

PsychologiCAL

LETTER from the chair



Hello, Alumni and Friends!

Spring has been a terrific semester for us. We are pleased to present our newsletter with loads of updates.

Faculty News

We have been busy recruiting new faculty this spring, and I hope to introduce you to three new faculty members in our next newsletter. Meanwhile, two new faculty joined us in January: David Foster, in our behavioral & systems neuroscience area, and Jason Okonofua (see page 9 in this issue for more) in our social-personality area.

Summer and fall will bring us two new books by our faculty. Steve Hinshaw will release *Another Kind of Madness: A Journey Through the Stigma and Hope of Mental Illness* on June 20, 2017, and Matt Walker's new book, *Why We Sleep: Unlocking the Power of Sleep and Dreams*, will be released on October 3, 2017.

Building News

Construction on the new building is well underway. All floors are up, and many exterior windows are now in place. We expect to move in early 2018, but much work remains to be done before then.

We continue to delight in reading the many stories that our alumni have shared on the Department's webpage. Berkeley Psychology has so many talented people all over the world, and hearing about the varied careers, exploits, and discoveries of our alumni is truly inspiring!

Best wishes for a relaxing summer,

Ann Kring

Professor and Chair



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Share your alumni updates online:
<http://psychology.berkeley.edu/stay-connected>



Join our LinkedIn networks:

For undergraduates: <http://link.in/LmmrEJ>
For graduate students: <http://link.in/J90JUz>



Subscribe to our YouTube channel to watch videos of special events and lectures from the Department.

Department News

Awards & Recognition

- **Al Riley**, professor emeritus, received the University of California at Berkeley Emeriti Association's (UCBEA) Distinguished Emeritus of the Year, 2017-18.



- **Sheldon Zedeck**, professor emeritus (left), received the ATP Professional Contributions and Service to Testing Award.

• **Prof. Bob Knight** was elected as 1 of 11 new members of the American Academy of Arts and Sciences, an esteemed society of scholars, scientists, writers, artists, and leaders from around the world.

- The Association for Psychological Science named **Prof. Mahesh Srinivasan** a "Rising Star" in psychological science. This designation recognizes "outstanding psychological scientists in the earliest stages of their research career post-Ph.D. whose innovative work has already advanced the field and signals great potential for their continued contributions."
- The Society for Research on Child Development awarded **Prof. Stephen Hinshaw** the Distinguished Scientific Contribution to Child Development Award for his prestigious lifetime career.
- **Prof. Tania Lombrozo** was named a Fellow of the American Council of Learned Society.
- **Prof. Tom Griffiths** received a Guggenheim Fellowship, awarded to individuals who have "demonstrated exceptional capacity for productive scholarship or exceptional creative ability."
- **Alexandra Carstensen**, who received her Ph.D. in 2016, has been awarded a Robert J. Glushko Dissertation Prize by the Cognitive Science Society and the Glushko-Samuelson Foundation.
- Numerous current graduate students recently received fellowships. Five received National Science Graduate Student Fellowships this spring: **Brandon Chuang (Clinical)**, **Rachel Jansen (Cognition)**, **Helena**

Karnilowicz (SP), **Amanda Perez-Ceballos (SP)**, and **Lauren Weittenhiller (Clinical)**. **Jocelyn Meza (Clinical)** received a Ford Foundation Fellowship, and **Jessica Jones (SP)** received a Hellman Fellowship.

- Exemplifying Berkeley's continued commitment to teaching, many have been recognized for their excellence. **David Bourgin (Cognition)** received the Arnold Leiman prize for his teaching contributions. The Outstanding Graduate Student Instructor Awards went to nine students: pictured below, **Carly Giffin (Cognition)**, **Hannah Bosley (Clinical)**, **Cathy Anicama (Clinical)**, **Arianna Benedetti (SP)**, and **Fausto Gonzalez (SP)**; not pictured: **Caitlin Eggleston (Clinical)**, **Angela Johnson (Clinical)**, **Neta Gotlieb (BSN)**, and **Ye Xia (CN)**. (Flip to page 4 to read about students who received scholastic awards at Commencement.)



