

Message from the Experimental Area Coordinator:

Time for a pop quiz.

1. The use of brain imaging techniques has been:
 - a. One of the most important developments in the history of psychology
 - b. One of the most overrated developments in the history of psychology
 - c. All of the above

Surprisingly, the best answer is 'c'! Brain imaging techniques can be seen as both groundbreaking and as a misleading distraction. How can they be both?

Let's start with the bad news. In his provocative book, *The New Phrenology: The Limits of Localizing Cognitive Processes in the Brain*, William Uttal lays down a compelling case against the over-interpretation of brain imaging studies. First, he advises caution against the typical brain-imaging finding in which researchers show that when people engage in task X, brain region Y lights up, and therefore conclude that region Y handles task X. The key thing to keep in mind here is that most brain regions show at least *some* activity *most* of the time. Those pretty pictures of the brain that you see in the popular press, in which a small number of brain regions are lit up with colorful orange and yellow shading,

are not as straightforward as you may think. Since most brain regions show at least some activity, researchers must arbitrarily decide on a threshold level of activation to distinguish "active" from "inactive" brain areas. Set the threshold very high, and only a handful of brain regions will "light up." Set the threshold a bit lower, and dozens of brain regions will "light up." Set it lower still, and hundreds of areas will "light up." The problem here is that there is no single true threshold; by choosing various arbitrary thresholds, brain-imaging researchers can tell an unlimited number of stories based on a single data set.

Uttal highlights other limitations of brain imaging. One is the fact that brain regions are massively interconnected, with the processing involved in most tasks distributed across multiple brain regions. Thus, activity in a given brain area is a complex combination of (i) processing occurring in that region itself, as well as (ii) stimulation from other connected brain regions that are communicating with the region of interest; we cannot tell the difference. Second, as in so many other domains, more is not necessarily better. While researchers typically assume that more brain activity equals more mental activity, this is by no means necessarily so. Indeed, many studies have shown that as people get better and better at a task, the corresponding brain activation *decreases*, not increases.

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Majors Making an Impact

By Ryan Corser, Graduate Student

Imagine boiling down more than a year's worth of work into an eight-minute presentation and then answering questions from faculty and graduate students. Yikes! Facing this challenge last April, seven students of the Psychology Department's Honors Program delivered fantastic presentations. They also skillfully handled some tough questions. Presentations were on a wide range of topics in clinical, social, cognitive and cross-cultural psychology (see table below for topics).

These presentations were the culmination of a rigorous departmental program requiring students to conduct original, empirical research under the guidance of a faculty adviser. Our Honors Program, under the leadership of Dr. Ricky Heffner, is the biggest and best on UT's Main Campus. In fact, it's been cited by some as a model for other honors programs at the University. Students seeking enrollment in

the Honors Program must: a) obtain two faculty recommendations, b) have an overall GPA of at least 3.8, c) have a psychology GPA of at least a 3.4, and d) earn a B or higher in the department's statistics course. After admittance into the program, students take a series of courses aimed at expanding their minds, developing and executing a full-scale research project, and preparing them for advanced educational opportunities.

Although rigorous and time-consuming, the experience pays off for most students. Reflecting on her experience in the Honors Program, Katie Eckles said, "It is one of the best ways to learn what it is like to do research in psychology. If you invest your time to this program, you will reap rewards such as skills and experiences that will be valuable in graduate school." When asked about what kind of

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Message from the Experimental Area Coordinator

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Thus, when people perform task X and brain region Y lights up, all we know is that brain region Y plays some role in the task; it may be the main area of activity or it may be just a way station in the chain of processing; it may be “lit up” because that region is good at the task or it may be “lit up” because that region is NOT good at the task and has to work harder.

So, does this mean brain imaging researchers are wasting their (and our) time? Absolutely not! The data being collected are still valuable; the above arguments concern the interpretation of the data, not the data themselves. The data being collected by today’s researchers will help tomorrow’s researchers arrive at better interpretations. For example, brain researchers have started moving beyond simple “where” questions, paying more

attention to the distribution and time course of brain activation, helping develop more dynamic models that address the “how” and “when,” not just “where,” aspects of brain function.

Brain-imaging studies have also provided valuable converging evidence to confirm existing theories of brain function originally based on studies of brain-damaged patients. They have also proven useful for situations where normal behavioral research methods do not work (e.g., with preverbal infants, nonverbal animals, sleeping organisms, etc.).

Finally, recent developments in brain imaging technology expand the horizons of our understanding of brain function. For example, magnetoencephalography (MEG) is similar to EEG, but provides

amazingly high temporal (one thousandth of a second) and spatial (about two millimeters) resolution. Similarly, diffusion tensor imaging (DTI) offers the ability to image axonal/white matter tracts of the brain, which are invisible to standard brain imaging technologies, providing a greater understanding of the brain’s connectivity.

