



Inside This Issue

- 1 MAJORS MAKING AN IMPACT
- 2 What do you wish you had known before you started your academic career? – Undergrad Edition
- 3 LAB GAB: PTSD Researcher has a New Passion in Cybersecurity
- 4 ASKA PSYCHOLOGIST
- 4 MIND GAMES: Not Magic, Just Science: The Power of Visual Illusions
- 6 REEL PSYCHOLOGY: A PsyFilm Review of Experimenter (2015)
- 6 Students & Faculty Walk to Raise Money for Suicide Prevention
- 7 PSYBUSTERS: Do we only use 10% of our Brain?
- 8 Welcome to our New Grad Students
- 9 PSYCH TALK: News about our Students, Faculty and Alumni
- 10 Announcement
- 10 CONTACT US

MAJORS MAKING AN IMPACT: Activities for Undergrads Who want to Set Themselves Apart

By Michaela Simon, Undergraduate Student

The University of Toledo's psychology department is a rather large institution consisting of the one of largest undergraduate majors and doctoral programs at the University. A plethora of opportunities are offered to undergraduate students for them to advance themselves professionally, and the bonus is that these sorts of extracurriculars look phenomenal on a graduate school application; however, often-times students are not aware of these opportunities. I have heard from a number of students that they do not know what they should be doing in order to make themselves more marketable to graduate schools, and even worse, when the topic of graduate school applications comes up, many students believe that getting good grades and impressing their professors (with the hopes of a good letter of recommendation) will be enough to land them a position. This is not the case, of course. I believe that a lot of these cases of cluelessness occur because of the sheer size of the department; individual students are sometimes overlooked, and there are not many students that seek out these opportunities independently. The fault probably lies a little bit with the department and a little bit with the students because all faculty members should be advising students how competitive graduate admissions can be and how to strategically differentiate oneself from the pack. Notwithstanding, students need to be doing the grunt work of actually finding these opportunities for themselves. Unfortunately, many undergraduate students do not realize until years into their studies that they should be doing this extra work.

These extracurriculars teach students the skills that are necessary for graduate school but cannot be taught in a classroom. Research experience, teaching experience, and learning how to be a leader (e.g., serving on a committee or participating in a club like Psi Chi) are a few of the things

that graduate schools find desirable from their applicants. Which characteristics matter most depends upon the type of program students are interested in. Gaining these experiences can also be a very fun way to spend your down time during your years in undergraduate, because you are able to get a taste of what your future profession might be like, and, of course, you get the chance to make new friends and spend time with like-minded peers and mentors.

If a student fancies themselves as a PhD candidate in experimental or applied research, working in a research lab (as a research practicum student) during their undergraduate years can be a big help. At Toledo, there are 14 research labs that students can apply to work in as a research assistant. We also have an honors program within the department that allows the best students to design their own research project, gather and analyze data, and write up a thesis paper. Both programs count as class credit and students currently receive grades for their work.

If a student is leaning towards teaching professionally, serving as an undergraduate teaching assistant or a tutor can set them on that path. Our department offers an undergraduate teaching assistantship, a competitively selected group of undergraduates who assist graduate students and/or faculty in teaching a psychology course to other undergraduate students. Additionally, through UT's Learning Enhancement Center, students can actually get paid to tutor their peers on statistics if they have excelled in this course in the past. This looks great on a graduate school or even job application.

If a student would like to work with others on a university board or in any sort of organization, gaining leadership experience can put them ahead of the pack. Getting involved with organizations on campus, such as Psi Chi as previously

mentioned, can be exponentially helpful in this arena. In fact, I'm an officer in Psi Chi. Psi Chi is the International Honor Society in Psychology, of which UT has a small chapter. Students can join officially their second semester of their sophomore year or they can just attend meetings and participate unofficially in our organizations events and activities. Interestingly enough, this year Psi Chi is offering several meetings on applying to graduate schools and getting involved in extracurriculars at the university.

Other psychology related-extracurricular activities include the STAR mentee externship program, writing for Psy-Connect (like I do), and earning scholarships through the department. In fact, the department has several scholarships that they hand out in mid to late spring, but not that many people apply. All of the extracurriculars and opportunities discussed above can be found on the University's Psychology Department website. Check it out, and above all else, get involved! It's sure to make an impact on you and on our department.