In the News

- Graduate student **Mikel Delgado (Cognition)** and others in the Jacobs Lab for Cognitive Biology were featured in the *Los Angeles Times* for their work on how squirrels decide where to bury their nuts.
- **Prof. Dave Whitney's** research has uncovered why blinking doesn't momentarily dim the lights ("strobe vision"), which has been featured in various news outlets, such as *New Atlas* and *UPI*.
- **Prof. Rudy Mendoza-Denton** was the lead author on a recent *PLOS One* paper along with **Prof. Aaron Fisher**, documenting ethnic & gender gaps in grad student publication rates at Berkeley. Their research was also featured in a *ScienceMag.org* article.
- **Prof. Bob Levenson** and Stanford professor and Cal alum **James Gross** were featured in *Reader's Digest* for their research unveiling the saddest film of all time.

GRADUATE STUDENTS GET “QUACK”-Y

Second-year graduate students Rachel Jansen and Mariel Goddu established the Quantitative Analysis and Coding Knowledge (QuACK) workshop series last fall, which supports fellow students in learning, maintaining, and honing their data analysis and programming skills. *By: Mariel Goddu*



Second-year graduate students Rachel Jansen (above, left) and Mariel Goddu (above, right) co-founded the QuACK workshop series in Fall 2016 with support from Department Chair Dr. Ann Kring and Psychology Graduate Student Advisor John Schindel.

First-year graduate students enter the program with varying levels of experience and comfort with statistics and programming. Thus, QuACK was conceived as a means of supporting incoming students and preparing them for required coursework in statistics. More specifically, Rachel and Mariel designed QuACK to provide additional

training in data analysis and programming, with workshop topics ranging from basic statistics and programming to linear algebra, big data, and reproducibility.

Although QuACK was designed specifically for first-year graduate students, the workshops were open to all interested graduate students. For this reason, each weekly workshop in the series stood independently, which encouraged broader participation for specific topics of interest.

Led by volunteers from the department—including graduate students, postdocs, and professors—workshops included didactic and hands-on training for improved data management, collaboration, analysis, and publication. The final workshop featured a panel of professors discussing their paths to research and advice for “best practices” in methods and reporting. Thanks to an outpouring of volunteers, QuACK was able to cover a broad range of topics to engage the wider department community.

Starting this August, first-year graduate students in Psychology will again have the opportunity to participate in these workshops. Emily Liquin and Felicia Zerwas are the QuACK co-coordinators for Fall 2017.

Voicing Challenges Faced by Mothers in Academia

Being a mom is hard. Being an academic is hard. Is it possible to be both a mom and an academic? Obviously, it is indeed possible, though there are many unique challenges faced by mothers in academia.

On December 6th, at the end of the fall semester, graduate student Neta Gotlieb facilitated a Moms In Academia panel. The panel discussion focused on the challenge of being a mother while pursuing an academic career. Panelists included faculty members Linda Wilbrecht, Oz Ayduk, Serena Chen, Anne Collins, Iris Mauss, and Tania Lombrozo.

Following a valuable discussion, Tania Lombrozo published a blog post, “A Day In the Life of an Academic Mom,” in NPR’s 13.7 *Cosmos & Culture* blog. This post offers a glimpse into both the packed schedule and the frenetic stream of consciousness of an academic mother.

Graduating Ph.D. Students

Congratulations to these Ph.D. scholars who graduated this spring, or plan to graduate within the coming few months:

Yang Bai	Sandy Lwi
Maxwell Bertolero	Kaja Johnson McMaster
James Casey	Ryan Morehead
Feng-Kuei Chiang	Jasmine Mote
Ori Ellis	Andrew Peckham
Chanelle Gordon	Alison Taylor Miller
Jessica Hamrick	Singley
Kimberly Jennings	Katherine Spencer
Elizabeth Johnson	Jia Wei Zhang

Commencement Awards

Congratulations to the all the hard-working students who received awards at Commencement this year in recognition of their exemplary performance in research and academics:

Undergraduate Student Awards

Departmental Citation in Psychology: Kathy Zhang
Warner Brown Memorial Prize: Harmonie Strohl
Swan Research Prize: Wing Shan (Megan) Chung and Arda Partamian

Graduate Student Awards

Sheldon J. Korchin Prize in Clinical Psychology: Catherine Anicama, Jocelyn Meza, Luma Muhtadie, and Alice Verstaen
Stephan Jarjisian Prize in Behavioral Neuroscience: Wan Chen Lin

Wisdom from Commencement-Day Speakers

Undergraduate Student Speaker: Kathy Zhang



In her speech, Kathy Zhang offered a message of both pride and humility. Sharing her feelings of esteem and inspiration from being in the Berkeley community, Kathy reminisced: “The standard here at Berkeley is insanely high and sometimes, it makes me feel pretty average. But, you know what, it is an amazing thing to be at a place like this and to be surrounded by people who are exceptional. Because this is a place where everyone is trying to do better and be better.”

