



Storm and Stress in Adolescence: Myths and Realities

By Karen Rudolph

A common question in the minds of parents and other adults involved in the everyday lives of youth is how to optimize children's emotional development. How can we create environments that protect youth from the stresses of growing up? What qualities should we instill in youth to nurture their emotional well-being and help them successfully navigate the challenges of adolescence?

The research that my students and I conduct seeks to understand the antecedents and consequences of youth depression, aiming to clarify in particular what occurs during the transition through adolescence that sets some youth on a path toward growth and opportunity and others on a path toward emotional disorder and its many devastating consequences.

Is Adolescence as Stressful as People Think?

One of the most often-cited lay theories in psychology concerns the "storm and stress" of adolescence, with parents worrying about raging hormones, peer pressure, and risky social situations that may lead their teen in the wrong direction. What does psychological research tell us about the reality of this much-feared stage of development?

Our research does suggest that the transition through puberty can be challenging, but it is important to note that these issues are not universal and youth differ dramatically in their experiences. Puberty is particularly difficult for teens who mature earlier than their peers, perhaps because they are not yet prepared to cope with the physical, psychological, and social changes adolescence brings.

Indeed, our research suggests that these teens view themselves more negatively, are more anxious, and show less competence and more stress in their relationships, which then lead to higher levels of depression. Yet, the challenges of early maturation apply only to some teens; others who mature early show no emotional scars. In particular, early-maturing teens with supportive peer relationships, emotionally healthy mothers, and low levels of family stress are no more likely to become depressed than their peers who develop at the typical rate.

What Makes Youth Best Able to Manage Stress?

In addition to supportive social contexts, qualities of youth can play a protective role in their emotional development. In a recent study, my graduate student Monica Agoston and I found that teens with strong executive function skills in everyday life, such as the ability to engage in effective planning, to inhibit impulses, and to shift attention to different tasks as needed, were buffered against the adverse effects of exposure to peer stress (such as conflicts and loss of friends) experienced throughout mid to late childhood.

We also found that teens who engage in high levels of active coping, such as problem solving and expressing their emotions, when faced with problems in peer relationships are protected against depression whereas those who avoid these stresses are more likely to become depressed. Likewise, my research with graduate students Nicole Llewellyn and Niwako Sugimura shows that youth who focus on avoiding embarrassment or negative evaluation among peers or who become highly emotional when stressed are more susceptible to depression following exposure to peer bullying. When youth become physiologically overaroused in response to stress, they also are more likely to develop depression when victimized by peers.

How Can Parents Promote Healthy Development?

So that leads us back to the question of what parents and other adults can do to support youth as they negotiate stressful times. To answer this question, a former student (Jamie Abaied) and current student (Jennifer Monti) and I have sought to understand how explicit and implicit ways of socializing youth to cope with stress can help determine their pathways, for better or for worse.

This research reveals that adults can indeed help children develop the capacity for coping with stress. In particular, our research indicates that mothers with strong emotional resources can more effectively



respond to their children's stress by encouraging active efforts to solve problems, regulate their emotions, and reappraise situations in a more positive light; in turn, when parents encourage these types of responses, their children use more effective strategies for coping with stress, show less physiological arousal when stressed, and are protected against depression.

How Can We Use This Research?

What this research collectively tells us is that instilling certain perspectives in youth—such as encouraging them to focus on developing strong friendships rather than worrying about how peers evaluate them—and teaching youth effective ways of responding to stressful circumstances in their lives, can go a long way toward optimizing their emotional development.

Despite the common belief that youth rely more on peers than parents during the teenage years, our research suggests that having supportive family relationships and input from parents about how to cope with stress is highly important at this time. Therefore, this research can help guide programs that promote healthy parenting and the development of youth resources that protect against the dangerous rise in depression that occurs across adolescence.

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PSYCHOLOGY TIMES

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From the Department Head



This is my last column for the Psychology Department newsletter as I am stepping down as Department Head this summer. It has been an honor and a privilege to serve as Head and I have found the position to be rewarding in many ways. It is also very demanding, however, and after serving for 8 years I am ready to return to a life of teaching and research. Dean Barbara Wilson will be conducting a search for a new Head this semester and I anticipate that we will have someone in place by the time the next newsletter comes out.

This time of transition leads me to reflect on the past. Psychology at the University of Illinois has had a long and distinguished history. The first record of a professor of psychology on campus is in 1890. There was no separate Psychology Department at that time, but Dr. Charles DeGarmo taught educational psychology and mental science under the Department of Philosophy and Pedagogy. A Psychological Laboratory was first established on campus in 1892 by Professor William O. Krohn. The following year the Psychology Department was established as a separate department from Philosophy with Professor Krohn in charge.

The Department began to grow in both size and stature. In 1897, the department head, Professor John H. Hylan, did pioneering laboratory studies on the fluctuation of attention. This helped place the entire subject of attention on an experimental basis. In the years that followed, numerous Psychology Department faculty made significant contributions to the growing body of knowledge of this young field and to the profession.

Today, the Department is considered to be among the premier psychology departments. Approximately 80 people with the rank of instructor or above are affiliated with the Department. Permanent full time faculty number about 50 people. The faculty maintain a worldwide reputation for excellence and for being at the "cutting edge" of knowledge in the field. Several are, or have been, editors of professional journals, officers of professional societies, advisors and consultants to political leaders, governments, major corporations, and non-profit organizations.

From that first laboratory in 1892, the Psychology Department has grown so that it overflows the Psychology Building, an eight story building which houses most of the departmental research facilities. These include laboratories for research in all nine substantive areas of the department: behavioral neuroscience, clinical and community psychology, cognitive neuroscience, cognitive psychology, developmental psychology, industrial/organizational psychology, quantitative psychology, social and personality psychology, and visual cognition and human performance. There are extensive computer facilities and a well-equipped apparatus and instrument shop maintained and staffed by specialists on the design and production of equipment for psychological research. The department operates a psychological clinic and several other research and training facilities outside its main building. In addition, the department maintains affiliate relationships with several interdisciplinary laboratories on campus, most notably the Beckman Institute for Advanced Science and Technology.

The tradition that has been established in the department's history is one of excellence: excellence in facilities, programs, faculty, and students. Many examples of this are manifest in this edition of the newsletter. I thank the outstanding faculty, staff, and students in our department for their support and collegiality during my years as Head and I look forward to the exciting days ahead. ♦

David E. Irwin

David E. Irwin
Professor and Head

Movie Production: Lights, Camera, Action! By Meredith Wieck



Meredith Wieck on set in London shooting the sequel to 2013's summer sleeper hit "Now You See Me."