What do you wish you had known before you started your academic career? Undergrad Edition:

By Michelle Beddow, Graduate Student

Being an undergrad can be such an exciting, and yet confusing time. As you pass your classes and go from being an underclassman to an upperclassman, it is common to come across things you had wished you had known from the beginning. These revelations are common in conversations between friends, and other undergraduates, but typically the thoughts from these conversations do not go much further than the particular conversation. No one else becomes aware of these "wishes". So we decided to ask a few UT Psychology juniors and seniors for their thoughts. What do they know now that they wished they had known before starting their undergraduate experience?

Wishes specific to being an undergraduate student:

Several students expressed desires of waiting until they were a little older before starting college. As UT senior Spencer Mizelle answered, "given the chance, I would probably go back in time and wait until I was 20 to start college. If I did that, then I would have had better developed social skills to make the necessary social and professional connections at the beginning of my college career. Doing this could help prevent many people from taking unnecessary courses that can cost them precious time and money."

Others provided different advice on this matter. For example, one said "I would encourage incoming freshmen to really do some soul searching, maybe shadow some professionals in the field they're interested in and set realistic goals for themselves. Others wished that they had been taught how to study for exams, instead of basing it on trial and error. As one student put it, "I never really had to study in high school, so now when I try to, I have no clue what I'm doing!" Still others wished they had known what to do if you weren't sure of a major, or how to have good time management.

Wishes specific to applying to graduate school:

Many students expressed wishes about knowing what it takes to apply to graduate school. "I wish I had known that grad school applications take as much time as a four credit hour class. I would have nailed out the applications in the summer to lessen the enormous load this semester,"

said one student who chose to remain anonymous. Others pointed out that they should have started studying for the GRE earlier, or wished that they were taught how to ask for letters of recommendation, and emphasized that it was important to craft relationships with professors early on so that you can ask later for letters from them.

Many students expressed other concerns related to applying to graduate school. "I wish I had known to start getting research experience early because you only really know what you want to do with your career once you actually experience it," said UT senior, Ashley Sneed. UT senior Kelsi Rooks also wished she had been told about getting research experience early; she said "I had big plans on furthering my education after graduating with my B.A. in psych. However, I didn't find out until my last semester of my Junior year that I should have been partaking in Psych labs and Psychology research/conferences all along...I am thankful that a grad student had actually taken the time to reach out to me and tell me these things, before it was too late".

Wishes about life in general

"I wished someone had taught me how to ask for help when you need someone to help you," expressed UT senior Jenna Potvin, "and that the people you were friends with in high school will not be the same now." Other students expressed wishes about knowing how to figure out the transition to adulthood and deal with things like paying bills, and prioritizing certain things over others. Finally, some students expressed wishes about planning for the unexpected; "I wish someone had told me to pack an extra pair of clothes and shoes in case it rains," said Ashley Sneed.

Finally, Some General Advice

In case there are any undergraduate readers out there, our panel of upperclassmen finished by offering some general advice to their younger peers. "Hangout with people smarter and older than you, and join clubs in your field of study – the networking opportunities you might find can be priceless," said senior Navindi Weerasinghe. "Ask your TAs for advice about graduate school.

They are going through it, so they're the perfect resource," said senior Riley Bickerstaff. And "Don't buy the textbook before class starts, and renting textbooks is the way to go, it saves a lot of money in the long run," said an anonymous student.

Of course, some wishes were on the fun side. As one stu-

dent pointed out, "I wish I knew how to get around Hogwarts University Hall (University Hall at UT), even after I have had classes and research there for four years!" Good advice, and a great observation! I think many UT students can agree that knowledge of U Hall is most likely acquired when you finally receive your diploma. In fact, perhaps it's the penultimate test of having made it.

Lab Gab: PTSD Researcher has a New Passion in Cybersecurity | By Abigail Dempsey, Graduate Student

PTSD researcher Dr. Elhai has taken a special interest in another area. Being a bit of a techie, Dr. Elhai has begun publishing papers on cybersecurity issues and how they might relate to a variety of things including clinical predictors. I spoke to him recently and what appears below is his view on common cybersecurity issues psychologists, patients, and students face and what they can do to protect themselves against these threats.

Q: Outside of your cyberpsychology research, what kind of professional work do you do in the area of information/technology privacy?

A: Outside of research? I occasionally present professional workshops to psychology organizations and at psychology conferences, aimed at instructing psychologists how to better keep their electronic devices, communication, and patient records secure.

