

Message from the Clinic Director

As Dr. J.D. Jasper, professor and chair of the Psychology Department, noted in the very first issue of *PsyConnect*, these are indeed exciting yet challenging times in higher education. While departments are learning to cope with tightening budgets, the field of clinical psychology is dealing with its own challenges. Arguably the greatest challenge is whether or not clinical psychology will adapt its ways to fulfill the needs of an evolving society and affirm its role in the modern health care system. This will require clinical psychologists to become effectively more integrated, generalist, parsimonious in service delivery and more scientific.

There are many barriers that stand in the way of clinical psychology meeting the demands of the 21st century healthcare system. One of the most significant barriers involves a lack of unification around using science as the primary guide to practice. Survey data suggests that a remarkable number of real-world practicing psychologists do not administer scientifically driven treatments, despite the availability of scientifically established treatments and evidence-based treatment guidelines. There is compelling reason and data to support the notion that practicing psychologists, as a group, are not

always scientific. There are still a substantial number of clinical psychologists who believe intuition and clinical judgment are the arbiters of scientific application to assessment and treatment. The very fact that this situation exists may seem odd and antiquated to some, but it is a realism that is detrimental to the credibility and advancement of psychology as a scientific discipline. The bottom line is that clinical psychology must do a better job of disseminating proven treatments, and training established psychologists and students to be consumers and practitioners of science.

While this issue is being resolved, our department remains steadfast to training students to become scientifically rigorous psychologists, whether in practice or in the lab; and we are committed to moving our programs forward toward excellence. In this spirit, I am privileged to share with you the primary goals of the Psychology Clinic, the core-training site for our clinical psychology students, as well as recent efforts by the department to increase the probability of accomplishing these goals. The overarching purpose of the Psychology Clinic is to serve the department as a research-based training clinic and provide access to affordable

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From left to right, Hanna Wutrick, Juliana Black and Jacqueline Deaton.

Majors Making an Impact

By Ryan Corser, Graduate Student

Attending their first academic conference is an exciting time for budding psychologists. Presenting original research, attending talks by leading professionals that they read about, and exploring a vibrant city is a weekend well spent for undergraduate psychology students. And that's exactly what some members of the UT's Psi Chi chapter did at the 84th Annual Meeting of the Midwestern Psychological Association (MPA).

Psi Chi, the International Honor Society in Psychology, helped send some of its UT members to Chicago for the MPA conference last May. UT's Psi Chi chapter for 2011-2012 boasted of twenty members, including officers Juliana Black, president; Jacqueline Deaton, vice president; Zachary Jenkins, treasurer; and Hanna Wutrick, secretary. I was in Chicago as well, and everyone I spoke with enjoyed the conference. In fact, Juliana Black said the conference was "a valuable experience because it helped me realize that I really am in the right major and know exactly what I would like to do after graduating from graduate school."

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Message from the Clinic Director

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mental health services for the greater Toledo community. The Clinic serves two primary academic goals: to provide a framework for scientist-practitioner training, and to foster interdisciplinary clinical research within the department and beyond.

The Clinic is improving its efforts to model a true scientist-practitioner training approach, not just in theory and coursework, but also in practice. We are bridging the gap between science and practice through the integration of science and technology into all aspects of clinical training. For example, student therapists empirically track client data and use that data to inform the treatment they deliver. Students are also encouraged to be active researchers in the clinic, that is, to design and carry out studies for theses or side research projects. We are also excited about our new technology upgrades that modernize our program. To enhance our

supervision capabilities, this past summer we installed a high-definition digital video and audio recording system. In addition, this past spring we transitioned from paper charting to an electronic health record, which not only improves the Clinic's infrastructure and level of security for clients, but it functions as a clinical research database for faculty and students.

The department as a whole has been interested in exploring new ways to increase interdisciplinary research between labs. To that end, we envision the Psychology Clinic serving as a catalyst to bring together faculty and students interested in utilizing clinical data or accessing specific clinical populations for research. Our goal is for the Clinic to provide infrastructure for translational research. Lastly, with the addition of our electronic health record, we have the capability of pooling data with

dozens of other university training clinics around the country. This type of system is termed a "practice research network," and we will be moving forward with plans to forge research collaborations with outside university clinics. Taken together, we hope to ignite creative ideas that will be transformed into interesting and valuable collaborative research projects.

The University of Toledo Psychology Department believes that adherence to strong scientific principles reflects our forward thinking. We are excited about the changes that have been made to the Psychology Clinic and Department; and we will continue to produce leaders who will improve the human condition via education, research and practice.

*Dr. Jason C. Levine,
Assistant Professor of Psychology*

Ask a Psychologist

By Eric Prichard, Graduate Student

Psychologists, like most academics at a university, regularly attend conferences and many people wonder why. They ask us a variety of questions, some of which are below.

What is an academic conference?

An academic conference is a gathering of researchers, students, and other interested parties who share and discuss work pertaining to their field. Along with journals, conferences are a major means of disseminating new research findings. In fact, the typical publication lag in a journal (from the time you send in an article to when it gets accepted and eventually published) ranges from one to two years. So, if one wants to be up-to-date in a particular area, he or she needs to regularly attend conferences.

What do you do at a conference?

