Visitors and students making their way through the heart of the University of Oregon campus find themselves routed around a very large construction site encompassing Straub Hall.

Construction tape, fences, and large machinery now occupy the Department of Psychology’s home since the 1970s, when the former men’s dormitory was converted into academic space. Crews are demolishing offices, classrooms, laboratories, and participant-run rooms, all to accomplish seismic enhancements (adding shear walls and pinning back brick over entrances to increase safety for occupants in the case of an earthquake) and address the ancient heating, cooling, plumbing, and electrical systems with energy efficient replacements.

This multimillion dollar effort, which began in June 2013, is actually composed of two associated projects. The first, described above, is the Straub Hall Deferred Maintenance Project, which is funded by $8,998,000 from the State Energy Loans Program, $4,321,000 in certificates of participation, and $9,000,000 in internal UO funds. This project is slated to finish in December 2014. The second is the Straub and Earl Halls Classroom Expansion Project, which is funded by $11,000,000 in state funds (G bonds) and a match of $11,000,000 from the UO donor community. This project should be completed in March 2015, and we are actively fundraising for it. Highlights of the project include renovating and expanding the center areas of Straub Hall and adjacent Earl Hall, and building new state-of-the-art academic classroom spaces, including a more than 500-seat auditorium with a main level and balcony. There will be two floors of classrooms with total seating capacity of around 1,000,
New Faculty

Maureen Zalewski
Assistant Professor
Clinical Psychology, Developmental Psychopathology, Parental Psychopathology

Zalewski studied at Pennsylvania State University as an undergraduate, completed her doctoral training at the University of Washington, and performed her internship at Western Psychiatric Institute and Clinic. Her work focuses on questions such as, what are the various risk factors that predict the development of poor emotion regulation and profiles of disrupted stress responses in children and adolescents? How can we better measure emotion regulation? The risk factors Zalewski studies include broader cumulative risk factors as well as more proximal risk factors such as parenting behaviors of mothers with psychopathology. Meanwhile, in order to differentiate emotional reactivity from regulation, she uses a variety of emotional indicators (observational, physiological, self-report) and analytic approaches. She is formally trained in dialectical behavior therapy (DBT), an evidence-based approach to treating individuals with borderline personality disorder (BPD) and other disorders involving high emotional dysregulation. She is currently involved in a pilot intervention adapting DBT for mothers with BPD.

Heidemarie Laurent
Assistant Professor
Clinical Psychology, Biology of Stress Regulation, Interpersonal Relationships, Mindfulness

Laurent comes (back) to us from her position as an assistant professor in the psychology department at the University of Wyoming. After undergraduate studies at Scripps College in Claremont, California, doctoral studies at the University of Massachusetts at Amherst, and residency at the University of Washington, Laurent earned a postdoctoral fellowship in the psychology department at the University of Oregon. Now her research examines important questions such as, what separates people who can thrive in the face of life stress from those who succumb to depression? How do early and later relationships serve to buffer or exacerbate stress vulnerabilities, and how can people learn to respond more adaptively to daily stressors? Her research focuses on (1) defining what is meant by stress “regulation” by relating multiple biological (i.e., neural, neuroendocrine, autonomic) and behavioral stress response facets to psychological symptoms and well-being; (2) identifying developmental paths shaping stress regulation, including prenatal and postnatal influences of parental depression; and (3) determining how practices such as mindfulness can improve stress regulation, and whom such practices are most likely to benefit. Her work combines stress physiology monitoring, neuroimaging, and behavioral observation as people respond to naturalistic stressors that arise within close interpersonal relationships, toward the ultimate goal of interrupting intergenerational cycles of stress dysregulation and depression.

“An aspect of this job that has exceeded my expectations is how incredibly rewarding it is to teach and mentor graduate students in the department. Graduate students in the UO psychology program are self-starters, take ownership of their program, and help cultivate a scholarly atmosphere. I have been impressed by what these students take on in addition to their research and course work, and look forward to developing myself as a mentor in the future.”

Phil Fisher

Our very own Phil Fisher, professor in clinical psychology, was an invited presenter at the fourth annual NBC News Education Nation summit, held in early October at the New York Public Library. The summit theme, “What It Takes,” investigated the steps we as a nation needed to take to ensure students are successfully prepared for college, career, and beyond. Leading experts and stakeholders—from parents and teachers to policymakers and employers—delved into critical factors that affect students’ chances of success.

Fisher presented a master class titled Parenting for Brain Development and Posterity (which may be viewed online at http://bit.ly/19342Mn) summarizing research he and others conducted revealing the power of positive interactions between children and caregivers to improve brain development. In particular, he presented work that has focused on helping children overcome toxic stress and promoting healthy brain function.
Faculty News

**Jennifer Freyd** has published a new book, *Blind to Betrayal*, coauthored by Pamela Birrell (Wiley, 2013). It has paper, electronic, and audio editions, and it has been (or will be) translated into Portuguese, traditional Chinese (for readers in Taiwan), simple Chinese (for readers in mainland China), Korean, and Russian. For more information, a website about the book is available at https://sites.google.com/site/betrayalbook.

