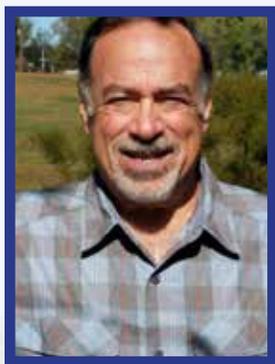


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Alumni Re-Connect: A Conversation with Dennis Kogut, PhD

By Jason C. Levine, PhD, Associate Professor and Clinic Director



Since the University of Toledo Department of Psychology's first graduating class in the mid- 1970s, 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 wished to interview one of our graduates who has had a very successful private clinical practice in the Greater Toledo Area. I was fortunate to re-connect with Dr. Dennis Kogut, PhD, now retired and living in vibrant

Nashville, TN, and speak with him about his time at UT, his career, and a few reflections on the field of psychology, specifically clinical psychology.

JL: Dr. Kogut, please share with us your "potted" biography.

DK: I graduated from one of the first classes at UT, started in 1970. We only had 4 graduates who stuck with the program, out of 8, to receive terminal PhDs. These were growing years for the program...getting their act together. It took me six or seven years to graduate...I completed my internship near Baltimore, Maryland; a consortium that included a private and state psychiatric hospital. [Dr. Kogut provided a sobering detail of the conditions of psychiatric inpatient institutions in the 1970s, and how he used behavioral principles to help very low functioning patients]. I am still in touch with one of my mentors, Dennis Lynch, PhD; Al Palmer was the Director of Clinical Training at the time, Bert Rothschild was a clinical psychologist. Harvard Armus was on faculty doing interesting experiments. My annual graduate stipend was \$2000.00! In school, I did not have a hardcore research interest or desire to publish, which tended to be frowned on by the faculty.

After my internship, I came back to Toledo because we had friends here. I got a job working at the Toledo Mental Health Center (State of Ohio)...then at the Court Diagnostic Treatment Center doing forensic work...did this for several years. At the same time, I started

a very part time private practice with my partner, but it got busy enough to allow us to cut back on our full time jobs, and think "we could really make a go at this." It was then called "Clinical Psychologists and Associates," consisting of no more than four psychologists.

Around that time, I also was asked to train family medicine residents (very part time) at the old Riverside Hospital. At the time I had a family, already had two day-jobs and my practice, but I liked the idea...it was intriguing to me. So, I left the Court Diagnostic Center and went to Riverside half-time to serve as Director of Behavioral Medicine and kept developing the private practice. Eventually the family medicine residency changed and merged with UT, so I went into private practice full time. Around this time, the beginning years of managed care began to take hold. There were a lot of models being thrown around on how to deliver mental or behavioral health care. We looked into "capitated contracts."

[The late] Wayne [Graves] and I were terrific partners. We didn't always agree on what should be done, but once a decision was made we always agreed on what we were going to do. We were partners for 30+ years. We wanted to be the biggest private practice group in NW Ohio, and for a while we were; we merged with Dr. Stanley Zupnick, PhD to become Central Behavioral Healthcare. We had several staff, an administrator, approximately 20 clinicians; psychologists, psychiatrists, and several locations. We took a private plane to Cleveland one day for a meeting.... (this is how big they had grown). After a few years of dealing with insurance company capitated contracts, we decided to scale down. Community mental healthcare started showing a presence in the mid 1980s and were prioritized by commercial insurance companies for probably the wrong reasons. This was a kiss of death, so to speak, to private practices. We ended up "being the group" rather than "owning the group." We became just six people providing high quality clinical services; it worked out very well. Central Behavioral Healthcare continues under the direction of Dr. Mark Babula.

JL: What is your identity as a clinician? What are some of your values as a clinician?

DK: Theoretically I thought of myself as a cognitive behavioral type therapist, and a problem solver. I felt like it was an incredible honor and privilege to be invited into someone's private life and help them understand their own values and help them develop or enhance their own strengths for solving life's problems. My job is to help you understand yourself, what you want, your values and your goals, and how to achieve them. I did this with my academic knowledge, clinical knowledge and experience, and [jokingly] a "collection of magic wands I kept in my office" [and, yes, Dr. Kogut actually possessed a small collection of cool magic wands he kept on his bookshelf].

