

Message from the Editor

This is the second and last PsyConnect newsletter of 2013-2014. We have now completed a full three years and things could not have gone any better. The newsletter has elevated the department “happenings” not only within our department and university, but also within the alumni community. We have heard from many students and faculty that we haven’t seen in years, and the excitement and feedback about this new endeavor to better connect our psychology “family” has been tremendous. Please keep your comments coming! We would love to hear from you. I would also like to take this opportunity to thank Dr. Tiamiyu, the founding editor of PsyConnect. She has decided to step down, but her leadership, hard work, and dedication to the newsletter will not be soon forgotten. Without Dr. Tiamiyu’s steady hand and “positive thinking,” PsyConnect’s success may have never materialized. Thank you Dr. Tiamiyu! I should also announce that I have moved from Associate Editor to Editor and have selected Dr. Jason Levine as the new Associate Editor. Please join me in welcoming him to the staff. Finally, we have changed the layout and graphics of the newsletter. I hope you noticed, and I hope you enjoy.

Dr. J.D. Jasper

Professor & Editor

Grad Life: Yopina Pertiwi

By Joanna Piedmont, Graduate Student

Interviews in general can be pretty uncomfortable, especially when they are with someone you know, or someone who you have had classes with, but definitely don’t know



at a personal level. Asking a series of questions, from the personal to the inane, creates the potential for a mass of awkward silences, weird pauses, and a generally uncomfortable

60 minutes. Fortunately for me, my interview with Yopina Pertiwi was nothing like that. With her easy smile and

contagious laugh she made the interview pass by in a flash.

Yopina hails from a lovely city in Indonesia called Yogyakarta (don’t ask me how to pronounce it, I already had to have her spell it for me!). She describes her hometown as a meeting of a modern and traditional atmosphere. Indonesia itself is traditional in that it has provinces instead of states. Her hometown is located in one of the provinces, the Special Province of Yogyakarta. This province is unique as it has a non-elected governor who is the king (or as they call him, “Sultan”). The town is often referred to as “miniature Indonesia”, and it holds many universities, whose diverse student bodies bring in a modern touch, as they travel to Yogyakarta from around the country.

Though her hometown has many great places to study, Yopina received her Master’s Degree from the University of Delhi in India. She is currently a 1st year student in the

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Grad Life: Yopina Pertiwi (continued from page 1)

experimental program (social psychology concentration); her PhD advisor is Dr. Y.T. Lee. Yopina remarked that her first semester at Toledo was definitely an adjustment from her previous grad school experiences. She's experiencing a new culture, city, system of education, university, research style, readings, and system of deadlines, all while working towards her PhD. Her school in Delhi used more qualitative research methods (as opposed to quantitative methods, which are favored in Toledo's programs), but she enjoys the smaller class sizes, as they allow for more self expression and engagement in classroom discussions. Her main research interests include stereotype, prejudice and intergroup relationships. Yopina's long term goal is to find effective solutions for intergroup conflicts and prejudice, and to bring these resolutions back to her country, to help end conflicts between ethnic groups there.

Beyond the basics of her background and research life, Yopina also let me take glance into her past, her thoughts on the present, and indulged a few of my journalistic questions. Take a gander:

JP: How do you like Toledo so far?

YP: Do I have to be honest? (laughs) Before coming to the US, I had ideas from the media about how Americans are individualistic, and all for your own. But once I came here, maybe because it's the Midwest, it's different. I'm surprised by how people ask "how are you". It's similar to people in my hometown greeting strangers. But the city is so quiet! Indonesia is bigger, there are people everywhere, and there's more stuff to do at night. Toledo is so quiet, especially when break comes, it feels like I'm living here alone. And the weather is different! I come from a tropical country where it's always good weather, always summer, and here it's the most extreme winter in decades! I like to experience the weather, so far I really like fall and I'm excited for spring.

JP: Your English is excellent! Is it your first language?

YP: No, it's actually my third. I speak the native language that's spoken in my city, and the national Indonesian language. I've studied English since grade 4, and it was a required class. I learned more English through movies, songs, and TV shows. When I went to India for my Masters, it also improved my English. When I came back to my hometown I worked in a University where I met some English people, who helped me speak the language even better.

JP: What is your favorite band, book, and movie?

YP: I like a lot of genres of music, but if I had to pick it would be the band Passengers, or Jason Mraz. For books, I like the novelist Ken Follett. I love history, and that's why I like his books, the characters are all related to history. As for movies, I like something inspirational, with a bit of action, or a detective movie. I really like the Bourne

Identity Trilogy (the first three, not the fourth one!), and "Men of Honor".

