



Insight into the Criminal Mind

The lecture hall buzzes with the busy sound of keyboards tapping as Professor Patti Coffey paces up front, discussing the attributes of primary and secondary psychopathy, a mental disorder characterized primarily by a lack of empathy. She turns down the lights and introduces a video clip of an interview with a prison inmate, asking students to pay attention to how and what he shares. When the lights come back on, Coffey asks what attributes of primary or secondary psychopathy they witnessed. There's no hesitation as students throw out what they've seen. Before moving on, she says, "One of the reasons I like to show him is that he's not a creepy, serial murderer which is what we often think of high psychopathy offenders."

More than 100 students in Coffey's Psychology 526 depth course, Criminal Mind, are regularly exposed to this type of myth-busting, stereotype-confronting material. "Every once in a while, I get a comment from a student who thought the class was going to be more like [the television show] CSI. They thought we were just going to watch interesting clips, but one of my pushes with this class is to show

that there's a science behind this. Psychology has a lot to offer in terms of what we're doing with the criminal justice system and how we can understand how people end up there."

The topic, as Coffey predicted when she suggested the course in 2008, is highly engaging. "There's an increase in public awareness and concern about the criminal justice system," Coffey says. "The more people think about what the research shows us, what the data is, why we have these policies, why someone with darker skin is more likely to be sentenced to death than someone with lighter skin, why someone would make a false confession ... I want people to have an understanding of all those things."

Coffey's interest in the content stems from her background as a forensic psychologist providing psychological evaluations and treatment in both community and institution settings, such as Mendota Mental Health Institute in Madison. When the opportunity arose for Coffey to teach a class at the UW, she jumped at it. "It was a fun way to develop a course. If you get a criminal psychology textbook, they don't pick up what's most interesting about the field."

So Coffey developed a course around the topics she found most

Continued on page 5

Professor Patti Coffey prepares for her Psych 526 lecture.



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Contact us:

Department of Psychology
University of Wisconsin–Madison
Brogden Psychology Building
1202 W Johnson Street
Madison, WI 53706
psych.wisc.edu
608-262-1040

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FROM THE DEPARTMENT CHAIR



Greetings from the psychology department at UW–Madison! The new academic year has begun and there is excitement and activity everywhere you look. Nothing beats the first week of a new academic year! It's always a pleasure to meet our new students and greet our returning ones.

As I start my second year as Chair, I continue to be struck by what a pleasure and an honor it is to be part of such an outstanding department. In recent years we have seen the number of majors grow to nearly 1,400 students, making us the second most declared major within the College of Letters & Science. We believe this reflects an appreciation of the broad utility of a degree in psychology, particularly the critical thinking skills that are at the core of our discipline. To help meet this growth, we recently added an additional advisor, Maria Hartwig. Our team of dedicated advisors not only provides timely advice about courses and the major, but also creates a diverse array of events that help students connect with alumni and explore career options. This past year also marked our inaugural STARS (Student Thesis and Research Symposium) and Undergraduate Awards Reception. It was an absolute pleasure seeing our students present the results of their outstanding research in such a professional and polished manner! This was such a success that we are already looking forward to this spring's coming events. Lastly, our faculty and staff continued to garner numerous awards for their outstanding contributions to teaching, research, and service. This includes Professors Kristin Shutts (teaching), Trish Devine (research), and Janet Hyde (research), as well as Valerie Johnson (advising). Every day I marvel at the large number of talented students, faculty, and staff assembled in one department!

As always, if you are in Madison, please stop by to say hello. We are always happy to reconnect and catch up on what has been going on with you!

Craig Berridge

Department Chair

Patricia Goldman-Rakic Professor of Psychology

FROM THE ASSOCIATE CHAIR FOR ALUMNI RELATIONS

Psychology's Board of Visitors has coined a phrase, and we hope that you like it: Psychology Badgers for Life! By that, we mean two things.

First, we hope that being a Psychology Badger is part of you – part of your identity – now and into the future. Most UW graduates have a strong identity as Badgers. We hope you also think of yourself as a Psychology Badger, valuing the impact that this department has had on you.

Second, we hope that we can maintain a relationship with you over the years. That might involve a faculty member writing a letter of recommendation for you or providing a lead for you to a new job. It might mean that you provide career mentoring for a current student or that you return to Madison for Psychology Alumni Weekend during Homecoming.