At the same time, she emphasized the importance of striving to understand one another, an endeavor that psychology is uniquely qualified to tackle: “psychology is literally the science of trying to understand each other...this department is filled with people who have dedicated their lives to trying to answer those questions.”

Kathy will attend Yale University to pursue her Ph.D. in neuroscience.

Graduate Student Speaker: Alison Miller Singley



Alison Miller Singley is passionate about improving learning. In a reassuring commencement speech, she shared, “as psychology graduates, we are uniquely positioned to help people think, feel, and live better...those contributions can be life-changing.” Alison reminded listeners that building a theory requires the combined work of many people; thus, anyone should take pride in their contributions. “Although only a few people get to lay the cornerstones”, Alison remarked, “all are critically important to the structure as a whole.”

Alison is interested in the relationship between reasoning and mathematics, and how she might help students reason more effectively about mathematics. She hopes to use her research to improve curriculum and teaching in elementary schools. Currently, Alison is enjoying time spent with family in Chicago before looking into consulting work in the education sector.

Keynote Speaker: Professor Aaron Fisher



Emphasizing the importance of embracing the transience of each present moment, Professor Aaron Fisher reminded the audience that the probability of any one person coming into existence is, actually, infinitesimal. Sharing a famous quote from *Ferris Bueller's Day Off*, Dr. Fisher remarked that “life moves pretty fast; if you don't stop and look around once in a while you could miss it” In other words, don't get too caught up in the universal tendency to worry about the future and ruminate on the past.

How, then, should we think about the present moment? First, Dr. Fisher highlighted jazz as a metaphor for the importance of being both prepared and able to improvise. Second, practice cultivating compassion and joy. Third, remember the concept of “and”: seemingly polar opposites can be embraced simultaneously. Fourth, broaden your perspective by putting yourself in the larger context. “There are larger forces at play well outside of your control,” he mused, “and there is so much you can do in any given moment to maximize your own joy and reduce the suffering of others.”

Meet the Department's Newest Staff Members

The Psychology Department wouldn't get half as much done without the crucial work of its staff members. We took a moment to learn about four of the newest additions to the staff.



Elodie Steffen joined the Department last year, on October 24, as the new Clinical Science Program and Psychology Clinic Coordinator. Before that, Elodie worked at Cal as an undergraduate and graduate student affairs officer for South and Southeast Asian Studies in the Division of Arts and Humanities.

She has been at Cal for almost three years; before her move to California, she lived, worked, and studied in cold and snowy Minnesota. She received her bachelor's degree in psychology from Southwest Minnesota State University and her master's degree from the University of Minnesota.

During her spare time, Elodie loves cooking, reading, traveling, photography, and wine-tasting.



Christine Mullarkey joined the Student Services Office on March 21 as an Undergraduate Major Advisor. She is excited to be in this position where she can primarily focus her attention on helping students by guiding them not only through their academic careers majoring in psychology at Cal, but

also through post-undergraduate options into the rest of their lives.

Before joining the department, Christine worked in student services with Berkeley Summer Sessions supporting international visiting students from 90 different institutions around the world. Prior to that, she worked in the study abroad office at the University of Nevada as well as teaching middle school for over 10 years.

In her spare time, Christine enjoys playing pub trivia with friends, running with her dog, and collecting heart-shaped rocks.



Alex Mastrangeli

joined the Department on March 1 as Director of Administration. He graduated from Cal in 1987 and obtained his MBA 1991 from Cal State Hayward. Alex has worked at Cal since 1990 in the College of Engineering; the School of Public Health, the Division of Health Policy and Management; and in various departments in L&S. Alex is also part of the Academic Business Officers Group; he meets regularly with other managers, campus leaders, and UCOP executives to discuss ways to influence organizational change.

In his free time, Alex keeps fish, enjoys astronomy, rides bikes, swims, gardens, and enjoys the company of his three feline companions, Chloe, Riley, and Marley.



