

Psyc E-Newsletter

Winthrop University Psychology Department
April 2014



**2012 Winthrop Psychology Graduate
Masters in Counseling at Towson University
Begins Ph.D. in Counseling at University of
Tennessee this fall**

What advice do you have regarding the graduate application and admissions process?

I would say get started, and organized, early. The hardest part for me was getting all my applications in on time. I often ran into little glitches with the online system that would have been less stressful if I had not waited to the last week to submit them. For example, I learned that my transcript file was too large for one of my application portals, so I was rushing to try to minimize the file and contact the program administrative assistant. I would suggest submitting well in advance.

"No, it's not fun getting up early to work out, but your health, above all else, should be a priority."

Alumni Spotlight—Cecille Gadsen

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Do you have any tips on staying organized and managing time in graduate school?

I am still trying to figure that out! I have found comfort in the idea that I may not ever find that perfect "balance" because life does not stop in graduate school. Things come up and you have to adjust. This realization, and acceptance of it, is probably one of the most important skills to acquire. When you stay organized and do things early, it allows you time to be flexible when "life happens."

What advice do you have concerning stress and maintaining your health while in graduate school?

Self-care! Never say you will work out or eat better "when you have time" because you never will...you have to MAKE time to take care of yourself – do it now! No, it's not fun getting up early to work out, but your health, above all else, should be a priority. I have also made a point to stock my kitchen with healthy snacks to grab and go. Also, don't beat yourself up if you don't get through your entire "to-do" list. Sometimes it is just best to go to bed, and try again tomorrow with less stress.

Psychology Award Winners



Outstanding Student Award
Keisha Carden

This award is given to a student who excels in all areas—research, service, engagement, and scholarship. This award goes to the most well-rounded candidate.



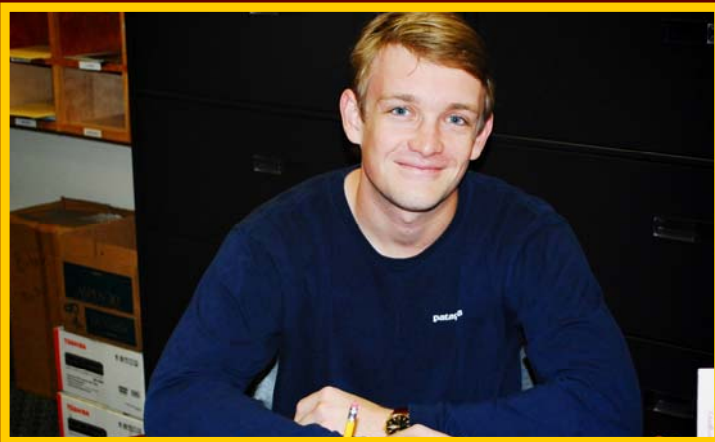
Outstanding Student Commitment Award
Giulietta Rizzo

This award is given to a student who has shown a high level of enthusiasm for their own learning and for the field of psychology. The selection committee may consider obstacles that the student has overcome when deciding on a winner.



Outstanding Scholar Award
Chantel Juitt

This award is given to the psychology major with the highest overall grade point average who completes at least 65 hours of coursework at Winthrop University.



Outstanding Researcher Award
Brady Nichols

This award is given to a student who is strong in many areas, but demonstrates exceptional research skills (independent work, work with multiple mentors, conference presentations, etc.).



Louise Johnson Award
Angel DiDomenico

This award is given to a student who contributes significantly to the department through service and leadership roles, such as peer advising, Psi Chi/Psyc Club, and the SOS committee.



Sara Tennant, a sophomore from Fort Mill, SC, is a very active and enthusiastic psychology student. She has always found psychology a fascinating field, especially in the areas of perception and language. Her interest in psychology began when she was a child, largely because her mother also studied psychology; she would flip through her mother's college psychology textbooks when she was younger to find out about how the brain worked.

