

INSIDE PSYCHOLOGY

PBS & THE PANDEMIC

- ◇ January 21, 2020 – first confirmed case of COVID-19 found in U.S.
- ◇ March 11, 2020 – WHO declared COVID-19 a pandemic.
- ◇ March 15, 2020 – first COVID-19 case reported in Santa Barbara County
- ◇ March 20, 2020 – on-campus research operations ceased entirely
- ◇ March 30, 2020 – first day of the first quarter that has entirely transitioned to remote instruction

The memory of the first days of COVID may begin to fade away for many of members of the UCSB Psychological & Brain Science (PBS) community. The re-opening plans are underway with the hopes for a “normal” 2021-2022 academic year (and beyond). Nevertheless, this unprecedented global pandemic and our responses to it will no doubt become the annual ring of 2020-2021.

PBS students, faculty, and staff have had to adjust, finding creative ways to advance the teaching, research, and service missions of the department in the midst of the global pandemic. PBS faculty played leadership roles in the broader efforts of the University to respond to the pandemic. The Chair of PBS, Professor Michael Miller formed

the PBS Building and Reopening Committee immediately. The truly unprecedented experience of the global pandemic shutting down campus left the committee no template to work. Nevertheless, the committee developed plans for accessing and monitoring the building, protocols and a system of approval for all essential research to commence, a method for personnel to access the building (and a process and schedule to decide who could enter the building and when), as well as a map of all occupants of the buildings to ensure it remained under strict campus occupancy limits. The committee – which included faculty Professors Scott Grafton, Nancy Colins, Barry Giesbrecht, Tod Kippin, Zoe Liberman, and Thomas Sprague; Christine Griffin, Joe Jablonski, and Jacek Smits from the staff; and graduate students Kasie Mays and Spencer Mermelstein was involved in all of these efforts as well as lobbying and negotiating intensively for the startup of human subjects testing.

Department Chair Michael Miller spoke very highly of this committee, “[t]his committee met every week non-stop since the start of the pandemic, including all through last summer when most people were taking time off, and countless hours on top of that and away from their normal research and teaching activities. I am so

Coronavirus News

UCSB Medical Experts Answer COVID-19 Vaccine Questions

Doctors Scott Grafton and Chuck Samuel Break It Down



Scott Grafton

grateful to them for all of their help and dedication to this effort.”

In early January, 2021, one member of the committee, PBS Professor Scott Grafton was appointed the Campus COVID-Mitigation Program Manager. Dr. Grafton coordinated the COVID response across all the programs and offices on campus, helping the university make a safe and efficient plan for research ramp-up. Moreover, Dr. Grafton was part of the public outreach on COVID-19, speaking as an MD and expert on vaccination at such forums such as the *Santa Barbara Independent* (photo, above).

With the first wave of COVID impacts - finals going remote, research shutting

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down, campus closed, faculty and students alike realized a new reality that they had to face - remote instruction for Spring 2020 and beyond. This would inevitably cause stress and anxiety in students and instructors alike. As Student Affairs Manager Chris McFerron put it, some of the big challenges the students faced with the pandemic were “navigating brand new online courses, lack of resources, zoom-fatigue, studying for 12 hours via screen, inflexible instruction and assignments, families affected by covid, lack of study space or privacy.” To help the students better navigate these challenges, the department “pushed to have the major courses accepted as P/NP and removed the 144 unit cap to allow students more time and flexibility in completing their major,” according to Chris. Chris and his colleagues did their best to make sure students understood the new policies and dropped courses or changed their grading option.

On the instructors’ end, Asst. Teaching Professors Nicole Albada and Vanessa Woods held a series of online discussion meetings for faculty and graduate students to prepare for remote teaching. The initial workshop focused on encouraging faculty and providing the ‘just-in-time’ advice on pedagogical decisions and teaching resources needed to quickly adapt to remote teaching. As the quarter progressed, the workshops expanded to provide guidance for Faculty who were unfamiliar with technologies and best practices for remote teaching. Reflecting on their experiences, Drs. Albada and Woods said, “Faculty seemed to really appreciate and value our pedagogical knowledge and felt supported in their transition to remote teaching. It was gratifying to be able to provide support to our colleagues, and share our teaching expertise.” The meetings and resources developed into a Psychological and Brain Sciences Teaching and Learning website

Department of Psychological & Brain Sciences

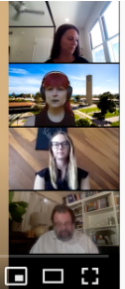
Undergraduate Awards Ceremony
2019-2020



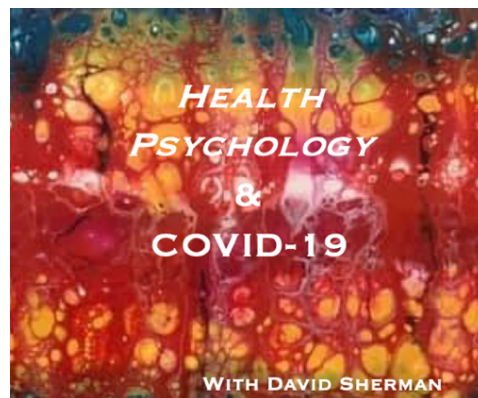
Psi Chi



An International Honors Society in Psychology that promotes excellence and scholarship in psychology. As an honors society, members are in the top 35% of their class, and must maintain an overall GPA of 3.3.



that faculty and graduate students have access to. Many faculty members adapted and created new materials for their classes to illustrate the relevance of the course material to COVID-19. For example, Professor David Sherman developed the Health Psychology & COVID-19 Interview Series (photo, below), which featured interviews with alumni in the health professions and health psychology researchers, and made it available to his students, as well as teachers throughout the field.



As the university campus has been almost shut down from the beginning of the Spring of 2020, this included all research activities. This put a particular strain on time-sensitive research, including ongoing research by junior faculty that are on a tight tenure timeline and graduate students trying to complete their dissertations. Researchers had to become creative to adjust their protocols in light of campus restrictions. Graduate student Evan Layher described the challenges he faced in completing his

dissertation research and how he dealt with it: “A few of my studies consisted of in-person computer testing, so I spent three months learning JavaScript in order to run my tasks and collect data online.”

Yet – the department strove to maintain a sense of normalcy and traditions, by adapting to this “new normal” as well. On May 28, 2020, the 43rd PBS “Minicon” was held online via Zoom. Minicon is an annual departmental conference where graduate students present their research. In 2020, six second year graduate students presented their excellent research and engaged in constructive and thought-provoking discussions with both faculty members and other graduate students.

On June 12, 2020, PBS held the first Virtual Awards Ceremony. Class of 2020 and their families, joined by faculty members and staff in the department, celebrated their well-deserved success in obtaining a college degree (photo, above). For many of them, this was the first college degree in their family. Although the faculty members and staff could not physically hug the graduates, they sent their best wishes for a bright future to everyone.

PBS graduate students did not only adapt their life and work to the new reality under the pandemic, they actively contributed in their own ways. In the Summer of 2020, PBS graduate

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PHILIP S. RETHIS

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student Suyi Leong (Sherman Lab) received a research grant from UCSB's Graduate Division to study how different cultural values affect the use of digital contact tracing (DCT). Dr. Smaranda Lawrie (then PhD candidate in Professor Heejung Kim's group) pursued a different way to help people live well during the pandemic. She teamed with Samantha Blodgett, a fourth-year double major in Psychological & Brain Sciences and in Communication, to develop the UCSB Resilience Summit and Certificate Program, a series of lectures in "positive psychology" designed to instill skills for maintaining good mental health, optimism and resilience in tough times. Although the founders of the seminar series initially anticipated around 30 - 50 people, hundreds actually showed up, indicating that this was a much needed and highly appreciated effort (see page 13 for article).

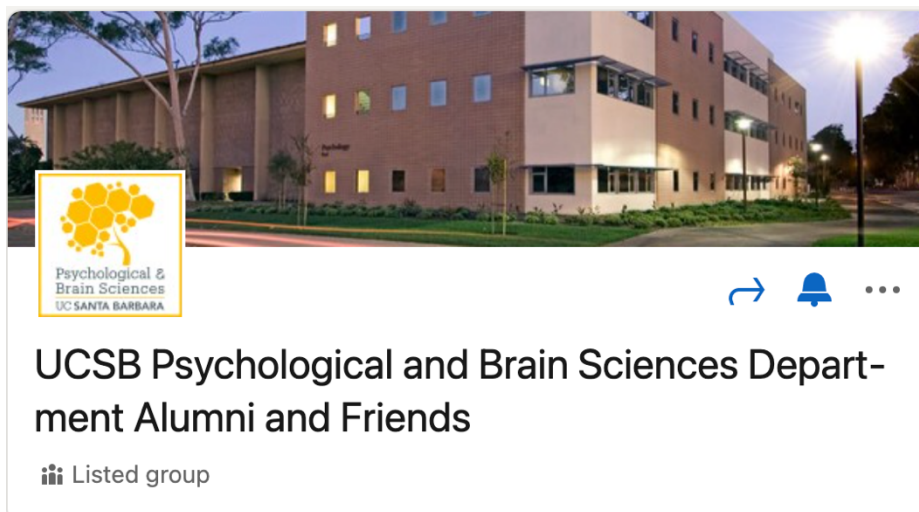
Due to the work-from-home policy, many students, faculty members, and staff started their new position in PBS during or shortly before the pandemic, having little opportunity to visit their office or meet their colleagues. They had to learn about PBS, a large, impacted and complex department, remotely. Christine Griffin started as the Academic Business Officer/MSO position in PBS in August 2020 – described the feelings of many: "Transitioning departments during COVID was a challenge. The opportunity for casual interaction to get to know people in PBS was and is limited, and within the context of being one of the department leaders who sets the tone and culture it's been a unique challenge figuring out how to do that over zoom and email. I am looking forward to returning to campus to be able to increase day-to-day interactions with faculty, staff, and students" (see interview with Christine

Griffin on page 11).

Entering February, 2021, the nation-wide new cases dropped significantly. At the same time, the vaccination rollout in California accelerated. In early March, educators in Santa Barbara county, including both the K-12 system and the higher education institutions, became eligible for the vaccines. Such progress, wrote Chancellor Henry Yang, "have boosted our plans to bring our students back to campus and return to in-person instruction this coming fall", and "gradual return of our staff to their on-site offices beginning this summer, with the goal of a fuller return for fall" in an email to the UCSB community. We keep our fingers crossed that we will be able to welcome undergraduate and graduate students back to campus, and resume in-person instruction, research, and service in Fall 2021. ♡

PBS LAUNCHES LINKED-IN PAGE

In 2020, the UCSB Psychological & Brain Sciences Department Alumni and Friends page was launched on LinkedIn (<https://www.linkedin.com/groups/13854898/>). The purpose of this group is to develop a community of former and current students, alumni, faculty, and staff connected to Psychological & Brain Sciences at UCSB, that connects people to create networks and pathways for intellectual and career growth. This group is supported by the Department of Psychological & Brain Sciences and the Psychological & Brain Sciences Alumni Council.



