PsyConnecΨ
Your Connection to Psychological Science at UT

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Inside This Issue

Message from the Director of Clinical Training

I unpacked my university diplomas this weekend, after they spent the past several weeks in boxes, moving from there to here. I read them again, as I do from time to time, noting with pride that each of my successive degrees conferred, the bachelors, the masters, the PhD, were all in Psychology. Simply, broadly, comprehensively in Psychology. Nothing more, nothing less. I do not have a degree in Clinical Psychology, or in any other specialty area. Nor does anyone else with a PhD who I know. We are, all of us, psychologists, studying the wide and varied field of human behavior, cognition, and existence.

It makes me proud that my degree is in Psychology, and I've said so to many a curious undergraduate student, pondering not only their major of choice, but their subsequent career path which lies ahead of them like so many dazzling options and choices, all equally possible and plausible. Like many individuals who eventually end up with a specialization in Clinical Psychology, I suppose I did start out my own path with the vague and ill-defined notion of "helping people". The options are many at the outset: nursing, counseling, social work, medicine. And then there is Psychology. To a subset of us, it presents itself as a beacon, calling us forth with its strong, unshakable, fundamental foundation: science.

For that is what is at the heart of all psychological investigations: science and the scientific method. In essence, what initially separated Psychology from Philosophy was the application of methods of scientific inquiry to solve questions of human nature and being. When any of us engaged in psychological research first approach a question, from the very beginning we are most likely relying on an empirical approach to that question. Locke's empirical approach, at the time of its inception, posed a stark contrast to the prevailing method of rationalism, but knowledge through experience quickly replaced knowledge through reason and logic as the way to answer questions and solve conundrums. Evidence was best. Today, regardless of our area of psychological inquiry, we all rely on empiricism. We all measure, we all quantify, we all seek reliability and validity, whether in the prediction of human behavior in a given social interaction or the selection of an empirically supported treatment for a presenting mental health diagnosis.

We all, at one level or another, study organisms, most often people, who are different from machines or physical laws of nature in that they are highly variable in their responses. As such, psychology (in its examination of cognition and behavior) is a probabilistic science. Instead of a finite set of skills or a circumscribed body of knowledge to be learned, psychology as a science requires an understanding of the scientific method and how to apply it to derive sound data. Although I know very few scientists who know the answer to every question, each one knows the steps to find those answers and can evaluate whether the process followed to arrive at an answer was a scientifically sound one.

Just as the shift from rationalism to empiricism marked a transformative period in the history of psychology, present times seem to suggest another such phase in our discipline's history. In his 2012 Association for Psychological Science (APS) address, Executive Director Alan G. Kraut emphasized the importance of psychological science, remarking upon its wide-reaching implications for our society, enhancing our knowledge and understanding of AIDS, learning and literacy, heart disease, obesity, substance use, violence, cancer, depression, teen pregnancy, work-place productivity, terrorism, child-abuse, and many other areas of societal concern. Kraut also asks us to remember that past APS president John Cacioppo referred to Psychology as "hub" discipline based upon its emergence as one of 7 core disciplines (in addition to math, physics, and chemistry) that yields research findings cited widely by research scientists in other fields of study. Indeed, Kraut mentions, another past APS president, Walter Mischel, predicted that this is Psychology's "golden age" given the exchange and advancement of ideas between studies of the mind, brain, behavior, and genetics; the ability of researchers

Message from Director (continued from page 1)
in these previously isolated areas of investigation to share findings and collaborate across specialty areas have led to advancements in our field that might be unprecedented. Indeed, even the distinctions between "basic" and "applied" research have become blurred as the findings of so many psychological scientists have readily observable application and the work of so many clinical scientists are consistent with a basic science mandate.

All this is to say that as psychologists, regardless of whether we might identify our areas of research as health, neuropsychological, social, cross cultural, psychobiological, learning, cognitive, developmental, or clinical, our similarities in our approach to our research far outweigh our differences. As stated on our graduate website: "As the field of psychology has matured, the boundaries between its various sub-disciplines (e.g., clinical, cognitive, developmental, social) have grown increasingly permeable: clinical, developmental and social psychologists use cognitive theories; cognitive psychologists now address clinical and developmental issues, and everybody makes contact with neuroscience research." It is exciting and inspiring to be part of a department with such a commitment to bridging the boundaries between the areas of psychological research and to collaborating intra-departmentally. Only great things can result for our undergraduate and graduate students as they pursue their programs of study in a department committed to excellence in psychological science.

Dr. Sarah Francis, Associate Professor & DCT

Majors Making an Impact

By Lindsay Roberts, Graduate Student

For this issue of PsyConnect, I interviewed Katie Eckles, a former undergraduate from UT. I had the pleasure of working with Katie when she was part of the InSPHIRe Lab group and was very excited when she agreed to be our featured student! Katie is currently a graduate student attending the University of North Carolina at Greensboro working with Dr. Ethan Zell.

L: What sparked your interest in psychology? Can you describe your current research interests?
K: I first became interested in psychology when I took intro to psychology and abnormal psychology at Owens Community College when I was in high school. I was fascinated by the topic and excited that there was a career path that could allow me to answer my many questions about the mind and behavior. My interests are in the area of social psychology but more specifically I am interested in social comparison processes, how social comparison influences performance, and the effects of social comparison on health.

L: You were pretty heavily involved in research as an undergraduate. When and how did you get involved in research, and what kinds of projects did you help with?
K: I became involved in research the summer of my sophomore year. I ended up juggling multiple labs for the rest of my time at UT (including Dr. Meyer's R-PAS Lab, Dr. Geers' Lab, Dr. Jasper's Lab, Dr. Rose's Lab, and two Psi Chi projects with Dr. Rose). The most influential to my current research interests were definitely the work I did with Dr. Geers and Dr. Rose; however, I truly value every experience I had in all of my labs and feel each experience will be incredibly beneficial to my success as a psychologist.