**Gordon Hall** won the Asian American Psychological Association’s Lifetime Achievement Award, which recognizes “distinguished and exemplary long-term contributions to the field of Asian American psychology from a senior-level psychologist.” He also received the Perry-Weiss Clinical Psychology Training Award. This award was made possible by a generous endowment created several years ago by Barbara Perry and Bob Weiss. The award is given annually to a clinical psychology faculty member who has demonstrated an outstanding commitment to furthering science-based professional training in clinical psychology. The award acknowledges the faculty member’s distinctive ability to impart the goals and values of science-based professional training through mentoring, supervision, or collaborative clinical research, all of which have greatly facilitated students’ professional identification within clinical psychology. Gordon received this award in part for his outstanding efforts as director of clinical training to successfully secure the clinical program’s reaccreditation with the American Psychological Association and new accreditation with the Psychological Clinical Science Accreditation System.

**Sara Hodges** won the Thomas F. Herman Faculty Achievement Award for Distinguished Teaching. Each year, the University of Oregon awards crystal apples, symbols of teaching excellence, to three of its top teachers. The award is presented only to faculty members who have held academic rank at the University of Oregon for at least seven years, have demonstrated long-standing excellence in teaching, and have contributed significantly to student learning at the undergraduate or graduate level. Winners are chosen on the recommendation of faculty members and students.

In two successive years—2012 and 2013—our two new incoming clinical assistant professors, **Heidemarie Laurent** and **Maureen Zalewski**, each received the Victoria S. Levin Grant for Early Career Success in Young Children’s Mental Health Research. The aim of this award is to heighten the chances of early success in achieving federal funding for developmentally informed research that addresses the early foundations of children’s mental health and well-being. This award has only been given by the Society for Research in Child Development three times in total.

**Jeff Measelle** was awarded (with Josh Snodgrass from anthropology) a Rippey Innovative Teaching Award, funded generously by an endowment established by Jim and Shirley Rippey. The awards, given to faculty members for a two-year period, are intended to encourage and support the teaching of undergraduate courses by senior faculty members in the College of Arts and Sciences. The Rippey Awards go to faculty members teaching in the Freshman Interest Groups Program and collaborating in the teaching of the College Connections courses.

**Pranj Mehta** received an Incubating Interdisciplinary Initiatives (I3) Award from the Office of Research, Innovation, and Graduate Education at the University of Oregon. The I3 awards aim to foster interdisciplinary research groups at the University of Oregon. The award for this project, “The Role of Arts Programs in Fostering an Organizational Culture of Patient-Centered Care and an Environment of Healing in Hospitals and Hospices,” was given to a team headed by Patricia Dewey (Arts and Administration Program) and including Josh Snodgrass (Department of Anthropology), Kristin Yarris, (Department of International Studies), and Laura Zaerr (School of Music and Dance). The research will take place at Sacred Heart Medical Center, RiverBend, and Samaritan Health Services’ Center for Health Research and Quality.

**Jennifer Pfeifer** was awarded the Early Career Research Contributions Award by the Society for Research in Child Development. This award is for individuals who distinguish themselves as emerging scientists and scholars, evidenced through research, publications, and other scholarly activity. She also received the Michael Posner Faculty Fund Award. These awards are made possible by generous donations from Stephen Boies (with matching funds from IBM). Boies established the fund with the purpose of recruiting or retaining “rising star” faculty members in psychology.

**Sanjay Srivastava** was elected member-at-large of the Society for Personality and Social Psychology, and is now an associate editor at *Personality and Social Psychology Bulletin*.

**Marjorie Taylor** edited *The Oxford Handbook of the Development of Imagination*. In addition, her fabric artwork depicting the neural response of a “warm glow” associated with charitable giving, observed by her husband, Bill Harbaugh (Department of Economics), and Ulrich Mayr in their 2007 article in *Science*, was featured continued on page 4
Student Awards

