

Psyc E-Newsletter

Winthrop University
March 2015



Winthrop Psychology SOS Committee

By Zachary Bowman

The Student Organizations and Support Committee is more than just a group of psychology students; it's a voice for the students at Winthrop University.

As a senior serving my third year as part of this committee, I have been a part of department discussions from: the most efficient use of paper to save money all the way to providing feedback on future staff hirings within the department. I have accompanied professors on preview days and have had a direct impact on future students' potential area of study.

Just as a business asks for feedback the SOS committee is designed to deliver the department with concerns, ideas, and further development of the psychology department here at Winthrop. We spend time addressing campus involvement, educational programming, and even stewardship opportunities to provide students a well-rounded experience at Winthrop. We strive to build a sense of community for students within the University and in the city of Rock Hill. We actively protect and represent students' best interests.

Current committee members include Zachary Bowman, Earl Martin, Ronata Morrison, Kelsey Doucette, Leah Brown, Vita Clawson, Sara Tennant, and Amber Grant.

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Dr. Prus Wins Lifetime Achievement Award

By Ashleigh Stallworth

Dr. Joseph Prus, Chair of Psychology and Director of School Psychology's graduate program here at Winthrop, recently won the National Association of School



Psychologists (NASP) Lifetime Achievement Award. The purpose of this award is to "recognize a member of the school psychology profession who has devoted his or her professional life to the improvement of the profession." In order to be nominated for it, a person must have completed at least twenty-five years of service to the field of school psychology, been a member of NASP for at least twenty years, and must have completed ten or more years in NASP leadership. I recently had the honor to sit down with Dr. Prus and ask about him about his accomplishments.

Upon asking which of his accomplishments he was most proud of, Prus said that as a faculty member, he takes the greatest pride in the accomplishments of Winthrop students and alumni that he has taught and supervised. He is also proud of the work he has done on NASP professional standards and the fact that he was the first and only arts and sciences faculty member to be selected to chair the National Council for Accreditation of Teacher Education executive board.

Dr. Prus knew he wanted to work with children and youth since high school, when he coached a little league team. But he didn't come to learn about school psychology until August of his senior year, when his undergraduate advisor told him about the field and helped him make some connections with school psychology faculty.

When deciding which career path to follow, Dr. Prus said he tried to think ahead to someday when he would be retiring and ask, "If I choose this career, will I look back and feel that I had made a contribution to society and made a difference?" He also stated that not long after beginning to work as a school psychologist, he knew he had made the right choice.

When asked about his favorite thing about Winthrop, Dr. Prus said he loved his colleagues and students, who make Winthrop a great place to work and learn. Winthrop is proud to have Dr. Prus as a part of the faculty!

NASP Lifetime Achievement Award

Candidates for the NASP Lifetime Achievement Award must have:

- At least 25 years of service in the field of school psychology
- Maintained active NASP membership for at least 20 years; must be a current member
- Served 10 or more years in NASP leadership positions

Candidates are evaluated in terms of major contributions to the field of school psychology throughout their careers in each of the following areas:

- Direct service to children, schools, and families by providing school-based comprehensive services and/or administration and supervision of school-based psychological services.
- Service to the profession through local, state, and national organizations dedicated to the development and implementation of school psychological services
- Service to the profession through the development of school psychology training programs or through the provision of continuing professional development opportunities
- Service to the profession through research and publications that contribute to the knowledge base of school psychology.

The Personal Side

In her precious spare time Dr. Reeves enjoys skiing, playing golf, reading fun books, and running with her dog.

She is concerned about the divisiveness in our country. The leaders of our country modeling bullying behavior rather than an environment of tolerance and respect for each other. She feels these are not good role models for our children.

She is very grateful to have a very supportive husband and parents who had a very positive impact on her life. She said her parents taught her "Life is what you make it. Work hard and good things will come. Education comes first."



Dr. Reeves Elected NASP President

By Melissa Snodgrass

Dr. Melissa Reeves, adjunct faculty member in the School Psychology graduate program at Winthrop, was recently elected president of the National Association of School Psychologists (NASP). Here at Winthrop, she teaches and supervises students studying to become school psychologists.

