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## GRAD LIFE: The Experience of Teaching - Part II – Adventures in Teaching

By Lindsay Roberts, Graduate Student

For many graduate students, instructing an undergraduate-level course is their first taste of teaching in higher education. Here at UT, grad students have the opportunity to teach more frequently than students at comparable universities. Many of the Ph.D. graduates in our department go on to teach at liberal arts colleges, and their experiences here are certainly helpful in building the foundations of their teaching philosophies. Even students who work in industry or government can use skills they developed as graduate student instructors.



Amy Capparelli

However, college-level teaching isn't always a walk in the park. Instructors must hold office hours, prep course materials, deliver lectures, manage online course content, handle grade disputes or academic (dis)honesty cases, and find time for research. Graduate student instructors may also be enrolled in courses as part of their own educational curriculum, so to say that university teaching is a balancing act is a bit of an understatement. Recently, I asked some of our graduate student instructors about their experiences in the classroom.

### The Good:

Overall, being an instructor is a very rewarding experience. Jaclynn Sullivan, a fourth year graduate student in the Cognitive area, says, "Being a course instructor gives me the satisfaction of sharing information with my students and seeing their interest in psychology grow. It's so nice to see a student think about something I've said and ask me insightful questions about it in their own lives." Other respondents share this opinion and enjoy encouraging students to think critically. In my own classes, I have found that fostering enthusiasm in my students is immensely fulfilling. After all, I think my field is pretty cool, and it's exciting when others feel the same way. Nothing beats watching your students figure out a tough concept and have their own "Aha!" moments! Michelle Beddow, a fourth year Social student, agrees. "I was teaching [Introductory Psychology] and I had just covered synesthesia (where the stimulation of one sense induces an automatic reaction in another). After class two different students came up to me and told me that they have it, but they never knew what it was called. ... I'll never forget the look on their faces. They were so excited to tell me about this that I lived off a teaching-high for a week!"

Graduate student instructors don't just gain warm, fuzzy feelings from serving as an instructor. According to a recent survey that I sent out, students indicated that they had grown professionally and felt more confident as a result of teaching their own courses, and some students remarked that they had a deeper understanding of the course content after teaching it to others. For those who were previously uncomfortable speaking in public, lecturing in front of a large class largely alleviated their old fears. Taken together, it's clear that teaching a course can augment graduate students' professional skills.

**The Bad:**

It's true: Teaching our own courses isn't all unicorns and rainbows. Some downsides to being an instructor in higher education affect faculty and grad students alike. One sentiment that nearly every course instructor will endorse is that teaching at this level can be very challenging. Universal frustrations include academic dishonesty, the occasional disruptive student, and, according to Brianna Byllesby (a fourth year Clinical student), *"my #1 complaint about teaching is emails."* Instructors enjoy hearing from students and are almost always happy to answer students' questions, but sometimes the volume of emails can be overwhelming. (I think my personal record was 46 in one day from my class.)

However, some challenges are largely grad student-specific. In the eyes of many undergraduate students, graduate instructors walk a fine line between peer and authority figure. This is especially true for the more baby-faced (or vertically challenged) graduate students. *"Being female and looking like a teenager is not a good combination. I try to manage it by dressing professionally and being upfront about my expectations,"* says Erin Vogel, a fifth year graduate student in the Social area. Brianna seems to agree: *"I'm small and look young and I think that's a major road block to being taken seriously."* While female faculty may also have to modify their behavior in ways that males do not, younger female graduate instructors often find that *"some [students] think that it's easier to manipulate me because I've haven't taught for very long due to my age"* (according to Michelle). I will mention that my own experiences have been largely consistent with these accounts, and it's notable that every single female survey respondent mentioned gender issues. Compared to faculty, grad students must *"present themselves in a far more professional manner in order to be taken seriously,"* notes Brianna. Other survey respondents remarked that graduate students may be seen as more approachable or relatable

than faculty, but that this benefit can be outweighed by a perceived lack of expertise.

**What About TAs?**

When we're not teaching our own classes, graduate students might be found serving as a teaching assistant for a faculty member. For many of us, being a TA is a Catch-22. Students may view their TA as more of an equal but less of an authority. This can hurt our credibility—feedback from a perceived "peer" may be easier to ignore—but may also minimize hostility. Erin says, *"Some students are more polite to TAs because they perceive their grievances to be the instructor's fault. Sometimes."* Among grad students who responded to the survey, views were pretty mixed on whether graduate instructors were treated differently from graduate TAs. This may be partially explained by the fact that we often teach introductory-level courses but TA more advanced ones; that is, it's possible that our experiences cannot be disentangled from different student populations.