JL: Can you share some wisdom on how to do therapy well?

DK: I think it is important to be there, listen, early on. You need to develop a system where the patient sees you as a trusted ally. So, the initial rapport building is crucial to hook them into what you have to offer. To sit there and be passive is inefficient and insensitive to their needs. The first session assert what you have to offer, ally with their strengths, have them see you as a value added to their life. The effective ingredients, especially early on, are based on the therapeutic relationship. If you have that, you can work your magic. I've learned that the theoretical approach is not as important as the relationship, although I think of myself as a cognitive behavioral therapist.

JL: Looking back on your career, what would you have done differently?

DK: I think looking way back, I'm not sure I would have done it if I had known the direction things were going to go; the problem is developing independence as a psychologist, and I thought I would have been much freer given the way managed care was. We ended up doing more paperwork than clinical work, although it has

gotten a little better as of recent. Insurance companies controlled patient flow; they destroyed private practice. Knowing that, if I was still a youngster, I may have chosen medicine, which has more freedom, more opportunities for income. If I would have stayed with psychology, I would not have been as grandiose as I was in developing a large private practice.

JL: Where do you see the field going in the next ten years, and where should it go?

DK: I think it will be bifurcated. There will always be a niche for quality, competent, successful clinical psychologists providing direct services to the general public. But I think the competition that has developed over the past 20 years has taken a lot of opportunity away. Plus, I think people who want a primary career in psychotherapy, don't need a PhD psychology degree to do it. It costs too much time and money, and you are not going to make a lot of money when you are done because of competition from master's degree clinicians. The marketplace has changed so much that the rewards [financial] are not there. Psychologists need to be at a higher level; they need to be the planners, the administrators, the program directors. That is where our training provides value, much more in the way of developing programs and supervising the people providing direct service. Sharing primary care services with physicians is where psychologists need to be; I think that is a growing area. There is always the academic direction too.

JL: What is your agenda for retirement?

DK: I'm still working on that. I had a nice career, I did very well, I enjoyed a nice reputation, and the phone always rang at the office. I moved out of the area to be closer to family, because that is a primary value of mine.

Majors Making an Impact: Thinking about Graduate School? Steps, Strategies, and Planning

By Noelle Herzog, Graduate Student

"Goals transform a walk into a chase." -Mihaly Csikszentmihalyi

WHY should you go to graduate school (or not)?

Obtaining a graduate degree can help you gain the knowledge and skills needed to find your dream career, better pay raise, make more connections, or/and pursue your interests. *But it's not for everyone.* Before thinking about graduate school, ask if it would be beneficial to the career you're pursuing. Some careers need at least a master's or a doctoral degree, but others do not. Be sure to talk to professors, other graduate students, and the school's academic career counselors to weigh what would be the best option for you!



BACHELORS

THERE ARE MANY JOBS IN PSYCHOLOGY THAT DO NOT REQUIRE A GRADUATE DEGREE!



POST-BACC

A POSTBACCALAUREATE HELPS WHEN SEEKING ADDITIONAL PREPARATION EITHER FOR GRAD SCHOOL OR A CAREER



MASTERS

**-CLINICAL
-COUNSELING
-SOCIAL WORK
-CRIMINAL JUSTICE
-EXPERIMENTAL**



DOCTORATE

**-PH.D.
-PSY.D.
-M.D.
-D.O.**



RESOURCES

- The University of Toledo Career Services:
<https://www.utoledo.edu/success/career/>
- American Psychological Association Careers in Psychology:
<https://www.apa.org/careers/resources/guides/careers>

WHEN should you start preparing?

START RIGHT AWAY! Below is a description of everything you should consider.

Not sure *what* you want to do after undergrad? That's okay! If you are thinking you may want to be a social worker, psychologist, scientist, or professor, below are some general steps you can take.



FINANCIAL: Applying to graduate school can be costly - it's best you know this well in advance so you can start planning. Please see below for table on costs. It is important to note, most quality graduate programs (particularly at the PhD level) offer tuition waivers and financial stipends. This can be one indicator of the quality of training and reputation of a given program.