She also likes psychology because it can be applied to improve others' lives. Sara is currently the

currently planning to volunteer at the Children's Attention Home this summer. "I love working with children," she says, "and I want to gain some experience working with them to prepare for my future career." She aspires to be a

"I want my work to be meaningful and to help people, and I think ensuring that children get the attention they need while at school is so important to their overall well-being."

school psychologist, and hopes to go to obtain her Specialist Degree at Winthrop. "I want my work to be meaningful and to help people, and I think ensuring that children get the attention they need while at school is so important to their overall well-being," she told me. She is excited about the rest of her college career at Winthrop, especially as she gains experience through internships, volunteering, and research. "Winthrop has provided a lot of opportunity for me to succeed in this field. I'm really blessed to be here."

Sara Tennet

Psychology Club Secretary, and hopes to eventually be a Psi Chi officer, as she was inducted into Psi Chi in March. She is also a Resident Assistant and a member of the Honors Program. Sara is going to be the Advising Assistant for the Psychology Department starting in the fall, and is

Up Close and Personal with Sara Tennet

Minor?

Philosophy & Religious Studies

Any pets?

A tuxedo cat named Mikey

Siblings?

2 younger brothers; Johnny & Robby

Originally from?

Rock Hill- Home Sweet Home

Favorite TV Show?

Dr. Who

If you could have one superpower what would it be?

Time travel (including the ability to freeze time) so I could get more things done.

Interesting Fact?

I am the 7th person in my family to attend Winthrop!

Faculty Spotlight—Dr. Lyon



Start in Psychology

As an undergraduate student of painting and printmaking at University of Kentucky, Dr. Lyon became fascinated with some of the underlying mechanisms of art creation and perception. A course in the Psychology of Perception solidified her ambition for psychological research and instruction that would eventually land her a graduate position at George Washington University under the mentorship of Dr. Richard Walk, a prominent figure in the field of depth perception.

Current Research and Research Interests

The bulk of Dr. Lyon's most recent research reflects her positions as the director of the Winthrop University Honors Program, member and former president of the Southern Regional Honors Council, and seat holder in the National Collegiate Honors Council Board of Directors. Her research in the field of honors program development has led to her presenting on such topics as honors curriculum development, honors housing and honors international study.

Plans for Future Research

Dr. Lyon plans to continue her work as a leading contributor to setting the standard for the development of effective honors programs and curriculum. This summer she plans to travel to England to facilitate a National Collegiate Honors Council (NCHC) faculty institute in Harlaxton, Lincolnshire.

Outside the Department

During her free time, Dr. Lyon still enjoys art and painting. She reads literature on areas of cognitive psychology and novels, as an escape from her many roles in the academic and honors communities, and she maintains a regular exercise schedule.

In the classroom

As a long time faculty member and instructor at Winthrop University, Dr. Lyon integrates her extensive teaching, research, and honors curriculum expertise into her classrooms, providing the highest quality of academic instruction and advising.



In the Inbox

Hi Dr. Prus,

I hope you are doing well. I am writing to update you on a few things that would never have been possible without my incredible experience as an undergraduate student at Winthrop University. As you know, I am currently completing my internship year with Charleston County School District and will be graduating from William and Mary in just a few short months! This past October I was awarded VASP's Graduate Student of the Year, which was a complete shock. That same month I also began applying for Ph.D programs and have completed a few interviews since. Last week I accepted an offer to join the Educational Psychology doctoral program at Georgia State University! I will begin my studies there this fall.

When I think about my journey, I always think back to the psychology department at Winthrop University. The foundation I received from you, my classes, and professors have been instrumental in my life. It is at Winthrop that my love for psychology and education first evolved, and it is there where I first saw how both of my passions could be intertwined. I know you have a lot of students graduate each year, but I wanted to say thank you. Thank you for providing strong mentors and professors; thank you for believing in me; and thank you for challenging me. I hope to one day be to a student what Winthrop was to me. Life changing.

All the best,
Tatiana Sosa



Faculty Spotlight—Dr. Matt Hayes

Current Research and Research Interests

Dr. Hayes' most recent research focuses on developing a broader based theory of political ideology, adapting and integrating interdisciplinary models to account for evolutionary theory and modulation and development of ideological norms over time.

