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Message from our Graduate Students: Behavior Matters!

We were three psychology graduate students who had trekked to the Health Science campus to watch the interim chair of the UT psychology department, Dr. John McSweeney, conduct what is known as a Wada test. During this procedure, the internal carotid arteries are injected with sodium amobarbital, a fast acting barbiturate, which wears off minutes after being administered. The idea is to temporarily anesthetize each cerebral hemisphere and perform tests of language and memory functions on the brain hemisphere that remains active. The patient, who suffered from a left temporal lobe lesion, was a candidate for surgery. The Wada test would determine whether her language functions were completely lateralized to the left hemisphere. What seemed strange to us is that this procedure would be necessary, given that the fMRI had already suggested bilateral activity.

However, we quickly learned why a neuropsychologist, Dr. McSweeney, was needed. As soon as the anesthesiologist administered the drug to the left hemisphere, the right side of the patient's body went limp and she went mute. She lost her ability to speak and her ability to comprehend instructions was greatly impaired. After a few minutes, the drug wore off and she regained the ability to speak. When the right hemisphere was anesthetized, she retained the ability to speak and comprehend language. Thus, the results of the behavioral test

didn't quite fit with what one might expect on the basis of the fMRI. We even happened to overhear a medical resident looking over the fMRI images and expressing confusion.

No doubt, functional neuroimaging is valuable. However, even imaging technologies have their limitations. One might be surprised to find medical doctors consulting a psychologist prior to neurosurgery. Popular media likes to portray clinical psychologists as touchy-feely types who ask clients about their childhood. What people don't realize is that clinical psychologists can also be employed in medical departments (like in the above example) and that behavioral techniques and assessment play a crucial role in the treatment of brain injuries and lesions. By having Dr. McSweeney perform a behavioral test, the neurosurgeon gained valuable information that the fMRI could not provide in this particular situation.

We think the lesson learned applies to both clinical and basic research settings. New technologies are great, but the value of behavioral data is perhaps greater. That is why behavioral scientists continue to play important roles across many settings, including the operating room.

Graduate Students – *Eric Prichard, Ray Voss, & Joanna Piedmont*

Mind Games: Are You Addicted to Social Media?

By Lindsay Roberts, Graduate Student

Social media is everywhere. We can pin this, tweet that, and like that other thing... but is there a darker side to social networking? A 2014 study found that about 71% of American adults who use the Internet have a Facebook account (Pew Research Center, 2014), and nearly half of Facebook's users check their accounts several times per day. While it's true that Facebook allows us to connect with our families, friends, and colleagues more easily than ever before, we can all think of

friends who are a little too connected. They're on Facebook constantly and can't seem to log out for even a few hours. It's almost like they're addicted, but you can't be addicted to Facebook, right?

As a matter of fact, Andreassen, Brunborg, and Pallesen (2012) developed a scale to assess precisely that. Internet addiction has been observed in a wide variety of contexts, but these

Mind Games: Are you Addicted to Social Media?

(continued from page 1)

researchers zeroed in on Facebook use. "Wait," you say. "How do I know if I'm addicted to Facebook?" Answer the following questions using the scale provided:

1. Very Rarely
2. Rarely
3. Sometimes
4. Often
5. Very Often

How often during the last year have you:

- _____ Spent a lot of time thinking about Facebook or planned use of Facebook?
- _____ Felt an urge to use Facebook more and more?
- _____ Used Facebook to forget about personal problems?
- _____ Tried to cut down on the use of Facebook without success?
- _____ Become restless or troubled if you have been prohibited from using Facebook?
- _____ Used Facebook so much that it has had a negative impact on your job/studies?

If you scored a '3' or higher on at least 4 of the 6 items, you might be addicted to Facebook. Higher scores on the Bergen Facebook Addiction Scale are related to other personality traits—such as Neuroticism and Extraversion—as well as to anxiety and depression. Other research has found that spending more time on social media (and Facebook in particular) can lead to lower self-esteem and less positive mood.

So do you need to go full-1994 and delete your social media profiles? Not necessarily. Facebook users are less likely to be socially isolated and tend to be more politically engaged than non-users, and we can all think of at least one time we've reconnected with an old acquaintance via social media. As long as we moderate our social media screen time, we can enjoy the benefits of social networking while minimizing many of the risks. So go ahead... share this with your friends.