In conclusion, the vast amount of brain imaging data collected throughout the past few decades has not yet revolutionized our understanding of psychology and ultimately human behavior, but instead constitutes just the first chapter of what promises to be a long and interesting story.

*Dr. Steve Christman
Experimental Area Coordinator*

Majors Making an Impact

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advice they had for future honors students, Morgan Rohan and Aline Waxenberg recommended starting early and keeping the communication strong between you and your adviser.

Upon graduating from UT, several of our honors students attend graduate programs in their field of interest including psychology, medicine and law. And this year’s class is no different. On behalf of the department, I would like to congratulate our recent honors students and wish them the best as they embark upon on their future careers!



Katie Eckles presenting her honors thesis to faculty and students.

Honors Presenter	Research Project	Advisor
Jessica Baker	Differences in Perceptions of Attractiveness by Strength of Handedness	Dr. S. Christman
Lela Day	Identifying Gender Differences Among Subgroups of Socially Anxious Individuals	Dr. L. Seligman
Katie Eckles	Social Media Use and Social Comparison	Dr. J. Rose
Mina Rizk	Understanding Islamic Identity	Dr. Y.T. Lee
Morgan Rohan	Cyberbullying on a College Campus	Dr. K. London
Aline Waxenberg	The Effects of Presentation Side, Decision Strategy, and Handedness on Job Candidate Choice	Dr. J. Jasper
Hanna Wutrick	Prevalence Changes for the New Symptom Criteria for PTSD in the DSM-5	Dr. J. Elhai

When to Do What in the Graduate Application Frenzy

Heather Haught, Graduate Student

Many of our best undergraduate students decide to continue their education beyond their bachelor's degree. Applying to graduate school oftentimes can feel like a seven-month scavenger hunt if you don't know what you're doing. Here is a map to help you find your way.

September

Apply to take the Graduate Record Examinations (GREs) in October, and start studying.

Tip: The GRE is like the ACT or SAT, but covers your college-level rather than high-school level coursework. Take practice exams and focus on areas where you need the most improvement.

October

List the programs you want to apply to and schedule campus visits to your top choices.

Tip1: Contact the department to see if any faculty can meet with you while you are there.

Tip2: Don't just apply to schools with big names. There are many smaller institutions that are just as good or better, particularly when looking at specific research areas or programs. You should also consider searching by potential faculty supervisor rather than school or program only, since you'll need to find someone to work with in an area that interests you.

November

Request that your undergraduate transcripts be mailed to the institutions to which you are applying. Contact your favorite former professors and ask for letters of recommendation. Keep in mind that people you've worked with closely (e.g., in a research lab) are better references than instructors who gave you a good grade but barely know you.

Tip: Send an information packet to the people who write your letters, including your resume, undergraduate transcript and a list of accomplishments. A personal statement of your goals or aspirations for the future can also be quite useful for letter writers.

December

Write your essays. Finalize and mail applications and financial aid forms.

Tip: Make a backup copy of your application packet. Consider sending it through registered mail.

January

File your Free Application for Federal Student Aid (FAFSA). Confirm that your professors sent their recommendation letters. Sometimes schools will discard incomplete applications.

February

Many schools will want to interview their top candidates before making final decisions about offers. Make travel plans to visit these campuses as the invitations come in. Keep in mind that these are usually one or two day interviews, so you might have to stay overnight.

March

Accept and decline offers.

Tip1: As soon as you have two offers in hand, don't hold onto both too long. Pick the one that you prefer and immediately decline the other. Keep in mind that the absolute deadline for accepting offers in psychology is April 15.

Tip2: Everyone that gets an interview does not necessarily get an initial offer. If that's the case you'll be "wait-listed." But many initial offers are declined, and you could be next in line. So, be patient.

April

Celebrate (or regroup).

Adapted from Getting In: A Step-by-Step Plan for Gaining Admission to Graduate School in Psychology, Second Edition (pp. 8-9). Copyright ©2007 by APA.



Fall Speakers

If you would like more information on attending these free, public events, please email psyconnect@utoledo.edu or call the department at 419.530.2717.

Friday, Oct. 11, 2 p.m.

Dr. Victor Ottati, Loyola University — Chicago

Expertise: affect & cognition, political psychology, culture

Mind Games: What is Your Romantic Style?

By Chandrima Bhattacharya, Graduate Student

He loves me, he loves me not, he loves me... Ever play that game with flower petals? Have you ever watched *The Bachelor* or *The Bachelorette* and wondered what makes some couples click and others not? Finally, have you ever wondered why some couples make it to their 50th wedding anniversary, while others get divorced a few months after they're married? According to psychology research, there could be a variety of reasons, one of which is your romantic attachment style.