Dr. Hayes' expertise is rooted in experimental Psychology and specifically in the fields of working memory, cognition and implicit learning processes. His application of these theoretical frameworks to research in learning and politics affords a perspective, which addresses a substantial gap in the Psychology of Politics and Ideology literature.

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Interest in Student Teaching and Learning Outcomes

In graduate school, Dr. Hayes developed an interest for the ways in which students interact with, and draw information from, various academic resources, as well as how they proceed to integrate that information to make decisions. He has researched such topics as the efficacy of common books, student use of "Rate my Professor," and student use of media in general to achieve academic goals.

Outside of the Department

Dr. Hayes collaborates widely with various organizations and establishments, lending his expertise in statistical analysis and experimental methodology.

Outside of his teaching and research interests, he enjoys gardening and the process of fermenting various foods and beverages such as beer, wine and Sauerkraut.

In the Classroom

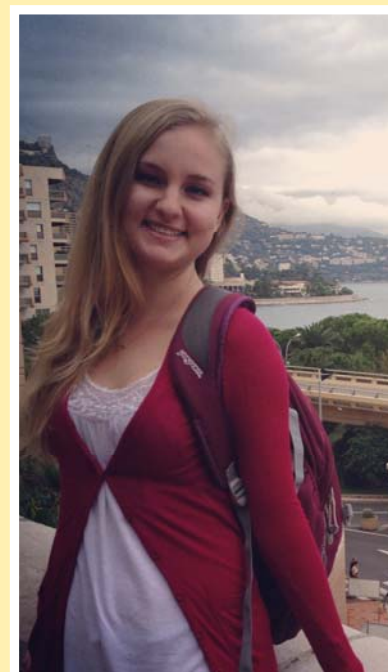
Dr. Hayes' expertise in research methods, experimental psychology, and statistics translates to a style of classroom instruction that is based in the teaching of the relevant concepts while also highly applied.

2014-2015

Newsletter Editor

I will be serving as your new chief editor for the 2014-2015 academic year! I am so 'psyched' to be able to bring Winthrop's psychology department relevant and helpful information about being a psychology student, future opportunities, events and activities in a fun and interesting way! I would love for this E-Newsletter to be a good way for students to get to know their department, its students, its professors, and get involved with a zest for Psychology.

Interested reporters and photographers should contact Dr. McKemy, faculty advisor, at mckemym@winthrop.edu.



Internship Spotlight—Kelsey Doucette

Wellstone Center, Rock Hill, South Carolina



My internship at the Wellstone Center in downtown Rock Hill is with one of our very own Winthrop professors- Dr. Lois Veronen. Last spring, I took Psychology of Women with Dr. Veronen, and she mentioned to the class that she has her own practice in town. One day, I asked her if she was taking on interns and she asked me if I was interested in coming to work with her-I said absolutely yes! I started my internship January 2014 and will continue through the end of the 2014 Spring semester.

I go into the office Monday through Thursday and sometimes on Fridays if I have extra appointments scheduled for the week. Dr. Veronen has session hours Monday-Thursday and sometimes comes in Friday and Saturday if she has work to be done. I assist Dr. Veronen with paperwork on clients, filing, making phone calls, conducting interviews for specific client cases, sitting in on sessions, and performing intakes on new clients.

My favorite part about this internship is that Dr. Veronen allows me to have a highly interactive role with the clients. Once their consent is given, I am

allowed to sit in on clients' sessions and sometimes actively participate. I have gotten to know several regular clients and have established great rapport with them. I also have the responsibility of conducting intakes with prospective clients. I have a 30-45 minute appointment with them in which I collect their basic information, history, and the reason for seeking therapy. My least favorite part is making phone calls and picking up the phone, but I have gotten a lot better at it just in these couple months!

“My best advice for students who wish to get involved in a similar internship is to make connections with professors and visit the Career and Civic Engagement office for suggestions on local internship opportunities!”

This internship has already provided me with a lot of the skills I need in order to one day own my own clinical practice. I have learned the mechanical workings of a practice, including how insurance works, effective ways to file and save client information, methods of therapy, and creating a safe and relaxed environment for the client.



