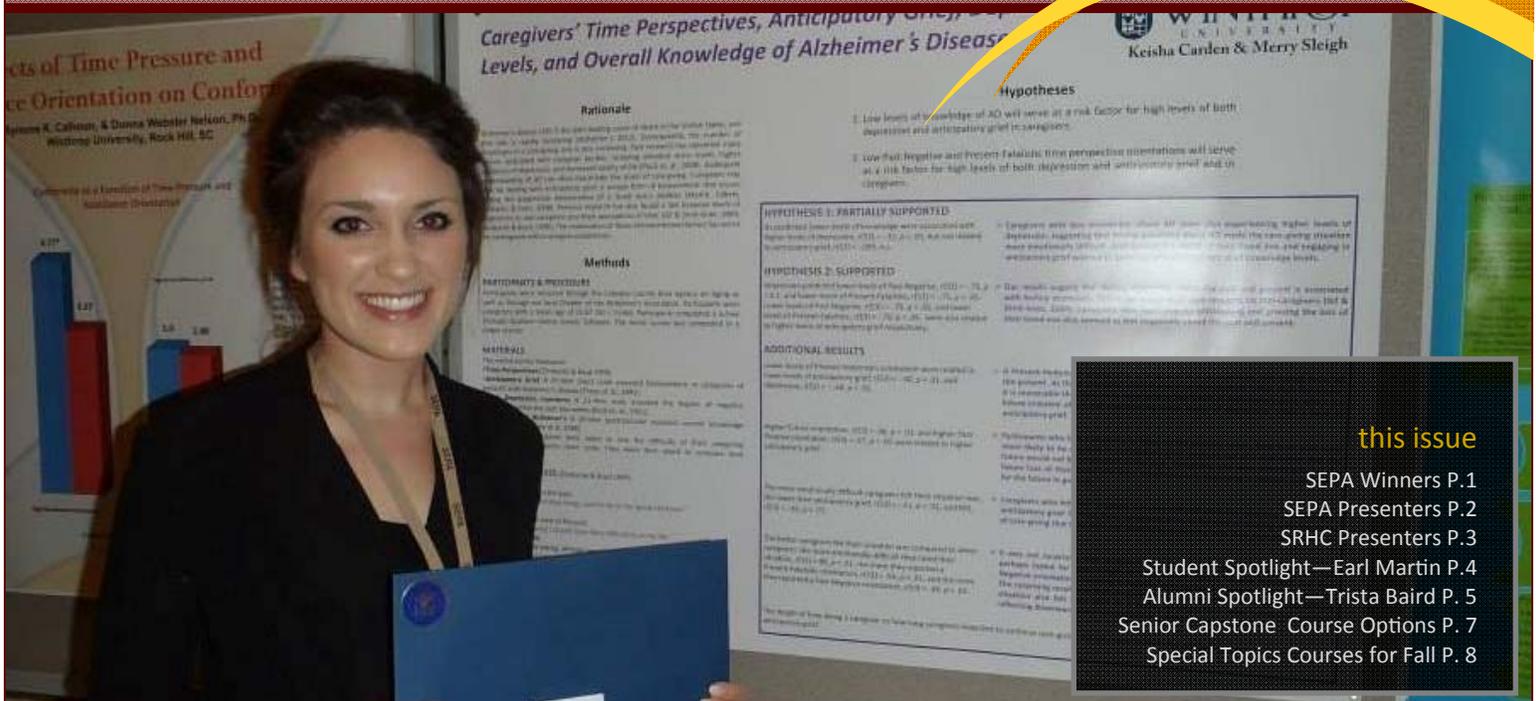


# Psyc E-Newsletter

Winthrop University Psychology Department  
February / March 2014



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## Our SEPA Award Winners

### Psi Chi Regional Research Award

Caregivers' Time Perspectives, Anticipatory Grief, Depression Levels, and General Knowledge of Alzheimer's disease  
Student: Keisha Carden, Mentor: Merry Sleigh

Impulsive Trust in Romantic Relationships: The Correlational Effect of Parental Influence  
Students: Katelynn Belliveau, Kayla Brown, and Christian Shedrick, Mentor: Tara Collins

### Honorable Mention

The Effect of Age on Personal Health Concerns and Knowledge of Alzheimer's disease  
Student: Kristen McLaurin, Mentor: Merry Sleigh