Q: What are some pragmatic steps that psychologists and students can take in order to minimize threats to data security, especially with private or sensitive information like PHI?

A: Starting with the most basic, easiest methods – it's important to keep smartphones, tablets, and computers updated with the most up-to-date operating system and updates to apps. Running anti-virus/anti-malware is also important to avoid vulnerabilities that bad actors can use to exploit devices. Using strong passwords on all devices is also important, especially to prevent someone from stealing one's device and accessing patient information (email, reports, etc.). Next, fully encrypting devices prevents a lost or stolen device's contents from being accessed – and a full encryption is even more security than a device password.

For communicating with patients, I don't necessarily dissuade psychologists from using messaging, but it must be done using encrypted messaging apps in order to safeguard transmitted communications. Additionally, using a virtual private network is essential in safeguarding sensitive information on devices from being exposed and stolen on public WiFi networks. When you're at a café and using its public WiFi, it's very easy for someone to intercept the data transmitted to and from your device, unless you use a virtual private network or other

technology that encrypts your data traffic.

Q: What are some future questions or concerns that psychologists and patients may face in regards to keeping our information private and secure?

A: I believe in the near future, there will be more pressure for patients to message with their providers for appointment scheduling as well as monitoring symptoms; this must be done with secure technology to ensure electronic security. I also believe that telehealth will grow in mental healthcare delivery, and it will be important to use secure technologies for doing so (not an app such as Skype).

Q: Finally, you spoke a moment ago about encryption. What is your position on data encryption and warrant searches?

A: I am strong believer in, and advocate for, electronic privacy. I believe that Americans have a basic right to privacy in their homes, and that this applies to their electronic devices as well. So my position extends to the right for technology companies to build and maintain encryption for the devices that they sell to consumers, and that these tech companies should build such encryption using infrastructure such that only the consumer can decrypt the data on their devices – not the tech companies. Thus, I do not believe that tech companies should build, nor be compelled to build back doors into their technology infrastructure that would allow law enforcement to access one's personal data because there is no technical way to build a back door that prevents criminals from intercepting data while still allowing law enforcement with good intentions such access.



Ask a Psychologist - Where are Some Fun Places to go for Information on Psychology?

By Evan Clarkson, Graduate Student

It's hard not to find psychology interesting. Whether you are more interested in the experimental or clinical fields, psychology's wide range of topics and applications make it fun and rewarding to learn about. With so many different topics, it can be difficult to satisfy your itch for new knowledge about psychology exclusively in the classroom. Thankfully, the modern era of audio media is here to meet your hankering for psychology 24/7, outside the classroom.

Over the last few years, podcasts have exploded onto the pop culture scene and seem to be everywhere and about everything. For instance, if you want to give your cooking skills a boost, learn about the history of Hollywood, or just really like listening to people talk about the weather, there's a podcast out there just for you. This amazing variety is awesome, but it can also be overwhelming. Since everyone seems to have a podcast nowadays (there is actually a podcast called, Everyone has a podcast), it can be difficult to decide what is worth listening too. This holds true for psychology as well, as there is no shortage of psychology podcasts on the market. If you don't know where to start you are in luck, as this article will briefly spotlight two fantastic psychology podcasts out there to help get you up and listening.

Very Bad Wizards and NPR's *Hidden Brain*, both promise fascinating hours of conversation and analysis of psychology related topics. These two podcasts provide very different angles in their discussion of psychology and pop culture. Hosted by two college faculty members, David Pizarro of Cornell University and Tamler Sommers of the University of Houston, *Very Bad Wizards* explores topics at the intersection of psychology, pop culture and almost anything else. With an impressive roster of over 100 episodes and a wide range of conversational topics, there is bound to be an episode or two that interests everyone. At the heart of this podcast's appeal is its informal structure and the hosts' willingness to vehemently disagree with each other on a variety of topics. Whether you find yourself listening to a heated disagreement about which movies are most psychologically relevant today or an in-depth analysis about a published psychology paper, you will be hard pressed to not find yourself entertained. In sum, *Very Bad Wizards* is a podcast where fun

topics are discussed in fun ways and if this wasn't enough, host David Pizarro personally makes his own soundtracks for most of the episodes under the name of "peez".



