PSYCHOLOGY Newsletter

FALL 2018 ISSUE

Brigham Young University
BYU Psychology Welcomes its new Department Chair: Gary Burlingame

On July 1st, 2018, Gary Burlingame began his term as Chair in the Department of Psychology. Burlingame has been an employee of BYU for 35 years, serving in various capacities. He is an award-winning scholar and teacher with a research focus on factors that lead to effective small group mental health treatment and mental illness and measurement. He is a fellow of both the American Group Psychotherapy Association and the American Psychological Association. He has received a number career awards including national (American Psychological Association; American Group Psychotherapy Association) and international (German College of Psychosomatic Medicine) recognition. He is a fellow of the American Group Psychotherapy Association and the American Psychological Association (APA) where he served as President of APA's Society of Group Psychology and Group Psychotherapy (2009-2011). Notable university awards for excellence in scholarship, teaching and citizenship include a University Professorship (2011-2016), the Wells & Myrle Cloward Teaching and Learning Fellowship (2010-2017) and the Abraham O. Smoot Citizenship Award (2005), respectively.

Burlingame will replace Dawson Hedges who served as the college’s psychology chair for six years. As department chair, Burlingame’s desire is to make the psychology department as efficient as possible to in turn, make it as successful as possible. In order to achieve this, Burlingame says that every voice needs to matter and every voice needs to be heard. The Psychology department gladly welcomes him aboard and looks forward to all he will bring to the table.
New Department Faculty: Meet Blake Jones

I came to BYU to pursue a career in medicine and found myself drawn to developmental psychology and doing research instead. After completing my bachelor's degree, I went to Purdue University in 2003 to work with Dr. Bill Graziano (a social psychologist), studying how personality and temperament related to empathic learning and helping behaviors. He left the department after just two years and I was forced to stop at my Master's degree because he was my source of funding. I worked as a case manager for the State of Indiana Dept. of Child Services for the next year and a half while I applied to other programs. I came back to BYU to complete my dissertation with Dr. Chris Porter in SFL, studying emotional regulation and sensory perception development in infants. I also worked with Dr. Jeff Hill in SFL, trying to understand how parents’ work routines affect their well-being and the well-being of their children. After my Ph.D., I was a postdoctoral fellow for Dr. Barbara Fiese (a clinical psychologist) at the University of Illinois (at Urbana-Champaign) from 2010-2013, studying daily routines associated with obesity and sleep problems. During that time I also taught as an adjunct faculty in the Psychology Dept. of Parkland College. In 2013, I accepted a faculty position at Purdue University in Indiana and was an assistant professor for 5 years in the Dept. of Human Development and Family Studies.

I recently accepted a faculty position in psychology at BYU and my family and I are so excited to be back here! I love teaching and I am passionate about my research that examines daily routines and health. We get to be closer to family and enjoy BYU sports, dry weather, and the beautiful mountains again! We could not be happier, and we know without a doubt that we were supposed to come back to BYU. I am so excited to work with the amazing faculty and students here again. I am also looking forward to mentoring students in the areas of developmental and health psychology. My goals at BYU are to continue learning and teaching about how daily behaviors influence health and well-being. The students and faculty at BYU are not only intelligent, talented, and highly motivated, but we also share many values and beliefs in common. This allows me to teach in context of the importance of families and agency, and hopefully make a positive impact on the health and well-being of future generations. I also hope to train some of the successful obesity and sleep researchers of the next generation."

New Department Faculty: Meet Jared Nielsen

As an undergrad during my first semester at BYU, I took a course on human development. The topic for one of the Friday lectures was the brain. As I sat through the lecture on the brain, a light turned on in my own. I knew what I wanted to do with the rest of my life and began a course of study in neuroscience and psychology.