L: You also finished an honor's thesis here at UT. Do you have any advice for other students who are thinking about doing a project like this one?
K: I think the best advice for someone who is interested in doing an honors thesis is to think about what you want to research early in your time at UT and get started early. I got started pretty late in my time at UT, and I think it would have been beneficial to have the experience earlier. For students debating whether to do an honors thesis but interested in graduate school, I highly suggest doing one. Not only does it set you apart from other applicants, it also shows you already know what you are doing and you already have some of the essential skills for grad school. For me, I have already had to give a talk about my thesis within the first two weeks of graduate school, so I am very thankful that I did it.

L: Speaking of graduate school, do you have any advice for students who may be considering applying in the future?
K: If you are applying to graduate school, definitely do an honors thesis and get involved in as much research as possible. Grades and GRE scores are important but often everyone you are competing against has good grades and test scores so what sets you apart is your research experience and your letters of recommendation.

Majors Making an Impact (continued from page 2)

L: What are some things that have been surprising about grad school so far?

K: So far, I am not really surprised by much. I find that it is really nice that there are a lot of people who are very passionate and excited about their research here, much like a lot of the people I worked with at UT. Working with people who are excited about their research makes me even more excited about my own.

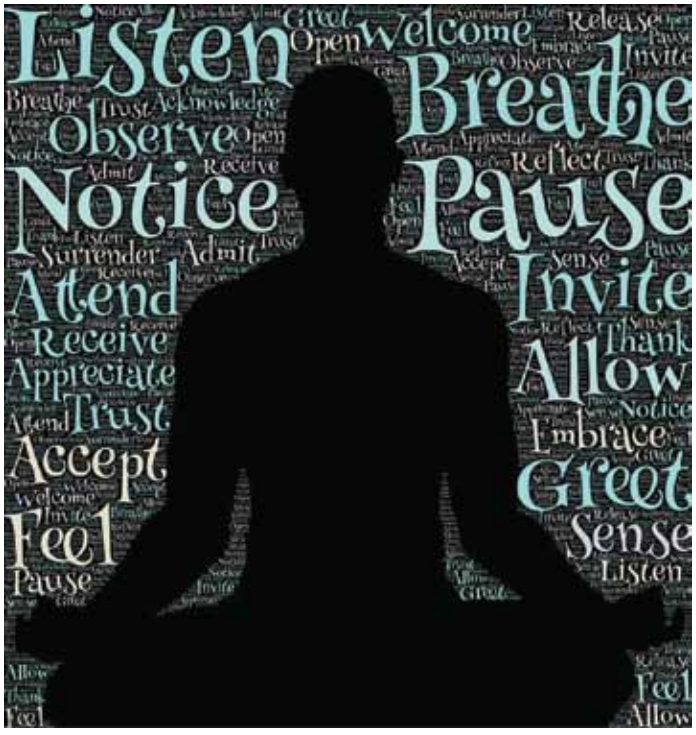
Thanks, Katie! Katie had many irons in the fire here at UT and it paid off. She has a promising graduate school career ahead of her and has given useful advice for students who may be interested in graduate or professional school… and I think most current graduate students would agree with her completely! If you're a current undergraduate and would like to get more involved, joining Psi Chi is a great place to start, as is getting involved in a research lab.

Mind Games: Mindfulness-Breathing

By Eric Prichard, Graduate Student, and Dr. Jason Levine

School, work, and social relationships can be quite stressful. It is normal to experience stress on a daily basis. While stress may last for only a brief period of time (minutes), stress can sometimes be prolonged or chronic (weeks or months). Long-term stress has the potential to negatively impact mood, performance, social functioning, and physical health. The good news is that you can do something about it! How you cope with or respond to stress can greatly reduce the negative effects of stress.

One coping strategy that has received a great deal of attention lately is **mindfulness,** which is *the act of bringing your awareness and attention to your entire present moment experience, and being nonjudgmental and compassionate toward all things.* By attending to your whole experience (e.g., thoughts, feelings, things in your environment) and not "buying into" the self-critical chatter from your mind, mindfulness can positively reduce psychological stress. Mindfulness can be practiced daily and without disruption to your activities. The key though, is to treat mindfulness like a skill, which requires practice. The more you practice the better it will help you cope with stress. Let's see how mindful you are. Take a second and respond to following questions[1]:



1 - Almost always
2 - Very frequently
3 - Somewhat frequetly
4 - Somewhat infrequently
5 - Very infrequently
6 - Almost never

I find myself listening to someone with one ear, doing something else at the same time.

1 2 3 4 5 6

I find myself preoccupied with the future or the past.

1 2 3 4 5 6

I tend to walk quickly to get where I'm going without paying attention to what I experience along the way.

1 2 3 4 5 6

If you answered a "5" or lower on any of these questions, you can likely reduce your stress by practicing a very basic fundamental of mindfulness training, mindfulness-breathing. Here's a brief mindfulness-breathing exercise to help you cope with stress. Read through the five parts and practice them for approximately five minutes.

1) Sit quietly with your eyes open, allow yourself to be centered in the chair.
2) Bring all of your attention to the physical act of breathing.
3) Gently notice what your breath feels like as air travels in your nose and out your mouth, and your stomach rises and falls. let your in-breath and out-breath be slower and deeper.
4) Don't force your breath, just notice it. Be an observer.
5) If any thoughts or other feelings come to mind, just notice those too and gently return your attention back to your breath.