Compared to *Very Bad Wizards*, NPR's *Hidden Brain* podcast is a different animal. On *Hidden Brain*, host Shankar Vedantam explores various elements of human behavior related to psychology, such as decision-making, economics, and social activism. Formatted so that each episode tells a concise story that is

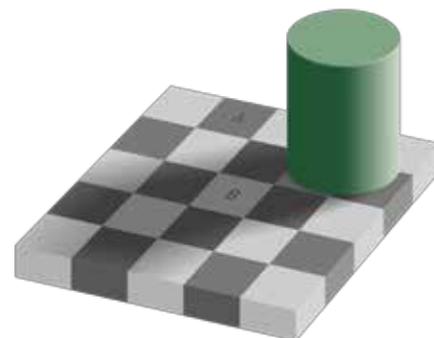
imbedded in scientific topics, perhaps one of the best things about the *Hidden Brain* is its ability to fascinate you with concepts that you may have never thought of before. Take for instance one recent episode called *The Ostrich Effect*, where Vedantam discusses why people avoid knowledge that can be vital to their wellbeing in the context of psychological research. It is because of episodes like this that the *Hidden Brain* provides such a rewarding listening experience. In my own personal experience, I quickly found psychology to be fascinating but had some initial trouble finding a specific area to direct my focus during my undergraduate education and when thinking about applying to graduate school. Podcasts like the *Hidden Brain* can help mightily, as they provide a sort of buffet of psychology topics to the listener from episode to episode. Who knows, give the *Hidden Brain* a listen and you might just find that you have burgeoning interest in a psychological topic that you can then research for a paper, honors thesis, or beyond.

In summary, podcasts and psychology go together like white on rice. They are both awesome and every where so be awesome everywhere and subscribe for a listen!

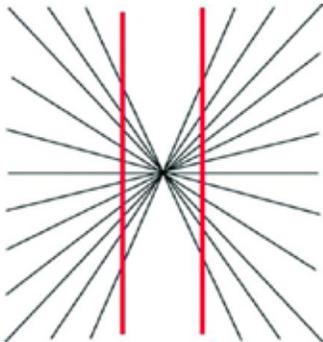
Mind Games: Not Magic, Just Science: The Power of Visual Illusions | By Lindsay Roberts, Graduate Student

What if I told you that the world you see isn't always what it seems to be? Most people would look at me a little funny, but bear with me for a moment. I'll illustrate with some images.

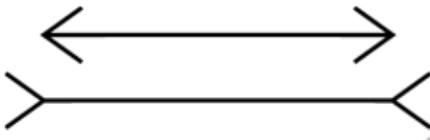
In the image to the right, which checkered box is darker: A or B?



Here's another. Are the red lines curved or straight?



Finally, which center line is longer: the one in the top figure, or the one in the bottom figure?

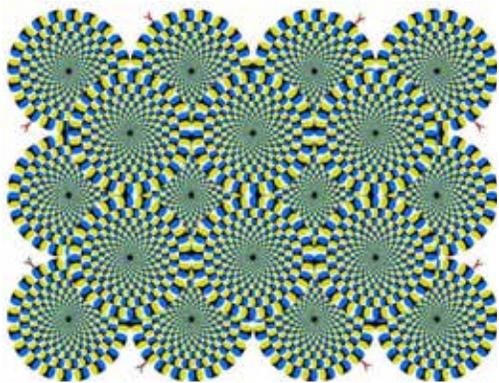


Go to the end of this article to see the answers. How did you do? Was it as well as you had expected? Most people who are unfamiliar with these images don't actually perform very well. For a clue as to why this might be the case, re-read the question I posed at the beginning of the article.