Many people who attend conferences present posters during poster sessions. However, there are usually numerous talks (which are more prestigious), special symposium sessions on current topics, and discussions being conducted as well. In addition to presenting, many attendees take the time to view and critique other researchers' work and meet their colleagues face to face. In order to facilitate this, there are usually one or two social events, which may include, if you are very lucky, food. Finally, graduate students might attend conferences, not just to present their work, but also to network with future employers. In fact, universities sometimes use conferences as a staging area to interview budding new stars for their postdoc and faculty positions.

What are some of the conferences in psychology?

The conferences of the American Psychological Association (APA) and the Association for Psychological Science (APS) are

psychology's two large general topic conferences. However, there are many regional conferences like the Midwestern Psychological Association (MPA) or the Western Psychological Association (WPA) and numerous smaller conferences dedicated to more specific subfields of psychology like the Society of Behavioral Medicine (SBM), the Society for Judgment and Decision Making (SJDM), and the Association for Behavioral and Cognitive Therapies (ABCT). Some of these smaller conferences will be conducted around the same time and in the same place as major conferences in order to increase participation by attracting people who are already going to the major conference. Other conferences have grown sufficiently popular over the years that they can now stand alone.

How can one afford to go to conferences?

Conferences are not cheap to attend, but they are so vitally important to an academics' career that many faculty are willing to pay out of pocket. However, there is oftentimes financial assistance to help offset these costs. For example, universities will set aside faculty development fund (travel) money for which researchers compete. Departments also try to carve out travel funds for their own faculty, and many researchers write travel money into their grants. And for graduate students? Departments oftentimes help, as do advisors and associations like the Graduate Student Association. It is not uncommon for students to share rides and rooms to save a buck at these events, and sometimes it gets a little cramped. But it is well worth the investment.

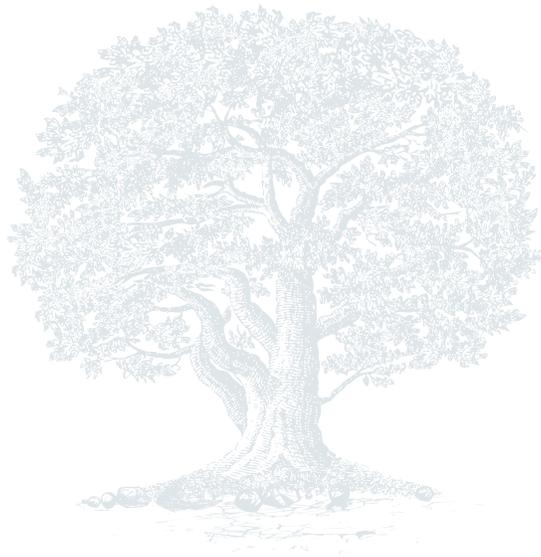
Majors Making an Impact

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In collaboration with their faculty adviser, Dr. Jason Rose, the Psi Chi officers presented two posters at the MPA conference. One poster titled, “Empathy, Norms, and Relationship Conflict,” examined how individual differences in empathy, or one’s ability to understand the perspective of others, was associated with the amount of relationship conflict people experienced. They also surveyed whether people perceived relationship conflict as normal in relationships other than their own. People who reported high conflict in their own relationships tended to believe that conflict was common in other people’s relationships. In addition, more empathic people tended to view relationship conflict as less normal.

Juliana Black also presented the results of her honor’s project in a poster titled, “The Role of Agentive vs. Communal Traits in Hiring Decisions for Women.” She found that people evaluated a female job candidate more favorably when described as possessing both agentive (e.g., independent) and communal traits (e.g., helpful) than when described as just possessing communal traits. Evaluations of a male candidate did not change depending on the type of trait descriptions provided. Juliana graduated in the spring of 2012 and is now pursuing a master’s degree in social and consumer behavior at New York University.

Of course, attending the MPA conference is not the only thing that members of the UT Psi Chi chapter do. Last year, Psi Chi organized a graduate school information session and participated in a variety of charity events, such as Relay for Life for cancer research and Out of the Darkness Walk for suicide prevention. Thankful for all that Psi Chi offers, Hanna Wutrick said, “Psi Chi was so helpful in preparing for grad school. It also got me involved in research, which will be very useful. Most of all, it helped me connect with other psychology majors.” The current officers — Hanna Wutrick, Morgan Rohan, Cassie Ciccotti, Katie Eckles, and Elizabeth McNett — are looking forward to MPA 2013 and another great academic year hoping other students will join them too!



Alumni Re-Connect

By Melissa Jensen, Graduate Student

Meghan Marsac is a 2008 graduate from The University of Toledo doctoral program in Clinical Psychology. While at UT, she worked under the guidance of both Dr. Mojisola Tiamiyu, associate professor of Psychology, and Dr. Jeanne Brockmyer. She cites her research with Dr. Tiamiyu on community engagement in college students as the building block for her appreciation of the research process, and she was able to design and conduct two further research projects with Dr. Brockmyer observing the role of coping and psychological functioning in children facing medical stressors.

Following her time at UT, Dr. Marsac completed her clinical internship at The Children’s Hospital of Philadelphia focusing on pediatric psychology and then joined the Center for Injury Research and Prevention for her fellowship training. She has continued this line of research in her position at the Center for Injury Research and Prevention at The Children’s Hospital of Philadelphia, where she is a Behavioral Researcher and Director of Training.