What does it mean to you to be a Psychology Badger for Life? Please email me with your ideas at the email listed below,



and we'll feature some of them in the next newsletter. And feel free to email me at any time if you have questions or comments for us.

Janet S. Hyde

*Associate Chair for Alumni Relations
Helen Thompson Woolley Professor of
Psychology and Gender & Women's Studies
jshyde@wisc.edu
608-262-9522*

Celebrating the Suomi Legacy



Steve Suomi (fourth from left) surrounded by those who honored him at the 42nd Meeting of the American Society of Primatologists in August.

In a packed classroom at the Pyle Center, UW–Madison alumnus and Brigham Young psychology professor J. Dee Higley, PhD’85, addressed those gathered: “All of us think of our mentors as being brilliant, but I have evidence that Steve [Suomi] was a step or two above,” he began, and thus kicked off a celebration of the scientific legacy and impact of Dr. Stephen J. Suomi at the 42nd Meeting of the American Society of Primatologists in August.

Though perhaps not a household name, anyone who has taken an Intro to Psychology course will be familiar with the rhesus monkey research of Suomi, PhD’71, which focused on the roots of temperament and behavior. As Harry Harlow’s student and successor, Suomi pioneered a new era of investigation, studying the role of genes and environment on infant development, most notably demonstrating the importance of individual differences.

At this particular meeting, seven primatologists shared how Suomi’s research had directly influenced their own, praising his commitment to so effectively conveying the translational relevance and implications of his findings in animals. “Throughout Steve’s career, he has

reached out to clinicians and psychiatrists, to more clearly convey what the value of non-human animal models is; it’s moved the field forward and changed how we think about the lasting influence that early rearing has on the young infant,” said Allyson Bennett, UW–Madison psychology professor and animal program faculty director. Added UW–Madison psychology professor Christopher Coe: “The field of primatology crosses many disciplines and no one has done a better job than Steve, being an emissary of its relevance to social scientists, economists, and policy makers. He became our best spokesperson from primate science to the child development research community.”

In addition to using his data to benefit humans, Bennett shared, Suomi also used it to inform policy for better animal welfare, advocating for practices that would benefit animals’ well-being. In the late ‘80s, Suomi and colleague Melinda Novak, PhD ‘73, demonstrated the importance of rearing and housing conditions. It laid the groundwork for the emphasis today in providing more enrichment and stimulation in the day-to-day care of animals living in zoos and research facilities. Even before the

passage of some congressional acts to promote the welfare of animals, Suomi had advocated for the idea of incorporating the perspective of ethics into the care and study of animals being used in scientific projects.

While his research accomplishments certainly warranted accolades, the presenters were just as quick to talk about Suomi’s character.

“This relationship has been a friendship as well as a collaboration—113 publications together. I don’t know many people who have worked with their mentor that long and it’s because he didn’t always have to take the credit, allowing students and more junior colleagues to shine. He was more interested in the data than personal advancement,” said Higley.

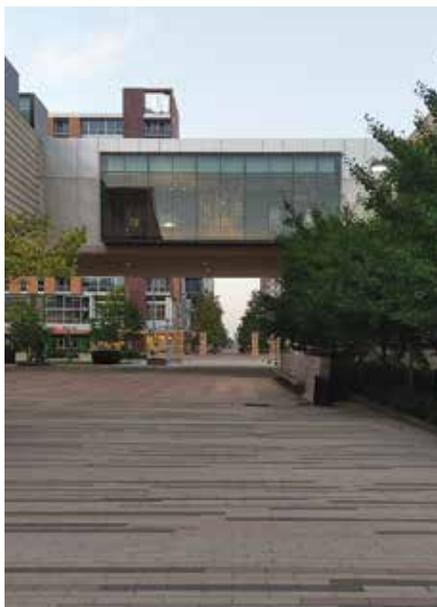
Each presenter echoed Higley’s words. Whether by providing opportunities and environments for students to pursue novel approaches to research at the UW or by making significant contributions to our understanding of how the interactions between genes and physical and social environments affect individual development at the National Institutes of Health, Steve Suomi solidified his legacy as a giant in the fields of epigenetics and primate ethology.

