

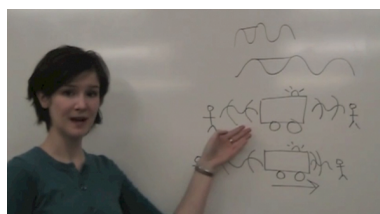


TRANSLATING PSYCHOLOGICAL & BRAIN SCIENCE RESEARCH

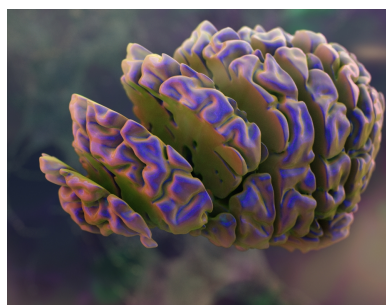
Translational research occurs when researchers apply basic scientific findings to benefit human health, well-being, and society as a whole. Based on the premise that tax dollars supporting basic research should potentially lead to real-world benefits, translational research has become a primary focus of both federal and state funding agencies.

At the Department of Psychological & Brain Sciences, many faculty are active practitioners of translational science, and this is reflected both in their ability to secure grants to support their research as well as the benefits to society that results from their scholarly output.

In educational psychology, few academics can match the translational contributions of Professor Richard Mayer, who has published over 400 papers and 20 books and is the most well cited educational psychologist in the world.



As Professor Mayer put it, “Our research is aimed at applying the science of learning to education, including developing research-based principles for how to design online multimedia lessons that promote student learning. For example, (see photo, below left) students learn better from an online video lecture when the instructor draws graphics while explaining them rather than explaining already-drawn graphics.”



Further examples of translational research are described throughout the pages of this edition of *Inside Psychology*. Professor Scott Grafton examines the connections of different brain regions during the learning process, research that shapes fundamental understanding of the building blocks of learning and education (see page 2).

Who is most vulnerable to drug addiction is examined by Professor Tod Kippin and colleagues (see page 3) by looking at continuous, real-time measurement of psychoactive molecules in the brain. This research could lead to more effective therapies for those who are particularly inclined toward addictive behaviors.

Professor Nancy Collins (see page 4) and colleagues have developed a model of how relationships help people thrive, translating decades of laboratory research into greater understanding of how relationships help people achieve goals, cultivate new talents, and find purpose and meaning in life.

The SAGE Center for the Study of Mind has hosted several researchers known for their translational research (see page 12). In a talk co-sponsored by SAGE and the UCSB



Center for the Science of Human Resilience, Stanford University psychologist Carol Dweck presented her work on “Mindsets: Helping Students Fulfill their Potential” to a large audience of academics and community members.

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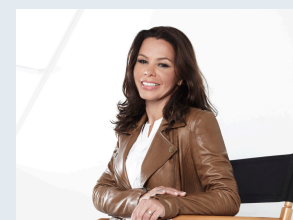
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THE BRAIN GAME: PROVIDING INSIGHT INTO THE LEARNING PROCESS



Why are some people able to master a new skill quickly while others require extra time or practice? That was the question posed by UC Santa Barbara's Scott Grafton and colleagues. To find the answer, the team designed a study that measured the connections between different brain regions while participants learned to play a simple game.

The researchers discovered that the neural activity in the quickest learners was different from that of the slowest. Their analysis provides new insight into what happens in the brain during the learning process and sheds light on the role of interactions between different regions. The findings, which appear in *Nature Neuroscience*, suggest that recruiting unnecessary parts of the brain for a given task — similar to overthinking the problem — plays a critical role in this important difference.

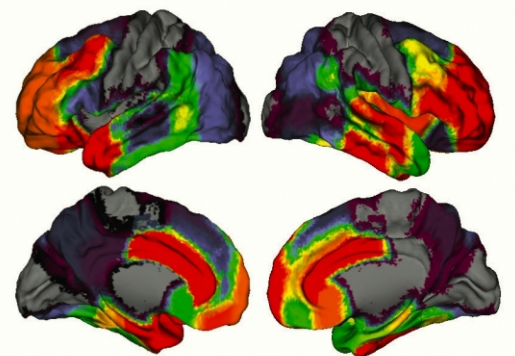
"It's useful to think of your brain as housing a very large toolkit," said Grafton, a professor in UCSB's Department of Psychological & Brain Sciences. "When you start to learn a challenging new skill, such as playing a musical instrument, your brain uses many different tools in a desperate attempt to produce anything remotely close to music. With time and practice, fewer tools are needed and core motor areas are able to support most of the behavior. What our laboratory study shows is that beyond a certain amount of practice, some of these cognitive tools might actually be getting in the way of further learning."

At UCSB's Brain Imaging Center, study participants played a simple game while their brains were scanned with fMRI. The technique measures neural activity by tracking the flow of blood in the brain, highlighting which regions are involved in a given task. Participants responded to a sequence of color-coded notes by pressing the corresponding button on a hand-held controller. Six predetermined sequences of 10 notes each were shown multiple times during the scanning sessions. Subjects were instructed to play the sequences as quickly and as accurately as possible, responding to the cues they saw on a screen.

The study continued with participants practicing at home while researchers monitored their activity remotely. Subjects returned to the Brain Imaging Center at two-, four- and six-week intervals for new scans that demonstrated how well practice had helped them master the skill. Completion time for all participants dropped over the course of the study but did so at different rates. Some picked up the sequences immediately, while others gradually improved over the six-week period.

The researchers discovered that the visual and the motor blocks had a lot of connectivity during the first few trials, but as the experiment progressed they became essentially autonomous. For example, the part of the brain that controls finger movement and the part that processes visual stimulus didn't really interact at all by the end of the experiment. According to Grafton, in some ways this trend was not surprising since the team was essentially seeing the learning process on the neurological level, with the participants' brains reorganizing the flow of activity as they mastered this new skill.

"Previous brain imaging research has mostly looked at skill learning over — at most — a few days of practice, which is silly," said Grafton, who is also a member of UCSB's Institute for Collaborative Biotechnologies. "Who ever learned to play the violin in an afternoon? By studying the effects of dedicated practice over many weeks, we gain insight into never before observed changes in the brain. These reveal fundamental insights into skill learning that are akin to the kinds of learning we must achieve in the real world."



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Node Strength in Predictive Network

WHO IS MORE VULNERABLE TO ADDICTION?

We've all heard the term "addictive personality," and many of us know individuals who are consistently more likely to take the extra drink or pill that puts them over the edge. But the specific balance of neurochemicals in the brain that spurs him or her to overdo it is still something of a mystery.