Andreassen, C.S., Torsheim, T., Brunborg, G.S., & Pallesen, S. (2012). Development of a Facebook addiction scale. *Psychological Reports*, 110, 501-517.

Pew Research Center. (2015). Social media update 2014. Retrieved from <http://www.pewinternet.org/2015/01/09/social-media-update-2014/>

Lab Gab: PTSD Research Lab

By Michelle Beddow, Graduate Student

Quick question. Which lab am I describing when I say, "they need coffee to function, and three out of five of them once lived in South Dakota?" If you guessed the PTSD Research Lab (or you read the title of this article...), you'd be right! The PTSD lab headed by Dr. Jon Elhai focuses on how PTSD is related to other psychopathologies, specifically depression and anger. According to Dr. Elhai, "currently about half of people with PTSD have depression, and a substantial amount have substance use and anxiety disorders. This is a hot topic, and so we want to try and find out why." Of course, it is important to see the bigger picture in one's research, and the PTSD lab has several potential impacts. First, their research is critical in helping survivors with PTSD, and second, there is the psychopathological impact which is why they are attempting to get a better understanding of the disorder. That is, these researchers are trying to see where PTSD fits in the current system of disorders, as well as to examine where PTSD ends and depression begins.

Meet the Graduate Students

Tory Durham is a 4th year graduate student examining PTSD's comorbidity primarily with anger, as well as mood and anxiety disorders. Her thesis examined all three constructs and her dissertation examines how PTSD is related

to moral injury and suicidal ideation in veterans. She is also examining PTSD's relationship with somatic symptoms, which she finds fascinating because, "people are far more likely to present to their primary care physician with somatic complaints than they are to seek mental health treatment from a psychologist." She became interested in studying PTSD after watching a documentary about veterans' transitions back home from combat. A balance between grad school and home life is essential, so in her spare time Tory likes to bake, go antiquing (she collects vintage silhouette pictures), brew craft beer, go to concerts, and spend time with her dog. Her ideal career would be to work as a staff psychologist at a VA where she could have a balance between clinical work and research.

Brianna Byllesby is a 3rd year graduate student examining PTSD and emotion regulation, particularly the way we emotionally process trauma. Her thesis examined latent factors of PTSD and the relationship with distress tolerance in undergraduates. She's interested in studying PTSD because of the trauma component necessary for diagnosis. She explains, "you have to have this weird experience out of normal everyday occurrence, which you don't have with the other disorders". In terms of the potential impact, her

Lab Gab: PTSD Research Lab (continued from page 2)

research has both a theoretical and an applied impact. Theoretically, her research could impact how PTSD is classified as a disorder. For instance, is PTSD an emotional disorder, or a distress disorder? The applied impact relates to the protective and resilience factors, specifically preventative factors of PTSD. In her down time she likes to watch Netflix, hang out with people, and occasionally bake. Her future plan is to work in academia where she could conduct research and teach.

Meredith Claycomb is a 3rd year graduate student examining PTSD's comorbidity with other mental health issues. She is also interested in the cognitive vulnerabilities that contribute to the development and maintenance of PTSD. She became interested in the cognitive vulnerabilities aspect because PTSD shares many of the same vulnerabilities that depression has, which was her focus before coming to UT. When asked about the potential impact of her research she said, "I think it can help in understanding PTSD's relations with other disorders, and can aid in the development of psychological treatments that target cognitive processes in PTSD." She completed her master's thesis at another university, where she studied social support, reassurance-seeking, and depression in female victims of intimate partner violence. She is now working on her Ph.D. In her spare time she likes to compete in local triathlons, spend time with her husband and dog, and travel.

Xin Liv is the newest member to the PTSD lab. A 1st year graduate student, she is interested in studying how previous traumatic experiences might affect later PTSD symptoms. She has been interested in PTSD for several years, and has always been curious if people with multiple trauma exposures have different outcomes than those with only one trauma exposure. As a first year, Xin has not decided on her master's thesis topic just yet. In her down time she likes to watch tv,

and hang out with friends. Her future plan is to pursue an academic career, as well as do clinical work.