Answer the following three questions:

- It's easy for me to be affectionate with my partner.
 - Disagree
 - Agree
 - Neutral/Mixed
- I feel that my partner truly understands me.
 - Disagree
 - Agree
 - Neutral/Mixed
- I feel uncomfortable when my romantic partners reveal their emotions.
 - Disagree
 - Agree
 - Neutral/Mixed

Now let's score them. For the first two questions, agree equals one point, neutral equals two points and disagree equals three points. Question three is reverse scored — agree equals three points, neutral equals two points and disagree equals one point. Now add the three question scores together. If you scored high, you might have an Avoidant Attachment Style. If you scored low, you might have a Secure Attachment Style. Somewhere in between might be an Ambivalent Attachment Style.

The original measure, called the Experiences in Close Relationships – Revised (ECR-R) Questionnaire (Fraley, Waller, & Brennan, 2000), is a 39-item measure and produces scores ranging from 39 to 117. Here's what some research shows about each style category:

Secure Attachment Style (Score 39-47)

Adults who are securely attached tend to have trusting, long-term relationships. Other key characteristics of securely attached individuals include having high self-esteem, enjoying intimate relationships, seeking out social support, and an ability to share feelings with other people.

Ambivalent Attachment Style (Score 48-95)

Adults with an ambivalent attachment style often feel reluctant about becoming close to others and worry that their partner does not reciprocate their feelings. This leads to frequent breakups, often because the relationship feels cold and distant. These individuals feel especially distraught after the end of a relationship.

Avoidant Attachment Style (Score 96-117)

Adults with an avoidant attachment style tend to have difficulty with intimacy and close relationships. These individuals do not invest much emotion in relationships and experience little distress when a relationship ends. They often avoid intimacy by using excuses (such as long work hours), or may fantasize about other people during sex. Research has also shown that adults with an avoidant attachment style are more accepting and likely to engage in casual sex. Other common characteristics include a failure to support partners during stressful times and an inability to share feelings, thoughts and emotions with partners.

If you're interested in reading more (particularly about the history of romantic attachment and some of the newer psychological scales and theories surrounding this area), a good place to start is at internal.psychology.illinois.edu/~rcfraley/measurements/measurements.html

Lab Gab: The Self & Social Evaluation Lab

By: Heather Haught, Graduate Student

Am I funny? Successful? Healthy? The Self and Social Evaluation Lab, led by Dr. Jason Rose, examines how people evaluate themselves and their lives by comparing themselves to others and by contemplating their futures. These processes, referred to as *social comparison* and *future-directed thought*, are essential for decision-making, goal pursuit, and identity formation. For example, people might determine whether they are healthy or not by comparing their current habits (e.g., exercise, diet) to others or by assessing the potential future consequences of their habits. Most recently, lab efforts have focused

on understanding these processes and their outcomes in the context of medical treatments, health risks and behaviors, and social media (e.g., Facebook).

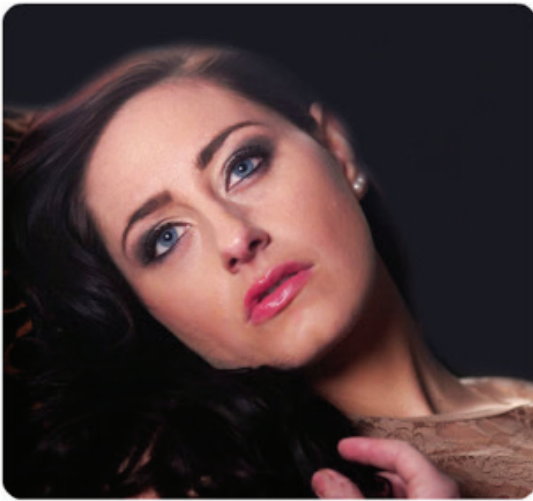
Meet the Grad Students

Barb Scherzer is a third-year graduate student interested in how social comparison influences risk perception and decision-making, as well as the brain structures underlying these perceptions and decisions. This research has implications for reducing health risk behavior and preventing disease and injury. Her master's thesis examined whether affirming a person's

core values would impact responsiveness to threatening health information.

Heather Haught is a third-year graduate student interested in social comparison processes and the consequences of these processes for health and well-being. She is particularly interested in how social comparison processes differ by social class and how these processes can be harnessed to reduce health risk behavior and increase the efficacy of health communications in lower classes. This research has implications for designing public health policies and interventions.