Today, Dr. Marsac’s research focuses on promoting adjustment and preventing posttraumatic stress and other negative psychological symptoms in children with injuries and illness and their families. Specifically, her team seeks to better understand coping with medical-related stressors and the use of this knowledge to inform interventions promoting positive coping in children and families. For her work on parent-child interactions following pediatric injury in predicting ongoing stress, Dr. Marsac was recently awarded a Mentored Patient-Oriented Research Career Award (K23) from the National Institute of Mental Health.

Reflecting back, Dr. Marsac states that her training at UT provided a strong foundation in research design, univariate and basic multivariate quantitative analyses, and implementation of evidence-based treatment in clinical practice. “These skills have been invaluable as I progressed through my training ... and began my early career. Additionally, UT provided incredible mentors who showed me how to find additional mentors and how to become a mentor myself.” She also fondly remembers Thursday Night of Fun with her classmates, which she emphasizes, “was not a study group.”

For undergraduates hoping to pursue graduate degrees in clinical psychology, Dr. Marsac recommends looking into summer research opportunities, joining a research lab on campus, and volunteering to work with populations of interest. She also encourages current graduate students “to take advantage of the diversity of opportunities that are offered and use your time to explore your professional interests.”

Well done Dr. Marsac, and best wishes for the future!

Profiles

By Heather Haught, Graduate Student



Dr. Jon Elhai

Tip your hat to Dr. Jon Elhai, an associate professor of clinical psychology, who is recognized as an expert in the area of posttraumatic stress disorder (PTSD) – a psychological disorder sometimes triggered by a terrifying event such as violent assault, natural and unnatural disaster, accidents, and military combat. Elhai earned his bachelor of arts degree in psychology from the University of Delaware in 1994 where he was inspired by various faculty members to pursue a graduate degree in hopes of becoming a professor himself.

He began his graduate career at Nova Southeastern University in Florida earning a master of science in Psychology in 1996. Admittedly at that time, Elhai had little interest in research – that is, until he realized the importance of publishing to secure a faculty teaching position. With this realization, he immersed himself in research, coming to truly enjoy and appreciate it over the course of his doctoral training. His research, inspired by the sufferings of a close friend, centered on PTSD.

In 1999, he began his pre-doctoral fellowship at the Medical University of South Carolina (MUSC) and Charleston Veterans Affairs (VA) Medical Center, earning his Ph.D. in 2000. That same year, he began a post-doctoral fellowship at MUSC and Charleston VA Medical Center which came to fruition in 2002. It was during this time that he became particularly well known for his work on the detection of fabricated PTSD using psychological assessment instruments such

as the Minnesota Multiphasic Personality Inventory-2 (MMPI-2) and the Trauma Symptom Inventory. Specifically, he developed the Fptsd scale of the MMPI-2 as a means to detect fabricated PTSD, sometimes consulting with the court system on cases involving possible fabricated PTSD.

Dr. Elhai served as an assistant professor at the University of South Dakota beginning in 2002 until becoming an associate professor in 2008. During his time there, he was awarded the Chaim Danieli Young Professional Award from the International Society for Traumatic Stress Studies in 2003, followed by the Samuel J. and Anne G. Beck Award for outstanding early career research in personality assessment from the Society for Personality Assessment in 2007. He remained at the University of South Dakota until 2009 before coming to The University of Toledo.

Currently, Dr. Elhai serves as an associate professor for the departments of psychology (primary appointment) and psychiatry (joint appointment). He is head of the PTSD Research Lab where he oversees graduate students Ateka Contractor and Tracy Biehn who are in their third and fourth years, respectively, and a new first year student, Tory Durham. He teaches undergraduate courses in abnormal psychology and research methods in psychology and graduate courses in cognitive-behavioral therapy, research design, and structural equation modeling.

Additionally, he is collaborating with various other faculty members within the psychology, human services, economics, and psychiatry departments, as well as community members and local health service providers in the development of the Center for Anxiety, Stress, and the Promotion of Health and Resilience (CAHSPR). CAHSPR is an initiative to translate scientific discoveries into improved health and health care for all individuals.

Dr. Elhai is married to Adrienne Elhai, a child clinical psychologist for Toledo Children's Hospital. Together, they have two children, 7-year-old Kellan and

3-year-old Anjali. Elhai shared that his favorite hobbies include activities that he commonly does with his family such as outings to local parks and museums, and visiting the science center and surrounding towns. Beyond this, he likes reading up on science and technology trends, listening to countless podcasts of this American Life and Radio Lab, and listening to jazz and bluegrass music.

In addition to answering various questions related to his professional development, Elhai indulged one [PsyConnect](#) interviewer by commenting on a few more light-hearted topics. This series of Q&A is provided below.

Q: Besides researching PTSD, what would your ideal job be, if you could do anything?

A: I believe that I would enjoy a career as an epidemiologist, researching the prevalence, causes and course of particular health conditions. I also sometimes think that it would be great to be a small business owner, such as the owner of a trendy cafe.

Q: If you had to pick up and leave now and move to another country, where would you go and why?

A: I would love to live in a Scandinavian country such as Denmark or Sweden, where although taxes are high, the government has robust social programs to keep people educated, healthy and happy.

Q: Do you like to travel?