Practice this exercise daily for 5 minutes. You can do this exercise before or after class, while you are waiting for an appointment, or while lying down in bed. By directing your attention at your breath, you will be more present focused and relaxed.

Suggested further readings:

• University of Massachusetts Center for Mindfullness http://www.umassmed.edu/cfm/
• [1]Mindful Attention Awarness Scale (MAAS) http://www.ppc.sas.upenn.edu/mindfulnessscale.pdf

Fun Fact!

Are there more neurons in the human brain than stars in our galaxy? A recent study estimated that there are approximately 86 billion neurons in the human brain—far less than the estimated 200-400 billion stars in the Milky Way, but still a whole lot of matter. Interestingly, the same study showed that the cerebral cortex (i.e., the convoluted, wrinkly part) only contains about 19% of total number of neurons.

(Azevedo et al., 2009, The Journal of Comparative Neurology)

Lab Gab: The Health Psychology Lab

By Joanna Piedmont, Graduate Student

Have you ever sat down after a psychopathology class and thought to yourself - What is generalized anxiety disorder (GAD)? What are the emotional, behavioral, and physiological characteristics of GAD that distinguish it from other types of anxiety disorder? Why do people get "stuck" worrying about things? The Health Psychology Lab at UT has done just that. The overarching goal of this lab is to advance the science of stress, coping, and health. Those who work in the lab are particularly interested in the process of stress and coping in generalized anxiety disorder (GAD), and psychosocial aspects of medical disease and illness.

Meet the Lab

Dr. Jason Levine is in his 3rd year as a professor at UT. He hopes to see the Health Psychology Lab make significant research contributions over the coming years. Dr. Levine says that there are "three aims guiding the lab's research on anxiety - 1) moving toward a biopsychosocial model of GAD, 2) characterizing responses of the cardiovascular system that implicate psychosocial aspects of GAD as risk factors for adverse health outcomes, and 3) delineating the processes associated with coping in GAD. In addition to our study of anxiety, the Health Psychology Lab is interested in how psychosocial factors influence the onset, progression, and management of chronic biobehavioral diseases such as diabetes mellitus and cardiovascular disease. For example, we want to better understand how stress, anxiety, and depression influence adherence to prescribed medical regimens." Dr. Levine reports "a great appreciation for his team of current lab members, who work well together and have already produced numerous presentations and are working diligently to publish their research findings. "

Samantha Cain is a 2nd year graduate student interested in behavioral psychology and integrative care. Her broad research interest is in health psychology, specifically medication adherence in individuals with depression, diabetes and other chronic issues. Her master's thesis will examine the different cognitive and behavioral factors that mediate the effectiveness of the Automatic Self Monitoring Machine (ASMM), a small computer that can be used by Type II Diabetics to provide direct results on their blood glucose levels. The ASMM also offers advice on how to get blood glucose levels back to normal levels (e.g., those with high blood glucose levels might be advised to walk up and down a few sets of stairs). Samantha is excited by her project, and its potential impact. Samantha enjoys being part of the Health Psychology Lab because she likes the balance it holds "between having fun and getting work done."

Joanna Piedmont is also a 2nd year graduate student in the Health Psychology Lab. Her main research interests include psychotherapy process and outcome, substance abuse, stress and coping, and anxiety disorders. She is specifically interested in GAD. Joanna's master's thesis will focus on the social components of GAD, and the effects of affect on GAD. This is a subject that has not been thoroughly explored in the existing literature, and she is excited to contribute to our understanding of the disorder, and the implications this can have on the treatment of GAD. When asked what she likes best about being a part of this lab, Joanna commented: "I love the camaraderie and support in this lab. We all work really well together, and that makes our lab time much more enjoyable. We are able to relax, and engage in some really great conversations that help to further our understanding of our topics and generate better ideas for our research."

Future Directions

The entire lab is excited to begin their Social GAD project, a study examining how negative affect influences cardiovascular reactivity to social stress in participants with GAD. This is one of the first studies to examine these variables in a controlled situation, and should lead to a more detailed account of GAD. The Health Psychology Lab is also beginning to recruit new students for the 2015 – 2016 school year. They are looking for students who are passionate and curious about a scientific understanding of human behavior, and have overlapping research interests with the lab. Ideal students will have a track record that demonstrates their aptitude for and commitment to scientific research. Students who fit well in the lab are self-motivated and able to independently problem solve, and are willing to receive guidance and support from others. The hope is that they will interested in ultimately pursuing a research-based or clinical position.

Recommended Reading

Book Review By Eric Prichard, Graduate Student

Ferris, T. (2010). The science of liberty: Democracy, reason, and the laws of nature. New York: HarperCollins.

What do American Conservatives and Progressives have in common? There are several possible answers. I want to focus on three. First, both groups get to enjoy living in a society where their ideas are free to compete for supremacy without government censorship. Second, both groups live in a society where scientific progress has created new opportunities and new challenges for the people living in it. Finally, both groups must come to power through democratic means. However much we may disagree, we are inextricably linked through the democratic principles and the scientific advances that have shaped our way of life. The story of free societies, and the modern political ideas that exist within those societies, is the story of how scientific thinking and modern democratic principles evolved together and created the world we live in today. It is this story which Timothy Ferris so elegantly tells in *The Science of Liberty: Democracy, Reason, and the Laws of Nature.*

Specifically, Ferris traces the history of how the rise of market economies and Enlightenment ideas regarding the natural rights of humanity combined with the modern vision of science, as formulated by luminaries such as Isaac Newton and Rene Descartes, gave rise to the principles that would eventually form the foundation of the modern democratic world. He makes a strong case that science and free societies have a symbiotic relationship. Science relies on openness, free speech, and the freedom to associate with other thinkers. Democracy, in turn, benefits from the anti-authoritarianism inherent in scientific thinking.