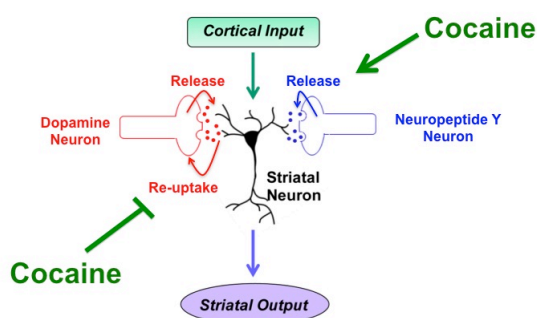
"There's not really a lot we know about specific molecules that are linked to vulnerability to addiction," said Psychological & Brain Sciences Associate Professor Tod Kippin (pictured right), who studies cocaine addiction. In a general sense, it is understood that animals — humans included — take substances to derive that pleasurable rush of dopamine, the neurochemical linked with the reward center of the brain. But, according to Kippin, that dopamine rush underlies virtually any type of reward animals seek, including the kinds of urges we need to have in order to survive or propagate, such as food, sex or water. Therefore, therapies that deal with that reward system have not been particularly successful in treating addiction.



However, thanks to a collaboration between Professor Kippin and collaborators Tom Soh, professor of mechanical engineering and of materials; and Kevin Plaxco, professor of chemistry and biochemistry — and funding from a \$1 million grant from the W. M. Keck Foundation — the neurochemistry of addiction could become a lot less mysterious and a lot more specific. Their study, "Continuous, Real-Time Measurement of Psychoactive Molecules in the Brain," could, in time, lead to more effective therapies for those who are particularly inclined toward addictive behaviors.

"The main purpose is to try to identify individuals that would be vulnerable to drug addiction based on their initial neurochemistry," said Kippin. "The idea is that if we can identify phenotypes — observable characteristics — that are vulnerable to addiction and then understand how drugs change the neurochemistry related to that phenotype, we'll be in a better position to develop therapeutics to help people with that addiction."

To identify these addiction-prone neurochemical profiles, the researchers will rely on technology they recently developed, a biosensor that can track the concentration of specific molecules in vivo, in real time. One early incarnation of this device was called MEDIC (Microfluidic Electrochemical Detector for In vivo Concentrations). Through artificial DNA strands called aptamers, MEDIC could indicate the concentration of target molecules in the bloodstream.



"The key aspect of it is understanding the timing of the neurochemical release," said Kippin. "What are the changes in neurochemistry that causes the animals to take the drug versus those that immediately follow consumption of the drug? One of our hypotheses about what makes someone vulnerable to addiction is the metabolism of a drug to other active molecules so that they may end up with a more powerful, more rewarding pharmacological state than someone with a different metabolic profile," Kippin said. "It's not enough to understand the levels of the compound that is administered; we have to understand all the other compounds that are produced and how they're working together."

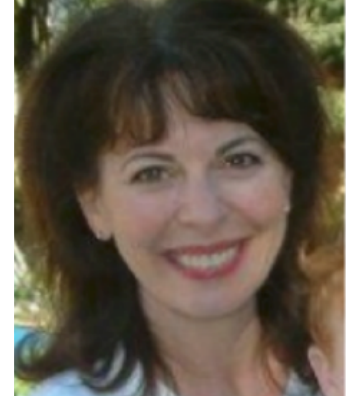
The implantable biosensor technology also has the potential to go beyond cocaine and shed light on addictions to other substances such as methamphetamines or alcohol. It also could explore behavioral impulses behind obesity, or investigate how memory works, which could lead to further understanding of diseases such as Alzheimers.

MEANINGFUL RELATIONSHIPS AND THRIVING

Deep and meaningful relationships play a vital role in overall well-being. Individuals with supportive and rewarding relationships have better mental health, higher levels of subjective well-being and lower rates of morbidity and mortality. A paper published in the May 2015 *Personality and Social Psychology Review* co-authored by UCSB Psychological & Brain Sciences Professor Nancy Collins provides an important perspective on thriving through relationships, emphasizes two types of support that relationships provide, and illuminates aspects where further study is necessary.

What is 'thriving'?

Professor Collins and her long-standing collaborator Professor Brooke Feeney of Carnegie Mellon University emphasize the importance of relationships in supporting individuals not only in their ability to cope with stress or adversity, but also in their efforts to learn, grow, explore, achieve goals, cultivate new talents, and find purpose and meaning in life. Relationships can permit a person to thrive, but unfortunately we know relatively little about how relationships promote or hinder thriving.



According to the researchers, thriving involves 5 components of well-being: hedonic well-being (happiness, life satisfaction), eudaimonic well-being (having purpose and meaning in life, progressing toward meaningful life goals), psychological well-being (positive self-regard, absence of mental health symptoms/disorders), social well-being (deep and meaningful human connections, faith in others and humanity, positive interpersonal expectancies), and physical well-being (healthy weight and activity levels, health status above expected baselines).



Two types of support

People will be most likely to thrive with well-functioning close relationships that serve different support functions -- whether the relationship is with friends, parents, siblings, a spouse, or mentors. The review emphasizes two types of support, both serving unique functions in different life contexts. The first important function of relationships is to support thriving through adversity, not only by buffering individuals from negative effects of stress, but also by enabling them to flourish either because of or in spite of their circumstances. "Relationships serve an important function of not simply helping people return to baseline, but helping them to thrive by exceeding prior baseline levels of functioning," explains researcher Brooke Feeney.

"We refer to this as source of strength support, and emphasize that the promotion of thriving through adversity is the core purpose of this support function." The second important function of relationships is to support thriving in the absence of adversity by promoting full participation in life opportunities for exploration, growth, and personal achievement. Supportive relationships help people thrive in this context by enabling them to embrace and pursue opportunities that enhance positive well-being, broaden and build resources, and foster a sense of purpose and meaning in life. This type of support is referred to as relational catalyst support because support providers can serve as active catalysts for thriving in this context. This form of support emphasizes that the promotion of thriving through life opportunities is its core purpose.

The researchers hope that this framework will provide a foundation for the development of relationship-based interventions aimed at promoting public health. Interventions may focus on building close supportive relationships (e.g., within families or through mentors), and training support-providers to deliver the type of responsive support that fosters growth and thriving.

Article by SPSP Press Office adapted from:

www.spsp.org/news-center/press-releases/how-meaningful-relationships-can-help-you-thrive

THE UNIVERSAL 'ANGER FACE': PROFESSOR LEDA COSMIDES AND COLLEAGUES IDENTIFY ORIGIN AND PURPOSE OF THE FACIAL EXPRESSION FOR ANGER



The next time you get really mad, take a look in the mirror. See the lowered brow, the thinned lips and the flared nostrils? That's what social scientists call the "anger face," and it appears to be part of our basic biology as humans. Now, Professor Leda Cosmides and colleagues have identified the functional advantages that caused the specific appearance of the anger face to evolve. Their findings appeared in the journal *Evolution and Human Behavior*.

"The expression is cross-culturally universal, and even congenitally blind children make this same face without ever having seen one," said lead author Aaron Sell, a former Ph. D. student and postdoctoral scholar at UCSB's Center for Evolutionary Psychology.

The anger expression employs seven distinct muscle groups that contract in a highly stereotyped manner. The researchers sought to understand why evolution chose those particular muscle contractions to signal the emotional state of anger.