SCIENCE FOR WOMEN



For all our scientific advances in the field of health over the last couple of centuries, there's one large area that is still underserved: women's brain health.

"Women constitute half of the world's population, yet historically neuroscience research hasn't served the sexes equally," said UC Santa Barbara neuroscientist Dr. Emily Jacobs. "For decades, human neuroimaging studies have overlooked basic elements of a woman's life — the menstrual cycle, oral hormonal contraceptive use, pregnancy, menopause — and how they might shape the brain. We're excited to help correct course."

Jacobs, an associate professor of Psychological & Brain Sciences, is tackling this research blind spot head-on. With support from a five-year, \$5 million grant from the National Institutes of Health (NIH), Jacobs and her team will carry out a large-scale study to establish how ovarian hormones impact the structural and functional architecture of the brain.

"I'm thrilled to see the NIH continue to support women's health research," Jacobs said of the grant. "Menopause is severely understudied within the neuroimaging world and we won't fully understand the aging brain without taking it into account." The NIH-funded study will address longstanding questions about the endocrine basis of cognition, offering new insights into the menopausal transition.

"Most studies of the aging brain focus on adults 65 and older, more than a decade after the start of menopause," Jacobs said. "During the menopausal transition, ovarian hormone production falls by 90%, a shift that impacts multiple bodily systems, including the brain." One goal of Jacobs' research is to understand why some women sail through menopause, while others experience debilitating symptoms including brain fog and memory changes.

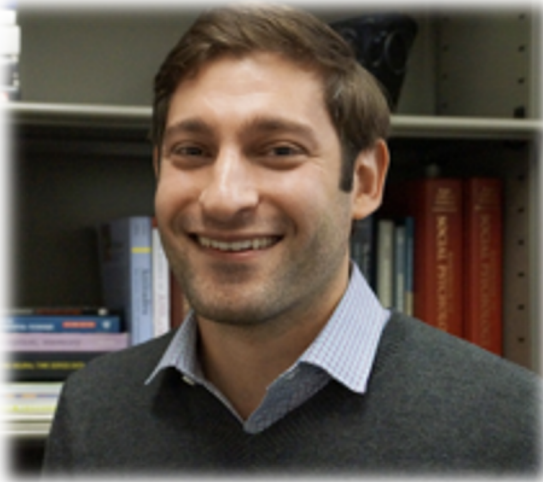
This study will model a core aspect of menopause — namely the changes in hormones that occur during the menopausal transition. The longitudinal study will track a large cohort of women as they undergo treatment for endometriosis with Elagolix, a drug that dramatically suppresses ovarian hormones. Approved by the Food & Drug Administration in 2019, the drug induces a temporary menopause-like state in women. Previous studies in animals offer powerful evidence that ovarian hormone suppression impacts the structure and function of the hippocampus and prefrontal cortex. However, conducting similar studies in human participants is a challenge, as the equivalent experimental manipulation of hormone levels would likely exceed the guidelines for acceptable risks. Jacobs' study overcomes this hurdle by tracking women who are scheduled to begin a course of Elagolix, and then following them for 6 months, without altering standard clinical care. This will allow her team to establish the effects of ovarian hormone depletion on the body, teasing apart the effects of hormone suppression from the natural course of chronological aging.

Looking ahead, Jacobs' team is hard at work building the University of California Women's Brain Initiative, a UC systemwide effort to integrate the collection of human brain imaging data across campuses to further strengthen women's health research. "This problem is bigger than any one group can handle," Jacobs said. "By joining forces with institutions across the UC, we will be in a strong position to move the needle on women's brain health."



Article by Sonia Fernandez adapted from: <https://www.news.ucsb.edu/2020/019935/science-women>

PERNICIOUS EFFECTS OF STIGMA



The killings of unarmed individuals such as George Floyd, Breonna Taylor, Ahmaud Arbery and Tony McDade have sparked a national conversation about the treatment of Black people — and other minorities — in the United States.

“What we’re seeing today is a close examination of the hardships and indignities that people have faced for a very long time because of their race and ethnicity,” said Kyle Ratner, an assistant professor of Psychological & Brain Sciences at UCSB. Concerned by negative rhetoric directed at Latinx individuals, Ratner and his lab have investigated how negative stereotype exposure experienced by Mexican-American students can influence the way their brains process information.

In a recent paper published in the journal *Social Cognitive and Affective Neuroscience* co-authored with former UCSB postdoctoral fellow B. Locke Welborn and Ph.D. student Youngki Hong (now Dr.

Hong), the research team focuses on how negative stereotype exposure affects responses to monetary incentives. Their study shows that brains of Mexican-American students exposed to negative stereotypes anticipate rewards and punishments differently versus those who were not so exposed. The discovery, he said, is the first step in a series of studies that could help researchers understand neural pathways through which stigma can have detrimental effects on psychological and physical health.

In this study, Ratner and his colleagues focused on the nucleus accumbens, a sub-cortical brain region that plays a central role in anticipating pleasure — the “wanting” stage of reward processing that motivates behaviors. Using functional MRI to measure brain activity, the researchers asked Mexican-American UCSB students to view sets of video clips in rapid succession and then gave these students the opportunity to win money or avoiding losing money.

In the control group, the viewers were shown news and documentary clips of social problems in the United States that were relevant to the country in general. In the stigmatized group, subjects were shown news and documentary clips covering the same four domains, but that singled out the Latinx community as the group specifically at risk for these problems. In those individuals shown the stigmatizing clips, the nucleus accumbens sensitivity to reward reduced, as compared to those who viewed the control clips, a pattern that suggests that negative stereotype exposure was “spilling-over” to affect how participants were anticipating winning and losing money.

One reason negative stereotypes in the media and popular culture are so problematic is they make people feel stigmatized even when they are not personally targeted in their daily life by bigoted people, he explained. “It becomes something you can’t escape — similar to other stressors that are out of people’s control and have been shown to cause anhedonia.”

Article by Sonia Fernandez adapted from: <https://www.news.ucsb.edu/2020/019954/ Pernicious-effects-stigma>



COMPUTER LOVE



In your quest for true love and that elusive happily ever after, are you waiting for the “right” person to come along, or do you find yourself going for the cutest guy or girl in the room, hoping things will work out? Do you leave your options open, hoping to “trade-up” at the next opportunity, or do you invest in your relationship with an eye on the cost-benefits analysis?

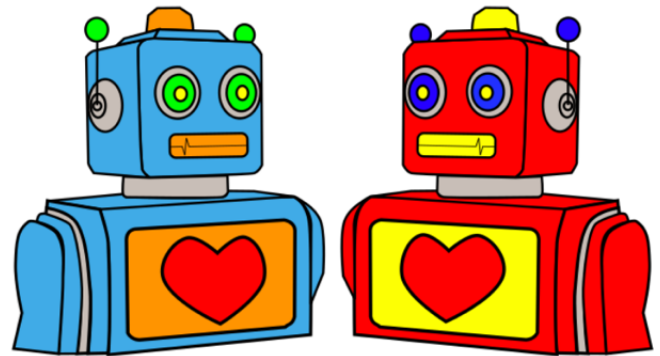
For something so fundamental to our existence, mate selection remains one of humanity’s most enduring mysteries. It’s been the topic of intense psychological research for decades, spawning myriad hypotheses of why we choose whom we choose.

“Mate choice is really complicated, especially in humans,” said Dan Conroy-Beam, an assistant professor in the Department of Psychological & Brain Sciences at UC Santa Barbara, and author of a paper in the journal *Personality and Social Psychology Review*. “And there have been a lot of people who have proposed abstract ideas about

how it might happen.” But previous mate selection models don’t capture a lot of the nuance that goes into real-life mate selection.

In an effort to move understanding of mate choice forward, Conroy-Beam has developed a new approach — called “couple simulation” — that essentially test-drives models of mate selection against the attributes and priorities of a sample of real-life couples. “The real advantage that we have here is that we’re going away from just these verbal models and into explicit computational models,” he said. The process begins by measuring the traits and preferences of a population of a few hundred couples — real people who have made real-life mate choices. That data is crunched into simulated copies of each person — “avatar agents” that have the same attributes and desires as their human counterparts, except in the simulated world they’re single.

“We break them up and throw all these little agents into the market,” said Conroy-Beam, who received support for his research from the National Science Foundation’s Early CAREER program. “Then we run various algorithms and see which ones do the best job at putting them back together with the agent representing their real-world partner.” The algorithms represent different models of mate selection, which dictate the rules by which the agents can interact, based on the predictions of the model. Conroy-Beam’s model proved to be the most accurate. What makes his model work so well? “The other models treat attraction like an on/off switch, but my model allows for gradients of attraction. It also incorporates reciprocity: the more a potential mate pursues you, the more you pursue them in return,” he said. Conroy-Beam and his team at the Computational Mate Choice Lab at UCSB will continue to refine their models, which he calls “really rough sketches,” to increase accuracy. They’re hoping to soon conduct a longer term longitudinal study to see if couples that are accurately predicted differ in longevity.



“We hope to do this across cultures as well as to incorporate same-sex couples in the near future,” he said. “We also have plans in the next couple of years to try to apply this to single people to prospectively predict their future relationships.”

Article by Sonia Fernandez adapted from: <https://www.news.ucsb.edu/2021/020178/computer-love>

THREE-DIMENSIONAL DISADVANTAGE



The continuous improvement of imaging technology holds great promise in areas where visual detection is necessary, such as with cancer screening. Three-dimensional imaging in particular has become popular because it provides a more complete picture of the target object and its context.

“More doctors and radiologists are looking at these 3D volumes, which are new technologies that allow you to look not just at one image, but a set of images,” said UCSB Professor of Psychology & Brain Sciences Miguel Eckstein, whose expertise lies in the field of visual search. “In some imaging modalities this gives doctors information about volume and it allows them to segment what they’re interested in.” Common wisdom is that with all this additional information provided, the rate of detection success should increase considerably. However, that’s not always the case, Eckstein said. In a study published in the journal *Current Biology*, he, lead author Miguel Lago and their collaborators point out an odd foible of human vision: We’re actually worse at finding

small targets in 3D image stacks than if they were in a single 2D image.

“For those type of small targets, what happens is that they become harder to find in these 3D volumes,” Eckstein explained. Unlike humans, machine observers (e.g., deep neural networks) did not show this deficit with small targets in 3D search, suggesting that the effect is related to some human visual-cognitive bottleneck.

It’s a phenomenon that could have important implications in the medical field, particularly in the realm of breast cancer screening with the growing popularity of breast tomosynthesis (3D mammography) to detect not just large, unusual masses but also microcalcifications that could signal the beginnings of cancer development. According to the study, searching through 3D renderings led to high small target miss rates and a significantly decreased decision confidence on the part of the observer. Much of the reason for this diminished performance, according to the paper, is how we use our vision when we search. We use both focused and peripheral vision to analyze the object before us and decide where next to fix our attention. People searching through a 2D image tended to rely more on their fovea (the part of the retina that brings objects into sharp, direct focus) and more exhaustively move their focus around the image. Those searching through 3D renderings — composites of many images — were found to move their gaze less and rely on peripheral visual processing.