RESEARCH: An IMPORTANT 1st step is to get involved with research. Research experience will set you apart from other applicants and give you valuable experience. Some labs/universities even allow undergraduates to present poster presentations and be an author on publications. Talk to your professors to see what research opportunities are available to you. It is best to have, at bare minimum, one full year of research experience.



LEADERSHIP: Become a member of your local Psi Chi chapter and/or Psychology Club early during your undergraduate career. Apply to be in an officer/leadership position. Often, this will open more opportunities, make you more noticeable to professors, and look great on your Curriculum Vitae (CV).



REAL-WORLD EXPERIENCE: If possible, during the summers, search for internships, community service, related jobs, or research opportunities to gain more experience, credibility, and boost your CV.



GRE: Recommended to plan at least 3-months to study. Study using both review books (e.g., Princeton Review) and a review CD (Kaplan) - *do the practice tests!* Register to take the GRE the summer before applying to graduate school. The test can only be retaken once every 21-days, up to 5 times in 12-months. Some schools require the Psychology subject-specific GRE, but not all do. Schools will provide an average score in each area (Quantitative Reasoning, Verbal Reasoning, Analytical Writing) of those accepted into the program on their website. Obtaining GRE scores at or above the listed average is very important, but it's not necessarily a deal breaker if this doesn't occur (e.g., if other components of your application are strong). Please see below in 'Resources' for more information.



SCHOOLS: Start researching schools by at least the summer (the earlier the better) before you start applying. Talk to your advisor about how many to apply to, but it's usually recommended to apply to upwards of 20 schools. Consider schools by 1) program of interest, 2) location, 3) stipend/benefits/resources. Be organized! Keep a spreadsheet of each school and their rank, up to three potential advisors and their research topic of interest, due dates, what materials the applications requires, transcript instructions, checklists if each school as received all of the materials needed, when to expect to hear from them, etc.



PROSPECTIVE ADVISORS/COLLEAGUES: By late summer/early fall, it is *extremely* beneficial to reach out to the graduate advisors you're interested in working with and who you plan to list on your Personal Statement for each school. You should 1) seek advisors that match your research interests, 2) review their CV to ensure your research interest is one they have been recently publishing, and 3) check the university's website to see if they're accepting new students for the upcoming term. If yes, email each professor and 1) include your CV and 2) BRIEFLY explain you're interested in applying to that program and working with them, state what specifically about their research is of interest to you (maybe refer to a specific publication), ask if they're taking new students, and offer to meet either in person or by phone to discuss more. If they are taking new students, it may also be beneficial to reach out to the graduate students in their lab and express your interest, inquire about the program, and offer to meet them if possible. This way, you won't waste time and money applying to programs that aren't accepting students or ones that don't fit your research interests.

 **CV:** By early fall before applying, you should have your Curriculum Vitae (CV) or “academic resume” written. Not sure how to write a CV? You can look up a professor’s CV online and model it off that. Be sure to follow the same organization of headers! It is then important to send your CV to professors and advisors for proofreading and review. Please see below in ‘Resources’ for more information.

 **PERSONAL STATEMENT:** This should also be written by early fall. A Personal Statement goes by many names (personal statement, statement of purpose, academic statement, personal history, etc.). Some schools require one statement while others require a personal *and* academic statement. Your **template** Personal Statement should be sent to everyone you know for proofreading and feedback (professors, advisors, parents, friends, etc.). It is important to get multiple, various feedback! Your **final** Personal Statement(s) should be *personalized* to each school you’re applying to – specify the school name, include up to three advisors and their research topics you’re interested in within the body of the paper, and a specific aspect about the school that would be beneficial to your academic/professional success. Each school will have an explanation of what they require on their website. Please see below in ‘Resources’ for more information.