Mandi Harvill joined

the Psychology Department very recently, on May 8, as the new Front Office Assistant. Originally from Louisiana, Mandi studied psychology at Louisiana State University, where she then worked as a research associate for five years after graduating.

Mandi is now excited to be working at UC Berkeley in the Psychology Department.

When she's not in Tolman Hall, Mandi can probably be found outside, most likely with her dog, exploring the Bay Area, volunteering, participating in art-related activities, or practicing yoga. One of the best parts of living in the East Bay Area, where she has been for the past three years, is that all of these are in such close proximity to UC Berkeley.

HONORS STUDENT SPOTLIGHT

Senior Kathy Zhang worked with faculty member David Whitney to study a possible mechanism for perceptual stability. We asked Kathy a few questions to learn more about her research project.

Why is stability complicated in visual perception?

The human visual system is subject to noise that makes perception challenging. Head and eye movements, occlusion, and changes in lighting converge to make visual signals discontinuous. Nonetheless, human perception is stable, just as are objects in the external world. Kathy Zhang and her team sought to understand one of the proposed mechanisms promoting perceptual stability: serial dependence.

What is serial dependence in visual processing?

Serial dependence refers to a mechanism that promotes perceptual stability by making similar objects nearby in space and time appear more alike than they are objectively. The visual system employs serial dependence incorporate both prior and present visual input to perceive the external world, establishing the perception of stability over time.



What are consequences of serial dependence in the visual system?

The use of serial dependence to promote visual stability sacrifices accuracy of the visual system, which may become maladaptive. Serial dependence also relies heavily on working memory resources.

What did the research uncover?

The researchers wanted to determine what would happen to visual perception under high working memory load to determine if serial dependence is reduced in tasks that require high memory accuracy. Kathy found that if a task requires high-resolution object representations, the balance shifts to favor accurate perception by reducing serially dependent perception.

Beyond the value of contributing to science, why pursue an honors thesis?

Completing an honors thesis informs students of the entire research process from start to finish. Through the process, students become intimately aware of study design, data collection and analysis, and the presentation and writing of results. Kathy shares, “I really enjoyed being able to present my project and hearing other people get excited about the results. It’s been really gratifying and has gotten me more excited about continuing to do research in the future.”

In the fall, Kathy will attend Yale University in pursuit of a Ph.D. in neuroscience.

GRADUATE STUDENT RESEARCH SPOTLIGHT

Marcela Otero is a Clinical Ph.D. student. In a recent article published in *Dementia and Geriatric Cognitive Disorders*, Marcela and her co-author and Berkeley faculty advisor Bob Levenson examined how visual avoidance in patients with dementia relates to psychological distress in caregivers.

What is dementia?

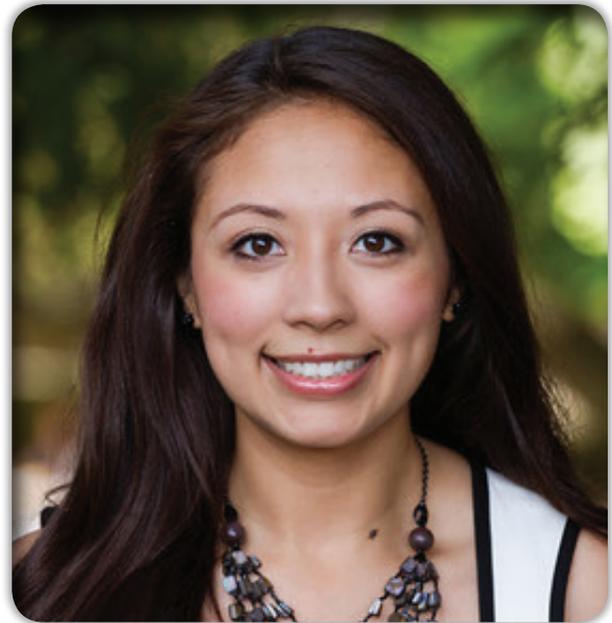
Dementia is a chronic neurological condition caused by brain disease or injury. Typically, dementia is marked by changes in memory, personality, or other aspects of cognitive ability. There are many causes of dementia, with Alzheimer's Disease being among the most common.

Why focus on caregivers?