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Visible and Invisible Masks We Wear. *Photo Collage by Chandrima Bhattacharya, Graduate Student*

Lab Gab: The Self & Social Evaluation Lab

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Lindsay Roberts is a second-year graduate student interested in normative influence and social comparison. She is particularly interested in learning how people search for and process social information and how these processes impact behavior. Recently, she examined how social comparison information about a placebo energy drink influenced cognitive performance. Her master's thesis will involve normative social influence in the context of consumer decisions. When asked about her experience in the lab, she said, "My first year of grad school was definitely challenging, but even more rewarding. It's great to have the opportunity to satisfy my curiosity about human behavior through research, and I enjoy working with other students and undergrad RAs to make that happen!"

Erin Vogel is a second-year graduate student whose primary interests include social

comparison, normative influence, eating behavior, and social media. Her recent research examined the link between social media exposure and self-esteem, and how social comparison processes can account for their connection. Erin plans to continue her social media research and begin collecting data for her master's thesis, which involves social influence and food consumption. During our interview Erin shared that the most challenging and most rewarding part of her first year in the lab was beginning the process of forming her identity as a researcher. She said, "Starting graduate school gave me a different outlook on real-world phenomena and problems. I discovered new interests, refined existing ones, and began to build cohesive lines of research. My advice to other new researchers is to enjoy this process as much as one can! It is daunting at first, but worthwhile."

Future Trajectory

During this academic year, the Self and Social Evaluation Lab is utilizing grant funds from Psi Chi — the main honor society in psychology — to assess whether personal involvement in medical treatment decisions is beneficial and whether this benefit depends on a person's social class. In regards to future directions, Dr. Rose and Dr. Geers (another social psychologist) plan to seek federal funding for projects related to choice-making and expectations in the context of acute and chronic pain. Moreover, the lab will explore a variety of other projects relevant to their two major themes (social comparison and future-directed thought), and continue their collaborative involvement with CASPHR, the Center for Anxiety, Stress, and the Promotion of Health and Resilience.

Ask a Psychologist: How can I influence, or shape, the behavior of my pets and the people around me?

By: Brittany Tenberge & Melissa Jensen, Graduate Students

In *Don't Shoot the Dog: The New Art of Teaching and Training*, Karen Pryor explains behavioral training methods. These techniques can be used to end undesirable habits (e.g., roommate sloppiness) and teach new behaviors (e.g., getting a dog to roll over). Shaping involves “taking a very small tendency in the right direction and shifting it, one small step at a time, toward an ultimate goal.” Pryor suggests that elaborate shaping can be achieved by establishing a series of intermediate goals. She states that your success in shaping the behavior of those around you ultimately depends on your own persistence rather than your shaping expertise.

If you are interested in un-training an undesirable behavior, Pryor offers eight different methods. Pryor does not endorse all of these methods; however, she states that “each has its place” and describes the pros and cons of each. She organizes them into four negative methods and four methods that use positive reinforcement.

Negative Methods:

1. “Shoot the animal” — getting rid of the undesirable behavior by getting rid of the doer (e.g., divorcing a spouse, switching roommates).
2. Punishment — a very popular method, which rarely works well (e.g., yelling at a roommate).
3. Negative reinforcement — any unpleasant event/stimulus that can be avoided by changing your behavior (e.g., avoiding getting close to an electric fence).
4. Extinction — when a behavior goes away due to lack of reinforcement (e.g., ignoring a bully, ignoring a child’s whining).

Positive Reinforcement Methods:

1. Train an incompatible behavior — training the person/animal to do a behavior that is physically incompatible with the undesirable behavior (e.g., training a dog to lay in the doorway during meals to decrease begging for food at the table).
2. Put the behavior on cue — training the person/animal to only perform the undesirable behavior on cue, thereby eliminating the behavior when the cue is not present (e.g., to calm noisy children, ask them to make as much noise as possible for a couple of periods of 30 seconds).
3. Shape the absence of the behavior — reinforcing all behavior other than the undesirable behavior (e.g., to decrease a friend’s complaining during phone calls you could say “hmm” and “ah” to complaints and reinforce any comments/questions that are not complaints).
4. Change the motivation — eliminating the motivation for a behavior (e.g., if your child whines for candy in the grocery store, feed them before or while going to the grocery store).

See *Don't Shoot the Dog: The New Art of Teaching and Training* (2006, 3rd ed.), for more information on influencing the behavior of those around you.



Profiles: Dr. Jason Levine

By John Van Dusen, Graduate Student



Dr. Jason Levine is the Department of Psychology’s latest addition to their clinical faculty, beginning his second year as an assistant professor. As the director of the department’s training clinic, he’s already making a splash. For Dr. Levine, this position not only approximates his ideal job, but also brings him full circle in a way — Dr. Levine is himself a native of Toledo.