 **RECOMMENDATION LETTERS:** You should ask for recommendation letters by early fall – this allows enough time for your letter writers to write them but not too much time that they are forgotten. Graduate schools usually require 3 letters of recommendation. If you have followed the above steps throughout your undergraduate career, a well-rounded “application packet” could (but doesn’t always) include letters from 1) someone who can speak on behalf of your *research contribution*, 2) someone who can speak on behalf of your *academic ability*, and 3) someone who can speak on behalf of your *work ethic/leadership*. The most important thing is to get letters from people who know you well and can describe specifics about you (not “She got an A, but I didn’t really converse with her much; there were 200 students enrolled in the class.”) Request a time to meet with potential recommenders and provide: 1) your CV, 2) template personal statement, 3) a spreadsheet that includes due dates AND instructions on how and where to submit the letters. (Once the application process is over, it’s also customary to get your letter writers a small gift or a card of appreciation!)

 **APPLYING:** Application deadlines usually start ~mid-November through ~mid-January. Ensure you have ordered *official* transcripts from each school you attended and GRE scores **well in advance** to be sent directly to each school.

TOPIC	COST
APPLICATION FEES	•\$45-\$100 per school
GRE	•Study guide: \$25 •General Test: \$205 •Score reports: 4 are free, the rest are \$27 for each school •Subject Test: \$150
OFFICIAL TRANSCRIPTS	•\$3-\$6 per transcript

Applying to graduate school can be a daunting task, but starting early, creating a timeline, having a checklist, and speaking with your professors, advisors, and other graduate students can help relieve some of the stress! Relevant experience, clear academic/professional goals, and genuine interest in the field will make you stand out from other applicants.

RESOURCES	
•The GRE Test: https://www.ets.org/gre	•APA Build a Better CV: https://www.apa.org/grad-psych/2015/01/curriculum-vitae
•GRE Subject Tests: https://www.ets.org/subject/about	•APA Preparing Your Personal Statement for Graduate School Applications: https://www.apa.org/ed/precollege/psn/2016/09/graduate-school-applications
•GRE Prepare for General Test: https://www.ets.org/gre/revised_general/prepare/	
•APA-Accredited Programs: https://www.apa.org/ed/accreditation/programs/	

*Special thanks goes to Keith Edmonds for his help with material for this article.

GRAD SCHOOL TIMELINE & APPLICATION CHECKLIST

MAY

- Buy GRE study guide
- Begin studying for GRE general test (and subject test, if needed)
- Begin formulating area of research interest(s)



JUNE

- Start doing GRE practice tests
- Begin drafting your CV
- Send CV to others for review



JULY

- Register for GRE general test (and subject test, if needed)
- Begin researching grad schools and prospective advisors



AUGUST

- Take the GRE general test
- Begin drafting your template Statement of Purpose
- Finalize CV
- Contact professors and students at prospective schools



SEPTEMBER

- Finalize list of prospective schools
- Get deadlines and application needs for schools organized
- Reach out for letters of recommendations
- Send draft Statement of Purpose to others for review



OCTOBER

- Request official transcripts
- Send recommenders supplemental reference materials (CV, personal statement, etc.)
- Arrange for campus visits
- Apply for financial aid
- Finalize Statement of Purpose and other materials for application



NOVEMBER & DECEMBER

- Research scholarships and other financial aid
- Complete and submit your applications
 - Application
 - Statement of Purpose & essays
 - GRE test scores
 - Transcripts
 - Recommendations
 - Application Fee
- Verify that everything has been received (test scores, transcripts, recommendations)
- Keep copies of your applications and all materials/receipts
- Complete all FAFSA financial aid applications



By Evan Clarkson, Graduate Student



On October 26th, 1984 audiences witnessed Arnold Schwarzenegger utter perhaps one of the most famous lines in movie history, as he said "I'll be back" in an ominous tone for his role as

the killer machine from the future, the *Terminator*. Of course, this was far from the first time that audiences were exposed to intelligent killer machines on screen, as a quick viewing of the 1968 film epic, "*2001: A Space Odyssey*" can attest. This is all to point out that this fascination and fear of robots as an existential threat to humans is nothing new. However, unlike in the days of decades past, machines are ubiquitous in modern society. Indeed, we likely all carry them around in our pockets and obsess over the information they enable us to digest with a few quick movements of our fingertips. While blockbuster films of killer machines are still bought and sold in movie theatres around the country, a new, albeit less sinister, fear about rising rates of automation in the private sector is now affecting policy proposals at the highest levels.