JP: If you got to play hooky from school for a week, what would you do and where would you go?

YP: If I had the money I want to go to Seychelles, where Prince William and Kate had their honeymoon. It's a small, private island, not many people, just a quiet place.

JP: And if you were a real world graduate student, with no money?

YP: If it were longer, I would go back home. But if it were just a week, I would go to the cinema every day, or watch movies in my apartment and cook Indonesian food, or anything spicy!

JP: What is your favorite food?

YP: (laughing) Anything related to fish! I like it deep fried with chili sauce (a homemade hot sauce).

JP: If you could have dinner with three people, dead or alive, who would it be and why?

YP: My top choice would be the 3rd President of Indonesia, B. J. Habibie. He was the most genius person in the country. He began his career as engineer, and then became the Minister of Research and Technology for several terms, and helped the country become more advanced in these fields. He became Vice President in 1998, and then political situations caused the President to resign, so he became President for one year. In that short time he did a lot of things to help my country. My second person would be my father. He passed away when I was younger, and if I had the chance to meet, and have dinner with him, I would. He was my favorite person. He believed in me growing up. We used to discuss lots of things, beyond just casual ideas, and he really shaped who I am today. My third person would be Nelson Mandela. I adore his determination to free his people from discrimination.

JP: So it wouldn't be a complete, cheesy interview without this question. If you were stranded on an island and could only bring three items, besides food and water, what would you bring?

YP: Can I bring someone to be there with me? I need people! Someone who is close to me maybe, my best friend or boyfriend? Anyone who is not going to complain a lot! Can I bring clothes? What if it snows? Shoes? Maybe I will need shoes!

JP: (laughs) It has to be three objects, not people. And we'll change it to a desert island, and you already have clothes!

YP: I would bring 1) a novel- something by Ken Follett. Maybe his newest book, because I haven't read it. 2) A knife to help eat things. There's no electricity so I can't bring my laptop... 3) Maybe a mirror to make fire... a magnifying glass, for fires at night and cooking.

A Familiar Face Returns to Give Talk and Advice

By Ryan Corser, Graduate Student

Why do videos, like “David after dentist” and “Antoine Dodson”, or other media go viral on the internet? Are males or females more likely to engage in deceptive self-presentation in online dating contexts? What’s the personality profile of a blogger? These are just a sampling of research questions UT alumnus, Dr. Brad Okdie, has examined during his career.

Recently, Dr. Okdie returned to UT to share his research and teaching experiences with the current faculty and students. After graduating from UT in 2003, Dr. Okdie earned his doctorate at the University of Alabama and then found a job as an Assistant Professor in psychology at the Ohio State University - Newark.

A social psychologist by training, Okdie researches social influence, interpersonal relationships (online and face-to-face) and persuasion. His research suggests that emotionally arousing videos are most likely to go viral; surprisingly, the emotional valence—the positive or negative nature—of the video is less influential. Okdie also finds that in the context of online dating, men are more likely than women to change their personality profiles in anticipation of a date. Specifically, males expecting a date rated themselves as more agreeable, more emotionally stable, and more attractive than males not expecting a date.

Besides conducting research, Dr. Okdie has a passion for teaching. Having won several Outstanding Teaching Awards, he aims to make every course that he teaches interactive and engaging for his students. He believes that “there is a lot that students can learn from interacting with

the material, and incorporating pop culture examples that illustrate that the concepts in class extend beyond the walls of the classroom.”

One of his favorite classes to teach is Introductory Psychology because it’s an opportunity “to expose students to material that allows them to know themselves and others in a way that they did not before taking the course.” Besides offering a path to knowing thyself and others, Okdie hopes to stimulate students’ interest in psychology and to appreciate “the complexity and ability of the human psyche.” Dr. Okdie was also kind enough to pass along some advice to psychology students and reminisce about his experiences at UT.

Q: What advice do you have for undergraduate psychology majors and psychology graduate students?

A: “For undergraduate psychology majors, the advice is simple: Get involved! The University of Toledo is filled with great professors and resources to help foster your growth and professional development in psychology. Getting involved in research labs and organizations on campus will afford you great opportunities and further your knowledge. However, you must be proactive. Seek out every available opportunity to learn your craft. As per graduate students, remember that this is the one opportunity that you have to train for your career when you leave school—make the best of it. Thus, you should take it seriously and be sure to extract all the available information and opportunities. Be sure to establish collaborative relationships with your fellow graduate students and the faculty in the department. Some of these relationships will continue far into your career.”