While Ferris lauds what science and democracy have done to lift billions out of real poverty, his work is not without warnings. Using examples such as the radicalism of the French Revolution, the so-called "Scientific Socialism" that drove the Soviet revolution, and the eugenics policies of Nazi Germany, he demonstrates the dangers of allowing authoritarian ideologies to misappropriate and distort science. He further argues that anti-scientific and anti-democratic ideas continue to exist in the modern world.

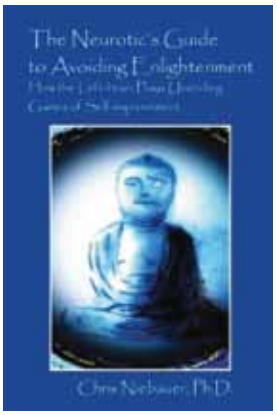
Ferris's book is a must read for several reasons. First and foremost, it is an extremely engaging and accessible history of scientific and democratic thought. Everyone can benefit from learning about the origins of the ideas that predominate in the modern world, and *The Science of Liberty* provides an overview of this history, which is neither dense nor dry. Furthermore, in a day and age where increasing political partisanship is having an effect on how we perceive everything from the state of our economy to the validity of science, it serves as a much needed reminder of the shared principles that have made our democracy viable. It is this diversity of political ideas, our willingness to test them, and the use of democratic principles to pass judgment on them that has sustained our freedoms for two and a half centuries. Policies and parties change, as do the theories and methodologies used in science. Dogma, the book suggests, is what leads to stagnation.

Alumni Re-Connect: Chris Niebauer, Ph.D. (1996)

By Eric Prichard, Graduate Student

Every faculty member and graduate student in the University of Toledo's psychology department eventually learns something about handedness. However, as hard as it may be to believe for those of us who started grad school in the 2010's, there was a time before handedness became such a hot topic at UT. One of the important early contributors was former graduate student Chris Niebauer, who worked under the supervision of Dr. Steve Christman and received his PhD from the University of Toledo in 1996. After graduating, he eventually settled at Slippery Rock University (PA), from where he published the articles that have greatly influenced current thinking on handedness, brain organization, and belief updating. Earlier this year, Dr. Niebauer published his first book, *The Neurotics Guide to Avoiding Enlightenment: How the Left-brain Plays Unending Games of Self-Improvement.* He was kind enough to answer a few questions about his new book for PsyConnect.

E: Your book seems like a good antidote to the pop self-help industry. What inspired you to write it?
C: There was something that Alan Watts said that always stuck with me, "The reason you want to be better is the reason why you aren't." The basic idea of my book is that the thing we need to improve is the desire to improve. There is so much pop psychology these days about being in the moment and at the same time how to improve one's life. If you are really in the moment there is no past and future but improvement requires both. I wanted to write a book to show that in moments of stillness there is no self and so nothing to improve. And of course this is ironic because the second one gives up on improvement, they find the improvement they were



Alumni Re-Connect (continued from page 5)

E: You talk a lot about the left hemisphere as an *interpreter*. Can you briefly sum up what this means for the "self" as popularly understood?

C: The isolated left brain of a split-brain patient can be totally in the dark about why the right brain initiated some behavior and yet the left brain is quick to make up a reasonable but often wrong explanation. The split-brain patients are just exaggerations of normal people. Most of us are in the dark about our real motives but easily find explanations via the left brain. The *interpreter* is always on and uses left-brain language. Have you ever noticed how much you talk to yourself? Most of this inner language is the left brain trying to figure out what is going on by interpreting the past and predicting the future. This left-brain interpreter creates what we assume to be a real thing in the world, our self or ego, but I think it's just another idea to explain things. Believing in the self is like seeing a face on Mars; it feels real but is just a creation of the mind. Telling an American audience there is nothing they can do to improve the self because the self is just a fiction is a hard sell. However, letting go of the idea of the self can also be a liberating experience. So far, the reviews have been surprisingly positive.

E: There are some interesting ideas about the role of the pattern perceiver in mental disorders such as anxiety and schizophrenia. Do you think a better understanding of the left hemisphere's role as *perceiver* has something to offer clinical psychology?

C: Take a ten second look around and what do you see? Do you think an infant would see the same "things"? The left brain has categorized the world into patterns that it summarizes in language and most believe these are a part of the world. I propose they are just a product of the brain. Many clinical conditions could be a function of the strength of this pattern-creating machine. Turn it up, and the schizophrenic sees "too many" patterns; turn it down and the depressed person finds "too few" and can't find meaning.

E: The book integrates neuropsychology with ideas from people such as philosopher and popularizer of Eastern thought Alan Watts and the spiritual author Eckhart Tolle. Could psychologists as a whole do a better job of looking to philosophers, spiritual thinkers, and other non-psychologists in our quest to understand the human mind?

C:After the discovery of the left brain interpreter, one researcher stated "psychology is dead" but it never died and that is because most of psychology has a hard time acknowledging the interpreter. In my book, I speculate that this may be due to the worry that there is nothing beyond it and that the interpreter opens the door beyond science possibly bridging the gap between science and spirituality. Science has rules, as it's a product of the interpretive mind. So, while science is restricted, experience is not, and psychology should deal with the full range of experience. There are experiences outside the left brain which do not fit within the narrow categories of a left-brain science. In my view, science is the outcome of the same sort of left-brain, rule-based thinking that created grammar. Grammar is very useful but if one focuses solely on the rules, it is easy to miss the meaning. Psychology is a great place to start, but there may be more to experience than the categories it has created.