After growing up in Toledo, Dr. Levine’s academic career began with an undergraduate degree from Bowling Green State University, where he majored in psychology and biology. He then attended the University of Wisconsin Milwaukee for his M.S. and Ph.D in clinical psychology, with specializations in health

psychology and quantitative methods. He completed his internship at the University of Wisconsin Madison’s School of Medicine and Public Health. Finally, he received a fellowship from the Medical College of Wisconsin’s Department of Surgery, where he worked to help design, develop and implement a primary care behavioral health service. All told, he was away from Toledo for nine years before a serendipitous job opening brought him back to his hometown.

Dr. Levine describes his position as clinic director as very close to his ideal job description. Although he entered graduate school wanting to focus on clinical work, he realized partway through that he couldn’t let go of research, and that his heart was in teaching and training as well. He wanted a position filled with variety, which would allow him to pursue all of these passions. He also wanted a position, which would allow him to raise a family with his wife Courtney, a dentist who works in community health. As our psychology clinic’s director, Dr. Levine not only found what he was looking for, but in his own hometown no less! As clinic director, Dr. Levine oversees the operation of

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Profiles: Dr. Jason Levine

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the department's training clinic, in addition to the teaching and research responsibilities of a tenure-track faculty member. Dr. Levine is looking forward to continuing his research career while mentoring and training clinical students. In fact, his first two graduate students, Samantha Cain and Joanna Piedmont, start classes this fall. They'll assist Dr. Levine in forwarding his program of research, which includes several areas under the broad envelope of health psychology. Dr. Levine is interested in the psychophysiology of stress and generalized anxiety disorder (GAD), as well as psychotherapy process and outcomes. Some more specialized interests include underlying physiological mechanisms of GAD, and diabetes treatment regimen adherence.

Although the position of clinic director entails a substantial time commitment, Dr. Levine still finds time to pursue other hobbies and interests. He enjoys following sports, and wryly describes his team allegiances as "complicated." He and his wife also enjoy traveling, including road trips, camping and backpacking.

Dr. Levine was also kind enough to answer a few questions on a few matters beyond his professional life, some of which range far afield.

Q: What is your favorite book or movie, and what do you like about it?

A: My favorite book would have to be *Narcissus and Goldmund*, by Hermann Hesse. It's a book about a monk in training, Goldmund, who leaves his teacher Narcissus and goes out to explore the world and find himself, while his teacher stays behind. They reunite many years later and reflect on their divergent lives. The book is really built around their relationship, and I like how it incorporates Zen Buddhism with a kind of general wisdom of living. There's no exciting climax, but it ultimately says a lot about the human condition.

Q: If you had to pick one (nonpsychologist) person to describe as inspirational, who would it be?

A: I'd pick John Denver. He was very genuine, and he didn't hold back. He didn't hesitate to express himself, both through music and through his interactions with his fans.

Q: For all the students out there who may have you as a professor in the years to come, what is one thing a student can do to instantly impress you? On the flip side, what's your biggest pet peeve coming from a student?

A: The best thing that a student can do with me is to admit when they do something wrong, or to ask for help when they need it. On the other hand, the thing that frustrates me the most is when students don't follow through on something they need to do.

Q: If you could pick one city in the U.S. to move to, which would it be?

A: Definitely San Francisco. I'd absolutely love to live there.

Q: This one's pretty random. If you could be any animal, what would you be?

A: Hmm ... I'd be a dog, one with a loving, supportive family and a big yard to run around in.

Reel Psychology: *Girl Interrupted* (1999)

A PsyFilm Review by: Eric Prichard, Graduate Student



If you want an accurate portrayal of Susan Kaysen's experience at McLean Hospital in Massachusetts, you will have to read her memoir *Girl Interrupted*. The film adaptation departs from reality in multiple aspects, and should be in no way regarded as an accurate portrayal of the real Susan's life. However, the film has merits if one is willing to

suspend disbelief and consider the departures from the true story to be artistic decisions.

The film follows 18-year-old Susan Kaysen's (Winona Ryder) stay at a mental institution after attempting suicide. Diagnosed with borderline personality disorder, Susan struggles with her diagnosis, sometimes refusing to believe she is even ill and at other times grappling with the meanings of sanity and reality. The film also follows her relationships with the other women in the hospital, with special emphasis on her friendship with the manipulative sociopath Lisa Rowe (Angelina Jolie). Ultimately, after a period of ups and downs and an all too Hollywood escape attempt with Lisa, a profoundly changed Susan is released.