Numerous agencies, public intellectuals, and politicians have cautioned that automation may have drastic effects on the economy and employment. Specifically, studies conducted by the Bain Global Institute and the McKinsey Global Institute have both concluded that automation will have a major impact on the world economy. The Obama administration and 2020 democratic presidential candidate Andrew Yang have similarly outlined worries about the effects of automation on the United States economy. While there is substantial disagreement regarding the severity and time horizon of this impact, some models have found that up to 47% of jobs in the United States could be at risk of being replaced by automation in the future (Frey & Osborne, 2013). These models have been supported by evidence showing that advances in technologies like machine learning are allowing for machines to replace human workers in more and more fields (Miller, 2017).

The evidence indicates that jobs that involve routine and repetitive procedures will be the first at risk. In addition, the advent of driverless cars has put transportation workers, such as truck drivers, at risk of being displaced in the job market. However, the future may not be as bleak as some would have you believe. After all, humans are adaptive creatures that have routinely shown the ability to change in order to meet the unique challenges of the labor market throughout history. While some jobs may see their days increasingly numbered for human hands, other jobs are expected to be less affected. Thus, with automation expected to continue to exert a major changing influence on the economy and employment opportunities, developing skills and selecting careers expected to be less affected by automation may be of critical importance.

According to global training consultants like Guthrie Jensen, complex problem solving, critical thinking, creativity, coordinating with others and emotional intelligence are all skill sets expected to carry over well and remain important to an economy that has been transformed by automation and intelligent machines. One of the key reasons why these skills are expected to be so valuable in an economy transformed by automation lies within the current limitations of artificial intelligence (AI) itself. Unlike the fictional *Terminator*, who wielded impressive abilities in general intelligence (the ability to display intelligence across situations) much of today's AI is restricted to narrow situations and is designed to handle specific tasks. Unlike general intelligence, narrow intelligence (or narrow AI) is task specific and cannot easily be generalized to perform other tasks. While general AI may be possible to create at some future date, currently, only narrow AI has been created. Thus, while narrow AI may be able to do a specific task better than even a well-trained human, that human, endowed with general intelligence, will be able to do almost all other tasks better than that AI. For this reason, the skills outlined above, such as problem solving or creativity, will continue to be extremely valuable in future job markets.

While our ruin at the hands of shiny chrome robots (arguably) may be inevitable in some distant future, there is no need for humans to sing an exit song just yet. After all, the most powerful known intelligence in the universe isn't your school laptop or the new iPhone 10. It's between our ears. Until that changes, and there is no guarantee that it ever will, machines should continue to be a helpful tool, not a hanging sword of Damocles.

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- Miller, C. (2017). How to prepare for an automated future. *The New York Times*. Retrieved from <https://www.nytimes.com/2017/05/03/upshot/how-to-prepare-for-an-automated-future.html>
- Osborne, M., Frey, C. (2013). The future of employment: How susceptible are jobs to computerization? *Oxford Martin Programme on Technology and Employment*. 1-77.



By Elizabeth F. Gallinari, Graduate Student

In an increasingly competitive job market, a postdoctoral research position, commonly referred to as a postdoc, is incredibly beneficial and can help one stand out in a crowd of applications. As described perfectly by Dr. Erin Vogel, a former UT graduate student and currently a postdoctoral fellow at Stanford University, “a postdoc is typically a bridge from graduate school to an independent research career,” but may also provide additional formal clinical training. After completing a doctoral degree, a postdoc is often the next step to acquire additional skills before pursuing a tenure-track faculty position at a research university or exploring employment opportunities in industry positions.