E: Are you working on any future books?

C: Yes, my next book is titled "Flirting with Enlightenment" and should be available next year. If one sets out on a mission to find peace of mind, that is the last thing that will happen. However, if one plays with the possibility, in an almost flirtatious way, the results will be more interesting. It is a continuation of exploring experiences outside that of standard left-brain thinking.

If you are interested in learning more about Chris Niebauer's new bok, feel free to check it out at Amazon.com: http://www.amazon.com/Neurotics-Guide-Avoiding-Enlightenment-Self-improvement-ebook/dp/B00J2I7Z8G

Profiles: Dr. Kamala London

By Michelle Beddow, Graduate Student

Dr. Kamala (Kami) London is a developmental psychologist by training. Her research is focused on how we can tailor forensic proceedings to best suit children's developmental abilities. According to Dr. London, "up until very recently, there was no research on how to interview kids, or what practices were best for children. Some processes we would think would work the best, such as using anatomical dolls, turned out to be ineffective and led to false reports". She and her team of graduate students work on using research findings to generate the best procedures for these children.

Dr. London described her research process this way, "basically, we stage an event, interview children in different ways, and then note which ways seem to be better or worse." Because her research involves young children, the department's undergraduate subject pool is not an option; therefore her researchers have to go to nearby daycares and schools to recruit children as participants, which involves getting the parents to sign consent forms. Given that this is an intensely time consuming process she is very appreciative of her graduate students: Nicole Lytle, Monica Rohrabaugh, and Alissa Anderson for their hard work.

Dr. London is originally from Grand Rapids, Michigan and completed her undergraduate degree at Grand Valley State University. When she was younger she wanted to become a lawyer when she "grew-up". How did she become connected with psychology? As an undergrad, she took

Profiles: Dr Kamala London (continued from page 6)
psychology courses for fun. In fact, she took enough psychology courses that by the time she was ready to graduate she realized that she could double major in pre-law and psychology. Although she was interested in psychology, her interest in law came first and during her undergrad years she worked towards this goal by working at both a police department and a law office. She had planned on going to law school until a professor told her that she could take her law interests and study them from a psychological perspective. She now says that this was a much better match in terms of her interests.

After graduating, she travelled out west to attend the University of Wyoming where she earned her Ph.D. While most prospective graduate students are encouraged to rank their top choices by research focus, or program emphasis, Dr. London's number one reason was that the program had to be out west near the mountains, with her second preference being that the university had a psychology and law program. In fact, she told me that she answered most of her PhD comprehensive exam questions while outside looking at the mountains as her dog ran around the area. If you ask me, I think she had her priorities in order.

After earning her Ph.D., she completed a post-doctoral fellowship in forensic developmental psychology at John's Hopkins Medical School. It was at John's Hopkins' where she studied eyewitness memory and forensic interviews with children with atypical development (autism spectrum, anxiety disorders, etc.). She always thought that she would one day return to the mountains but realized during her fellowship that she wanted to settle near family, prompting her return to the Midwest.

Currently Dr. London lives in Sylvania with her 10 year-old son Kyan, her 20 month-old son Cole, a Pug named Wendell, a Papillion named Murphy, and her husband, who is the police chief here at UT. She is glad that UT was where she ended up after her post-doc because she met her husband here. She said that she thinks the Toledo area is an awesome place to raise her kids.

When asked about her hobbies, Dr. London said that, not surprisingly, her family takes up most of her time. Her family likes to go on dog walks around the neighborhood, as well as feeding her neighbor's horse an apple every day. She loves animals and is glad to see a lot of animals near her house, including owls and deer. A little known fact about Dr. London is that she writes her own poetry and has even had some of it published! She also likes to read. When asked about her favorite non-academic book, she said that she likes quirky books, like those by Augusten Burroughs. She also likes to cook and travel.

In fact, her career has helped her pursue her travel interests. Besides travelling for conferences, Dr. London travels all over the world to give expert testimony on child witness cases. She is currently working on a case in Hawaii, as well as one in California, and has traveled to other countries like New Zealand. As a consultant she presents scientific findings regarding child witnesses to the courtroom and translates the findings to a jury to help them understand how the research might apply to the particular case. One of the defining moments in her career was when her research was cited by the United States Supreme Court in one of their decisions. She said it is pretty rare that the Court uses social science research in their decision making, so having her research cited was very exciting.

Reel Psychology: *A Dangerous Method (2011)*

A PsyFilm Review by: John Van Dusen, Graduate Student

A Dangerous Method (2011), starring Kiera Knightley, Michael Fassbender, and Viggo Mortensen, is a drama focusing on the early 1900's relationship between Sigmund Freud (Mortensen) and Carl Jung (Fassbender), as well as the affair between Jung and his patient/colleague Sabina Spielrein (Knightley). This movie portrays the lives and struggles of the founders of psychoanalysis, centering on the psychiatrist Carl Jung. It follows Jung's treatment, temptation and ultimately affair with Sabina Speilrein, who begins as his patient and ends up as one of the first female psychoanalysts. The movie's other main thread concerns Jung's close friendship and subsequent falling out with Freud over the future of psychoanalysis. *A Dangerous Method* is an interesting R-rated account of the beginnings of psychoanalysis. Its strengths include its historical accuracy and its characters' acting performances, while its weaknesses include its detached storytelling and some pacing difficulties. Viewers should be forewarned that the movie is not appropriate for children, as it contains some nudity and scenes involving bondage.

