



*Professor Diane Carol Gooding*



## Championing Mental Health Awareness on Campus and in Community

As a child growing up in New York City, Diane Carol Gooding loved the cultural diversity: the museums, the performances, and the constant hum of bustling sidewalks filled with all kinds of people, including those acting, well, strangely. “My parents told me they were probably not well,” Gooding recalls, “and that we needed to be compassionate towards them.” Gooding’s interest in diverse expressions of mental health developed over time: early on, she nurtured an interest in the plight of the homeless, then became a volunteer camp counselor for deaf and intellectually disabled children,

and, as a college student at Harvard-Radcliffe, got involved in a research lab, helping people with different psychiatric illnesses through experimental protocols.

Now, as a professor of psychology, Gooding researches mental illness, primarily schizophrenia and schizophrenia-spectrum disorders, and teaches classes on abnormal psychology and media and mental illness. Her work investigating risk factors for the later development of disorders led to her development of ACIPS, or Anticipatory and Consummatory Interpersonal Pleasure Scale, a self-report measure of social anhedonia

(an absence of pleasure derived from social interactions). The ACIPS, which was intended primarily for research use but has seen an uptick in requests from clinicians, is the only anhedonia measure that can be administered to children and adolescents as well.

Recognizing mental health challenges early has long been important to Gooding. “When I started teaching [in 1996], students would privately disclose a personal or family history of mental illness to me. Some students would admit that they had been dissuaded from applying to compet-

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Thank you!

**FROM THE DEPARTMENT CHAIR**



Greetings, Badgers!

Typically, fall is a time of excitement, energy, and optimism at the coming academic year ahead. Of course, this fall and the past eight months have been anything but typical. It started in March when we were told that we had a week and a half to convert our curriculum from nearly fully in-person to fully online. It is difficult to describe just how challenging of a task this was for both our faculty and our students. Nonetheless, working together we accomplished what initially sounded impossible. As if the challenges of a once-in-a-lifetime pandemic weren't enough, our department, community, and country also spent the summer

struggling with yet more evidence of inequality and racism in our society. To help us enact meaningful change, we created an associate chair for equity, inclusion and diversity, and allocated departmental resources to better address racial inequity in our department. We also proposed an ambitious hiring plan focused on scholars of color, backed up by an ambitious fundraising campaign (see Professor Hyde's note below). And, we have begun to examine every aspect of department, including how we teach, to understand how we can be a better and more inclusive program.

What will come as we move forward is anyone's guess. But what I have seen in the past year gives me confidence that our department will readily handle whatever challenges arise. At each and every step, I have been amazed at the dedication, motivation, and creativity of my colleagues and our students. In the face of unprecedented challenges, they have stepped up to not simply get through the situation, but to ensure that we continue to offer a world-class experience for our current and future students. I am immensely proud to be part of such an outstanding department.

**Craig Berridge**

*Department Chair*

*Patricia Goldman-Rakic Professor of Psychology*

**FROM THE ASSOCIATE CHAIR FOR ALUMNI RELATIONS**

This summer, the Department of Psychology launched a major initiative to increase diversity, equity, and inclusion in the department. With leadership from Seth Pollak, our new associate chair for equity, inclusion, and diversity, the department is pursuing a number of goals, including two critical initiatives: recruiting both excellent faculty *and* the most promising graduate students to our department.

To reach our goals, we created the Diversity, Equity, and Inclusion Fund. As of this writing, we have more than \$150,000 in commitments and gifts towards our initiatives. I want to offer a special thanks to those of you who gave during October's Fill the Hill annual fundraising event; in just two days, you added an additional \$9,000 to our total. Thank you!

We recognize that these are challenging times, and we trust that everyone is doing their part to contribute to a more just and equitable society. If you are able, we hope you will consider making a gift to



the Diversity, Equity, and Inclusion fund so that together we might expand our scientific community with scientists who will diversify the department in terms of perspectives, backgrounds, research ideas, and teaching. You can find giving information at [go.wisc.edu/551kuo](https://go.wisc.edu/551kuo).