During your time as a postdoc, you will build upon skills learned in graduate school while also learning new methods, strengthening your program of research, and broadening your expertise. Most postdoc positions involve minimal teaching to encourage focus on research. Focusing almost exclusively on research leads to increased productivity and more time to publish. We all know the more publications, the better! As a postdoc, you'll be able to cultivate relationships with other researchers and collaborate on projects while forming your own identity as an independent researcher. Postdocs can also help you decide which career path to choose. Dr. Kamala London's postdoc experience helped her realize she wanted a career involving both teaching and research, because she missed teaching as a postdoc. Dr. London also believes that her postdoc was essential in finding her current position and that it opened up many avenues for career options, which in turn gave her the ability to make the best choice to fit her lifestyle.

Psychology postdoc opportunities can also be found in different fields, such as business, medical, or even marketing departments. This allows you to apply and expand your research into different areas, while learning new methods and techniques. After receiving his PhD in Psychology, Dr. J.D. Jasper held a postdoc position at a university hospital in Philadelphia where he worked with physicians who were interested in medical decision-making. This experience in the medical field gave him an additional set of skills while also expanding his research experience in a different field. Although it expanded his job opportunities into other disciplines like Medicine and Pharmacy, like Dr. London, Dr. Jasper's postdoc

experience helped him realize he preferred the field of Psychology over the medical world.

We know that postdocs are beneficial, so how does one prepare for a postdoc? The best way to prepare for a postdoc, per the opinion of Dr. Matt Tull, is to “begin developing a clear and consistent program of research while in graduate school”. A program of research is a coherent illustration of one's research interests that builds upon previously published literature and has real world relevance. It can be considered a *theme* for your research. Postdoc positions tend to be competitive themselves, so publishing papers, applying for grants (even small ones), and presenting at conferences while in graduate school is strongly encouraged. If you know you're planning on applying for postdoc positions after graduate school, try to think ahead about what you want from a career so you can plan and fill in any necessary gaps. This way, you can look for postdoc opportunities to increase specific skills and broaden your experiences.

The search for the right postdoc can be conducted in a few different ways. Advertisements for postdoc positions are often posted in society newsletters as well as online, e.g., on websites for different psychological societies, and Psych Jobs Wiki. Sometimes just Googling what you're interested in can lead to opportunities! Another common way to find a postdoc is through networking. When attending conferences, take the initiative and meet as many new people as you can. Try to introduce yourself to faculty members who have similar interests and ask if they have any openings in their lab. In addition, reach out to your current mentor to introduce you to researchers in the field. Sometimes just knowing the right people at the right time can help pave the path to the perfect postdoc. Dr. Jasper, for example, said that one of his former graduate students, got the inside track on a postdoc after giving a talk at a conference in which his future postdoc advisor was attending.

Postdoctoral research positions are ideal steppingstones between graduate school and your dream job. Postdocs better position you for research-focused careers by expanding your research experience, increasing networking opportunities, and strengthening your skills, all of which make you more competitive in today's job market.

Thank you to Drs. J.D. Jasper, Kamala London, Matthew Tull, and Erin Vogel for their contributions to this article.

Profiles: Dr. Cin Cin Tan



Dr. Cin Cin Tan

By Christina Perez, Graduate Student

The Department of Psychology would like to extend a warm welcome to our newest faculty member, Dr. Cin Cin Tan. Originally from Malaysia, Dr. Tan has travelled quite a bit in her career and is no stranger to the Midwest. She began her career at Purdue University in West Lafayette, IN, where she graduated Magna Cum Laude with a Bachelor's degree in Psychological Science. Following her undergraduate education at Purdue University, she moved to Richardson, TX to pursue a doctorate degree.

Upon obtaining her Ph.D., Dr. Tan made her return to the Midwest in 2012 as an assistant professor of Psychology at the University of Wisconsin Oshkosh. She spent two years in that position before moving to Ann Arbor, MI to work at the University of Michigan's Center for Human Growth and Development. Initially, she started out as a research associate, but eventually obtained a position as a research faculty member and research investigator at the center. In conjunction with these positions, Dr. Tan also worked as an adjunct lecturer at Eastern Michigan University.

As of the Fall 2019 semester, Dr. Tan holds the position of assistant professor at the University of Toledo. Her research primarily examines children's eating patterns and how parents play a role in the development of those patterns. Additionally, she has conducted research examining weight attitudes among older children.

