

Dr. Gray Introduces Herself



As a Louisiana native, I am very glad to be returning back South and joining the faculty at Tulane. My interest in trauma, relationships, and school readiness – the focal areas

of my research – grew out of my experiences teaching and working in southwest Louisiana after Hurricane Katrina. My research examines relationship-based and contextual risk and protective factors that contribute to young children's psychosocial and educational adjustment. Since we know that young children's primary caregivers can be central to children's resilience, I am particularly interested in understanding the experience of caregiving under contexts of stress and social marginalization, and in exploring what caregiver capacities support resilience in young children growing up in conditions of adversity. For example, I have found that in a sample of low-income preschoolers who experienced community and family violence, those who had caregivers who were more adept at understanding what their child is thinking and feeling showed fewer behavior problems. Those same children also had stronger school readiness skills, including verbal and problem solving scores. As a clinical psychologist with specialized training in trauma and early childhood, I conduct my work with an eye towards building programs and systems to support those who care for

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High School Students Explore Psychology



In Summer 2014, the Department of Psychology launched a college credit course called "Exploring Psychology." The course was offered through the Tulane Science Scholars and was for high school

students only. Dr. Carrie Wyland, who taught the 2014 course, plans to teach it again in the summer of 2015. Handling a human brain (pictured) was one of the unique opportunities provided in the class.

Gary Dohanich and Teaching Pedagogy

Professor Gary Dohanich is recognized as one of Tulane University's most accomplished teachers: He received an inaugural Suzanne and Stephen Weiss Presidential Fellow Award in 2007, the



Sheldon Hackney Award for teaching in 1996, the Randolph C. Read Award for Excellence in Teaching in 1995, Distinguished Newcomb Fellow in 2012 and, most recently, the 2014 President's Award for Graduate and Professional Teaching.

Now "paying it forward," Dohanich is offering a course and practicum on teaching pedagogy for graduate students in Psychology and in Neuroscience. In the Fall,

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Undergraduate Awards

Arnold Gerall Prize in Neuroscience
Pamela Svorinic

Rosa Cahn Hartman Prize in Psychology
Claire Burns and Mackenzie Shade

**The Anne M. McPherson Memorial
Student Award**

Brittany Devries, Marcy Cohen and Stephanie Aaron

The Senior Scholar in Psychology
Erin Albert

**The Barbara E. Moely Award for
Psychology in the Public Interest**
Ilana Elias

Aaron Hartman Medal in Psychology
Ashley Galsky and Melanie Hotz

In Memoriam: Jefferson L. Sulzer

By Edgar C. O'Neal, Professor Emeritus

On my recruitment visit in 1969, I was met at the airport by Jeff, then newly appointed Newcomb College Psychology Department Head. I was grateful that he had identified himself, because he looked like anything but the stereotype of an academic I was holding in my head. He was tall, tan, with moustache and goatee, and with the bearing of an athlete. We immediately got into his convertible and went to dinner at Commander's. People at several tables turned and waved on our way to our table, and two or three stopped by to chat after we were seated. Jeff seemed well acquainted with the waiter who immediately brought an assortment of oyster appetizers. To a wide-eyed newly minted Ph.D. fresh from Columbia, Missouri and on his first job interview, this was heady stuff. Jeff was clearly wired to the local scene, having been a French Quarter artist before completing his undergraduate work (Phi Beta Kappa and Hartman Award in Psychology) at Tulane. After three years at University of Florida, he received his doctorate in social psychology and returned to a faculty position at Newcomb College.

At the time I joined the Department, Jeff was working in attribution of responsibility, the area of his work with his doctoral mentor at Florida, Marvin Shaw. He had shifted somewhat from the determinants of drawing a particular conclusion about another person's action and confidence in that conclusion, to the behavioral consequences (particularly hostility and helping) of such an attribution. This involved laboratory experiments conducted in Newcomb basement, with funding from the National Science Foundation. But even before the conclusion of his AR series of studies, he began to engage in more applied and community-based work.

When I arrived at Tulane, he was the "go to guy" in the Psychology Department for New Orleans agencies

having needs that might be psychological in nature. Over the next decade, he and teams of graduate students and faculty delivered and evaluated a US Justice Department sponsored community relations training program for the Jefferson Parish Sheriff's Office; and performed test development and employee selection analyses for the New Orleans Civil Service Commission, the Orleans Parish Sheriff's Office, and the New Orleans Fire and Police Departments. In these projects he not only displayed his considerable entrepreneurial and leadership ability, but also an impressive talent for integrating these activities with academic programs in the Department.

One of Jeff's major contributions was his establishment of a industrial-organizational psychology doctoral program in the Department, offered jointly with the Freeman School. The program combined the methodological rigor with which the Department has long been identified, with Business School courses in organization behavior, and fieldwork experience. The program flourished under his leadership and existed until perishing as collateral damage of Hurricane Katrina.

Jeff was a supportive colleague, good academic citizen, a thoughtful mentor, and could be counted on for excellent suggestions for drafts of manuscripts being prepared for publication. He was a tremendously entertaining friend, socially skilled, with plenty of stories about his previous lives as an apprentice bullfighter in Mexico and French Quarter artist. I frequently felt he was nudging me to think outside the box and beyond the laboratory. During demonstrations on campus in the early 70s against the war in Viet Nam, I was working in my office and Jeff came in and said, "Ed, why aren't you out there watching the demonstrators? That's where the real social psychology is going on!"