Admittedly melodramatic, the film is a stylized representation of young adults struggling with mental illness, institutionalization and the social and sexual revolutions enveloping society in the late 1960s. The film does a great job of exploring all of these themes. Perhaps most laudable is the film's success in humanizing people suffering from mental illness. What really happened takes a back seat to the big questions the film tries to explore. This can create moments that feel inauthentic and overacted. On the whole, however, the film makes one think about what it means to be mentally ill, what it means to be sane, and the efficacy of institutionalization. It's well worth a viewing, but take its portrayal of events with a grain of salt.

The Lighter Side: PsyFunnies

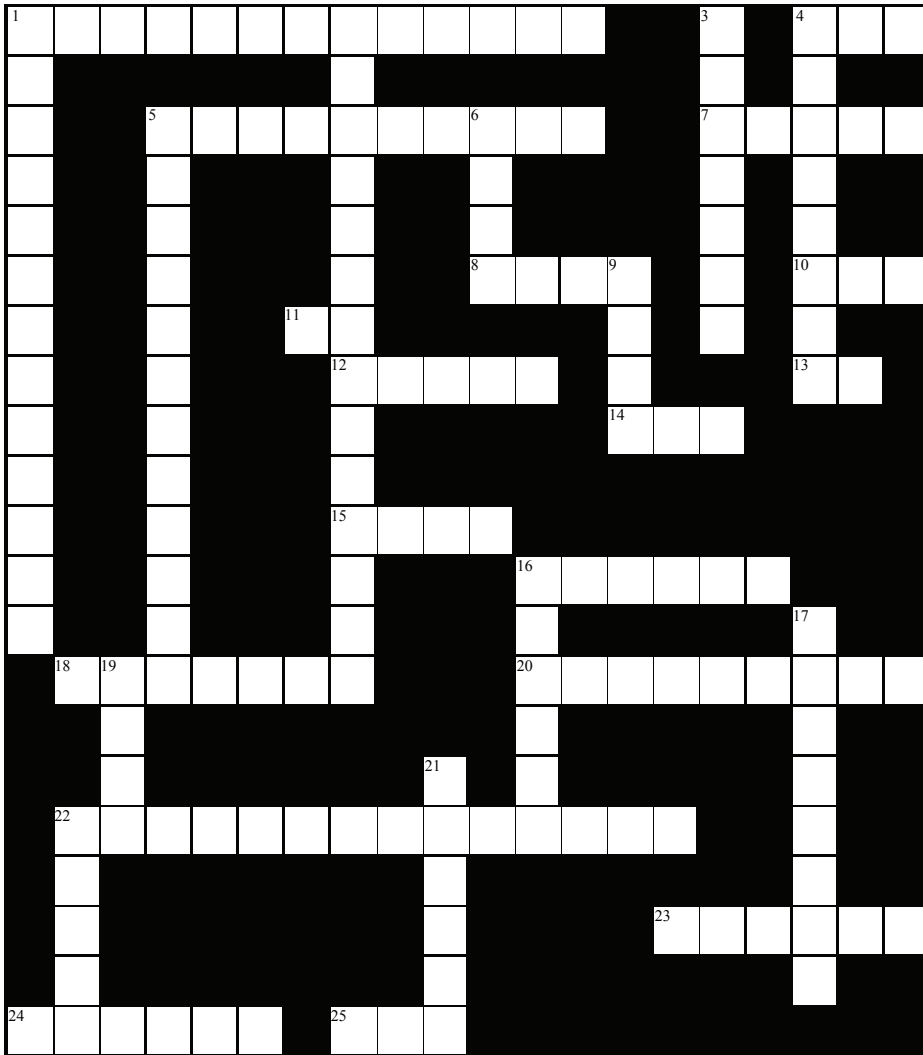


"Neurons Use Smartphones" By John Van Dusen, Graduate Student

The Lighter Side: PsyWord Puzzle

The Pop Psychology Crossword

By: Eric Prichard, Graduate Student



Down

- 1 American poet whose poem "Kaddish" explores his late mother's battle with schizophrenia.
- 2 Film about mentally ill Nobel Prize winner John Nash.
- 3 Controversial radio advice personality and former marriage counselor whose doctorate is actually in physiology.
- 4 King of Britain who struggled with speech pathology, yet rose to the occasion and spoke to the British people during World War II.
- 5 Harvard psychologist who got fired for doing experiments with psychedelic drugs and then became a counterculture icon.
- 6 Freud's frenemy who is famous for the idea of the collective unconscious.
- 9 University where the controversial Milgram obedience studies were conducted.
- 16 TV Psychologist who lost his license to practice unsupervised therapy in Texas long before becoming a celebrity.
- 17 American science fiction and humor writer who suffered from depression and whose son Mark wrote his own book about struggling with bipolar disorder.
- 19 Famous hallucinogenic drug from Huxley's Brave New World.
- 21 In science it is a model of reality that must be rigorously tested and frequently revised to survive. In everyday parlance it can refer to our weird friend's ornate uncannily well thought out argument that the soda industry is controlling our brains with digital technology.
- 22 USA Network show about a private investigator who pretends to be psychic