I spoke to Dr. Tan directly in order to understand both her professional and personal interests better. My questions and Dr. Tan's answers follow.

You have previously mentioned that you lived in other areas of the Midwest. Compared to those cities, how do you like Toledo?

Compared to those other areas that I have lived in the Midwest, I find that there is so much to do in Toledo, and it is very family-friendly. In addition, I also like that this city is more diverse than the other places that I have lived previously.

How did you first become interested in children's eating behaviors?

Sometimes I ask myself the same question. I must say that I was not interested in children's eating behaviors from day one, although I was interested in parent-child relationships. One day, my research mentor gave a research talk on children's eating behaviors in a professional seminar. Given that I am a "foodie", I found that her work was extremely fascinating as it sparked me to think about questions such as "how do we acquire eating behaviors?". And that was how I started my research work on children's eating behaviors and childhood obesity.

What are some of your personal interests?

I love traveling because it allows me to develop a wider world-view, as well as experience something new and unfamiliar. Nowadays, I like to do family trips with my husband and daughter, as traveling with a child brings another perspective to seeing the world.

Besides research, what would your ideal job be, if you could do anything?

If I could do anything, I would like to be either a travel or food blogger.

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

I quit learning piano when I was young, so I would love to learn to play piano again.

If you were a candy bar, which one would you be?

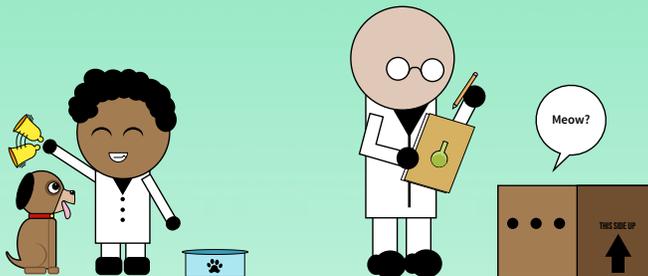
I would be the Ferrero Rocher hazelnut chocolate. I like that this candy has many layers and facets, which sort of represents the many different roles I have and also how each role has its responsibility.



The Lighter Side: A Psychology Haiku

By Elizabeth F. Gallinari, Graduate Student

Psychology is
the study of behavior.
What an adventure!





THE UNIVERSITY OF
TOLEDO
1872

Welcome to Our New Class
of Graduate Students



*Top (from left to right): Noelle Warfford, Kayla Scamaldo, Ruam De Assis Pimentel, Kirsten Buckingham
Middle (from left to right): Samuel Oswald, Noelle Herzog, Emily Rooney, Jason Liou
Bottom (from left to right): Anna Barbano, Caleb Hallaue*



Ding Hu, training students to use the Department's new eye tracking equipment.

UT Psychology Department in the News

Psychology graduate student Margaret Baer (mentors: Drs. [Matthew Tull](#) and [Kim Gratz](#)) was featured in the University of Toledo News recently for receiving a [National Science Foundation Graduate Research Fellowship](#). You can read the article [here](#). Congratulations Margaret!

Noteworthy Events

The University of Toledo Psychology Clinic and Department of Psychology raised over \$5000 for the American Foundation for Suicide

Prevention's annual Out of the Darkness Walk in Toledo, Ohio, on October 5, 2019. The University of Toledo Psychology Clinic was again a gold sponsor of the community walk. Thank you for your support!

The Department of Psychology Diversity Committee hosted its second annual get-together for undergraduate students from minority and underrepresented groups on November 1, 2019. Called *Get Psyched about Psychology*, the event was an opportunity for students to meet faculty and graduate students, as well as other

undergraduates, and to ask questions about the program, department and university activities, and future careers. According to Dr. Moji Tiamiyu, who helped organize the get-together, numerous students attended the event, which was bigger than last year's *Get Psyched* event and was a huge success. Thanks to all who helped. We're looking forward to next year!

Recent Honors and Awards

Recent Honors and Awards will be reported in the Spring issue. We can't wait to share them!



Graduate student, Lizz Gallinari, being trained to use the Department's new virtual reality system.