As president, she would like to "continue to educate parents, politicians, and school administrators on the importance of mental health and how it underlies academic achievement. They need to see the importance of investing in our children not just in education but their social and emotional well-being." She would like to see school psychologists be empowered to advocate for their profession. She says "if we invest in prevention initiatives now it will help kids early on."

She has always had a passion for working with children, families, and schools, and this passion was a large determining factor in her career choice. She earned a B.A. in Special Education, an M.A. in Counseling Psychology, and a Ph.D. in School Psychology. She is also interested in children with special needs, an interest that developed after working with special needs children at the Special Olympics.

Her advice to any students interested in going into School Psychology is to select a program very carefully and make sure that the school has a NASP approved program. She also says to research schools and determine if it is teaching just about how to test and write reports or a more expanded role as a consultant as well. Winthrop's School Psychology program is practitioner-focused and helps prepare the student for a career as a school psychologist.

One of her favorite jobs was as a School Psychologist in Cherry Creek, Colorado. She said she was able to do great prevention activities that made a big difference with the kids and the school environment. She said no two days were the same and there was a certain unpredictability, but at the same time she said organization is key.

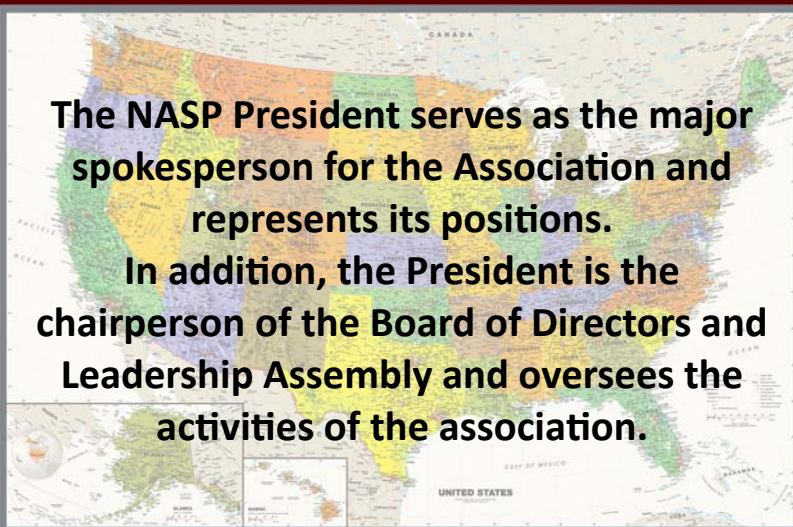
Some of her personal successes include her daughter in seventh grade and son in tenth grade and co-writing PREPaRE, a crisis prevention and intervention curriculum, that was published in 2006 and is used in all 50 states and 7 international countries.

In her experience as a school psychologist she has learned that parents are doing the best they can with what they have. Parents have the opportunity to make good changes when they are given the tools they need to help their children grow.



The NASP President serves as the major spokesperson for the Association and represents its positions.

In addition, the President is the chairperson of the Board of Directors and Leadership Assembly and oversees the activities of the association.



Student Spotlight—Austin Bishoff

By Zachary Bowman



When did you decide to major in psychology?

I decided to be a psychology major back in high school. Psychology always interested me, and I thought it was the best way to utilize my skills to help people.

What areas within psychology interest you?

The main area of psychology that interests me is school psychology, but I also like counseling psychology. Working with people with disabilities has encompassed much of my life and I really love it.

How do you think your classes now will prepare you for your future career?

My classes have opened a doorway to my future and successful career. My professors and the course material have given me the necessary skills and hands on experience to succeed. I know it will be a tough road ahead, but things worth having never come easy.

Have you done any specific volunteer or internship work in psychology?

Yes, I had the opportunity to get an internship with the Early Autism Project, which has been amazing. Because of this opportunity I am now a line therapist working with children with autism spectrum disorders, which I have thoroughly enjoyed.

Ok, you have to choose one or the other, not both! Nature or Nurture?

I know that nature does impact the psychological state of the individual, but I would have to choose nurture after developmental psychology. How we are raised and how our environment impacts our decisions greatly influences how we develop more than the biological component. Parenting styles determine if we are well adjusted or psychologically unstable individuals.

Any faculty members you would like to give a shout out to?