While at BYU, I had the opportunity to work with individuals who had autism. Around the same time, my younger sister was diagnosed with autism. Fueled by this personal connection, I began a graduate program in neuroscience at the University of Utah. There, I investigated how brain networks in individuals with autism differed from individuals without the neurodevelopmental disorder. I then continued my research on brain networks as a postdoctoral fellow at Harvard University and Massachusetts General Hospital. Now returning to BYU, I will study brain networks and brain anatomy and how they change over time due to normal development, life experiences, and illness.
Fulbright Fellowship in Budapest Hungary

Brock Kirwan

One of BYU’s informal mottos is “the world is our campus.” I recently got to experience this first hand as I completed a 4-month Fulbright Fellowship in Budapest Hungary. My Fulbright fellowship supported an ongoing collaboration with researchers at the Hungarian Academy of Sciences examining the influences of aging and diet on behavioral and neuroimaging measures of short- and long-term memory. My time in Hungary was spent working with my collaborator, Zoltán Vidnyánszky and his students and postdocs to gather and analyze behavioral and MRI data from healthy young and older adults. We tackled a wide-range of topics, including whether we can use brain responses measured with functional MRI to predict who will respond to a weight-loss treatment (answer: yes, after just one month of the treatment) and whether people who make mistakes in short-term memory tasks are more likely to have worse long-term memory specificity (yes, and the effect is stronger as you get older).

One wonderful thing about the Fulbright Fellowship is that the grant included support for my family to join me in Hungary. This was particularly special since I served my LDS mission in Hungary in the late 90’s and I’ve told my kids about the experience their whole lives. For the last three months of my fellowship, my family got to experience living in a major European capital where they got to learn the language (at least how to say hello and goodbye), the customs, and some of the traditions. We were welcomed into the international ward in Budapest with open arms and my kids all made life-long friends.

This was a tremendous experience for me and my family. Professionally, the culminating experience of my fellowship was a 3-day workshop organized by my collaborator where I was able to present my research to researchers from all over Europe and the US and to listen to their research presentations. I’ve set up a new collaboration with researchers in Germany, Hungary, and the US as a direct result of this workshop. These are people whose research I had read from afar but the chance to talk face-to-face and exchange ideas was invaluable. This, I think, is the most important part of exchange programs such as the Fulbright Program—the more we interact personally with people all over the world, the closer we become and the smaller the distances between us seem.
This year’s recipient of the Mark K. Allen award is Ariana Rosenberg. Rosenberg grew up in the Washington D.C. area before attending BYU. After her freshman year, she served an LDS Mission in Kobe, Japan. Following her mission, Ariana decided to pursue a degree in psychology and a minor in Japanese with the ultimate goal of becoming a clinical therapist for those with severe anxiety and depression. As a missionary, Ariana interacted with many people living with severe mental disorders and saw the debilitating effects of mental illness and suicide. Japan consistently ranks in the top countries in the world for deaths by suicide, and her interactions with people in Japan was what ultimately led her to pursue a psychology degree.

At BYU, Ariana worked with the nonprofit Hope4Utah to develop BYU’s first suicide prevention program. This suicide prevention program was the first Hope Squad program on a university campus and has now spread to several other university campuses around the United States. During her time at BYU, Ariana was heavily involved in the Ballard Center - the BYU Center for Social Innovation. Through the Ballard Center, Ariana and her husband started a social venture called YensoSolar that offers jobs to women in over 25 villages in rural Ghana and has distributed lighting to 2,000 Ghanaians and 25 villages in rural Ghana and has distributed lighting to 2,000 Ghanaians living in off-grid villages in Central Region, Ghana. Through the Ballard Center, Ariana also pursued research regarding women’s education in the developing world and presented at a Ballard Center Research conference with her research regarding women’s access to education in Pakistan. Ariana is starting a Masters of Social Work program at Columbia University in the Fall of 2018. She hopes to continue to pursue her passion for social innovation and mental health awareness by becoming a clinical social worker and working in the nonprofit/mental health field.