Dementia affects approximately 35.6 million people worldwide, and this number is expected to triple by 2050. Because of dementia's progressive and debilitating nature, patients come to rely on caregivers. Although caring for someone experiencing dementia is a common facet of family life for many, it is often associated with increased health problems. Caregivers are at heightened risk for physical illness, mental illness (especially depression and anxiety), and mortality. Despite these risk factors, not all caregivers experience these negative consequences, making it imperative to identify factors in the patient, the caregiver, and in the patient-caregiver relationship that may serve as vulnerabilities or protection for the negative consequences of caregiving.

What is visual avoidance, and how is it related to caregiver distress?

Visual avoidance is one of the most common forms of emotion regulation. Visual avoidance, or looking away or closing one's eyes, is a way to limit emotional response by simply reducing the visual input of whatever stimulus is causing the emotional reaction. For example, if you're watching a scary movie and feel intense fear, choosing to close your eyes will likely reduce that fear. Although visual avoidance is a powerful emotion regulation strategy, patients with dementia don't use it as frequently. Deficits in emotion regulation and emotional functioning may increase risk for caregivers' development of poor



health outcomes, so understanding visual avoidance is important for understanding caregiver distress.

What did the research uncover?

Marcela and colleagues sought to determine whether less use of visual avoidance by patients with dementia would predict greater psychological distress in caregivers. The researchers assessed 86 patients with dementia and their caregivers. They found that caregivers of patients who used less (versus more) visual avoidance experienced greater psychological distress. Part of the reason for this was that patients who use less visual avoidance also have poorer emotional functioning, which leads to worse outcomes for the caregiver. Other research has also found that poor emotional functioning in patients with dementia is associated with increased psychological distress in caregivers, so this research suggests that we can also look at whether patients use visual avoidance to help identify which caregivers are at heightened risk of experiencing negative consequences of caregiving.

Championing Open Science

By: Belén Guerra-Carrillo

Alarming statistics about the lack of reproducibility of research findings in psychology and neuroscience have inspired many Open Science initiatives focused on developing tools and promoting practices that can lead to more transparent and reproducible science. We spoke with two Open Science advocates within the Department about their important contributions to help improve research practices.

Jessica Hamrick: Open-Source Software Development



Jessica Hamrick is a Ph.D. candidate in Tom Griffiths's Computational Cognitive Science Lab. She is a core contributor to the Jupyter project and lead maintainer of nbgrader and nbflow, as well as an occasional contributor to several other open-source projects. She is passionate about developing open source software that facilitates reproducible workflows and helps improve scientific education.

How does open-source software fit into Open Science practices?

Open-source software is a big and important component of practicing Open Science. Reproducibility is not necessarily dependent on using open-source software, but relying on open tools for reproducible workflows helps researchers make their science transparent and freely accessible to other people.

How do you incorporate open-source software in your research?

I study computational cognitive science, with a focus on meta-reasoning (thinking about how other people think about problems) and mental simulations. My research involves building mathematical models, writing simulations, running experiments, and analyzing data. All of these steps involve writing large amounts of code, which I spend most of my time doing. Open tools are important for all aspects of my research because they easily allow others to access my research and to run the models I have developed without having to depend on expensive software. It also allows others to make their own personal contributions to my projects – for example,

by finding and notifying me about bugs (all software has bugs) and perhaps even developing a fix for it.

Using Jupyter (IPython) Notebooks, a scientific environment developed by people here at Berkeley, has particularly transformed how I analyze data. When I started grad school, I made an effort to use these notebooks for my research. Eventually, I also started contributing back to the project. The format of the notebooks allows you to do data analysis in an organized, flexible, and interactive way. There are several features that help you document your analysis decisions neatly, and having the output right next to the code makes it easy to understand exactly how the results were computed. I have also developed a tool (nbflow) that supports one-button reproducible workflows with the Jupyter Notebook and Scons.

Do you have any advice to offer “non-programmers” who want to use open tools in their research?

Although it may be intimidating at first, it is worth investing the time to learn basic computing skills that can help automate your workflow, for example by learning program languages such as Python. There are several resources here on campus that are available to students, postdocs, and occasionally also to alumni.

Fatma Deniz: Open Science Education

Fatma Deniz, Ph.D., is a joint postdoctoral researcher in the Gallant Lab and the International Computer Science Institute, as well as a BIDS Data Science Fellow. She is committed to teaching reproducible research practices and scientific thinking at all stages of training. She is the co-editor of a recent book, “The Practice of Reproducible Research”, and an instructor of the undergraduate course Data Science for Cognitive Neuroscience.