The greater the harm an individual can inflict, noted Leda Cosmides, the more bargaining power he or she wields. Cosmides, professor of psychology at UCSB, is a co-author on the study along with John Tooby, UCSB professor of anthropology. "This general bargaining-through-menace principle applies to humans as well," said Tooby. "In earlier work we were able to confirm the predictions that stronger men anger more easily, fight more often, feel entitled to more unequal treatment, resolve conflicts more in their own favor and are even more in favor of military solutions than are physically weak men."

Starting from the hypothesis that anger is a bargaining emotion, the researchers reasoned that the first step is communicating to the other party that the anger-triggering event is not acceptable, and the conflict will not end until an implicit agreement is reached. This, they say, is why the emotion of anger has a facial expression associated with it. "But the anger face not only signals the onset of a conflict," said Sell. "Any distinctive facial display could do that. We hypothesized that the anger face evolved its specific form because it delivers something more for the expresser: Each element is designed to help intimidate others by making the angry individual appear more capable of delivering harm if not appeased."

For our ancestors, Cosmides noted, greater upper body strength led to a greater ability to inflict harm; so the hypothesis was that the anger face should make a person appear stronger. Using computer-generated faces, the researchers demonstrated that each of the individual components of the anger face made those computer-generated people appear physically stronger. For example, the most common feature of the anger face is the lowered brow. Researchers took a computerized image of an average human face and then digitally morphed it in two ways: One photo showed a lowered brow, and the other a raised brow. "With just this one difference, neither face appeared 'angry,'" said Sell. "But when these two faces were shown to subjects, they reported the lowered brow face as looking like it belonged to a physically stronger man."



These threat displays — like those of other animals — consist of exaggerations of cues of fighting ability, Sell continued. "So a man will puff up his chest, stand tall and morph his face to make himself appear stronger. "The function of the anger face is intimidation," added Cosmides, "just like a frog will puff itself up or a baboon will display its canines."

As Tooby explained, "This makes sense of why evolution selected this particular facial display to co-occur with the onset of anger. Anger is triggered by the refusal to accept the situation, and the face immediately organizes itself to advertise to the other party the costs of not making the situation more acceptable. What is most pleasing about these results is that no feature of the anger face appears to be arbitrary; they all deliver the same message."

Article by Andrea Estrada adapted from:

<http://www.news.ucsb.edu/2014/014375/universal-anger-face#sthash.TmiNy7gE.dpuf>

SPOTLIGHT ON NEW FACULTY: KYLE RATNER



In 2015, Kyle Ratner, Ph. D. joined the faculty of Psychological & Brain Sciences as an assistant professor of social neuroscience, a new position that bridges research in social psychology and cognitive neuroscience. Professor Ratner took some time to answer *Inside Psychology's* questions about the field, his research, and some of the exciting projects he plans on working on at UCSB.

Kyle, you were hired for the position, “Assistant Professor, Social Neuroscience.” So, what is Social Neuroscience, and can you give us an example from your research that exemplifies it?

Social neuroscience is an umbrella term for research that investigates the interacting relationships between the brain, mind, and behavior in social contexts. Research of this vein borrows from theoretical and methodological traditions of a wide-range of disciplines, including social psychology and cognitive neuroscience. In one of my first social neuroscience studies, I investigated the following question: do people differentially encode faces of ingroup and outgroup members? This is a tricky question to research using conventional social psychological measures because face processing occurs very rapidly. However, research in cognitive neuroscience has identified a brain response that is sensitive to early face encoding. As a result, by combining a classic social psychological paradigm with a technique for measuring this face-sensitive brain response, I was able to show that group memberships do seem to affect early visual processing of a face.

Your academic history takes you from Cornell (BA) to Harvard (research assistant) to NYU (PhD) to Ohio State (Post doc) to UCSB. What is one lesson on psychology that you took from each place you’ve been at?

Each of these institutions shaped my research approach in so many important ways. Cornell was where I became fascinated with social psychology and became convinced that messy social constructs such as how people think about other people could be studied systematically. At Harvard, I worked in a research lab that used human neuroscience tools, e.g., EEG and fMRI, to investigate depression and anxiety. This experience provided my initial exposure to human neuroscience research. At NYU I had the opportunity to combine social psychology and human neuroscience methods to study prejudice, discrimination, and social identity. My postdoctoral experience at Ohio State further broadened my methodological toolbox and deepened my knowledge of the health psychology and attitudes literatures, two research areas important for understanding how people are affected by social group memberships.

You recently won the Society of Personality & Social Psychology Student Publication Award. Can you describe that paper?

This award was for research I conducted as a graduate student at NYU with my Ph.D. advisor, David Amodio, and a fellow graduate student, May Ling Halim (now an assistant professor at CSU-Long Beach). Although the majority of my work has focused on face processing in an intergroup context, this publication is representative of a second interest: the biological and health consequences of social stigmatization. For this specific project, we found that Black and Latina women who reported high amounts of perceived stigmatization also had elevated levels of an inflammatory biomarker associated with poor health. Additionally, increased racial and ethnic pride was associated with higher levels of a hormone that has been associated with psychological resilience. Together, this work is an example of how social identities can be associated with biological factors related to health.

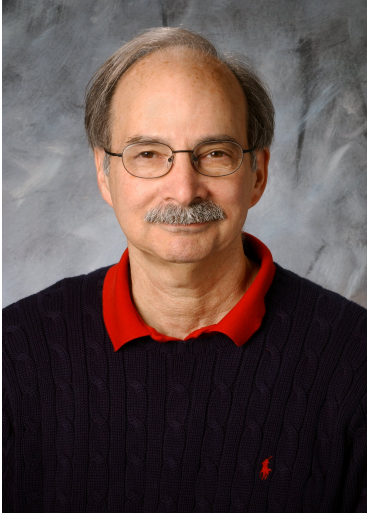
What experience outside of academic research has shaped your research most and how?

The summer after my first year of graduate school I worked at a summer camp that builds empathy and understanding among teenagers from conflict regions (e.g., Israel and Palestine and India and Pakistan). The signature experience at this camp is a multi-day event called color games. At the start of color games, the campers are split into two teams, the green team and blue team. Importantly, there are roughly an equal number of teenagers from each nationality, religion, and ethnic group on each team. The teams then engage in various athletic, artistic, and intellectual competitions. Consistent with social psychological theory, these new coalitional alliances resulted in friendships among campers from different backgrounds who previously had avoided each other. Much of my research since working at this camp has examined the ways that sharing a group membership with others influences how one perceives and evaluates them.

There are a number of exciting events coming up for you in June—tell us about them.

At the beginning of the month, my wife and I are expecting our first baby. We are very excited to be settling in to Santa Barbara and starting a family. Toward the end of the month, the Supreme Court is expected to rule on the constitutionality of bans prohibiting same-sex marriage. Related to this latter event, I am conducting a study to examine the effect of this high profile judicial verdict on Lesbian and Gay identity and health. In addition to the implications of this work for the same-sex marriage debate, I am hopeful that this study will more broadly inform our understanding of the social psychological factors involved in people's responses to government decisions that are relevant to their standing in society.