**The Take-Home:**

It's quite telling that the graduate student instructors in my survey rated teaching as equally challenging and rewarding. There are unique issues that graduate students face, but this is true in any field. It seems that, regardless of the potential drawbacks associated with teaching in higher education, we tend to enjoy our time in the classroom. As an instructor, I know that I've felt supported by the department when I've had to make tough calls, and other graduate students seem to agree. We all appreciate the opportunity to hone our teaching skills while we're at UT.

Teaching is fun, tedious, challenging, and rewarding all at once, and it's an experience that's often valued regardless of where graduate students end up.

## Lab Gab: The Adaptive Regulation and Coping Lab | By Joanna Piedmont, Graduate Student

One of the newest and most promising laboratories at the University of Toledo Psychology program is The Adaptive Regulation and Coping Lab (ARC) run by Dr. Mezo (for a full bio on him, see the Faculty Profile in our Spring 2016 issue). When asked what the main goals of his lab are, Dr. Mezo stated "We are interested in researching adaptive behavior (sometimes framed as its maladaptive counterpart) that is typically trainable or changeable and thus has implications for mental health and well-being. This program of research includes a broad swath of psychological variables. For example, a control-oriented behavior such as self-regulation may be similarly adaptive as an acceptance-oriented behavior such as mindful awareness, and both these variables are of interest to our lab." Dr. Mezo originally became interested in self-management and self-regulation while he was in graduate school. Since then, this interest has expand-

ed to include other variables that are helpful in understanding optimal human functioning.

Right now is a very exciting time in the ARC Lab. This past spring, they were awarded a Kohler International Award to advance their collaborations in Hungary. Dr. Mezo also gave us the inside scoop on some of their exciting current projects: "We are currently analyzing and writing-up results based on the large sample sizes of the SONA screen databases and their consequent amenability to detecting latent variables. We also have an IRB submitted for a lab-based and ecological momentary assessment study that will collect physiological and psychological measures in the context of virtual and live environments. In addition, we have begun international research collaborations with colleagues in Hungary."



*Kelsey Pritchard, Graduate Student*

If this research piques your interest, then you are in luck! The ARC lab is currently recruiting both graduate and undergraduate students. Dr. Mezo is looking for graduate students who are “motivated and have a sincere interest and passion for psychology”. Further, Dr. Mezo stated that “Undergraduate students are important members of ARC and regularly contribute to research activities. I am particularly looking for un-

dergraduates who are organized, conscientious, and enjoy learning about psychology!”

To gain an even better understanding of the ARC Lab, we got an exclusive interview with its first graduate student: Kelsey Pritchard. Kelsey is in his first year of the University of Toledo Clinical Psychology Doctoral Program.

**PsyConnect (PC): “What are your research interests? What got you interested in this?”**

**Kelsey Pritchard (KP):** “In general, I’m interested in understanding how interpersonal behaviors and psychophysiological processes function in the context of emotion regulation. I’m specifically interested in the role of the autonomic nervous system in the onset and maintenance of depression and stress. These interests grew over time. My interest in interpersonal relationships began when I first worked in a social neurochemistry lab as an undergraduate at Ohio State University. I also volunteered for the Suicide Prevention Hotline, which made me wonder how social support influenced our mental health. I eventually pursued my Master’s degree in Clinical Psychology at Cleveland State University. There, under my former advisor Dr. Ilya Yaroslavsky, I was able to integrate biological and behavioral models into my master’s thesis.”

**PC: “What do you like about your lab?”**

**KP:** “Since we’re a new lab, we have the flexibility and vision to pursue new research in innovative ways (e.g., using virtual reality hardware, portable ECG equipment,

and ecological momentary assessment). I’m fortunate to be directly involved in building the ARC Lab, developing our research projects, and training/mentoring our undergraduate research team.”