A DAY IN THE LIFE OF *Meredith Bone*

The roots of UW–Madison’s psychology program run deep. As the oldest continuously supported psychology department in the country (with the appointment of Professor Joseph Jastrow in 1888), our alumni number in the tens of thousands. And while some things have changed, it’s true that our students’ commitment to their education and involvement on campus has not. Whether it’s been five years or 50 since you walked the halls of Brogden, take a closer look with us as we follow psychology major Meredith Bone to get a sense of a typical day for the UW–Madison junior.

5:30 a.m.

Alarm goes off the first time, though Meredith usually hits snooze a few times to give herself time to wake up slowly.



6:35 a.m.

From home on East Campus Mall, Meredith walks down University to Kwik Trip where she works in guest services. She started working at the Kwik Trip in her hometown of Seymour, Wisconsin, during the summer of 2018 and transferred to the one on campus this past summer.

10 a.m.

After work, Meredith hikes over to job number two at Steenbock Memorial Library where she works in circulation, helping answer questions and locate books. To help pay for school, she’s kept both jobs which she enjoys because she gets to do different things at each.

11:30 a.m.

The .4 mile walk over to Van Hise doesn’t take long, so she has time to check email and social media before Italian 311. Determined to become bilingual, Meredith plans on graduating with a certificate in Italian.



12:50 p.m.

Meredith heads to Bascom Hall for Women’s Chorus, a favorite class. She was part of a women’s choir for four years in high school with her friend Ashley; they both wanted to continue together in college, so they’ve taken Women’s Chorus every semester since freshman year.

2:10 p.m.

After chorus, it’s down the hill to Brogden where Meredith meets up with two of her roommates (one is a psych major, the other is pre-nursing) for Psych 405 Abnormal Psychology with Professor Diane Gooding. Meredith originally thought she wanted to do research in psychology, but has more recently been opening up to the idea of becoming a clinical psychologist. She hopes that this class will help nudge her further in one direction or the other.

3:45 p.m.

Between preparing dinner for later that evening, connecting with her roommates, and checking email, Meredith tries to make the most of her in-between hours. As the communications chair of the international psychology honors society, Psi Chi, Meredith must also post to the Facebook page, send out emails to members, and help organize brown-bag events.

4:30 p.m.

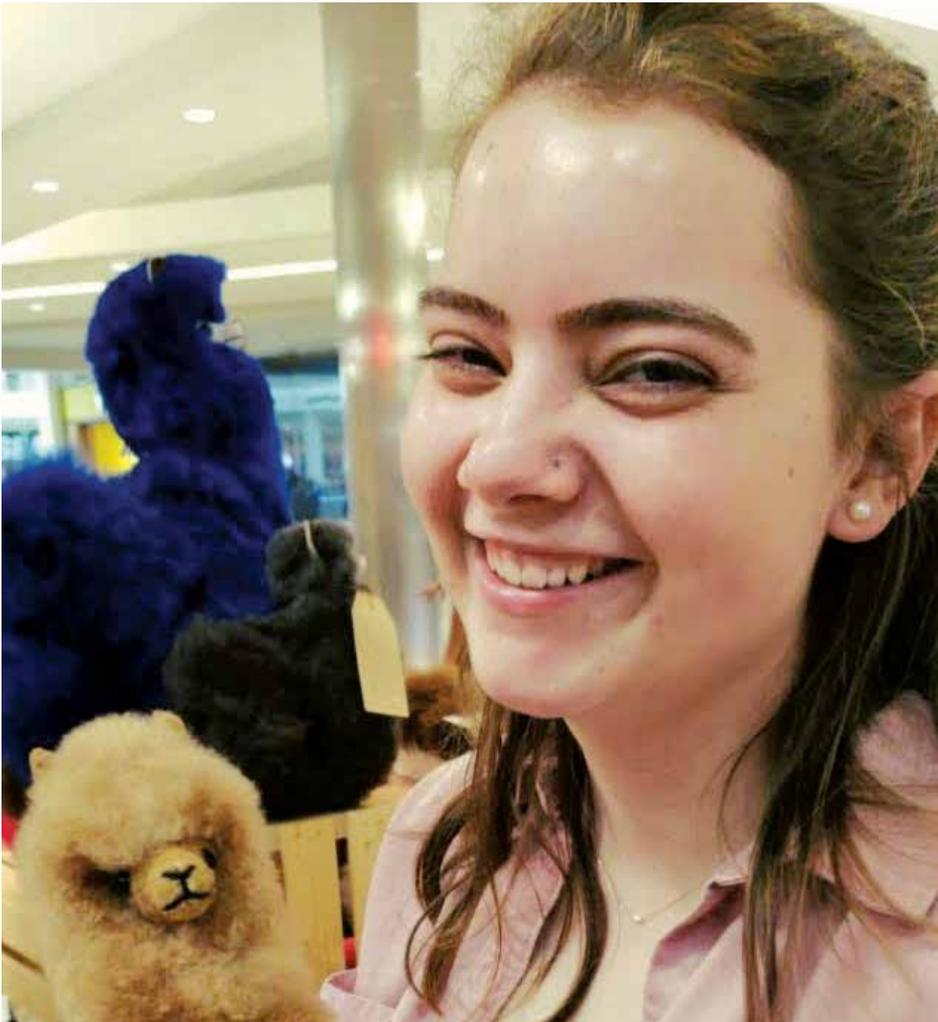
Back at Brogden, Meredith is part of a 10-student junior honors seminar, Psych 380. Taught by Professor Kristin Shutts, the class helps Meredith prepare for her senior thesis and helps her better understand the research process. 380 is largely discussion-based, so students read one article a week, write a discussion post about it, and then discuss during class. According to Meredith, Shutts, who is also the PI for the Social Kids Lab where Meredith works, is “a phenomenal teacher.” (*Editor’s note: It’s true! Shutts was a 2019 recipient of the University of Wisconsin-Madison’s Distinguished Teaching Award.*)

