

Psyc E-News

March 2013



2012-2013 Student Psychology Awards

Congratulations to the 2012-2013 Department of Psychology award winners.

Outstanding Student Award—Vitta Clawson

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

Outstanding Scholar Award—Katharine Lindberg

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

Outstanding Researcher Award—Chauntice Buck

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

Outstanding Student Commitment Award—Brittney Black

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.

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Student Spotlight—Ainsley Hebert by Angel DiDomenico

Ainsley is a senior psychology major graduating in May. She started out in photography and then switched to biology before finally settled on psychology. Ainsley says she enjoys psychology because it is a happy medium between her first two majors: photography and biology. She describes the faculty as helpful and easy to talk to and says they are her favorite aspect of the Psychology department. She says they really do care about their students and desire to help them do their best.

The classes Ainsley has most enjoyed are Positive Psychology and Research Methods. She enjoyed Positive Psychology because the class dealt with mostly undressed topics. She said the topics are relevant to college students by discussing feelings and concepts that most students deal with everyday.

Currently, Ainsley is taking PSYC 463, a capstone course that involves interning within the community. She interns at The Center for Psychiatry at Piedmont Medical Center two days a week. The Center provides short-term treatment in an inpatient facility.

Ainsley has observed the process from entrance evaluations to group therapy sessions to treatment teams where a team of professionals come together to make a treatment plan and discuss discharge plans. She appreciates this internship because it “keeps her on her toes.”

Because of this internship, Ainsley has decided to pursue a Master’s degree in Social Work so that she can continue to work in the mental health field. Though she ultimately desires to teach psychology at a university, this internship has been important to her understanding of mental illness and how to interact and relate to people with a mental illness.



“Psychology allows me to be creative while still allowing room for science.”

“I enjoyed research methods because it gave me a new way to be creative that did not involve art.”



Thinking of Summer Classes?

Psychology 101—General Psychology

Session A - Dr. Hayes, MTWHF 9:00 - 11:40

Session B - Dr. McKemy, Online

Session D - TBA, MTWH 2:30 - 4:30

Introductory survey of the field of psychology.

Reasons to take summer courses

To Get Ahead

Sometimes students want to get a jump on the next year's classes and can do so in the summer, when they can concentrate on one or two classes at a time.

To Catch Up

Sometimes students had to drop a class or didn't do well in a class during the previous year, and they want to use the summer to catch up to keep scholarships and maintain progress toward graduation.

To Try A New Subject Matter

Sometimes students just want to get their feet wet in a new subject area, and the summer is a great time to do so when many classes are a bit more relaxed.

To Get Credit While Also Working

This summer, Psychology offers two courses online so that you can work, maybe even at home, and still make progress toward your degree. Students can choose between taking 10 weeks to complete the classes or finishing early and enjoying the rest of their summer.

Psychology 206—Developmental Psychology

Session D - Dr. Brown, MTW 9:00 - 11:40

A survey course of theory and research examining the changes and consistencies associated with development from conception to death. Infancy, childhood, adolescence, and early, middle, and late adulthood will be examined.

Psychology 301—Statistics

Session A - Dr. Ritzer, MTWHF 9:00 - 12:20

Study of descriptive and inferential statistics as they apply to the behavioral sciences.

Psychology 302—Research Methods

Session C - Dr. Ritzer, MTWH 9:00 - 11:50

Study of the scientific methods used in research including an opportunity to conduct research.

Psychology 305—Social Psychology

Session D - Dr. Collins, MTWH 1:00 - 3:00

Examination of the intrapersonal factors that influence human social behavior.

Psychology 313—Abnormal Psychology

Session C - Dr. Reiland, MTWH 1:00 - 3:00

Introduction to the disorders of behavior.

Psychology 314—Theories of Personality

Session B - Dr. McKemy, Online

Introduction to the theories of personality.

Psychology 409—Principles of Learning

Session A - Dr. Sleigh, MTWHF 2:30 - 5:10

Review of the theoretical concepts and major variables relevant to animal and human motivation and conditioning.

Psychology 510—Behavior Analysis and Behavior Change

Session A - Dr. Sleigh, MTWHF 2:30 - 5:10

Study of application of behavior management techniques in educational, clinical and domestic settings.

Join the Psychology Club! By Angel DiDomenico



If you want to become more involved in the Psychology Department then the Psych club is the place for you.

Psych Club has been involved in different service projects, most recently, a toy drive for The Hope House.

Last semester meetings included icebreakers to help us get to know one another better, snacks, a Halloween trivia game with prizes, and a presentation on PSYC 463- the capstone internship class.

This semester we are meeting February 12th, March 26th and April 16th all at common time in Kinard 101.

Join us as we discuss opportunities for upcoming service events and other fun activities.

April 16th will be the annual Psych Bowl, where we team up and face off. Not only do we have the opportunity to show off what we know but we also get to win great prizes!

More information about Psych club is located on the Psych club/ Psi Chi bulletin board near the office suite.