Ask a Psychologist

By Ryan Corser, Graduate Student

Do “brain training” sites like Lumosity really improve cognitive functioning?

Brain training programs aim to improve a variety of mental processes, such as attention, problem solving, and working memory. Working memory is our mental workbench where we temporarily maintain and manipulate information from our senses and past experiences. We constantly rely on this process for many everyday activities (e.g., reading, mental arithmetic, navigating). Commercial brain training sites and consumers hope that training these basic cognitive processes will lead to improved functioning in other cognitive and emotional domains that is relatively long-lasting. Below is a summary of some of the empirical research that tests these assumptions.

When evaluating these programs, it is important to differentiate improvement observed on trained versus untrained tasks. On tasks practiced during training, people show

significant improvements compared to baseline. So for example, when you train attention using specific tasks, people generally show moderate to large improvements on these tasks. The more contentious and not fully resolved issue is whether skills learned from trained tasks generalize or transfer to untrained, novel tasks. In general, evidence suggests that this often sought after “transfer of training effect” is limited. The greatest chances of transfer occur when the trained and untrained tasks are similar (i.e., they rely on a similar underlying mental process). In short, brain training can increase the



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capacity of your working memory, but this does not necessarily result in better reasoning or higher intelligence scores. What about the duration of these effects? Improvement on the trained tasks can happen relatively quickly, but without additional practice the effects diminish considerably after about nine months.

Before completely forming an opinion about brain training programs, you should know that the efficacy of these programs depends on a number of variables that are still being investigated. For example, performance outcomes depend on what mental functions you are training, your age (e.g., younger children benefit more from cognitive training programs than older children), and other individual differences (e.g., neurological conditions—recovering from a stroke or psychological disorder). Before committing to a

certain program, you may want to look at some of the research to see if a particular program can help you reach your goals. As a start, some helpful review articles are listed in this column. Some of these articles even discuss other activities, such as meditation, language learning, or exercise, which have shown similar promise as the computerized brain training programs. Importantly though, all these techniques require more research to confirm their effectiveness and limitations.

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Mind Games: Self Monitoring

By Lindsay Roberts, Graduate Student

Imagine you're at a party. You find yourself chatting with a few people that you've only just met, and one of them tells a mildly inappropriate joke. You think this joke is quite funny, but the topic is a very sensitive one. How do you react? Do you laugh and run the risk of alienating yourself from the group, or do you try to see how others respond first? When we encounter social situations like this one, we often have to make split-second decisions that shape our reaction. One individual difference that may influence how we respond is self-monitoring. Respond to these four questions:

When I am uncertain how to act in a social situation, I look to the behavior of others for cues.

True False

In different situations and with different people, I often act like very different persons.

True False

I would not change my opinions (or the way I do things) in order to please someone else or win their favor.

True False

I guess I put on a show to impress or entertain people.

True False

Count the number of 'True' and 'False' responses (the third item is reverse-scored, so a 'True' will be changed to a 'False' and vice versa). If you have more 'False' responses, you probably tend to use your inner beliefs and opinions when you decide how to behave. If you have more 'True' answers, you probably tend to monitor your social environment and modify your behavior based on your surroundings. If you have equal numbers, you may do a bit of both!

Originally developed by Mark Snyder in 1974, the Self-

Monitoring Scale assesses the degree to which people consciously use impression-management techniques when they interact with others. The original scale is 25 items and scores range from 0 (very low self-monitors) to 25 (very high self-monitors). Based on research examining self-monitoring as an individual difference measure, we know that people behave very differently depending on the degree to which they self-monitor.

High Self-Monitors (15 +)

High self-monitors are very careful about how they manage their behavior and self-presentations. They tend to be very sensitive to social cues and very aware of what is considered "appropriate" in a given situation, and may manage their nonverbal behavior to a greater degree than most people. These individuals may also be skilled at interpreting others' emotions and impression-management strategies and may conceal or portray different emotions, depending on the nature of the situation.

Moderate Self-Monitors (9-14)

Moderate self-monitors tend to not obsess over how they come off to others, but they are aware of the impressions they give. These individuals do an intermediate amount of self-monitoring and display some characteristics of high self-monitors, but less frequently and to a lesser degree.

Low Self-Monitors (Scores 0-8)

Low self-monitors tend to not pay much attention to impression management. They may not be aware of their own or others' nonverbal behavior and generally aren't concerned about portraying a certain image in social situations. These individuals may not have an emotional "filter" and generally are very honest about their thoughts and opinions, regardless of the situation. Low self-monitors do not usually change their behavior to fit the social environment.