Young Adults' Risk Taking Tendencies and Sexualization of Cross-Sex Friendships  
Students: Chandler Cox, Earl Martin, Jami Lee, & Shartaysia Rogers, Mentor: Merry Sleigh

### CEPO Research Award

Facebook Monitoring of Ex-Partners and Perceptions of Being Monitored by Current Partners  
Students: Holli Ryan, Kaitlyn Rutherford & David Orman, Mentor: Merry Sleigh

### CEPO Award Finalist

Effects of Time Pressure and Avoidance Orientation on Conformity  
Student: Symone Calhoun, Mentor: Donna Nelson

Effects of Attachment Style and Accessible Memories on Attitudes about Virtual and Face to Face Relationships  
Student: Chelsea Gilmore, Mentor: Donna Nelson

## Students Present Research at SEPA

**Impulsive Trust in Romantic Relationships: The Correlational Effect of Parental Influence**  
Belliveau, K.A., Brown, K.M., & Shedrick, C.P., Dr. Tara Collins

**Effects of Time Pressure and Avoidance Orientation on Conformity**  
Calhoun, S., Dr. Donna Nelson

**Caregivers' Time Perspectives, Anticipatory Grief, Depression Levels, and General Knowledge of Alzheimer's Disease**  
Carden, K.D., Dr. Merry Sleigh-Ritzer

**The Effects of Perceived Difficulty on Procrastination**  
David, D.L., Dr. Matthew Hayes

**Young Adults' Use of Music in Response to Experimentally Induced Emotions**  
Farrar, S., Hawkins, K., McDuffie, S., & Green, M., Dr. Merry Sleigh-Ritzer

**Effects of Attachment Style and Accessible Memories on Attitudes about Virtual and Face to Face Relationships**  
Gilmore, C.I., Dr. Donna Nelson

**Mommy and Daddy's Favorite: Birth Order and Social Factors**  
Gray, C.L., Edwards, T.W., Lindsay, C.T., & Sullivan, T.R., Dr. Tara Collins

**The Effect of an Individual's Religious Beliefs on an Observer's Self-Monitoring**  
Guyton, K., Dr. Merry Sleigh-Ritzer

**Greek versus Non Greek: Contingencies of Self-Worth**  
Johnson, J., Bowman, Z., & DeLallo, K., Dr. Merry Sleigh-Ritzer

**The Relation Between Friend Attractiveness and Friendship Qualities**  
Kelly, S., Chavez, E., & Jamison, J., Dr. Merry Sleigh-Ritzer

**The Relation Between Friend Attractiveness and Friendship Qualities**  
Kelly, S., Chavez, E., & Jamison, J., Dr. Merry Sleigh-Ritzer

**Sexual Content in Popular Musical Genres**  
Kirkpatrick, K., & Powell, M., Dr. Darren Ritzer

**Young Adults' Risk Taking Tendencies and Sexualization of Cross-Sex Friendships**  
Martin, E., Cox, C., Lee, J., & Rogers, S., Dr. Merry Sleigh-Ritzer

**The Effects of Age on Personal Health Concerns and Knowledge of Alzheimer's Disease**  
McLaurin, K., Dr. Merry Sleigh-Ritzer

**Comparisons of First Generation and Non-First-Generation Students**  
Rizzo, G., Clyburn, C., McClure, R.B., & Moore, M., Dr. Merry Sleigh-Ritzer

**Facebook Monitoring of Ex-Partners and Perceptions of Being Monitored by Current Partners**  
Ryan, H., Rutherford, K., & Orman, D., Dr. Merry Sleigh-Ritzer

**Differences in State Level Support for Gay Marriage and Anti-Homosexual Hate Crimes**  
Schnitzer, R.D., & Myers, C.N., Dr. Darren Ritzer