• Jordan Livingston and Lauren Kahn received Graduate Research Fellowships from the National Science Foundation. Jessica Flannery, incoming doctoral student for fall 2013, received an Honorable Mention.
• Rebecca Calcott received a Natural Sciences and Engineering Research Council of Canada Award.
• Kathryn Jankowski received a Graduate Research Opportunities Worldwide Award to study for one year in Kyoto, Japan. This funding program is available only to current graduate research fellows from the National Science Foundation.
• Carly Smith received the Sage Travel Award, issued by the Society for the Teaching of Psychology, and the 2013 American Psychological Association Student Travel Award.
• Jennifer Gomez received the 2013 Anne Anastasi General Psychology Graduate Student Research Award from the American Psychological Association–Division One, the Society for General Psychology.
• Jacob Levernier, Rose Maier, and Scott Reed received the Gregores Award.
• Philippe Bou Malham received the Norman Sundberg Fellowship.
• Carly Smith and Amber Gayle Thalmayer received the Distinguished Teaching Award.
• Brian Clark, Nicole Lawless, and Kristen Reinhardt received the Graduate School Research Award.
• Sarah Harsey, Job Chen, Alicia Ibaraki, Nicole Lawless, and Rose Maier received the Clarence and Lucille Dunbar Scholarship.
• Karyn Lewis, Lauren Kahn, and Marcus Mayorga received the Carolyn M. Stokes Memorial Scholarship.
• Philippe Bou Malham, Michelle Fong, and Jennifer Mendoza received the Marthe E. Smith Memorial Science Scholarship.
• Jason Hubbard and David Anderson received the Henry V. Howe Scholarship.
• Elif Isbell received a General University Scholarship.
• Nicole Lawless and Rose Maier received the Gary E. Smith Summer Professional Development Award.
• Daryn Blanc-Goldhammer, Stephanie Kramer, and Alec Smitd, incoming doctoral students for fall 2013, received the Promising Scholar Award from the Graduate School.

Alumni Notes

Cindy Bruns ’94 is the training director for an APA-accredited doctoral internship at a university medical and counseling clinic—training future psychologists!

Kate Harkness, MS ’95, PhD ’98, is currently on a one-year sabbatical in sunny San Diego, California, getting a break from life as a professor at Queen’s University in Kingston, Canada—and hopefully writing up a bunch of data.

Ellen Peters, MS ’94, PhD ’98, is a professor of psychology in the social area at Ohio State University.

Alison Sachet ’02, MS ’06, PhD ’13, is a visiting assistant professor at Williams College.

Deniz Tahioglu, MS ’06, PhD ’12, is an assistant professor at Özyeğin University in Istanbul, Turkey.

Kendra Thomas ’12 is working on her MA at Northwest Christian University and working for a local agency while seeing clients in her practicum.

Faculty News continued from page 3 in an article in Discover magazine, adapted from “What Makes a Hero?” (Elizabeth Svoboda, 2013). The world’s largest collection of anatomically correct fabric brain art can be seen at harbaugh.uoregon.edu/Brain.

Inspired by research from neuroscience, dissection, and neuroeconomics, the current exhibition features a rug based on fMRI imaging, a knitted brain from dissection, and three quilts with functional images from positron-emission tomography. The artists are Marjorie Taylor and Karen Norberg.

Techniques used include traditional Nova Scotian rug hooking, quilting, applique, embroidery, beadwork, knitting, and crocheting. Materials include fabric, yarn, metallic threads, electronic components such as magnetic core memory, and wire, zippers, and beads.
Patty Bruininks, MS '98, PhD '02, chair of the psychology department at Whitworth University, leads a biennial January term trip of advanced undergraduate students to Tanzania. She became familiar with the country and its people while teaching at Hendrix College in Conway, Arkansas, from 2002 to 2007. She led a student trip to Tanzania in 2007, and after supervising a student’s independent study on poverty at Whitworth, she integrated these interests into a class, Psychology of Poverty and Social Class. In it, students learn how poverty affects the psychology and well-being of individuals with low socioeconomic status as well as the nonpoor. They discuss how the cultural ideal of progress in the U.S. is related to just-world thinking, inequality, and the resultant smallest government safety net for the poor of all industrialized nations. Students explore prejudice, discrimination, dehumanization, power, ostracism, sustainability, and “affluenza.” They also encounter voices of the poor in a variety of ways: readings, film, their service-learning projects, and an urban plunge into downtown Spokane, Washington. While the majority of the course focuses on material poverty, social and spiritual poverty are also discussed. About a dozen students will take this course and another preparatory course prior to their travel to Tanzania with Bruininks. This latter course is more specifically focused on the country and culture they will be visiting, and the history, religion, health, education, gender issues, and other cultural aspects of Tanzania are covered. They also get a very basic handle on Swahili.

The January term trip is three weeks long. The first week, the group camps on a farm (they bring their own tents), which is the location of the Baobab Home, an orphanage with which they partner. The farm community is seeking to be self-sustaining: the members grow their own crops and have more than twenty cows and many goats and chickens. Banana and mango trees are everywhere. They use cow manure to fuel a bio-gas system that provides fuel for cooking. This is much better for the environment than burning wood. Solar panels provide electricity for light during the evening and for charging batteries in computers and phones. Everyone eats, sleeps, and lives in this community.

