



PSYCHOLOGY UPDATE

NEWS FOR ALUMNI & FRIENDS OF THE DEPARTMENT OF PSYCHOLOGY



"Happiness is the only thing that multiplies when you share it."—Albert Schweitzer

Wishing you happiness in this new year and beyond.
UW-Madison Psychology Department



Craig Berridge, Chair, Department of Psychology

PSYCHOLOGY UPDATE

is the alumni and friends newsletter for the Department of Psychology at The University of Wisconsin-Madison
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Greetings from the Chair

A new academic year always brings excitement! New students and classes, the transition to fall weather and colors. It's a wonderful time in Madison! This year it is particularly exciting for me as I find myself in a new role as Chair of the Department of Psychology. It is an exciting adventure. My greatest pleasure so far has been becoming more familiar with the many ways in which we excel at training our students in one of the most useful and flexible majors on campus. Our department currently supports approximately 1200 majors—a number that is likely to grow as the University increases enrollment. I have gotten to see first-hand the dedication and excellence our faculty and staff bring to undergraduate and graduate training. Additionally, I have gained a deeper understanding of just how impressive our students are: talented, motivated and creative!

Of course, there are challenges, including trying to make an aging building support cutting edge research and instruction in our modern world. This is not made easier by a budget environment long in decline. But, as Badgers, we feel confident in our ability to surmount whatever obstacles come along and to continue to do what we do best: education and research!

If you are in Madison, I encourage you to stop by and introduce yourself. We are always happy to reconnect, remember the good old days and talk about where we hope to go.

Craig Berridge

Chair, Department of Psychology
Patricia Goldman-Rakic Professor of Psychology
Mark and Ilene Laufman Family Professor
Chair, LSVC Animal Care and Use Committee

The Psychology Board of Visitors

Did you know that the UW Psychology Department has a Board of Visitors? It does! Founded in 2010, the Board is a group of alumni and friends who support, advise, and advocate for the Psychology Department. Overall, the purpose of the Board of Visitors is to assist the Psychology Department in remaining in the top tier of departments in the country.

The Board has accomplished much so far. For example, they established a Board fund with the UW Foundation. With their generous contributions we have, for example, made a convenient and comfortable study lounge for students. The Board got the idea of giving alumni awards to Psychology alums, which we have been doing for 3 years now at the time of the undergraduate graduation ceremony in May. We have been able to recognize some amazing alumni in this way. As for advocacy, Board members are keenly aware that the Department has a serious need for a new building. Every chance they get, when in a meeting with the Dean or Chancellor, they make sure that the new building is on their radar screen.

I want to take this opportunity to thank the Board. They have been very generous with the Department financially, they have given us great ideas, and they have organized some wonderful events, such as the annual Psychology Alumni Weekend, held in conjunction with UW Homecoming. I am so grateful to them!

Please contact me with information or for questions. I love hearing from alumni!

Janet S. Hyde

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Helen Thompson Woolley Professor of Psychology and Gender & Women's Studies
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Can Psychology Research Help End Discrimination?

Research by UW Madison Psychology Department faculty was featured in The Atlantic magazine. In her article, Jessica Nordell asks

“Is this how discrimination ends?”

The article covers the research of Professor Patricia Devine, Director of the Prejudice and Intergroup Relations Lab and her former graduate students, William Cox, an Assistant Scientist at the UW, Patrick Forscher, an Assistant Professor at the University of Arkansas, and Tony Austin, a former undergraduate in Devine's lab. Devine began conducting experiments on implicit racial bias over 30 years ago as a graduate student.

Devine indicates she now prefers “unintentional bias” over the more commonly used “implicit bias” language. The term “unintentional bias” conveys the meaning of the bias without implying blame.

Trainings to address biases have been increasingly offered around the country but “...Devine and a small group of scientists have developed an approach to bias that actually seems to be working—a two-hour, semi-interactive presentation they've been testing and refining for years...” Devine believes that to break an unintentional bias you must be aware of it, motivated to change, and have a strategy for replacing it. The author travelled to Wisconsin to observe a workshop and notes:

Over the course of the two-hour presentation, Cox and Devine hit all these notes: They walked through the science of how people can act biased without realizing it. They barreled through mountains of evidence and detailed explanations of how bias spreads. Halfway through the workshop, they gave students a chance to discuss how these ideas relate to their own personal lives, and everyone had a story. A chemist recounted being steered to a sales internship, despite seven years of chemistry training, because she had “such a nice personality.” ...At the end, Devine and Cox offered ideas for substitute habits. Observe your own stereotypes and replace them, Cox said. Look for situational reasons for a person's behavior, rather than stereotypes about that person's group. Seek out people who belong to groups unlike your own.

Devine paced among the desks, making eye contact with each student. “I submit to you,” she said, her voice steady with conviction, “that prejudice is a habit that can be broken.”

It may sound a bit whiz-bang, but the data show that this seemingly simple intervention works. For example, after Devine and a colleague presented a version of the workshop focused on gender bias to STEM faculty at the University of Wisconsin, departmental hiring patterns began to change. In the two years following the intervention, in departments that had received the training, the proportion of women faculty hired rose from 32 percent to 47 percent—an increase of almost 50 percent—while in departments that hadn't received the training, the proportion remained flat.... In treating bias as a habit, the Madison approach is unique....