5:30 p.m.

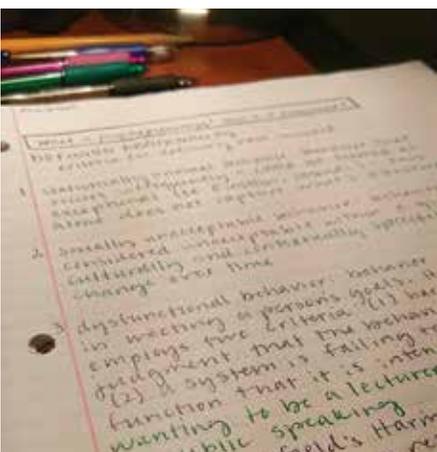
At home, Meredith unwinds with dinner, a TV show, and yoga before diving into homework.

7:30 p.m.

While prepping for tomorrow, Meredith listens to an Invisibilia podcast on implicit bias for her lab meeting on Friday. The Social Kids Lab works with The Prejudice and Intergroup Relations



Lab on a few projects, and this particular podcast examines the work being done by Drs. Trish Devine and Will Cox.



9 p.m.
Armed with colorful pens, Meredith rewrites her notes from the past week of classes. Since her notes from lectures, she says, are typically a mess and unorganized, she rewrites them in different

colors, integrating her notes from the textbook, and making it flow better so it's easier to read and study later. Tonight, she's focusing on notes from Psych 405 and Psych 522 Psychology of Women, her favorite class of the semester so far. The class combines her major and Gender and Women's Studies certificate, and both the professor, Janet Hyde, and the material energize her.

10:40 p.m.
Meredith wraps up her evening and heads to bed.

Meredith's days are long, but she works hard to manage her time and stress. Since starting her coursework for the psychology major, Meredith feels a belonging at the University. "I love the psychology department, I have people I care about in Madison, and it feels like my second home."

Coffey continued from page 1

fascinating: psychopathy, sexual offenders, risk assessment, domestic violence interventions, effective interventions with juveniles, among others.

In one section of the course, Coffey shows students a video of UW–Madison psychologists (who teach in the department) testifying in the Waukesha, Wisconsin, Slender Man case. “[The things] they’re saying are things students know or things they’ve just learned. They’re explaining brain development, adolescent maturity issues, peer influences.” The class helps students understand the role psychology plays in the court and how it affects public policy.