Mind Games (continued from page 4)

Research has shown that self-monitoring may influence career choices and career mobility. High self-monitors may excel in jobs that require them to be "social chameleons" or influence other people, while low self-monitors tend to perform better in project-based or research positions. Kilduff and Day (1994) found that high self-monitors were

more likely to obtain promotions and change employers than low self-monitors, perhaps due to their ability to manage the emotions of others. If you'd like to take the full version of the Self-Monitoring Scale or learn more, a modified version can be found at <http://www.outofservice.com/self-monitor-censor-test/>

Lab Gab: The Forensic Developmental Lab

By Michelle Beddow, Graduate Student

Have you ever witnessed a crime and had to testify in court about it? Imagine how you would feel if you were a child witness. The Forensic Developmental Lab, headed by Dr. Kamala London, focuses on children's memory and how children disclose maltreatment. Researching these topics can determine the best way to conduct interviews with children. According to Dr. London, "children are very competent as witnesses and it really falls upon the adults as far as how to handle the case appropriately. The bottom line is if the adults handle the case appropriately, the information from children can be valuable, whereas if the adults handle the case poorly, there stands a high chance of producing poor results from children". As can be seen, the lab's research has many practical applications to the courtroom, and Dr. London is frequently asked to testify in cases in the United States, as well as other countries like Australia.

Meet the Grad Students

Nicole Lytle is a 5th year graduate student interested in investigative techniques used with suspected victims of child sexual abuse during forensic evaluations. As Nicole explains, "often investigators use props like dolls or drawings to talk with very young children about where touches occurred. Many researchers question whether young children are able to use these types of props in a meaningful way." The goal is to gather information about children's abilities and then to share that information with professionals who talk with children in order to improve policies and practice for interviewing young children about touch experiences. Her master's thesis examined young children's ability to map body touch using dolls and human figure drawings, and found it isn't until about 5 years of age that children are able to use dolls and drawings as symbols representative of them. Her dissertation will further explore what makes mapping body touch a more difficult task for children relative to other tasks requiring the use of symbols.

Ashley Hall is a 4th year graduate student interested in responses to child maltreatment. Her dissertation research examines children's responses to forced-choice questioning within an interview context. As Ashley

explains, "Dr. London's been noticing an increase in professionals recommending and using a 'something else' option within forced-choice questioning, such that they might ask a child, "Were you in the bathroom, the bedroom, or someplace else?" Through exploring the multiple forensic interview protocols and guidelines that are publicly available, we've seen the 'something else' option getting more attention, though there has yet to be any published research on the effectiveness of this "something else" option.

Monica Rohrabough is a 2nd year graduate student focusing on conversational testimony, specifically what children remember from conversations about personally experienced events. As Monica explains, "you would think people would have a good memory for conversations but research shows that adult's recollection of conversation is approximately 10% accurate after 5 minutes! Conversational memory then, is an important area of study particularly with children. Children's conversations about a previously experienced event likely influence their remembering of that event and not necessarily in a way that benefits accuracy." Her master's thesis is focusing on conversational memory in 2nd graders after one-week and three-week delays. When asked if there was anything else we should know, Monica said, "I love working here. I love the people I work with. I feel our lab is very supportive of each other and collaborative and it's a great environment".

Future Directions

The Forensic Developmental Lab keeps busy conducting research year round on different aspects of forensic interview techniques, especially with the children in the community. One of the lab's future directions is to conduct more work on children with autism in efforts to develop forensic interviewing techniques with that specific group. According to Dr. London, "there is a lot of overlap with what we do and topics in clinical psychology. We think our findings would have important implications for clinical psychology for conducting therapy with children, especially when abuse is suspected".

Alumni Re-Connect: Jim Hoelzle, Ph.D. (2008)

By Melissa Jensen, Graduate Student

When I first began as a graduate student in Clinical Psychology at UT, my cohort and I quickly heard about “famous Jim,” referring to the exemplary graduate career of Jim Hoelzle. While at UT, Jim worked primarily with Dr. Greg Meyer conducting a number of factor analytic projects to better understand the psychometric properties of psychological tests. Their results were also useful in evaluating how these tests fit with clinical theories of human behavior. Jim’s successes though have continued well past the confines of University Hall.