Tory Durham presenting at the ISTSS Conference last November

Future Directions

One of the lab's future directions is to continue exploring the mechanisms that underlie PTSD's comorbidity with other disorders. The diagnostic criteria for PTSD changed in the DSM-V and so the lab wants to further understand the symptom structure of PTSD using factor analysis. The lab has also started conducting research on a topic unrelated to PTSD, that of the impact of computers on social behavior. Future directions for this topic include anxiety about internet hacking, predictors of protecting yourself online, and what Dr. Elhai called "problematic smartphone use" or an addiction to your smartphone. Like other psychology labs, the PTSD lab keeps busy presenting at conferences, publishing papers, and of course, drinking copious amounts of coffee.

Fun Fact!

The wealthiest 20% of Americans hold approximately 84% of the nation's wealth. Most Americans, however, underestimate this wealth inequality predicting the top 20% hold about 60% of the wealth. When asked what the ideal wealth distribution would be, Americans reported the top 20% should hold only 32% of the wealth (Norton & Ariely, 2011, Psychological Science).

Majors Making an Impact: Eye on Psi Chi

Joanna Piedmont, Graduate Student

Psychology is the most popular major here at the University of Toledo. We offer a variety of interesting topics all taught by amazing faculty. You take your classes, volunteer in a research lab, get your degree, and that's it. There's nothing more you can do as an undergraduate that's related to psychology, right? WRONG!

Psi Chi is the Psychology Honor Society. To join this prestigious society, there are five main requirements. Students must be an enrolled major or minor in psychology, have

completed at least 3 semesters of full time college coursework, have taken at least 9 semester hours of psychology courses, have an overall GPA of 3.0, and have a minimum of GPA of 3.0 in those psychology courses. Essentially students must be at least sophomores, studying psychology, and be in good academic standing. Benefits of enrollment include an impressive line on your Curriculum Vitae (CV; what we call a resume in the academic world), a nice induction ceremony, and being able to attend some great events! In fact, being part of the national psychology honor society makes you

Majors Making an Impact: Eye on Psi Chi (continued from page 3)

stand out to potential employers.

While membership in Psi Chi is limited to those who meet qualifications, most don't know that their events are open to anyone who is interested. These are great opportunities to learn more about the field of psychology, and get a chance to meet other people with similar interests. To get the full scoop on everything going on, I sat down with Psi Chi President Steurt Besly. He told me about some great things that will be happening this semester.

To start with, Psi Chi will be hosting a general meeting. This is open to all psychology undergraduate students. There will be a general discussion of what Psi Chi is, why it is important, and a discussion of how to get involved. The officers will review their plans for the upcoming school year, and as always, they are interested in learning what you (the student) would like to be offered. They will also be getting Psi Chi tee shirts, for people who want to order them.

Psi Chi will also be hosting a graduate school night, which is an invaluable experience for anyone who wants to pursue a career in psychology. At this event graduate students and professional psychologists will come and answer questions about getting into graduate school. They will discuss how to write a CV, who to get letters of recommendation from, and how to write a personal statement. These are all essential to graduate school applications in psychology, and can be very challenging to complete. If you are interested in pursuing a career in psychology, then this is a must attend event!

I also spoke with Steurt about his thoughts on Psi Chi. When

asked about the benefits of Psi Chi, he said "We do actually get a little bit of experience with research and data, which is super important since most psych grads need to go to grad school to make a career out of this degree. Also it helps to know how to get into grad school and the types of things you will do... For me it's helped me to organize myself and be a good leader for other people". Psi Chi officers are presented with the opportunity to lead a dynamic group of students, organize a terrific bunch of events, and strengthen their leadership abilities. Additionally, officers are able to present data at an annual, national conference, which gives them great experience on how to write and present a scientific presentation.

If you interested in learning more about Psi Chi (and you should be!), information about upcoming events, or any other questions, you should contact Steurt at Sbesly@rockets.utoledo.edu.



From left to right: Maria Johnson, Treasurer; Julia Brookover, Vice President; Steurt Besly, President

Ask a Psychologist - Isn't Psychology Just a Bunch of Rubbish?