If people feel attacked, she told me, they shut down. Avoiding blame is key. The resulting message is carefully balanced: Bias is normal, but it's not acceptable. You must change, but you're not a bad person.

Dr. Devine and her colleagues are continuing their work to rigorously test this approach in real world settings. This work exemplifies The Wisconsin Idea and the strong commitment of these dedicated researchers to making the world a better place. The national coverage and interest in this research further raises awareness of the major contributions made by the faculty and students from the UW Psychology Department.

To read the full text, see the article by Jessica Nordell “Is This How Discrimination Ends? A New Approach to Implicit Bias” in The Atlantic May 7, 2017 issue.

Every year the Psychology Department organizes an alumni weekend during homecoming weekend. This year alumni gathered on October 19-20, 2018. We hope you can join us next year!



Distinguished Alumni

The Department of Psychology Board of Visitors gives Outstanding Alumni Awards each year, including an award for exceptional achievements in the academic/research area and an award for exceptional achievements outside academia. This past May, the department honored the following people:

Winner of the award for Outstanding Achievements Outside Academia, Dr. Anne Savage received her B.A. and Ph.D. from the UW-Madison and is the Conservation Director for Walt Disney Parks and Resorts. Dr. Savage works with Walt Disney Imagineering to integrate conservation theming from scientific explorations into attractions. Dr. Savage works to protect some amazing animals and ensure the health of our planet for generations to come. The Explorers Club awarded Dr. Savage the Lowell Thomas Award for her lifetime achievements in conservation efforts worldwide.

Heidi Allstop, winner of the Early Career Award, graduated from UW-Madison in 2010 with a B.A. in Psychology. While on campus, Allstop created an online community called Spill, a safe, confidential place for students to “spill” about personal problems and get support and resources from peers. The website gained popularity among UW students and spread to nearly 250 campuses across the US and Canada. It has been recognized for its impact in suicide prevention and has won global awards for its efforts. Allstop serves on the board of the Badger Entrepreneurship Forum and mentors UW entrepreneurs and changemakers.



Dr. Anne Savage Heidi Allstop



Joyce Y. Rosevear and Frederick M. Rosevear

Winners of the Friends of the Department Award, Joyce Y. Rosevear and Frederick M. Rosevear both came to Wisconsin as graduate students. Joyce completed a Ph.D. in the Department of Psychology Primate Laboratory in 1974. She spent several years teaching at a UW Center campus and serves on the Board of Visitors of the UW Psychology Department. Fred devoted over four decades to teaching high school science in the Madison Metropolitan School District. Their experiences provided a full range of exposure to the educational opportunities open to Wisconsin residents. The needs and challenges of Wisconsin’s educational institutions have inspired their support of Psychology Department programs.

The winner in the academic research category, Lyn Abramson believes she was “in the right place at the right time” during her undergraduate and graduate school years. She graduated from UW-Madison with a psychology major in 1972 during the period of great student unrest and protest. She then earned her Ph.D. in Clinical Psychology from



Lyn Abramson

the University of Pennsylvania in 1978 and is grateful to Marty Seligman, her scientific mentor, and Tim Beck, her clinical model, at Penn for enabling her to join the pioneers creating a science of depression and its treatment. She has been a professor of psychology at UW-Madison for most of her career. She has loved teaching undergraduate and graduate students in the classroom, lab, and clinic. A powerful motive driving her work is the desire to help people heal and thrive.



Psychology Department 2018 Graduate Earns Prestigious Scholarship



Teresa Turco graduated in May 2018 with dual majors in Psychology and Economics. She will now go on to complete a master’s in Economics and Business from Erasmus University in Rotterdam with the support of a Fulbright scholarship. Studying behavioral economics at Erasmus University in the Netherlands will allow her to combine her two passions by investigating psychological influences on economic behavior and the experience abroad will provide cross-cultural insight into her research. Researcher at the Erasmus Happiness Economics Research Organization (EHRO) investigates happiness, a psychological construct, utilizing economic methods and use these measures to assess progress in society. With the support of the Fulbright, she will use behavioral economic concepts to examine

macro-level well-being, preparing herself for a career in research where she strives to understand happiness and to cultivate it in others.

“Teresa is whip-smart, an incredibly independent thinker, and a real do-er. Even at this young age, she can see a research question, think about how to test it, and also put in place a plan for getting the research done. Our lab is going to miss her!”
Maryellen MacDonald, Professor

Curious about the best way to learn a foreign language? Practice speaking it.

“In addition to working with top notch students, Maryellen MacDonald and her research lab are improving our understanding of how to learn foreign languages.”