RUSS REVLIN: HONORING 40 YEARS AT UCSB



On June 2, 2015, the Department of Psychological & Brain Sciences held a reception to honor the career of retiring faculty member Russell Revlin.

Russell Revlin earned a B.A. degree in Psychology from UCLA in 1966. Russ reports that he was inspired to pursue a career in cognitive psychology by finding a book from a problem solving symposium held at Carnegie Mellon University while browsing the bookshelves at UCLA's Neuropsychiatric Institute. He went on to earn his Ph.D. in Psychology at CMU in 1971, complete a postdoctoral fellowship in psycholinguistics at Stanford University in 1972, and take an Assistant Professorship in Psychology at California State University, Fullerton.

In 1975, Russ came to UCSB, where he established his laboratory in human inference, focusing on how memory, language, and imaginal processes contribute to human rationality. Since then, his research has examined a range of topics including syllogistic reasoning, hypothesis testing, and belief revision. A central theme of his research has been how people draw conclusions from hypothetical situations (e.g., "If Russ had not found that book on problem solving in 1966, then..."). His research is framed within a theory of human inference that presumes people are rational processors of information, applicable to decisions people make in both laboratory and everyday settings.

In a career spanning 40 years at UCSB, Russ has contributed to the education of thousands of UCSB undergraduates through teaching a variety of courses in general and cognitive psychology. He also influences the next generation of cognitive psychology students, through his popular textbook, *Cognition: Theory and Practice*, published in 2013. Russ is also a generous mentor, frequently seen, coffee cup in hand, with an office full of psychology majors or seated at his table with an eager graduate student, discussing the design or interpretation of experiments on human reasoning.

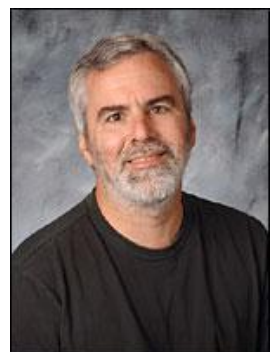
Russ' colleagues and students at UCSB know him as a deep and broad thinker who is inviting and generous with his time, always

A NEW THEORY OF MEMORY

The article "What Memory Is" by Psychological & Brain Sciences Professor Stanley B. Klein was the inaugural feature in the CrossWires initiative from the neuroscience journal WIREs Cognitive Science (Wiley Publishers). In CrossWires, a new, potentially controversial theory is presented and comments are invited and solicited. Professor Klein's article presents the "first radically (or perhaps more accurately, simply 'the first') new theory about human memory in almost 30 years."

Professor Klein summarizes the paper: "The paper, to vastly simplify, has two main theses. The negative thesis is that the designation "memory", as used in psychology, philosophy and neuroscience, is so inclusive that the question ultimately becomes what mental experience is NOT memory. According to the "received view", any mental state that results from the acts of encoding, storage and retrieval has a strong probability being labeled "memory" by someone in some discipline. But on these terms, few if any mental states (e.g., thought, imagination, hope, decision, inference, dreams...) are not memory or its deep footprint. At this point, it becomes unclear that the term "memory" picks out anything -- since it refers to every mental state that is not vegetative, homeostatic or genetically conceived.

Memory is not (as conventional wisdom would have it) the content of experience, but rather the manner in which that content is pre-reflectively experienced. And that manner is subjectively temporal. This is not to claim that memorial experience is divorced from sub-experiential processes. It depends (at least in part) on such. But memory, per se (i.e., the experienced outcome of sub-experiential processing), is not the processes themselves (by analogy -- a number of activities enable the event we experience as a "Broadway Play", but many of these activities are not the Play itself)."



CIALDINI AWARD FOR FIELD RESEARCH IN SOCIAL PSYCHOLOGY



A paper co-authored by Professor David Sherman, graduate student Kim Hartson, former UCSB post-doc Kevin Binning and their colleagues (pictured at left with Robert Cialdini), titled, "Deflecting the trajectory and changing the narrative: How self-affirmation affects academic performance and motivation under identity threat" was awarded the 2014 Society for Personality and Social Psychology (SPSP) Robert B. Cialdini Award. The paper was published in 2013 *Journal of Personality and Social Psychology* was given the award to recognize the publication that best "explicates social psychological phenomena principally through the use of field research methods and settings and that thereby demonstrates the relevance of the discipline to communities outside of academic social psychology within a given year."

GRADUATE STUDENT NIKKI MARINSEK TO ATTEND MEETING OF NOBEL LAUREATES IN GERMANY

Dynamical Neuroscience graduate student Nikki Marinsek (pictured at right with her advisor, Professor Mike Miller) is one of four UCSB students in the 55 student strong U.S. "young scientists" delegation attending the meeting. The U.S. contingent will join other young scientists from 88 countries across the globe. They will have the opportunity to interact with the 70 Nobel Laureates who will be in attendance. This year's 65th Meeting of Nobel Laureates will be the fourth interdisciplinary meeting.



GORDON ALLPORT INTERGROUP RELATIONS PRIZE



Professor Brenda Major and graduate student Tessa Dover (pictured at left), co-authors of the paper "Presumed Fair: Ironic Effects of Organizational Diversity Structures," (Kaiser, Major, Jurcevic, Brady, Dover, & Shapiro, 2014) which was selected as co-winner of the 2014 Gordon Allport Intergroup Relations Prize. This award is given annually by the Society for the Psychological Study of Social Issues for the best theoretically or empirically original paper or article of the year on intergroup relations. This is the third time that papers authored or co-authored by Professor Major have won the award, testament to the high quality of scholarly work going on in her lab.

DEPARTMENT CELEBRATES 2015 AWARD WINNERS

2015 UNDERGRADUATE STUDENT AWARDS

Distinguished Graduating Senior

Sophia Litsey

The Morgan Award for Research Promise in Psychology

Mitchell Fajardo & Sema Quadir

The Morgan Award for Academic Excellence in Psychology

Nicholas Newton

Philip S. Rethis Memorial Award

Patrick Sandoval

The Marjorie Rose and Abdullah (Al) Nasser Scholarship:

Leigh Evans

Exceptional Academic Performance

Thomas Alterman, Lauren Azeka, Sarah Cabral, Sarah Carter, Dianna Chen, Laurel Dacus, Jenny Eng, Stephanie Erjavec, Mitchell Fajardo, Rafael Garcia, Rachel Gilbert, Savanna Howard, Catherine Hwang, Dayna Isaacs, William Kiltz, Madeleine Kirsch, Morgan Kollenda, Rebecca Lin, Sophia Litsey, Vivian Lu, Devon McNaughton, Caroline Mecartea, Hannah Mernyk, Nicholas Newton, Emily Ogle, Janice Ong, Julia Price, Pasha Rahbari, Patrick Sandoval, Cambridge Teter, Amanda Toran, Hayk Tumoyan, Ian Vernon