**Perceptions of Modern Couples**  
Sorial, Y.M., Watson, J.M., Dr. Matthew Hayes



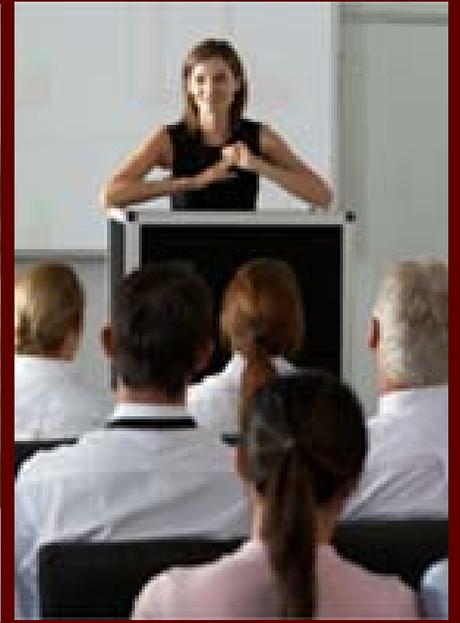
### Newsletter Staff

Faculty Advisor: Dr. McKemy

Chief Editor: Keisha Carden

Coauthors: Ronata Morrison

Sara Tennant



## Students Present at SRHC

By: Sara Tennant

Keisha Carden, Molly Crocker, and Kristen McLaurin will attend the Southern Regional Honors Council (SRHC) Conference from March 27<sup>th</sup> to 29<sup>th</sup> this year in Savannah, Georgia. SRHC is an organization that provides scholarship, conference, and networking opportunities to honors students attending its member schools. At this conference, this year entitled “Making Waves: Tradition and Innovation in Honors,” each of these students will present their own research in poster sessions and spend time seeing other presentations. All of the conference participants will get to hear a keynote speaker and are also invited to attend a riverboat gala on the Savannah River.

### **Keisha Carden**

Keisha, a senior from York, South Carolina, will present research titled “Caregivers' Time Perspectives, Anticipatory Grief, Depression Levels, and Overall Knowledge of Alzheimer's Disease.” This research investigates the combination of a number of factors relating to the burden that caregivers experience when taking care of Alzheimer’s patients. Keisha also presented her research at the 2014 SEPA (Southeastern Psychological Association) Annual Meeting in Nashville, Tennessee; this was her third presentation at SEPA.

### **Molly Crocker**

Molly, a senior and aspiring clinical mental health counselor from Simpsonville, South Carolina, plans to present research about forgiveness at SRHC this year. “I have not attended SRHC before, but I am looking forward to attending it this year!” she told me. She hopes that she will be able to do some sight-seeing in Savannah while she is not presenting.

### **Kristen McLaurin**

Kristen is a senior from Columbia, South Carolina, who plans to obtain her PhD in behavioral psychology and to complete the Behavioral Biomedical Interface Program at the University of South Carolina. She will present research about “Alzheimer’s disease knowledge and general health anxiety” at SRHC this year. Her research results suggest that, overall, knowledge is predicted by age and education while general health anxiety and knowledge are not related. Kristen also attended SEPA this year.

## Student Spotlight - Earl Martin

By Ronata Morrison



Earl Martin, a junior psychology major, came to Winthrop from Columbia, South Carolina. Upon his arrival to Winthrop's campus, he immediately felt an overwhelming and welcoming sense of community, and knew he could make a home here.

Earl visited Winthrop with intentions of becoming a criminal justice attorney, and soon learned that the Psychology department could give him the credentials he needed to get there.

However, as he began his journey in Kinard and was exposed to the many avenues he could pursue as a psychologist, he discovered clinical psychology was a better fit for him. He is thankful that Winthrop's versatile array of classes, and helpful staff, gave him the opportunity to discover this early in his academic career.

Earl is very active on campus and holds a variety of leadership roles. He serves as a peer mentor, ambassador, and currently works with the Student

Organization and Support committee.

Earl also finds time to work as a line therapist through the SC Early Autism Project. "I



find the autism spectrum interesting and love helping others," he explains as he reflects on his experiences.

Even with all of the things Earl is involved in, he still makes time to give back to the community. He currently volunteers with the Children's Attention home, which he thoroughly enjoys. Earl looks forward to his senior year here at Winthrop!

"I find the autism spectrum interesting and love helping others."



Trista Baird is a Winthrop Alumni who graduated with a dual degree in Psychology and Sociology.

She spend a few years working with the police department and is now a special agent in the South Carolina Law Enforcement Division (SLED) in the Special Victims Unit—Department of Child Fatalities.

She was recently shot on duty and has returned as a professor. This is her story.

## Alumni Spotlight—Trista Baird

By Keisha Carden

### What led you to make your career choices?

The path that led me to law enforcement was full of twists and turns. When I began at Winthrop, I was a mathematics major planning to go to Optometry school after getting my undergraduate degree. I took a psychology class and quickly found out that I loved it much more than my math classes.