Can you tell us about your book, “The Practice of Reproducible Research”?

At the Berkeley Institute for Data Science, I am involved in the reproducibility and open science working group. One of the projects that I was involved in ended in a book launch. The book contains 31 case studies of reproducible research workflows written by a community of scientists from different disciplines and institutions, including UC Berkeley, University of Washington eScience Institute, and NYU. Each case study describes specific tools, ideas, and practices that the authors used to make their research as reproducible as possible. There are many examples that can be used directly by someone in psychology and neuroscience, and could even inspire whole labs to adopt various practices for creating continuity in their research.

The online version of the book is available online (www.practicereproducibleresearch.org), and the book will be published in print form by UC Press in 2017.

What inspired you to pursue teaching, and how does that fit into Open Science initiatives?

I come from a computer science background, and when I entered the field, I was fascinated by all the exciting research in cognitive neuroscience. With time, it became disheartening to realize that so many of the traditional findings are not reproducible. That made me wonder how we could

become more critical about our findings and more open about how we handle data. Teaching is one of my passions, and it is a powerful way to help people develop critical thinking skills and show them how they can adopt practices that increase reproducibility.

Previously, I was involved in software carpentry workshops that helped scientists with limited computer backgrounds to learn the basics of scientific computing. This allowed them to automate their workflow with precise protocols, which can make a huge difference for reproducibility. When the Foundations of Data Science Course started at UC Berkeley, I immediately wanted to teach a course that combines data science and cognitive neuroscience, so I initiated the Data Science for Cognitive Neuroscience course. In this course, undergrads from different departments use the Python programming language to apply major concepts in data analysis to various research questions in cognitive neuroscience. Our aim is for students to gain an intuition about the concepts, learn technical skills along the way, and most importantly learn to think critically about data. After all, believing false claims could be as harmful as actually creating false findings.

What is something you would like your students to take away from your course?

Science is something you learn by doing every step. We should not be afraid of being wrong in writing code or expressing our ideas and theories. Mistakes create room for development. We should be open in everything: our workflow, data, publishing, but even more so we should be open in our thinking.

Q&A With New Faculty Member Jason Okonofua

By: Amanda Perez-Ceballos



As the Psychology Department's newest Social-Personality faculty member, Professor Jason Okonofua talks with us about his research, both current and future.

How did you become interested in psychology?

I started my undergraduate studies majoring in biomedical engineering with the plan to become a surgeon. During my sophomore year of college, while taking organic chemistry, I was really stressed out and was not having fun with the work. I started to feel as if I was only on this path because it would lead to making a lot of money. I had a conversation with my mom about my concerns and she encouraged me by saying that by getting into a great school, I earned the opportunity to do whatever I wanted, and the money would come. Then I remembered an experience from high school: I once read my older brother's psychology textbook cover-to-cover for fun, which I never do. Inspired by my recollection of my love for psychology, I switched to majoring in psychology, economics, and African American studies. The intersection between these three fields was both fulfilling and fascinating, and I never turned back.

Tell us about a scientist who has had a big influence on you.

Dr. Jennifer Richeson had the most profound impact on me. She guided me into social psychology specifically. Originally, I was considering becoming a clinical psychologist, developmental psychologist, or a social psychologist. While participating in a summer research program as an undergraduate, I had an idea that if you gave people a test, like the ACT or SAT, people would perform differently if they had answered about their race or gender before the test, versus after. I shared my idea with Jennifer, and she smiled and replied, "There's this guy, Claude Steele, who did that exact research some years ago." I was, of course, embarrassed, but she validated that it was a great idea and suggested I join her lab to learn more.

Unbeknownst to me at the time, Jennifer was a rockstar of psychology and science. I worked for her for the next two years as a research assistant, learning more about social psychology, how to conduct research, and how to use social psychology as a way to discover how we interact with the society around us. Every step along the way Jennifer has been supportive and helpful. She has been my greatest mentor and advocate.

Can you tell us more about what you've been working on recently?

I've been working with UC Berkeley graduate students on a variety of projects. One has looked at the two-strikes bias that exists in teacher-student relationships and is looking to see if the principal-student relationship can also be tainted by some form of racial bias. We've also been looking at which elements of an empathy intervention can offset the effects of that bias.

What kinds of methods do you use?