I graduated in 2009 from the University of Illinois at Urbana-Champaign with a double major in Political Science and Psychology, as well as a Business minor. I started as a Psychology major but after taking Professor Sulkin's Intro to Political Science, I fell in love with that subject as well.

The two majors proved to be very complementary to each other, with a fair amount of overlap in terms of critical thinking and analysis, so I felt I was able to get the most out of my time at the University. I was also a James Scholar so took advantage of the research opportunities in both fields with my professors. I particularly enjoyed my extensive work with child development and behavioral psychology, and, specifically, my research into the correlation between television violence and adolescent verbal aggression. Abnormal psych was another favorite of mine.

I took full advantage of the ample opportunities to get involved on campus. As a Learning Leader in the College of Liberal Arts & Sciences for two years, I led two freshmen level introductory courses to help new students adjust to college life. I loved the opportunity to pass on advice to younger students that I wish I had gotten when I was just starting! I was a part of the Women's Glee Club, which was a fantastic opportunity to continue my love for music without necessarily majoring in music. My participation in the Penny Dreadful Players gave me the opportunity to continue acting, which is a true passion of mine. I was a part of the Lectures Committee, which helped bring speakers to campus, including Dan Rather, Evan Handler, and Ben Stein.

I was an officer in the National Society of Collegiate Scholars, which lead a wonderful mentorship program with local Champaign elementary schools, encouraging students to get excited for higher education. As a member of Pi Beta Phi Sorority, I took on a leadership role in the house and loved all the philanthropic opportunities I was exposed to through my membership, as well as all the wonderful friendships I gained.

My most memorable experience was my semester long study abroad program junior

year. I studied at University of Nottingham in the UK, which was a full immersion program. I was thrown into classes with British students and had to adapt to their very different approach to education, which I grew to love. I also was able to be a part of the New Theatre, the only student run theatre in the UK, and was lucky enough to be cast into a play with very talented Brits. I made some of the best friends in my life while I studied abroad, and the experience of traveling around Europe and immersing myself in other cultures was truly life changing. When I returned to the U of I campus, I began working as a student advisor at the Study Abroad Office to encourage other students to take the plunge. Even after I graduated, I stayed on through the summer as the Interim Outreach Coordinator.

Some of my best memories from campus—which will make me a nerd—included going to the Undergrad Library and studying with friends late at night, especially around finals time. We would go to the Espresso Royale, grab coffees and just sit at tables for hours talking through all our notes, but still managing to have fun. It wasn't all about studying, however! I loved going to the football games on Saturdays with friends, going to concerts at The Canopy Club or other local venues, hanging out in downtown Champaign, and just goofing around with friends on the weekends.

The summer after graduation, I packed up my car, told my parents I had a job, and drove 2,000 miles to Los Angeles to... a free internship. I had worked as a production assistant in between my sophomore and junior year on a movie called *The Great Debaters*;

I absolutely loved it and knew I wanted to work in the movies. My intention was to continue on to law school and specialize in entertainment law, but after a lot of thought, I deferred law school and moved out to LA. I worked for free at a few production companies—a standard for people trying to break into the business—for the first month I was in LA before I landed the job working for the Executive Vice President of Production at MGM Studios. Even though I had little experience, my boss—another Central Illinois native—took a chance on me as he saw my drive and work ethic, which I can partially credit to my excellent education at U of I. While I was at the studio, we were tasked with overseeing all of the movies in production as well as those in development waiting to be greenlit for production. In my position, I worked closely with writers throughout the script development process, as well as communicate with talent (directors, actors, etc) throughout the development, production and post-production of our films. I spent my first six months working on the R-rated comedy *Hot Tub Time Machine*, and after that, *Red Dawn*, a remake of the 1986 cult classic. On a daily level, I conducted detailed research for our projects in development as well as research to understand the marketplace and to better understand audience's desires.

After MGM, I went to work at Disruption Entertainment, a production company that had a development deal with Paramount Pictures. My job responsibilities shifted as I was no longer at a buyer, but rather a seller, so my job was about finding viable material that could be made for film or television, or finding writers who we could develop an idea with to become a film or television show. I read at least 3-4 books and 5-6 scripts a week, having to summarize and analyze for my boss to let her know if the material was worth considering and pursuing for film or TV. Talk about pressure! One book I found, called *Tiger's Curse*, was a very fun YA series similar to *The Hunger Games* and *Twilight*. I presented it to my boss, who then went on to sell it to Paramount Studios. The book went into development, and I helped find the writer that was hired to adapt the script. We worked closely with the writer as she developed the script and were able to submit a draft to the studio we were very proud of. The movie is now getting made independently through film finance companies.

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Psychology Alumni Advisory Board News



Greetings University of Illinois Psychology Alumni,

It has been a busy 6 months for the University of Illinois Psychology Alumni Advisory Board. We have made progress on several new fronts in our mission to prepare undergraduates for life after graduation. Here is an update on what we've accomplished and some future plans we are currently discussing.

Career Development

The Capstone Internship Experience Seminar: PSYC 495 taught by Professor Robert Wickesberg continues to reach maximum enrollment. The job market for new college graduates is very competitive. It has become extremely clear that undergraduate internships are a prerequisite among employers seeking talented new hires upon graduation.

Thanks to the generous donations of psychology alumni, we were able to provide five additional Professional Development Awards to assist students this past summer who otherwise could not afford an unpaid internship. Thus far, over twenty students realized their goals in securing an undergraduate internship since the *Shape the Future Today Fund* was created. With the overwhelming competition for new jobs, these internship opportunities can really make a difference in helping students start building their careers.

The Board recently conducted its first Leadership and Career Development Workshop. Thirty-five psychology students ranging from freshmen through seniors attended the day and a half workshop that focused on job skill development, brand creation, and leadership preparation. Feedback was overwhelmingly positive. The Board plans on making this an annual event.



Mentoring

The Board's Mentoring subcommittee is pleased to announce the "First Friday of the Month" series of alumni panel discussions. With the exception of March, due to Career Information Night, an alumni panel discussion is planned for the first Friday of each month during the academic year.



The topic of each panel discussion will be "How do I use my Psychology degree for a career in..." The first alumni panel discussion will pertain to the field of education. Jackie Beard (BS '06), a staff psychologist at

the U of I McKinley Health Center, Liz Arnold (BS '12) a school social worker, and Michael Langendorf (BS '75) a retired school social worker, graciously agreed to serve on our February 6, 2015 panel. In addition, at each session we plan to highlight successful networking tools and techniques to help students find internships, career opportunities, and advice from alumni.

If you have any suggestions or are interested in helping us better assist current students, please contact Cheryl Berger, assistant head for alumni relations at (217) 333-3429 or cberger@illinois.edu.