**PC: “What projects do you currently have going on?”**

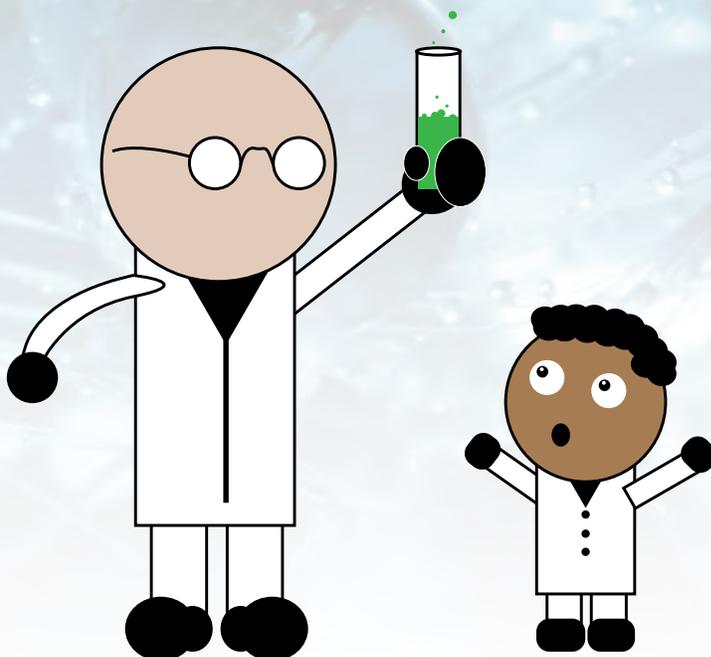
**KP:** “I’m happy to say that Peter and I just submitted our first IRB proposal for the ARC Lab, so we are preparing to implement the study while planning future projects. Analyzing UT’s SONA data has been keeping us busy in the short term.”

**PC: “Are there any upcoming projects you are interested in?”**

**KP:** “The IRB project we just submitted is certainly my primary focus. I’m already thinking about different directions or expansions to the study to implement in the future.”

**PC: “What are you excited about in your lab?”**

**KP:** “As an incoming graduate student, it’s been a rewarding experience to help build the lab from the ground up. I don’t think many graduate students have that opportunity, so I’m looking forward to seeing our work pay off. I’m also excited to test our new virtual reality headset and physiology equipment!”



**PC: “What are your long term career goals?”**

**KP:** “In clinical psychology, you often hear that students’ career goals are directed toward a career in either academia or clinical practice. A career where I can incorporate cutting edge research into clinical application stands out as the most ideal. After completing my PhD, I’m particularly interested in consulting with integrated healthcare settings (in addition to psychiatric hospitals, community mental health centers, and private practices) to implement and improve treatment programs that meet the needs of those sites’ respective communities. To that end, my goal is to conduct my clinical training across a variety of settings and populations while honing my independent research skills and productivity. I’m leaving the door open for change, so ask me this question again in a few years and see if my answer differs!”

## Ask a Psychologist | By Michelle Beddow & Lindsay Roberts, Graduate Students

### How does Technology Affect Learning in the Classroom?

When you think of a college classroom, what do you picture? Some readers might be surprised. Not only have dry erase boards been substituted for chalkboards, but many instructors these days use PowerPoint slides for lectures. Many textbook publishers have developed online content modules with videos, quizzes, and chat rooms designed to help students with the material. In some cases, the textbooks are sold as online books, or e-copies, which the student can take with them everywhere. Even the way students approach the classroom has changed. Instead of bringing a pen and a notebook with them to class, many students opt to bring a tablet, or a laptop, for notetaking.

But what do the students think about this reliance on technology? Is it a good thing? Jaclynn Sullivan, a fifth year Cognitive graduate student specializes in this area. “My research is focused on how students learn material from watching someone else use their body to present the material. According to embodied cognition theory, we create the world and our understanding of it by using our body and mind together. Because we are creating much of the world by attempting to mirror other people, mirroring the motor actions of our professors (even without performing the actions ourselves) should lead us to a deeper-rooted understanding of the material.

According to Jaclynn, “[researchers have reported that] students find the lectures more flexible and usually report liking their lectures more when they are taught using technology.” We have found that while PowerPoint lectures were rare in our undergraduate days, which weren’t that long ago we might add, students now strongly prefer, if not expect, the instructor to use PowerPoint. In a recent conversation with Dr. Rickye Heffner, we asked whether this shift to PowerPoint has been helpful for instructors. “Using Pow-

erPoint slides can be fun, and there’s a lot that you can do with this type of presentation that you just can’t otherwise,” she says. For example, Dr. Heffner says that she embeds interesting videos in some of her lectures, but sometimes the AV equipment can be challenging to figure out. (We totally relate to this, since many large classrooms have complex soundboards and what seems to be an obscene number of controls.)