BYU Connect: Alumni and Students Work Together

One of the best ways to “go forth and serve” is to reach back to the generation behind you. Becoming a mentor to a current BYU student can change his or her life. BYU Connect provides a unique opportunity for alumni to be a resource for networking to students who are still looking to build or find their career and passion in the world. Not only is this a great service opportunity, but it could also expand your own network and broaden your perspective in your current field of work. Follow the link in the box to learn how you can make a difference in a BYU student’s life.
In England, students choose the career they would like to pursue at age 14. When narrowing my classes down, psychology was clearly the subject that I was interested in the most. As part of the two-year coursework in high school psychology, we had to conduct an experiment and write up a corresponding academic paper. For this project, I replicated the well-known experiment by George Miller to study the concept of chunking in memory recall. I was thrilled to be a part of the scientific process, and at age 16, chose to study advanced psychology as one of three subjects students choose to study until they are 18. I was so intensely interested in everything that I was learning that I declared psychology as my major in my first few weeks of classes at Brigham Young University.

I wanted to become involved in the academic applications of psychology as soon as I could. With this goal in mind, I sought opportunities to experience the clinical aspect of psychology as well as the scientific side of psychology. In this pursuit, I volunteered with Wasatch Mental Health XCEL adolescent day treatment program. I loved my time there and grew to deeply appreciate every teenager I worked with. I also volunteered at the Utah State Hospital forensic unit. I was pushed out of my comfort zone as I taught classes to patients about relaxation, leisure skills, and competency skills.

Lastly, I interned with the Utah Division of Child and Family services on a Child Protective Services team. In this capacity, I learned how to mediate and de-escalate troubling circumstances through using advanced listening skills and displaying empathy. There is so much to do around Provo in way of clinical experience, so it is never too early to become involved!

To become more fully involved in the academic side of psychology, I first worked with Quinn Galbraith on the UK Families, Faith & Freedom project. I worked with a team to gather qualitative data which would later be used for multiple academic articles. I presented on these findings at a Friends of the Library conference. This experience opened up multiple avenues for me, one being the chance to work alongside Dr. Scott Braithwaite on couple’s research. I have been performing a meta-analysis on neuroticism and marital satisfaction, and three papers that seek to improve measurement in pornography research. I have presented this research at the Utah Council on Family Relations, the FHSS Mary Lou Fulton poster conference, and will present at the Association for Behavioral and Cognitive Therapies in Washington DC this November. I have been awarded the Staples’ Mentorship Award and the Wheatley Endowed Leadership Scholarship – these awards have given me marvelous opportunities to meet some amazing individuals who have used their life and their wealth to do good in the world.

Going forward, I will begin a Ph.D. in Clinical Psychology in fall 2018. I am excited to learn scientific assessment and therapeutic techniques as well as conduct empirical research. I hope to work in academics once my doctorate degree has concluded, and will work to this end for the next five years. Over all, my time studying psychology has been incredibly rich and abundant. As I look back over my time at Brigham Young University, the best thing I did was to spend time getting to know each of my professors - they opened doors for me that I did not even know existed. They helped me to find my niche and gain skills necessary for work or graduate school. Lastly, becoming as involved as I could allowed for my major to really become a part of who I am. I will never regret having taken the opportunities to better myself and gain expertise in my chosen area of interest.
Fulton Mentored Student Research Conference

The 14th annual Mentored Student Research Conference, hosted by the Mary Lou Fulton Endowed Chair, took place on April 18, 2018. Both graduate and undergraduate students participated in this FHSS college competition. This event gives students an opportunity to work with a faculty adviser on mentored academic research.


For more information!

Internships

2018-2019 Internship Matches:

We are pleased to announce that six students in the Clinical Psychology Doctoral Program will be completing their APA-accredited internships this coming academic year. These competitive internships are the culminating clinical training experiences in a five-year program. Each student works full-time at an accredited placement, typically involved in therapy, assessment, consultation, research, and supervision.

