

# Psychologi*Cal*





# LETTER

## *from the chair*

### Hello, Alumni and Friends!

Summer is here! Spring has been another busy semester for us. We are pleased to present our newsletter with loads of updates.

### New Faculty and New Awards!

We have been busy recruiting new faculty this Spring, and I hope to introduce you to new faculty members in our next newsletter.

Our current faculty continue to receive recognition for their groundbreaking work. Tania Lombrozo is the recipient of the American Psychological Association (APA) Distinguished Scientific Award for an Early Career Contribution to Psychology in the area of cognition and human learning. Sheri Johnson received a Harry Frank Guggenheim Award.

### New Faculty Books!

Spring and summer will bring us many new books by our faculty. Rhona Weinstein has published *Achieving College Dreams: How a University-Charter District Partnership Created an Early High School* (Oxford University Press); Tom Griffiths has published *Algorithms to Live By: The Computer Science of Human Decisions* (Henry Holt & Co.); Dacher Keltner has published *The Power Paradox: How We Gain and Lose Influence* (Penguin Press); and Alison Gopnik's new book, *The Gardener and the Carpenter: What the New Science of Child Development Tells Us About the Relationship Between Parents and Children*, will be released on August 9, 2016.

### New Building!

Ground has most definitely broken, and the foundation is being poured and set. We are on our way to having our new building become a reality. We expect to move in at the beginning of 2018, but much work remains to be done before then. Stay tuned for more updates on the new building and a new campaign for giving to the new building project for the research spaces dedicated to the Psychology Department.

### New Website!

We unveiled a new Department website this spring. We feature alumni stories on our home page and hope you will contribute yours; you can share your stories on our department site at <http://psychology.berkeley.edu/stay-connected>. And as always, keep in touch with us via Facebook and Twitter!

Best wishes for a relaxing summer,

**Ann Kring**

**Professor and Chair**



Department Chair Ann Kring (center) celebrates on Commencement Day with Vice Chairs Lance Kriegsfeld (left) and Serena Chen (right)

# ACHIEVING COLLEGE DREAMS

*A new book explores the struggle and success of expanding education opportunities for low-income, under-represented youth*



Professors Rhona S. Weinstein (left) and Frank C. Worrell (right) are the editors of a new book, *Achieving College Dreams: How a University and Charter District Partnership Created an Early College High School*, published in April.

In their recently published book, Professors Rhona Weinstein (Psychology) and Frank Worrell (Education and Psychology) explore the ponderous question of how to reduce the college-readiness gap among low-income youth and youth of color who are greatly underrepresented in research universities.

With the demise of affirmative action as a remedy in college admissions, the reality of sharply unequal schools, and heightened expectations of college for all, a spirited and interdisciplinary group of UC Berkeley staff, administrators, and faculty made a bold commitment to start a secondary school for first-generation college students and to do so in partnership with a school district.

The book, *Achieving College Dreams*, tells the story of a more-than-10-year partnership between the University of California, Berkeley, and Aspire Public Schools

(a charter management organization) to develop and nurture the California College Preparatory Academy (CAL Prep). This early college secondary school opened in 2005 with 90 sixth- and seventh-graders and will grow to 420 students

from grades 6 to 12 next year at its new site in Richmond. CAL Prep is an exemplar in providing underserved students with an excellent and equitable education and has been a vibrant educational field station where research findings shape school design, practitioner knowledge informs research, and examination of data fuels school improvement.

Framed by a longitudinal lens, findings from collaborative research, and a diversity of voices from students to superintendents, the book takes readers inside the workings of the partnership, the development of the school, and the spillover of effects across the district and the university. The attainment results have been impressive. For the first two graduating classes, nearly 80% of students matriculated into 4-year colleges and universities with five completed college courses already under their belt. Early evidence suggests that CAL Prep students are

persisting in college, and a formal examination of persistence rates will be conducted in the 2016-2017 academic year.

What motivated Professors Weinstein and Worrell to examine new school development and to write this book documenting their investigations? Weinstein's involvement grew from frustration with school systems that continued to track students based on ability as "perceived" or narrowly measured at one point in time, with

curricular differentiation

that followed. In a causal loop commonly known as the self-fulfilling prophecy, these entrenched practices unfailingly created the lower or higher achievement expected.