Thank you,

**Janet Hyde**

*Associate Chair for Alumni Relations  
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**Gooding** *continued from page 1*

itive schools like UW–Madison because of their own mental health challenges. In some cases, I ended up contacting high school guidance counselors and talking to them about mental illness stigma. Thankfully, over the years, students have become more open about their own mental health issues, and are more likely to openly discuss it amongst their classmates and in discussion groups.”

Her interest in addressing mental health goes beyond the classroom, evidenced by her decades-long involvement with the National Alliance on Mental Illness. In her current role as vice president of the NAMI-Dane County Board, she works to break down barriers and stigmas surrounding mental illness, increase mental health literacy, and help people find access to mental health treatment. “Some of the biggest obstacles to accessing mental health treatment are that people don’t always recognize when they need it, and [don’t see] that they’re deserving of help.”

An active member of The Links, Incorporated, an international organization committed to enriching, sustaining, and ensuring the culture and economic survival of African Americans and other

persons of African descent, Gooding leads community workshops on suicide prevention, provides mental health information at health fairs, and—during the pandemic—distributes free reusable masks for adults and children.

“Professor Gooding’s outreach to the mental health community is the embodiment of the Wisconsin Idea,” says Department Chair and Professor Craig Berridge. “Millions of Americans, including Wisconsinites, suffer mental health disorders.

Not only are they suffering the consequences of serious medical conditions, they are also contending with the stigma associated with a mental health diagnosis that unfortunately persists in our society. Professor Gooding is providing much needed

passion, compassion, and expertise to help those in need.”

That need, perhaps, has never been greater than now, particularly among college students.

“The pandemic has made it evident how great the need is for more student mental health resources,” says Gooding. From anxiety and depression to obsessive-compulsive and bipolar disorders, the late teens and early 20s are when these

**“Professor Gooding’s outreach to the mental health community is the embodiment of the Wisconsin Idea.”**

mental illnesses often appear. “I keep writing to my students to remind them to be kind and patient with themselves, with each other, and to reach out for help.”

For Gooding’s part, she finds that she simply feels better when she’s helping others. “I love it when I can talk to a group and just connect with people who decide to get help, or realize it’s okay to take the meds they’ve been prescribed. I love it when I can reach people.”

And reaching people—through her research, her teaching, and her outreach—is what Gooding does.

*To get involved with NAMI or The Links, Incorporated, visit [nami.org](http://nami.org) or [linksinc.org](http://linksinc.org).*

## QUICK Q&A WITH DIANE GOODING

### ***What myths would you like to bust around schizophrenia?***

People with schizophrenia do not have split personalities, and they are less likely to perpetuate violence, but more likely to be the victims of violence.

### ***When you’re not teaching classes, conducting research, or volunteering in the community, where might we find you?***

Reviewing articles for *Psychiatry Research* (Gooding became a Deputy Editor in 2020).

### ***Besides NAMI and The Links, Incorporated, what other organizations do you see doing good work in Dane County?***

Porchlight and The Beacon (Both work with people experiencing homelessness).

### ***What are you reading?***

I love mysteries. Anything by Louise Penny is excellent.

### ***Cats or dogs?***

Cats!



FOCAL FLAME PHOTOGRAPHY

***Pictured with Professor Gooding are Shivansh Desai '19 and Blake Chambers '19, recipients of the 2019 Outstanding Undergraduate Research Scholars Award and undergraduate research assistants in Gooding’s PATHS Lab.***

# Children develop racial biases as early as preschool—can parents help reduce these biases?

That's what graduate student Katharine Scott wants to find out. When she started her PhD program in 2015, working in both Kristin Shutts's Social Kids Lab and Patricia Devine's Prejudice and Intergroup Relations Lab, Scott's research led to a discovery of the multitude of forces leading to the creation and perpetuation of children's biases. In one of her early studies (King, Scott, et al., under review), non-Black children ages 4–6 played a game in which they received help from Black or White players. Helpful players were all members of one racial group (e.g., Black) and unhelpful players were members of the other group (e.g., White). After receiving help from Black players, participants became more favorable toward Black players who helped and those helpers' Black friends, but not toward unfamiliar Black people.

In other words, while Scott was able to improve children's perceptions of outgroup members who were directly pro-social towards them in the game, these effects did not extend to the outgroup as a whole. More generally, Scott notes, "one-shot laboratory interventions often only produce effects that are short-lived." Furthermore, "brief, acontextual laboratory interventions do not help children see the relevance of the intervention in their everyday lived experiences."