Contact Us

PsyConnect Editorial Board

J.D. Jasper (editor), Jason Levine (associate editor), Evan Clarkson, Abigail Dempsey, Christina Perez, Keith Edmonds, Gabrielle McMunn, Lizz Gallinari, & Noelle Herzog (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): _____

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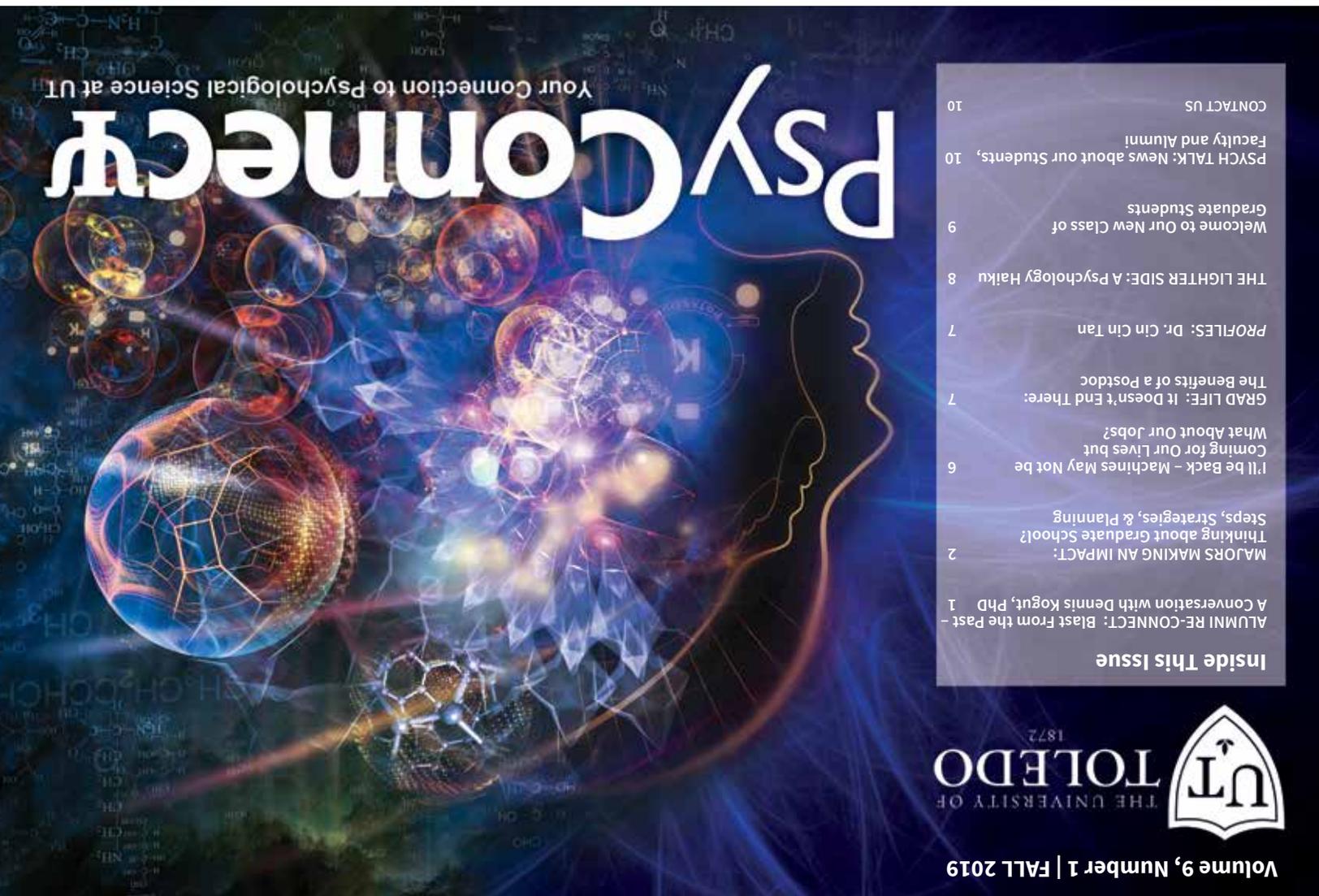
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