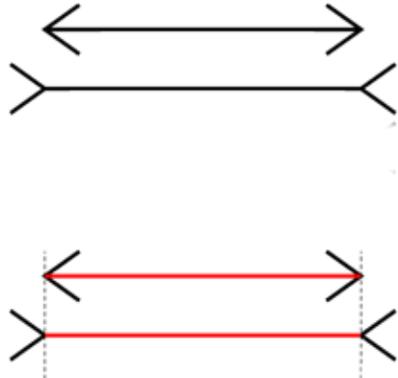
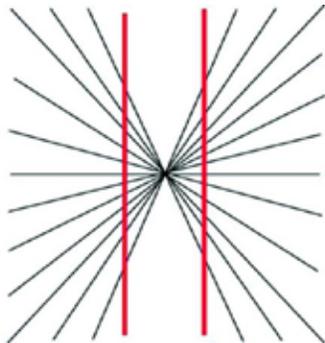
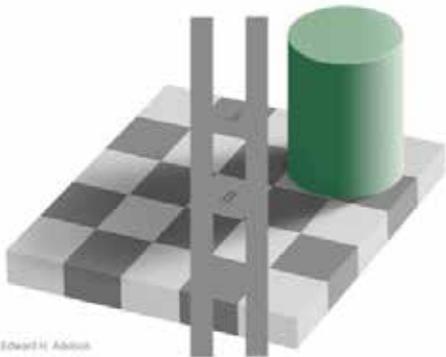
...Okay, the first sentence might be slightly misleading. It isn't what you see that's different from reality; it's what you perceive. Let's take another look at those images again:

There are no tricks here, I promise! So why might we be "fooled" into thinking that B is lighter than A, seeing curved red lines, and judging the bottom figure's center line to be longer than the top's? The key lies in the distinction between sensation and perception; sensation is the process of sensing raw information in our environments via sight, sound, smile, taste, and touch, whereas perception is the way we interpret and make sense of these raw signals. In other words, we sense that A and B are the same shade, but based on other features of the picture (such as a "shadow" cast by the cylinder), we perceive B to be lighter than A. However, this doesn't mean that we're unintelligent, need stronger glasses, or need to lay off the coffee. We are exposed to a plethora of stimuli every waking moment of our lives; it would be sensory overload to attempt to attend to each piece of information. Instead, our experiences and expectations guide how raw sensory information is perceived as a meaningful concept. Our brains are wired to create order out of disorder and these "illusions" are no exception.

If you'd like to try another illusion on for size, try focusing on the center of one of the circles below.



Trippy, right? The circles appear to move as you focus on any single one, demonstrating a phenomenon known as illusory motion. There are competing theories as to illusory motion's cause, but one thing is certain: its effect is none too pleasant if you are prone to motion sickness!





In 1963, Stanley Milgram conducted one of the most famous psychology studies of all time – one that is mentioned in almost every introduction to psychology textbook, and one that has been widely criticized and widely revered, particularly in the social psychology world. *Experimenter* (2015)

takes you on a journey through Dr. Milgram’s mind, his memories, and much of his life, beginning with the classic 1963 experiment.

Set in the United States, Milgram (played by Peter Sarsgaard) was interested in conformity and obedience to authority. After being trained by Asch and conducting studies on whether people would conform to groups, Milgram then wondered whether obedience to authority, relatedly, could help explain some of the atrocities that the world had seen in WWII. He conducted his first study just after the Nuremberg War Criminal trials and wondered whether, rather than being the monsters many Americans thought Germans were, if perhaps some Germans committed the acts that led to the slaughter of millions of Jews, gypsies, disabled persons, and homosexuals during WWII simply because they were obeying someone in authority. Further, Milgram wondered whether people in the United States, not just Germany, could be influenced to engage in acts because someone in authority told them to, and whether “normal” people could be convinced to shock another person.

Now, it is important to rewind and say that the only person who was shocked in Milgram’s experiment was the participant – and this initial single shock was very light in order to increase the credibility of the cover story. They were then

asked to give increasingly strong electrical “shocks” to a learner, who was actually one of the researchers. *Experimenter* takes you on a journey of Milgram finding out just how many Americans were willing to conform to an authority figure, astounding the participants and even himself. During the post-experiment debriefing, most participants were glad that they knew this about themselves – that given the intense situations, they too could commit unthinkable acts and that the situation must be taken into account when thinking of others actions.

The movie itself was engaging, even to someone who knew of Milgram’s original experiment and had heard of a few others. What was even more interesting was to see the personal side of Milgram. The movie takes you through his courtship and marriage with his wife, and his ups and downs of having a child and being denied tenure. It was also fascinating to see (as opposed to just read) how Milgram was truly an experimenter – he manipulated small parts of his studies over and over and tested conformity in a number of different variations of the original study, many of which the movie leads the viewer through. His studies on biases in different areas of the United States were also explored, and even how he once hired an airplane to scatter letters throughout a city to test some of his hypotheses. Through use of old-style black and white photographs as a background in some scenes, the viewer can feel like they are taken to an older time, once thought to be simple, but complex when viewed through the eyes of a classic social psychologist.