So, what to do? The obstacles were plentiful. For one, children have trouble identifying discrimination prior to 8 years of age, making it unlikely that they could recognize and reduce their own biases. Additionally, even if they could recognize their own bias, young children do not have the requisite self-regulatory skills to monitor and adjust their behavior over time. Long-term interventions, Scott concluded, would require adult assistance.

This, then, is the focus of her dissertation research in which she evaluates the extent to which parents can be trained as interventionists to address young children's racial bias across situa-



*Graduate student Katharine Scott*

tions and over time.

In piloting this project, Scott reports deep engagement from parents and children: "They love the materials that we are sending them, and they are flying through lessons." After piloting, the full study will be rolled out and run through spring 2021.

"Ultimately," says Scott, "I strive for my research to have a meaningful impact in the real world. To that end, if my dissertation work proves beneficial, I'll continue conducting research to evaluate under which conditions my intervention yields positive effects. Following the evaluation, I hope to collaborate with organizations to disseminate my intervention program broadly to parents across the country."

One organization, EmbraceRace (an online collection of resources for parents, educators, and kids) has already reached out. Familiar with and impressed by Devine's adult prejudice habit-breaking intervention, EmbraceRace founders Melissa Giraud and Andrew Grant-Thomas contacted Devine who shared that she was working with Scott and Shutts on research focused on children.

Following a number of conversations with the researchers, EmbraceRace made a gift to the Department of Psychology's Prejudice and Intergroup Relations Laboratory to help further research focusing on the experiences of children and youth; that gift is currently directed to Katharine's particular research efforts aimed at creating a solid evidentiary base in this domain.

"Given the mission of EmbraceRace to support parents, educators, and other adults working to raise children who are 'thoughtful, informed, and brave' about race," shares Grant-Thomas, "Katharine's research of course is right on point. More than that, Katharine's work builds on the only intervention of which I'm aware that has real effects over time (two years!) on the attitudes and dispositions of people who undertake it. That's huge!"

Shutts and Devine, who work alongside Scott, are excited about the work, too. "Very often when I talk about my intervention work with adults, the conversation naturally moves to a question of why not start earlier, why not work with children to prevent the development of biases?" says Devine. "As it turns out, biases in children are evident at an early age, but the prospect of intervening with the help of parents before the biases become deeply entrenched holds considerable promise for reducing biases that disadvantage members of historically marginalized groups."

Adds Shutts, "For years, parents have been asking me and other developmental scientists, 'How should I talk to my child about race? What should I say?' It's high time for researchers to devote resources to figuring out strategies for ameliorating children's biases—especially research that includes parents."

And who better to lead the way than Psychology Badgers?

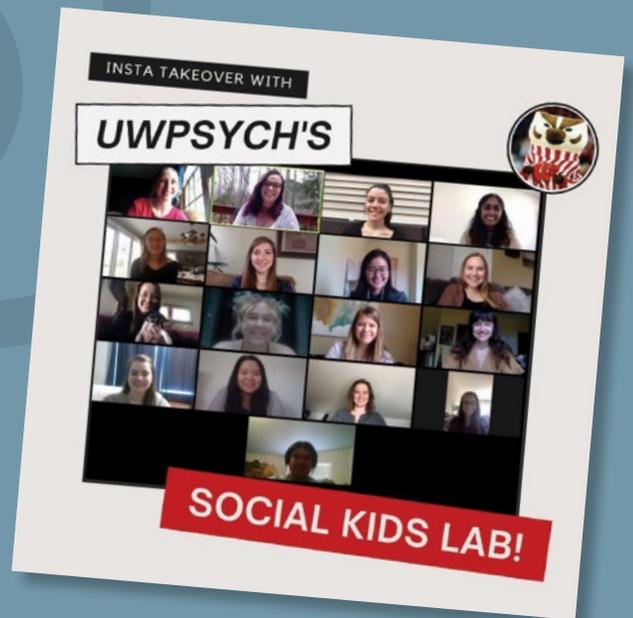
To learn more about this project, visit [www.katharinescott.com](http://www.katharinescott.com).