Emily Anderberg
Oregon Health and Science University
Autism Spectrum Track
Portland, Oregon

Jessica Carmona
Bronx VA Medical Center
Bronx, New York

Kara Durracio
Cincinnati Children’s Hospital
Behavioral Medicine
Cincinnati, Ohio

Jonathon Beck
Wichita Collaborative Psychology
Wichita, Kansas

Tess Collet
University of North Carolina Counseling Center
Charlotte Campus
Charlotte, NC

Jennifer Jensen
Salt Lake City VA Health Care System
Salt Lake City, UT

1st place: Destined to Dominate? The Link between Prenatal Androgens and Dominance Rank in Rhesus Monkeys
Students: Parker Jarman, Elizabeth Passey-Wood and Alexander Baxter
Faculty Mentor: Dee Higley

2nd place: First Mile Performance as a Mediator Between Anxiety and Overall Performance in Half-Marathon Runners
Student: Braden Tanner
Faculty Mentor: Ben Ogles

3rd place: Frienemies! Neural Indices of Feedback from Ambivalent and Supportive Friends
Student: Whitney Allen
Faculty Mentor: Michael Larson

Honorable Mention: Sleep Onset Latency and Discrepancy in Younger Adults
Student: Spencer Henry
Faculty Mentor: Daniel Kay
On December 11, 2016, retired BYU psychology professor Dr. Kenneth Leo Higbee died at the age of 75. Born on June 18, 1941, in Spokane, Washington, he graduated from BYU with a master's in psychology and received a doctorate from Purdue University. In 1970 Dr. Higbee returned to BYU as a psychology professor, where he taught for 37 years. His research specialty was memory. His book Your Memory: How It Works and How to Improve was first published in 1977 and has been continuously circulated since then.

Deemed "a loving, calming force for good in the department" by Dr. Gary M. Burlingame, Dr. Higbee was revered by all. Colleague Dr. Erin D. Bigler said that he was very well organized and that he had memorized the Book of Mormon. He remembers fondly the department gatherings where he "would demonstrate his memory prowess."

Religion was very important to Dr. Higbee. Besides educating students in psychology, he also worked as a religion professor, teaching classes on the New Testament, the Book of Mormon, and the Doctrine and Covenants. He held several positions in the Church over the years: Gulf States missionary in his youth, MTC branch president, BYU bishop, and high councilor, among others. Dr. Higbee was also active in volunteering for church, scouting, and community events.

Dr. Higbee was married to Patricia Whittaker and had four children: Loren, Dawn (Gary Roberts), Lana (Travis Hill), and Janelle. He had three granddaughters: Adelia, Brittanna, and Carina Roberts. In the words of Dr. Ed Gantt, Dr. Higbee was "a truly terrific human being."

Faculty Rank and Status Updates for 2018

Pictures provided by the Psychology Department

Scott Baldwin
advanced from
Associate Professor to
Full Professor

Erin Bigler
Susa Young Gates Professor of Psychology and Neuroscience will be retiring after 28 years of dedicated service. (1990-2018)

Ed Gantt
advanced from
Associate Professor to Full Professor

Brent Slife
Richard L. Evans Chair of Religious Understanding and Professor of Psychology will be retiring after 24 years of dedicated service. (1994-2018)

Michael Larson
advanced from
Associate Professor to Full Professor
Tackling Alcohol Abuse and Anxiety
Elizabeth Passey Wood

As a doctoral student in BYU’s developmental psychology Ph.D. program, my research focuses on the etiology of addiction and how early life experiences can exacerbate or alleviate the risk for excessive alcohol intake in the teenage years. Since teenagers who drink tend to binge (over 90% of the alcohol consumed by teenagers is consumed in the form of binge-drinking!), and since alcohol is especially harmful to a young, developing brain, my research targets early predictors of excessive alcohol intake in adolescence, with a goal of intervening before alcohol consumption is initiated. As the origins of drug and alcohol addiction are often linked to early life experiences, investigating the genetic and environmental risk factors involved in addictions is one way that researchers can develop better treatment and intervention strategies.