A: I very much enjoy traveling. And being a researcher — with the expectation professionally to present at conferences — is perfect for someone who enjoys to travel. I recently traveled to Europe to collaborate on research with colleagues in Denmark, but also to sightsee in London and Ireland. I enjoyed every minute, seeing sights, trying new foods and talking with people.

Q: What is your favorite book/movie? What part do you like best and why?

A: One of my favorite books, that I have read several times, is the End of the Road by John Barth, an existential but fun novel. Some of my favorite movies in recent years are the Visitor, True Grit, Gangs of New York, Kite Runner and the Hurt Locker. What they have in common is that although in modern day America we have a comfortable life, I am fascinated when learning about the lives of people who do not live as comfortably as we do.

Q: What is one of your favorite quotes?

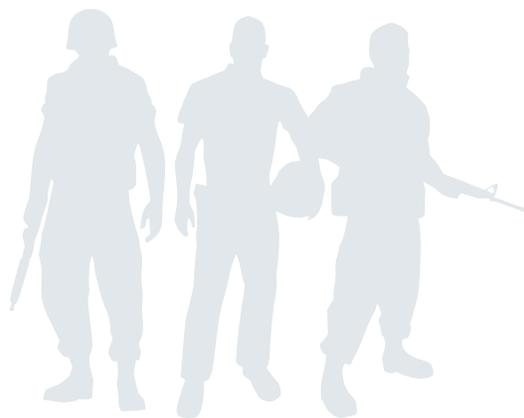
A: 'You can't wait for inspiration. You have to go after it with a club'. Jack London

Q: If you could learn to do anything, what would it be?

A: To fix things (cars, my household appliances).

Q: If you could have a super power, what would it be?

A: The power to fly. Who hasn't wanted to fly like Superman? Also, it would help me go even more 'green' and not rely on my gas-powered car.



Psych Talk: News about our Students, Faculty and Alumni

Faculty Promotions and New Faculty Hires

- Dr. J.D. Jasper and Dr. Andrew Geers have been promoted to full professor. Dr. Jasper is a cognitive psychologist and the chair of the Psychology Department. Dr. Geers is a social psychologist in the experimental track of the program. Congratulations to both of them!
- Please join us in welcoming Dr. Emily Haigh and Dr. Jason Levine, two new faculty members to The University of Toledo Psychology Department starting this fall. Dr. Haigh and Dr. Levine were recently appointed as assistant professors in the Clinical Psychology program. Dr. Haigh's research interests are in cognitive behavioral theories and treatment of mood disorders, specifying cognitive processes across mood disorders, neurobiological correlates of the cognitive model of depression, and mindfulness-based theories and treatments. Dr. Levine's interests are in psychotherapy process and outcome, cardiovascular psychophysiology, diabetes regimen adherence, and primary care behavioral health.

Future Conference Presentations

- Dr. Andrew Geers has been invited to present his research on placebo effects at the international conference "Progress in our understanding of the psychobiological and neurobiological mechanisms of the placebo and nocebo response", in Tübingen, Germany in January, 2013. The conference is funded by the Volkswagen Foundation.
- Erin Swedish, Jessica Gahr and Gabriela Hurtado will be presenting a research symposium titled "Affective and Cognitive Influences on Attitudes Toward Empirically Supported Treatments: Dissemination, Training, and Attitude Change" at the Association of Behavioral and Cognitive Therapies Conference this November. They will be presenting on three different studies investigating dissemination of empirically supported treatments.

Graduate Students Land Jobs

- Recently, University of Toledo graduate Prachi Kene accepted an assistant professor position at Rhode Island College in the Counseling, Educational Leadership and School Psychology Department. Dr. Kene earned her doctoral degree in psychology at UT in 2010 under the guidance of Dr. Joseph Hovey. Dr. Kene's main research interest is in suicide, including suicide risks, clinical judgment of suicide and suicide intervention. She has also been conducting research on programs that improve triage and quality of intervention in recidivist suicidal persons. In her faculty position, Dr. Kene will teach graduate classes, conduct research and participate on department and schoolwide community activities.
- Kathy McGuire, a graduate student in the psychology doctoral program, has accepted a tenure-track forensic psychology faculty position at Western Illinois University. The Psychology Department at Western Illinois University offers a forensic psychology minor for undergraduate students and an experimental master's program for graduate students. Kathy's role will include teaching a variety of psychology and statistics courses for both undergraduate and graduate students and developing new forensic courses relevant to the undergraduate forensic program. In addition, she will be working with undergraduate and graduate students to assist in the development of their research, career and academic goals. Kathy McGuire's graduate advisor was Dr. Kami London.
- Cathy Mingee, a recent graduate of the psychology doctoral program, accepted a teaching position at the College of William & Mary in Williamsburg, VA. Cathy Mingee's graduate adviser was Dr. Harvey Armus.
- Jon Westfall, a recent graduate of the psychology doctoral program, accepted a visiting assistant professor position at Centenary College of Louisiana. Jon Westfall will also maintain his position as a Research Affiliate with the Center for Decision

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Psych Talk: News about our Students, Faculty and Alumni

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Sciences at Columbia Business School. Jon Westfall's graduate adviser was Dr. J.D. Jasper.