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— Kristin Shutts, Professor of Psychology; Social Kids Lab Director

**SCOTT’S RESEARCH IS NO SMALL TASK.** Thankfully, the Social Kids Lab is here to help. In October, they took over our @UWPpsych Instagram account and gave us a behind-the-scenes look at what they’re up to now. We’re sharing some highlights here:



To prepare for sending books to parents to read with their children about race, our research assistants are diligently putting discussion questions into all of the books by hand.

So many Zoom meetings! Our lab and the Prejudice and Intergroup Relations Lab frequently collaborate, and we also have weekly team meetings within the lab to talk about our current studies and have article discussions.



*Is there a lab you’d like to see featured on our social media accounts?  
A favorite professor? We’d love to hear from you!  
Email [communications@psych.wisc.edu](mailto:communications@psych.wisc.edu) with your suggestions.*



## New Faculty Focus: Kate Walsh

The Department of Psychology is pleased to welcome our newest faculty member, Kate Walsh. Walsh earned her PhD in clinical psychology from the University of Nebraska–Lincoln and completed postdoctoral fellowships in traumatic stress and substance use epidemiology at the Medical University of South Carolina and the Mailman School of Public Health at Columbia University, respectively. Additionally, she is a licensed clinical psychologist in New York state and plans to become licensed in Wisconsin.

**Hometown:** Benton, Maine

**Previous position:** Assistant professor, Yeshiva University in New York, New York

### How did you get into your field of research?

My interest in sexual violence was piqued during an undergraduate research assistantship that involved screening potential participants for a NIH treatment outcome study for PTSD. I spoke to numerous individuals who reported not just one experience of sexual violence but multiple experiences of sexual violence over their lifetimes. I turned to the research literature on sexual revictimization and found that as many as one in two survivors of sexual violence reported two or more experiences in their lifetime, although the mechanisms underlying revictimization risk were poorly understood. I subsequently completed an honors thesis on the topic and have established a multidisciplinary research program to better understand the prevalence of and pathways to sexual violence as well as develop and test methods to ameliorate suffering when exposed to violence.

### What attracted you to UW–Madison?

I was hired to lead an interdisciplinary research cluster on sexual violence so I am very excited about the resources and commitment of the university to the issues I study. I am also thrilled about the opportunity to work with brilliant faculty from other disciplines who bring different perspectives to issues of how to prevent and respond to sexual violence when it does occur.

### What's one thing you hope students who take a class with you will come away with?

I hope students gain new perspectives about risk factors for sexual violence as well as the myriad outcomes that can manifest in response to exposure to sexual violence victimization. I also hope students feel energized to engage in work around prevention and intervention, particularly for underrepresented groups.

**Do you feel your work relates in any way to the Wisconsin Idea?** Although one of my lines of research is focused on reducing the prevalence of sexual violence victimization and perpetration on the UW campus, data are clear that prevention strategies need to begin well before students matriculate on college campuses. To that end, I have a study of adolescent girls and maternal caregivers that assesses communication and emotion regulation in the context of sexual risk that I would like to broaden to include men and boys as well as those who identify as gender expansive. The aim of this study is to develop programming focused on building healthy relationships. I am also very interested in sexual violence in other high-risk populations (prison, the military, adolescents and young adults not in college, LGBTQIA+ populations, etc) as well as in the ways that those who have experienced sexual violence interact with legal and law enforcement systems. This broader work resonates well with the Wisconsin Idea in that it aims to reduce violence and improve well-being in the broader community and in the context of systems outside of academia.

### What's something interesting about your area of expertise you can share that will make us sound smarter during video chats (and eventually parties)?

In contrast to the public's perception that "real rapes" involve a stranger with a weapon using force, national data indicate that the majority of rapes are perpetrated by a known assailant, most typically current or former intimate partners or acquaintances, and involve methods other than force such as taking advantage when someone is too drunk or high to consent.