As a researcher who has long studied expectancy effects in

schooling, she wanted to translate these findings into action (that is, to promote positive prophecies) such that high expectations and effective practices could be aligned across

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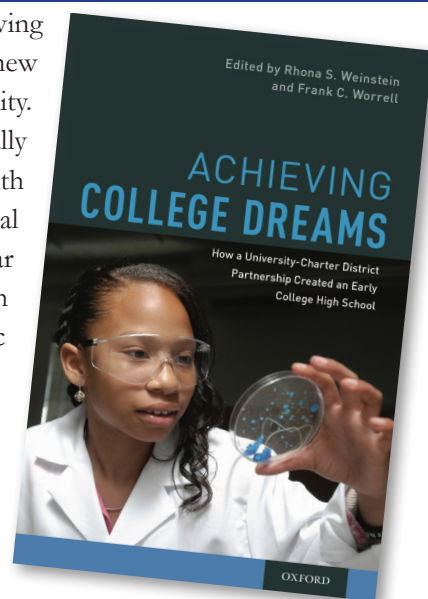


district policies, school design, and in classrooms, and where the focus was on improving long-term attainment, not short-term achievement gains. The chance to create a new secondary school from scratch in an interdisciplinary partnership was a heady opportunity.

Worrell's involvement stemmed from his interests in youth who are academically at-risk, and in the talent development framework, which is typically associated with students at the upper end of the achievement distribution. After serving as principal of a high school for students who had flunked out or been kicked out of the regular school system, Worrell began his doctoral studies to examine the ways in which students are pushed out by schools that fail them. Teaching in UC Berkeley's Academic Talent Development Program (formerly called the UC Berkeley Gifted Program) showed Worrell that students who had not been classified as gifted in their home schools could thrive if provided with effective teaching and appropriate supports.

This opportunity to engage in public scholarship – a deep collaboration across research and practice – not only extended the knowledge base about how to better prepare underserved students for college eligibility and success, but also yielded 60 graduates each year headed to college. UC Berkeley is one of four UC research campuses (the others are UC San Diego, UCLA, and UC Davis) that have partnered with districts to create college-going public schools. This network was recently invited to a presidential session at the centennial meeting of the American Educational Research Association in Washington, D. C., where they showcased a brief film about the schools and a joint policy brief about lessons that can be gleaned from collaborations between universities and school districts.

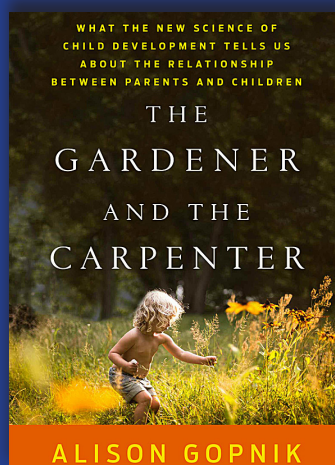
More information can be found on the book's official page at the Oxford Press website, which can be accessed with the following shortened URL: <http://bit.do/collegedreams>



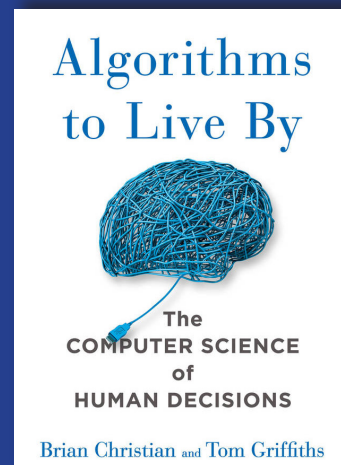
## More Psychology On the Bookshelves



Professor Dacher Keltner's latest book, *The Power Paradox*, elucidates the ubiquitous role of power dynamics in almost every aspect of our lives. Moreover, contrary to its connotations with corruption and manipulation, power can actually be a force for good in the world; the book also explores the importance of compassion and selflessness for harnessing the prosocial advantages of power.



*The Gardener and the Carpenter*, Professor Alison Gopnik's latest book, is set for publication this August. The book dispels the "myth" of good parenting—that is, the belief in a single best way to raise a child. Rather than trying to shape children into a rigid mold, Gopnik asserts, optimal parenting involves a secure, caring environment that allows children the space and flexibility to grow and flourish.