Small targets were highly detectable at or near the point of fixation but became much less noticeable as they moved toward the periphery. This fundamental visual limitation, the eye movement under-exploration and reliance on peripheral vision resulted in a high number of errors in the 3D searches. The findings of this paper, according to Eckstein, illustrate the gaps that sometimes arise between the technology we invent and our ability to make the best use of it.

Article by Sonia Fernandez adapted from: <https://www.news.ucsb.edu/2021/020211/three-dimensional-disadvantage>

INTRODUCING DIVERSITY



Babies learn the difference between “us” and “them” fairly early in life. Social categorization — the process of dividing the world into groups based on features such as gender, race and nationality — can be a useful strategy when you’re new to the world and trying to process a flood of information with your developing brain, according to UC Santa Barbara developmental, evolutionary and social psychologist Zoe Liberman. But what starts out as a useful survival behavior in our early lives could become a problem when it is applied to people: The tendency to form groups and to like people who are more familiar can lead to stereotyping, bias and racism.

What if there was a way to dampen the tendency toward harmful tribalism? With an Early CAREER Award from the National Science Foundation, Liberman, an assistant professor in the Department of Psychological & Brain Sciences, is poised to lay the groundwork for a better understanding of how stereotypes form in children’s brains — work that could inform future interventions aimed at mitigating the negative impacts of stereotyping.

“A lot of research has shown that expectations that group membership matters really does emerge early, even in infancy,” Liberman said. But sorting people, particularly unfamiliar people, into groups can be damaging

if all the people in the group are presumed to have the same unfavorable characteristics simply for being in that cohort. Fortunately, some studies have shown that favorable interactions with someone from an unfamiliar group can improve attitudes toward other members of the group. However, it isn’t feasible to interact with members of all groups. This is where Liberman’s work comes in: Her research asks whether exposing young children to diversity more broadly (as opposed to one specific unfamiliar group), may also reduce the reliance on categorization.

“The idea is that potentially growing up in a neighborhood or network that has people from different kinds of groups might make you more open to thinking that these categories aren’t as meaningful,” she said.

To accomplish this requires a measure of diversity exposure, a novel metric that Liberman will develop and use to see whether differences in exposure to diversity are related to differences in stereotyping.

“The measure is based on classic work from information theory and calculates entropy: scores are higher when more groups are represented and when groups are represented in relatively more equal proportions,” she explained. “We will measure diversity of neighborhoods using Census data, and of social networks using a parental survey.” Liberman’s efforts will involve working with infants, young school-aged kids and their parents in a bid to understand how the children use “group cues” of race and language to categorize people, and whether that usage changes with the differences in diversity in their communities. “One question that I’m very interested in and that I think this research is starting to answer,” she said, “is about how, if there are individual differences such that children who are exposed to more diversity are less likely to form group biases, could we figure out ways to give kids these kinds of experiences, and would that have long lasting effects on the development of bias?”



Article by Sonia Fernandez adapted from: <https://www.news.ucsb.edu/2021/020265/introducing-diversity>

NEW PBS RESEARCH AT A GLANCE

Children think personal alliances bias gossip. In a recent paper published in *Cognition*, assistant professor Zoe Liberman and her collaborator asked whether children understand that people are biased based on their social relationships. The authors found that as early as three years of age, children expect people to say nice things about their friends, and mean things about their enemies. Interestingly, children are less likely to trust evaluations that are in line with these biases: they show higher endorsement of evaluations that go against the expected type of gossip. For example, they are more likely to believe character A's assertion that character B is good at soccer if the two characters are enemies than if they are friends. Overall, these studies uncover a new and important tool that children may use when making epistemic intuitions: children expect gossip to be biased based on people's personal allegiances, and they employ tools to discount potentially biased information. (Liberman and Shaw, 2020, Even his friend said he's bad: Children think personal alliances bias gossip. *Cognition*, 204, 104376.)

The neural basis of perceptual metacognition of human faces. In a recent paper published in *Communications Biology*, assistant professor Regina Lapate and colleagues tested whether the lateral prefrontal cortex (LPFC), a brain region believed to be an important part of the neural circuitry underlying metacognitive processes, promotes metacognitive awareness of emotional faces. To do so, they used a method to temporarily and non-invasively interfere with brain activity in healthy human subjects called transcranial magnetic stimulation (TMS). After TMS to LPFC, individuals were able to discriminate the orientation of emotional faces just as accurately, but they were less aware of their own visual experiences— in other words, they had lowered perceptual metacognition. Interestingly, TMS to LPFC reduced metacognition of the orientation of emotional faces but not of their emotional expressions, which raises important questions for future research. (Lapate et al., 2020, Perceptual metacognition of human faces is causally supported by function of the lateral prefrontal cortex. *Communications Biology*, 3(1), 1-10.)

The mind tracks the source of messages that violate prior beliefs. In a series of experiments, Ph.D. candidate Spencer Mermelstein and colleagues including Professor Tamsin German investigated the psychological mechanisms that defend the mind from misinformation. The authors found that communicated messages that violate one's prior beliefs remain linked in memory to their source. This memory advantage also extended to the place and time at which these messages were communicated. Interestingly, when tested again after a couple of days, memory was strongest for the speakers of inconsistent messages as compared to the locations where they were shared. The authors argue that remembering the contextual details surrounding the acquisition of potentially misleading messages is essential for the ongoing evaluation of the source and content of communication. In sum, the mind contains powerful mechanisms for tracking the source of messages that are at odds with preexisting beliefs, ultimately supporting our ability to filter useful from harmful communication. (Mermelstein et al., 2020, She told me about a singing cactus: Counterintuitive concepts are more accurately attributed to their speakers than ordinary concepts. *Journal of Experimental Psychology: General*.)

Studying How Vision Contributes to Navigation. When we navigate through the world, we principally use our visual sense to identify obstacles and orient ourselves. However, we know very little about how these visual inputs are processed and converted into spatial information that allows us to navigate through our environment. Michael Goard (PBS/MCDB) and Michael Beyeler (CS/PBS), both assistant professors with appointments in PBS, were recently awarded a major NIH Brain Initiative R01 Research grant, entitled "Cortical visual processing for navigation", to study how visual signals are transformed as they transition from visual brain regions to spatial brain regions. To study this, the group will use 2-photon imaging and electrophysiology to measure neural activity in mice navigating through real world and virtual environments. They will then use data-driven computational approaches to analyze the data and generate predictive models. This project is in collaboration with Associate Professor Spencer Smith (ECE) and Cris Niell (University of Oregon Department of Biology), and provides \$2.83 million in funding for the first three years (renewable for two additional years).

A TRIBUTE TO PROFESSOR AARON ETTEMBERG

Distinguished Professor of Neuroscience & Behavior, Aaron Ettenberg, Ph.D., formally retired in 2020 after 38 years of excellence in research, teaching, and service at both the departmental and the UCSB levels.



Professor Aaron Ettenberg earned his doctoral degree from McGill University in Montreal, Canada with a specialty in psychopharmacology – i.e., the study of drug-behavior interactions. He was awarded a three-year Medical Research Council of Canada post-doctoral fellowship, which he took to The Salk Institute for Biological Studies in San Diego where he worked in the institute’s Behavioral Neurobiology laboratory. He was appointed to the faculty of the University of California at Santa Barbara in 1982 when he joined the Department of Psychological & Brain Science’s “neuroscience and behavior” division as an Assistant Professor. At UCSB Professor Ettenberg built a Behavioral Pharmacology laboratory that has received uninterrupted grant support for over thirty-five years. His research on the neurobiology of substance abuse, reward and motivation has been published in his discipline’s most prestigious journals and he has served in several different capacities as a grant-review consultant for the National Institute of Drug Abuse at NIH.

In addition to being an outstanding researcher, Professor Ettenberg is also an amazing teacher and mentor. During his 38 years at UCSB he has mentored 21 Ph.D.s! Professor Ettenberg himself is extremely proud of this achievement. When reflecting upon his greatest contribution to the field, he said, “[I]t’s not so much about the creation of science as the creation of new scientists!” He compares how science

works to the construction of a house – most of the researchers are bricklayers, each adding bits of information (bricks) to the project of building the house of science. “I see my greatest contribution over the years being my success in recruiting and training the next generation of bricklayers — and, who knows, perhaps one of them will turn out to be a master builder!” Professor Ettenberg says in a recent interview.

Professor Ettenberg’s dedication to teaching and mentoring has inspired and influenced a whole generation of scientists. Dr. Shelley Su (Ph.D., 2012), Program Director at National Institution on Drug Abuse, fondly recollects her graduate training with Professor Ettenberg, “I was fortunate to have Aaron as my graduate mentor, and am forever grateful for his mentorship throughout the years, and his impact on my career to this day.” Similarly, Professor Jen Wenzel at the University of San Diego says she “always left his [Professor Ettenberg’s] office feeling empowered and ready to go back to the lab.”

In addition to guiding his trainees in the specifics of doing research, Professor Ettenberg always made sure his trainees appreciated how their work fits in the bigger picture of science. He does not only teach with his brain, his personality and work ethics serve as an exemplar that many of his trainees follow. Dr. Barbara Nofrey Thayer, a lecturer at California State University Channel Islands, shared with us her experience as a PhD student in the Ettenberg lab, “even if he felt anxious inside, he gave us confidence and faith. He taught me the value of leading with integrity.” The traces Professor Ettenberg has left in his trainees are profound and long-lasting, as Professor Justin Moscarello puts it, “there will always be a bit of my mentor in every word I write, and I’m certainly better for it.”

A TRIBUTE TO PROFESSOR AARON ETTEMBERG

Professor Ettenberg's colleagues in the Department of Psychological and Brain Sciences collectively see him as a role model for many aspects of academic life. Professor Karen Szumlinski, compared him to "a pillar in the Neuroscience and Behavior area, and a true inspiration to junior faculty, and his graduate and undergraduate trainees." Assistant Teaching Professor Vanessa Woods, a former trainee of Professor Ettenberg, said "our UCSB and wider community are both better places because of Aaron's leadership and vision." For Professor Michael Miller, chair of PBS, Professor Ettenberg has always been one of the first people he goes to for advice and counsel when facing a sticky situation. Professor Richard Mayer, who has been a colleague of Professor Ettenberg for decades, summarized nicely how Professor Ettenberg was viewed in the eyes of his colleagues in PBS, "Aaron is an amazingly committed Departmental citizen, an exceptional teacher and researcher, a generous and caring colleague, and a true friend."

Now it has been a year since Professor Ettenberg formally retired. When asked "what do you miss the most about your time at UCSB?", he said, "it is NOT going to meetings, spending untold hours in the endless search for research funding, or drafting reports that few ever read or act upon... no, the thing I miss most is the people! I miss teaching (which I have always loved), I miss mentoring graduate students, and I miss lunches with my colleagues!!!! Of course, once this virus thing gets under control, I will thankfully be able to occasionally partake again in the latter of these three!"