Communications

The Psychology Department has over 1,400 members connected to the Department's LinkedIn Page and over 1,000 members on Facebook. Our goals for the Department's LinkedIn and Facebook pages are to provide students and alumni:

- a career development and connection tool
- articles of interest
- information on upcoming Department events

The Department has also recently created a Psychology Student Leaders Program to assist the Department and the Advisory Board in creating awareness and engagement of undergraduates in many of the activities we are offering.

Development & Networking

The Board is pleased to announce that our second "Shape the Future Today" campaign has raised \$39,048.00 toward our goal of \$100,000. Your generous contributions continue to provide undergraduates with Professional Development Awards to realize an internship opportunity. In addition, multi-media improvements have been installed in most of the Psychology Building's conference rooms. Noteworthy, this technology enables access to academic and business leaders resulting in richer discussions and learning in the classroom. The additional goal of the campaign is to create a recurring scholarship program for attracting and keeping deserving psychology students.

Recently, the Board conducted its first two networking events with psychology alumni in the Chicago area. Strengthening our relationships with psychology alumni is a priority for the Board. It rekindles memories of student life on campus, as well as fosters new connections between alumni as well as the faculty, staff, and board. Our first event in September was a tour of Graceland Cemetery, followed by lunch at Tango Sur. This was followed by a wine tasting reception at Rittergut Wine Bar in October. Both events were well attended and created great interactions between alumni and the Department.

The Board has some exciting events planned for 2015 that will be finalized this spring. We are currently planning a winery or brewery tour, a Psychology running/



Augustave, Darr & Grady Join Psychology Alumni Advisory Board



The Department of Psychology is pleased to announce that **Marc Augustave** (BS '86), **Carrie Grady** (BS '99) and **Rebecca Darr** (BS '90) have joined Psychology's Alumni Advisory Board. Augustave is assistant corporation counsel in the Department of Law for the City of Chicago, Grady is a human resource manager at Deloitte, and Darr is executive director of WINGS Program, Inc. ♦

walking team for the Christie Clinic Illinois Marathon planned for April 23-25; a Chicago Architectural Foundation Tour, and an exciting trip for adventurous individuals who like to challenge themselves. Stay tuned for more information.

Faculty Enrichment

The Board's Enrichment subcommittee has been working with the Psychology Department's faculty to leverage their leadership roles in helping students strengthen their career options. Faculty will become increasingly involved in our efforts. Academic-track positions at universities, long a career staple among psychology students, are less available today than years ago. This requires faculty to become more aware of alternative career paths available for undergraduates and graduate students alike.

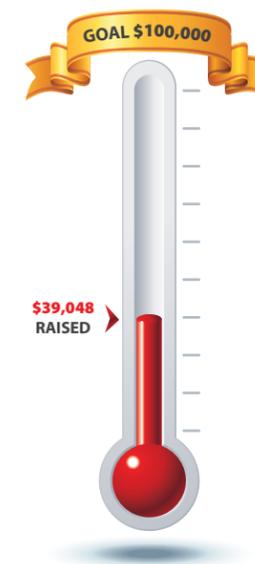
In conclusion, we welcome any ideas on how we can better serve our students, alumni and faculty. Please feel free to contact Cheryl Berger, assistant head for alumni relations at cberger@illinois.edu with any suggestions or if you are interested in helping our efforts. ♦

Sincerely,
Stephan Wiet, President
Alumni Advisory Board
Class of 1976

Shape the Future Today Fund Drive

Our first fundraising campaign exceeded our goal of \$25,000.

Our **NEW** fundraising drive is just starting but with the help of the Alumni Advisory Board, we have hit the ground running and are almost one-third of the way to our goal! **THANK YOU!**



Donor Levels

Platinum	\$1000 or more
Gold	\$500 to \$999
Silver	\$250 to \$499
Brass	\$100 to \$249
Bronze	\$10 to \$99

For more information visit:
<http://www.psychology.illinois.edu/giving/shape/> ♦

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Karen Rudolph

Karen Rudolph is a Professor of Psychology at the University of Illinois, Urbana-Champaign. She received her PhD in clinical psychology at the University of California, Los Angeles. Her research focuses on understanding how social contexts influence risk and resilience for emotional disorders across childhood and adolescence as well as how individuals differ

in their cognitive, emotional, and biological responses to these contexts. Dr. Rudolph's research has been supported by the National Institutes of Health, the William T. Grant Foundation, a James McKeen Cattell sabbatical award, and the Center for Advanced Study at the University of Illinois. Her research has appeared in the journals *Psychological Bulletin*, *Development and Psychopathology*, *Child Development*, *Developmental Psychology*, *Journal of Abnormal Psychology*, *Journal of Abnormal Child Psychology*, and *Journal of Clinical Child and Adolescent Psychology*, among others. ♦

Alumna Receives Top Award from College



L-R: Gary Greenspan, President of the LAS Alumni Association Board of Directors, Dr. Laura Bolton, LAS Dean Barbara Wilson

Dr. Laura Lee Bolton (BS '66) was one of three alumni selected to receive the 2014 LAS Alumni Achievement Award.

After leaving Illinois, Dr. Bolton was awarded a master's degree (1968), and a PhD in Psychobiology from Rutgers University (1975). Dr. Bolton has distinguished herself as one of the leading experts in the development of wound healing products working with two companies at the forefront of this research: Johnson & Johnson Products, Inc. (1973-1987), and ConvaTec, a Bristol-Myers Squibb company (1987-2006). She has devoted her entire professional career to the development of products that will improve the medical outcomes for patients.

Dr. Bolton formed a corporation, BoltonSCI, L.L.C., (2006), from which she does consulting, serves as chief scientific advisor for Derma Sciences, a global medical device/pharmaceutical

company focused on wound care (2007-present), and serves on the medical advisory board for Systagenix which offers a full line of wound healing products to meet the wound care needs of health care professionals (2009-present).

Dr. Bolton said she retired from ConvaTec in 2006 "after 19 fun years wielding corporate resources to improve wound patient outcomes. Now I am "giving back" mentoring young scientists, reviewing for several journals, lecturing around the world, and contributing evidence-based wound care guidelines to the Agency for Healthcare Research, and Quality's National Guideline Clearinghouse. Life is a wonderful adventure and it all started with Psychology at the University of Illinois!"

For more information about Dr. Bolton visit: <http://www.las.illinois.edu/news/2014/awardees/>. ♦



Psychology Student Leaders attended the 2014 LAS Student-Alum Honoree Luncheon on Friday, October 24, 2014.