By Eric Prichard, Graduate Student

One of the questions psychologists typically get from people is "Isn't psychology common sense? I mean, I've spent my whole life with people. I know them, I know what they do, and know why. What's there to study? The findings are obvious." A related question is "Isn't psychology just a bunch of rubbish?" The answer to the first, is no, psychology is not just common sense. While intuition may drive some of the problems we study and might even help with some of our predictions, it is not the endpoint. One has to go no further than examining some of our data to figure that out. The fact is that our predictions (some from common sense) are sometimes wrong, which sends us back to the scientific drawing board to design better studies and draw on better theories to finally nail things down and understand why people (and animals for that matter) do what they do.

The impetus for the second question seems to be the media. And the answer has to do with the scientific enterprise (not psychology as a discipline per se). If you have read the news recently, you may have heard about a recent paper published in *Science Magazine* called "Estimating the Reproducibility of Psychological Science" (2015). Around 270 researchers

attempted to replicate 100 findings from the journals *Psychological Science*, *Journal of Personality and Social Psychology (JPSP)*, and *Journal of Experimental Psychology: Learning, Memory, and Cognition*. Only about 36% of the findings replicated. For some sub-disciplines, the findings were even more disconcerting. Only 23% of the findings from JPSP replicated, for instance. Effect sizes (mathematical measures of how big a difference or relationship between two variables really is) were smaller for replications than they were for original studies. Does this mean that psychology is bad science? Can we trust what we learned in school? Is my psychology degree a joke?!

If you read the hot takes on the blogosphere, where the opinions are as extreme as they are uninformed, the answer to all of those questions is an alarming "yes". However, a better understanding of the scientific process reveals that the findings are no cause for alarm, although they do raise questions about what psychology can do in order to produce more accurate findings in the future. However, I will leave the question of improving accuracy to others. Instead, I am going to take the position of devil's advocate: mistakes, missteps,

Ask a Psychologist - Isn't Psychology Just a Bunch of Rubbish? (continued from page 4)

and false positives are a natural part of the scientific process.

Science rests on a few simple rules. All ideas should be subject to tests. When a test fails more often than not, the idea is discarded. When a result is replicated more often than not, it enters the corpus of scientific knowledge. When results are conflicting, the idea and the methods are tweaked until a more consistent finding is obtained. When a previously accepted finding is shown to be wrong, it must be discarded. Now, consider the fact that science is conducted by humans who have passions, are biased, make mistakes, and compete with each other. What one gets is a dynamic process in which ideas are tested, debated, discarded, and revived. Over the course of time mistakes are made, but on the whole we accumulate knowledge. In the end, more bad ideas are discarded than good ideas survive. A journal collection then is a hecatomb for dead hypotheses. But the few ideas that survive this rigorous process advance knowledge.

Finally, it is important to remember that many thousands of findings are reported in journal articles every year. Only a small percentage have to be shown to be correct over the long

run in order for science to advance. Suppose, for example, that a journal publishes 120 novel findings over the course of a year. Now, suppose that only 25% of these findings replicate over the long run. In a decade, that one journal would introduce 300 new findings to the field of psychology alone. Now consider that there are hundreds of peer reviewed psychology journals, many of which will produce hundreds of findings every year. The great paradox of science is that, as long as we are faithful to the rules, we can be wrong much of the time and still increase human knowledge exponentially.

Psychology is not a perfect discipline, and there are certain steps which can be taken to reduce the frequency of false positives in the literature. Requiring datasets with article submissions and starting to publish null results more frequently are good places to start. However, we must also be willing to accept that science moves forward because of a process of testing, criticism, debate, and more testing. Knowledge is extracted after a grind, not in a single eureka moment. The messy, yet thrilling, reality of science is that discovery is a process and occasionally we have to be wrong (and sometimes a few times) before we can be right.

Open Science Collaboration. (2015). Estimating the reproducibility of psychological science. *Science*, 349(6251), aac4716.