But, does integrating technology into lectures actually help the students learn the material? According to Jaclynn, although the students prefer it, it is not always the best strategy, for several reasons. “PowerPoint slides can actually increase cognitive load on students, which decreases memory capabilities.” Furthermore, using PowerPoint slides (and other forms of technology) affects how the instructor presents the information. Typically, the students are so focused on the material they ignore the instructor. “When we replace gesture with technology and stand still at the front of the room, we decrease activation and engagement for students.” Technology use by students can be very distracting and ineffectual, not only for the student, but also for the other students nearby. Dr. Heffner agrees. “It’s not just the students who are getting distracted by different kinds of [technology-related] things. There are distractions for instructors too.”

What is the best way for students to approach the material? Jaclynn said that students should do the readings before class, and should take handwritten notes. This is because when students take notes on a laptop they think that, because they can quickly jot everything down, they can take verbatim notes, which means they are not synthesizing the material. Studies have found that it is much better to take handwritten notes. Students should then use technology as a way to complement and back up the readings and lectures.

When asked about beneficial educational technologies, Dr. Heffner mentioned that the availability of online demonstrations has been very helpful. We have had similar experiences; when it comes to showing students how complex concepts play out in the real world, using interactive online tools, assignments, or applets can be a great way to get the point across. Furthermore, Dr. Heffner says, "Instructors can post online lectures, notes, practice quizzes, and other materials for students to work through at their convenience. This can be a lot of very helpful material, but the real question is whether students actually take advantage of it."

Jaclynn ended our interview with this, "I think the less we rely on technology to do our jobs, the less students rely on it to learn our materials. They know technology. They're not always great at using it for their benefit, though. Sometimes they let it usurp their ability to synthesize and their current thinking skills. But if we don't model a technology-aided instead of technology-dependent method, we don't help them learn that there is a better way."

## Faculty vs. Grad Student Perspectives on New Technology

We conducted an informal survey of faculty (n = 8) and graduate student (n = 10) course instructors about perceptions of technology in higher education. Interestingly, there were no meaningful differences between the faculty and graduate students' responses!

Table 1:	Mean Faculty Ratings	Mean Graduate Student Ratings
"Technology allows me to improve my students' learning experiences."	4.0	4.1
"Undergraduate students rely too heavily on technology as part of their education."	3.1	3.6
"Students benefit from interactive assignments, videos, or demos that they can complete online."	3.9	3.5
"Adjusting to novel educational technologies (e.g., new course websites, automated grading, etc.) is usually more trouble than it's worth."	2.9	2.8
"Technology can be distracting in a learning environment."	3.5	4.3

1 = *Strongly disagree*; 5 = *Strongly agree*

Figure 1:

### What kinds of technology do you use to facilitate learning in your classes?

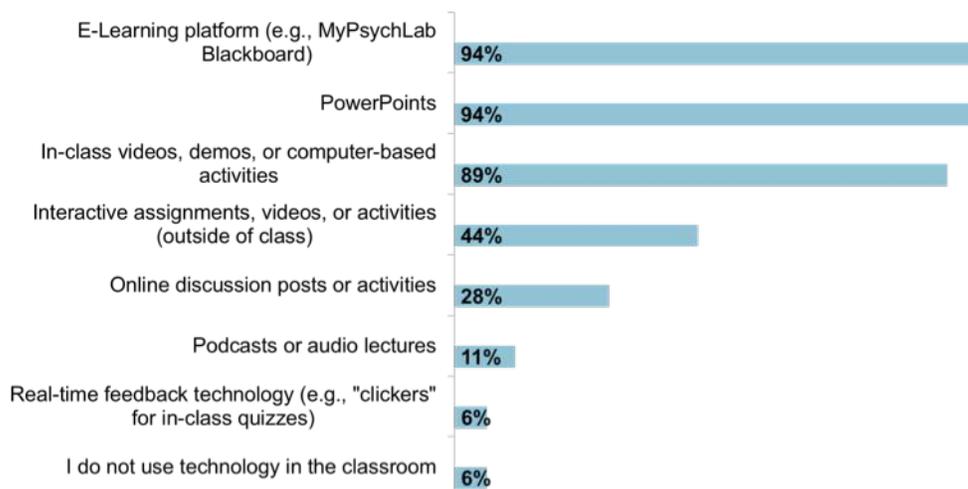


Figure 2: **How well do students learn in face-to-face versus online courses?**

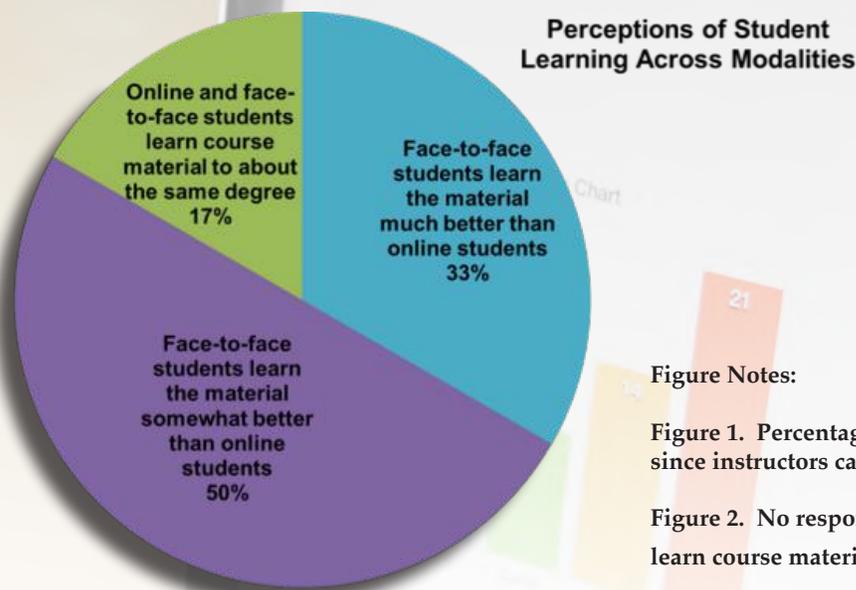


Figure Notes:

Figure 1. Percentages may sum to greater than 100%, since instructors can make use of multiple technologies.

Figure 2. No respondents indicated that online students learn course material better than face-to-face students.

**Community Minded: The Dana Cancer Center | By Ashley Murray, Graduate Student**

Sometimes research takes years to make an impact on community members – as our variables and manipulations are tested, retested, and tested again under a variety of conditions and situations. As careful scientists, we always want to ensure that our interventions are scientific, successful, and beneficial before handing them out to the general community, but we also recognize that our samples are a little, well, weird. It is often a criticism of psychology that our samples do not step outside of the same types of people, which is mostly undergraduate students. Importantly, some researchers have been able to step outside of these boundaries and create collaborations with others in order to test their interventions in the community.

This is exactly what Dr. Andy Geers and his colleagues (myself included) are trying to do – replicate results found predominately in college students and see if it works with members of the larger community. One such area that we are conducting this research in is in the area of affect, or feelings, and health behaviors. This research has found that as you feel more positively about engaging in a behavior, you are more likely to engage in that behavior in the future. Sounds pretty simple, right? But this research, as of a few years ago, had not been extended outside of the undergraduate student population.

Dr. Geers was first approached by a colleague from the Health Education and Public Health department, Dr. Deb Boardley, who wanted to do an exercise intervention with cancer survivors. When asked why she wanted to integrate psychology into her research, Dr. Boardley responded, “In

my work in health education I have realized that there are more than cognitive factors in health behaviors – feelings have a huge influence as well. I heard about [Dr. Geers’s] interest in health psychology and was intrigued.”

The research primarily began working with members at the Center for Health and Successful Living, which is a center focused on promoting the health of breast cancer survivors. In particular, the project sought to see whether the positive affect research that had been previously conducted with predominately undergraduate students would also extend to the community of cancer survivors. Dr. Geers also agreed that feelings influence peoples’ health behaviors, “We’re learning that these feelings regarding health behaviors are impacting these behaviors. I’m excited that we are seeing new ways to promote health behavior – our first goal was to see if it extends to cancer survivors.” Quickly, the research has grown to also include all cancer survivors, and Dr. Geers has also started conducting this research at the Dana Cancer Center on University of Toledo’s Health Science Campus with patients of Dr. Iman Mohamed, an oncologist at Dana. This collaboration has opened up even more access to cancer survivors who are eager to help out others who have survived one of the most pervasive diseases facing our country today.

While this research is correlational and hasn’t yet started attempting to change feelings in cancer survivors, we have found that when cancer survivors feel more positively about engaging in exercise, they are more likely to engage in exercise over a two-week follow up period.