I changed my major to psychology and began researching what field of psychology I wanted to study in graduate school. That led to me to criminology and ultimately to adding Sociology (with a concentration in criminology) to my degree path at Winthrop.

I decided to do an internship with Rock Hill Police Department for both my psychology and sociology majors. During those internships, I did several ride-alongs with patrol officers, and I immediately knew that I wanted to be a police officer.

During my internship, I applied to be a telecommunications operator (dispatcher) for the police department. I got the job and after graduating from Winthrop, I was hired to be a police officer. Like all police officers, I began as a patrol officer.

After a couple of years, I transferred to the Street Crimes Unit. After that, I worked in the Professional Standards Unit doing background checks on police officer candidates before transferring to the Criminal Investigation Division where I investigated child and vulnerable adult abuse.

I quickly realized that my passion is investigating crimes against children. Last year, I was hired by the South Carolina Law Enforcement Division (SLED) and am currently a Special Agent in the Special Victims Unit – Department of Child Fatalities.

### Tell us a little about your recent injury and its impact on how you view your career.

In February of 2010, I was working on the Street Crimes Unit with Rock Hill Police Department. I was assisting the York County Drug Enforcement Unit in serving a search warrant on a drug dealer's house. My job that night was to secure the perimeter of the residence and detain anyone who may run from the residence. I was running to the backdoor of the residence from the front yard when the Drug Enforcement officers breached the front door.

When the officers entered the home, they entered a bedroom where the drug dealer began shooting at them. One of the Drug Enforcement Officers was shot in the arm and returned fire. One of the bullets came through the wall of the residence and struck me in my left wrist, shattering my radius, near my wrist.

This experience did have an impact on how I viewed my career. I learned just how strong my law enforcement family was. When I was in the hospital, an officer was stationed outside my room for my entire stay. (continued on the next page)



## Alumni Spotlight Continued

(continued from the previous page)

The night of the shooting, the hospital actually had to stop anyone from entering the Emergency Room because there were so many people coming to check on me.

For weeks afterwards, I received phone calls, flowers, meals, and visits. My experience showed me just how strong the 'Thin Blue Line' is. The Thin Blue Line symbolizes the police's role of separating the good from the bad, protecting our society from chaos. The black represents the memories of the fallen officers and the blue represents bonds of those who remain protecting our nation every day.

Thankfully, God protected me and the other officers that day and we were not killed. The suspect was found guilty in federal court and is serving a lengthy sentence in federal prison.

**"However, seeking justice for innocent children who were murdered, often by the hands of their own mother or father, makes it all worthwhile."**

### What do you like and dislike about the job?

There are not many things that I dislike about the job. Of course, we all wish we made more money but I did not become a police officer to get rich. The hours are often long and I am on call, so that can be difficult for my family. However, seeking justice for innocent children who were murdered (often by the hands of their own mother or father) makes it all worthwhile. Even as a patrol officer, the satisfaction in knowing you are working to keep your community safer makes all the dislikes of the job seemingly less.

### What would you say to young people who are interested in following your career path?

If you have any interest at all in becoming a police officer, do a ride-along. Job shadow or intern, and ask questions.

Television shows and movies are far from accurate. They often glorify the field, giving us non-existent technology, and superhuman powers, such as investigating and prosecuting a serial murderer in less than an hour.

There is no better way to determine if this is the career path for you than to have a conversation with someone who is employed in the criminal justice field.

### Is there anything you'd like to add?

I'm happy to answer any questions that students may have. My email address is [bairdt@winthrop.edu](mailto:bairdt@winthrop.edu). Feel free to contact me anytime!

## Important Dates to Remember



**March 16<sup>th</sup>  
Advising Begins**



**March 30<sup>th</sup>  
Psi Chi Induction**



**April 7<sup>th</sup>  
Psych Club/Psi Chi  
social**



## Senior Capstone Course Options

Psychology majors are required to complete one “senior capstone course” that culminates and unifies learning in other psychology courses. The options are:

### **Psyc 400: History and Systems – Dr. Ritzer**

- Catalog Description: Study of philosophical and scientific basis of modern psychology and the history of psychology as a modern scientific discipline
- Offered in fall and spring
- Prerequisites: PSYC 101, 301 and 302, junior or senior status, or permission of instructor
- The focus of this course is on how the discipline of psychology has developed within an historical context and how it operates within the current political and economic framework.