When it comes to historical accuracy, this movie is surprisingly faithful to the known details of Jung's relationships with Freud and Sabina. For example, Jung and Freud's first meeting reportedly lasted thirteen hours, and the movie recounts a scene in which Freud faints at a conference in Munich, both of which are details that are present in historical accounts of Freud and Jung. Freud's rejection of Jung's ideas also paints the conflict between the two accurately, if only in broad strokes. The nature of the relationship between Jung and Sabina ventures into the realm of speculation, but is a relatively straightforward extrapolation from the real Sabina's documented fantasies of humiliation and her heavily implied affair with Jung. The acting in *A Dangerous Method* is also excellent – Kiera Knightley provides a compelling performance of hysteria, a historical psychiatric diagnosis, while Viggo

Reel Psychology (continued from page 7)
Mortensen summons a vivid portrayal of Freud, right down to the cigars.

Despite the historical accuracy and strong acting performances, A Dangerous Method ultimately falls short of a good drama. The movie feels as detached and clinical as its characters, which makes it difficult to emotionally invest in. With the exception of a few kinky sex scenes between Jung and Spielrein, the movie could pass as a History Channel documentary on the lives of its characters – valuable in its own right, but not particularly dramatic. Overall, I'd give this movie 7 out of 10 stars – worth a look, even if it fails to truly pull the viewer in.

PsychTalk: News About our Students, Faculty and Alumni

By Heather Haught, Graduate Student and Andy Geers, Professor

Recent Honors and Awards

• Psychology doctoral students, Heather Haught and Shane Close, were awarded summer (2014) internships in Washington, D.C. Heather Haught, a student in Dr. Rose's lab, worked with the Institute for Defense Analyses (IDA) as a data analyst and survey methodologist. IDA is a think tank located in D.C. that is contracted by the Federal government to analyze real-world national security issues. Heather commented that "IDA is a unique organization where people from the military, academia, and the private sector come together. My internship taught me how to effectively communicate with people from diverse training backgrounds and helped me translate my skills into an applied setting." Shane Close, a student in Dr. Geers' lab, worked as an intern with the Government Accountability Office (GAO) as a data analyst. The GAO supports Congress in meeting its constitutional responsibilities to legislate, appropriate, and oversee the Federal government for the benefit of the American people. Shane shared, "This internship helped my professional development by giving me experience interviewing people at federal agencies and senior officials in various cities of interest; in addition, I summarized and presented information that was used to understand when and how grant oversight procedures are completed. This was an invaluable experience that will help me in the future when entering the workforce, and I would strongly recommend to anyone who is interested in experience outside of academia."

• Experimental graduate students, Ashley Hall and Monica Rohrabaugh, as well as undergraduate psychology student, Taylor Nelson, were competitively selected to attend the Summer School on Crime, Law, and Psychology. All three students work with Dr. Kamala London-Newton. The summer school was held July 5-12, 2014, in Prague (Czech Republic).

• Monica Rohrabaugh was awarded a research grant from the American Psychology and Law Society (AP-LS). Monica is a grad student in the Forensic Developmental Psychology Lab under the supervision of Dr. London. This grant will fund research examining children's memory for dyadic conversations. In terms of application, this research aims to inform the legal system of child witnesses' ability to provide accurate conversational testimony during forensic interviewing and following trials.

• Gabriela Hurtado, a doctoral student in Clinical Psychology, was selected to be part of the student subcommittee of the American Association of Suicidology (AAS)'s Board of Directors. This subcommittee has primarily focused on presenting student initiatives related to the annual conference and student group to the board each year. Gabriela works under the supervision of Dr. Joseph Hovey.

Recent Faculty and Student Publications

• Blood is a critical resource for emergency and nonemergency medical treatments. Unfortunately, estimates suggest that fewer than 5% of eligible donors give blood each year. One deterrent to blood donation is the anticipation of vasovagal symptoms (e.g., dizziness, nausea, and fainting), despite the fact that such symptoms typically affect a small proportion of donors. Two faculty members in the Department of Psychology, Dr. Jason Rose and Dr. Andrew Geers, recently examined how the perception of vasovagal symptom alters blood donation. The research, to be published in the journal *Transfusion*, revealed that non-donors vastly overestimated how typical it is for people to experience vasovagal symptoms during blood donation. Further, two experiments found that changing peoples' belief in the likelihood of experiencing these unpleasant symptoms can increase their intentions to donate blood.

Graduate Students Land Jobs

• Two graduates of the experimental psychology doctoral program recently accepted tenure-track faculty positions. Jon Westfall is an Assistant Professor at Delta State University. While Cleveland, Mississippi seems like "the middle of nowhere" to someone who grew up in Cleveland, Ohio, Jon said "the town has all the essentials…and has been very welcoming" The faculty have a "good working relationship, and diverse viewpoint, and include those from educational as well as experimental psychology" Jon gets to do research with students and "to teach the courses I want to teach, including several on my 'wish list' for some time" and the university, "while small, has a student-focused administration." What more could one want? (Jon said "A Starbucks would be nice.") In sum, Jon said he's "really psyched to start this position" and "it's the start of a fun adventure." Evan Hill is an Assistant Professor at the University of Nebraska at Kearney, located in Kearney, Nebraska. The position will allow Evan to continue pursuing his research interests in the auditory perceptual abilities of vertebrates, while also involving students in psychological research. Evan will also serve as the director of the Psychobiology Program, whose goal is to prepare students who are