*We're also thrilled to share that Walsh recently received a \$500,000 grant from the U.S. Department of Justice, Office for Victims of Crimes, to expand sexual assault services on the UW–Madison campus. The overarching goal of this project is to bring together campus and community sexual assault resources that are currently a bit siloed and lay the groundwork for a survivor-centered, trauma-informed coordinated Sexual Assault Response Team (SART). Learn more at [psych.wisc.edu/news/walsh-doj/grant](https://psych.wisc.edu/news/walsh-doj/grant).*

# New Professorship Established to Further Collaborative Ties Between Psychology and Psychiatry

**I**n his senior year at the University of Wisconsin–Madison, Aris Alexander '57, MA'59, PhD'62, decided he no longer wanted to pursue an engineering degree. But he wasn't sure how to pick between the two options he found in the undergraduate catalog—psychology or philosophy—both of which he knew little about. After some consideration about which degree offered the clearest path to a future job, he chose to pursue psychology.

But to switch out of the College of Engineering, he had to get permission from the dean of men, which he was swiftly denied in a move that felt rather personal. As he walked out of that meeting at Bascom Hall, despondent over an engineering career he imagined would entail designing reinforced concrete for the rest of his life, Assistant to the President LeRoy Luberg happened to come out of his office at the same time. Because he knew Aris, LeRoy recognized immediately that something was amiss.

“He asked me how I was doing, and I moaned and told him what had just happened,” recalled Aris. “He said to come to his office, and he picked up the phone, and 30 seconds later, said, ‘You’re transferred.’

If I hadn't bumped into him, if he hadn't walked out of his door the minute he did, who knows what would have happened to me? I never would have thought of going to him. But that's how I got transferred. It's what sensitized me to the idea of serendipity, to the idea that something that happens by chance can turn out quite fortunate. It can make an enormous difference in the arc of one's life.”

Aris continued down that rather serendipitous path as he went on to receive his bachelor's, master's, and doctoral degrees from UW–Madison's Department of Psychology.

A connection through a friend introduced Aris to psychiatry professor Norm Greenfield, who invited him into a project that launched his interest in psychophys-

iology. Later, his “graduate major professor, Jack Gilchrist, allowed me to take on something that had never been done before as my dissertation research, rather than something safe that he or others in the department knew about,” said Aris. He then went on to serve for 27 years as a professor of psychiatry in UW–Madison's School of Medicine and Public Health.

Since his retirement, Aris has been engaged in a kind of autobiographical philanthropy, making gifts to UW–Madison that follow his own academic and professional career. First, he established an undergraduate scholarship in psychology, then a graduate pre-doctoral

professorship or chair fund. An endowed professorship or chair distributes income annually in perpetuity to support faculty salary and research.

The psychology and psychiatry departments have an established history of active collaboration between research labs housed in the two departments. This includes research between Richie Davidson and Ned Kalin, Brad Postle and Giulio Tononi, Craig Berridge and Brian Baldo, Tony Auger and Vaishali Bakshi, Joe Newman and Mike Koenigs, and many others.

In addition to research, many psychiatry faculty are affiliate faculty in or alumni of the psychology department.

Department of Psychology Chair Craig Berridge applauded the gift, saying, “this rich interconnection helps broaden and enrich the training opportunities for our students and research opportunities for our faculty. We are grateful for what Aris's gift makes possible.” Added Department of Psychiatry Chair Ned Kalin, “I first met Aris when I was a resident in training in the UW Department of Psychiatry. He was a valued mentor to me and many other trainees. I can't emphasize enough how

important this generous gift will be to continue the collaborative and unusually close relationship that we have between the Departments of Psychiatry and Psychology. I'm thankful for how this gift supports our academics and brings our departments even closer.”

The professorship, managed by the Office of the Provost, will be held on a five-year rotating basis by faculty members in the two departments that are engaged in collaborative research and teaching between the departments. As soon as is possible, Aris hopes to attend campus to host a serendipitous “coin-flip” to establish which department is awarded the professorship first.

It seems only fitting that it be determined by chance.



*Pictured with Aris Alexander are Olympia Mathiaparanam '19 and Jonathan Godinez '19, recipients of the 2019 undergraduate Serendipity Award.*

fellowship in psychology, both of which are given as a “serendipitous” surprise to students who are unknowingly nominated by faculty. Now, in line with his own academic and professional trajectory, Aris has established a professorship in psychiatry and psychology.