“You could say we are puppets, but I believe we are puppets with perception, with awareness. Sometimes we can see the strings and, perhaps, our awareness is the first step in our liberation” (Milgram, 1974). *Experimenter* is a must see for all psychologists, but it’s dramatic flair could appeal to a wider audience as well.

Students & Faculty Walk to Raise Money for Suicide Prevention | Alex Buhk, Graduate Student

In the United States, a person dies by suicide roughly every 13 minutes, claiming approximately 40,000 lives each year. Estimations indicate close to one million people attempt suicide annually. That’s why the American Foundation for Suicide Prevention (AFSP) created a movement that is held in hundreds of cities across the country, the Out of the Darkness Community Walks.

The walks aim to give community members the courage to open up about their own struggle or loss, and a platform to change the cultural approach to mental health, including breaking the stigma and debunking myths about suicide. Out of the Darkness Community Walks also fund research aimed to improve our understanding of suicide and ways to prevent it, as well as educational programs to increase

awareness about prevention, warning signs and the psychiatric illness that can lead to suicide.

This past October, the University of Toledo Psychology Department joined the community of nearly 250,000 people walking across the country in support of the AFSP’s mission to save lives and bring hope to those affected by suicide. This is the second year that the Psychology Department attended the event, and was represented by over 30 students and faculty members (see photo). In addition to the excellent turnout, the UT Psychology Department raised approximately \$2,200, the second most at the Toledo walk. All donations bring AFSP one step closer to achieving their bold goal to reduce the suicide rate 20% by 2025.

Walking alongside friends, family, and community was an overwhelming and unforgettable experience. The opening ceremony began with an overview of the history and goals of the Out of the Darkness Walks. Next, the crowd was silent as the coordinators read a list of names provided by attendees of individuals lost to suicide. Friends and families supported one another as the names of loved ones were remembered and honored. Once all of the names were read, attendees released hundreds of balloons (see page background) into the Toledo sky in honor of those lost to suicide.

The Psychology Department will attend the Out of the Darkness Walk again next year, with a goal of raising even more money for this cause. Keep an eye on your email for information of how to register. It's a great event. We hope to see you there!



PsyBusters | By Olivia Aspiras, Graduate Student



Myth - Do we only use 10% of our brain?

At some point, you've probably read or heard someone say that people only use 10% of their brain. This is such a popular belief there are even books and movies based on the premise that we really only use a small portion of our brain. For instance, the movie *Limitless*, based on the book *The Dark Fields*, tells the story of the extraordinary

abilities and achievements of a man who starts taking a new smart drug that unlocks his brain's previously inaccessible potential. When you think about it, it's no wonder this is such a popular belief...if humanity has come this far using only 10% of our brains, imagine what we could do if we used all 100%!

The truth: Spoiler alert...humans do in fact use more than 10% of their brain. According to psychologists, the belief that we only use 10% of our brain is based on the false assumption that there are certain areas of the brain that make up this 10% that are necessary for functioning, and that the areas making up the other 90% of the brain are essentially unused. Based on this assumption, we don't really need this other 90% of our brain to function normally. We know this isn't the case because people have experienced damage to the supposedly unnecessary parts of the brain from things like traumatic brain injuries and stroke, and those patients have experienced cognitive impairments as a result of this damage. This wouldn't happen if only 10% of

the brain was needed to function.

One reason people believe this myth is that brain imaging shows only certain areas of the brain activated during certain tasks. However, just because only certain areas of the brain are working at one given time, this doesn't mean the rest of the brain is never used. Psychologists have explained this using an analogy between the areas of the brain and different muscle groups in the body. When you run, you mainly use your leg and core muscles. Does this mean you don't have arm muscles? Of course not! In the same way, if only certain areas of the brain are activated when engaging in a given behavior, this doesn't mean the other areas of the brain are never used.

Finally, as further evidence that we do use more than a small portion of our brain, research indicates that our brain uses a much larger proportion of energy relative to its weight than many other bodily functions. This suggests the brain is doing a lot of work—certainly more than only 10% worth of work!

Origin of this myth: It's unknown exactly where this myth first started, but one possibility is that this stems from a statement by William James over a century ago that many people only achieve 10% of their full "intellectual potential". It's possible people misunderstood this statement and took this to mean that we only use 10% of our brain. Because the idea that we only use such a small amount of our brain is so intriguing, this false belief has continued to spread by word of mouth and through the media and remained a prominent psychological myth.