In *Algorithms to Live By*, Professor Tom Griffiths (and co-author Brian Christian) illustrate how computer algorithms can be used to illuminate the inner workings of human psychology. Many everyday problems we face—such as whether to try a new restaurant, or how to prioritize items on a to-do list—can be seen through the lens of classic algorithms from computer science.

## Department News

- **Professor Tania Lombrozo** received the American Psychological Association Distinguished Scientific Award for an Early Career Contribution to Psychology in the area of cognition and human learning. The ceremony will take place in Denver, CO this August.
- The Harry Guggenheim Foundation prioritizes research funding for projects that increase understanding and amelioration of urgent worldwide problems of violence and aggression. **Professor Sheri Johnson** received a grant for her project that endeavors to create an intervention for anger and aggression in the context of impulsive responses to emotion.
- **Professor Bob Levenson** and graduate student **Alice Verstaen** recently collaborated on a publication showing that the way couples argue can predict specific downstream health complications. Specifically, anger behaviors predicted cardiovascular symptoms (e.g., chest pain, high blood pressure), whereas stonewalling predicted greater musculoskeletal problems (e.g., joint pain, backaches). The article was published in the May issue of the journal *Emotion*.
- Berkeley's graduate students distinguish themselves not only in the lab but in the classroom as well. The Department is proudly recognizing eight recipients of the 2015-2016 Outstanding GSI Award (pictured below): **Rupa Mahajan Robbins (Education)**, **Rebecca Hachmyer (Education)**, **Michaela Simpson (Clinical)**, **Sara Chung (Clinical)**, **Shaikh Ahmad (Clinical)**, **Sara Gottlieb (Cognition)**, **Jessica Jones (Social-Personality)**, and **Zi Lin Sim (Developmental)**.
- At this year's Commencement Ceremony, three awards recognized outstanding graduating seniors for their excellence in psychology research throughout their undergraduate years. The Warner Brown Memorial Award went to **Randy Lee, Haley Walin**, and **Elena Martynova**. The Swan Research Prize was awarded to **Jimmy Yao, Phoebe Wong**, and **Natalia Van Doren**. The Departmental Citation Award, a distinction that recognizes the top all-around undergraduate student in the Department, was awarded to **Kristophe Green** (pictured on page 8).
- The National Science Foundation's Graduate Research Fellowship supports outstanding science and engineering graduate students. For the 2015-2016 application cycle, the Department is proud to add six winners to the list of NSF fellows: **Katherine Kimura (Developmental)**, **Enitan Marcelle (Clinical)**, **Jennifer Pearlstein (Clinical)**, **Aya Williams (Clinical)**, **Stephen Antonoplis (incoming)**, and **Emily Liquin (incoming)**.
- As part of the Institute of Personality and Social Research's series of oral history interviews, **IPSR Director Bob Levenson** interviewed **Professor Frank Sulloway** about his seminal research on Darwin and Freud, birth order, creativity, and evolutionary theory. The full interview can be viewed on the Department's YouTube page.



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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.



# A New Home For A Healthy Future

*Construction of a new building for the Psychology Department is officially underway*



Hopes for a new home for the Psychology Department have reached fruition with the start of construction at the building's new site, located on Berkeley Way and Shattuck Avenue. In *PsychologiCal's* Spring 2014 issue, we reported news that the UC Regents had endorsed a funding plan for the new building, representing a major step toward accomplishing a goal that has long been on the top of UC Berkeley's priorities for infrastructural improvements.

On May 13, 2016, UC Berkeley celebrated an even greater advancement toward achieving this goal: the official groundbreaking ceremony for the construction of the Psychology Department's new home, which

will also house the School of Public Health and the Graduate School of Education. As demonstrated in the architectural rendering (*pictured above*), the new building will be a state-of-the-art facility designed to support Cal's mission to promote wellbeing, community connectedness, and interdisciplinary science research.

At the groundbreaking ceremony, faculty members, students, and staff joined Chancellor Nicholas B. Dirks and various members from the Council of Deans to witness and celebrate the construction process (*pictured below*). Plans are in place for the Department to transition into its new home at the beginning of 2018.