I became interested in this vein of research because my father suffered from drug and alcohol addiction throughout his life. While growing up in a small Mormon farming community, my father began using alcohol as early as 12 years old, which steadily evolved into the use of other drugs. Though he went through various periods of sobriety, my parents were divorced as a result of his addictions when I was eight years old. He left behind a young family (my youngest sibling was six months old) and went through periods of incarceration during the rest of my childhood and teenage years, eventually dying from an overdose when I was a freshman at BYU.

Growing up in a single-parent home, I learned the painful, and far-reaching consequences of parental addiction as well as the value of a sensitive, caring, and faithful mother. To quote Abraham Lincoln, “All that I am or ever hope to be, I owe to my angel mother.” From a young age, my mother counseled me to get an education, instilling within me a love of learning and a passion for discovery. She taught me to serve my fellow man and to love the Lord Jesus Christ. Following her counsel, and wonderful example, I graduated with a bachelor’s degree in psychology in 2012 and served a mission to Cebu, Philippines from 2012-2014.

The two competing examples of my parents led to me to wonder what course my own life would take. I wondered whether my father’s addictions were indicative of my own risk for drug and alcohol addiction and if I was destined to follow in his footsteps or if my mother’s influence and example was enough to deter me from drug and alcohol abuse. These questions led to my interest in investigating early risk factors for alcohol abuse and what can be done to prevent or reduce an individual’s risk for addiction. Thus, after marrying my sweetheart in 2015, I began my doctoral work at BYU.

Many adult alcoholics report self-medicating their anxiety with alcohol, an anti-anxiety agent (for example, drinking two glasses of wine is equivalent in its effects to taking a Valium or a Xanax). This is a condition known as Type I or anxiety-mediated alcoholism. Because anxiety is a stable trait (in other words, anxious children become anxious teenagers who become anxious adults), my current research focuses on whether early life stress and anxiety lead to greater alcohol intake in adolescence. To investigate this question, I study adolescent monkeys. This is important because alcohol use is often initiated in the teenage years, but we cannot experimentally give a human teenager access to alcohol to investigate what characteristics lead to excessive alcohol intake. We can, however, give adolescent monkeys access to alcohol. Importantly, the monkeys will consume alcohol at similar rates and will drink in similar patterns to humans -- about 10-20% will drink to intoxication on an almost-daily basis, while about 10% will not drink at all or will try it once and never touch it again. Furthermore, the monkeys have genetic, behavioral, and temperament-related similarities to humans, including similar rates of anxiety, providing a good translational model. Thanks to funding from many
alumni benefactors, including fellowships through BYU Graduate Studies and BYU Women’s Studies, as well as research grants through the BYU Office of Research and Creative Activities, I was able to fund research assessing the characteristics of monkeys that drink excessively. This research involves two groups of adolescent monkeys: 1) naturally anxious monkeys and 2) a non-anxious control group. Both groups are given access to wine-cooler-like sweetened alcohol or to a Kool-aid-like alcohol-free solution. The monkeys can choose which solution they want to drink (or if they want to drink at all!) and we simply record which solution they choose to drink and how much. Our preliminary findings suggest that those monkeys with high anxiety will drink three- to-four times as much alcohol as their control-group peers that do not display anxiety -- almost as if the anxious monkeys are self-medicating. Learning that early life anxiety leads to high alcohol intake is important because it means that we may be able to teach our anxious teenagers better coping mechanisms and reduce their propensity to drink alcohol.

This research lends answers to important questions, like, “Why do teenagers drink so much alcohol?” and “How can we prevent our teenagers from using alcohol?” and “What are ways to reduce an individual’s likelihood of drug abuse and addiction?”. From this study, we learn that teenagers likely binge-drink due to other biological traits like anxiety. Thus, if we can target alternative methods for our teenagers to deal with their anxiety, then we may be able to prevent or reduce their alcohol consumption, ultimately leading to reducing the suffering that is felt by families and individuals affected by alcoholism.