We all miss you, Professor Ettenberg! Ψ



PBS PHD STUDENT TO MEET THE NOBEL PRIZE LAUREATES



Each year, several hundred junior scientists (undergraduates, PhD students, and postdoctoral fellows) are invited to attend a meeting with several dozen Nobel Prize laureates at the Lindau Nobel Laureate Meeting. This year, Laura Pritschet, a PBS PhD Candidate was selected to represent the University of California as an attendee. While at the meeting, Laura Pritschet will attend master classes, lectures, and panel discussions featuring recent Nobel laureates. Laura Pritschet is a PhD candidate in the Jacobs Lab studying the impact of sex hormones on human brain function in health and healthy aging.



LINDAU
NOBEL LAUREATE
MEETINGS

STAFF PROFILE: CHRISTINE GRIFFIN



In August 2020, Christine Griffin joined Psychological & Brain Sciences as Academic Business Officer / Management Services Officer (MSO). Working closely with the chair of the department, Michael Miller, along with faculty, staff, and students, the Ms. Griffin oversees and manages all departmental functions and provides direction and support to faculty and staff regarding space, budget, equipment, lab renovation student affairs, curriculum plans, facilities management, and special projects. In short, it is a hugely important job, and so *Inside Psychology* was grateful that Ms. Griffin could share some of her background, experience, interests, and vision for PBS:

Inside Psychology (IS): Tell us about your background. When did you begin at UCSB, at UCSB PBS, and what was your background before that? What drew you to PBS?

Christine Griffin (CG): I started at UCSB as an undergraduate student in 2001. I studied Political Science International Relations, and History. After I graduated in 2005

I started in my first position as a front desk assistant for the Academic Senate. For the next 16 years I held a range of positions including a Special Projects Analyst, and Deputy ADA Compliance Officer in the Vice Chancellor for Administrative Services, Gateway Systems Administrator/Project Manager in Business and Financial Services, and Chief Operating and Financial Officer/MSO in the Institute for Collaborative Biotechnologies.

I transitioned to the Academic Business Officer/MSO position in PBS in August 2020. During my time at the ICB I had the opportunity to work closely with some of the faculty, staff and researchers in PBS. The ICB and PBS often share employees across the two units. When you manage a large multidisciplinary unit for the campus you get a unique opportunity to learn the culture of different units and divisions. One of the things that stood out to me was the ease at which the PBS faculty worked with me in my capacity as MSO of the ICB. That ease, collegiality, and respect is what drew me to the position.

IS: How would you describe your job at UCSB PBS in terms of the role you play, the specific things you do, and the interactions you have with faculty and other staff members?

CG: The MSO position in any department is fundamentally a problem solver. It's the catch all position for anything and everything departmentally. As a manager one of the things that is most important to me is that the staff feel supported, find the environment a good place to work, and feel motivated to show up and do their best every day. More specifically the MSO position in PBS has responsibility over the budget, HR/staffing, facilities and space management, and short range/long range planning. I also serve on an enormous amount of campus wide committees. I see it as my job to serve when called upon, it helps contribute to the positive reputation of PBS on the campus (team players) as well as improving my agility in change management.

IS: What are the biggest changes you've seen at UCSB in your tenure here? What are the biggest changes at PBS?

CG: When people ask me where I grew up, I joke that I grew up at UCSB. Having been on campus since I was 18 years old there have been so many shifts large and small. One of the biggest changes would be the physical environment. When I worked in Administrative Services for Vice Chancellor Marc Fisher I had the opportunity to work on two partner

STAFF PROFILE: CHRISTINE GRIFFIN

documents to the Campus Long Range Development Plan called the Physical Design Framework, and the Campus Landscape Plan. It's fun for me to look back at those documents and see the way the vision from the LRDP has come to life in terms of the physical landscape, new buildings, removal and shifts of the green space. I'd say those changes are the biggest transformations I've seen.

In PBS I hope the biggest change that I've cultivated in my first year here (even over zoom) is an openness to exchange ideas and new ways of doing business that better serve the department as a whole.

IS: How do you see the department changing into the future?

CG: The campus culture at UCSB is one that runs off personal relationships. The people, the relationships are our greatest strength and our greatest investment. I think as people naturally shift in and out of the department, the department will continue to evolve. More specifically I think with a large cohort of Junior Faculty the research portfolio in the department will grow and shift. I also think the trauma and prolonged state of anxiety of the last 15 months will attract more undergraduates looking to study the brain, mindfulness, resilience, etc. in an attempt to process what we all just went through. I can see our undergraduate population shifting as a result of the shared world experience that was/is COVID. I also see a shift in the way staff perform their jobs. COVID has opened the eyes of employers and empowered employees to be more vocal about their work/life needs. The last 15 months were successful and I will continue to support embracing an innovative workforce model that optimizes flexibility in both work location and time.

IS: What are your hobbies and outside interests?

CG: I practice (and sometimes teach) 2 kinds of yoga: vinyasa and kundalini. I've been known to take meditation courses or follow on courses to better understand the history of yoga. I read a lot of books. I have a book of the month club and get new books monthly. I specifically read a lot of articles and blogs to watch trends in management and how the labor force is changing in the US so that I can improve my skills. Overall, I focus a lot on self-improvement and challenging myself to operate at a higher vibration. I have a pup named Ace we go on a lot of walks around Carpinteria where I live. I am a better than average self-taught home cook/baker, and I make legendary charcuterie plates which I take up to Demetria in the valley to escape. My Italian heritage comes out in hosting, cooking, pouring a big glass of wine for guests in my home. During COVID I bought a rowing machine, I've been trying to get to 1 million meters in 52 weeks. I'm at week 46 and 872,911 meters. I have a very, very large plant collection mostly succulents, cacti, orchids and a few indoor tropical plants. And I'm looking forward to traveling again. My last big trip was sadly more than 5 years ago just before I became an MSO and decided to juggle that with completing my Master's Degree. I flew around the world on one-way flights and spent a few weeks in India and Cambodia. I'm hoping to get to Greece and maybe pop in to the UK to see old friends in Yorkshire, but that might be 2022 just to give a bit more space and time for the world to normalize. Ψ



A POSITIVE EXPERIENCE



Even in good times college is stressful. Add a pandemic, remote classes, economic uncertainty, social unrest, a crucial presidential election and an opaque future and you have the ingredients for an epic psychic beatdown.

Smaranda Lawrie, a PBS graduate student (now Dr. Lawrie), saw it firsthand as a teaching assistant when the COVID-19 pandemic began upending her students' lives. Determined to find ways to help, Lawrie teamed with Samantha Blodgett, a fourth-year double major in psychological and brain sciences and in communication, to develop the UCSB Resilience Summit and Certificate Program, a series of lectures in "positive psychology" designed to instill the skills for maintaining good mental health, optimism and resilience in tough times. Participants who attend a minimum of eight out of the 12 talks and complete the associated assignments will earn a CV-worthy certificate in the Science and Practice of Resilience.

Lawrie's seminar on positive psychology is the logical extension of her work in the classroom. After teaching a class on the subject at Westmont College, she incorporated it into her TA section for an Advanced Experimental Social Psychology class at UCSB. At the beginning of each section she began with an exercise in which students wrote down two or three good things that happened to them in the prior 24 hours. Then a few students shared with the class.

"This simple activity takes only a couple of minutes," she said, "but it sets the tone for a positive learning environment and, over the course of a few months, it teaches students to notice the good in their lives and helps them develop more optimistic thinking." By the end of the quarter, she said, several students were asking for more positive psychology activities. To bring the work to a bigger audience, she partnered with Blodgett to create the series.

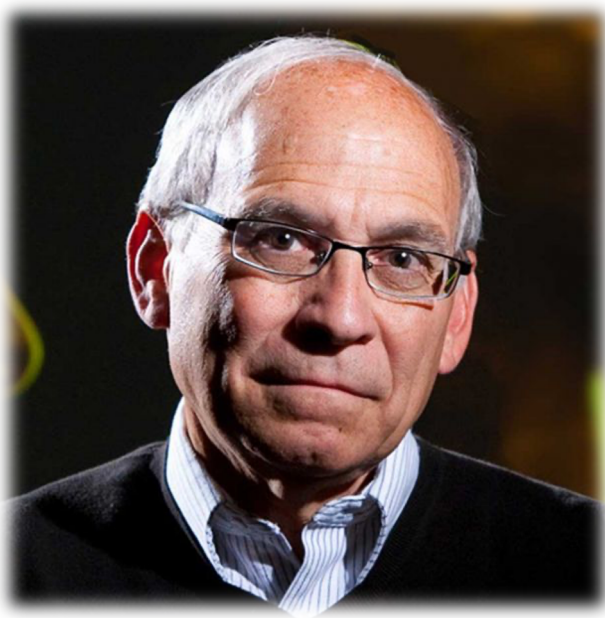
"The goal of the summit and certificate program is to cultivate students' resilience for this moment and provide them valuable skills and tools to help them thrive for the rest of their lives," Lawrie said. "These interdisciplinary sessions will cover a variety of concepts from the basics of positive psychology, to utilizing mindfulness, to dealing with imposter syndrome. This program was designed for the current crises the country is facing so it will also discuss the importance of relationships in times of need, growth after periods of struggle and trauma, as well as racism and implicit bias." The seminars, moderated by Lawrie and Blodgett, will be led by a distinguished group of scholars and experts. Some will lecture, others will run workshop-style sessions or lead Q&As.



"What unites all the lectures is that speakers will be talking about their topics from an empirical/scientific perspective," Lawrie said. "At the same time, speakers have also been instructed to make the lectures more enjoyable and relatable than a traditional academic class. They have also been encouraged to share some personal stories and tie the material to the current state of world affairs."

Article by Jim Logan adapted from: <https://www.news.ucsb.edu/2020/020082/positive-experience>

PROFESSOR RICHARD MAYER ON REMOTE EDUCATION



Distinguished Professor of Psychology Richard E. Mayer is one of the world's leading experts at applying the science of learning to education. The winner of the Thorndike Award for career achievement in educational psychology among many other international honors and recognitions, and with over 500 publications and 30 books, he has recently been named the 2020-21 Faculty Research Lecturer. Thus, Inside Psychology was very pleased to be able to get his expertise on remote education, something many faculty members and students were experiencing for the first time in 2020-2021.

Inside Psychology (IS): Education around the world is suddenly subject to a 'new normal' - students from kindergarten through graduate school are now engaging in remote learning at a rate never before seen. What kind of effect do you think this has on students' learning?

Richard Mayer (RM): There are many aspects of the worldwide shift to remote or online learning, including social, emotional, and cognitive implications. Although social and emotional aspects are crucial, my research has been focusing mainly on the cognitive aspects of online learning over the past three decades. We have developed evidence-based principles for how to design online learning (including video lectures, animated presentations, tutoring systems with animated pedagogical agents, e-books, and educational games and simulations). For example, students learn better when words are placed next to the part of a graphic they refer to rather than as a caption at the bottom of the screen (i.e., spatial contiguity principle) or students learn better when an onscreen instructor draws on the board as she lectures rather than stand next to already drawn graphics (i.e., embodiment principle) or students learn better from a multimedia presentation if the instructor uses conversational wording rather than formal wording (i.e., personalization principle) or students learn better if a complex graphic is broken down into a series of manageable segments (i.e., segmenting principle). In short, I think it possible to design highly effective online learning experiences that are based on research evidence and grounded in a cognitive theory of how people learn. [See Clark, R., & Mayer, R. E. (2016). *e-Learning and the science of instruction* (4th ed). San Francisco: Wiley.]