Following his clinical internship at Rush University Medical Center in Chicago and his postdoctoral work at the Minneapolis VA Medical Center, Jim began working as an Assistant Professor at Marquette University in the Department of Psychology. There he teaches undergraduate and graduate courses. “I really enjoy the opportunity to introduce students to psychological and neuropsychological assessment,” he stated in my interview. He is currently conducting several research projects with his three graduate students further exploring how popular neuropsychological tests operate. “We’re optimistic that this work will be useful to clinicians by clarifying the strengths and weaknesses of tests. I’m also involved with a number of research projects investigating neuropsychological functioning after concussion. One project that I’m particularly excited about will investigate the relationship between performance on neuropsychological tests and white matter integrity in the brain.” He also collaborates with researchers at a variety of different medical centers and looks forward to doing more concussion research. “There are a number of tools being used to evaluate concussions that have questionable validity. I think if we can develop better tools, I’m optimistic that will lead to better clinical care,” Hoelzle stated.

Thinking back on his time at UT, Jim recalls that the graduate program not only was successful in helping students develop broad clinical and research skills, but also provided guidance on how to develop a career. “I’m very fortunate that Dr. Meyer and other faculty members were always willing to help me understand what experiences would make me competitive for different types of positions. I also feel extremely lucky that I was genuinely encouraged to be curious.” He also recalled that he had a great experience with his cohort and lab group, saying that both groups enriched his experience and he continues to enjoy seeing them at conferences and get-togethers.

As a professor, Jim enjoys watching his undergraduate students growing into successful graduate students and guiding his graduate students toward developing careers and pursuing their interests. Importantly, he encourages his undergraduate students to explore areas of psychology that are interesting to them. “If you think you are interested in child psychology, it would be ideal to volunteer in a lab that is studying related issues, or volunteer as a tutor. Activities such as these will allow you to gain experience and develop more specific interests. Both of these things will either help you find a job after graduation or get into a graduate program,” Jim said. One thing that he encourages graduate students to think carefully about is how they spend their time. “For as long as it probably seems, the time someone spends in graduate school is relatively short. Think carefully about whether the steps you take are preparing you for the career that you desire. It’s also important to stay “reasonably” balanced. It’s a long road, don’t get too run down.” We thank Jim for representing our program so well and wish him continued success.

Community Minded: The Zepf Center

By Sean Walsh, Graduate Student

The Zepf Center is a community-mental health agency that provides a myriad of health services to residents of the greater Toledo area and Lucas County. Named after Elizabeth A. Zepf, a Toledo resident who was very active in the development of mental health services in the area, the agency opened their doors in 1974 with a focus on providing services to clients with severe and persistent mental illness (SPMI). This includes individuals with complex symptom presentations that significantly limit their daily functioning, such as schizophrenia or bipolar disorder, which persists for multiple years or even their entire lifetime. The Zepf Center’s mission statement of “creating hope, recovery and career development through

integrated services and community partnership” has been a core component of the services delivered at the agency. This mission statement can be easily observed in their staff as well, who have a long reputation of providing high quality services with this complex and often difficult population.

The Zepf Center has drastically expanded their service delivery since 1974 to provide not only mental health care but also a multitude of other health related services, including medical services such as psychiatric evaluations, primary care medicine, and nursing. The Zepf Center also added case management services that are

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available to help clients in navigating community resources, build vital skills for daily living, and effectively manage their symptoms. Vocational counseling is also offered with a focus on matching clients to jobs based on their strengths and assisting clients with adjusting to being in the workforce. The agency now features five different buildings as well as three residential facilities.

In 2008, the Zepf Center expanded their services to include a variety of programs for child and adolescents due to observing a need in this area. They currently provide psychiatric evaluations, medication management, vocational services, and a summer youth program for clients aged 18 years and younger who show symptoms of SPMI. A range of therapy services are also offered to children and adolescents, including community-based therapy, home-based therapy, and more traditional office-based therapy.