Psychology Student Leaders: L-R: Daniel Szoke, Amy Jacobsen, Mia Eccher, David Irwin, Head of Department of Psychology, Dr. Laura Bolton (BS '66) Alumni Achievement Award Recipient, Oladoyin Okunoren, Mia Velazquez, Kristina Ring, Shoeb Sadiq, Jeff Ruser. (Image courtesy of College of LAS)

Psychology Leadership and Career Development Workshop

The **Psychology Alumni Advisory Board** organized its first Leadership and Career Development Workshop in Champaign for psychology undergraduate students September 12-13, 2014. Thirty-five psychology students ranging from freshmen through seniors attended the day and a half workshop. Feedback from the students was overwhelmingly positive.

The workshop was organized by Loren Kuzuhara (BS '85) with assistance from Stacey Dougherty, a student in Management & Human Resources, School of Business, at the University of Wisconsin-Madison.

Other facilitators at the workshop included Stephan Wiet, president of the Psychology Alumni Advisory Board (BS '76), along with other board members, Denise Dallmier Burger (BS '93; MHRIR '94), Carrie Grady (BS '99), Lawrence Moller (BS '74; MBA '76), and undergraduate associate head, Robert Wickesberg.

The workshop focused on enhancing career development skills (e.g., resumes, interviewing, professional branding, networking, communication skills, leadership, and personality self-assessments). The students participated in a highly experiential and engaging workshop that was focused on helping participants to develop key skills that will enhance their ability to find good jobs after they graduate from Illinois. ♦



(L-R): Loren Kuzuhara, Stephan Wiet, Robert Wickesberg, Denise Dallmier Burger, Stacey Dougherty, Carrie Grady

Join Psychology at the 7th Annual Christie Clinic Illinois Marathon

Join us for the annual Christie Clinic Illinois Marathon Weekend April 23-25, 2015 in Champaign, IL. Runners and walkers of all levels are invited to join "Team Psychology" in a great community event. Alumni, current students, faculty and staff are welcome to be a part of our team.

For registration information visit: www.illinoismarathon.com

For more information about "Team Psychology" contact:

Gary Wszalek at: wszalek@illinois.edu or Rebecca Darr at: rdarr@wingsprogram.com



Connect with us on Facebook:

UIUC Psychology Runners Illinois Marathon Weekend ♦



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After about 2 years at Disruption, I moved to a writer-based production company called K/O Paper Products, recently renamed Secret Hideout. The job responsibilities were similar, with more of a slant towards actual film production. For the last 3 months I have been on set in London prepping and shooting the sequel to 2013's summer sleeper hit *Now You See Me* starring Jesse Eisenberg, Woody Harrelson, Michael Caine, Morgan Freeman, and Mark Ruffalo. It has been an incredible learning experience so far, especially to be so intimately involved in the actual day-to-day filmmaking process. While on set, I help oversee production by making sure all the departments, actors, producers, writers, etc. have what they need, as well as chime in on any creative notes I may have during filming.

While it seems like it is all glamour and fun, the environment can be quite intense as a typical day of shooting runs about 15-18 hours. It is almost like a summer camp—a group of people working together for a short time before returning to their regular lives. It always astounds me how many people it takes to make a film, and even after shooting, there's still a long way to go in post-production, with editing, sound mixing, scoring, marketing, etc. It absolutely helped that I had studied abroad in the UK before as, surprisingly enough, there is a subtle language and cultural barrier even though our two countries speak English. Each day requires a lot of problem-solving, communication, creativity, and most importantly, positive mental attitude. The movie is set to release in June 2016.

After we wrap production on this film, I'll be

moving onto our next movie, also shooting in the UK, which is a reboot of *The Mummy* franchise. Despite the long hours, big personalities, and high stress environment, it is a fantastic job that is well worth the blood, sweat and tears. It's amazing to be able to say I make movies for a living, especially since movies have always been my first love, so I am very grateful.

My liberal arts/psychology education at University of Illinois provided me with the strong critical and analytical writing and communication skills I use to articulate my thoughts on materials I read and watch clearly and concisely, which is an absolute necessity in this field. Group work in psychology classes taught me how to work with students with opposing opinions, listening and making compromises, which has come in handy when dealing with particularly "Hollywood" types. In addition, the social aspects of a Big Ten school have also eased the transition into this environment making me feel comfortable expanding my social and professional network.

More importantly, my experience at Illinois provided me with the confidence to take the risk to pursue a non-conventional path. I was prepared to go to law school, however, with the support of university faculty and professors, I chose to take a chance and move out to LA by myself, without a guaranteed job or any set expectations. I am thankful I made this choice because it led me to pursue a dream I never thought could be a reality.

One of the biggest surprises after graduation was that once in the "real world," you realize it is not about what you know and your ability to regurgitate information, but rather about how you use this knowledge. A strong GPA in school matters not necessarily because it proves your intelligence, but

rather academic success comes from a strong work ethic, which translates into a smoother, more positive transition into the working world.

In the long term, I would like to continue producing films and television, and hopefully find a few passion projects that are able to transport audiences to a different world, escaping their troubles and immersing themselves fully in their love of film. I'm also open to returning to education or politics in some form. One thing this industry taught me is that every day is different and to expect the unexpected, so who knows what the future has in store, but I'm excited to find out!

I would give undergraduates this advice: It is ok not to know exactly what you want to do or who you want to be when you grow up when you're in college, or even 5, 10, 15 years after. The most important thing is that you choose something you love and pursue it 100%. Don't make excuses for why you *can't* do something because it isn't practical. There's no better time than in your early 20s to really take a moment to explore who you are and what you want to be, and most importantly, take risks. Sometimes you have to divert from the path as it often yields much greater rewards.

I feel confident knowing that because of my fantastic education at University of Illinois—great faculty, mentors, and friends—I will always be able to get back on my feet even if I fall down, and I will find success, both professionally and personally. I know I have a community of people behind me and the resources, drive and work ethic to make my dreams come true, no matter what they eventually turn out to be! ♦

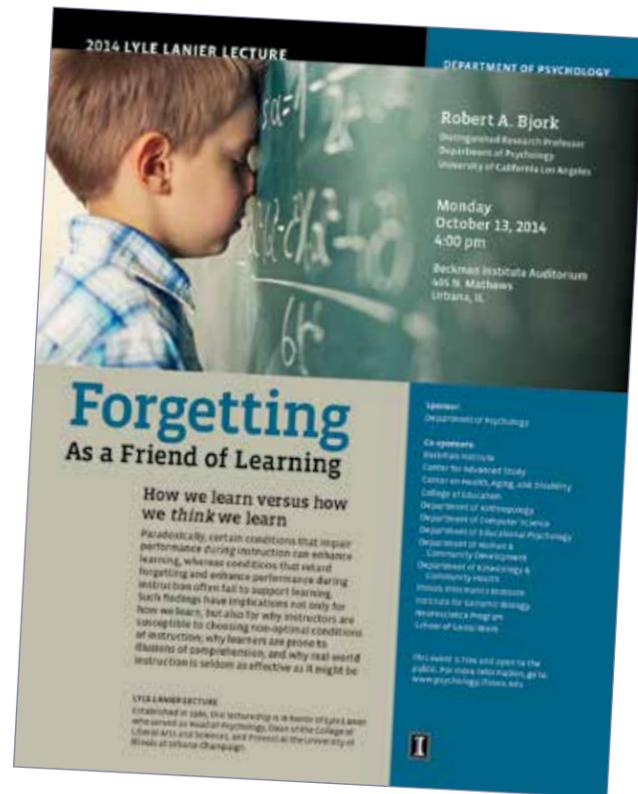
2014 Fall Lyle Lanier Lecture Forgetting as a friend of learning: How we learn versus how we think we learn