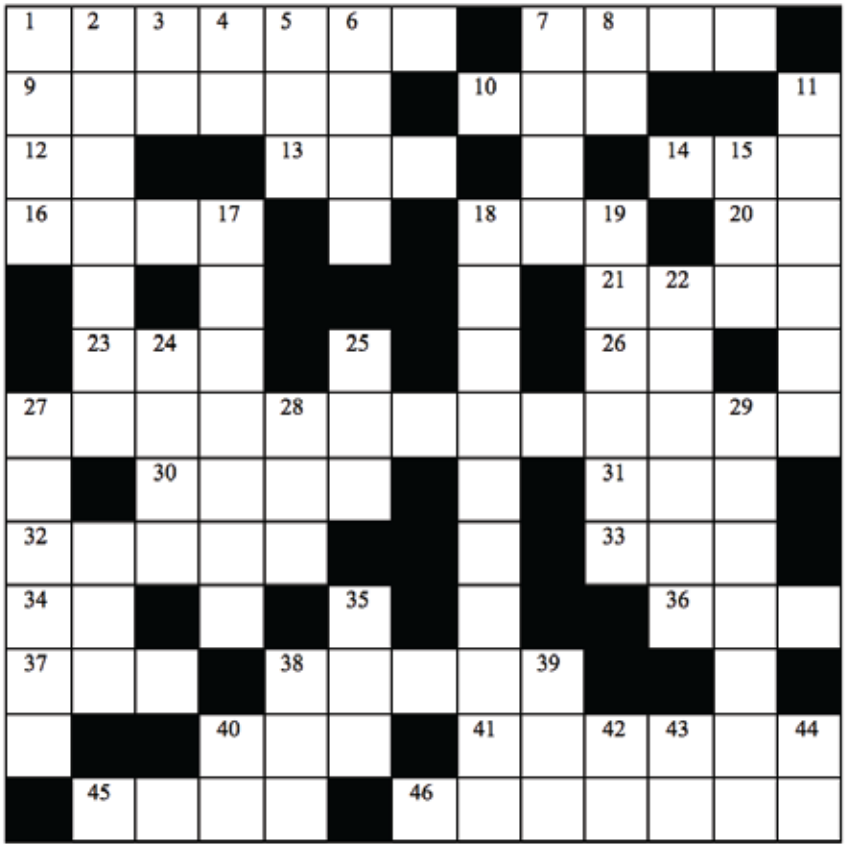
Lab Gab (continued from page 8)
interested in pursuing careers in the neurosciences and medicine. As Evan said, "I'm very excited about this next step in my career. To be able to help students develop an appreciation of the interplay between physiology and psychology through both classroom instruction and demonstrations in the research laboratory is a great opportunity."

UT Psychology Department in the News
• Recent research by Psychology faculty member, Andrew Geers, and his colleague Lisa Neff (University of Texas) was featured in an article in the *Huffington Post* (and *Psychology Today*). A link to the Huffington Post article is provided below. The article describes research published in the *Journal of Personality and Social Psychology*. This work tested whether high levels of optimism help married couples sustain their relationship, or, if high levels of optimism can leave married couples vulnerable to relationship problems.

Link: http://www.huffingtonpost.com/2013/11/22/happy-marriage-study_n_4319943.html

The Lighter Side: PsyWord Puzzle

PseudoScience Crossword, By Ryan Corser, Graduate Student



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

Across
1. Astrological sign
7. Football unit of measure
9. Gift for 25th wedding anniversary
10. Danny Zuko & the T-Birds product of choice
12. e.g., Reading, Short Line, B & O (abbrev)
13. Government health agency (abbrev)
14. A passage with access only at one end
16. Bart Simpson's immature spelling bee word
18. What Adam donated to Eve
20. Character stranded at sea w/ a tiger
21. Common female middle name
23. Let me peer into your future
26. __$ha sings Timber!
27. Jedi skill & Uri Geller's illusion
30. Person, place, or thing
31. An end to sex?
32. Sweet baking ingredient en français
33. Pick battles big enough to matter, small enough to win.
34. Junior's father (abbrev)
36. Freud studied this animal's testes
37. Freddy's street
38. Inflexible
40. R2D2 is one
41. DNA's home for most cells (plural)
45. Petti's "____ Fallin"
46. Narcissist's trait

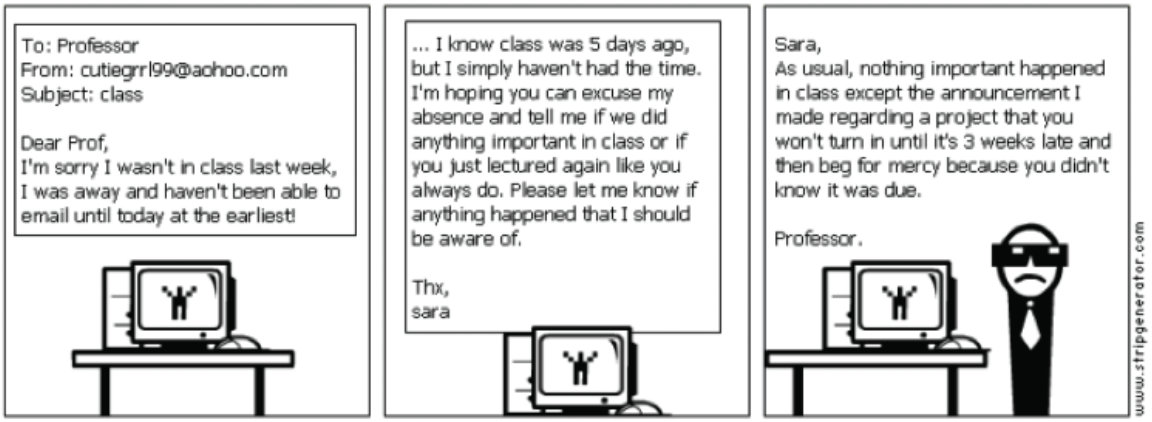
Down
1. Prozac & Zoloft
2. UFO-made art: crop ____
3. London, Sochi, & next Rio de Janerio (abbrev)
4. Luxurious camping
5. This is mightier than the sword
6. Controls the pupil's size
7. The Henderson's named this fella Harry
8. Southern U.S. state
11. Supposed builders of our ancient world
15. Network that brought us Buffy, Veronica Mars, & Moesha
17. Subliminal messages exhorted 1950s moviegoers to consume this product
18. Dubious attachment therapy technique
19. Two-step chicken recipe: shake it & ____
22. Water-dwelling cryptid
24. In unison
25. Saturn car model
27. Awarded the assist following a goal
28. Color property used to describe frequency
29. Blocks or interferes (syn)
35. Corner the market to win this card game
38. Wade's plaintiff
39. Batman & Robin
40. Être:French::__:English
42. X-ray scan
43. Pharmaceutical treatment for bipolar (abbrev)
44. American Online chat service (abbrev)