STUDY ABROAD SPOTLIGHT—Kelsey Doucette in Italy



In the Fall of 2013, I had the wonderful opportunity to study abroad for a semester. I decided to travel to Florence, Italy. I found the culture fascinating and wanted to learn more about it. Before I left, I thought I was prepared, but I had no idea how much of an impact the experience would have on me. It taught me to be self-reliant and confident, and I learned to experience the moment. Plus, I had the time of my life!

While I was abroad, I was able to take Social Psychology, Child Psychology, and a sociology class- Italian Family and Society. I also took an Italian language course. The classes were taught

like Winthrop's with similar course material and class procedures which made it easy to adapt. The Italian Family and Society class taught me a lot about Italian culture and how families have changed over time. In the Italian language course, I learned the basics of speaking, reading, and writing. I was able to apply this knowledge to my everyday life, and I learned more by being immersed in the language. Almost any Winthrop affiliated study abroad destination will provide you with at least one or two classes that are relevant to your own major or minor. However, your major should definitely be a consideration when choosing where to travel!

I also had the ability to do a lot of traveling. While in Italy I got to visit the Tuscan countryside and take tours of vineyards, getting to taste the amazing Italian wines they produced. I also visited Rome and saw the Coliseum, Trevi Fountain, and St. Peter's Basilica and the beautiful city of Venice. During a long weekend in October, I traveled to Nice, Eze, and Monaco France along the Cote d'Azur. For my fall break, I spent 10 wonderful days in Greece. We first visited the island of Corfu and then saw the amazing ruins of the Parthenon, Zeus' Temple and the Panathenaic Stadium in Athens. Near the end of my stay, I took a quick three day trip to Krakow, Poland to visit Auschwitz, the death camp, and Birkenau, the concentration camp. Also during my time I got to go horseback riding through the Florentine hills, see a soccer game (which Florence won), and see historic landmarks like the Duomo in Florence every day.

My favorite part of this entire experience was being able to learn so much about myself. I learned to navigate cities, take care of myself, be more aware of my surroundings, and to appreciate every single moment I was in. The things I saw and experienced became a part of who I am and will forever be engraved in my memory. After returning from Italy, I am so much more confident in myself, and I literally feel like I could take on the world!



Employment Opportunities

Full Time Project Coordinator

The Infant Studies Lab at the University of Notre Dame seeks a full-time Project Coordinator. The anticipated start date of this position is June 1, 2014. The appointment is funded for one year, with the possibility of reappointment on an annual basis. Priority will be given to applicants who can make a two-year commitment, at minimum.

The Project Coordinator will aid in carrying out an NSF-funded research project on the development of early language skills. Managing the project includes diverse responsibilities, including scheduling and supervising other researchers and research assistants; recruiting participants; data collection, coding, and preparation for analyses; maintaining computers and data collection equipment.

Compensation is based on Notre Dame pay scales, and will be commensurate with qualifications and experience. The compensation package includes benefits.

Please send: (1) CV or resume, (2) cover letter detailing interests, relevant experience, and future educational or career goals, and (3) contact information for three references to: Olivia Wen. In addition, you must apply online, Job #14149 to receive consideration for the position. Applications will be considered on a rolling basis until the position is filled.



Full Time Lab Manager



The Early Childhood Cognition Lab at MIT, under the direction of Dr. Laura Schulz in the Department of Brain and Cognitive Sciences, has an opening for a full-time Lab Manager/Technical Assistant starting summer 2014. In our lab, we investigate children's ability to integrate new evidence to engage in accurate prediction, explanation, and intervention. We are broadly interested in factors that affect children's curiosity, exploration, and learning.

Top candidates for this position will have: a bachelor's degree in psychology, cognitive science, linguistics, or a related field; experience and demonstrated interest in behavioral or developmental research; experience working with young children, parents, and the community, preferably in a research setting; administrative and managerial experience; basic computer skills; experience with database management and programming preferred; organizational skills, independence and initiative, flexibility, excellent communication skills, and a sense of humor.