One of the most important take-aways from the course, says Kagan McCarty '19, is that “it isn’t just all about typologies and risk assessments, but that we need to consider everyone as an individual. As advocates in our current system, we need to understand that the ‘one size fits all’ approach has its limits.” For McCarty, the class fueled his passion for learning. He is currently pursuing his master’s in criminal justice–behavioral studies at Saint Leo University. After graduation, he hopes to be working in the FBI’s Behavioral Sciences Unit on cases similar to what is taught in Coffey’s class.

Naturally, students pursuing a career in law or police work will make the connections between what they’re learning in class and how they’ll use that information professionally. But there are plenty of students who won’t be pursuing careers related to justice, and Coffey is thrilled they’re in the classroom. “Students will say, ‘I never want to do any of this work, but I’m a more informed citizen and I’m glad I know all of this because it makes me think differently about what I’m seeing in the media and how I can respond.’”

It’s a benefit that is not immediately evident (like a jobs training program) but revealed over time by giving students/citizens the tools necessary to approach issues in a multifaceted and more nuanced way. It’s the value of a liberal arts education, and Patti Coffey is leading the way.

Q&A with Professor Emeritus Charles Snowdon

Though Professor Emeritus Charles Snowdon officially retired in 2012 after spending his entire 44-year career at UW–Madison, his involvement with the University as a whole and the psychology department in particular has not diminished. What’s more, Snowdon and his wife Ann Lindsey have included the psychology department in their estate planning, ensuring their involvement with the UW will live on for years to come. We asked Snowdon a few questions about his experience with the psychology department and here’s what he said:

Of what contribution or achievement within the psychology department are you proudest?

I have two of equal value. First, my lab and I developed and validated a whole series of non-invasive methods for use in studying a species of endangered primates. It is gratifying to see these methods being applied to other captive primates and adopted in field work so that we can learn more about wild populations. Second, my most lasting contribution will likely prove to be my influence on students. It is gratifying to see students get excited about a field and pursue it and also to hear back from them years later about what they have accomplished.

In your opinion, what is the most important work that the psychology department does?

Work with students, both in class and in one-to-one relationships in research.



Charles (Chuck) Snowdon with his wife, Ann Lindsey.

UW–Madison has an amazing record of encouraging and providing financial incentives for undergraduates to become involved in scholarly work. In travels around the country, I’ve not seen another institution as committed as we are, and on a campus that supports undergraduates, Psychology does one of the best jobs.

Why did you first give to the psychology department?

I have been giving to my undergraduate and graduate institutions, but as private schools, they have more resources and perhaps need my donations less than UW. I’ve seen firsthand as a faculty member and department chair how important

financial support can be for lots of things, but especially in encouraging students. My first gift was to endow a fund in honor of our longtime undergraduate advisor, Arlene Davenport, to provide some financial support for a deserving student. Arlene worked 75% time and today there are 3.5 full-time equivalents to advise our students.

Why did you choose to include the psychology department in your estate planning?

The two major parts of UW that are meaningful to me are the psychology department and the Letters and Science Honors program. I’ve been chair of both and so we are dividing our UW portion of estate planning between these two. I have confidence that both will continue after we pass on and that both are valuable programs that are in need of financial support.

Thank you, Professor Emeritus Snowdon, for your leadership in research, teaching, and philanthropy!

For more information on including the UW–Madison Department of Psychology in your estate planning, please contact Marit Barkve at the Wisconsin Foundation and Alumni Association, 608-515-3052 or marit.barkve@supportuw.org.