Robert Bjork was the featured speaker for the Department of Psychology's 2014 Fall Lanier Lecture on Monday, October 13, 2014, 4 p.m. at the Beckman Institute auditorium. Professor Bjork is a Distinguished Research Professor in the Department of Psychology, at the University of California-Los Angeles. His research focuses on human learning and the science of learning for instruction and training.

The scope and extent of Bjork's work is both sweeping and highly programmatic: he

has been a pioneer in research on directed forgetting, retrieval-induced forgetting, the role of desirable difficulties and testing effects in learning, metacognition and learning, and applications of laboratory research to educational practice. These seemingly diverse topics are linked conceptually in Bjork's work by a theoretical and empirical emphasis on the adaptive functions of memory. Some of Bjork's most impactful work is exemplified by his pursuit of innovative theoretical ideas, such as the initially counterintuitive, but now widely accepted, notion that forgetting serves adaptive functions. Bjork's scientific impact on the field is well reflected in



the chapters and testimonials collected together in the 2011 volume that honors his life and work, *Successful Remembering and Successful Forgetting: A Festschrift in honor of Robert A. Bjork*. He has been honored with the Society of Experimental Psychologist's Lifetime Achievement Award, and he has been named a Fellow of the American Academy of Arts and Sciences. ♦

LYLE H. LANIER FUND



Lyle H. Lanier received an undergraduate degree from Vanderbilt University in 1923, and an MA (1924) and PhD (1926) from Peabody College. Dr. Lanier was invited in 1950 to head the Department of Psychology at Illinois after a distinguished career at Vanderbilt University, New York University, and Vassar College. It was under his leadership that the department recruited the excellent faculty that established Illinois as one of the best departments in the country. He had a very broad concept of psychology that encompassed basic research

with a deep commitment to placing psychology in the public service.

The Department of Psychology would like to thank L. Gene and Catherine Lemon, and Lyle Lanier, Jr. for establishing the Lyle H. Lanier Fund in memory of Catherine and Lyle's father, head of the Department of Psychology (1951-1959); dean of the

College of Liberal Arts and Sciences (1959-1960); and provost of the Urbana campus (1960-1972).

In honor of his many contributions, the Department organized the Lanier Lecture Series to illustrate how the scientific approach to the analysis of the mind and of behavior can yield results of significance to a variety of human concerns. The Lanier Lecture brings a distinguished psychologist to campus whose work is of interest to the general campus and local community. Previous Lanier Lecturers have included:

- Linda Bartoshuk, Yale University School of Medicine
- Marta Kutas, University of California, San Diego
- Hazel Rose Markus, Stanford University
- Richard Nisbett, University of Michigan
- Daniel Kahneman, Princeton University
- Avshalom Caspi, King's College, London; University of Wisconsin-Madison
- Susan Goldin-Meadow, University of Chicago ♦

Faculty Recognized for Professional Excellence



Dolores Albarracín has been named the editor of the American Psychological Association's *Psychological Bulletin*. Albarracín is a professor in the Social-Personality Division. ♦

issues. She also teaches the online version of introductory psychology. Shenouda is also a research specialist at the I-STEM Education Initiative, a campus-wide initiative promoting the fields of science, technology, engineering, and mathematics among college students as well as school children. Shenouda's research focuses on the effects of gender stereotypes on children's beliefs, interests, and performance in STEM fields. ♦

NEW FACULTY



Christine Shenouda is a lecturer in the Developmental Division. She teaches developmental methods, psychology of gender, and psychology and culture, all with a focus on developmental



Tamara Goldman Sher is a visiting faculty member in the department of psychology. She teaches in the clinical/community PhD program. Current classes include Introduction to Clinical

Psychology and a behavior medicine seminar. She also supervises and teaches a couples practicum at the department's Psychological Services Center. Dr. Sher's research focuses on the intersection of couple psychology and health psychology. That is, she is interested in how a disease or disease process affects couple functioning and how couple functioning affects the disease process. Current projects include designing interventions for diabetes with an intimate partner involved in the treatment. Dr. Sher publishes in the couple area and behavior medicine area. She is the co-editor of the book, *The Psychology of Couples and Illness* by American Psychological Association Press. She is also co-editing a series of books for Springer Press on Couples and Illness. ♦

INCOMING GRADUATE STUDENT CLASS



Front row (L-R): Faaiza Khan, Brandy Elmore, Francisca Ting, Susu Zhang, Nicole Craycraft

Middle Row (L-R): Jon Bystrynski, Jessica Siler, Jessie Fitts, Camarin Meno, Melody Buyukozer Dawkins, Sara Westbrook, Evan Center, Xi Liu, Kallie Yearick, Sophie Lohmann, Jason Scicchitano

Back row (L-R): Nickholas Grant, Megan Davis, Bethany Cuenod, Ethan McCormick, Chris Widdowson, Aashna Sunderrajan, Izza Rasul

A Place for Race and Culture in Mindfulness Meditation Training: African American Women's Perceptions of Mindfulness Meditation Training

By Natalie Watson, MA and Carla D. Hunter, PhD¹

Stress-related health disparities affect the lives of racial and ethnic minorities in the United States. Across disciplines—behavioral health, clinical-community psychology, and epidemiology—research has emphasized the need for stress-management interventions that target the behavioral, physiological, and psychological consequences of stress, especially for racial and ethnic minorities. One such stress-management intervention that has become increasingly popular is mindfulness meditation.