Profiles: Dr. Jason Rose

By Ashley Murray, Graduate Student

"We're lucky in the field of psychology in that we have a lot of sources to go on to get our ideas. That's really what makes it such an attractive discipline is that it's so rich in what you can investigate. There are people everywhere and we're social animals, and because of that we're very intuitive about social contexts and everything going on in our daily lives. I think that can really spark a lot of ideas and observations. So we're lucky in that we can use that experience in addition to using the rich literature to provide inspiration for research ideas." (Dr. Jason Rose, personal conversation)

Honestly, who wouldn't want to be a psychologist after thinking about the field in this way? Dr. Jason Rose, Associate Professor in the psychology department, was trained in psychology first at Purdue University – Fort Wayne where he was able to work in 3 different psychology research labs, which he believes set him up well for entering graduate school. Following his bachelors degree at Purdue, Dr. Rose completed his Ph. D. in Social and Personality Psychology at the University of Iowa where he became interested in the health side of social psychology.

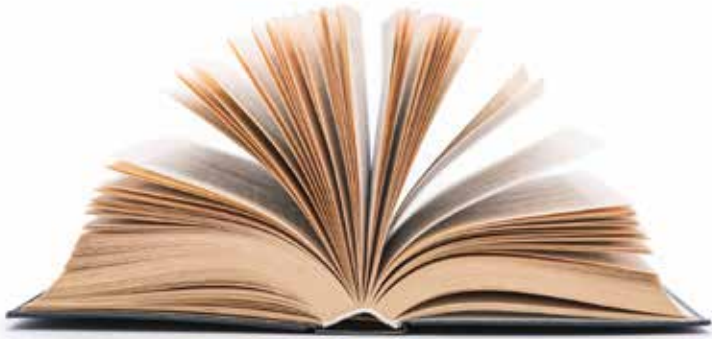
After the completion of his doctorate, Dr. Rose came to the University of Toledo where he now conducts research under the broad umbrella of social and health psychology. According to Dr. Rose, "the main goal of the lab is to look at how people evaluate themselves by comparing themselves to others and contemplating their future." Using either Social Comparison Theory or future-directed thinking (or sometimes a combination of the two), Dr. Rose and his

students look at self-regulation, motivation, behavior change, emotion regulation, and judgment and decision-making as consequences of how people think about themselves and their futures.



Interestingly, Dr. Rose looks at both social comparison and future-directed thinking in a variety of different ways and across a variety of domains. For example, he has looked at how we compare ourselves to others on social media and how this influences us positively and negatively. Additionally, he has examined the impact of different types of standards when people evaluate their health behaviors (e.g., exercise, diet), such as comparing to other people, an internal ideal standard,

or even a standard that an expert source may set. Additionally, he has examined how people with different levels of resources think differently about their futures, which can contribute to health disparities between different social classes. "I also have other studies that I'm working on [and] I'm obviously interested in other things, but those really capture the gist of what I'm interested in," said Dr. Rose.



Along with his research, Dr. Rose enjoys teaching both undergraduate and graduate classes, and sometimes is able to use psychology research to help him better understand how to help them learn a concept. While we all know that it can be hard to teach what we perceive to be a fairly simple concept, Dr. Rose finds that taking the perspective of the student helps him understand how to help his students grasp new concepts in class. This has helped especially in courses like statistics where it is really easy for students to become confused, though this doesn't deter Dr. Rose from teaching statistics at both the undergraduate and graduate levels. (In fact, when pushed, he even said it was one of his favorite classes to teach – and we all know how difficult it is to pick a favorite). Additionally, he enjoys specialty graduate seminars because of the amount of discussion, interaction, and free-flow of topics that sets graduate classes apart from more structured undergraduate classes. "I've never taught a class that I didn't like teaching yet though, so that's good!"

Outside of school, Dr. Rose enjoys spending time with his wife, Michelle and family, taking his 2 kids, Simon and Issac on trips to the zoo and science museum, going to festivals, listening to music, doing arts and crafts, and reading science fiction and philosophy-type books. Sometimes he even incorporates his hobbies with his kids by playing the guitar and his records for them.

Alumni Reconnect: Dr. Michael Wood (M.A., 1966)

By Jason C. Levine, Associate Editor & Assistant Professor

Since the University of Toledo Department of Psychology's first graduating class, many alumni have gone on to make a significant impact within their area of expertise, and in society more broadly. For this fall issue the editorial staff wanted to interview one of our most reputable graduates, a university president! I was fortunate to reconnect with Dr. Michael Wood, Ph.D., the President of Capitol Technology University in Laurel, Maryland. and speak with him about his time at UT, his current position as an institutional leader, and how he applies his knowledge and skills in industrial organizational (I-O) psychology to university leadership.