Graduate Awards

Robert E. Flowerree Summer Research Fellowships

Lisa Chinn, Veronica Coriano, Trenesha Hill, Jennifer Rious, Kathryn Simon, Caroline Tipler

William P. Dunlap Memorial Summer Research Fellowship

Corey Black

The C. Chrisman Wilson Memorial Award for Graduate Student Teaching in Psychology

Kathryn Jones and Patricia Gilbert

American Psychological Association Dissertation Award

Stefanie Simon

Alumna Dr. Christal Badour on earning a PhD in clinical psychology

By Christal Badour, BS '07



When I started college at Tulane in 2003, I never pictured the direction my life would take. I toyed with the idea of a handful of majors, trying to find the ideal direction for my life while also navigating the excitement of being on my own for the first time

in an amazing city with so much vibrancy and life. I finally settled on Psychology and Political Science and had in my head that law school would make a very logical choice. Being in New Orleans fueled my long-standing interest in social justice and combatting inequality. I even completed a summer internship with the Innocence Project answering letters from inmates seeking post-conviction legal assistance.

Everything changed in 2005 when Hurricane Katrina devastated the city and the university that I had grown to love so deeply. Upon my return to New Orleans I looked for every opportunity I could find to help rebuild my community. During the Lagniappe semester I took an upper-level Psychology seminar on Stress and Trauma with Dr. Stacey Overstreet and was fascinated by the prospect of conducting research that could improve outcomes for individuals exposed to traumatic events. I was fortunate to have the opportunity to join Dr. Overstreet's research lab and became involved with a wide range of research projects looking at the impact trauma on school-aged children. I also had the opportunity to co-lead a school-based intervention for children who were having emotional difficulties associated with trauma.

These experiences all informed the choices I made after graduation. In 2008, I began a doctoral program in Clinical Psychology at the University of Arkansas where my work focused on understanding the role of emotion in posttraumatic stress following sexual assault. Since completing my PhD, I have been working as a postdoctoral fellow funded by the National Institute of Mental Health (NIMH) to conduct research and provide treatment to adults, children, and families impacted by trauma

within the National Crime Victims Research and Treatment Center at the Medical University of South Carolina. I also serve as a victim advocate for impacted by trauma within the National Crime Victims Research and Treatment Center at the Medical University of South Carolina. I also serve as a victim advocate for People Against Rape, the rape crisis center in Charleston.

Last year my husband and I (also a Tulane alum) returned to New Orleans for our wedding. Visiting Tulane's campus served as a reminder of how far we have come and how much our experiences at Tulane and in New Orleans have shaped our lives for the better.

Share news about your post-baccalaureate education and career, either by contacting your favorite faculty member or Dr. Ruscher (ruscher@tulane.edu). We'd love to hear from you.

Sarah Gray

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young children in contexts of poverty, violence, and marginalization. For example, back in Connecticut at the Yale Child Study Center, I evaluated the impacts of a state-funded program designed to support caregiver-child relationship quality in family child care homes, where low-income children are more likely to receive out-of-home care and where providers are less likely to receive training and support. We found that the program increased providers' sense of self-efficacy in managing children's challenging behavior.

I am excited to have joined the Tulane community, and particularly the faculty in this department, many of whom share a commitment to community engagement, ecological approaches, and understanding stress and trauma. I look forward to building collaborations across the University and in the New Orleans community to increase what we know about supporting those who care for young children in conditions of adversity.

Faculty Accolades

President's Award for Excellence in Graduate and Professional School Teaching

Gary P. Dohanich

Promotion to Full Professor

Jill M. Daniel

Recent Publications

- *How does stigma spoil relationships?*
- *The effects of pregnancy, lactation, and primiparity on object-in-place memory of female rats*
- *Effects of lentivirus-mediated CREB expression in the dorsolateral striatum*
- *When does tool use become distinctively human?*
- *International partnership for promoting psychological well-being in Sri Lankan schools*
- *Trajectories of toddler aggression, overactivity, and inattention*
- *Ethnic Variation in Gender-STEM Stereotypes and STEM Participation*
- *Enhancing vigilance in operators with prefrontal cortex transcranial direct current stimulation (tDCS).*
- *A Longitudinal Examination of Socio-emotional Learning in African American and Latino Boys*
- *Community disasters and shared trauma*
- *The role of racial socialization in promoting the academic expectation of African American adolescents*
- *Mechanisms by which neonatal testosterone exposure mediates sex differences in impulsivity in prepubertal rats*
- *Teacher (mis)perceptions of preschoolers' academic skills*

Pedagogy

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students learn strategies and techniques for facilitating engaged college-level learning and receive constructive feedback on their own lectures. In the Spring, these doctoral students team-teach small courses with Dohanich's support and guidance. The two-semester sequence thus enhances doctoral level education, the educational opportunities for Tulane undergraduate students, and benefits future students where our Ph.D. graduates ultimately are employed.

Did you know?

- That highlights of Laurie O'Brien's study on gender stereotypes and STEM received press in *The Atlantic Monthly* and *Inside Higher Education*.
- That Research Assistant Professor Mike Hoerger received an LA CaTS Roadmap Scholar award to consider issues faced by terminal cancer patients.
- That Dr. Michael Cunningham now is Associate Provost for Graduate Studies and Research in the Office of Academic Affairs.
- That Dr. Julie Alvarez returned to the Department after a 1 year hiatus with the Veteran's Administration Hospital.
- That our Psi Chi chapter, now 80 years old, inducted 21 new members this year.
- That 105 students majoring in Psychology and 7 students majoring in Psychology and Early Childhood Education earned their Bachelors degrees in May 2014.
- That the new 4+1 Masters in Behavioral Health enrolled its first class, comprising 7 students.

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