I have presented this research at two conferences and have won numerous research awards for this work, including first place in BYU’s university-wide Three-Minute Thesis Competition. I am currently working on writing up my research for publication in a scientific journal. While my present focus is on the underlying etiology of drug abuse and addiction, my long-term goals involve developing preventative or intervention-related strategies for individuals experiencing life’s challenges early on. After graduating with my Ph.D. from BYU, I intend to pursue a faculty position at an academic institution where I can continue researching early risk factors for addiction and drug abuse, with an overall goal of developing better preventative and intervention strategies for reducing drug and alcohol use among our teenagers.

Hickman Outstanding Scholar Lecture

Ramona Hopkins

Professor of Psychology Ramona Hopkins was the featured speaker at the 25th Annual Martin B. Hickman Outstanding Scholar Lecture, on Thursday, March 8th, 2018. The title of her lecture was "Post-Intensive Care Syndrome: "Effects of Critical Illness on Patients and Families." Hopkins was the recipient of the Martin B. Hickman award, which was announced in August of last year.
3MT (or Three Minute Thesis) is a research presentation competition that originated at the University of Queensland in 2008 with the first inaugural year at BYU being in 2014. Students participating in 3MT have three minutes to give a presentation based on their thesis that must be understood in layman terms. Psychology participants in this year's College of Family, Home and Social Sciences (FHSS) 3MT were:

Jessica Carmona, Clinical Psychology Ph.D. – 5th Year Graduate  
Thesis Topic: Crossing Language Barriers in Personality Testing

Lanie Henderson, Clinical Psych – 1st Year Graduate  
Thesis topic: Mixing It Up: The Role of Race in Romance

Holly Paxton, Clinical Psych Ph.D. – 1st Year Graduate  
Thesis Topic: Brain Mapping Language impairment in Dementia

Elizabeth Passey, Psychology Ph.D. – 4th Year Graduate  
Thesis Topic: Why Do Teenagers Binge-Drink? A Rhesus Macaque Model

This competition was held on March 7, 2018. Elizabeth Passey, competing for her second year, took first place prize. Her topic was "Why Do Teenagers Binge-Drink? A Rhesus Macaque Model." She was awarded $500, then moved on the university competition on March 8th where she took it all with another first place win of $5,000 along with garnering the People's Choice award through audience votes, for another $1,000.
Benjamin Eschler currently finished his 2nd year in the Clinical Psychology Ph.D. Program. Ben grew up in Woods Cross, Utah and attended Woods Cross High School. Ben's first experience with psychology was in an AP Psychology course where he was fascinated by the brain and how the brain connects to behavior, emotion, and relationships.

Ben earned his bachelor's degree in Psychology from Weber State University with minors in Chemistry, Neuroscience, and French. Initially, he wanted to attend medical school but was convinced that a Ph.D. in psychology would be a better route. Dr. Lauren Fowler was very influential in converting him to the path of neuropsychology. Having served an LDS mission in Madagascar, he was fascinated in the way that language affected personality and implemented that into his senior capstone project mentored by Dr. Aaron Ashley.

Ben would then go on to complete a master's degree in Applied Cognition and Neuroscience at the University of Texas at Dallas. While there, Ben honed his research interests while studying at the Center for Brain Health with Drs. Sandra Chapman and Asha Vas.

At BYU, Ben is working with Dr. Shawn Gale as his mentor. Together, they are researching the link between cognition (specifically executive function), mental illness (such as anxiety and depression), and neurologic conditions (i.e., TBI, epilepsy, etc.). Ben recently completed his thesis which was a meta-analysis investigating the behavioral and psychological difficulties that children may experience following a TBI. They discovered that parents of these children identify more difficulties than parents of children who have injuries that did not involve the head. Ben aspires to be a pediatric neuropsychologist at an academic medical center. Ben enjoys teaching, working with clients, and finding ways to contribute to the community.