We have also extended this research to fruit and vegetable consumption, but have not yet analyzed the data (stay tuned!). Our newest member of the team, Dr. Matt Tull also from the psychology department, has started contributing to the cross-departmental collaboration, bringing in his knowledge of clinical psychology and values to be integrated into the project.

Our current phase in the research process is finding out

whether Dr. Tull's research on values and behaviors extends to cancer survivors, and correlates to Dr. Geers's positive affect research. Combining all of the theories and methods has taken time and lots of effort, but we hope that we can start making even more of an impact soon. "I hope that at some point we could have an intervention that would help survivors develop life-long healthy approaches to diet and exercise," said Dr. Boardley.

## Mind Games: Information Framing | By Olivia Aspiras, Graduate Student

According to traditional theories of economics, people are "rational" decision-makers. When faced with decisions in our everyday lives, we approach them from a logical and objective perspective, engaging in step-by-step analyses of our alternatives. Although we might act as rational decision-makers in an ideal world, we as psychologists know that the human brain is much complex than this, and our

cognitive processes are often influenced by many "irrational" factors, such as the context and social environment, past experiences, and even our emotions. Research by Tversky and Kahneman (1981) showed that manipulating the way our alternatives are presented to us can shape the choices we make. Consider the problem below and think about the two treatment alternatives.

*Imagine that the U.S. is preparing for the outbreak of an unusual Asian disease, which is expected to kill 600 people. Two alternative programs to combat the disease have been proposed. Assume that the exact scientific estimate of the consequences of the program are as follows:*

*If Program A is adopted, 200 people will be saved.*

*If Program B is adopted, there is 1/3 probability that 600 people will be saved, and 2/3 probability that no people will be saved.*

Which would you choose? If you picked Program A, you're not alone. Most people choose Program A when their options are presented in this way. Now consider the above scenario again, but with Programs C and D as your options:

*If Program C is adopted, 400 people will die.*

*If Program D is adopted, there is 1/3 probability that nobody will die, and 2/3 probability that 600 people will die.*

Which program would you choose this time? Most people choose Program D over C. Notice, however, that Programs A and C have the exact same outcomes (200 saved, 400 die). So why do more people choose Program A in the first problem and Program D in the second problem? The answer lies in the framing of the problem, or whether the problem focuses on the potential gains or losses of the choice options. Programs A and B emphasize the potential benefits of the programs—how many people will be saved? On the other hand, Programs C and D highlight the potential losses—how many people will die? When looking at problems in terms of what we have to gain, people tend to stray away from risky options. This is why people more often choose

Program A than B; the certainty of at least some people surviving is more appealing than an uncertain chance of everyone being saved. In contrast, people are more inclined toward risky choices when looking at what they have to lose. People more often choose Program D than C because an uncertain, albeit small, chance that no one will die is more appealing than the certainty of many people dying. The findings of this problem are important because it shows that we aren't as rational as previously thought. In fact, it demonstrates that a shift in framing (e.g., looking at the glass half full instead of half empty) can actually reverse the choices we make!

Tversky, A., & Kahneman, D. (1981). The framing of decisions and the psychology of choice. *Science*, 211, 453-458.



## Alumni Re-Connect: Jon Westfall, Ph.D. (2009) – A Man of Many Hats

By Michaela Simon, Undergraduate Student



Dr. Jon Westfall is a man who wears many hats. He holds a position as a professor and researcher at Delta State University, as well as, serving as the university's Coordinator of First Year Seminar and Coordinator of Okra Scholars. He has accomplished much in the 8 years since he graduated from the doctoral program at the University of Toledo, including obtaining a post doctorate at Columbia and racking up numerous positions at Delta State. When I asked about the specifics of his workload he articulated that he had "5 classes to teach, 2 programs to coordinate with 400+ students, 40+ instructors/mentors, 20+ peer mentors, and 3 full-time direct-report

staff. While it seems like a lot, it's manageable."

The First Year Seminar at Delta State is similar to the Orientation course that all freshmen are required to take at UT. Dr. Westfall says that the goal of this seminar is simple: "to introduce students to the expectations of college life, as well as our campus and culture." His job as coordinator of this program includes providing the instructors with their curriculum, which they will use to teach 95% of freshmen every year and occasionally some transfer students. He expressed how much he genuinely enjoys running this program.