During my graduate training, I received training as a mindfulness group facilitator under the supervision of Dr. Wendy Heller. For two years I served as a facilitator of the mindfulness skills training group offered at the Psychological Services Center at the University of Illinois. As a facilitator, I was struck by the limited representation of racial and ethnic minorities in my groups. Although mindfulness meditation has the potential to target racial and ethnic minority members' health disparities, less is known about whether racial and ethnic minorities will successfully engage in mindfulness meditation interventions. Racial and ethnic minorities may be less likely to engage in mindfulness meditation for numerous reasons, including lack of knowledge of mindfulness meditation and limited accessibility—resources and fit—of mindfulness meditation. This spurred my initial interest in examining the accessibility of mindfulness meditation training to racial and ethnic minorities. I explored this interest along with my research advisor, Dr. Carla D. Hunter, and an interdisciplinary team of colleagues; we were awarded the University of Illinois Graduate College *Focal Point Grant* to provide wellness programming, like mindfulness meditation workshops, for African American women at the university and in the local community.

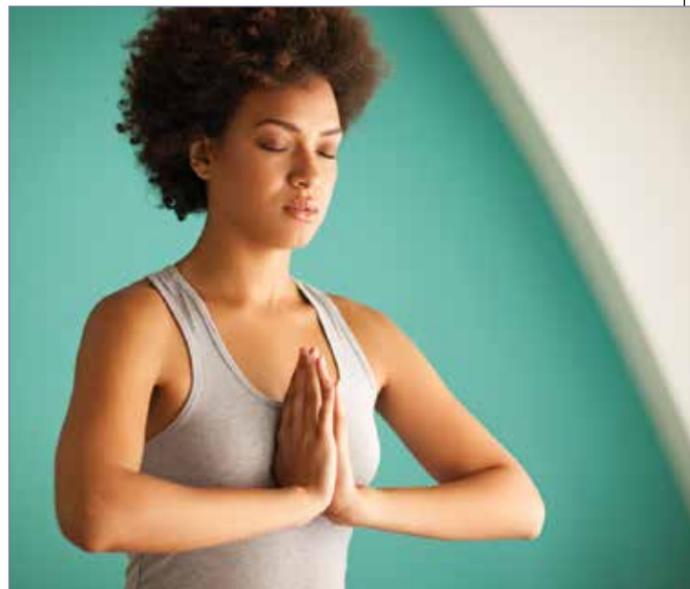
Mindfulness Meditation

Mindfulness meditation training (MMT) aims to cultivate purposeful and nonjudgmental attention to the present moment, with focus on thoughts, emotions, and physical sensations in the body. Although it originated from ancient Buddhist philosophy, MMT has grown in popularity as a nonreligious, clinical intervention in the last 30 years. MMT includes training in meditation (seated, walking, and eating), body scan, group discussions, and daily homework.

Psychological research has demonstrated myriad benefits associated with MMT. Outcomes include:

Decreased:

- Anxiety
- Depression
- Headaches
- Relationship strain



Increased:

- Psychological well-being
- Self-compassion
- Sleep quality
- Exercise frequency

Mindfulness and African American women

African American women experience multiple stress-related psychological and physical health disparities due to the social, economic, and political exclusion they experience as racial and gender minorities. Thus, African American women may especially benefit from stress-management interventions, like MMT, that target these disparities. Unfortunately, to date, few MMT studies include African American women. To address this, we interviewed African American women about what benefits and barriers would facilitate and hinder their engagement in MMT.

Mindfulness Workshops and Focus Groups

We conducted five mindfulness workshops and corresponding focus groups with African American women in Champaign County. Women included community members as well as Illinois undergraduate students, graduate students, and faculty members.

MMT workshops were 1 ½ hours long with the purpose of providing an

introduction to basic strategies for observing the breath (breath meditation), noting sensations in the body (body scan), and facilitating an attitude of openness and curiosity toward experiences (visualization exercise). After each workshop, a 1 ½ hour focus group was conducted to obtain information regarding participants' perceptions and experiences of mindfulness principles and practices. Example questions included: (a) Describe your experiences learning about and practicing the principles and techniques during the workshop and (b) In what ways can the principles and practices presented during the workshop be applied to your everyday life?

What We Found

Women reported several benefits of MMT. Women reported that they already focused on their breath and bodily sensations while engaging in daily activities, such as walking. As a result, a perceived benefit of MMT was that it already fit into everyday activities. Women also shared that they felt relaxed, calm, and more aware of their surroundings, thoughts, and bodily sensations during the workshop. They felt that these positive experiences would be especially useful when dealing with life's stressors.

Perceived Benefits

- Fit with existing daily activities
- Increased relaxation

Women reported several barriers associated with MMT. Women shared that MMT was not a sanctioned stress-management practice in African American culture. As a result, many women expressed that they would feel uncomfortable telling friends and family members about their participation in MMT. They feared that disclosing their participation in MMT would make them seem different from their families and communities.

Perceived Barriers

- Incongruence with African American cultural practices
- Stigma concerns

Next Steps

Research Next Steps

We are currently writing up the results to submit for publication. These preliminary findings are critical to the field of mindfulness research because they may explain the dearth of participation from racial and ethnic minorities in MMT. We are also interested in conducting outcome studies to assess whether MMT can diminish the effects of minority stress (e.g., racism).

Intervention Next Steps

During the past year, this feedback has been used to inform the development and implementation of a culturally-adapted mindfulness intervention. By implementing minor adaptations that enhance cultural relevance, MMT can be a beneficial and promising therapeutic intervention for African American women in particular and racial and ethnic minorities in general. ♦



Natalie Watson, is a 6th year doctoral candidate in the division of clinical-community psychology. Her research interests include African American women's psychological health attitudes and behaviors. In particular, she examines how messages of strength (i.e., Strong Black womanhood) impede self-care and help-seeking behaviors among African American women. Her dissertation examines the perceived utility of mental health services among African

American women. Her most recent line of research seeks to explore the cultural accessibility of clinical interventions, like mindfulness meditation training, among racial/ethnic minorities. She has published in journals and has received numerous awards and grants bestowed by the American Psychological Association, Department of Psychology, and Graduate College. She is currently applying for a pre-doctoral internship and plans to defend her dissertation in fall 2015. ♦



Carla D. Hunter, is an assistant professor in the Department of Psychology at the University of Illinois at Urbana-Champaign. Dr. Hunter is the primary investigator of the Cultural Heritage and Racial Identity Lab. Since moving to the Champaign-Urbana (C-U) area in 2005, she has actively sought opportunities to engage with members of the university and larger C-U communities who experience marginalization with respect to race

and ethnicity. Her program of research seeks to identify and analyze individual differences in the endorsement of various attitudes that characterize ethnic minority individuals' experiences of resilience and risk in the U.S. racial context. Specifically, she hopes to understand how cultural factors (e.g., worldviews, gender), identity, and the experience of race-related stress (e.g., perceived racial discrimination, racial microaggressions) may buffer or place ethnic minorities at risk for the development of poor mental health outcomes. This program of research has broad implications for defining cultural variables, creating measures that may be used in research, designing and evaluating intervention programs, and developing models of ethnic minorities' well-being in a racialized context. Through publications and several successful interdisciplinary collaborations, Dr. Hunter has facilitated dissemination of the lab's findings to academic audiences and integrated the research findings into brief workshops and presentations to university students and staff of various local organizations. ♦

¹ Dr. Angela R. Black is a co-investigator on this project. Dr. Black is a Research Fellow in Complementary & Alternative Medicine Research, University of Wisconsin Department of Family Medicine.