Chairperson's Award

Jenny Eng, Jessica Hai, Nicolette Harter, Jason "Jay" Huey, Sophia Litsey, Vivian Lu, Emily Turner

Distinction in the Major

Ryan Baer, Daniel Chevillat, Mitchell Fajardo, Megan Farrell, Courtney Hudson, Jason "Jay" Huey, Kirstyn Leung, Vivian Lu, Nicholas Newton, Nicole Ptak, Danielle Rodgers, Courtney Ung, Kevin Yuen

CHRIS MCFERRON WINS CITATION OF EXCELLENCE AWARD



Chris McFerron (see photo on left with Chancellor Henry Yang), UCSB Department of Psychological & Brain Sciences Student Affairs Manager received a 2014-2015 Staff Citation of Excellence Award, receiving a plaque and award during the Staff Celebration Week Luncheon on May 8, 2015. As noted by Chair of the Department, Diane Mackie, "Chris has contributed to the department's mission in a number of positions over the last several years, but in 2012 he was appointed into a supervisorial position as Student Affairs Manager. In this position, Chris has applied his skills as an advisor, administrator, communicator, and manager to improve the educational experience for undergraduates and graduate students, foster a positive collegial workplace for staff and faculty, and model a forward thinking, problem-solving, we-can-do-it team attitude that has made the department significantly better."

2014-2015 GRADUATE STUDENT AWARDS

Charles G. McClintock Graduate Fellowship in Social Psychology
Molly Metz

APA Division 15 Dissertation Research Grant & Graduate Division Dissertation Fellowship
Logan Fiorella

Graduate Opportunity Fellowship
Kathy Espino-Perez & Smaranda Lawrie

Fiona Goodchild Award for Excellence as a Graduate Student Mentor of Undergraduate Research
Will Ryan

Humanities & Social Sciences Research Grant
Logan Fiorella & Molly Metz

Harry J. Carlisle Memorial Award
Amanda Kautzman

NSF East Asian and Pacific Summer Institutes Award
Jessica LeClair

CETA Awards
Molly Metz, Katie Koehler

Students Receiving PhDs
Cameron Brick, Heather Burte, Angela Chen, Amy Frithsen, Kim Hartson,
Arianne Johnson, Brian Lopez, Molly Metz, Jessica Roeder, Sierra Webb

ADAM KLEIN WINS 2015 MAYER AWARD

Adam Klein is the recipient of the Mayer Award for Outstanding Research Contribution in Psychology. Professor Richard Mayer endowed the award for the second-year graduate student who presents the best research paper at the Psychological & Brain Sciences Mini-Convention. Adam Klein (pictured with his advisor Professor Aaron Ettenberg), was the recipient for his paper, "Activation of Serotonin 1B Receptors in the Bed Nucleus of the Stria Terminalis Attenuates the Negative/Anxiogenic Effects of Cocaine Attractiveness."



MOLLY METZ WINS TEACHING AWARDS

Graduate student Molly Metz has been awarded a Wilbert J. McKeachie Teaching Excellence Award given by the Society for the Teaching of Psychology. The award, a plaque, and a check will be presented during the 2015 APA convention in Toronto, Ontario, Canada. The teaching award winners will also be announced in the fall issue of *Teaching of Psychology*. Molly is also the recipient of Graduate Student Association Excellence in Teaching Award.



ALUMNI PROFILE: TAWNI CRANZ '95

Since graduating in 1995 from the Department of Psychology at UCSB, Tawni Cranz has enjoyed tremendous success in the business world, and is currently the Chief Talent Officer at Netflix which she joined in 2007. She lives in the Saratoga, California with her family of three children. *Inside Psychology* caught up with Ms. Cranz for the following interview.

What were the most important and valuable skills you learned during your psychology experience at UCSB?

Several of classes were very helpful, particularly classes that helped me understand motivations and getting a better sense of how we are influenced by unconscious biases—we're not always in control of our thinking. Why is it that people act in complete opposite ways to the same situation? Also a psych class taught me the art of listening to both verbal and non-verbal cues. This helped me to be a better a collaborator at ultimately my career.

As Chief Talent Officer of Netflix, how has your psych degree helped, and in what ways?

A lot of my job is understanding intention and human emotion. We have 1700 employees currently and growing rapidly, all our employees are very different people. So it has been very helpful for me to hone the skills I started at UCSB; skills of listening, assessing people, understanding their motivations, what they need and teasing out of people what really matters and what they want to accomplish. My job is to make sure people get matched up with work they are great at and what they love.

Are there any professors in particular that you remember, and why?

Faith Gleicher (a professor at UCSB from 1991-1995)—she had huge impact. I was not exposed to social psychology prior to UCSB. She brought in real world examples, marketing, advertising, things that put research into



real-world perspective. I conducted research with her and I learned how psychology applied in business. That sparked an interest to not just go to grad school and the path I thought I was certain I wanted, but led me to talk to companies about other opportunities. She changed the course I ultimately took for my life.

What are your hobbies, avocations, things you do for fun?

Well I should start by saying I love what I do and I have a ton of fun doing it. I don't feel like I need diversion from my day to day but instead value making new memories and having a wide array of experiences. I love surfing. We sail. I've always been a runner 20-25 miles per week. I'm an avid cook, each year I try to learn a new cuisine, last year Indian cuisine, this year's Italian. It's a creative outlet different from work and being a mom.

Is there anything that UCSB could learn from you and your experience in human relations at Netflix?

At Netflix, we take such a different approach to people and culture than most companies. Most companies take a paternalistic, hierarchical relationship with employees. At Netflix, we have an egalitarian, meritocratic approach where we give employees a ton of

responsibility and all the freedom to make an impact. And that involves taking risk. We choose to accept that risk. And deal with humans who make good and bad judgments, learn from it, and make a difference next time. But we realize that's a reality of being a human and life. The way that we operate allows people to do the best work of their life. We hire people who have amazing background and experiences. And we free them from bureaucracy and policies, free them to think and decide what their impact will be at Netflix. And it is amazing to see the transformation that gives people. That's kept me here for going on 9 years.

My suggestion is to try to create an expectation that innovation can come from everywhere—it's not just certain employees—to figure out how to have a culture that allows people to feel that they have an impact.

Any advice for Gaucha psych majors and recent graduates?

Go out and spend time with people who



are working in fields that you have interest in. It opens up your mind to a lot of different possibilities that you not have come up with alone. Stay open to

Tawni Cranz, 1993 changing what you think you want to be or do. Be okay with change. Taking risks and learning to live in some ambiguity helped me tremendously, as I was open to possibilities that didn't fit my narrow scope of what I thought I was capable of accomplishing and doing. Give yourself the freedom to dream bigger!

