MESSAGE FROM THE CHAIR

By Marcel Yoder

No, Dr. Burton didn’t suddenly lose all his hair and get much better looking. Psychology has a new chair, me. I’ve been at UIS since the fall of 1999 when Dr. Carrie Switzer and I came in as newbies. Now we are the most seasoned (we won’t admit to oldest) faculty in the department. I was happy to be at UIS then and continue to find it the place best suited for me. I hope it is the best place for you as well. But enough about me - let me get to the good stuff.

My first “Message from the Chair” will be an easy one to write given all the great recent happenings in the department. The department has identified increased commitment to student research and academic excellence as two major focal points into which we are pouring our energy. Keep in mind that these are our plans, and that sometimes plans in academics move only slightly quicker than glaciers, but here is what we hope to initiate:

Implementing an Honors Program: We have many ideas about how this will happen, but we want to give those of you who have the motivation, commitment, and initiative the chance to reach your fullest potential.

Resurrecting the Social Science Brown Bag Series: The Brown Bag series is an opportunity for members of the campus to share their research with others in an informal setting. Given that you are the most important members of the University, this opportunity is open to you. If you are doing research with a faculty member, talk with them about how you might present your research at one of these meetings.

As these plans unfold we will keep you updated. I hope you have a great year and career at UIS.

~Marcel Yoder, PhD
In May 2010, the College of Liberal Arts & Sciences hosted the sixth annual reception for its graduating seniors. Students and faculty were able to share stories and say good-bye one final time before the graduation ceremony. During the ceremony, various departments gave awards to their outstanding graduates. In the Psychology Department, the following awards were given to our graduating seniors:

Amy Quarton was nominated as the Psychology Department Student Marshal at the 2010 graduation ceremony. This honor is given to a graduating senior who best exemplifies the goals and spirit of the department. At the graduation ceremony, the student marshal leads the other psychology graduates through the procession and the presentation of their diplomas.

Amanda Davis received the Outstanding Psychology Student Scholar award for her excellence in academic performance and her extensive involvement in faculty research.

Jeanine Sellman received the Outstanding Student Research Projects award for her independent research project.

Emily Morgan received the Outstanding Service to the Psychology Department award for work as the Department Student Representative and in the department’s new faculty search.

Kimberly Denney received the Outstanding Psychology Senior Seminar Portfolio award for creating exceptional portfolios in the Senior Seminar capstone course.
This November, the psychology faculty offered a “Getting into Graduate School” Workshop for psychology students who wanted to learn more about this daunting process. In this section, we decided to summarize some useful tips to help you plan for your graduate school application process. The PowerPoint slides and handouts from the Workshop is also available to you on the Psychology website.

### Third Year
- Start looking into graduate school options, especially the application. Applications will need to be sent out first semester of your senior year. The Psychology website has a list of resources to research graduate programs.
- Ask the Psychology faculty for research experience opportunity. This is a great way for you to get some research experience (important criteria for graduate school) and to possibly obtain letters of recommendation.
- You may also need to take the GRE (Graduate Record Examination), in either spring of your junior year or the summer going into senior year. This way if you are not satisfied with your score, you can retake the test.
- The Psychology website has PowerPoint slides from the recent “Getting into Graduate School” workshop that provides information about the GREs.

### Summer after Third Year
- Start gathering information needed for your applications. A chart of all the schools and information usually works well in addition to check lists.
- Start preparing for the GREs. Note that the GRE will be changing its format in August 2011. If you need your scores before November 2011, you can still take the current GRE format. On the other hand, if you need your scores after November 2011, you should wait to take the GREs.

### Fourth Year - First Semester:
- Contact faculty members and other professionals to ask if they are willing to write letters of recommendations. The Psychology website has a form you should fill out for letters of recommendations. Remember to follow exact instructions of the university you are applying to. There are also useful tips in the “Getting into Graduate School” PowerPoint.
- Begin working on your vitae or resume. Career Development Center can help you with this.
- Begin working on a draft of your personal statement of academic and professional goals. Again, the Career Development Center can give you one-on-one advice! The Psychology website also has some tips on what to include in your personal statement. You should share your personal statement with professors to get their input.
- Offer recommendation forms to the faculty members; remember to include the addressed and stamped envelopes as well, always following the exact instructions of the university you are applying to.

### Fourth Year - Second Semester:
- Complete all applications with January deadlines in December and request for transcripts to be sent out.
- From January to April, contact the department you applied to and be sure they have received all paperwork and test scores.
- Schedule and prepare for interviews (except for I-O psychology programs). The Career Development Center can help you do a mock interview.
Currently, there are two student organizations affiliated with the UIS Psychology Department: Psychology Club and Psi Chi. Psychology Club is a student organization that is open to all UIS psychology majors and minors. Psi Chi is the National Honor Society in psychology. Its purpose is to encourage excellence in scholarship and advance the science of psychology. Membership in Psi Chi requires the completion of a minimum of 12 semester hours of psychology courses at UIS, no more than 8 hours of incomplete courses, and a GPA ranking within the top one-third of the class. Dr. Karen Mooney is the faculty advisor and sponsor of Psychology Club and Psi Chi.