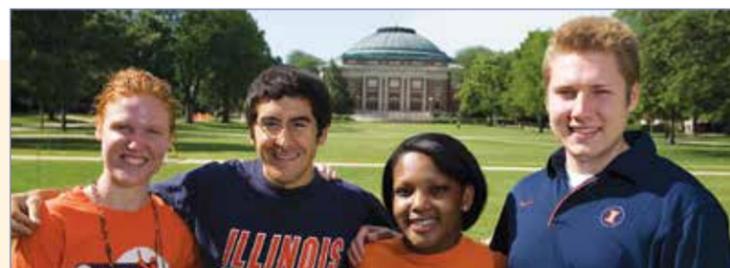
What's Your Story?

Undergraduate psychology students would like to know how you use your Psychology major in your current field/job/career. Here's an opportunity to share your story with current undergraduate students.

Please use the following question template to share your story.

While you were at the University of Illinois:

- How/why did you choose Psychology as a major?
- What specific skills did you develop by taking Psychology courses?
- Outside the classroom, what opportunities/experiences were most beneficial?
- Did you believe that you "had to" obtain more schooling after your bachelor's degree?
- In retrospect, what would you have done differently as an undergraduate?



After graduating from Illinois:

- If your bachelor's degree was the highest degree you earned, describe the first job(s) you held.
- If you continued more schooling after your bachelor's degree, share your reasons.
- Describe how you utilize your undergraduate Psychology skills in your current job/career.
- What pearls of wisdom can you offer to current undergraduate students?

Feel free to cut/paste your responses and e-mail them (along with a picture if you like) to Cheryl Berger, assistant head for alumni relations - cberger@illinois.edu. ♦

GENEROUS DONORS ASSIST STUDENTS

The Department of Psychology is grateful to the generous donors who have established fellowships and awards in honor of family members and distinguished faculty and staff who have influenced their lives. Gifts from alumni and friends enable the department to support the research of our most promising students.

UNDERGRADUATE STUDENT AWARDS

Raymond B. Cattell Scholarship in Psychology



Dr. Samuel Krug, a member of the Alumni Advisory Board, helped to kick off the 2nd Shape the Future Today Fund campaign with his donation to create the *Raymond B. Cattell Scholarship in Psychology*. Krug named the scholarship in

honor of Professor Raymond B. Cattell who served as his advisor through graduate school and remained a close friend until he died in 1998.

"I worked in Raymond Cattell's lab during my time at Illinois. He was very exciting to be around. He tackled very broad problems in innovative ways. Naming a scholarship after him seemed a very natural way to honor him."

Sam Krug received both his MA (1968) and PhD (1971) degrees in Psychology from the University of Illinois, Urbana-Champaign. He is currently chairman and CEO of MetriTech, Inc., an educational testing company that works primarily with large-scale, state testing programs. He has published many articles, books, and tests. His articles and books all relate to issues in applied personality and educational measurement.



Christopher Hecox was the first recipient of the *Raymond B. Cattell Scholarship in Psychology*. Hecox graduated December 2014 and plans to work for a few years before applying either to graduate and/or law school.

"The first recipient seems to be highly qualified, as I'm sure subsequent recipients will be. I've had a chance to meet with a good number of psychology undergraduates since I began working with the internship class, and they've been uniformly impressive. I'd encourage others to consider scholarship support gifts to the U of I as well. It's an investment in quality." ♦

Roger B. Smith Scholarship in Psychology



The *Roger B. Smith Scholarship in Psychology* was established in June 2014 by Roger Bennett Smith to support undergraduate students.



The scholarship was offered to two outstanding seniors, **Emily Newton** and **Alexander Nowak**, for the 2014 fall semester. Newton would like to attend graduate school and earn a PhD in counseling psychology

with a specialization in sport and exercise psychology. Nowak would like to continue to pursue his interests in restorative justice, counseling, and children with special needs in graduate school.

"I wanted to do more than just make a donation to the psychology general fund. I wanted to see my donation impact somebody's life. I'm quite impressed with the two students that received the scholarship—they seemed very deserving and I couldn't be happier about the choices."



Roger Bennett Smith is a distinguished alumnus of the Department of Psychology and the University of Illinois. He graduated in 1996 with a BS in Psychology and a minor in Chemistry and

was immediately recruited by Proctor and Gamble into their management training program (1966-68).

Smith moved from Proctor and Gamble to U.S. Chemical Company (Quantum/USI) and held increasingly responsible positions with the national petrochemical corporation (1968-85). Later at Omega Chemical/Omega Polymers, he spearheaded the purchase of the company which would become Omega Polymers, then served as its first president (1985-90).

"Having a psychology degree opened doors for me as far as employment was concerned. When I was hired by USI they said a strong chemical background was important but the psychology degree combination was exactly what they wanted for people in their sales/marketing department. It was always a great asset."

While at Containerized Chemical Disposal (1990-92) he assisted in its merger with Nash Salvage and the formation of Specialty Waste Transportation where he served as Vice President, General Manager, and managing partner (1992-99).

In 1999, Smith formed Millennium Dealers Services, Inc. with his son. The company is a wholesaler of mobile electronics and he continues to serve as president and owner of the company. ♦

GRADUATE STUDENT AWARDS

James H. Davis Fellowship



James Davis was a member of the Department of Psychology from 1967-1997. It is not an exaggeration to say that he is considered to be one of the greatest social psychologists of

his generation, based on his research investigating how groups of people make decisions.

Much of his work focused on how juries make decisions, and this research had immense impact—it is cited frequently by the Supreme Court and by other governmental authorities.

It has also influenced business and management practices.

Davis's influence will continue for several generations of scholars to come because today almost every significant researcher in this major area of study was one of his students, or was trained by one of his students.



Aasha Sunderrajan, a 1st-year student in the Social-Personality Division, was the 2014 recipient of the *James H. Davis Fellowship*. She is interested in the interplay between thoughts, affect,

attention and decision-making. ♦

Jeffrey Dallenbach Fellowship



The *Jeffrey Dallenbach Fellowship* is awarded to a graduate student conducting basic research in experimental psychology. The fellowship was awarded to **Christopher Widdowson**, a

1st year student in the Visual Cognition & Human Performance Division. ♦

Evelyn Hobson Fellowships in Psychology

Evelyn Hobson was a graduate of Harvard, Wellesley, and Columbia. She was a noted child psychologist in the Los Angeles area, taught at UCLA, and started the Department of Psychology at Pomona College. Evelyn and her husband, Bill Hobson, had a keen interest in



higher education and through the years provided generous support to many of the finest institutions in the country. Among them are Stanford, CalTech, Harvey Mudd, Pomona, Brigham Young, and Occidental.