SAGE CENTER HOSTS FORUM ON SOCIAL PSYCHOLOGICAL INTERVENTIONS

On November 3, 2014, the SAGE Center for the Study of the Mind at the University of California, Santa Barbara brought together three scholars to both present their research and discuss the continuing growth of social psychological interventions. The day-long featured presentations by Nicole Stephens of Northwestern's Kellogg School of Management, David Yeager of the University of Texas, Austin, and Tim Wilson, a visiting SAGE scholar from the University of Virginia.

Stephens showcased her work in a talk titled, "Let's talk about class: Closing the achievement gap for first-generation college students." The research aimed at closing the achievement gap for first-generation college students by exposing them to discussions about social-class differences and how these differences can be personal strengths rather than deficits. In her research, first year students were invited to listen to a panel of junior and senior students talk about navigating college. Half of the participants listened to the panelists talk about how social class influenced how they navigated the challenges of college, and the other half talked about navigating the challenges without mentioning social class. After their first year in college, those first-generation college students who listened to the panelists discuss their social class and its impact on them had increased GPAs, were more likely to seek out campus resources (e.g., extra advising), and had reduced stress and anxiety compared to first-generation college students who only received advice on navigating college without any discussion of social class.



Nicole Stephens and David Yeager at the SAGE Center for the Study of the Mind, University of California, Santa Barbara



Tim Wilson, David Yeager, and Nicole Stephens during Q&A at the SAGE Center Forum on Interventions,

Yeager presented both his recent work, and also the challenges he and his collaborators face as they expand their interventions in a talk titled, "The psychology of scaling psychological interventions." Yeager described a program of research of continued replications and scaling. He also pointed out the potential danger of scaling psychological interventions too quickly without adequate attention to a given intervention's target population and context. Yeager introduced two other projects that will include nearly 300,000 students, with one being carried out at 100 high schools and the other at 12 colleges. This work will allow for a systematic investigation of moderators and important boundary conditions of interventions, a key step to being able to scale psychological interventions successfully.

The event concluded with a final talk later in the day by Tim Wilson, where he demonstrated both with his own and others' research the power of the personal narrative, in a talk titled "Redirect: Changing people's behavior by changing their stories." Personal narratives, how individuals come to understand themselves, and how this understanding can direct attitudes and behaviors, is proposed as a central mechanism to understand a wide variety of social psychological interventions. After his presentation, Stephens, Yeager, and Wilson hosted a lively discussion about the utility and future of social psychological interventions with UCSB

faculty, graduate students, and community members.

As the use of social psychological interventions as theoretical tools and practical solutions spreads, discussions such as those held during this SAGE event will be necessary to continue developing this promising research approach.

For more information on Sage Center speakers and events, consult the Sage Center web page.

STAFF PROFILE: LYNNE PRITCHARD

Since 1999, Lynne Pritchard has served in the department as the Chief Administrative Officer. Her duties encompass a wide range of responsibilities including budget and financial management, faculty support and recruitment, undergraduate and graduate programs and technical support services to name a few. She attends all the faculty meetings, supervises the hiring and training of other staff members, and meets with contractors and planners for building renovations. She is the go-to person for innumerable issues. *Inside Psychology* wanted to learn more about this invaluable contributor to the Psychological & Brain Sciences Team, so what follows is Lynne's story, in her own words.



Lynne's Background

I started at UCSB in fall of 1991. Before then I worked for some small companies and non-profits in town. I am a double graduate of UCSB, a BA in Geography in 1984 and a MA in Education in 2004. I was lucky enough to grow up in Santa Barbara and have lived here all my life. Though I am a SB native, I was born in Canada. At that time, my father was an Assistant Professor at UCSB in the department of Chemistry, but we spent every summer in Kingston, Ontario, where my dad taught chemistry to the cadets at the Royal Military College (RMC). My parents met in the Officer's Mess at RMC and married six weeks later ☺ I consider Ontario my second home and I have Canadian and US passports. My dad retired from UCSB in 1990, and he continues to keep current on research and literature in his field. As he always says, "a chemist never dies, he just fails to react".

I feel very lucky to live in Santa Barbara, the climate and beautiful environment allow me to pursue my interests when I'm not at work. My hobbies include golf, tennis, gardening and yoga as well as long beach walks. I enjoy reading, non-fiction in particular, and I've been in the same book club with the same seven women for 20 years. I am passionate about dog rescue, and I currently own three rescue dogs, Cimmie, Sugar and Buddy. While retirement is still a ways off for me, my post UCSB plans will include getting more involved in dog rescue, helping develop free or low cost spay and neuter programs and fostering dogs for adoption.

Lynne's Job

I was hired as the Business Officer in PBS in 1999. It has been exciting to be part of all the changes that have occurred in PBS since I joined the department. I am happy I have been able to provide the necessary support needed for our ongoing growth. In the last 15 years, we have expanded on many fronts: physical plant (buildings), research facilities including research centers, student majors, the complexity of the administration of federal and state money, faculty, and research visitors, as well as new programs and initiatives. Playing a significant role in the planning and construction of Psychology East and bringing the new building on line was a highlight of my career. It was very challenging to be thrown into the world of architects, project managers and contractors, but it was an amazing experience. Because of our lab renovation projects, I had experience in construction/renovation on campus, but participating in the construction of our new building was a whole other level of complexity. Another exciting project that I played a large role in was the design and construction of the UCSB Brain Imaging Center which houses our fMRI facility. That was another complex and challenging project, including the purchase and installation of our Siemens Magnetom Trio MRI. We upgraded the MRI last summer to a Prisma FIT, and I oversaw coordinating the purchase, delivery and installation of the upgraded MRI.

Lynne's Views on UCSB and the Department

I don't think there is another career that I would be able to be involved in the variety of duties and responsibilities that I have been as the Business Officer in PBS. The UC can be difficult place to work with its complex bureaucracy, but it is important to me to have a job that constantly challenges me and my job certainly does that. We continue to face many challenges in our department as well as on campus. I am concerned about some of what I see coming down the line in regard to new systems that are being implemented (UC Path, People/Soft Oracle Financial system, Electronic Time keeping) and the lack of resources for training for staff on these new systems. As a manager, I am concerned about creating a positive and fulfilling work environment for our staff as well as hiring and keeping good people. The campus makes it challenging to keep good staff in our department; currently the only mechanism for staff salary increases are promotions into other positions on campus. I do spend a lot of my time hiring and training new staff to replace staff that have received promotions and left our department, but I see it as a win for everyone. Our staff receive the kind of training and experience that allows them get promoted and hopefully continue to be part of the UCSB community for a long time. I have many staff that have moved on to other jobs and to other campuses, and we continue to keep in touch trading information about our careers and our lives. I enjoy mentoring staff, in our department as well as on campus. It is a rewarding part of my job to work with staff and provide guidance and training on many of our business processes, as well as help them pursue and achieve their personal and professional goals.

Lynne's Closing Words

It is hard to believe it is almost 16 years since I came to work in PBS. The time has flown, and I have learned so much, not just about UCSB, but myself. I enjoy the people I work with, in our department, as well as on campus. My job has enriched my life, professionally and personally, and I am happy to be part of this department and I look forward to the challenges ahead. I know there will be many!