IS: How can students make the best of this situation? Do you have any tips or tricks to succeed at remote learning?

RM: Learning online can be a frustrating, challenging, and alienating experience, which can lead to a lack of motivation to engage in academic learning. To counter this situation, students need to come to the online learning venue with a collection of effective study strategies (or learning strategies) at their disposal. A study strategy is something you do during learning to help you learn more deeply. Some evidence-based study strategies that can help students in appropriate situations include learning by summarizing (e.g., writing a one-sentence summary of each segment of an online lesson), learning by explaining (e.g., writing an explanation of the material that was just presented), learning by mapping (e.g., constructing a concept map of the presented material), learning by drawing (e.g., drawing an illustration that corresponds to the text), learning by self-testing (e.g., testing oneself by trying to recall what was just presented), and learning by teaching (e.g., explaining what was presented to someone else). Students need to find specific strategies that work for them, including note-taking strategies that involve outlining and summarizing and drawing. Successful students know when and how to use study strategies, and fortunately these are learnable skills. [See Mayer, R. E. (2019). *How to be a successful student: 20 study habits based on the science of learning*. New York: Routledge.]

PROFESSOR RICHARD MAYER ON REMOTE EDUCATION

IS: Many of our alumni are now instructors or teachers themselves - what advice would you give them to ensure their students can do their best with remote learning?

RM: I would tell instructors that the same principles of effective instruction you use in face-to-face learning also apply to remote learning, but it might take some work to adjust your effective techniques to a computer-based environment. In addition, although motivating students to engage and feel connected is always challenging in face-to-face instruction, it is particularly crucial in remote instruction. You probably should pay attention to the social and emotional aspects of instruction as well as the cognitive information-presenting aspects. To create a social bond with students it is best to use gesture and eye contact, to display positive emotional tone in your voice and body movement, to use conversational language (such as I and you and we), and to invite the students to participate in various ways such as through student response systems, chats, or even break-out rooms. These have been shown to be effective in improving learning under appropriate conditions. My take-away message is that it is possible to guide your instruction based on research evidence concerning what works in remote learning and on evidence-based theories of how people learn. [See Mayer, R. E. (2011). *Applying the science of learning*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall; Mayer, R. E. (2020). *Multimedia learning* (3rd ed). New York: Cambridge University Press.] Ψ

UCSB PBS HOSTS FIRST VIRTUAL ALUMNI MIXER

On May 21, 2021 PBS Faculty, Staff, Students, and Alumni gathered virtually for a community building event. Video will be available in Summer 2021 on the PBS Alumni Council webpage.

UC SANTA BARBARA

Psychological & Brain Sciences
Gaucho Virtual Alumni Mixer 2021

Join students, faculty, and fellow alumni for a community event of music, reuniting with classmates, networking, and catching up with what's happening at UCSB Department of Psychological & Brain Sciences!

- Cutting Edge Research Talks by Rising Stars in Psychological Science, new faculty members Regina Lapate, Daniel Conroy-Beam, Hongbo Yu and Grad Slam Finalist Viktoriya Babenko '14
- An update on the COVID-19 situation at UCSB from Campus COVID-Mitigation Program Manager and UCSB Distinguished Professor Scott Grafton
- Building Connections with UCSB Psychology - Reports from the PBS Alumni Council
- Supporting the Current Generation - Society of Undergraduate Psychologists and Psi Chi share what is SUP in 2021!
- Bridging to the Next Generation - UCSB Director of Admissions and PBS Alumni Council Member Lisa Przekop '85 on how the pandemic shaped admissions in 2021!
- Opportunities to catch up with old friends and make new ones through the power of zoom!
- Special Guests, Trivia, Department News, Prizes, Surprises, and More....

Friday, May 21
4:00 PM - 5:30 PM

[Register Here](#)



Live Music by Lucy & La Mer
Psychology Alumna
Sarah LaForge



Hongbo Yu

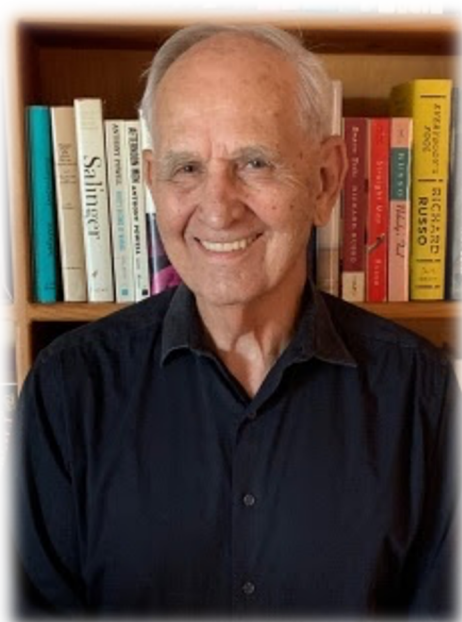
Regina Lapate

Daniel Conroy-Beam

PBS Launches Endowment for Psychological & Brain Sciences Fund

With generous gifts from an alumnus and a faculty emeritus, the Department of Psychological & Brain Sciences is excited to announce the launching of the Endowment for Psychological & Brain Sciences Fund. The purpose of this fundraising initiative is to promote the long term excellence of the department in its teaching, research, and service missions.

The gift was launched with two simultaneous generous gifts by Professor Emeritus Jerry Jacobs and Class of 1967 alumnus and member of the PBS Alumni Council Steve Foote.



Professor Michael Miller, chair of the department, noted the importance of contributions: “Professor Jerry Jacobs and Dr. Steve Foote set a wonderful example for all of our alumni and current and retired faculty who have the means to give something back to the department. The department greatly appreciates their contributions. And, I have to say, it may be particularly important to have this kind of support in the coming years due to the budget implications from the pandemic. This support allows PBS to continue to create awards, opportunities and programs that help us maintain the high standards of our teaching, research and service missions.”

Professor Jerry Jacobs has made some of the seminal contributions in the understanding of the biology of mammalian vision, and in particular, the study of color vision and its biological basis. Over his career, he and his laboratory studied a wide range of animal subjects, from mice to humans, and a variety of experimental techniques that have identified the structural features of the visual system. Over his career, Professor Jacobs was the recipient of many university and international honors including the Rank Prize in Optoelectronics (1986), the UCSB Faculty Research Lectureship (1996), the Proctor Medal of the Association for Research in Vision and Ophthalmology (1998), the Verriest Medal of the International Colour Vision Society (2009),

and the Tillyer Award of the Optical Society of America (2012).

Steve Foote, after receiving his BA in Psychology from UCSB in 1967, went to MIT where he earned his PhD. He was on the faculty of the Department of Psychiatry at the UC San Diego School of Medicine, before joining the National Institute of Mental Health, where he served as the Director of the Division of Neuroscience and Basic Behavioral Science.

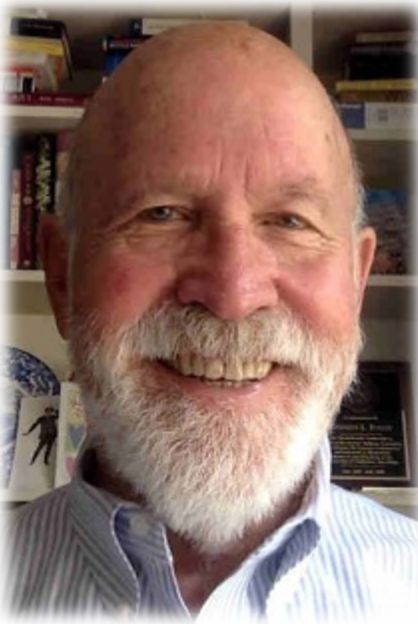
Dr. Foote credited the role that UCSB and the psychology department played in his career. “The UCSB Psychology Department was pivotal in setting the course of my career in neuroscience. Most importantly, my experiences there were positive, nurturing and stimulating. They provided me with the motivation and confidence to pursue a career in basic research.”

The relationship with faculty was instrumental in the young Gauchó’s decision to go into science and academia. As Dr. Foote recalled: “I also received crucial guidance that determined my early post-UCSB trajectory: Dr. Mike Gazzaniga strongly urged me to go to MIT for graduate school, some of the best advice I ever received as MIT proved to be a great match for my interests and provided me with a solid start to my life in neuroscience.”

Dr. Foote described why he was interested in directing his philanthropy towards UCSB and the Department of Psychological and Brain Sciences by helping to launch The Endowment for Psychological and Brain Sciences. It goes

INSIDE PSYCHOLOGY

back to his early days at UCSB: “I arrived at UCSB as a first generation, junior college transfer student. I knew I was interested in psychology, broadly speaking, but had little knowledge of the field and no experience with any kind of research. To say UCSB, especially the Psychology Department, was formative for me would be an understatement. I had crucial growth experiences with fellow students, teaching assistants and faculty that gave me the tools I needed to seek and find great opportunities in subsequent career development. I have had great experiences at all of the institutions I have been a part of, but when I look back and ask what was the most essential environment for me, it was UCSB. I view the whole of UCSB as a critical institution of higher education because it provides a pathway for students from a broad variety of backgrounds to become the crucial leadership elements of a society that is facing enormous challenges. My gifts are a way of giving back and giving to the future.”



The chair of the department’s development committee, Professor David Sherman expressed his appreciation to Dr. Steve Foote “for his continued support of the department not only financially, in terms of his generous contributions, but in terms of his ideas, his energy, and his caring for the current students. When the 2020 graduating class of PBS majors had their awards ceremony via zoom, and all the parents and family members and faculty were celebrating the accomplishments of our seniors, who else was there? Steve Foote, rooting them on, and listening to their accomplishments with appreciation. The department is grateful to Steve and to other alumni who have shared their talents and experiences with UCSB Psychological & Brain Sciences students.”

One vehicle by which Steve Foote and other alumni have contributed to the department is through the PBS Alumni Council, which was launched in 2019, and whose mission is to develop a larger community of former and current students that transcends the time of their UCSB experience, that connects people, expands perspectives, leverages resources, and creates networks and pathways for career and intellectual growth. The alumni council supports two annual events aimed at connecting undergraduates, faculty, and alumni called ENGAGE which was created by Dr. Diane Mackie and Dr. Vanessa Woods.