While at BYU, Ben has had clinical experiences doing learning disability assessments at UVU with Dr. Edward Martinelli. This next year, he will be completing neuropsychological assessments with Dr. John Fulton at Primary Children's Hospital and at the University of Utah Center for Alzheimer's Research with Drs. Brock Frost and Lindsay Embree.
### 2017–2018 College of Family, Home, and Social Sciences Awards

**FHSS College Young Scholar:**
- Scott Baldwin

**FHSS College Young Scholar:**
- Scott Braithwatie

**Martin B. Hickman FHSS Excellence in Teaching - Adjunct:**
- Dawn Marie Wood

**Martin B. Hickman FHSS Innovation in Teaching:**
- Michael Larson

**Alcuin Fellowship:**
- Patrick Steffen

**University Service Award - 5 Years in Psychology:**
- Jalene McDonald

**Warren and Wilson Dusenberry Professorship:**
- Gary Burlingame

**Women's Research Initiative Grant:**
- Dee Higley
2017-2018 University Conference Awards

Karl G. Maesar Distinguished Faculty Lecturer Award

This award, BYU’s most prestigious faculty award, is provided through the generosity of the Karl G. Maesar Scholarship Society. The recipient must have demonstrated clear superiority in both scholarship and teaching.

Gary Burlingame

Gary M. Burlingame is the Warren and Wilson Dusenberry Professor in the Department of Psychology. His scholarly work investigates factors that lead to effective small-group treatment outcomes. He has contributed more than 60 books, technical manuals, and chapters to the field and has written 140 peer-reviewed articles. In addition, he has served as a consultant to more than 20 federal, state, and private entities, including the White House, the Department of Labor, and the Food and Drug Administration.

Karl G. Maesar Research and Creative Arts Award

This award honors faculty members for outstanding research and creative accomplishments and is made possible by the generosity of the Karl G. Maesar Scholarship Society.

Julianne Holt-Lunstad

Julianne Holt-Lunstad has received wide recognition for her work on loneliness, social integration, and social isolation. Her research has had a substantial social impact, and she has presented her findings to dozens of universities and national and international organizations. Julianne is currently working with the U.S. surgeon general on an emotional well-being initiative.

Karl G. Maesar Professional Faculty Excellence Award

This award recognizes outstanding achievement in fulfilling professional faculty responsibilities and is made possible by the generosity of the Karl G. Maesar Scholarship Society.

Joyce Adams

The inaugural director of the FHSS Writing Lab, Joyce Adams has influenced thousands of students and dozens of faculty members through her energetic writing consultation. She teaches writing courses in psychology, conducts applied research on writing, trains teaching assistants, and regularly emails writing tips. Joyce handles her responsibilities ably, eagerly, and professionally.
Annual Outstanding Graduate Teaching Awards

Each year Dr. Niwako Yamawaki chooses graduate students who have shown significant skills in teaching and presents them with an award for Outstanding Teaching. This year she presents two students with that award: Elizabeth Passey and Kara Durracio. Congrats Students!

Outstanding Graduate Instructor Award for 2017-18:
Elizabeth Passey-Wood (Left), Psychology Ph.D.
Kara Duraccio (Right), Clinical Psychology Ph.D.

Attention Alumni!

Want to be featured on social media and future newsletters?
Help recruit psychology majors and offer some direction to current psychology students at BYU by sharing your story! Email psych_projects@byu.edu with a picture and a little information about yourself. Use the questions below as a guide to get started.

- What led you to choose psychology as a major?
- What specific skills did you develop from psychology courses?
- What opportunities and experiences did you have outside the classroom that benefited you the most?
- In retrospect, what would you have done differently as an undergrad?
- Did you believe you “had to get more schooling” after your bachelor’s degree?
- What did your career path look like?
- If you chose to continue your education after obtaining your bachelor’s degree, share your reasons for doing so.
- Describe how you utilize your undergraduate psychology skills in your career.
- What advice can you offer current undergraduate students at BYU?