JL: Dr. Wood, please share with us your biography, and the trajectory that has led you to where you are now at Capitol.

MW: I am a Toledo-native, raised in Rossford, OH. During high school I was very much interested in music and was involved in the Rossford HS Band. I graduated in 4 years from the University of Michigan in 1965 with a BA in Psychology; I also participated in the UofM Marching Band. After Ann Arbor, I moved to Toledo and completed my MA in Industrial Organizational Psychology, and then chose the University of Illinois in Champaign-Urbana to complete my doctorate in psychology. At UofI I received the APA Dissertation Award. After graduation I moved between academia and the private sector. After three years on faculty at the Ohio State University, I worked for Battelle Human Affairs Research Centers in Seattle for 15 years. The Midwest drew me back to Ann Arbor where I conducted research and

consulted in manufacturing technology and directed a research center. Back to academia in the 1990's, I directed the management program at Walsh College (outside Detroit) and became Walsh's academic vice president. From Walsh I came to Capitol Technological University in 2004 to assume the position of president.

JL: So what are you doing these days - professionally and personally?

MW: I've been the president at Capitol Technology University for 11 years strong. I spend most of my time cultivating external relationships and coordinating internal developments. I sit on corporate and nonprofit boards, and if I'm lucky I may play a round of golf or two in my free time.

JL: Please tell us about your time at UT, your experience as a psychology graduate student, and generally what things were like when you were here?

MW: I wasn't a typical UT graduate student, one who lived close to campus and participated in its social life. I lived in Rossford with my wife and crammed my academic coursework into almost 1 year! 1965-1966 was an incredibly busy time for me.

Looking back, UT provided a wonderful life opportunity – funding and support from faculty created a professional experience that was congruent with my personal life. I have some fond memories, most of which include faculty mentors

Alumni Reconnect: Dr. Michael Wood (M.A., 1966)

(continued from page 6)

that helped me grow as a researcher. I go way back, but I remember, fondly, Bill Gumenik, Bob Burns, and Julian Wohl. Harvard Armus: he is still there; I had a good time learning from and working with him. I was a “rat man” with Dr. Armus, and I think he did not appreciate my hesitancy in exterminating the rats we had used in experimental studies! I remember a project where we used Pavlovian conditioning to condition mimosa plants to the onset of light; I had to be in the lab before daybreak to record responses.

Bill Gumenik really pushed me. Bob Burns gave me autonomy; he let me run with things, which cultivated creativity and taking risks. I appreciate my training at UT, which helped me adapt to working independently, with my Illinois dissertation advisor being on sabbatical overseas much of the time.

JL: Do you remember what inspired you to select psychology, or what specific reasons you chose psychology?

MW: I wanted to be a medical doctor, initially. I turned away from this idea while I was at Michigan. Notwithstanding, I was still drawn to understanding human behavior and improving the human condition. I-O psychology gave me a variety of career options within the organizational business world. This intrigued me and my first dedication to this work occurred at UT.

JL: Specifically, how do you use today what you’ve learned at UT?

MW: I use the knowledge and skills I acquired at UT throughout my work. I-O psychology and experimentation/quantitative methods have led me to the publication of a book on leadership and have helped me advance in

leadership positions. I apply these skills to my decision making process when working with a team. My training at UT was very hands-on. The practica and research projects, including the research and teaching assistantships were very helpful.

JL: One last question, but before I ask I want to thank you for your time Dr. Wood. Not only is it gratifying to talk with an alumnus who is so successful professionally, it has been a pleasure just simply talking with you.

Okay, question: Why should an undergraduate choose psychology as a major?

MW: Behavioral sciences, specifically Psychology, provide a wealth of opportunities as a professional, a lot of application potential for society. If you are interested in human behavior, as I am, it provides a lot of personal enjoyment and many career opportunities across a wide range of industries.