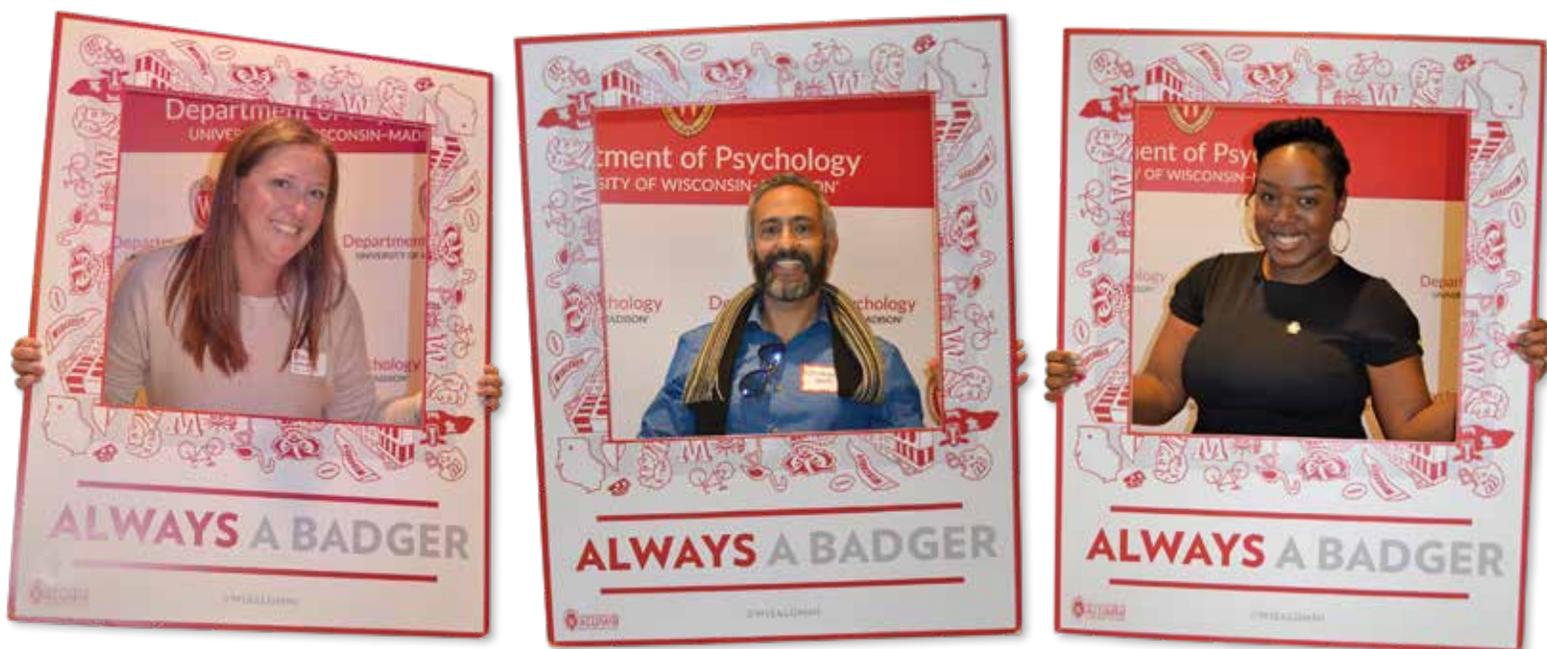


John Curtin receives NIH support

Professor of Psychology and Director of Clinical Training John Curtin received a \$3.42 million grant from the National Institutes of Health (NIH) to develop a mobile phone-based app to prevent opioid relapse among those trying to recover.

The project is an extension of his previous NIH-funded project which followed people with alcohol use disorder for the first three months of their sobriety and can already predict with better than 80 percent accuracy whether they will use alcohol on any given day. Using cell phone communications, including voice calls and texts, and GPS data to establish locations where individuals have used alcohol in the past, the researchers can monitor signals about the integrity of an individual’s recovery and abstinence. Get all the details and read more stories like this at psych.wisc.edu.

Psychology Badger Alumni



From left: Academic advisor Stephanie Osborn '04, along with fellow alumni Christopher Wirth '97 and Althea Miller '12, show their Badger Pride at the Student-Alumni Networking Dinner in October at the Memorial Union.

BY THE NUMBERS

Top 11 Double Majors (see right)

Neurobiology	153
Legal Studies	52
Human Development & Family	47
Biology	45
Spanish	42
Computer Sciences	22
Sociology	21
Social Welfare	20
Communication Arts	19
Economics	18
Political Science	18

Top 10 Certificates

Criminal Justice	153
Educ & Educational Svcs	54
Gender & Women's Studies	51
Global Health	40
Entrepreneurship	28
Studio Art	23
Health and Humanities	18
Business	16
Biocore Curriculum Honors	15
Digital Studies	10

#2

Psychology is the second-most declared major within L&S

You can find us sitting snugly between #1 computer sciences and #3 economics

48%

of the 1,324 declared psychology majors also declared an additional major or degree in the 2018-19 academic year

Check out the top 11 majors and top 10 certificates our psychology majors also declared (see left)

\$9,900

In the first-ever Day of the Badger, an 1848-minute giving experience that began April 8 at 5 p.m. and concluded on April 9 at midnight, the psychology department raised \$9,900, including a \$2,500 matching gift

17

of the 31 gifts made to the department on the Day of the Badger were new donors to psychology!