Recent Honors and Awards

- Dr. Wesley Bullock, associate professor, is a co-investigator on a newly funded grant, recently received by the University of Toledo. The Medicaid Technical Assistance and Policy Program (MEDTAPP) Healthcare Access Initiative is a federally funded 1.92 million dollar grant designed to promote inter-professional training, workforce development, and retention of health care providers to better serve Ohio's Medicaid population. The multi-year UT project is interdisciplinary and includes faculty and students from Psychology, Psychiatry, Nursing, and Family Medicine. Six clinical psychology graduate students (Kristin Walstad, David Medved, Alisha Lee, Brittany Tenbarger, Melissa Jansen, and Tanya Ozbey) are currently involved in the MEDTAPP project, with four students supported by the grant on clinical service-research externships at the Northwest Ohio Psychiatric Hospital and Zepf community mental health center. Students supported by the MEDTAPP grant have opportunities for training in emerging health care delivery models and evidence-based practices and are conducting research on MEDTAPP inter-professional training and clinical practices.
- Psychology doctoral student Michelle Roley was selected to serve a two-year term on the American Psychological Association's (APA) Society for Clinical Child and Adolescent Psychology's (Division 53) Graduate Student Advisory Board (SAB). Michelle will help develop child clinical relevant graduate student programming for the SAB and will work with the Executive Board of the Division 53 on issues relevant to undergraduate students, graduate students and early career clinical child and adolescent psychologists. Michelle's graduate adviser is Dr. Joseph Hovey.
- Two Psychology Department doctoral students, Jill Brown and Shane Close, were awarded national scholarships for their academic achievements. Jill Brown was awarded a Ford Family Foundation Scholarship for two years, and Shane Close was awarded a McNair scholarship for four years. The graduate adviser for both students is Dr. Andrew Geers.
- Congratulations to several graduate students for winning awards. Travis Conradt took 1st place in the paper presentation category at the 3rd Annual Midwest Graduate Research Symposium. Stephanie Fowler won the best poster contest at the 19th Annual UT-BGSU Research Symposium. Finally, Nicole Lytle won a travel award from the American Psychology-Law Society (AP-LS) to present her research on the cognitive ability of young children to understand and report sexual abuse in the court room. Way to go guys!
- Department of Psychology undergraduate student Lela Day has received an award through the 2012 Undergraduate Summer Research and Creative Activity Program (USRCAP) to fund

her honors thesis. Ms. Day plans to study gender differences in subtypes of social anxiety. This research project is advised by Dr. Laura Seligman.

- Congratulations to this year's undergraduate scholarship winners. Erynn Daum was awarded the Burns Scholarship; Lela Day received the Mack Scholarship; Ayman Aouthmany received the Samar El-Okdi Scholarship. In addition, Sarah Robertson was selected as Outstanding Senior and got the Goeckerman Award, as well as a medal from the college.
- The UT Department of Psychology Chapter of Psi Chi received a Psi Chi Model Chapter award for 2011-2012. Psi Chi is the International Honor Society in Psychology, founded in 1929 for the purposes of "encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology." Psi Chi is one of the largest honor societies in the United States and their Model Chapter award is given to only 50 Psi Chi chapters (out of over 1,100 chapters in the U.S., Canada, the Caribbean, Ireland and New Zealand). The Psi Chi Model Chapter Awards Program recognizes and rewards those chapters that consistently maintain outstanding membership, correspondence, service projects, and student involvement. The faculty adviser for the Toledo Psi Chi chapter is Dr. Jason Rose and the four Psi Chi undergraduate officers in 2011-2012 were Juliana Black (President), Jacqueline Deaton (Vice-President), Hanna Wutrick (Secretary), and Zachary Jenkins (Treasurer).

Recent Student Publications

- Heather Pelletier was a co-author on a recently accepted manuscript publication titled "Educating Medical Students about Adolescent Maltreatment." The purpose of the study was to examine the effects of training first-year medical students using a Child Advocacy Studies Training (CAST) elective course. The findings indicated that the CAST program may be an effective method of better preparing future physicians to address child and adolescent maltreatment.

Knox, M., Pelletier, H.L. & Veith, V. (in press). Educating Medical Students about Adolescent Maltreatment. Special Issue in the International Journal of Adolescent Medicine and Health.