This position entails: Involving parents and children in research; testing toddlers and preschool children on research protocols; managing and maintaining materials for participant recruitment, including consent forms, human subject materials, etc.; supporting the lab's relationship with the broader community and, particularly, our partners at the Boston Children's Museum; supporting faculty, graduate students and post-docs in research, including data coding, maintaining video files and databases, and supervising undergraduate students.

More Employment Opportunities

Infant and Child Laboratory Coordinator

The Temple University Infant and Child Laboratory (TICL) at Ambler is seeking a laboratory coordinator, a position presenting rich and varied opportunities to participate in cutting-edge research in cognition and development. TICL is directed by Professors Kathryn Hirsh-Pasek and Nora Newcombe. Research concerns language acquisition, spatial learning, play and the arts, and memory development. The position is grant-funded and guaranteed for 1 year, but availability for 2 years is strongly preferred.



Lab Coordinator duties include:

- Management of day-to-day lab operations
- Recruitment and scheduling of children aged 2 months to 10 years
- Stimuli design and creation
- Data collection, coding, and analysis
- Presentation of findings at collaborative lab meetings and in federal grant reports
- Management of IRB protocols
- Research grants administration and accounting
- Hiring, training and supervising of research assistants

If interested, apply directly through the Temple University Human Resources website, requisition number TU-17498. Please direct all application inquiries to the current Lab Coordinator, Shana Ramsook. Applications will be reviewed as received.

Full Time Research Assistant

The Temple Cognition & Learning Lab is hiring a full-time Research Assistant to start work by July 1, 2014. This is a position presenting diverse opportunities to participate in cutting-edge developmental psychology research. The Temple Cognition & Learning Lab, directed by Professor Elizabeth Gunderson, conducts research on math and spatial learning, parent- and teacher-child interactions, and the development of academic anxieties and stereotypes.

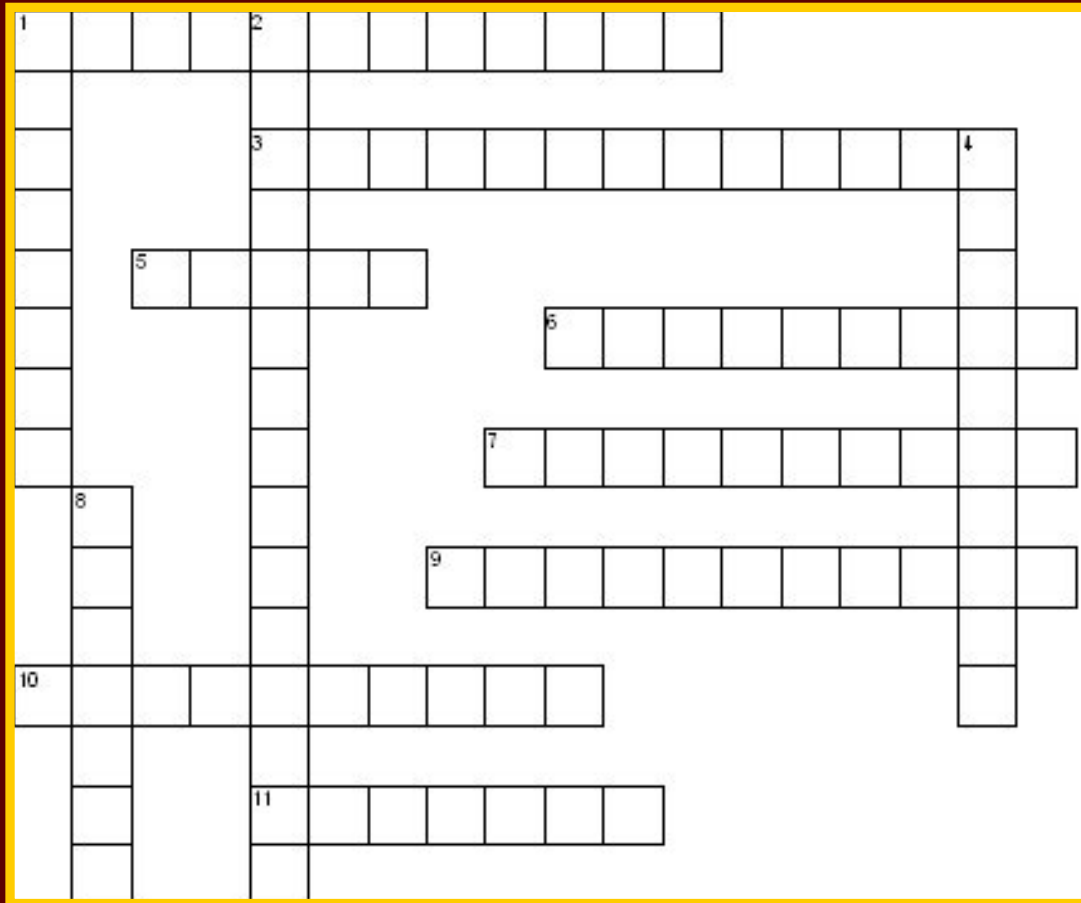
The Research Assistant will assist with multiple aspects of the research process such as stimulus design and creation, recruiting, scheduling, data collection, coding, analysis, and grant administration. The Research Assistant will present findings at collaborative lab meetings. Training and supervising undergraduate research volunteers is also part of the role. Performs other duties as assigned.