Across

- 1 Actress who won academy award for playing a psychopath in the movie Girl Interrupted.
- 4 If you want to be a T.V. psychologist you may need to do well on this test so you can get into grad school.
- 5 Best know work by Sylvia Plath, it details her depression and experience with electroconvulsive therapy.
- 6 Old term for "insane" that harkens back to when insanity was believed to be cause by full moons. Also describes Bugs and his friends.
- 8 Surname of the author of the pop psych relationship book Men are From Mars and Women are From Venus.
- 13 Freuds term for the part of consciousness that tries to strike a balance between animal desire and adherence to rigid social norms.
- 11 Aronofsky thriller about a pattern obsessed mathematician losing his mind.
- 12 Vienna based medical doctor who gave clinical psychology some of its most controversial, colorful, and enduring ideas.
- 13 Freud's term for the part of consciousness that represents animal desire.
- 14 Brain imaging technique that measures electrical activity along the scalp.
- 15 USA Network show about an OCD detective.
- 16 TV Psychiatrist who hosts Celebrity Rehab.
- 18 According to Merriam-Webster, "to make (as oneself) psychologically ready especially for performance — often used with up."
- 20 Band whose unrecognizable Schizophrenic former singer made a surprise visit to the studio while they were recording Wish You Were Here, an album dedicated to him.
- 22 Pseudoscientific "branch" of psychology that claims to study paranormal phenomena such as psychics and hauntings.
- 23 Pop sex therapists whose doctorate is actually in education.
- 24 TV show in which fictional psychiatrist Fraiser Crane made his first appearance.
- 25 Great Iowa coach and former psychology major who painted the visiting team's locker room pink after reading about how color affects mood.

For solution: See our website at www.utoledo.edu/psychology

PsychTalk: News about our Students, Faculty, and Alumni

Recent Honors and Awards

Dr. Henry Heffner and Dr. Aaron Benson of Toledo ENT, ProMedica, were recently awarded a grant from the Jacobson Center to study the effect of drugs on tinnitus, which is the ringing in the ears that occurs following exposure to loud sound or high doses of ototoxic drugs such as aspirin. The grant from the Jacobson Center will fund research into the testing of drugs for the treatment of tinnitus using a novel research paradigm developed at The University of Toledo. The Jacobson Center for Clinical and Translational Research promotes internal and external research collaborations at The University of Toledo, to support the training and development of current and future clinical investigators, and to increase clinical research capacity at the University.

- Dr. Andrew Geers was awarded a Visiting International Scholar position at Sydney University this summer. Dr. Geers was given the award to work with colleagues on research related to patient involvement in medical decision-making and psychological processes involved in the reporting of medical side effects. The visit was for one month and was funded by the Sydney University International Collaborator Fund and The University of Toledo Office of Research and Sponsored Programs.
- Jill Brown, a doctoral student in experimental psychology (under the supervision of Dr. Geers), was selected to join a small number of “upcoming” young researchers at the 2013 Behavioral Science Workshop at the Center for Public Leadership at Harvard Kennedy School. The selection was highly competitive with postdoctoral fellows and graduate student applicants from numerous academic disciplines throughout the United States. The workshop will focus on generating innovative research projects that leverage behavioral science thinking to make theoretical developments to shed light on the root causes of critical world problems and mitigate society's biggest challenges. In the workshop, the behaviors and decisions discussed will include education, ethics, health, voting, energy, social media, and charitable giving.
- Five psychology graduate students recently received the UT Graduate Student Association's Excellence in Graduate Research Award. This annual award, which is being given for the first time this year, is designed to provide financial support of up to \$2,000 for any costs necessary to complete graduate degree-related research projects. The five winners (the most of any department) were: Ashley Hall and Monica Rohrabough for their project “Elementary School Personnel's Knowledge Base, Training Procedures, and Reporting Behavior Regarding Child Maltreatment,” Ryan Corser for his project: “Understanding How Age and Perceived Control Moderate the Relationship Between Resource Depletion and Risk Taking,” Michelle Roley for her project “Validation of a General Measure of Domain-Specific Quality of Life and Functioning with Spanish-Speaking Community Mental Health Clients,” and Erin Vogel for her project “The Influence of Norms and Self-Regulatory Depletion on Eating Behavior.” Congratulations and keep up the good work!
- Congratulations to our undergraduate recipients of scholarships and awards for 2013-2014! Jacob Fox and Alex Buhk were awarded the Burns Scholarship; Ciara Metzoiian and Noah Alcodray were awarded the Mack Scholarship; Victoria Adkins was awarded the El-Okdi Scholarship; and Hiba Hasabelnaby was recognized as our Outstanding Psychology Student of the Year. Well done! Keep up the great work!
- Yopina Galih Pertiwi will be attending The University of Toledo graduate program in experimental psychology starting this fall. Yopina is from Indonesia and will be advised by Dr. Yueh-Ting Lee. Yopina is a recipient of the prestigious Fulbright Scholar award and will be examining stereotypes and intergroup relations. Welcome and congratulations Yopina!