PsyFunnies

By Jon Westfall, Assistant Professor and Former UT Graduate Student

Hey Doc! The Real Life Experiences of an Instructor

Class? Nothing Important!



What Do You Think?

Should you hand write or type class notes? A study conducted by Pam Mueller and Daniel Oppenheimer demonstrated that students who took notes the old-fashioned way (i.e., paper and pen) performed better on conceptual test questions than students who took notes using a laptop (Psychological Science, 2014). Laptop note takers were less likely to reproduce information in their own words; instead, they tried to take verbatim notes, which could have interfered with learning.

Contact Us

To send us news for inclusion in a future newsletter, please write, e-mail (psyconnect@utoledo.edu), or fax (419.530.8479). Tell us what you are doing; feel free to include professional information and whatever you think would be of interest to fellow alums. You may also send high-resolution photos, preferably digital (at least 900 KB file size), for possible use.

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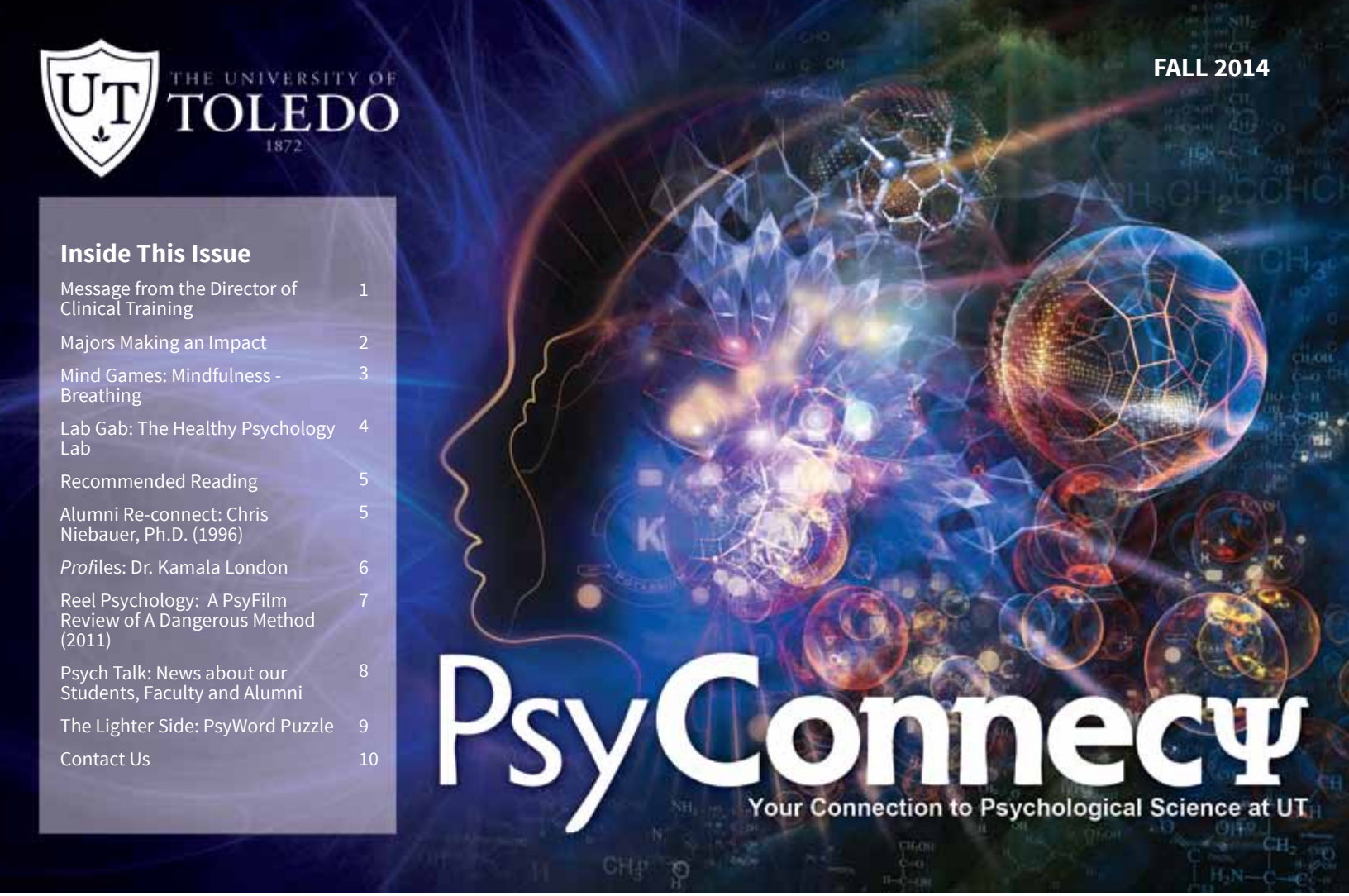

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Your Connection to Psychological Science at UT

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