For more information on this myth as well as other psychology myths, check out the book *Mind Myths: Exploring Popular Assumptions About the Mind and Brain*.



THE UNIVERSITY OF
TOLEDO
1872

Welcome to Our New Class
of Graduate Students

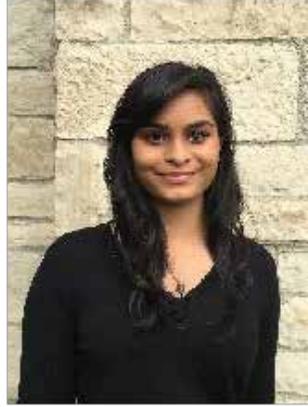


Photo collage by Abigail Dempsey. Top row (left to right): Courtney Forbes, Abigail Dempsey, Pallavi Babu, Clayton Allred. Middle row (left to right): Keith Edmonds, Julia Richmond, Quincy Miller. Bottom row (left to right): Emily O'Gorman, Evan Clarkson, Hannah Herc



UT Psychology Department in the News

A recent study by Dr. Kamala London Newton and her lab was featured in the *UT News*. Here's the paper citation: London, K., Hall, A. K., & Lytle, N. E. (2017). Does it help, hurt, or something else? The effect of a something else response alternative on children's performance on forced-choice questions. *Psychology, Public Policy, and Law*, 23, 281-289.

Dr. Joni Mihura's seminal meta-analyses on the Rorschach published in *Psychological Bulletin* (Mihura, Meyer, Dumitrascu, & Bombel, 2013) was cited in a *National Geographic* story in September.

Dr. Kamala London recently acted as an expert witness on behalf of the Northern California Innocence Project in a case involving a man who was convicted in 2001 of sexually abusing several of his children. The case involved faulty medical evidence and also aggressive questioning of the children that pressured them into making false allegations against Mr. Larry Pohlschneider. The work of Dr. London and a medical expert, led by the Innocence Project, resulted in Mr. Pohlschneider being released from prison after serving 14 years for a crime he did not commit. Dr. London also testified at his innocence hearing. Mr. Pohlschneider was declared innocent by the judge and will be entitled to financial renumeration from the state for his false convicted and years in prison. The case is profiled on the University of Michigan's National Registry of Exoneration: <https://www.law.umich.edu/special/exoneration/Pages/casedetail.aspx?caseid=4769>



Graduate Students Land Jobs

Three graduate students of the Experimental Psychology doctoral program recently landed jobs. Ray Voss is now a Visiting Assistant Professor in the Department of Psychology at Indiana University-Purdue University – Fort Wayne. Stephen Prunier has accepted a full-time faculty position in psychology at Ivy Tech in Anderson, Indiana. And Ryan Corser is now a Research Associate in the Department of Marketing at Vanderbilt University (Nashville, TN). All three students worked with Dr. J.D. Jasper while at UT.

Recent Honors and Awards



Psychology doctoral student Yopina Pertiwi received the first place award (\$125) in the Student Poster Presentation Award Competition at the Health Psychology Research Symposium, held at the University of Michigan - Dearborn, on October 27th, 2017. Yopina's poster presentation

was entitled "Is It the Way I Look? Investigating the Role of Physicians' Social Identities on Patients' Perceptions and Behaviors toward the Physicians. At the same event, psychology doctoral student Ashley Murray received the third place award (\$50) for her poster presentation entitled "Exploring the Impact of Explicit and Implicit Affect Related to Health Behaviors in Cancer Survivors." Job well done guys!

Dr. Andrew Geers was recently awarded multiple grants to do research. One was a Small Research Grant from the Society for Personality and Social Psychology. The grant will assist Dr. Geers in conducting a study examining stereotype processes in the context of health care interactions. Data will be collected at the UT Student Health Center, as well as at one or two other student health centers at other universities.

The second grant that Dr. Geers received was a small grant from the University of Toledo Office of Research and Sponsored Programs. The award will fund his research project, "A novel behavioral intervention for preventing the conditioning of chemotherapy-induced nausea in cancer patients."

Research Talks and Presentations

Dr. Kamala London Newton was invited to be the keynote speaker at the annual conference of the European Association of Psychology and Law. The conference will be held from June 26-29, 2018, in Turku, Finland.

