

EYE ON PSY

UIS Psychology Department Newsletter

Fall 2015

Volume 11, Issue 1

*Edited by
Dr Frances Shen*

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Pictured from right to left: Christina Sanchez, Sara Stutzman, Emilie Leach, Erica Feldhake, and Cassie Sauleiko

Psi Chi and Psychology Club Officers:

President: Christina Sanchez

Vice President: Shivangi Patel

Marketing and Social Media: Sara Stutzman

Secretary: Emilie Leach

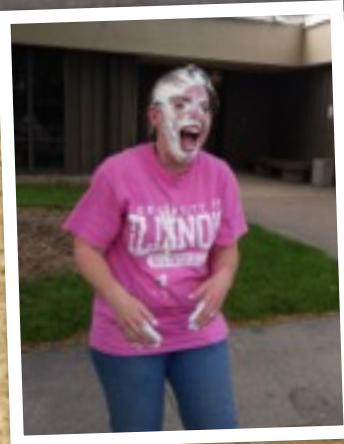
Psi Chi & Psychology Club



Fifteen new members were inducted into Psi Chi (The international Honor Society in psychology) this semester (see photo above). To be invited to join Psi Chi, psychology students need to have completed at least 9 hours of Psychology courses and achieved a minimum Psychology GPA of 3.0. Additionally, students need to have earned an overall GPA that is in the top 35% of the College of Liberal Arts and Sciences. To meet this requirement, students needed a minimum cumulative GPA of 3.5. The new Psi Chi inductees for fall 2015 include (in alphabetical order) **Mackenzie Atchie, Jacob Ballard, Taylor Bowlby, Blake Carey, Hannah Cave, Wendi Eckert, Jacob Eikenberry, Cathy Gilbert, Tayla Jenkins-McCullough, Kelli Kissinger, Emilie Leach, Emily Morgan, Christina Sanchez, Golliessa Sappington, and Brett Stallone-Dwyer.** The newly inducted cohort has an average Psychology GPA of 3.87 and an overall GPA of 3.75! The induction dinner took place on November 16th at Mario's Restaurant.

For the fall 2015 semester, Psi Chi and Psychology Club members participated in a number of fundraising and philanthropic events. In October, the students hosted a t-shirt and bake sale to raise money for the Out of the Darkness Walk in support of the American Foundation for Suicide Prevention. They were able to raise \$284.67 for the event! Students also participated in the Out of the Darkness Walk on October 17th in Springfield.





2015 Psi Chi and Psychology
Club
Year-End Picnic

Student & Faculty Research

Dr. Carlee Hawkins

Broadly, Dr. Carlee Hawkins' research explores implicit social cognition - thoughts and feelings that exist outside of conscious awareness or conscious control. In one project, Dr. Hawkins is investigating the role of implicit racial bias in attitudes toward gun policy in the U.S. with collaborators Sophie Trawalter and Kelly Hoffman from the University of Virginia.

Dr. Hawkins is particularly interested in implicit attitudes and beliefs that individuals may be motivated to overcome, such as gender stereotypes or racial prejudice. Are people motivated to overcome implicit thoughts and feelings that they do not wish to have? In one project addressing this question, Dr. Hawkins developed a questionnaire called the Motivations for Objectivity versus Subjectivity Scale (MOSS) that assesses whether individuals are more oriented toward subjective goals (outcomes that benefit oneself or one's group) or objective goals (outcomes that are accurate or unbiased). Individuals vary in these motivations, and some preliminary evidence suggests that individuals who are particularly motivated to be objective *actually* are more objective in their social and political judgments – they use stereotypes less and are less self-serving. She is currently working on a manuscript documenting the validity of the MOSS and is interested in running more studies to determine when and for whom motivations for objectivity cause people to actually be more objective.



Dr. Michele Miller

Dr. Michele Miller is continuing her work on a Early Social-emotional Development and School Readiness study with **Aubrey McCarthy, Jingyuan Zhang, and Andrew Dewey**. They are continuing to collect and analyze data from families and teachers of 3 year olds. Currently, Aubrey, Jingyuan, and Dr. Miller are exploring early associations among children's shyness, attention, and cognitive performance utilizing data from experimenters, caregivers, and children. They have submitted early findings, which show that girls have higher levels of engagement while boys are more highly distracted. Moreover, this higher distraction in boys is associated with their lower attention and cognitive performance. They are also planning to present this data at the 2016 STARS and APS in the coming spring.

Kyle French is conducting an independent research project under the supervision of Drs. Miller and Reminger. His project is entitled "The Effect of Auditory Stimuli on the Emotional Perception of Visual Stimuli." Kyle plans to begin data collection for

the study in the spring semester. He will be investigating individuals' perceptions of emotional pictures as they listen to music. Kyle plans to present this research at the 2016 MPA and STARS in the spring.