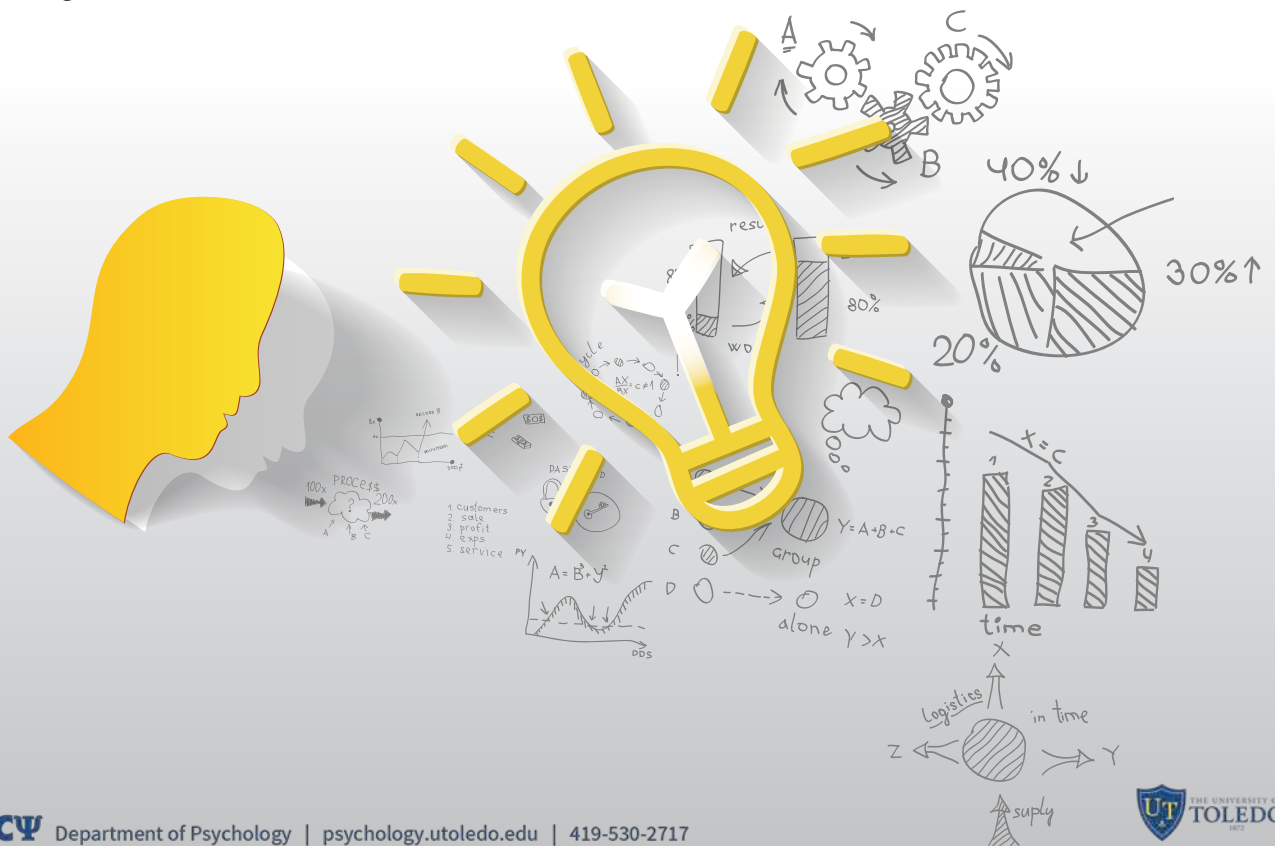
In addition to the numerous health services provided by the Zepf Center to their clients, the organization has a long history of developing community-based programs designed to address different areas of need for people without SPMI. On January 1, 2014, the Zepf Center merged with one of the leaders of substance abuse treatment in the Toledo area, COMPASS. This merger represents a significant expansion to the drug treatment services available at Zepf and these services are available to anyone in the Toledo or Lucas County area. The Source, located in downtown Toledo on Monroe Street, also offers vocational counseling and a resource center that is available for anyone in the area to use.

October of 2012 brought about a new focus for services at

the Zepf Center as they adopted the Ohio Department of Mental Health's (ODMH) health home model. This model provides person-centered health services for Medicaid eligible clients that involve the coordination of professionals from multiple disciplines, including psychology, medicine, and social services. The goal of the health home model is to provide coordinated services that address the multiple factors impacting mental health in a way that prevents the utilization of intensive medical services such as hospitalization. The Zepf Center was nominated as one of the first mental health agencies in the area to implement this model.

Recently, the agency has placed a stronger emphasis on wellness and has started implementing plans to make this a key component of their service delivery. They recently purchased St. Mark's Episcopal Church on Collingwood Avenue and are in the process of transforming the former abandoned church into the Zepf Wellness Center. This location is currently hosting health and wellness education services focused on teaching clients how incorporating a holistic approach to their life can significantly improve their recovery. The Wellness Center will also be the future home of a fitness facility in which clients can incorporate exercise and healthy practices into their daily lives.

The Zepf Center has been providing high quality services for individuals with SPMI for over 30 years and is showing no signs of slowing down. Their dedication to assist people struggling with mental illness, providing programs for the community, and being a part of innovative programs makes them one of the leaders in mental health service delivery in northwest Ohio.