Kudos From an Alum

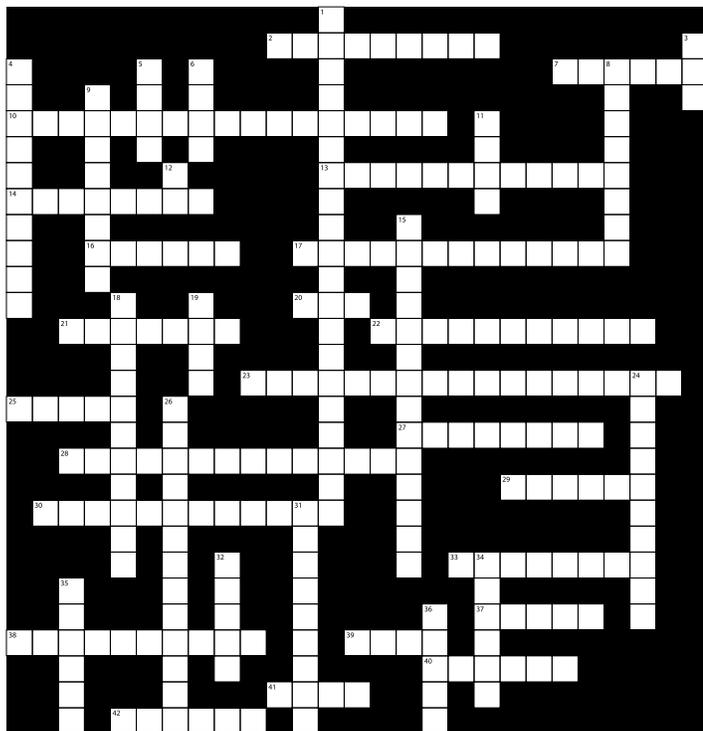
- "My name is Joseph Sanders and I am a 2004 grad in the psychology dept. (BA). I like the **PsyConnectw** idea and think that it will be an interesting means to see where the students end up in their careers. I am currently employed with the City of Clayton, a suburb of Dayton, and I am a supervisor with the police department (sergeant). I also work as a detective with the regional drug task force in Montgomery, Miami, Preble and Clark counties. I wish you luck and thank you for your time."

~ Sergeant Joe Sanders, UT class of '04

The Lighter Side: PsyWord Puzzle

The GEB Crossword

By: Eric Prichard



Across

- 2 Named after al-Khwarizmi, a step-by-step process for calculations.
- 7 Known for the "Chinese Room Problem."
- 10 Famous sequence: 0 11 2 3 5 8 13 21.....
- 13 Mathematician who wrote Alice in Wonderland.
- 14 A poem where the first letter of each line spells out a word or phrase.
- 16 In computer science it is a series of characters serving as a literal constant or variable. In formal languages, it is a finite series of symbols taken from a set.
- 17 Two dimensional planes created by using repeating and non-overlapping geometric shapes. Often used in Islamic art.
- 20 Self-replicating nucleic acid containing genetic instructions for all known life.
- 21 A statement that seems to, but frequently does not, lead to a contradiction.
- 22 Field that studies such things as quantity, space, patterns and the properties of numbers.
- 23 Often incorporated by Escher, these objects can't exist in real life. Examples include the Penrose triangle and devil's tuning fork.
- 25 The 19th century English logician, now considered the grandfather of computer science.
- 27 Long nosed mammal known for eating ants and termites
- 28 A statement about what would be the case if an untrue antecedent were true.
- 29 An electrically excitable cell which is the basic unit of the nervous system.
- 30 Branch of mathematics devoted to study of integers.

- 33 Computer that defeated Garry Kasparov.
- 37 A form of music where the melody is repeated at least once after a given number of bars. Bach and Pachelbel are known for theirs.
- 38 Hungarian-American mathematician who was a founding figure in modern computer science and wrote the unfinished "The Computer and the Brain."
- 39 Philosopher who allegedly claimed that motion is an illusion
- 40 Logician famous for his incompleteness theorem
- 41 In computer science, it is a statement that is specified one time, but carried out multiple times, often using recursion.
- 42 Eccentric English mathematician who conceptually figured out how computers could manipulate symbols on a strip of tape using a table of rules. Committed suicide by eating a poisoned apple.

Down

- 1 Geometries based on axioms very similar to Euclid's, with the exception of their treatment of his Parallel postulate. Examples include elliptic and hyperbolic geometries.
- 3 Derived from the Chinese word "Chan", which means meditation, this is a common form of buddhism.
- 4 Cognitive scientist at Indiana University and "author of Godel, Escher, Bach"
- 5 A story, riddle, or dialogue used by Zen monks during meditation to help them transcend reason.
- 6 The 18 century German composer famous for his fugues like Toccata and Fugue in D minor.
- 8 Greek warrior who killed Hector, Trojan Prince and warrior.
- 9 Defeated a hare in a race and showed that slow and steady can win.
- 11 Ten legged crustacean whose legs are considered a delicacy.
- 12 Abbreviation for term referring to the intelligence of machines and the field of science that tries to improve and study it.
- 15 Fake "Automaton" that defeated Napoleon Bonaparte in chess. A chess master hid inside.
- 18 Natural numbers greater than one and with no whole number divisor greater than one.
- 19 Quite simply, a way of converting information into a different form of representation. Often we want to "break" or "crack" them.
- 24 Tests Artificial Intelligence by determining whether a computer's response is distinguishable from a human's response.
- 26 Ordinary whole numbers used for counting.
- 31 A process of repeating items in a similar way. Often studied in computer science and mathematics.
- 32 Also known as genies, they are mythical beings from Islamic folklore.
- 34 Dutch artist famous for his tessellations and visual paradoxes
- 35 A way of representing computer instructions using only 0s and 1s.
- 36 The formal study of reasoning.

Lab Gab: The Psychological Assessment Lab

By: Sean Walsh, Graduate Student

Have you ever wondered what makes people do what they do? How about how intelligent you are or how good your memory is? Or do personality tests accurately describe how you tend to interact with other people or are they a bunch of nonsense? Researchers in the Psychological Assessment Lab at The University of Toledo have made it their goal to answer these questions through the use of psychological assessment tools that measure these specific areas.