I use a mixed-methods approach because I often look at longitudinal data to study relationships that change over time, both with lab studies and with field

experiments or intervention work. Notably, I complete my research outside of the physical lab space, so by “lab study” I actually mean an online experiment that is structured like a highly controlled lab experiment; however, these experiments are completed with actual practitioners across the country.

In your work, you’ve researched a phenomenon called the Black Escalation Effect. Can you tell us what this is?

The Black Escalation Effect refers to situations in which a disciplinarian responds with increasing negativity to repeated transgressions by a Black student, compared to a White student. This effect occurs in the context of school discipline when students repeatedly misbehave in the classroom. If that student is Black, there is a sharper increase in negative responses to that student as compared to if that student were White. To determine if this is the case nationally, we have looked at public data on suspension rates throughout the country. We’ve found that this escalation effect likely occurs in many contexts, not just in cases of school discipline.

Through your research, what have you found to help mitigate this effect?

Empathy can be a powerful force to mitigate the escalation effect. The escalation effect and likelihood of holding racially stigmatizing views about a person is increased by the process of labeling, such as by calling a student a troublemaker. In my work, I focus on that labeling process and what happens when someone is labeled. I’ve found that encouraging a mindset of empathy and perspective-taking can help people expand their image of someone beyond a mere label, which increases the likelihood of treating others equitably.

That’s a solution that I’ve been finding in my research and one that I hope to further investigate in the future.

Where else do you see your research going in the future?

I’m looking into reaching out to larger populations of students, teachers, and principals. I also want to determine the efficacy of my empathy intervention in additional school settings.

Moreover, I am considering other domains where similar processes are likely to exist and may

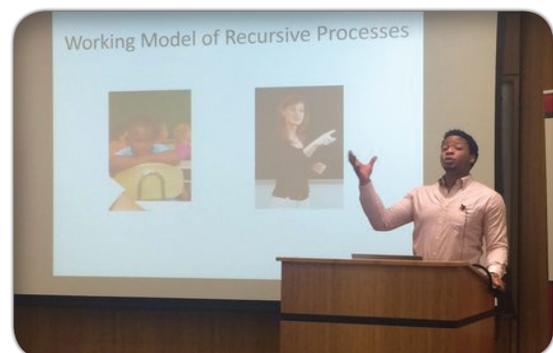
“A mindset of empathy and perspective-taking can help people expand their image of someone beyond a mere label, which increases the likelihood of treating others equitably.”

be addressable with similar interventions. For example, I’m currently looking at an intervention targeting ways to ease youth offenders’ transition back into school. I’m also aiming to conduct interventions and field work in adult prisons to look at the relationships

between prisoners and prison guards and how empathy in those relationships may improve both the prisoners’ and the prison guards’ outcomes.

What do you like to do outside of work?

I watch an incredible amount of films. I love watching Netflix TV shows because they’re similar to films and last far longer. I have a daughter on the way, and I enjoy thinking about her; I am sure I will soon enjoy playing with her.



PsychologiCAL
 3210 Tolman Hall
 Department of Psychology
 University of California
 Berkeley, CA 94720-1650

Support the Psychology Department as an inaugural member of the Charter Hill Society for Psychology

The upcoming 2017-2018 academic year will be the inaugural year of the Charter Hill Society for Psychology, modeled from a successful program in the College of Letters & Sciences. Members will make a three-year pledge to the Psychology Department's annual fund (\$1,000-\$25,000 per year). Gifts directly support the students and faculty of Berkeley Psychology, and can be made annually or monthly.

Members will be invited to special programming for Psychology, as well as to events with Charter Hill members from around the College. Recent lectures and events have included faculty, Nobel Laureates, and leading figures in sports, government, and entertainment.

To become a member of the Charter Hill Society, make a three-year recurring commitment at tinyurl.com/GiveBerkeleyPsych. (One-time gifts can also be made.)

For more information or questions, contact Christian Gordon:
cmgordon@berkeley.edu | 707-673-3461

Editor-In-Chief

Jennifer Pearlstein

Layout Editor

Amanda Wang

Faculty Editor

Silvia Bunge

Contributors

Amanda Perez-Ceballos
 Belén Guerra-Carrillo
 Mariel Goddu

Email submissions and
 subscription requests to
calpsychnews@gmail.com

or mail
 them to:

PsychologiCAL
 3210 Tolman Hall