The Okra Scholars program is one that is funded by the "US Department of Education's First in the World grant program" and provides Delta State with millions of dollars a year in order to improve the university's student retention, assist students in gaining skills that will make their college experience more beneficial, and assist students in marketing themselves for their career post-graduation. The Delta State website contests that the program follows students from freshman year to graduation and "selected participants receive assistance with determining a major, developing a career plan, and cultivating cultural sensitivity". As the Coordinator of Okra Scholars, Dr. Westfall supervises the program and its full-time staff members, graduate assistants, and faculty members. He suggests that there is a lot of overlap between the two programs that he coordinates and his positions mesh well together.

I was curious as to how he pulls it all off and what advice he had for others who wanted to do the same. Dr. Westfall gave me a few pointers- stay organized, set schedules, keep to-do lists, but most importantly keep up with your emails. Responding to them as soon as possible helps him to avoid becoming overwhelmed or force others to wait on him. He provided a useful analogy with juggling: "On any given day I have about 200 balls up in the air above my head. About 7-8 come down and land on me, and I have to deal with them and throw them back up. Some days only 1-2 come down, and some days 12-20 fall on my head and it takes me awhile to bounce back. But as long as I keep throwing them back up there, everything moves right along."

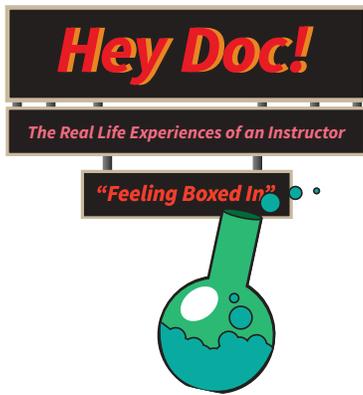
Dr. Westfall also provided some advice for students in regards to following their passions. He said that there were many times that he had been told essentially "Quit the computer stuff, focus on psychology"; however, he believes

it was his computer background that got him into a postdoc at Columbia University. As a student with multiple majors, I found it quite inspirational that someone so accomplished had followed multiple passions and actually had a better career because of it. This is not something that students are told very often.

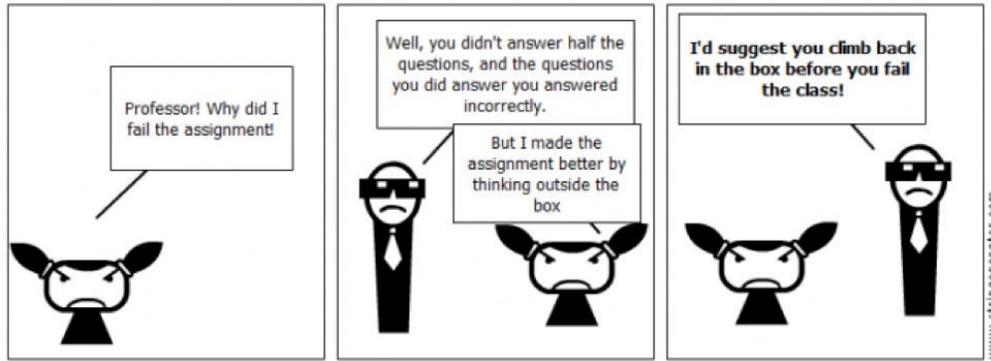
After obtaining his doctoral degree at the University of Toledo and postdoc at Columbia University, Dr. Westfall went on to work as a visiting professor before he found a tenure track professor position. He posits that it is difficult today to find a tenure track position because there are many more qualified people applying for these positions than there are positions available, and while he loved and learned from both his post-doc and visiting professor positions, it is very stressful to be unsure of whether or not you will ever end up with tenure. For anyone who fancies themselves with a tenured position in the future, Dr. Westfall suggests differentiating yourself from the pack- collaborate with various mentors, go to conferences, really network and talk to people, and don't get discouraged. He says, "I guess the biggest take-home is that... it's all do-able. As long as you keep a positive attitude, stay organized, and don't let the work pile up, you'll be happy."



DSU Okra Scholars. Dr. Westfall is in the back (left side)



### Feeling Boxed In...



## Psych Talk: News about our Students, Faculty and Alumni

By J.D. Jasper, Editor & Professor and Andy Geers, Professor

### Recent Honors and Awards

Psychology doctoral student, Manali Roy (Faculty Mentor: Dr. Joni Mihura) was awarded a diversity support grant from the Society for Personality Assessment. The Society for Personality Assessment offers diversity support grants as a way of promoting and supporting ethnically-diverse representation at their annual convention. The support grant was used by Manali Roy to attend and participate in the 2017 Society for Personality Assessment Annual Convention in San Francisco, California (March 15, 2017 to March 19, 2017).