Recent Faculty and Student Publications

- Dr. Andrew Geers and experimental psychology doctoral student Stephanie Fowler recently published a paper on the relationship between optimism and how one reacts to unpleasant health news. This research was published in the journal, *Psychology and Health*. The results indicate that there are two types of optimism, one at a personality level and the other situation-specific. The results further suggest that these global and specific forms of optimism have independent effects on cognitive and emotional reactions to unpleasant health news.
- Dr. Yueh-Ting Lee and his colleagues recently had two publications on altruism and stereotypes. The first was a book chapter entitled “Daoism and altruism: A China-USA perspective” authored by Dr. Lee and two of his graduate advisees, X. Chan and W-T. Chen. It quantitatively compared American and Chinese behavioral similarities and differences in helping patients with chronic diseases, patients with HIV and AIDS, war victims and catastrophic victims. This publication was an invited chapter for the book *Altruism in a Cross-Cultural Perspective* (Springer Publisher in New York). The second, penned by Dr. Lee and his colleagues, was a journal article entitled “Stereotypes as valid categories of knowledge, and human perceptions of group differences” in the journal *Social and Personality Psychology Compass*. It argues that while racism, sexism, ableism, ageism and other kinds of social injustice are related to negative and inaccurate stereotypes which need to be reduced, human perceptions including stereotypes are much more complicated than both scientists and lay people are often aware. Dr. Lee and colleagues' scientific research has demonstrated that human stereotypes are more accurate than inaccurate with regard to groups and group differences.

Research Talks and Presentations

- Ashley Hall, a doctoral student in experimental psychology, recently presented her research on how child witness characteristics impact jurors' decisions at the 25th annual convention of the Association for Psychological Science in Washington, D.C. The research was conducted under the guidance of Ashley's graduate advisor, Dr. Kamala London.

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PsychTalk: News about our Students, Faculty, and Alumni

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UT Psychology Department in the News

- Our department recently won another national award — this one from The College Database for the breadth of our programs. The College Database is a free, non-commercial website dedicated to providing current and future post-secondary students and their families with accurate and valuable college- and career-related information — the source of which is data obtained from the federal government and the Carnegie Foundation. According to the College Database, The University of Toledo (our department) ranks #11 on its list of the top “39 Colleges with Psychology at Their Core,” with a reported 14 different psychology programs available. To find out more, readers should visit onlinecollegesdatabase.org/colleges-with-psychology-at-their-core
- Department of Psychology faculty member, Dr. Jason Rose, recently conducted research with colleagues at the University of Iowa on how individuals respond after a life-threatening Tornado. This research found that after surviving a tornado, people tend to think they are less likely to be hurt by a tornado in the future. Moreover, survivors believe they have a much better chance of surviving another tornado than most other people who have been through less. This research was published in the journal *Personality and Social Psychology Bulletin* and is described in an ABC News article on abcnews.go.com

Graduate Student Lands Job

- Travis Conradt, an experimental psychology doctoral student, recently accepted a tenure-track faculty position as an assistant professor of forensic psychology at the Florida Institute of Technology in Melbourne, Fla. The position will allow Travis to continue pursuing his research interests in eyewitness memory and forensic interview procedures with children while also involving students in psychological research. In this position, Travis will be a core faculty member in one of the nation’s only undergraduate programs in forensic psychology. The Psychology Department at the Florida Institute of Technology was seeking to add a faculty member with background and training in the area of children in forensic settings and also wanted an individual with strong quantitative skills and outstanding research potential. Travis was able to attain these particular skills and expertise at The University of Toledo under the guidance of his mentor, Dr. Kamala London-Newton. As Travis said, “This position will provide me the opportunity to pursue my joint passions as a researcher and teacher. I was really looking for that balance. It’s a dream job.”



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For more information about giving, including setting up scholarships or additional gift funds, please contact Mary Galvin, Principal Gifts Officer for the College of Languages, Literature and Social Sciences at 419.530.4134 or mary.galvin@utoledo.edu.

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