In Fall 2010, Psi Chi and the Psychology Club worked together to hold a bake sale on September 22, in which they raised $174 for the American Foundation for Suicide Prevention. On October 10, they participated in the Out of the Darkness Community Walk for the American Foundation for Suicide Prevention (picture above). Including the bake sale money, their team raised a total of $439. The groups decided to donate their $100 prize money to the Central Illinois Foodbank.

Psychology Club and Psi Chi have also been having social nights where they get together and watch movies. All psychology students are welcome! If you would like more information about these events, please contact Patrick Abler.

In Spring 2011, Psi Chi and Psychology Club are planning on cooking breakfast at the Washington Street Mission (tentatively scheduled for February 19), having a bowling fundraiser to raise money to buy supplies for the breakfast (date TBD), and reviving Homeless for a Night (date TBD in April), where they collect food donations at a local supermarket for St. John’s Breadline.

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<tr>
<th>2010 - 2011 PSI CHI &amp; PSYCHOLOGY CLUB OFFICERS</th>
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<tr>
<td>Psi Chi President: Amy Hargis</td>
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<td>Psychology Club President: Nicole Landreth</td>
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<td>Vice President: Catherine Caldwell</td>
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<td>Secretary: Patrick Abler</td>
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<td>Treasurer: Kaylle Ramseier</td>
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<td>Faculty Advisor: Dr. Karen Mooney</td>
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Pilot Research Project Training Program of Institute for Occupational Safety and Health funded by a research grant from the National Employee Well-Being Cyber and Face-to-Face Incivility and Cincinnati, OH. Dr. Pui’s research project on Well-being: A Daily Investigation and Face-to-Face Incivility and Employee and Performance

On multiple sources on burnout, well-being, and performance, and a poster on Cyber and Face-to-Face Incivility and Employee Well-being: A Daily Investigation at the 11th Annual Pilot Research Project Symposium in Cincinnati, OH. Dr. Pui’s research project on Cyber and Face-to-Face Incivility and Employee Well-Being research project is funded by a research grant from the National Institute for Occupational Safety and Health Pilot Research Project Training Program of the University of Cincinnati Education and Research Center.

Dr. Pui has recently presented a symposium on The Role of Incivility and Aggression from Multiple Sources on Burnout, Well-Being, and Performance, and a poster on Cyber and Face-to-Face Incivility and Employee Well-being: A Daily Investigation at the 11th Annual Pilot Research Project Symposium in Cincinnati, OH. Dr. Pui’s research project on Cyber and Face-to-Face Incivility and Employee Well-Being research project is funded by a research grant from the National Institute for Occupational Safety and Health Pilot Research Project Training Program of the University of Cincinnati Education and Research Center.

Dr. Shuang-Yueh Pui

Dr. Shuang-Yueh Pui is currently working on two lines of research. The first research topic is on personality and decision making. This research examines the relationship between personality and decision making. For example, people who are high on indecisiveness tend to find making decision difficult. These highly indecisive people tend to avoid making decisions by deciding not to make a choice among the alternatives given to them. The second research topic is on Cyber incivility in the workplace. This research examines whether employees experience daily incidents of uncivil behavior through email communication. People who experience high levels of incivility in the workplace tend to feel more stressed and negative outcomes. This research expects that higher incidents of daily cyber incivility would lead to more negative emotions and more reports of physical symptoms (e.g., headaches).

Dr. Karen Pressley

Dr. Karen Pressley is interested in how emotional stimuli, such as fearful faces can affect attention, and what is going on in the brain when attention is modulated. Her research uses electroencephalography to examine what happens in the brain when individuals are viewing emotional stimuli versus when the stimuli are neutral. The results of this work may help researchers to better understand what is going on in the brain of individuals with anxiety disorders. Dr. Pressley presented some of her work in September of this year at the Fifth Biennial Southern Illinois Region Neuroscience Retreat in Collinsville, IL.

Dr. Pressley also currently has three journal manuscripts in press: (1) Genetic Influences on the Capture of Spatial Attention by Emotional Faces in 5-Year-Old Twins will be published in Evolutionary Psychology, (2) Backward Masked Fearful Faces Enhance Contralateral Occipital Cortical Activity for Visual Targets within the Spotlight of Attention will be published in Social, Cognitive, & Affective Neuroscience, and (3) Spatial Attention-Related Modulation of the N170 by Backward Masked Fearful Faces will be published in Brain and Cognition.

Dr. Sheryl Reminger

Dr. Sheryl Reminger and Molly Meinhardt are conducting their own independent study projects under the supervision of Dr. Sheryl Reminger. Molly is using her independent study to investigate a more integral approach to schizophrenia, incorporating aspects such as cultural acceptance and social support, a phenomenological approach, and the fine line between mystical experiences and psychosis. Kaley is conducting a laboratory research study to determine how reduced auditory capacity affects memory and attention. In her study, participants watch videos with different levels of auditory input and then are asked a series of questions about the videos.