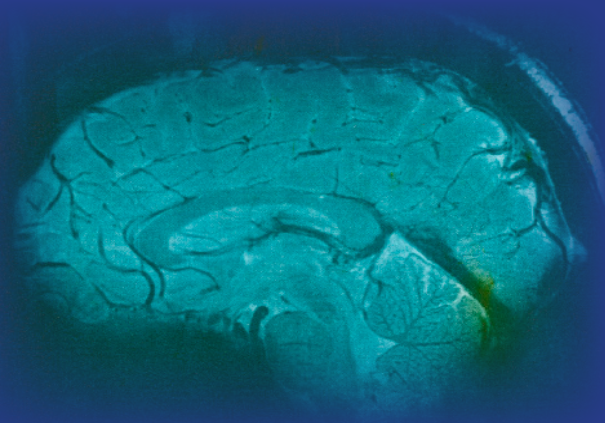


# From **Neuroscience** to *Neuro-Art*

**Elizabeth Jameson bridges the divide between science and art with etchings and paintings inspired by her own MRI scans**

Take a walk through Tolman and you might notice some intriguing artwork adorning the walls—artwork that, while reminiscent of stark neuroscience images that might be found in a textbook or science journal, is simultaneously rife with emotion and beauty. The mind behind this poetic juxtaposition of science and art is Elizabeth Jameson, whose experience living with multiple sclerosis inspires paintings and etchings of brain scans that have been exhibited throughout the country.

Ms. Jameson earned her law degree from UC Berkeley and served as an attorney for many years in the East Bay before discovering her passion for art. Most recently, Ms. Jameson and fellow artist Catherine Monahon (*pictured below, right*) installed their latest art project in the lobby adjacent to Cal's Brain Imaging Center in Li Ka Shing (*pictured below, left*). The artwork is a back-lit, vinyl-printed digital image of a solar etching, *Daniel's Brain* (*pictured right*). The installation features one of most powerful MRI imaging techniques, the 7T, an imaging process that reveals



details of the brain's architecture that have never been seen before in such vivid detail.

This new art installation provides an excellent opportunity to explore the intersections between art, technology, and neuroscience; in addition, Ms. Jameson's other work is displayed throughout the Helen Wills Neuroscience Institute and Tolman Hall. For more information about Ms. Jameson's work, visit her website at [www.jamesonfineart.com](http://www.jamesonfineart.com) or follow her Facebook page, **Elizabeth Jameson: Fine Art of The Brain and Body**.





# RESEARCH SPOTLIGHT

In a recently published article, graduate student Hooria Jazaieri and co-authors Phillipe Goldin (Betty Irene Moore School of Nursing) and Berkeley alumnus James Gross (Stanford Department of Psychology) examined how cognitive behavioral therapy (CBT) affects adults with social anxiety disorder (SAD).

## What is Social Anxiety Disorder?

Social anxiety disorder (SAD) has a profoundly negative impact on the well-being of those who suffer from it. Effects of SAD range are broad, including the domains of relationships, education, and career. SAD is also highly undertreated, with estimates indicating that up to 80% of those affected will never receive treatment for this disorder. Existing treatments for SAD are effective, but even when treated, many individuals with SAD continue to experience symptoms to some degree.

## What is the Role of Emotion Regulation?

Models of SAD suggest that individuals with SAD are ineffective at regulating their emotions, and/or regulate their emotions in maladaptive ways. Emotion regulation, broadly defined, is the effort to change or control the emotions one experiences, and can occur in different ways. In this project, the authors focused on two specific regulatory processes: cognitive reappraisal, an adaptive process, and expressive suppression, a maladaptive process. Cognitive reappraisal involves using thought-based skills to change emotional reactions to specific situations, leading to adaptive outcomes. Individuals with SAD may not use this strategy, especially since many believe they are incapable of controlling their emotional responses.

Expressive suppression, on the other hand, focuses on hiding one's outward expression of an emotion that has already occurred, and is a common strategy among those with SAD despite its negative outcomes. Individuals with SAD and other anxiety disorders also experience a lower quality of life compared to healthy individuals. While CBT is moderately effective at improving quality of life for anxiety disorders generally, its specific effect on SAD is unknown.



Hooria Jazaieri is a PhD candidate in Social/Personality Psychology advised by Dacher Keltner. Broadly, her research centers on personal reputation, emotion regulation, and compassion. She is also the recipient of the National Science Foundation's Graduate Research Fellowship (NSF GRFP).