MIKE GAZZANIGA: A LIFE IN NEUROSCIENCE



When Michael Gazzaniga began working on the latest of his many books, he expected to write a scientific review of the last 50 years of the study of the split brain, work that added to the understanding of what many of us know as the left brain and the right brain.

What Gazzaniga, director of the SAGE Center for the Study of the Mind, soon realized was that one of the best stories he could tell was his own, in the form of a memoir: “Tales From Both Sides of the Brain: A Life in Neuroscience” (Ecco/HarperCollins, 2015).

“What became interesting to me was that a life in science is not this lonely, austere thing. Instead, you’re getting ideas from others. It’s a very social process,” said Gazzaniga, also a professor in the Department of Psychological and Brain Sciences.

“I think, in a way, people who are teetering on going into a life in science versus one in medicine or other ways of spending a life associated with science, they think it’s going to be isolated or it’s going to be lonely. It’s just not true,” he said. “I hope a lot of students who read this will understand you can keep all these other activities that make for a rich life outside the lab, and that’s part of what makes for a great life inside the lab.”

Gazzaniga’s tales include the intense and giddy early days of his academic career at the California Institute of Technology, where he earned his Ph.D. in psychobiology in 1964. While at Caltech, Gazzaniga conducted experiments under Roger Sperry, who later shared the 1981 Nobel Prize in Physiology or Medicine for his work in split-brain research, studying subjects with a severed corpus callosum. The corpus callosum connects the two hemispheres of the brain. Gazzaniga’s work has earned him renown as one of the fathers of cognitive neuroscience, and his book predictably attracted the attention of the scholarly journal “Nature.”

The study of the brain is complicated stuff, of course, as are some of the issues Gazzaniga has been asked to address. As a member of The President’s Council on Bioethics under George W. Bush, he contributed to the discussion about ethical issues related to stem cells.

“What is the moral status of an embryo and should we really confer on it the status of an adult? There, bam, the first question,” Gazzaniga said. “What is a 14-day-old blastocyst? Is it a brain? No, the brain isn’t there yet. Are you really going to confer this status on a brainless group of cells? You realize neuroscience has to have a posture.”

The advances in the understanding of the brain over the more than 50 years Gazzaniga has studied it boggle the mind — both hemispheres. What lies ahead, he can only imagine.

“What’s happening is there’s an explosion coming of technological advances. You hear this all the time and it’s true: The computational capacity for analyzing complex data is exploding,” he said. “My guess is a scientific paper written 20 years from now will sound and read completely differently because of the changes going on in the field.”

However, Gazzaniga said, the goals ultimately remain what they long have been: “How does the brain make us who we are? That mental life that we all enjoy, how is it all built?”

Article by Robin Norwood adapted from: <http://www.news.ucsb.edu/2015/015070/tales-both-sides-brain>

WHERE ARE THEY NOW? PSYCHOLOGY CLASSNOTES

Contribute Classnotes for 2015-2016 by emailing: InsidePsychology@psych.ucsb.edu

1970s

- **Susan (Barr) Davis**, 1972, BA Psychology. I received a MS in Counseling with a Pupil Personnel Credential for School Psychology from CSU Hayward (now CSU East Bay) in 1975 and worked as a School Psychologist until I retired in 2010. I especially enjoyed coordinating and supervising in an early intervention mental health program in the schools. I also obtained a Certificate in School Neuropsychology from Texas Woman's University in 2006, which aided in my assessment of students. I live in Livermore with my husband, Greg, also a UCSB alum. We have two grown daughters and are expecting our first grandchild in August. We are enjoying retirement by staying active with a local hiking group and traveling.
- **Keith Witt**, BA Psychology 1973, MA Counseling (Dept. of ED), 1975, Ph.D. (Fielding Institute) Clinical Psychology 1982. I've been in private practice, taught at the Santa Barbara Graduate Institute, published five books (the latest is Integral Mindfulness), and have lectured around the country. My wife Becky and I have lived and worked in Santa Barbara and raised our two children here.
- **Joel Moskowitz**, 1976, PhD, Psychology. I direct a research center in the UC Berkeley School of Public Health. I'm an authority on the effects of cell phone and other wireless radiation on human health. I produced an award-winning documentary film, "Mobilize," and run an Electromagnetic Radiation Safety web site.
- **Mike Stuart**, BA Psychology, 1977. I am married with 6 children. I own an insurance consulting firm in Valencia CA. In addition, I run a Sports Recruiting website and manage our family owned Movie Ranch in Southern CA.
- **Theresa Jennings Stuart**, BA Psychology, 1977. I furthered my education by securing two Masters Degrees and a lifetime teaching credential. Raised one girl & five boys ages 34, 32, 30, 27, 24, and 22. I continue to teach as a Studio Teacher on our family's Movie Ranch in Southern CA.
- **Jess Perlman**, 1977, BA, Psychology. After managing a law firm for many years, I have spent the past 20 + years as an independent Auto Broker (New & Used Car Sales & Leasing) in Los Angeles, but serving most of the country. In my free time, I like to visit my daughter in Colorado, golf, hike or walk my dog. I live in L.A and try to visit UCSB at least once a year.
- **Tom Eschenfelder**, 1977, BA, Psychology, is completing his 28th year teaching music at Andrew P. Hill High School in San Jose, where he has developed a student-centered program focused on developing creative, focused and caring adults in a warm, familial community. His daughter, Cindy, also graduated from UCSB with a BA in Psychology in 2012, and his other daughter, Lin, graduates as a Gaucha this Spring.

1980s

- **Katherine Meek**, 1980, BA, Psychology. After graduation, I moved to San Diego and worked with high school, SED students. After a few years, I went back to school earning a K-12 Teaching Credential in Social Science from Point Loma Nazarene College. Next, I facilitated N.A.D.S.A.P 36 hour classes for naval personnel on naval bases and ships. Eventually, I earned my Professional Clear degree and worked with various high schools within the Grossmont Unified School District. Since 1999, I have been working at Cuyamaca College in the Learning and Technology Resources Department, as support staff for computer instructional support. I am fortunate to reside in gorgeous San Diego.
- **Alyson Bostwick**, 1987, BA, Psychology. I am a full-time faculty member at SBCC. I am the Mental Health Counselor who coordinates the Psychological Services through the Student Health Services Department. I live in Santa Barbara with my husband of 23 years and my two kids.
- **Marie Kennedy**, 1989, BA, Psychology. I am currently in my 25th year working for Garden Grove USD. I started as a teacher and have served as an elementary school principal for the past 17 years. I live in Long Beach, Ca, with my husband and our two dogs.
- **Suzanne Drgon**, 1989, BA, Psychology and Sociology. After initially working as an elementary and middle school teacher, I spent the next ten years working for a small software development company. I currently provide independent consulting services to a number of surety companies utilizing that same web-based application. I have lived in Virginia Beach since 1993, where my husband of twenty years and I enjoy life on the Chesapeake Bay and traveling.