Dr. Karen Reinke

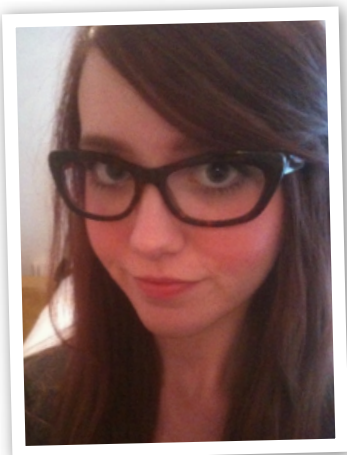
Dr. Reinke is working with **David Bova** and **Sara Stutzman** on setting up a new research project called "The effects of emotion perception on attention." While past research has shown that emotional stimuli, such as a fearful face, can affect attention, they want to examine how individual differences in terms characteristics and how one views/interprets the faces may be related to the shifts in attention.



Student & Faculty Research

Dr. Sheryl Reminger

Dr. Sheryl Reminger's primary area of research focuses on the cognitive and emotional functioning of cancer survivors. She recently began a collaboration with Dr. Jill Anderson of the Southern Illinois University School of Medicine who submitted a grant proposal to the National Institutes of Health entitled "Chemobrain: An Objective Auditory Electrophysiological Analysis." The goal of the study is to determine if auditory electrophysiological methods can be used to measure the harmful neurological effects of chemotherapy in cancer patients. Dr. Reminger has also been collaborating with UIS faculty to present their findings about using technology to increase online student involvement in the annual UIS Student Technology, Arts & Research Symposium (STARS). She was a co-author with Drs. Meagan Cass, Sheryl Reminger, Michele Gribbins, Layne Morsch, & Abby Walsh on a poster entitled "Student arts and research from a distance: Online student learning and the student arts and research symposium at the University of Illinois Springfield" at the 2015 annual Distance Teaching and Learning Conference in Madison, Wisconsin.



In addition to working with Dr. Miller and **Kyle French**, Dr. Reminger is also assisting **Ashley Park** on a research project that she is undertaking as part of her internship work at the Illinois Alcoholism and Drug Dependence Association. Ashley's project, entitled "Youth Alcohol Use in Rural Illinois Counties" is exploring the impact of alcohol and substance abuse prevention programs on adolescents in the state of Illinois.

Dr. Frances Shen

Dr. Frances Shen is currently working on a study to develop Asian American male and female body image scales. **Ragini Srikrishna, Brittany Sievers** and **Trenton Adams** presented the preliminary research findings at the 2015 Asian American Psychological Association annual convention in Toronto, Canada. **Mackenzie Atchie, Long Duong**, and **Brittany Sievers** are assisting Dr. Shen with additional data collection on this study.



Under the supervision of Dr. Shen, **Mackenzie Atchie** is conducting her own independent research study entitled "The Effects of Masculine and Feminine Physical Traits on Perceptions of Homosexual and Heterosexual Domestic Violence Cases." She

was awarded the CLAS Student-Faculty Creative Activities award, and will be presenting her findings at the 2016 UIS STARS.

Dr. Carrie Switzer

Dr. Carrie Switzer was a co-author with Drs. Meagan Cass, Sheryl Reminger, Michele Gribbins, Layne Morsch, & Abby Walsh on a presentation given at the annual 2015 Distance Teaching and Learning Conference in Madison, Wisconsin, entitled "Student Arts and Research From a Distance: Online Student Learning and the Student Arts and Research Symposium at the University of Illinois Springfield." She was also a co-author with **Irina Mason**, Terence Ching, & Monnica Williams (University of Louisville) in November 2015 on a presentation given at the annual Association for Cognitive and Behavioral Therapies Conference in Chicago, Illinois, titled "Black-White Differences in Relationships Between Nutrition Knowledge, Healthy Eating, and Stigma of Eating Disorders."

Dr. Marcel Yoder

Dr. Marcel Yoder and **Haley Ochomowicz** have been working on a study to examine individuals' perceptions of robot faces. They attempted to extend research on stereotyping and attractiveness in humans to the perception of robots. Gender stereotypes in humans indicate that women are stereotyped as more agreeable than men whereas men are perceived as more outgoing. To determine how masculine or feminine robots were perceived, participants were presented with robot faces that varied on factors typically associated with attractiveness in humans (e.g., high cheekbones in women and a strong jaw in men).



2015 Psychology Department Student Awards

On Friday, May 15, 2015, the College of Liberal Arts & Sciences (CLAS) hosted the eleventh annual reception for its graduating seniors in Brooken's Auditorium. Students and faculty were able to share stories and say good-bye one final time before the graduation ceremony. During the ceremony, various CLAS departments presented awards to their outstanding graduates. Students received a certificate on stage as Dean Ermatinger read a short biography about their achievements at UIS.