Additionally, the impact of CBT on satisfaction with life (rather than quality of life) is unknown.

## What Did the Researchers Discover?

In two studies, the authors examined the effects of SAD and CBT on emotion regulation and satisfaction with life, as well as how changes in emotion regulation as a result of CBT might affect life satisfaction for those with this disorder. In the first study, they compared the use of emotion regulation strategies and satisfaction with life for those with SAD to healthy individuals. Results indicated that people with SAD use the adaptive strategy



of cognitive reappraisal less, use the maladaptive strategy of expressive suppression more, and have lower satisfaction with life than healthy controls.

In the second study, the authors compared individuals with SAD who received CBT treatment to individuals with SAD who had not yet received treatment. Results indicated that those with SAD receiving CBT were more satisfied with life and used more cognitive reappraisal than those receiving no CBT. Interestingly, changes in expressive suppression, but not changes in cognitive reappraisal, also predicted life satisfaction for

this group. No changes in life satisfaction or emotional regulation were observed for the control group.

Results of these studies build upon previous work indicating that individuals with SAD are ineffective at regulating their emotions in adaptive ways, and are less satisfied with life, than those without SAD. Additionally, results suggest that CBT is a promising treatment for those with SAD, and indicate the potential importance of reducing expressive suppression for this group as an area for future clinical study.

## Regret: What Is It Good For?

**Graduate student Jia Wei Zhang explores the connections between self-compassion, regret, and personal improvement**

*“Don’t cry because it’s over; smile because it happened.”*

We’ve all heard platitudes like this one, little sayings that we repeat to ourselves or others to mollify the pain of regret. Fortunately, the tale of regret isn’t entirely bleak. Although experiencing regret is aversive, it serves a variety of important functions, foremost of which involves learning from one’s mistakes.

Of course, regret is not always useful for everybody all the time; people differ, and some situations are more amenable to personal improvement than others. What factors influence whether we capitalize on regret to improve ourselves? Graduate student Jia Wei Zhang and Professor Serena Chen addressed this question in a recent article published in the journal *Personality and Social Psychology Bulletin*. In a series of studies, they found that taking a self-compassionate perspective on a regretful memory leads to greater personal improvement. Study 1 examined how people recounted their regret experiences on an online blog that welcomes any visitor to anonymously post a story about regret, thus capturing natural variation in how much self-compassion people express, as well as variation in whether they describe any personal improvement. Indeed, the more self-

compassionate regret stories also expressed more personal improvement. Extending these findings, Study 2 showed that people with higher trait levels of self-compassion also wrote about more personal improvement in their regret stories.

After establishing this link between chronic self-compassionate responses to regret and personal improvement, the natural next question was whether anybody can benefit from thinking about a regret episode with compassion toward themselves. In Study 3, participants again thought about their biggest regret, but a third of them were instructed to write about the memory “from a compassionate and understanding perspective”. Another third in the self-esteem condition wrote about the memory from a self-enhancing perspective—that is, to validate their positive qualities. In the control condition, rather than writing about their regret, participants discussed a fun hobby. Confirming the hypotheses, those who were induced to take a self-compassionate perspective on their regret episodes felt they had experienced more personal growth. One key ingredient in this association was whether participants accepted their regretful experience. Thus, regretful events can potentially instigate a cascade of personal growth and improvement, but it’s important to both accept that the event occurred and reflect upon it from a lens of kindness toward yourself.

# Psychology, Politics, and Managing the Hierarchy:

## Dr. Brian Lowery speaks at Department's first annual Equity and Inclusion Lecture Series

Leading up to the contentious 2016 presidential election, the polarization of the current political climate is palpable for many. As the inaugural speaker for the Department's annual Equity and Inclusion lecture, Dr. Brian Lowery from the Stanford Graduate School of Business explained how social hierarchy and its concomitant social inequality might be partly responsible for this phenomenon. In his talk, *Playing the Trump card: The sophisticated art of hierarchy management*, Dr. Lowery asserted that politicians' and voters' shared desire to maintain an inherently unequal and unstable hierarchy within the United States can help to explain Donald Trump's controversial emergence and stability as a serious presidential candidate.