The generous gift from Evelyn and Bill Hobson allowed the department to offer fellowships to, **Susu Zhang** (1st year), and **Justin Kern** (5th year), students in the Quantitative Division. ♦

Charles Hulin Fellowship



The *Charles Hulin Fellowship* was established in 2000 by students, colleagues, and friends of Professor Charles L. Hulin, who is credited with developing the Industrial/Organizational (I/O) Psychology program at Illinois.



The fellowship was awarded to **Mengyang Cao**, a 3rd year student in the I/O Division. ♦

Frederick & Ruby Kanfer Fellowship



The *Frederick & Ruby Kanfer Fellowship* is awarded to a clinical psychology graduate student who is conducting research in the area of self-management, self-regulation and/or behavior change. The department awarded a 2014 fall semester fellowship to **Paul Sharp**, a 2nd year student, in the Clinical/Community Division.



The Department of Psychology would like to thank the Kanfer family, his colleagues, and friends whose generous contributions helped to endow the *Frederick & Ruby Kanfer Fund*. ♦

Rue Micklos Fellowship

The *Rue Miklos Fellowship Fund* was established in 2008 to support the teaching or study of child psychology in the Department of Psychology. The department awarded a fall 2014 fellowship to Ethan McCormick, a 1st year student in the Developmental Division. ♦

Herbert Woodrow Fellowship



The *Herbert Woodrow Fellowship* is awarded to the most promising graduate students in the Department of Psychology doing basic scientific research in the field of psychology. The fellowship was awarded to **Brandy Elmore**, a 1st year student in the Behavioral Neuroscience Division. ♦

UNDERGRADUATE SPOTLIGHT: PSYCHOLOGY STUDENT LEADERS PROGRAM



STUDENT LEADERS:

Front Row (L-R): Melanie Moore, Cristian Valladares, Amy Jacobsen, Oladoyin Okunoren, Michelle Naese, Mia Velazquez, Jeff Ruser

Back Row (L-R): David In, Shilpa Joshi, Mia Eccher, Samantha Esser, Cheryl Cheong

Inset (L-R): Claire Bilski, Kristina Ring, Shoeb Sadiq, Daniel Szoke

(Not pictured: Diamond Burgess)

The Department of Psychology is pleased to announce the formation of the first Psychology Student Leader Program.

The program is being coordinated by Cheryl Berger, assistant head for alumni relations, and Keri Niehans, internship program coordinator and undergraduate academic advisor.

Seventeen undergraduate students were accepted into the program for the 2014-2015 academic year. The student leaders will work with the department in a variety of areas including fundraising, outreach, and philanthropy.

For more information about the Student Leader Program visit:

<http://www.psychology.illinois.edu/undergrad/opportunities/mentoring/>

Psychology Leaders Attend Quad Day:

<http://www.psychology.illinois.edu/alumni/news/gallery/> ♦

STAFF AWARDS

The following staff were recognized for excellence during the past year.



LAS Staff Award

Ashley Ramm



LAS Academic Professional Award

Jim Clark

NEW STAFF JOIN DEPARTMENT



Lisa Taylor joined the Psychology Business Office in April 2014 on a part-time basis as an Account Technician, mainly processing expense reimbursements and handling purchases. Prior to joining Psychology, Taylor worked in the employee benefits/group insurance industry for 30 years, starting out as the Insurance Officer at the State Universities Retirement System (SURS) and most recently as a Benefits Service Representative for Wells Fargo Insurance Services. ♦

ALUMNI NEWS

1940

Edwin D. Lawson (AB '48; AM '49; PhD '54) is a Professor Emeritus of Psychology at SUNY-Fredonia. Lawson and his colleagues, Professors Richard F. Sheil at SUNY-Fredonia, and Zinaida S. Zavyalova from the National Research Tomsk Polytechnic University, have published *Tatar First Names From West Siberia*, an English and Russian dictionary. The dictionary provides materials related not only to Tatar names, but also information related to the language, culture, and social life of the Tatar people.

1970

Norbert Kerr (BS '74) retired May 2014 from the faculty at Michigan State University. He remains a part-time faculty member at the University of Kent in Canterbury. In July 2014 he received the 2014 Joseph E. McGrath Award for Lifetime Achievement in the Study of Groups from the Interdisciplinary Network for Group Research (INGroup). <http://www.ingroup.net/awards.html>

Karen Stephen (BS '70) had a 40-year career as a clinical psychologist and retired in 2009. This

spring she was enticed out of retirement to take a position as a Mental Health Clinical Director for Partnership HealthPlan of CA which services over 330,000 Med-Cal members in 14 northern CA counties. Stephen oversees the vendor that administers the new Medi-Cal mental health benefit for mild to moderate conditions that came into being with the ACA January 1.

1980

Michael Leipert (BS '81; MSW '83) is a school social worker and also in private practice. He is a former Major in the Air Force Reserves, former Harper College adjunct sociology instructor, and he has supervised six MSW interns.

1990

Stephen Levine (BS '93) has been appointed Clinical Director at the Refuge-A Healing Place, an innovative residential treatment facility that specializes in the treatment of PTSD, trauma, depression, substance abuse and process addiction. The facility is located on 94 acres in the Ocala National Forest.

2000

Andrew Case (PhD '14) is currently at the Duke Global Health Institute where he is a post-doctoral fellow. He has been awarded the Vera S. Paster Award from the American Orthopsychiatric Association. The award was established in 1989 to honor Ortho's 64th president. It is presented annually to individuals whose work has "significantly contributed to the social, educational, physical and/or psychological well-being of persons of color, thereby promoting their empowerment and ameliorating their disadvantages from oppression and its effects." ♦

RETRACTION:

Dr. Elizabeth Pieroth's article that appeared in the Summer 2014 issue of *Psychology Times* should have been entitled, "My Long and Winding Road to Sports Neuropsychology." Our apologies to Dr. Pieroth for editing the title to "Trail Blazer in Sports Neuropsychology". ♦



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You can find a link to the E-newsletter at: psychology.illinois.edu/alumni/news/newsletter/. Let us know if you would like to be added to our email list at: alumni@cyrus.psych.illinois.edu.

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The Department of Psychology at the University of Illinois has a reputation for excellence. The ability to maintain a challenging and dynamic environment is the key to continued excellence.

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