### **Psyc 463: Academic Internship in Psychology – Dr. Nelson**

- Catalog Description: Application of psychological principles in work settings. Course involves working in experiential settings in which psychological principles are applied and participating in a seminar
- Offered in fall and spring and sometimes summer
- Prerequisites: PSYC 101, 301, 302, and junior or senior status as psychology major, or permission of instructor
- This course integrates classroom learning with work-based learning related to the student’s individual interest area in psychology. Onsite experience is supplemented with in-class learning activities. Grading is based on performance at the internship, weekly writing assignments, a final project, and class participation. Students are expected to work 8 hours each week in a psychological setting such as a human service agency, school, or business.

### **Psyc 498: Senior Seminar – Dr. Lyon and/or Dr. Prus**

- Catalog Description: An advanced capstone seminar for psychology majors who have completed the majority of their degree requirements, emphasizing integration of knowledge gained in psychology, application of psychological principles to issues and problems, and exploration of postgraduate options for psychology majors
- Offered in fall and spring
- Prerequisites: PSYC 101, 301, 302, and junior or senior standing as a psychology major
- Students have the opportunity to explore a wide variety of topics through reading original works, discussing ideas in class, and leading discussions. Other projects include a career project paper with oral presentation and an intervention project paper with oral presentation.

## Resume Organizational Tips

### CONTACT INFORMATION

Name  
Address  
Telephone  
Cell Phone  
Email

### EMPLOYMENT HISTORY

Work History  
Academic Positions  
Research and Training

### EDUCATION

Post-Doctoral Training  
Graduate School  
University

### PROFESSIONAL QUALIFICATIONS

Certifications and Accreditations  
Computer Skills

### AWARDS

### PUBLICATIONS

### PROFESSIONAL MEMBERSHIPS

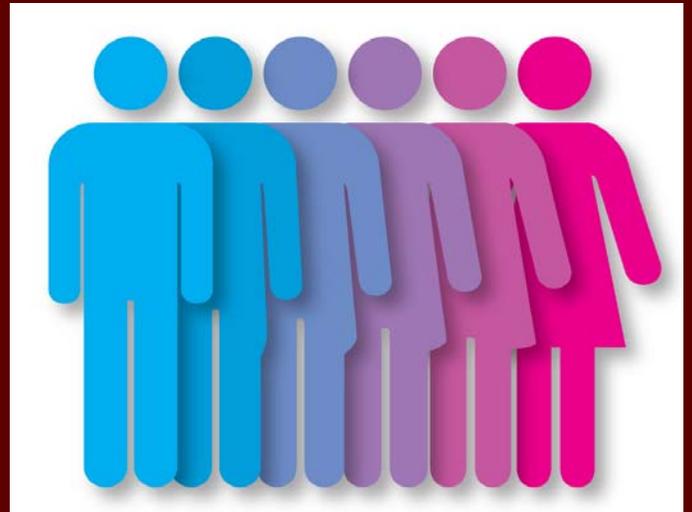


## Special Topics Courses Offered This Fall

### **Psyc 520: Sex and Gender – Wednesday 5:00 – 7:45—Dr. Collins**

Prerequisite: Psyc 101

This course is designed to challenge the idea of what is “normal” or even “typical” sexuality and gender. Topics will include such things as sexual identity, sexual orientation, relationships, gender issues, masculinity and femininity, diversity of gender expression, sexual dysfunction, and atypical sexual expression. As a 500-level course, this course will challenge students to gain a deeper understanding of the diversity of sexuality and gender. Students desiring graduate level credit can do so by completing an additional assignment.



### **Psyc 520: Child Psychopathology – MW 9:30 – 10:45—Dr. McKemy**

Prerequisite: Psyc 101

This course is designed to cover a broad array of conditions and disorders in children and adolescents. Topics will include such things as depression, bipolar disorder, anxiety disorders, conduct disorders, ADHD, learning disabilities, substance abuse, childhood schizophrenia, autism spectrum disorder, sensory processing disorder, OCD, PTSD and RAD, eating disorders, and intellectual disability. Although giftedness isn’t a “disorder,” it is often misdiagnosed as a disorder and also often involves psychological disorders in the course of the condition, so we will cover it as well. Students wishing to earn graduate-level credit can do so by completing an additional assignment.