In the Psychology Department, the following awards were given to our graduating seniors:

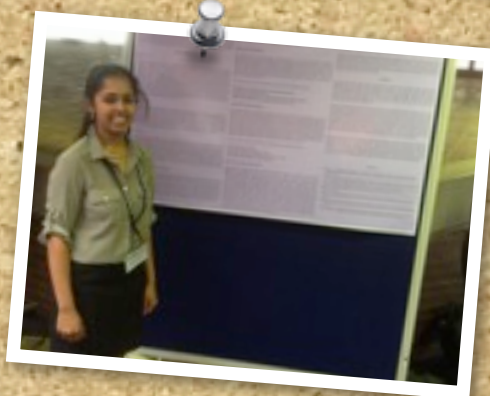
Trenton Adams was chosen to be the Psychology Department Student Marshal for the 2015 graduation ceremony. This honor is given to a graduating senior who best exemplifies the goals and spirit of the department. Trent received this award for his academic excellence, active engagement in psychology research, and leadership in Psi Chi and Psychology Club. At the graduation ceremony, Trent led the other psychology graduates through the procession and presentation of their diplomas.

Irina Mason received the Outstanding Independent Research award for her excellent academic performance and conducting her own independent research project with Dr. Carrie Switzer.

Erin Caravan received the Outstanding Student Scholar award for her excellent overall academic achievement.

2015 VIS STARS

Student Technology, Arts & Research Symposium



Trenton Adams (Faculty Mentor: Dr. Frances Shen) - "Rater Employment and Salary Discrimination Against Lesbians and Gay Men"

Irina Mason (Faculty Mentor: Dr. Carrie Switzer) - "The Relationship Between Nutrition and Eating Disorder Knowledge, Eating Behaviors, and Attitudes About Eating Disorders"

Aubrey McCarthy, Jingyuan Zhang, and Falyn Lockenour (Faculty Mentor: Dr. Michele Miller) - "Caregivers' Beliefs Regarding Early School Readiness"

Haley Ochomowicz (Faculty Mentor: Dr. Marcel Yoder) - "Perceptions of Robot Faces"

Brittany Sievers (Faculty Mentor: Dr. Frances Shen) - "The Effects of Vocational Calling and Work Meaning on Career Development among Minority College Students"

Ragini Srikrishna, Brittany Sievers, and Trenton Adams (Faculty Mentor: Dr. Frances Shen) - "Body Image Scale Development for Asian American Men and Women"



Message from the Psychology Department Chair

By Dr. Marcel Yoder

I hope that you are having a great semester in and out of the classroom. The Psychology faculty wish you well and want you to excel. As we come to the crunch time of the semester, being at your best is critical. Being at peak performance will help you reach your potential. There are three P's of peak performance that can help you be your best:

1. Be **Positive**
2. Stay in the **Present** Moment
3. Focus on your **Process**

Staying positive in the face of deadlines, feelings of burnout, or feeling overworked is essential. It's natural to feel overwhelmed and unmotivated at times, especially as schoolwork increases and the excitement of the holidays approach. Taking time to process these feelings is important, but as soon as you can, try to transition into a positive mindset. Being positive can lighten your mood and make life's struggles more manageable. What can help? Positive self-talk can do wonders. Develop the habit of being aware of your internal dialog. Think about your self-talk as your own personal headphones. What's playing in your mind? Are you beating yourself up? If so, write down the negative things that you tend to say to yourself and find a positive alternative. Think about what you would want to hear from your best friend. Say that to yourself. Do your best to replace the negative with positive. Change what's playing in your headphones.

Focusing on the present moment can help you manage the many responsibilities of your life. The present moment is the only moment that you have to be alive. As such, it should be your focus. Thinking about your past performances or what's to come can limit your ability to focus on what you need to do right now. Thinking about the past can result in a self-fulfilling prophecy. For

example, if you find yourself thinking something like, "last time ___ happened, so it's bound to happen again," you might be setting yourself up for a repeat performance. Thinking about the future with thoughts like, "what if ___ happens?" can prevent you from doing what you need to do in the present to change your future. Focusing on the present doesn't mean that you don't learn from the past or plan for the future. Instead, it means putting your efforts and thoughts into what's happening right now. What can help? Do a mental check-in. Take a deep breath and become mindful of what you are focusing on. The past? The future? Ask yourself, "what can I do right now to reach my goals?"

1. BE POSITIVE
2. STAY IN THE PRESENT
MOMENT
3. FOCUS ON YOUR PROCESS

Focusing on a process, as opposed to an end result, can help you concentrate on what is under your control. Think of your process as a plan. If you want earn an A in your toughest Psychology class, what do you need to do to make that happen? The A is the outcome, but it depends on many factors. Some are under your

control, like the effort that you put in to the class or your attitude about it. Some might not be, like your professor's choice of test questions or paper requirements. Strive to limit your focus to what you can control. What can help? Develop a plan with short term goals. Your plan can help you earn the outcome that you want. If an A is your goal, create a plan for how you will get there. When you find yourself becoming anxious about your final grade, remind yourself of your plan. Successfully executing your plan gives you your best chance to get the outcome that you want. The irony of thinking about your final grade is that it takes away from the positive energy that you can devote at that moment to getting your plan done.

Good luck to you as you finish the fall semester. Finish strong and do your best to reach your potential. Use the 3 P's to your best advantage.