Psychology doctoral student, Fawn Caplandies (Faculty Mentor: Dr. Andrew Geers) obtained a research award from the University of Toledo Graduate Student Affairs Committee of the Graduate Council. The award will provide funding for a study entitled, "Examining the Role of the Biopsychosocial Model of Threat and Challenge on Coping Strategies."

Experimental Psychology doctoral graduate student Monica Lawson (mentored under Dr. Kamala London) began a postdoctoral fellowship at the William J. Shaw Center for Children & Families at the University of Notre Dame. Monica is working under the mentorship of Kristin Valentino to examine relationships between mother-child communication and children's memory in maltreated and typically developing children.

With a match rate of 100%, the four internship applicants from the UT Clinical Psychology Doctoral Program have each successfully matched with an internship site for the 2017-2018 academic year. Brianna Byllesby will be at the Cincinnati VA Medical Center; Meredith Erwin at the Durham VA Medical Center; Joanna Piedmont at the VA Pittsburgh Healthcare System; and Joe Reed at the Baylor

College of Medicine - Menninger Department of Psychiatry and Behavioral Sciences. Congratulations on this impressive accomplishment!

Congratulations to Clinical Psychology graduate student John Van Dusen who is currently completing his internship. He recently obtained a postdoctoral position at the John D. Dingell VA Medical Center in Detroit, Michigan.

Experimental Psychology doctoral candidate Erin Vogel recently accepted a postdoctoral traineeship in the Department of Psychiatry at the University of California San Francisco. Erin will be supported by a T32 institutional training grant from the National Institute on Drug Abuse of the National Institutes of Health. Under the mentorship of Dr. Danielle Ramo, Erin will conduct research primarily focused on social media-based interventions for substance use. Erin is currently a fifth-year student in the Social area working with Dr. Jason Rose.

Experimental Psychology doctoral student, Fawn Caplandies, was just awarded funds to complete the on-line Data Scientist Tool Box course offered by the Johns Hopkins School of Public Health. In this course, she will learn more about data analysis programs such as version control, mark-down, git, GitHub, R, and RStudio.

Undergraduate honors student, Kelsey O'Brien (mentor: Dr. Andrew Geers), was awarded a \$1,000 Alan and Susan Lapp Honors Scholarship from the University of Toledo to conduct her honors thesis research. For this project, Kelsey will be traveling to Ghana (at the end of the spring semester) to collect data to test a hypothesized cultural difference in the psychological determinants of physical activity.

Experimental Psychology doctoral student, Jaclynn Sullivan (mentor: Dr. Andrew Geers), received an award at the Graduate Student Association’s Midwest Graduate Research Symposium. The award was for the best education-related research from the Judith Herb College of Education and the University of Toledo’s chapter of Kappa Delta Pi. The title of her oral presentation was “Are We Really Teaching Online.”

Undergraduate student Chantal Crane was named the Department of Psychology 2016-2017 Outstanding Student in the College of Arts and Letters at the University of Toledo. This achievement was recognized at the College of Arts and Letters Honors and Award Ceremony on May 5, 2017.

**UT Psychology Department in the News**

Experimental Psychology doctoral candidate Erin Vogel was recently invited to write a blog post for Open Forest, a site dedicated to sharing psychological research with the general public. Erin’s post highlights her research on the effects of social comparison on social media sites such as Facebook. She is currently a fifth-year student in the Social area working with Dr. Jason Rose.

**Post-Doc and Former Graduate Student Land Jobs**

Department of Psychology post-doctoral fellow, Dr. Chris Berghoff (mentors: Drs. Kim Gratz and Matthew Tull) will be joining the Department of Psychology at the University of South Dakota as an Assistant Professor in Fall 2017.

Former Clinical Psychology graduate student and member of the Psychological Assessment Lab, Dr. Sandra Horn (primary mentor: Dr. Gregory Meyer), recently accepted an offer for a full-time faculty position (non-tenure track Assistant Professor) in the Department of Psychiatry at Albany Medical College. Congratulations Dr. Horn!

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J.D. Jasper (editor), Jason Levine (associate editor), John Van Dusen, Joanna Piedmont, Michelle Beddow, Lindsay Roberts, Ashley Murray, Michaela Simon, Olivia Aspiras, and Alex Buhk (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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