Required Education and Experience:
B.A. or B.S. in Psychology, Human Development, Neuroscience, Education or a related field. An equivalent combination of education and experience may be considered.

If interested, please apply online by searching for job number TU-17497 on the website.



PSYCHOLOGY CROSSWORD PUZZLE



Across

1. Robert is annoying to everyone around him. It seems as though people perceive him as vain, irresponsible, attention seeking, and lacking empathy. Robert, however believes himself to be a perfect individual and doesn't understand why people think he needs therapy. It is likely that Robert has a(n) _____ personality disorder.
3. Jabar, a 25-year-old auto mechanic, thinks he is Napoleon. He further believes he is being imprisoned against his will in the mental hospital where his relatives have brought him for treatment. Jabar most likely has _____.
5. _____ is most likely to be a symptom of bipolar disorder.
6. Psychological disorders in which people lose contact with reality and experience irrational ideas and distorted perceptions are known as _____ disorders.
7. _____ is a mood disorder and is characterized by persistent feelings of sadness and despair.
9. A person who has _____ is most likely to stay close to home.
10. An individual with _____ personality disorder is likely to have trouble regulating their moods (and are especially intolerant of negative emotions), have interpersonal relationships that are turbulent, and may be considered to have one of the most severe types of personality disorders.
11. People are especially vulnerable to _____ if they have alcoholism.

Down

1. _____ disorders are most often contrasted with the more debilitating psychotic disorders.
2. The _____ requires that the defendant be wholly or partially irrational when a crime takes place, and that the irrationality affected the defendant's behavior.
4. A person with _____ personality disorder is not likely to have a conscience
8. _____ disorder is most likely to be characterized by alternations between extreme hopelessness and unrealistic optimism.

Congratulate these students who have recently been accepted into graduate programs!



Current Students, Graduate Admissions

- **Laura Cobranchi**, Appalachian State University, SSP in School Psychology
- **Symone Calhoun**, University of Central Florida, M.A. in Clinical Psychology
- **Kierra James**, Winthrop University, SPP in School Psychology
- **Kristen McLaurin**, University of South Carolina, Behavioral Neuroscience, Ph.D.
- **Keisha Carden**, University of Alabama, Clinical Geropsychology, Ph.D.

Psychology Alumni, Graduate Admissions

- **Jordan McElroy**, University of South Carolina, Masters in Public Health
- **Shalaya Davis**, Howard University, Masters in Social Work
- **Katharine Lindberg**, University of North Dakota, Clinical Psychology, Ph.D.
- **Tatiana Sosa**, Georgia State University, Educational Psychology, Ph.D.
- **Cecile Gadson**, University of Tennessee, Counseling Psychology, Ph.D.

Congratulations!

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Kelsey Doucette