The second week is spent in the town of Bagamoyo, situated on the coast of the Indian Ocean. Participants visit the hospital and learn about health issues in Tanzania. There is a malaria and tuberculosis research center there. They also take a historical tour, spend a full day with a typical family, sponsor a soccer tournament, visit with Muslim leaders, and visit the art market. Students are encouraged to forge relationships with those they meet. The final week, the group travels to Zanzibar (a two-hour ferry ride) and go on safari. They also visit a sober house, as alcohol and heroin abuse is a huge problem in Zanzibar and the greater East Africa region. Alcoholics Anonymous and Narcotics Anonymous are quite new to East Africa, and most treatment centers are located in Kenya, but there’s one located in Zanzibar.

One inspiring moment for Bruininks...
Psychology Donors

July 1, 2012–June 30, 2013

INDIVIDUALS
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Brian Adesman ’12
Lisa Davis ’00
Elana Scharff ’05
Mary ’45 and Jack Morton ’48
Annette Guidry ’89
Tanner LaCorte ’12
Harriet ’69 and Steven Saturen ’70
Stella Sun ’05
Kira Holman ’11
Quyen Tran ’97
Kathryn ’69 and Steven Saturen ’70
Stella Sun ’05
Kira Holman ’11
Quyen Tran ’97
Stephanie Picotte ’12
Kirstin and Michael Platt ’95
Kathryn ’01 and Lawrence Simon Jr. ’01
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Poverty, Altruism, and Hope in Tanzania continued from page 5

inks was during a visit to the sober house on the island of Zanzibar, where she recognized an artist, Ema, whom she had met on her very first trip. She knew that when she bought art from him, she was probably funding his drug addiction. “But given that I’m never there for more than a few weeks,” Bruininks says, “I feel my purpose is just to get to know people and accept who they are, where they are. I’m not in a position to provide any kind of long-term encouragement or help. When I saw him at the sober house, he had been clean for five months, and he was teaching the other residents art. He recognized me and remembered my son. I was very emotional but held back the tears. I got to introduce him to the students who were with me. For me, this is what the trip is about: building long-term relationships and getting to share the joys—and sorrows—with people half a world away.”

Back at Whitworth, Bruininks’ research has expanded from her dissertation on defining and measuring hope to encompass topics that are not so neatly assessed with quantita-
tive methods. In addition to inspiring dozens of lucky undergraduates, she also serves as the chair of her department. She fondly remembers many current and past faculty members who played important roles in her intellectual growth and development, as well as performing in an a cappella singing group composed of psychology graduate students called “Et al.: al. Psychologists, al. the Time.” Their signature tune was “Grad School Woes,” sung to the tune of “Country Roads” by John Denver.
a much-needed addition to the limited number of spaces on campus for very large classes. The two introductory psychology courses, Mind and Brain and Mind and Society, are examples of those likely to be taught in this space.

Although the remodel will retain much of the original character of Straub Hall—designed in the 1920s by celebrated architect Ellis Lawrence—wonderful changes are in the works. The entire entry and lobby area will now better guide visiting students and participants through to their correct destination, with the psychology main office to the left and the linguistics main office to the right. The former medium-sized lecture room will now be an open area for receptions.

There are specific exciting donor opportunities as a result of these grand renovations. For example, there will be a new undergraduate center that will bring together peer advising, faculty advising, a student lounge, and drop-in computer lab. The Psychology Clinic, which will expand into two floors in the south wing, also presents an opportunity for donor involvement. Computer lab space is doubling and presents yet another way in which donors may wish to become involved in this historic change. For more information, please call David Welch at the College of Arts and Sciences Development Office, (541) 346-3950, or see “Giving to the Department of Psychology” below.
Letter from the Department Head

Greetings! Our thirteenth edition of Psychology News comes to you from our temporary exile in the old Oregon Research Institute building on the north side of Franklin Boulevard. Despite the geographical upheavals during Straub Hall's long-overdue renovation, psychology at the UO is doing very well. We continue to be one of the most sought-after majors at the university, and our teaching receives the highest ratings. Also, more than ever we are able to attract extremely talented graduate students to work with us on research and teaching. Research excellence remains the department's standout feature; it is particularly heartening to see the cohort of recent faculty hires thriving in a truly breathtaking manner! We hope this newsletter gives you a bit of the flavor of these and other exciting developments at the UO Department of Psychology.

As always, we welcome your comments as well as news about significant events or activities in your own lives. Please contact us by e-mail at newsletter@psych.uoregon.edu or write to Jennifer Pfeifer, our newsletter editor, at Department of Psychology, 1227 University of Oregon, Eugene, Oregon 97403-1227. You can also find us on Facebook at https://www.facebook.com/uopsychology.

Best wishes for the coming year!

Ulrich Mayr
Department Head