Profiles: Dr. Andrew Geers

By Heather Haught, Graduate Student



Meet Dr. Andy Geers, a professor of social psychology and co-leader of the InSPHIRE lab (a joint effort with Dr. Jason Rose). Dr. Geers' lab team focuses on the advancement and application of personality and social psychology theory within health and medical contexts. Specifically, his research concerns 1) how people's beliefs and expectations shape the outcome of medical

treatments and interventions; 2) the causes and consequences of being optimistic and pessimistic about future events; and 3) the effects of involving patients in decision-making about their own health care.

Dr. Geers grew up in Cincinnati, OH, a city on the Ohio-Kentucky border, and completed his undergraduate degree at the University of Cincinnati. It was during this time that Dr. Geers decided he wanted to be a psychologist. He enrolled in Introductory Psychology to fulfill a program requirement for his business major and fell in love with the material. After taking a couple more courses in statistics and research methods, he changed his major to psychology and set up a meeting with a Dr. William Dember, a distinguished psychologist. Dr. Geers recalls, "I remember sweating and shaking as I met individually with Dr. Dember and asked to work on a research study. Luckily for me he gave me an opportunity to collaborate with him on a project and that experience changed my life. I loved everything about conducting research and this paved the way for my career in experimental social psychology."

Dr. Geers went on to complete his Ph.D. in experimental social psychology at Ohio University. His most challenging graduate school experience came during the summer of his third year as he prepared for the dreaded comprehensive exam. Coincidentally, this was also his most rewarding experience.

More recently, Dr. Geers' research interests have afforded him the opportunity to participate in several interesting training opportunities. In the summers of 2009 and 2010, Dr. Geers was invited to attend separate

social psychology and health "think-tank" institutes, organized by the National Institutes of Health. The goal of these institutes was to develop ways to use social psychology research and theory to address key issues in health behavior (e.g., how do we successfully increase exercise behavior?). This past summer Dr. Geers received the University of Sydney Visiting International Scholar Award. This provided him the opportunity to work with a research team in Australia for one month. Thinking back on his experience, Dr. Geers said, "I always wanted to go to Australia—and it did not disappoint. The trip was the best international traveling experience I've ever had and I would go back again in a heartbeat!"

Outside of the lab, Dr. Geers is married to Dr. Suzanne Helfer, a faculty member at Adrian College. They share their home with Lucky, a small dog who is five years old. Dr. Geers is an avid hiker and backpacker. He is currently trying to complete the 2000+ mile Appalachian Trail using small week-long section hikes. He has also backpacked in many other places, such as the Grand Canyon, Glacier National Park, Yellowstone, Yosemite, and the Superstition Mountains (to name a few). Dr. Geers is also very interested in environmental conservation and sustainable living practices. He recently installed a solar panel array and a 50-foot windmill to his home to generate his own electricity.

Before concluding Dr. Geers offered a few pieces of advice for aspiring psychologists. He said, "My first piece of advice is to get involved with the discipline. For example, if you are an undergraduate psychology major, get involved in research, attend departmental talks, join Psi Chi, go to a conference, explore explore internship possibilities, etc. These experiences introduce you to the field and help you get the most out of the major. For current or future graduate students, my advice (in addition to get involved), is to enjoy what you do. Attending graduate school and having the opportunity to spend your time learning and making research discoveries is a chance of a lifetime. Few people in this world can wake up with an idea about human behavior and then have the chance to empirically test that idea."

Dr. Geers Trivia!

Did you know that if Dr. Geers could be any super hero he would be the Flash?

Recent Honors and Awards

Tiffany Hairston, a graduate of our undergraduate psychology program, was recently awarded a National Board of Certified Counselors Foundation Minority Fellowship. Tiffany, who is currently pursuing her doctoral degree in counselor education and supervision at UT, also received \$20,000 to support her education and the work she does for under-served minority populations, which includes alcohol and drug treatment and mental health counseling. Tiffany expects to graduate with her Ph.D. in May, and we wish her nothing but the best as she pursues her passion to help under-served people. Congratulations and good luck Tiffany.

Jill Brown, an experimental area graduate student, was accepted into a very prestigious summer program organized by the European Association of Social Psychology. Furthermore, she was awarded a travel scholarship from the Society of Personality and Social Psychology to attend the summer program in Lisbon, Portugal. From our program, Jill is the first to earn a spot in this coveted international program and to win one of these scholarships. Scholarships for the program are allocated to only 5 graduate students across the globe who are seen as "rising stars" in the field. Way to go Jill!