Announcement

We are proud to announce the Department of Psychology Diversity Committee has been reenergized and enhanced to meet the needs of our students and community. The Diversity Committee includes faculty and students committed to working collaboratively to advance and support diversity in the curriculum, department, institution, and local community. This committee helps express the UT Psychology's commitment to diversity through collaborations and initiatives aimed to meet several important objectives, ranging from increasing diversity-oriented curriculum to partnering with other departments to cultivate and support a diverse learning environment. The committee has been actively planning events and announcements are forthcoming. If you are interested in

being a member of the Diversity Committee or supporting its initiatives, please contact the chair of the committee, Dr. Mojisola F. Tiamiyu.



Contact Us

PsyConnect Editorial Board

J.D. Jasper (editor), Jason Levine (associate editor), Michelle Beddow, Lindsay Roberts, Ashley Murray, Olivia Aspiras, Michalea Simon, Alex Buhk, Evan Clarkson, and Abigail Dempsey (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.

Name: _____

UT Graduation Year/Degree (If applicable): _____

Address: _____

E-mail: _____

Will you prefer that we e-mail you the next issue of the newsletter? Yes No

News from you: _____

Send to:
PsyConnect Newsletter
Dr. J.D. Jasper
Mail Stop 948
The University of Toledo
2801 West Bancroft Street
Toledo, OH. 43606 USA
(Or by fax to 419-530-8479
or email to psyconnect@u-
toledo.edu)

Give a Gift, Make a Difference

The support of our alumni and friends is paramount to the success of our educational programs. Your generous financial support will impact the lives of current and future students in the Department of Psychology at The University of Toledo.

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.

Support the Department of Psychology

Yes! I would like to join other alumni and friends in supporting the research, teaching and community-outreach mission of the Department of Psychology by making a GIFT/PLEDGE in the amount of:

\$1000 \$500 \$250 \$100 Other \$ _____

Please designate my gift to the following fund:

- Department of Psychology Progress Fund (2400438)
Supports undergraduate research endeavors and conference travel
- Social Influence Fund (2400556)
Supports graduate research endeavors
- Scholarly Development & Engagement Fund (2402016)
Supports graduate student travel and colloquium speakers
- Goeckerman Psychology Progress Fund (2400350)
Supports annual award to an Outstanding Senior Psychology major
- Other _____

Payment Options:

- Enclosed is a check made payable to the UT Foundation
- Charge my: Visa MasterCard American Express
Card #: _____ Exp. Date: _____
Signature: _____
- I am making a pledge to be paid in installments. Please bill me:
 Annually Quarterly Semi-annually Monthly
Start Date: _____ Installment Amount: _____

Matching Gift:

Name of Company: _____
Please include a completed matching gift form from your personnel office.

Personal Information:

Name: _____
Address: _____
City, State: _____ Zip: _____
Phone: _____
E-mail Address: _____

Make your gift online at give2ut.utoledo.edu

Thank you for supporting The University of Toledo. Gifts to the UT Foundation are tax-deductible as provided by law.

The University of Toledo Foundation
PO BOX 586
Toledo, OH 43682-4000 · 419.530.7730

AG2012-PSYCH-NEW



THE UNIVERSITY OF
TOLEDO
1872

Department of Psychology
Mail Stop 948
The University of Toledo
2801 W. Bancroft St.
Toledo, OH 43606-3390

Non-Profit
Organization
**U.S. POSTAGE
PAID**
Toledo, Oh
Permit No. 161



Your Connection to Psychological Science at UT

PsyComm

10	CONTACT US
10	Announcement
9	PSYCH TALK: News about our Students, Faculty and Alumni
8	Welcome to our New Grad Students
7	Do we only use 10% of our Brain?
6	PSYBUSTERS: Students & Faculty Walk to Raise Money for Suicide Prevention
6	A Psylm Review of Experimentier (2015)
6	REEL PSYCHOLOGY: The Power of Visual Illusions
4	MIND GAMES: Not Magic, Just Science: Ask a Psychologist
4	LAB GAB: PTSD Researcher has a New Passion in Cybersecurity
3	LAB GAB: PTSD Researcher has a New Passion in Cybersecurity
3	LAB GAB: PTSD Researcher has a New Passion in Cybersecurity
2	What do you wish you had known before you started your academic career? - Undergrad Edition
1	MAJORS MAKING AN IMPACT:
	Inside This Issue