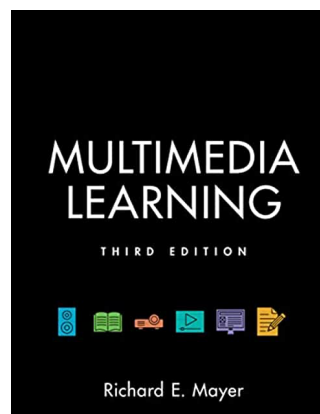
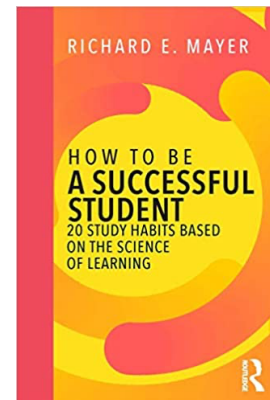
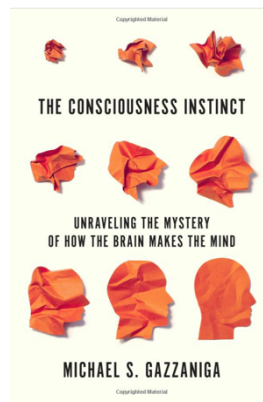
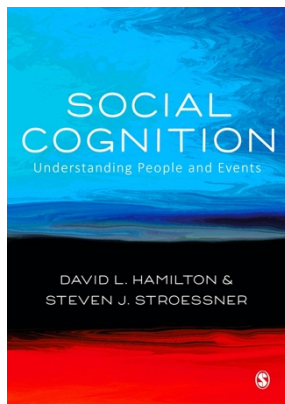
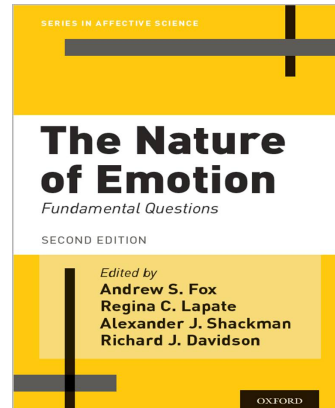
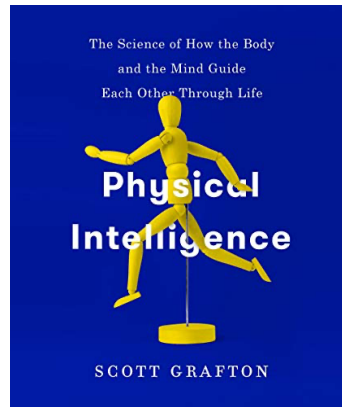
Dr. Foote expanded on why he joined the PBS Alumni Council and is heavily involved in ENGAGE events: “It is energizing to be a part of the UCSB community, and being a member of the Alumni Council is a productive way to do that. For me, it is always rewarding to interact with students and to share in their enthusiasm and their search for a way to contribute to society (while making a living!). As a student, especially one about to graduate, there can be uncertainty and anxiety about next steps. I hope the Alumni Council can help with those issues by developing a network of alumni that can provide a continuity of community for the transition away from campus to the broader world. Then, the new alums can themselves become links in the broader UCSB network.”

Dr. Vanessa Woods, who has led the ENGAGE events that Steve Foote has participated in, described his contributions and that of the other alumni council members: “The alumni council is invaluable to the department in the depth of experience they bring and share with our undergraduates. I am humbled by the generosity of the alumni council and specifically to Steve for his support and help launching the endowment fund. It is inspiring to be around a group of people who are so committed to maintaining the department’s excellence in the future.”

The department is grateful to alumni such as Dr. Steve Foote and to faculty members such as Dr. Jerry Jacobs who have, throughout their careers, supported the institutions where students and faculty learn about psychology, and apply that understanding in science, industry, and society. Ψ

BOOKS WRITTEN BY PBS FACULTY

Below are books that have been published recently by faculty in the Department of Psychological & Brain Sciences.



FACULTY AWARDS

2020 – 2021 FACULTY AWARDS

Professor Brenda Major received the 2020 Distinguished Scientist Award from the Society of Experimental Social Psychology, the highest scientific honor awarded by the Society.



*Society of Experimental
Social Psychology*

Professor Richard Mayer received the 2020 – 2021 UCSB Faculty Research Lecturer Award, the highest honor the UCSB faculty can bestow on one of its members.



Assistant Professors Regina Lapate and Hongbo Yu named 2021 Association for Psychological Science 'Rising Stars', in recognition that their "innovative work has already advanced the field and signals great potential for their continued contributions".



aps
ASSOCIATION FOR
PSYCHOLOGICAL SCIENCE

FACULTY AWARDS

Assistant Professor Dan Conroy-Beam and Professor Jim Roney won 2020 Margo Wilson Award for best paper in Evolution and Human Behavior.



HBES

Human Behavior
& Evolution Society

Assistant Teaching Professor Nicole Albada won the Committee on Associate and Baccalaureate Education (CABE) Teaching Resources Award.



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

Professor Shelly Gable received the Berscheid-Hatfield Award for Distinguished Mid-Career Achievement from the International Association for Relationship Research, the premier scientific society for close relationships research across the globe.



STUDENT AWARDS

2020 UNDERGRADUATE STUDENT AWARDS

Distinguished Graduating Senior

The award for distinguished graduating senior is awarded in recognition of academic and research excellence, and service to the department, the university, and the community.

Frederique Corcoran, Aryana Kamelian, Vanessa Veloz

The Morgan Award for Research Promise in Psychology

The award for research promise in Psychology is for graduating seniors who demonstrate the most promise in the area of experimental research in psychology, as selected by the faculty.

Emily La, Morgan Fitzgerald

The Morgan Award for Academic Excellence in Psychology

The award for academic excellence in Psychology is given to graduating seniors in recognition of outstanding scholarship, as selected by the department faculty.

Alyssa Chamberlain, Emily Popa

Philip S. Rethis Memorial Award

The Philip S. Rethis Memorial Award is given to a graduating senior in recognition of outstanding “character”, “determination”, and “scholarship”.

Jenniffer Wong Chavez

Distinction in the Major

Distinction in the major recognizes the completion of a senior honors project or thesis with distinction.

Veronica Butler, Elle Chaves, Joaquin-Emiliano Chavez, Ryan Davis, Jason Dong, Morgan Fitzgerald, Aidan Galati, Bruno Gamboa, Tal Horovitz, Aryana Kamelian, Tommy Kan, Erin Kim, Neel Kohli, Emily Yin La, Emily Cao Kamryn Waldrop, Brenda Wu, Yubo Zhou, Matejas Mackin, Alexander Landry, Alaska Yokota, Mohini Vaidya

Chairperson’s Award

The recipients of the Chairperson’s award are students who have provided service to the Department of Psychological & Brain Sciences.

Freddie Corcoran, Vanessa Veloz, Yasna Mehrabani, Korinne Pfeifer, Dana Quandt, Emily La, Joaquin-Emiliano Chavez, Sean Reilly, Sara Moss, Courtney Chan, Faith Myles, Kathryn Hopkins, Billy Montooth Keating, Aryana Kamelian, Shihui Wang, Nicolas Cristallo, Shobha Ambi

STUDENT AWARDS

Exceptional Academic Performance

The award for exceptional academic performance is given to graduating seniors who have achieved a 3.9 or higher GPA in their upper division major coursework of at least 36 units.

Sabrina Theresa Biedermann, Gabrielle Anne Basco Birog, Daniela Melo Block, Ana Caklovic, Alyssa Katherine Chamberlain, Kayla M Chambers, Joaquin-Emiliano Guill Chavez, Lauren Alyse Cooper, Alec Edward Dallas, Fiona Madison Dewar, Ouhang Feng, Aidan Galati, Jacqueline Ann Gomez, Kelly Marie Graffer, Kaylia Terese Grant, Isa Creyanne Guilfoyle, Kalysta N Holder, Tal Reuven Horovitz, Eli Menashe Kasher, Chloe Isabella Kleinman, Adam Alexander Kopell, Charlotte Lydia Marston, Jacob A Matalon, Alondra Patricia Mercado, Sarah Jane Milbrodt, Ingrid Asta Opheim, Korinne Mae Pfeifer, Andres Jr Quezada, Jackson Howard Reiss, Naima Yasmine Rosenberg, Jenna Elizabeth Sanfilippo, Elizabeth Carmen Slover, Maren Smith, Maya Marenin Sydir, Jak Gabel Tedesco, Vanessa Nicole Veloz, Adele Myriam Lucianna Viviani, Ziye Wang, Jessica Lynn Weiss, Nyssa Antoinette Williams, Brenda Wu

UNDERGRADUATE RECEIVES WPA STUDENT AWARD

A PBS undergraduate student, Frederique Corcoran, who graduated in the summer of 2020, won one of the 2020 Western Psychological Association (WPA) Student Awards. The award-winning presentation, *Finding the silver lining: Spontaneous versus cued redemption as predictors of psychological well-being*, is based on an undergraduate research project directed by Assistant Teaching Professor Nicole Albada.



Frederique Corcoran

Congratulations!



STUDENT AWARDS

2021 UNDERGRADUATE STUDENT AWARDS

Distinguished Graduating Senior

The award for distinguished graduating senior is awarded in recognition of academic and research excellence, and service to the department, the university, and the community.

Zoey Eddy, Emily Le, Maggie Yao

The Morgan Award for Research Promise in Psychology

The award for research promise in Psychology is for graduating seniors who demonstrate the most promise in the area of experimental research in psychology, as selected by the faculty.

Isabel Schuman, Molly Delzio, Justin Haiman

The Morgan Award for Academic Excellence in Psychology

The award for academic excellence in Psychology is given to graduating seniors in recognition of outstanding scholarship, as selected by the department faculty.

Luiza Rosa, Justine Johnson-Yurchak, Grace Huang

Philip S. Rethis Memorial Award

The Philip S. Rethis Memorial Award is given to a graduating senior in recognition of outstanding “character”, “determination”, and “scholarship”.

Bernadette Dardaine

Distinction in the Major

Distinction in the major recognizes the completion of a senior honors project or thesis with distinction

Paige Belcher, Matthew Betashour, Ana Bobrycki, Melissa Canas, Mia Curtis, Molly Delzio, Pierre Derbier, Lindsey Dickerson, Michaela Door, Zoey Eddy, Emily Elrod, Jasmine Feng, Jenny Gibson, Nickita Gupta, James Han, Joyce He, Jessamy Johnson, Justine Johnson-Yurchak, Allana Karstetter, Sarah Kaufman, Spencer Kwit, Emily Le, Jennifer Le, Sichen Li, Raina Mendonca, Emma Metchette, Maggie Miller, Rachel Mochizuki, Michael Osfeld, Naomi Pierce, Elisabeth Rindner, Christina Rosa, Luiza Rosa, Dillon Ruddell, Syed Sajeel, Vedika Sridhar, Alexandra Stump, Surya Swaroop, Alyssa Thomas, Nicki Yang, Maggie Yao, Eda Yilmaz, Neethu Zachariah

Diversity and Inclusion Service Award

Service award given to a recipient who actively seeks to increase their knowledge about diversity-related issues, participates in opportunities to raise awareness of diversity and inclusion, and/or provides service to diverse communities through leadership and volunteerism.

