Illegal Pete's; (3) spend an afternoon at Mountain Sun Brewery; (4) tube Boulder Creek; (5) eat breakfast at Lucile's; (6) hike Chautauqua Park; (7) play a round of disk golf at Harlow Platts Park; (8) see your favorite band at the Fox Theatre; (9) tour Celestial Seasonings and take the peppermint room challenge; (10) climb Long's Peak.

Do you have a top ten Boulder to-do list that you'd like to share? Let us know at psychology.news@colorado.edu



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Google

40°00'31.48" N 105°16'08.77" W

elev 1650 m

Jul 31, 2007 Eye alt

1.69 km