The typical foreign language class spends much of its time listening to fluent speakers—a teacher or a recording—and doing other comprehension-focused exercises, like matching printed words and phrases to pictures, but new research from the University of Wisconsin–Madison shows that the students should spend more time talking. Foreign language classrooms are very input-oriented, according to Elise Hopman, a UW–Madison psychology graduate student, stressing comprehension of words and phrases fed to the learners because teachers want to stress proper grammar and keep students from reinforcing their own mistakes....The alternative is to combine speaking exercises—in which students produce the words, phrases and sentences themselves, not repeating after a teacher or recording—with immediate feedback, so students always learn the correct form.

Hopman and UW–Madison psychology professor Maryellen MacDonald tested the benefits of this approach by teaching two groups of study participants the vocabulary and grammar of a made-up language. One group was taught by traditional listening comprehension exercises with feedback on their accuracy. The other group had no comprehension exercises at all—they simply talked and got feedback.

“It’s not surprising that practicing talking can make you better at talking,” says Hopman. “But we wanted to see whether practice with talking could make you better at understanding the language as well.” Hopman and MacDonald, who published their results in the journal Psychological Science, believe the students who focused on learning through speaking got a boost from building stronger connections in their brains....“You go from an idea to picking the words, getting their order together for a sentence, relating it back to the idea, getting the pronunciation of the words, and relating that back up to the idea,” MacDonald says. “That’s what we call binding. You have a plan that you turn into a sentence that results in pronunciation, and in the process all of this stuff gets integrated together and connected in your mind.”

That’s not to say comprehension tasks should be replaced. They can be helpful, and especially useful in many crowded classroom situations. “What we’re advocating for is more balance in the classroom, increasing the focus on production and not looking at production as a bad thing,” MacDonald says.

Taken from UW Communications, Chris Barncard, April, 2018.

Why I give to the UW Psychology Department



I give to the UW Psychology Department because I love the University of Wisconsin and because I love the Psychology Department. I believe that the University of Wisconsin is the state's greatest asset. I am a very strong believer in public education and in giving students the opportunity to attend a large

university with people from incredibly diverse backgrounds. At UW a student can arrive “undecided” and no matter where they turn find a strong program in their field of interest. Private donations are required to keep UW strong, accessible and competitive so that it can attract high-potential students and talented, prolific professors. **I give to UW because I believe, now more than ever, that education is foundational to the kind of society we want to create and sustain.** The Psychology Department holds a special place in my heart. My Psychology degree got me into my PhD program that got me a great job in a wonderful company. This was the launching point of a meaningful and fulfilling career. I now have the privilege of teaching a Psychology capstone course at UW full of seniors who are bright, motivated, socially conscious and ready to contribute to society. Finally, the Psychology Department faculty conducts meaningful and relevant research and provides services that benefit the local, state, national and global communities.

Why wouldn't I give?

Andrea Marcus Konz, PhD
1980 BS Psychology and Sociology
Sociology Board of Visitors – 2011 - 2018
Psychology Board of Visitors – 2018 - present



The Psych Club, Psi Chi and the Department of Psychology joined together to help raise money and walk together to destigmatize mental health issues for NAMI of Dane County.

The Wisconsin Idea in Action

Education should influence people's lives beyond the boundaries of the classroom.



The university enriches the lives of those outside of the university—but students have as much to learn from community members as they have to offer.

In just one of the many ways the Board of Visitors and alumni donations provide support to our undergraduate education mission, they have provided support for an active learning activity for “The Criminal Mind: Forensic and Psychobiological Perspectives” course every semester. This event was first launched in Spring 2017 and is continuing to be offered every semester. **A special shout out to Dodge County District Attorney Kurt Klomberg, UW alum, for his generous contribution** to this event. This “Returning Prisoner Simulation: Taking a Walk in the Shoes of a Person Just Released from Prison” has been provided in collaboration with the Morgridge Center and Madison Urban Ministry. Over 100 students have participated each semester along with Badger and community volunteers. In this simulation students assume the roles of recently released prisoners trying to navigate the challenges of community integration. Students also hear directly from former inmates about their life stories. Here is just one of the many positive quotes from students who participated: **“It is probably the most enriching academic experience I have had thus far at the University of Wisconsin-Madison”** Students consistently value this opportunity and a big thanks to the alumni supporting this program!

“The Department’s rigorous & multi-faceted curriculum was a great preparation for my subsequent legal studies”

Michael Beverly, UW Psychology alumnus (B.A., 2014) and recent graduate from the University of Iowa College of Law (J.D., 2018)

We thank our alumni and friends for their generous support to the Department of Psychology throughout 2017.

A special shout out to Dave Weiner and his company, AgencyMSI, for their continued support in funding our newsletter!



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*We are grateful to these loyal alumni and friends who have remembered the Psychology Department in their estate plans.
**\$10,000 and up or lifetime donations of \$200,000 or more

Alumni for Life

The Psychology Faculty at UW has for many years sparked interests in science and human behavior, which are essential in so many careers. Some students pursue a career in psychology and others find the psychological knowledge they learned at UW crucial in careers such as law, medicine, business, and education. These former students recognize that the Department has given them a lifelong gift and believe in helping the Department do the same for current students. They continue their engagement with the Department long after graduation and become Psychology Alumni for Life.



DEPARTMENT OF PSYCHOLOGY

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