I would have to give a shout out to Dr. Fortner-Wood. I've had her for both developmental and advanced child development, and she is an excellent professor. She may put you to work, but her classes and course material are definitely worth the effort. I truly enjoy being a psychology major.



Early Autism Project, Inc., (EAP) offers the highest quality of intensive, research-based behavioral treatment for children and young adults between the ages of 20 months and 21 years with autism spectrum and related disorders.

EAP develops customized Applied Behavioral Analysis (ABA) therapy programs and equips each child's home, clinic or school team with the training and supervision necessary for high-quality, consistent teaching and behavioral intervention.





Get to Know Linda Mason

By Chandler Cox

Ms. Linda Mason is best known as the Administrative Specialist for the Psychology Department, and she is a wealth of information. If student or faculty need to know something, she's the person to ask. She has been working in the psychology department since 2009, but she has been at Winthrop since 2000. Ms. Mason previously worked in Institutional Effectiveness (Assessment) in Tillman Hall.

Ms. Mason was born and raised in Spartanburg, SC, but she says she always knew she wanted to work at Winthrop University. When her husband was forced to relocate to Lancaster, SC for his job, she saw it as the perfect opportunity. She said that Winthrop was the first place she applied!

When asked how Winthrop has evolved since she started here, she stated, "my first job was in accounts payable and then I worked in alumni affairs. Since then, there have been many changes in administration, but also everything is computerized now." Ms. Mason talked about how technology is now a central part of the university's fabric. When asked how she would like to see the university grow in the next ten years, she stated, "I already like it so much as it is!" She did say she would love to see more students attend Winthrop.

When asked about her favorite part of working with the psychology department, Ms. Mason exclaimed "the faculty!" She said that she wouldn't want to work in any other department. She said that, "the faculty put so much time and energy into our students and I just want to help them in any way that I can." Ms. Mason loves working with the psychology students as well, especially the School Psychology graduate students. She says that the graduate assistants in the central office get better and better each year; the psychology department really gets the "cream of the crop." She says that the graduate students are sometimes really stressed out and she just tries to maintain a positive atmosphere and encourage them. She is a very good listener! Ms. Mason has an open-door policy and she loves for students to stop by and chat with her! We are very fortunate to have her in our department!



FUN FACTS

If you could take any psychology course here at Winthrop, what would it be and why?

Either Abnormal or Theories of Personality because they both sound really interesting!

If you could paint a picture of any scenery you've seen before, what would you paint?

I went to Alaska once on a cruise and it was beautiful! I would paint the snow-covered mountains.

If you could meet anyone, living or dead, who would you meet?

I would want to meet Billy Graham in person and ask him about his experiences.

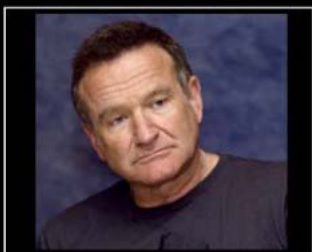
Do you have a favorite quote that inspires you?

"For I know the plans I have for you; plans to prosper you and not to harm you, plans to give you hope and a future."
Jeremiah 29:11

"Mental illness is nothing to be ashamed of, but stigma and bias shame us all."

Bill Clinton

- One in four adults – approximately 61.5 million Americans – experiences mental illness in a given year
- About 9.2 million adults have co-occurring mental health and addiction disorders.
- Approximately 26% of homeless adults staying in shelters live with serious mental illness and an estimated 46% live with severe mental illness and/or substance use disorders
- Approximately 20% of state prisoners and 21 percent of local jail prisoners have "a recent history" of a mental health condition.
- 70% of youth in juvenile justice systems have at least one mental health condition and at least 20% live with a severe mental illness.



Depression
Time To Take It Seriously

Stepping Stones

Eliminating Negative Stigma on Mental Illness

By Kelsey Doucette

Stepping Stones is an organization empowering others to take steps toward removing the negative stigma surrounding mental illness at Winthrop University. The purpose includes uplifting others' self-esteem and worth by holding events that focus on mental health issues on campus and in the community. Stepping Stones is an interest group that was created by students who want our population to become more aware of mental health issues by getting involved and learning.

Negative stigma towards mental illness is a very real issue for college campuses as well as the surrounding community. People with mental illness not only have to deal with their condition, but they must also handle stereotypes and prejudices from others around them. It is important for people to understand mental illness and to learn the facts to help dispel some of the stigma.