1990s

- **Juliette Mackin**, 1990, BA, Psychology. I completed my Ph.D. in 1997, from Michigan State University, in Ecological/Community Psychology and Urban Studies. I have recently been promoted to Co-President of NPC Research, a small human services research and program evaluation company in Portland, Oregon.
- **Sunshine Sepulveda**, Class of 1990, BA, Psychology. Worked in post production, insurance, office, and group home. Then found my "RIGHT" place as Principal of an amazing Continuation High School in LAUSD.
- **Dr. Tim Harrison**, 1991, BA in Psychology and a Minor in Coaching. I coached college basketball for 14 years and now work at Ventura College as a Dean for Athletics, Health, Kinesiology, and Off Campus Programs. Living with my wife and two kids in Ventura, CA. Go Gauchos!

WHERE ARE THEY NOW? PSYCHOLOGY CLASSNOTES (CONTINUED)

1990s (continued)

- **Beth Laurie**, 1991 BA, Psychology, 1997, M.Ed., Education with an emphasis in School Psychology. I am a Bilingual School Psychologist for the Santa Barbara County Education Office, where I've worked for the past 17 years. I serve on the Board of Directors of the California Association of School Psychologists. I also own a private practice as a Licensed Educational Psychologist where I specialize in conducting school neuropsychological and strengths-based psycho-educational assessments of youth who are experiencing learning challenges. I feel fortunate to continue to live in the beautiful city of Santa Barbara with my 14 year old son and 3-legged dog, Mac
- **Edward Amey**, 1992, BA, Psychology. After UCSB, I earned my Master of Science degree in Educational Psychology & Counseling from CSU, Northridge. I served as a Social Worker & Program Director in Foster Care/Adoptions for several years, and then later as the Executive Director of a small group of private schools in Southern California. I am now the Managing Director of the Institute for the Redesign of Learning in South Pasadena, CA.
- **Matt Quinley**, 1992, BA, Psychology. After graduation I returned home to the Sacramento area. I worked for one year in adolescent residential treatment before moving to the bay area for the UC Berkeley School of Social Welfare's Masters in Social Work (MSW) program. I have been working for Sacramento County, Division of Behavioral Health for 20 years, starting as a clinician. I am now a Health Program Manager overseeing County operated Adult and Child mental health programs. I live in the Elk Grove area with my family.
- **Lisa Saylor Saul**, 1995, BA, Psychology. Hello Gauchos! I have worked in the insurance industry for the past 20 years. In March of 2012, I became a 2nd Generation Allstate Agent. I live in Southern California with my husband and two children. I feel so blessed to be protecting families from financial disaster when they experience a personal tragedy or loss.

2000s

- **Shannon (Ryan) Brascia**, 2000, BA Psychology. Since earning a Masters in Counseling from the University of San Diego and a Pupil Personnel Services Credential in 2004, I have been working as a school counselor. After a few years as an elementary counselor in San Diego I relocated and have been working with 7th and 8th grade at a 7-12 school. I live in Glendale with my husband and 3 kids.
- **Paul Reed** received a Ph.D. in Perception in 1984, worked for AT&T and Lucent Bell Laboratories for 18 years in NJ and Colorado, and then began a more "exciting" career with an electronics device startup. I live in Seattle, and I am still hiking, climbing, and skiing up a storm in the Cascade and Olympics Mountains. It is great to see the UCSB Psychology community sticking together through all of the years!
- **Anoushka Moseley (Yekiazarian)**, 2001 B.A., Psychology. I worked in the Cognitive Psychology Department for a short period of time under Dr. Hegarty, then worked at Devereux supporting teenagers with mental health issues. I obtained my M.A. in Clinical Psychology at Antioch University in Santa Barbara and worked to obtain my Marriage and Family Therapy hours at Phoenix of Santa Barbara, Devereux, and Tri-Counties Regional Center (TCRC). I am a licensed M.F.T. and continue to work for TCRC as manager of the Community Placement Program, which assists with moving individuals with developmental disabilities from institutions into the community. I live in Santa Barbara with my husband and one year old son.
- **Crystal Ramirez**, 2004, BA, Psychology and Sociology. I became a Licensed Marriage and Family Therapist in 2010 after completing an MA in Counseling Psychology at Pacifica Graduate Institute. I work for the Santa Barbara County Alcohol, Drug and Mental Health Services Department supervising a psychiatric crisis clinic. I am on track to complete a PhD in Depth Psychology with Emphasis in Psychotherapy at Pacifica this year. My research was approved for presentation at the 3rd annual European Congress on Assertive Outreach in Oslo this June. I am happily married and grateful to live and work in the community which I was born and raised.
- **Caroline Jönsson**, 2005, BA, Psychology. After finishing my degree at UCSB I moved to San Francisco to work for a while before moving to New York. At NYU I got my Clinical Social Work degree and then worked in the behavioral health field in Manhattan. In 2011 I moved back home to Sweden and now I'm working as a Social worker, assessing suitable treatment for dysfunctional family systems. It's really interesting and awesomely challenging to experience both American and Swedish approaches and school of thoughts within two very different Health care system.
- **Arabo Beiki**, 2009, BA, Psychology. I pursued a career in human resources after college and secured a position focusing on the aerospace industry. I eventually left to pursue a graduate degree and recently earned my MBA from Pepperdine University, concentrating in Leadership and Managing Organizational Change. I am currently residing in Los Angeles where I am seeking a career in organizational development.

2010s

- **Leandro Calcagnotto**, 2013, BA, Psychology. I worked with children with autism for a year in Los Angeles. I changed career fields and now work as an EMT in the Emergency Department of a hospital. I plan to become a Physician's Assistant.
- **Amber Leitheiser**, 2013, BA, Psychology. I work as an Office Manager for a private psychiatry group in Los Angeles. I live in Encino, CA.



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Who inspired you to get a psychology degree? Who made the difference between finishing and not finishing that honors thesis? When you had a problem in class, whom did you seek out? For many undergraduates, the answers to all these questions is “My T.A.” or “The graduate student I worked with.” Graduate students make crucial and compelling contributions to the teaching and research missions of the Psychological & Brain Sciences Department at UCSB. In large lecture courses, they are the students’ lifeline to the instructor. In lab classes, they are the ones who can crack the statistics codes, and show you the technique over and over again. And most students working in individual labs work closely with and learn much about graduate school from the lab’s Graduate Student Researchers. As UC funding falls, the need for graduate student support grows ever more pressing. If you’d like to make a donation earmarked for graduate student support in thanks for all that help you might have received back then, please contact chair Diane Mackie at mackie@psych.ucsb.edu.

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You can give to the department and specify how you would like your funds used, or allow us to use the funds where we need them most. You can give by check or credit card or by contacting the Department Chair Diane Mackie at 805-893-2858 or mackie@psych.ucsb.edu. Or click on the “Give to the department” button at our departmental home page www.psych.ucsb.edu

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