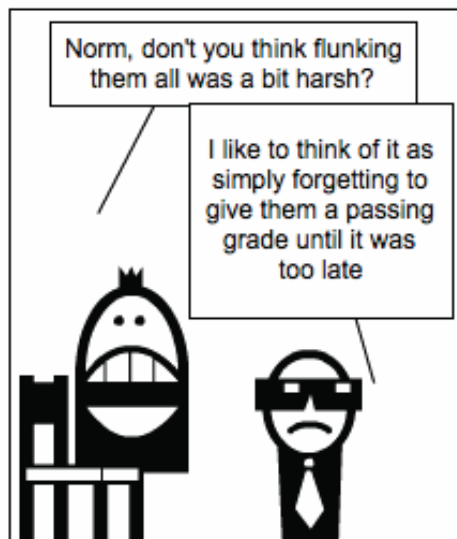
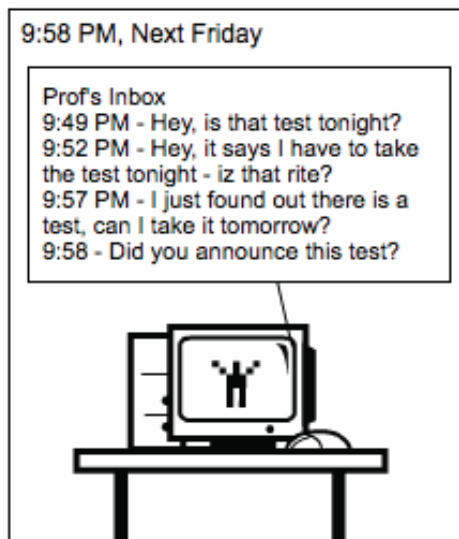
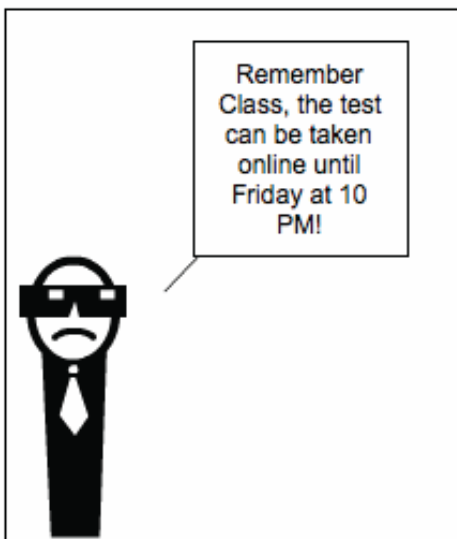


The Lighter Side: PsyFunnies

By Jon Westfall, Assistant Professor and Former UT Graduate Student

Hey Doc! The Real Life Experiences of an Instructor

Some Things are Timeless





THE UNIVERSITY OF
TOLEDO
1872

Welcome to Our New Class
of Graduate Students



Photo collage by Chandrima Bhattacharya. Top Row (left to right): Xin Lv, Ben Berry, Susan Doyle, & Amy Capparelli. Bottom Row (left to right): Shannon Manley, Heidi Haenisch, Heather Schultz, & Manali Roy.

PsyWord Search

University of Toledo, Department of Psychology Faculty Research Topics

Search up, down, forward, backward, and on the diagonal to find the hidden words. Hidden words to find are listed below. The theme for this PsyWord Search is research topics of the Department of Psychology. Good luck!