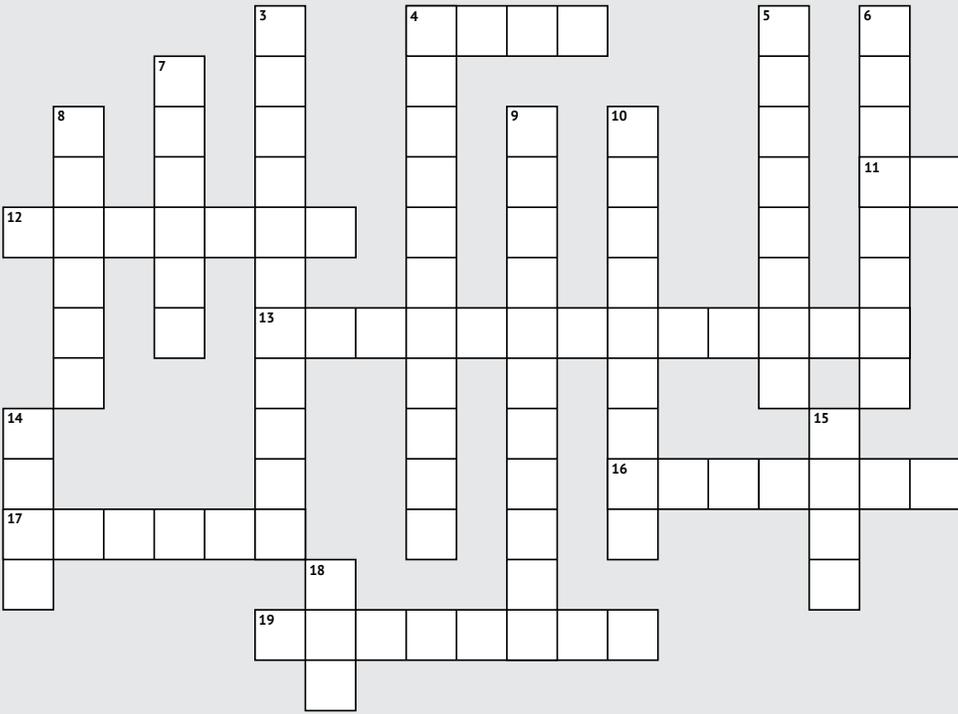
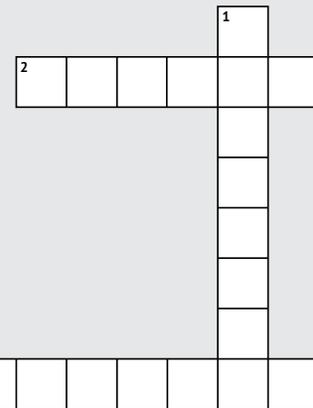
We look forward to celebrating the next Day of Badger: Monday, April 6–Tuesday, April 7, 2020



PSYCHOLOGY MATTERS CROSSWORD

ACROSS

- 2 Little Albert's tormentor
- 4 Most common score
- 11 Active when you discover a bear in your closet
- 12 Your mental dictionary
- 13 Parents who are low on warmth and high on limits
- 16 Experiments that can test competing predictions from two or more theories are called _____
- 17 Brain region important to language is the _____ area
- 19 Coined the phrase "positive psychology"



DOWN

- 1 Stress hormone
- 3 Brain area critical for encoding long-term memory
- 4 Name of Freud's famous book on depression, Mourning and _____
- 5 Love hormone
- 6 Stimulator of pleasure, learning, and movement
- 7 Dealing with stress
- 8 Monkeys most used in research
- 9 Whorf's idea that language controls thought is linguistic _____
- 10 Instruments that fail to accurately measure intended concepts have low _____ validity
- 14 Bandura's doll
- 15 Body humors
- 18 Increases over the course of the night

Find answers at go.wisc.edu/8tkaap