The Faculty

The Psychological Assessment Lab was started in 2005 by Drs. Gregory Meyer and Joni Mihura (“Drs. M & M”), whose expertise is in the area of personality assessment. In fact, Dr. Meyer, editor for the *Journal of Personality Assessment*, was recently honored with the 2011 Award for Distinguished Contributions to Assessment Psychology by the American Psychological Association. Drs. M & M are probably most well-known though for developing a new empirically based approach to the infamous Rorschach Inkblot test, called the Rorschach Performance Assessment System or “R-PAS” (Meyer, Viglione, Mihura, Erard, & Erdberg, 2011). Their work has achieved national and international recognition in a number of countries including the U.S., Brazil, Argentina, Norway, Sweden, Italy, Israel, Japan and the Netherlands. And late last fall, the new Rorschach system was featured in a column in *The Economist*.

While the Rorschach is widely known in American culture and the media, it has undergone a series of attacks from psychologists in the field regarding its validity – and rightly so. To address these concerns, Drs. M & M, along with two former graduate students of the assessment lab, Nicolae Dumitrascu and George Bombel, conducted a large-scale systematic review of the literature for 65 popular Rorschach variables. The results of their meta-analyses were recently published in the top journal in the field of psychology, *Psychological Bulletin* (Mihura, Meyer, Dumitrascu, & Bombel, 2012). Their findings provide an empirical basis for the new Rorschach system (R-PAS) and highlight the need for using multiple assessment methods, such as self-report and performance-based measures, in order to provide a more complete picture of a person.

The Graduate Students

Since the lab’s inception in 2005, its graduate students have become more and more active in the profession, particularly in research. Their hard work has resulted in some rewards. Throughout the last seven years, graduate students have been first authors on seven articles, one chapter, and 69 conference presentations. In spring 2012, one of the lab’s graduates, Dr. Jim Hoelzle – currently an Assistant Professor at Marquette University – was awarded the Society for Personality Assessment’s (SPA) Outstanding Early Research Award. In 2009, lab member Sandra Horn received SPA’s award for Outstanding Statistically Based Research Article. When reflecting on his time in the lab, Dr. Hoelzle said “Not only did I learn a great deal from Drs. Meyer and Mihura, but I learned a lot by discussing other lab members’ projects. It really felt like a team working towards something larger than what any of us could have done by ourselves. It’s a feeling I hope to recreate in my lab at Marquette.” Many students are currently in various stages of other research projects, such as validity meta-analyses for specific Rorschach variables,

including Mutuality of Autonomy (Robert Graceffo), *Aggressive Content* (Andrea Kiss), and *Oral Dependency Language* (Sean Walsh). Other graduate students are conducting Rorschach research related to narcissism (David Marino), ego depletion (Dan Charek), the interpersonal circumplex (Wilson Hsiao), and the development of a Rorschach short form to screen for psychosis (Josh Eblin).

Throughout the last couple of months, the lab has been host to an international student, Emanuela Gritti, from the University of Milan. Emanuela’s work focuses on how the Rorschach can be better used to measure narcissism. The lab has also hosted other international students from Italy and Brazil including Laura Parolin, Fabiano Miguel, Lucas Carvalho and Elisa Delvecchio.

Future Directions

The psychological assessment lab members worked diligently over the summer to develop basic, intermediate, and advanced R-PAS workshops that are designed to provide a classroom setting for learning this test. The lab has had 14 undergraduate students who have gone through the workshop and will be assisting in data collection in upcoming research projects. For example, the Psychological Assessment Lab is designing a research study with the Michigan Forensic Center to assess psychosis in their forensic population.

Meyer, G. J., Viglione, D. J., Mihura, J. L., Erard, R. E., & Erdberg, P. (2011). *Rorschach Performance Assessment System – Administration, Coding, Interpretation, and Technical Manual*. Toledo, OH

Mihura, J. L., Meyer, G. J., Dumitrascu, N., & Bombel, G. (2012). *The Validity of Individual Rorschach Variables: Systematic Reviews and Meta-Analyses of the Comprehensive System*. *Psychological Bulletin*. Advance online publication. DOI: 10.1037/a0029406



Mind Games: An Irrational Belief

By: Melissa Hoelzle and Sean Walsh, Graduate Students

Have you ever wondered why some people seem to have a stronger negative reaction to disappointment than others? Consider this scenario:

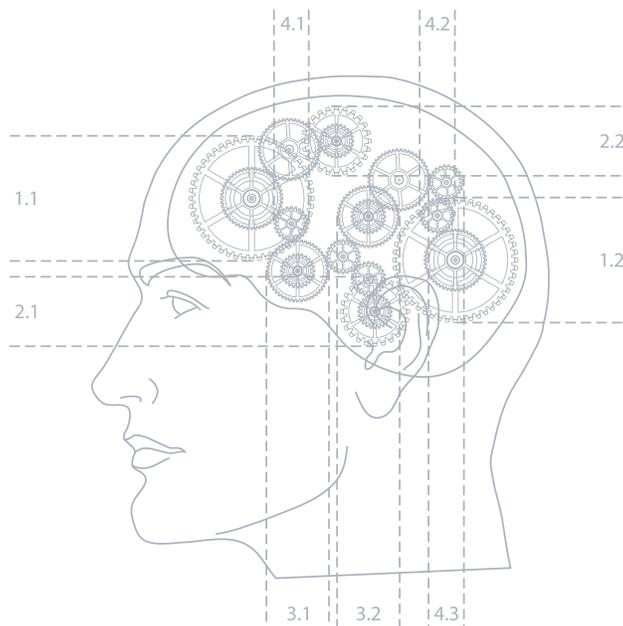
Fred has been working at a local paper company as a salesman for the past five years. While he has worked hard during his time in this position, he continues with the same job title and the same salary. Recently, a co-worker of his retired from his position as a supervisor and Fred believed he is next in the line for the job. Unfortunately, he is passed up for the job by a hot-shot new salesman who has connections with the owner. Fred becomes depressed, thinking that he will never be promoted and never progress in his position. He also starts to question his abilities and begins thinking that he is not good at anything.