The Department's Climate and Equity Committee proposed the new lecture series as part of the Department's mission to foster greater inclusion and equity. Dr. Lowery was aptly selected as the inaugural speaker because his research revolves around increasing our understanding of inequality through psychological science. To this end, Dr. Lowery's work has focused on how people perceive inequality, both implicitly and explicitly, and how those perceptions might exacerbate systemic injustices in society even among those who value justice and fairness.

With his history of influential research, Dr. Lowery inaugurated the Department's newest lecture series with an acute perspective on the topic



Dr. Brian Lowery, a professor at the Stanford Graduate School of Business, was invited as the first speaker for the Department's new annual Equity and Inclusion Lecture Series this May. Dr. Lowery is pictured (above center) with Dr. Dacher Keltner (left) and Dr. Ann Kring (right).

of inequality. Reflecting on the need for greater attention to the topic, Department Chair Dr. Ann Kring said of the initiative, "This is a critical time to promote greater inclusion across different ethnic, racial, and gender-related categories, and one way to shine a light on these issues is with an annual lecture series. We look forward to continuing this series each year and hope it will continue to be a highlight of our yearly Department lectures!"

A full video of Dr. Lowery's talk on the psychology and politics of hierarchy management can be found on the Department website and YouTube page.



## Graduating PhD Scholars

Congratulations to the class of 2016! After years of hard work, these graduate students have reached a tremendous milestone:

**Joshua Abbott (Cognition)**  
**Craig Anderson (Social-Personality)**  
**Lauren Asarnow (Clinical)**  
**Tim Campellone (Clinical)**  
**Alexandra Carstensen (Cognition)**  
**Tchiki Davis (Social-Personality)**  
**Brett Ford (Social-Personality)**  
**Maya Guendelman (Clinical)**  
**Jennifer Kanady (Clinical)**  
**Jason Lee (Clinical)**  
**Allison Yamanashi Lieb (Cognitive Neuroscience)**  
**Michael Pacer (Cognition)**  
**Kimberly Russo (Behavioral Neuroscience)**  
**Zi Lin Sim (Developmental)**



## Wisdom from Commencement-Day Speakers

### Undergraduate Student Speaker: *Kristophe Green*

The study of psychology might take on different meanings for different people, but in Kristophe Green's commencement speech, he aptly summarized the core of this common curiosity about psychology: "To be a psychology major is to choose to walk forward in full awareness of what it is to be a human on this earth...to be willing to ask questions and investigate aspects of life that many people may shy away from." This curiosity about the inner workings of the human mind is a characteristic that students honed in their years at Cal and will continue to carry with them in their forthcoming endeavors.



### Graduate Student Speaker: *Brett Ford*

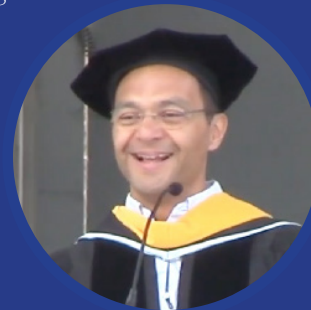
What does it mean to be happy? Brett Ford, who studies happiness, aptly spoke about the happy occasion with the following advice: "Let's not wait for special days to permit ourselves to feel happy, or to push what it means to be truly happy further and further away. Let's bring it closer and redefine what it means to be happy...it's actually something that's quite close to us when we're with the people we care about."

Brett will join the Department of Psychology at the University of Toronto Scarborough this July as their newest social-personality faculty member.



### Keynote Speaker: *Professor Rudy Mendoza-Denton*

As the faculty keynote speaker, Professor Mendoza-Denton reminded students of two of the most prominent tenets from psychology: 1) the fallacy of making fixed, dispositional attributions; and 2) the importance of social connectedness. With these two lessons in mind, Rudy urged students on this joyous day to celebrate their success both in validation of their hard work and in appreciation of the social support from friends and family that helped them reach this culmination. "It's not just that it takes a village," Rudy emphasized, "it's that you *are* the village."



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### GASP hosts an evening of competitive fun for students and faculty

Faculty and students celebrated the end of another successful semester at the third annual Student-Faculty Bowling Competition this May. The event was hosted by the Graduate Assembly of Students in Psychology (GASP) and included the added challenge of bowling with prism glasses (as modeled by Professor Rich Ivry, pictured right). The Cognition and Action Lab typically uses prism glasses to study motor coordination impairments (resultant gutter balls not pictured).



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