Chassidie Liu, Dillon Ruddell

STUDENT AWARDS

Exceptional Academic Performance

The award for exceptional academic performance is given to graduating seniors who have achieved a 3.9 or higher GPA in their upper division major coursework of at least 36 units

Alysha Agarwal, Taylor Albizati, Braeden Bailey, Krishna Balagopal, Nick Barrett, Kelly Bishop, Samantha Blodgett, Mariana Chamu, Rica Chan, Makenna Chapman, Taylor Cooke, Olivia Courier, Kushol Das, Merlin Dassanayake, Molly Delzio, Bailey Dow, Zoey Eddy, Jack Edmond, Nick Entrekin, Giselle Etessami, Jenny Gibson, Gina Goldschmidt, Nickita Gupta, Justin Haiman, Alyssa Heisen, Hengwei Hsu, Anita Huang, Grace Huang, Carly Hunter, Emily Jacoby, Sydney Jawitz, Zhuoyuan Jiang, Justine Johnson-Yurchak, Meagan Jue, Sarah Kaufman, Yoon Kim, Brianna Kimari, Alexis Koehmstedt, Maryam Koreal, Spenser Kussin-Gika, Skye Lander, Nate Lavoy, Emily Le, Megan Lee, Evana Lin, Chassidie Liu, Katherine Macleod, Lauren Moss, Hayley Nelson, Edwin Nguyen, Katelyn Pang, Nandan Patel, Jessica Pazirandeh, Sheena Pham, Kayla Platt, Violeta Quezada, Shaye Ramirez, Elisabeth Rindner, Luiza Rosa, Dillon Ruddell, Isabel Schuman, Nitsan Schwarz, Joley Shah, Tori Sickmeier, Carlos Sosa Colindres, Esther Svetov, Ashley Tashjian, Alyssa Thomas, Katie Thompson, Veronica Varner, Heyu Wang, Kylea Wong, Janny Xue, Albert Yang, Nicki Yang, Maggie Yao, Eda Yilmaz, Jiaxiuxiu Zhang

Chairperson's Award

The recipients of the Chairperson's award are students who have provided service to the Department of Psychological & Brain Sciences

Sarah Kaufman, Luiza Rosa, Karen Gonzalez, Grace Huang, Linh Vo, Matthew Aghazarian, Emily Donan, Grace Huang, Sahar Lavian, Leighanne Masri, Skylar Mundy, Stephanie Murphree, Katrina Ostrander, Bella Robbins, Precious Ruvalcaba, Emily Le, Kat Wu, Brianna Kimari, Olivia Courier, Madison Hill, Alexis Koehmstedt, Tania Mendoza, Nick Barrett

UNDERGRADUATE RECEIVES GOLDWATER

In April, 2021, a PBS junior, Isaias Ghezae, was selected as a Goldwater Scholar, "the most prestigious undergraduate scholarship in the natural sciences, mathematics, and engineering in America". This year, over 5,000 college sophomores and juniors were nominated by 438 academic institutions to compete for the scholarships. Isaias was nominated by his academic advisors in PBS, professors Daniel Conroy-Beam, Hongbo Yu, and Vanessa Woods.

The Goldwater Foundation is a federally endowed agency established on November 14, 1986. The Scholarship Program honoring Senator Barry Goldwater was designed to foster and encourage outstanding students to pursue research careers in the fields of the natural sciences, engineering, and mathematics. The Goldwater Scholarship is the preeminent undergraduate award of its type in these fields.



Isaias Ghezae

Congratulations

STUDENT AWARDS

2020 GRADUATE STUDENT AWARDS

Charles G. McClintock Graduate Fellowship in Social Psychology

Youngki Hong

Richard E. Mayer Award for Outstanding Research Contribution in Psychology

Paige Harris

Harry J. Carlisle Award

Kevin Sit

Graduate Division Dissertation Fellowship

Youngki Hong

Graduate Opportunity Fellowship

Jordan Garrett

Excellence in Teaching Award

Smaranda Lawrie, Payton Small (Honorable Mention)

National Science Foundation Graduate Research Fellowship

Courtney Durdle, Viki Papadakis

Fiona and Michael Goodchild Graduate Mentoring Award

Chelsea Brown, Lauren Ortosky

Students Receiving PhDs

Peri Gunalp, Jocelyn Parong, Mari Purpura, Yi-wen Wang

STUDENT AWARDS

2021 GRADUATE STUDENT AWARD

Charles G. McClintock Graduate Fellowship in Social Psychology

Roxie Chuang

Richard E. Mayer Award for Outstanding Research Contribution in Psychology

Daniel Thayer

Harry J. Carlisle Award

Julian Gerson

Graduate Division Dissertation Fellowship

Carol He, Laura Pritschet, Payton Small

Graduate Opportunity Fellowship

Kasie Mays

Excellence in Teaching Award

Jack Strellich

National Science Foundation Graduate Research Fellowship

Connor Gibbs

Fiona and Michael Goodchild Graduate Mentoring Award

Elliott Ihm

Grad Slam Finalists

Viktoriya Babenko

Students Receiving PhDs

Tadeg Quillien, Youngki Hong, Elliott Ihm, Smaranda Lawrie

ALUMNI PROFILE

REMEMBERING PHILIP S. RETHIS



Dr. Robert and Lili Zaller, sponsors of the Philip Steven Rethis Memorial Award along with recipient Paul Herzlich, June 2011

The Philip S. Rethis Memorial Award is given to a graduating senior in recognition of outstanding “character”, “determination”, and “scholarship” and is made possible by a generous donation from the Zaller and Rethis Families.

Every year, the PBS department celebrates graduating seniors in recognition of outstanding “character”, “determination”, and “scholarship” with the Philip S. Rethis Memorial Award. The Zaller and Rethis families established this award in memory of Philip Steven Rethis who was awarded a Posthumous Psychology BA in June 1997. Philip overcame severe disability and illness to pursue his studies, and worked actively in the UCSB Psychology Department’s undergraduate research programs.

The Rethis Award is thus given to a graduating senior who has overcome hardships in order to complete their degree. The department remembers Philip and his contributions to the department annually by celebrating the contributions of a graduating senior.

In 2020, Jenniffer Wong Chavez was the recipient of the Rethis Award (see below for photo taken from the 2020 Undergraduate Awards Ceremony). Her nominators described Jenniffer’s accomplishments: “Jenn graduated two quarters early in Fall 2019 for financial reasons, but she will participate in commencement with her class in Spring 2020.

Jenn had to deal with a great deal of political and familial uncertainty over her time at UCSB. Jenn is a quiet leader, always asking questions about academics and opportunities that would help not only herself but the other students. She worked throughout her UCSB experience, and yet maintained a stellar GPA. I note in particular that she received a number of A+ grades. That is remarkable and indicative of her keen intelligence and academic ability.”

Jenniffer Wong Chavez

Psychological & Brain Sciences

Research Labs: Dr. Barry Giesbrecht’s Attention Lab and Dr. Tamsin German’s Cognition and Developmental Lab

Nominators: “Jenn was a quiet leader of the group, always asking questions about academics and opportunities that would help not only herself but the other students.”

Plans after Graduation: “I will be joining the Psychological Research Masters Program at Cal State Long Beach this fall.”



ALUMNI PROFILE

In 2021, Bernadette Dardaine was the recipient of the Rethis Award (pictured below with descriptions of her accomplishments). As her nominator Dr. Hongbo Yu wrote: “Before transferring to UCSB, Bernadette had to drive hours between two community colleges on daily basis in order to complete her prerequisites while working two jobs. Not long after she finally transferred to UCSB in Fall 2019, the pandemic began. The circumstances of the pandemic forced her to move back home and to help her parents' small business by working there while volunteering at a sports organization to coach youth. Bernadette supported herself and paid her own tuition with the help of both the UCSB Scholarship and working another tutoring job on the side all while completing her school work online and working as a research assistant in my lab. On top of all these tasks, Bernadette invested additional effort to help others and the community. She worked with an app development company NightCoders with the approval of the San Diego County Office of Education to create an application which provides a network of skills and resources to under-privileged students in high-schools across California to help them prepare for their college and career life.”

Bernadette Dardaine

Biopsychology

Research Labs: *Dr. Yu's Emotion Science Lab*

Nominators: *“Not only has she excelled in her own research project, Bernadette has helped me and other researchers in the lab to set up data collection protocols for several other studies.”*

Plans after Graduation: *“I will be applying for PhD programs in Clinical Psychology.”*



As we near a quarter century since Philip Rethis was awarded his posthumous degree from UCSB it is important to remember who Philip was and the lives he touched. The department recently heard from the Rethis family, and wanted to share the story of this remarkable alum, who has helped Psychological & Brain Sciences shine the light on so many other remarkable students. The following is written by Dr. Robert Zaller, Philip's stepfather, who along with his family, endowed the Rethis Award.

“Philip took up hang-gliding in part because of the sense of freedom it gave him. One of my most vivid memories of him is his description of having ridden the winds of an incoming storm as it carried him, and the sense it infused in him of having been borne on the wings of nature itself. He was, nonetheless, extremely careful in his pursuit of the sport. Despite this, he suffered a near-fatal accident when he landed on unconcealed wires during a descent. The charge went through Philip's body, circling his extremities. He was electrocuted. Helicoptered to what was then Los Angeles County Hospital, he endured fifteen operations, lasting as long as thirteen hours. Despite the best efforts of the hospital staff, he lost both arms up to the elbows, and his legs, although saved, were so weakened as to render him a paraplegic who could walk only short distances with the assistance of heavy braces.

Our family were present daily with Philip. Hang-gliders are a close fraternity, so I was not surprised to see Philip's comrades come to visit him in the hospital. Many of them lived up the coast, at a distance of close to a hundred miles. What did surprise me was that they returned, day after day, often a dozen or more, to be by his side. They spent the entire day, even though there were many when they could not see him at all, or at best for a few minutes. I was awestruck by their loyalty and devotion, and it became clear, mingling with them, that what I saw was not mere comradeship but love. For the first time in what had, for me, been a frequently difficult relationship, I began to understand what an extraordinary son I had.

ALUMNI PROFILE

Philip had never graduated high school. He did so, by correspondence. He went on to get an associate degree from Ventura County Community College. He applied to, and was accepted by, UCSB in psychology. By this time Philip was living in Ojai. He drove himself every day to UCSB. Although the department wished to extend him every courtesy and assistance, he accepted none. He walked, with what difficulty I can only imagine, the distance from the parking lot to the department building for his classes. He declined any assistance in taking notes, or extra time in taking examinations. He said he simply wished to be treated as any ordinary student would be. Naturally, his fellow students did not regard him the same way. It was not merely the handicaps he refused to let deter him, including what could not be seen, the pain that daily accompanied him. It was the presence he carried with him, and whose effects the hang-gliders had shown me. And it was not only his fellow students who felt it, but those who taught him, many of whom we came to know as friends.

Philip had decided on a career. He intended to help and counsel others who had sustained devastating injury, and whose own journey Philip had already traversed. I can only imagine the great good he might have done in the world for those who needed it most. The time was not granted him. He passed away on September 16, 1996, five days short of his thirty-ninth birthday.

Philip was a few credits short of his degree when he passed away. The department and the college granted him a posthumous degree. It is before me on the wall as I write.