Nominate Your Favorite Research Faculty Mentor by Natalie Hyland

The Outstanding Undergraduate Research Faculty Mentor Award is for the college of Arts and Sciences. It is up to us students to vote for our favorite faculty mentor! Our vote is the primary deciding factor in who wins this award. The recipient will receive a small plaque and some money! Last year's recipient, Dr. Rusinko, is in the math department. However, we have lots of great psychology faculty members. Remember, even being nominated for the award is an honor so be sure to vote soon!

The rules for nominating someone are simple. You must provide

- information such as your name, year in school, and e-mail address
- how long you have worked with your mentor
- scholarly products that have resulted from your work with this faculty mentor (e.g., a presentation or publication)
- A statement of 500 or fewer words describing how your faculty mentor has helped you in some, or all, of the following ways:
 - Academically
 - Professionally
 - Personally

In other words, why do you believe that your faculty mentor is deserving of the Faculty Undergraduate Research Mentor Award? Please provide examples to support your points. These details will be the primary information used to determine the award's recipient.

Two Special Topics Courses Become Regular Courses

Positive Psychology



Psychology has long focused on mental illness, criminal behavior, and why all sorts of negative things happen. In the 1990s, some psychologists began researching more on why positive things happen.

Positive psychologists focus on four topics:

1. Positive experiences
2. Enduring psychological traits
3. Positive relationships
4. Positive institutions

If you're interested in this more positive spin on psychology, consider taking Positive Psychology, offered each spring semester.



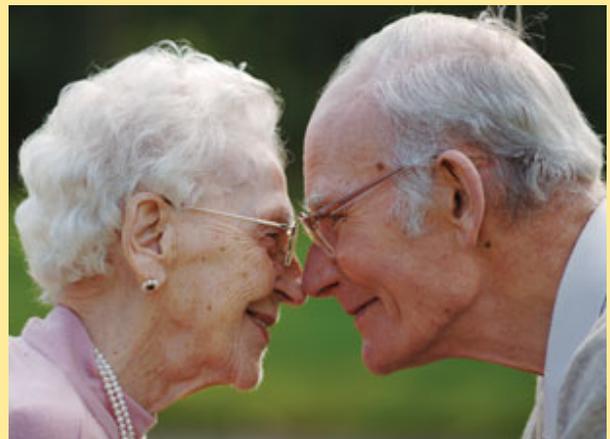
Psychology of Aging



What are the realities of growing older? Does it have to be lonely and fraught with illness and Alzheimer's? No, actually many older adults are living longer with good health and vitality.

Do you want to understand your parents and grandparents better? Do you want to plan your own aging process so that you have as much health and wellness as possible?

With a growing older population, it's likely you'll work at least some with older adults. If you'd like to increase your competence with accurate information, consider taking Psychology of Aging, offered each fall.



Faculty Spotlight—Dr. Jeffers by Angel DiDomenico



Why did you choose to begin teaching?

I initially discovered I had an aptitude for teaching in the first year of my doctoral program.

We had to take a series of seminars and construct and deliver a class lecture on our particular content area. I found that I really enjoyed it and decided I wanted to try to incorporate teaching somehow into my professional career.

Research was never as much of an interest for me, so I had not considered pursuing academia formally – i.e, pursuing a tenure track position somewhere.

Adjuncting seemed to be a nice balance. It allowed me to pursue my other passion, which is clinical practice.

Where did you go to school and what was your degree in?

I am originally from Michigan and obtained a BS in psychology from Central Michigan University. I did my graduate work at Wayne State University, also in Michigan, and have a PhD in educational psychology.

How did you end up at Winthrop?

I have been teaching at the university level since 2001 and when I relocated to Charlotte in 2009 I began looking into universities in the area for adjunct positions. Dr. Prus was kind enough to offer me a position and the rest is history.

What do you do other than teach? What encouraged you to pursue that career?

In addition to working as an adjunct professor, I also work in private practice in the Charlotte area. I became interested in psychology my freshman year of college when I took an introductory psychology course as part of the general education requirement. My professor was very charismatic and I found the content extremely fascinating. We also have three psychologists in the family, so it's always been sort of an interest of mine.

What is your favorite part about your job?

I love seeing students get excited about the content we're covering. It's rewarding to see them engaged and invested in the learning process.

What do you do in your spare time?

I'm a big foodie. I love trying out new restaurants. I enjoy going to movies, horseback riding, and taking my husband's motorcycle out for a spin (I'm on the back).

What advice would you give freshmen psych majors?

Start forming relationships with your professors.

What advice would you give senior psych majors?

Don't be intimidated by the prospect of graduate school. If you are bright enough to be accepted into a good program, you have the capacity to complete it. Tenacity is the key. Break larger goals down into smaller ones so things don't feel so overwhelming.

If you could be doing anything else, what would it be?

I honestly can't think of anything else I could see myself doing. I really enjoy being a psychologist and a university instructor. It seems to be such a huge part of my identity and where I derive a great deal of satisfaction.

What would most students would be surprised to find out about you?

I was a bit of a tomboy as a child. I use to love to build things and I'd insist on putting my own toys together, even at a young age. And at age 4, I cornered my parents and insisted they come clean about "the whole Santa Clause thing." I remember I even had a little pad of paper with me. It was like a mini press conference. I was pretty rational and analytical even then.