The A. A. Alexander Professorship of Psychology and Psychiatry will further long-standing ties between the Departments of Psychology and Psychiatry by helping cement a partnership, strengthen communication, and assist in shared research across disciplines. In 2020, Aris's gift commitment was met with matching funds from John and Tashia Morgridge, who made \$70 million available in matching opportunities to donors who wanted to establish or enhance an endowed

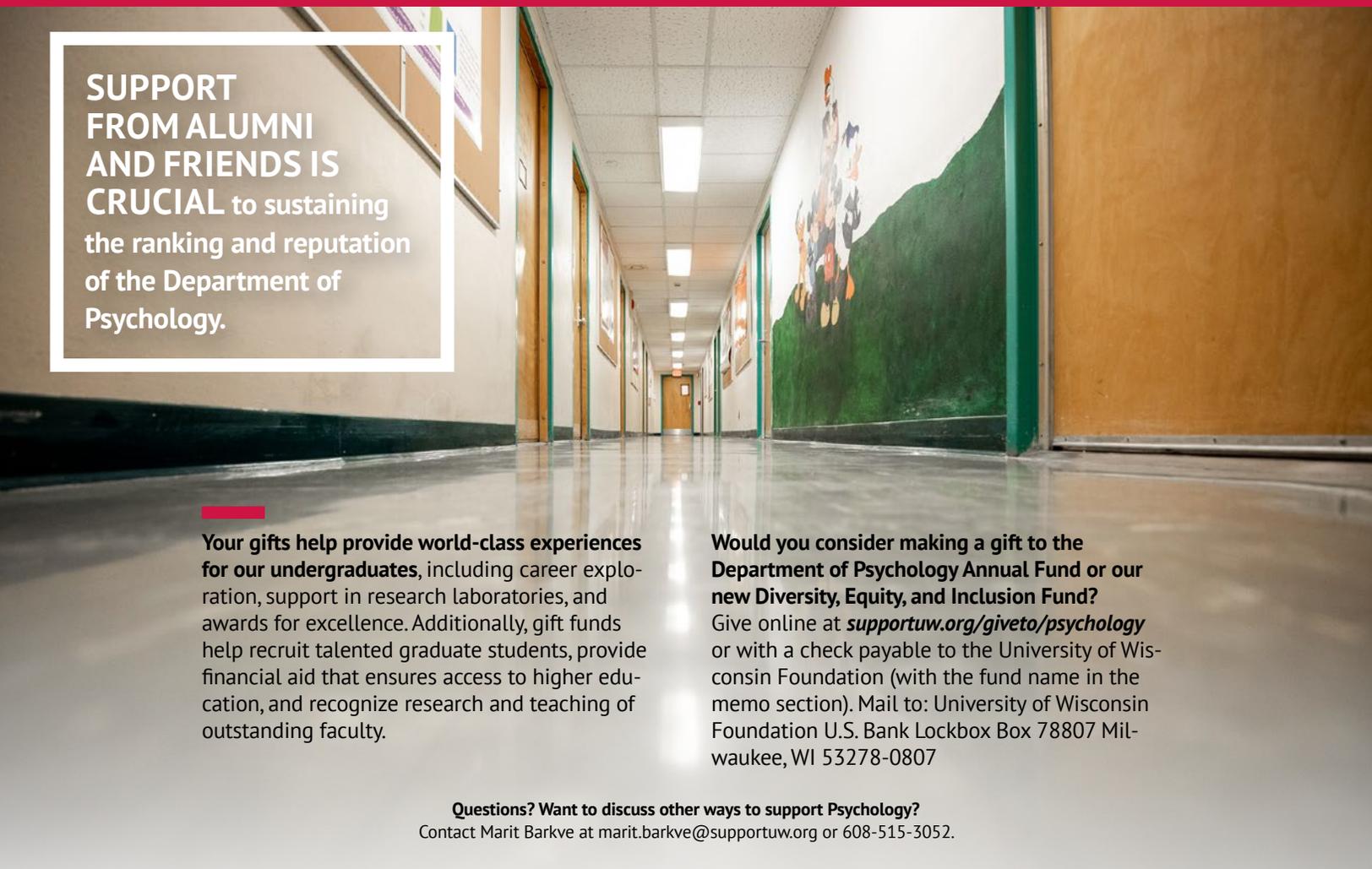


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