Recent Faculty and Student Publications

Graduate students in the Post-traumatic Stress Disorder (PTSD) Lab, directed by Jon Elhai, have had a very successful semester, publishing several important papers and presenting several posters. Ateka Contractor and Tracey Biehn published a paper (as second and third authors, respectively) this year in the *Journal of Nervous and Mental Disease* on depression outcomes from inpatient psychiatric treatment. Ateka recently had a first-authored research paper accepted in the *Journal of Anxiety Disorders*, titled "PTSD's underlying symptom dimensions and relations with behavioral inhibition and activation." Ateka also recently had a second-authored research paper accepted in the *Journal of Affective Disorders*, which validated a telephone-administered depression survey, and resulted from collaboration with UT's Psychiatry Department personnel. Finally Ateka presented one paper and two posters at the Annual American Psychological Association and Annual International Society for Traumatic Stress Studies conventions respectively.

Experimental psychology doctoral student, Heather Rasinski, recently published a research article on confronting prejudice in the *Journal Personality and Social Psychology Bulletin*. In her research, Heather found that when observers fail to confront someone who made a prejudicial comment, this lack of action actually caused the observer to be less concerned about challenging prejudice in the future. This research is discussed in the June issue of the popular press magazine, *Psychology Today*. Heather's graduate advisor is Dr. Andrew Geers.

Ryan Corser, an experimental area graduate student, recently published his first 1st-author publication. The article can be found in the journal *Laterality* and describes



Graduate Students at Work and in Training. Photo Collage by Chandrima Bhattacharya, Graduate Student.

two experiments in which Ryan over-activated either one's right or left brain hemisphere via something called Schiffer goggles which force individuals to look only leftward (right-hemisphere activation) or rightward (left-hemisphere activation). His results suggest that enhanced activation of the left hemisphere (looking rightward) reduces at least a couple common decision biases – that is, the ratio bias and base rate neglect. Way to go Ryan! Keep up the good work. Ryan's advisor is Dr. Jasper.

Research Talks and Presentations

Dr. Kamala London was an invited speaker at the 2nd International Conference on Forensic Research and Technology. The conference was held from October 7-9 in Las Vegas, Nevada. Dr. London was invited to present her work on children's eyewitness abilities.

Graduate Student Lands Job

Jaquelyn Pidruzny has accepted a position as Trauma Team Leader at Child and Adolescent Behavioral Health where she recently completed her pre-doctoral internship. This position is full-time and includes administrative duties, clinical work, assessment, and consultation. Jackie describes this position as her dream job!

The Lighter Side: Fun with Words - Psychology Limericks

Penned By Eric Prichard, Graduate Student

I think you might be crazy Doc.
What? My mind's solid as a rock.
Even your patients think you're coo-coo!
So you're a psychologist now are you?
No, but I am a talking clock.

There once was a man
from Peru
Who lived in a giant
shoe
This was odd and
possibly maladaptive
behavior
So the DSM listed it as
a disorder
Now you can get help
if you live in a shoe
too



Did you hear about how Freud broke his hip?
It happened during a vacation trip.
He and Jung were skating on the ice.
He tried a triple axel before thinking twice,
Then he made a Freudian slip!

A Neuron and a Glial Cell walked into a bar filled with all sorts of strange folk.

The Neuron's Nicotinic receptors took in the smoke.
The Glial Cell asked for a couple glasses of GABA agonist,
After a few drinks, the two giant cells kissed.

The rabbi turned to the priest and said, "we should hang out in a new joke."

A poet once tried to write a limerick without a left hemisphere.

During the Wada Test sodium amobarbital was
injectfkgndffgndlkgndkngkldfngknfdkgnfdkldgdfgkgnh
gfnhtjo[heJgdfbgjdbhoighnopdghjad[gjao[hjopadhopadh
nopdhnffdfkad

Roses are red and violets are blue
But what does that mean from a phenomenological point of view?

I mean sure, we both SAY we see red.
But my perception of red was constructed in my head....
You've stopped listening, haven't you?

Contact Us

PsyConnect Editorial Board

J.D. Jasper (editor), Jason Levine (associate editor), Nicole Lytle and Melissa Jensen (editorial assistants), Chandrima Bhattacharya, Ryan Corser, Heather Haught, Eric Prichard, John Van Dusen, Sean Walsh, Joanna Piedmont, Michelle Beddow, and Lindsay Roberts (contributors).

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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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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