His mother, Lili Bitá, his brother Kimon Rethis, and I thought a good deal about the award we wanted to endow in Philip's memory. Academic excellence alone could not define it. Nor could it be expected that many would suffer, and be able to overcome, what Philip had experienced. But there are many challenges in life that take courage and fortitude. We left the selection of recipients in the hands of your faculty, confident that worthy choices would be made. They have been, and they have been an education for us in the many shapes that adversity, and the courage it calls forth, may take. It had been twenty-five years since Philip's death. Twenty-five years is a long time to vividly remember a former student among so many hundreds, or perhaps thousands. It is a very long time to remember him with such honor and respect as we have seen at his award ceremonies.

The Philip Steven Rethis Award is one of the ways Philip remains alive for us. It is also, I would hope, one of the ways in which his courage and compassion can remain alive for others." The Department of Psychological & Brain Sciences sincerely thanks the Zaller and Rethis families, with deep appreciation, for enabling us to honor our current and former students for their character, determination, and scholarship, and in so doing, the life of Philip Steven Rethis. Ψ



CLASS NOTES

Learn what your fellow PBS Gauchos are up to ...

For more information on getting involved with the PBS alumni community, contact us at: pbsalumni@psych.ucsb.edu

John Whiteside, 1962, BA, Psychology. I'm honored that the psychology dept. has records that go back 58 years. I left UCSB with the intention of an education career and retired to Asheville, NC. from Raytheon Defense as VP of HR. Strange how life works, but the education received at UCSB was used continuously. Go Gauchos.

Stephen Foote, 1967, BA, Psychology. I got a Ph.D. from MIT in brain sciences and went on to an academic career in neuroscience. I became a professor in the Department of Psychiatry at UCSD School of Medicine doing basic studies on neurotransmitters. In 1996 I moved to NIMH to become Director of the Division of Neuroscience and Basic Behavioral Science, overseeing grant funding in those program areas. I was also responsible for interfacing the politics and science of autism across the federal government. I am now retired and live in Bethesda, Maryland. I am (almost) as busy as ever.

Michael P. Levine, 1971 (BA); 1976 (MA); 1979 (PhD), Psychology. My wife, Mary Suydam (UCSB - Medieval Studies BA/1973; History PhD/1993) and I continue to enjoy retirement, living in Goleta near the fascinating North Campus Open Space. After teaching psychology at Kenyon College for 33 years, I remain active in writing, speaking, consulting, and advocacy regarding the prevention of eating disorders and negative body image. Levine and Smolak's (2021) *The Prevention of Eating Disorders and Eating Problems* was published this summer by Routledge. I am also enjoying working with UCSB undergraduate psychology majors in programs facilitated by Drs. Woods and Mackie.



Andy Arkin, 1972. Andy Arkin owns BLAH BLAH BLAH, a repping agency for companies that produce animation/design/visual effects for TV commercials. He also just launched his own cartoon series A FLY ON THE WALL (<https://www.instagram.com/aflonthewall8/>)

August Hoffman, 1981, Psychology. My undergraduate academic experiences while studying at UCSB were phenomenal! Outstanding lecturers and faculty, and it was through my collaborative experiences working with faculty and other students that I learned the basics of writing research articles, developing testable hypotheses and understanding the fundamentals of empirical science through the experimental design. I am now a full professor of psychology at Metropolitan State University located in St. Paul, MN and the work that I do now would be impossible without the great instruction I received through the Dept. of Psychology at UCSB. Go Gauchos!

Michelle Bartok, 1984, BS, Physiological Psychology. Right out of college I sold Pharmaceuticals for Fort Dodge Laboratories, until I founded a small cosmetic company selling massage oil to spas and resorts in 1986. Today, Innovative Bioscience Corp manufactures personal care products - 34 years and going strong. Not so strong due

CLASS NOTES

to covid - was the closing of our 10-year-old Apotheque Lifestyle Spa which offered full-service health therapies, wine bar and café. I live in Encinitas, CA. I have two daughters, a son-in-law and a 2-year-old grandbaby with another on the way.

David W. Eby, 1984 (BA); 1988 (MA); and 1991 (PhD). I have been working at the University of Michigan Transportation Research Institute (UMTRI) since 1991 and am the Head of UMTRI's Behavioral Sciences Group. I am a Research Professor at UMTRI and an Adjunct Research Professor of Psychology. My research is focused on improving the safe mobility of people throughout the lifespan. To this end, I have conducted studies on use and misuse of occupant protection devices; risky driving behaviors among young drivers; alcohol impaired driving and occupant protection policy analysis; distracted and drowsy driving; and use of automotive safety technologies. My current research focus, however, is on safe mobility for older adults and in 2019 published a book on this topic written with two colleagues called *Perspectives and Strategies for Promoting Safe Transportation Among Older Adults*. More information about my work can be found at: <https://sites.google.com/umich.edu/davidweby/home>. I daily use research and writing skills that I acquired from my education in psychology at UCSB.



Roberto Refinetti, 1987, PhD, Psychology. This summer I moved to New Orleans to join the University of New Orleans as the chair of the department of psychology. The city, the university, and the department are wonderful. Graduating Gauchos may want to consider coming to New Orleans for a doctorate in psychology.

Michael Wolfe, 1990, BA, Psychology. I am a professor of psychology at Grand Valley State University in Michigan, and chair of the Psychology Department. I live with my wife and children in Grand Rapids.

John M. Ruiz, 1991, BA, Psychology. After graduating somewhat accidentally with a degree in Psychology I went on to earn work as stockbroker in LA before going back to school. I earned a Ph.D. in Clinical Health Psychology from the University of Utah and am now Associate Professor of Clinical Psychology and Director of Health Psychology training at the University of Arizona. Much of my research focuses on Hispanic health paradoxes and racial/ethnic health disparities. Enjoying every day with family, friends, music, and optimism. #Wildcatbyprofession-GaUCHO4Life

Michael Platow, 1991, PhD, Psychology. Since completing my Ph.D. under the supervision of Charles McClintock, I have worked at universities as a researcher in social psychology. I am currently a professor of psychology at the Australian National University studying leadership and influence; justice, fairness, and trust; intergroup relations; and education. I am a Fellow of the *Academy of Social Sciences in Australia*, and have received university and national teaching awards. I live with my wife, Diana, our son, Ethan, and our dog, Rei (the pug). I look back at my time at UCSB

CLASS NOTES



with fond memories, and have always considered myself to be fortunate to have been there, and to have had the wonderful support and friendship of my supervisor.

Edward Amey, 1992, BA, Psychology. After earning my BA, I was a substitute teacher and mortgage underwriter while earning my Masters of Science from CSUN. After earning my MS in 1995, I became a Foster Care Social Worker, serving in that role for several years. I moved up to program administration until eventually taking on the role of Executive Director for a group of private Christian schools and then an agency providing special education services. I am now the CEO of an agency that provides support services to individuals with Autism. I live in Valencia with my wife and daughter.

Amy Meyer, 1994, BS, Biopsychology. After graduating from UCSB, I stayed in Santa Barbara and began my career in Human Resources. I have definitely applied concepts I learned at UCSB around the brain and behavior in a corporate setting. Currently, I lead the People and Facilities Real Estate functions as the Chief People Officer at AppFolio, a SaaS company.

Alanna Rusconi-Pecchi, 1998. After graduating from UCSB, I found myself volunteering (and working) with the Wilderness Youth Project, allowing me to informally explore an interest in Eco-Psychology. This experience led me toward inquiry-based learning concepts and a career in educating young minds. Shortly after, I pursued a Master's Degree in Cross-Cultural Education. For the past 19 years I have worked in education. As of today, I have been teaching multiple subjects to the lower elementary grades for 9 years, specializing in the Whole Child Education model and project-based/inquiry-based learning. I live in Ojai, California with my husband I met while attending UCSB, and 2 children, ages 9 and 15. I may not be using my degree as an official psychologist, however, every day that I teach, I am utilizing the skills learned through my UCSB experience and continue to be fascinated by HOW we learn!

Crystal Colter, 2000, PhD, Psychology. I am Professor of Psychology at Maryville College and have been on the faculty there for 20 years, including a couple of years serving as Assistant Dean for Retention and the First Year. I'm married and have 2 children (ages 11 and 25).

Crystal Ramirez, 2004, BA Psychology and BA Sociology. I'm grateful to continue to live in my hometown of Santa Barbara where I've completed an MA and PhD at Pacifica and now teach at Pacifica and Antioch. I have a psychotherapy practice focusing on children, psychosis, domestic violence, and suicide prevention. I'm also the Clinical Director at New Beginnings, a local non-profit providing vulnerable, low income people with therapy, case management, and shelter. However, my most important work is that of being a mother to a 4-year-old and soon to be baby. I'm happily married and we just bought a house and celebrated our 7th anniversary.

CLASS NOTES

Nate Boyden, 2006, BA, Psychology; Minor in Sports Management. I played for the Seattle Sounders for two years after college. In 2009, I enrolled in Michigan's cognition and cognitive neuroscience PhD program. I left in 2012 with a Master in passing and pursued coaching full-time. I coached soccer collegiately for five years and in the MLS academy system of the Chicago Fire for two. I recently moved back to Davis, California with my wife and three kids to be closer to family. I continue to work in soccer and to study and enjoy science as an independent scholar.

Lauren Bradley, 2007, BA, Psychology. I worked for the Koegel Autism Clinic for a few years while finishing my holistic health certification. In 2011, I went back to school, earning an MSN from the Yale School of Nursing. I'm a neurology NP at Valley Children's Hospital, which is nationally ranked in US News & World for pediatric neurology and neurosurgery. We are a Level IV epilepsy center and I have the honor of managing epilepsy surgery cases for an exceptional neuroscience team. I serve as membership chair for the San Joaquin chapter of the National Association of Nurse Practitioners and preceptor for local NP students.

Christopher J. Flynn, 2008, BA, Psychology. Flynn, a resident of Patterson, California, was nominated by Stanislaus County Supervisor Jim DeMartini as an appointment to the Stanislaus County Parks and Recreation Commission. He was confirmed by the Stanislaus County Board of Supervisors in October 2020 for a term running through the end of 2022.

Britan (Moore) Heavrin, 2013, BA, Psychology. I spent a year working with children with ASD and other developmental disabilities before returning to graduate school. I recently graduated with a Ph.D. in Clinical Psychology. I am currently completing a post-doctoral fellowship at an inpatient psychiatric hospital in Utah. I live in Utah with my husband.

Mikaela Zuniga, 2013, BA, Sociology Minor in Applied Psych. After college I went to grad school and started working as a case manager with an amazing company helping the homeless and persistent and mentally ill. After I was licensed as an LMFT, I was promoted to run the program and am now the Program Manager!

Simone Ebright, 2017, BA, Psychology; Minor in Applied Psychology. I spent a year looking into graduate programs across the country and ended up at Seattle University where I am in the middle of my Master's in Couples and Family Therapy program for licensure as a Marriage and Family therapist.

Ravenn Triplett, 2018, BA, Psychology. I always loved planning events. Who knew that passion would take me from being an RA on campus, to organizing volunteers in the East? I currently live in NY, where I coordinate programming for the Working Families Party.



PSYCHOLOGICAL & BRAIN SCIENCES DEPARTMENT DONORS JULY 2019- JUNE 2021

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-Jeff Henley, '66
Vice Chairman, Oracle Corporation

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