If you are interested in learning more about mental health issues, uncovering the facts, and what you can do to help check out the links below!

What Is Stigma? http://www.mentalhealth.wa.gov.au/mental_illness_and_health/mh_stigma.aspx

Stigma and Discrimination <http://www.mentalhealth.org.uk/help-information/mental-health-a-z/s/stigma-discrimination/>

Overcoming Stigma from Mental Illness <http://www.mayoclinic.org/diseases-conditions/mental-illness/in-depth/mental-health/art-20046477>

Anyone who is interested may attend an interest meeting held every Tuesday from 11am-12pm in Owens 102. You can also contact the organization by emailing activeminds@winthrop.edu.



Upcoming Research and Internship Opportunities

By Chandler Cox



Summer Intern Program University of Notre Dame Infant Studies Lab

The Summer Intern Program is accepting applications for an unpaid internship designed to provide hands-on research experience to students interested in pursuing graduate work in cognitive and language development or a related field.

The Infant Studies Lab conducts research to investigate how infants learn language and how they pick up patterns from the environment, among other research topics. Past research experience is preferred, along with basic computer skills.

All internships will begin on June 1st for a minimum of 20 hours per week. There are 8-week, 9-week and 10-week internships available.

If you are interested, send a resume and cover letter detailing relevant coursework and research experience as well as your preference for the internship duration (e.g. 8-week or 9-week). All materials should be sent to the lab manager, Maddy Oswald at moswald2@nd.edu by March 15th, 2015.

Manna Project International

The MPI Summer Intern Program gives volunteers experience working with a non-profit and serving an underprivileged population. This year, they are sending volunteers to Ecuador and Nicaragua! Volunteers will assist in planning classes, instructing lessons and contribute to greater community development. Applications will be accepted until March 22, 2015. Social service majors are welcomed. Those interested should contact MPI Recruitment Coordinator Virginia Green at recruitment@mannaproject.org. For more information visit <http://www.mannaproject.org>.



Yale University Infant Cognition Center

The Infant Cognition Center at Yale University is accepting applications for the summer internship program (June 1-August 7, 2015). Their research focuses on social cognition in infancy.

More information about their current research can be found at www.yale.edu/infantlab. The unpaid internship will involve a minimum commitment of 20 hours per week.

The internship is best suited to students interested in pursuing graduate studies in developmental, social or cognitive psychology. To receive an application, please email Shelley Mackinnon at yalebaby.manager@gmail.com.

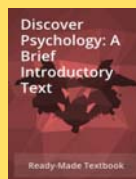
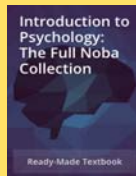


Critical Review of New Psychology Textbook

You can participate in a critical review of a new, free and open-licensed online psychology textbook. You would be assigned two brief modules from the textbook to review.

You will then be asked to fill out a short online survey for each section. Student reviewers will get their names included in the textbook's acknowledgments.

Interested volunteers should contact info@nobaproject.com.



Psychology Word Search

G S S X H Z F M V K S A E H G F Y V H D M L U P
C O G N I T I O N Z B L L G W G V D I W Q O L N
E V I T I S O P M G F O A X O D P V S O T Z Q M
D C S W L P W H G D O S N L D E I I T S S O P J
C Q D Y G E C S G R C X O E M G H F O C A D P E
D G E N E R A L V H D C I N D U S T R I A L F E
D X M E A S U R E M E N T S R B N C Y T X G H R
H L E E B O L V N S H Q A R A B R S S S R J O U
F T S B N N A H Z I O V Z U P I E D F I K I J T
E E F C O A I T D J N L I N L O T E N T V L E L
R X S F R L C L C G O G N S P L N J F A E X W U
X D G K M I O A E A R F A G Z O I C H T W O P C
D G U K A T S E S H S A G I N G G E C S E O L Y
F R W G L Y W H D T E V R B S Y B I R H D L P V
J T H U I O Y D E V E L O P M E N T O T C P L V

Abnormal
Aging
Behavior
Biology
Cognition
Culture
Development
Ecology

General
Health
History
Honors
Industrial
Internship
Learning
Measurement

Organizational
Personality
Positive
Research
Social
Statistics

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