Molly Meinhardt and Kaley Graves are conducting their own independent study projects under the supervision of Dr. Sheryl Reminger. Molly is using her independent study to investigate a more integral approach to schizophrenia, incorporating aspects such as cultural acceptance and social support, a phenomenological approach, and the fine line between mystical experiences and psychosis. Kaley is conducting a laboratory research study to determine how reduced auditory capacity affects memory and attention. In her study, participants watch videos with different levels of auditory input and then are asked a series of questions about the videos.

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DR. FRANCES SHEN

Dr. Frances Shen is working on three different research studies. Her first project is a qualitative research study on the experiences of stereotyping and discrimination on Asian Americans. She is collaborating with Dr. Juanita Ortiz (Department of Criminal Justice), Dr. Shuang-Yueh Pui, Linda Crider and Michael Stephens.

The second research project is examining the impact of internalized stereotyping on the career self-efficacy and outcome expectations on the career development for Asian Americans. Patrick Abler, Lucy Parke, and Stacey Windisch are working on this project. This project is funded by the CLAS Faculty Enhancement Scholarship.

The last research project is examining whether social support and perceived parental attitudes towards homosexuality will buffer the negative impact of discrimination on the development of internalized homo-negativity and psychological distress among Asian American LGB. Dr. Shen is collaborating with Rebecca Goldsborough, who is currently working on this research for her AST and independent study.

Dr. Shen, Amanda Davis, and Michael Stephens presented a conversation hour on Overcoming Barriers to Multicultural Training and Development at the 2010 Asian American Psychological Association Conference in San Diego, CA. The conversation hour was co-chaired by Amanda and Dr. Shen. For the conversation hour, Dr. Shen presented on Cultural Barriers to Internship Application and Job Search, and Michael and Amanda presented on Overcoming Limitations in Multicultural Curriculum.

Dr. Shen also presented a poster on the Meditational Relationship between Internalized Asian American Stereotyping, Asian Values, and Well-Being at the 2010 American Psychological Association Convention in San Diego, CA. At this conference, she also presented a conversation hour for the Taiwan Psychology Network on Leadership Development.

DR. CARRIE SWITZER

Sara Lubeno is working with Dr. Carrie Switzer on the Educational Aspirations study (details of the study is described in Dr. Switzer’s article on page 7). This semester Sara has been administering the study questionnaires and entering the data that has been collected into a statistical database. In the spring semester, Sara will be preparing a presentation for the UIS Research Symposium.

DR. MARCEL YODER

Dr. Marcel Yoder serves as the UIS faculty athletic representative. He attended the Faculty Athletic Representatives (FAR) Fellows national leadership in Indianapolis, IN in November 2010. The conference was focused on networking with other faculty athletic representatives, understanding the leadership role that the FAR has on campus, and identifying best practices as they relate to the role.

UPCOMING CONFERENCES FOR 2010 - 2011

Midwestern Psychological Association
May 5 - 7, 2011 in Chicago IL

Association for Psychological Science
May 25 - 29, 2011 in Washington DC

American Psychological Association
August 12 - 15, 2011 in Washington DC
My Ph.D. is in Developmental Psychology and I am interested in development across young and middle adulthood. At the University of Pittsburgh, where I got my degree, the psychology programs were divided between the College of Liberal Arts and Sciences and the College of Education. My program was in the College of Education, so many of our psychology courses had a secondary focus on educational issues. As a result, I have combined those interests throughout my academic career by investigating medical students’ motivation to volunteer and evaluating our students’ learning outcomes according to the APA’s learning goals and objectives. The first phase of my new study is examining the differences between traditional and nontraditional aged college students in terms of their motivation to go to college, the perceived barriers to attending college and their academic self-efficacy in college. I am also interested in how personality characteristics like conscientiousness and extroversion are related to the other study variables. I am currently in the data collection process for this study. In the second phase of the study, I will be examining the same variables with individuals who have never been to college. It is my hope that by identifying potential differences that traditional and nontraditional aged students may have in terms of their motivation to attend college, perceived barriers, academic self-efficacy and personality characteristics, we may be able to more effectively recruit and retain students. I have been fortunate to have had wonderful research assistants, Molly Meinhardt and Sara Lubeno, who have been helping me with this project.
I was born in Los Angeles, CA but grew up in Tempe, AZ. There I attended Arizona State University where I earned a B.S. in Psychology and a B.A. in Philosophy. I began my graduate studies at the University of Arizona in the Philosophy department, focusing on Philosophy of Science and Artificial Intelligence. I continued taking courses in psychology, and with renewed interest in the field I eventually moved to the Psychology Department. There I earned an M.A. and Ph.D. in Cognitive Neuroscience. My research as a graduate student included computational modeling, behavioral neuroscience, and psychophysiology.

After earning my doctorate in 2007 I moved to Champaign, IL where I was a post-doctoral researcher focusing on the biological bases of cognitive deficits associated with depression and anxiety. My current research interests are in the neural correlates of depression and anxiety as well as methodological issues in psychophysiology. My current hobbies include woodworking and home improvement.