L P E E X R W Q I I Y H Y F D L N T Q P C U X X Z D S B M B
Z V I N Y F L P W G L T P T B P U O R W B Q M N E A E O T Z
C C B O H V A I G M U Z I R I L P X I E J Q N M I H L G W T
Q I L E X W W O C Y C A Y L V D G I Y T J F E S V R F X N I
W S A Z E K M W Q K X K O F A A I R I L O N E G T W R V O D
D I L N D G Z V R A J U W J V R X L B M T M P P M C E M N A
Y E G M A E J G N K T Z V K G J E O A I X X E A Q Y G U O B
G S O C I A L C O M P A R I S O N T A V L D K H G K U C I F
O M O U U B C E R K B P S Y T F C U A Y T J H O D I L N T O
L J I L O Q Y N Y T W D T B R O B K M L A N L L K J A W I R
O H S X X L V J P M D I Q M A F P J B D A O E W S U T I N E
H A Y T I V I T I S N E S Y T E I X N A H L T M R R I N G N
C N U R N K A Z L U F A C Z Y P L H K C O Z Q A S U O A O S
Y V W D E D E Z M R I P S I M G Z E Y M F I L V Q S N P C I
S D U B I W X M A Z N Y H L S M F S A M R C X O O U E P L C
P E M I H T O E C N E I C S N I P J U R U P Q S Y Y F S L Q
E N A U S C O I W U I Y U Y E L O K L E V C I A N Z A C S U
V W K A F M M R J N Q S T O A K D N S T A Z O B I Q H U F A
I V N X R F A J Y Q T Y T I L A N O S R E P B N D W Q J E A
T L E H H R B G Q C X Q C R E B Y Q Q W H S E L T V R E M Z
I N W Z Q M K P L F O O V I H P D K K N T M C N J B P U L E
S Y C V S S C D B G S R B X B J L K Q O C E A R T E A G R M
O D G F I H B J N Y L H T W V E G W N F U C L K J R I U Q W
P Q X O M X C G U Z E K Q E T S G B Z Z A C P Z T B P C D H
C J E U E W X K F C D Y A P X B E H A V I O R S T R E S S L

anxiety sensitivity
assessment validity
auditory cortex
behavior
binaural cues
cognition
community
decision

dementia
EEG
emotion
forensic
laterality
personality
placebo
positive psychology

science
self regulation
social comparison
social psychology
stress
trauma

Psych Talk: News about our Students, Faculty and Alumni

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

Recent Honors and Awards

Lindsay Roberts was chosen as a Diversity Fund Graduate Travel Award winner for the upcoming 2016 Society for Personality and Social Psychology (SPSP) conference in San Diego, CA. Lindsay is a fourth-year graduate student in the InSPHIRE Lab and works with Dr. Jason Rose. Her project "Looking Forward to a Healthy Life: Future-Directed Thinking Mediates the Link between Social Class and Health Behaviors" will be presented at a poster session at SPSP this coming January. Way to go Lindsay!

Recent Faculty and Student Publications

Stephanie Fowler, a former graduate student member of The InSPHIRE lab, led by Dr. Geers and Dr. Rose, recently had a paper accepted in *Preventing Chronic Disease* (http://www.cdc.gov/pcd/issues/2015/15_0008.htm). Her co-authors are a mix of faculty at the Bloomberg School of Public Health and collaborators at the Maryland Department of Health and Mental Hygiene. She completed the project as part of her MPH practicum. Stephanie describes the study as a real world examination of the dissemination of evidence-based practice in cancer control planning. She said she "really likes the applied aspect of public health. There is a lot [psychologists] can change with data. That's my agenda anyway, pushing for evidence-based policy and legislation." We're

proud of you. Keep up the good work Stephanie!

Graduate Students Land Jobs

Four graduates of the experimental psychology doctoral program recently landed jobs. Doug Lanning is a new Assistant Professor in the Department of Psychology at Indiana University – Purdue University Indianapolis (IUPUI). Nicole Lytle is an Assistant Professor at the Robert D. McCormick Center for Child Advocacy and Policy (Monclair State University in Montclair, NJ). Chandrima Bhattacharya is an Assistant Professor in the Department of Psychology at Palm Beach Atlantic University (Palm Beach, FL). Finally, Ryan Corser accepted a post-doctoral position at Vanderbilt University (Nashville, TN) in the Department of Marketing. All seem to be doing well. Chandrima reports that she has "2 undergraduate students to work in my lab and help set up new studies...The students are very nice and interactive." According to Ryan: "The Volunteer state is treating me well. There's a good group of post-docs here. This past weekend I attended ACR's (Association of Consumer Research) conference in New Orleans. I met a bunch of people and heard some interesting talks." Ryan and Chandrima worked with Dr. J.D. Jasper, Doug Lanning worked with Dr. Steve Christman, and Nicole Lytle (Ladd) worked with Dr. Kami London while at UT.

Contact Us

PsyConnect Editorial Board

J.D. Jasper (editor), Jason Levine (associate editor), Eric Prichard, John Van Dusen, Joanna Piedmont, Michelle Beddow, Ashley Murray, 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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