Fred's situation is probably something that everyone has experienced at one time or another in their life. What Fred is experiencing is one of Albert Ellis's (1994) 12 irrational beliefs that can lead to problems with depression and anxiety. Specifically, Fred is operating under the assumption that "One must absolutely be competent, adequate and achieving in all important respects or else one is an inadequate or worthless person."

If someone finds himself or herself using an unfortunate situation, such as getting passed up on a promotion, and applying this to how they feel about themselves, Ellis would say that this is based on an irrational belief. What might be more helpful is to take a step back and realize that a lack of success in one area does not necessarily mean failure in all areas of your life or that you are a bad person. If you ever find yourself in this situation, here are some good tips to combat those thoughts:

1. Imagine that a friend of yours is coming to you with similar ideas about themselves. It is likely that your advice to them would be much kinder than if you were applying this to yourself.
2. Stop yourself for a minute and think of ways that you can prove your own opinion wrong.
3. If you find yourself continuing to struggle with these types of negative thoughts or problems, consider talking with someone else about these issues. You might be surprised at how speaking about these things out loud helps you gain understanding.

Ellis, A. (1994) Reason and Emotion in Psychotherapy: Comprehensive Method of Treating Human Disturbances: Revised and Updated. New York, NY: Citadel Press



Congratulations to The Star Mentee Program on its 10th anniversary! Special thanks to all the UT students (past and present) who have served as tutors and mentors at different elementary schools here in Toledo and most recently at St. Pius X elementary school! The program was established by Dr. Mojisola Tiamiyu.

To learn more about this program, read the fall 2011 issue of PsyConnect



Upcoming Speakers

If you would like more information on attending these free, public events, please call the department (419.530.2717) or e-mail psyconnect@utoledo.edu

Thursday, Nov. 29

Christopher Hopwood
Michigan State University

Thursday, Dec 6

Gregory Siegle
University of Pittsburgh

Undergraduate Student Featured on PBS “History Detectives”

UT psychology major and U.S. Marine veteran DeMarqus Townsend was featured on the October 9 episode of the PBS show “History Detectives.” Townsend and his mother, Toledo resident Tara Johnson, were asked to meet “History Detectives” host Tukufu Zuberi at Arlington National Cemetery in a twist to the show’s usual format. Traditionally, Zuberi researches information about guests’ artifacts. During the broadcast, Zuberi brought his poster of an African-American combat hero to the gravesite of Henry Johnson, great-grandfather of DeMarqus Townsend. “The host was surprised to see members of Henry Johnson’s family,” said Townsend, a veteran of the First Battle of Fallujah, Afghanistan, in 2004 and a freshman in our department. “He thought he was meeting a military official. Usually,

guests give him an object and he finds out the story behind it. This time, we had the answers to his poster.” The poster, highly unusual for its time, depicts the savagery of combat that occurred on a French battlefield in 1918. Henry Johnson, then a private in the U.S. Army, fought a German battalion with just a bolo knife and a defective rifle to rescue a fellow American soldier. Johnson returned to his native New York a war hero with little standing as an African-American in the 1920s. He died in 1929, penniless and estranged from his family. With the assistance of U.S. Senator Charles Schumer of New York, Henry Johnson was posthumously awarded the Purple Heart in 1996 and the Distinguished Service Cross in 2003, as well as and the Croix de Guerre, France’s highest national award. His family has long

fought for Johnson to receive the Congressional Medal of Honor, the highest military award given in the U.S. An application was approved in 2001, but did not have the support of then-Joint Chief of Staff Chairman Henry Shelton. It continues to be open for consideration. “My grandfather was an extraordinary man who did extraordinary things,” said Tara Johnson, Townsend’s mother. “He didn’t get recognition when he was alive. I want to make sure he does now.” DeMarqus Townsend followed a tradition of service. In addition to his great-grandfather, his grandfather, Herman Johnson, was a Tuskegee airman, noted businessman and civil rights activist. Townsend’s career goal upon graduation is to open a private practice to assist veterans returning from combat.



Contact Us

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Mojisola F. Tiamiyu (editor); Nicole Lytle and Melissa Jensen (editorial assistants); Travis Conradt, Ryan Corser, Jessica Gahr, Heather Haught, Eric Prichard, Brittany Tenborge and Sean Walsh (contributors)

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

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For more information about giving, including setting up scholarships or additional gift funds, please contact Mary Galvin, Principal Gifts Officer for the College of Languages, Literature and Social Sciences at 419.530.4134 or mary.galvin@utoledo.edu.

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