

PsychPaths

Edited by Dr. Frances Shen

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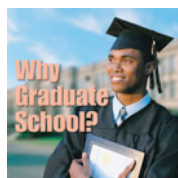


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Psi Chi & Psychology Club

We took advantage of Psychology Club's momentum last fall and planned a variety of exciting activities for the spring semester! Immediately after winter break, Psychology Club members distributed mental health stigma reduction flyers and brochures around campus. In February, we held the annual Valentine's Day Bake Sale and sold cards, roses, and baked goods. Club members designed new Psychology Club t-shirts and chose a dedicated Psychology Club logo. In April, Psychology Club participated in Walk a Mile in Her Shoes for sexual assault awareness and to support the local Prairie Center against Sexual Assault. Psychology Club was recognized for our



Penny Wars contest winners, Lou Bobb (left) and Nathaniel Ed (right), were pied at the annual Psychology Club picnic.

continued support of this worthy cause. Psychology Club held a silent auction; featuring St. Louis Cardinals' tickets, a BBQ meal made by Dr. Yoder, a car detailing from Lou, and Illinois Symphony tickets. The biannual Psi Chi Induction Dinner was

held at D'Arcy's Pint. Seven students were inducted based on their academic merit! We also held the annual Penny War contest and the winners, Lou Bobb and Nathaniel Ed, were pied at the Psychology Club picnic. Nine students attended the Midwestern Psychological Association Convention in Chicago and presented research as well as developed professionally through networking, volunteering, and student-focused programming.

Look for us at the Involvement Expo during Welcome Week next fall!

Spring 2014 Psi Chi Inductees:

Megan Stocker
Todd Helm
Lacey Armour
Emily Choate
Brandi Eslinger
Meika Kamm



2014 UIS Student Arts & Research Symposium

*The StARS – Student Arts & Research Symposium was held on April 10th and 11th, 2014. This year, over 100 students from Art, Theatre, Music, the Humanities, Computer Science, the Natural Sciences, and the Social Sciences participated. Dr. Peter Kareiva, Chief Scientist and a Vice President for The Nature Conservancy, gave a keynote address about his work with sustainability. Dorothy Allison, award winning author of *Bastard out of Carolina*, discussed her life and work as a writer and read one of her short stories.*



Source: UIS Campus Relations Photo

Seven current and former psychology majors participated in the symposium this year:



Alexander Fruth

Mentor: Dr. Michele Miller

“Positive Affect and Social-Emotional Development from 6 to 36 Months”



Wesley Hill & Rachel Tohme

Mentors: Dr. Carrie Switzer & Marcel Yoder

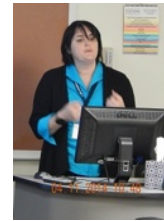
“Fact or Fiction? Individual Differences and the Spread of Urban Legends”



Brittany Sievers, Daniell Bennett & Trenton Adams

Mentor: Dr. Frances Shen

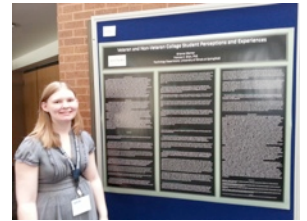
“The Effect of Religious Coping on Academic Stress”



Rachel Tohme

Mentor: Dr. Carrie Switzer

“Pushing Toward Postsecondary: Racial/Ethnic Differences Among Factors Affecting College Success”



Brianna Werner

Mentor: Dr. Frances Shen

“Veteran and Non-Veteran College Students Perceptions and Experiences”

Student Focus: Brianna Werner

Brianna Werner (right) presenting her independent student research project at the 2014 National Conference on Undergraduate Research at the University of Kentucky



When I first began my research project a year and a half ago, I wanted to focus on something the media has started calling the military-civilian disconnect or military-civilian divide. However, I found little literature empirically reviewing the matter. I also had originally wanted to use existing measures to create a websurvey-based study to explore the military-civilian disconnect.

After thorough discussion with my faculty advisor, Dr. Shen, we decided to focus on stereotypes that exist among college students regarding veteran students and utilize qualitative methods. I held four focus groups, two with veteran students and two with non-veteran students, and transcribed them verbatim. Dr. Shen and I then analyzed the data using the scissor-and-sort technique.

Using the results from the focus groups and other existing research, I worked with Drs. Shen and Reminger to create items for a questionnaire to measure veteran student experiences. The items we created focused on social interactions, campus resources, and transition to the college setting. During a pilot websurvey, we received feedback about the items from actual student veterans and adjusted the items accordingly. I then collected data through a websurvey that included the measure I want to develop and other measures, such as depression, self-esteem, college adjustment, and social desirability. After data collection, Dr. Reminger and I conducted an exploratory factor analysis to determine the most appropriate items for the measure. Concluding my independent research endeavors, I have participated in three poster session and one oral presentation to disseminate my findings.

Applying to Graduate School

Interested in applying to graduate school in psychology? Get advice from UIS undergraduate students who have just gone through the process!

By Brittany Sievers

Applying and preparing to attend a doctoral program has been one of the most equally time consuming and exciting times of my undergraduate career. I have known since my junior year of high school that I wanted to pursue a PhD in Counseling Psychology, which I will say is unique and definitely not a requirement to be successful. Nevertheless, I knew what I needed to get accomplished rather early. Here are my top ten pieces of advice that I think every student needs to know before taking this journey:

1. Get started as soon as possible! While it is extremely important to have "college experiences" and have fun, if you want to attend a doctoral program after undergrad, you need to get involved. Join psychology club, ask to get involved with research (most definitely if you are going into a PhD program), and start attending events that you know are going to broaden your knowledge within your field. Throughout my undergraduate career I have volunteered at national psychological organizations' conferences, help student organization officer positions, and regularly read publications from leaders in my field. You need to immerse yourself in your passions to find out if it is something you can truly do for the rest of your life. And the sooner you get started, the more you have to put on your CV and talk about in your interviews!
2. While we are talking about research..you need to realize that it is a huge commitment! However, it is a necessary one if you want to pursue a PhD. In my personal opinion, it is something you have to be passionate about to be

involved with in a meaningful way. My research experience has helped me to grow not only professionally, but also intellectually and interpersonally. It is a great experience, but make sure that you are willing to put the time in. It is like a job and it needs to be a priority if you are really serious about pursuing a doctoral degree.

3. Internships do matter. This is especially true if you are going into a clinically oriented field. I worked at the daycare



on campus during my time at UIS and this eventually helped me to land an internship at The Autism Program here in Springfield. This shows schools that you 1) know how to interact with people, 2) have had hands on experience and 3) you actually are still interested in your career path even after being immersed in it.

4. To get internships, you need references. As a matter of fact, to get into graduate school you need references and recommendation letter. This means you need to be involved with your department and get to know your professors in a meaningful way. Only attending class is not going to get you the most meaningful and personalized recommendation letters and neither is showing up late to class or hating on

your professors. You need to be involved and be conscientious about your behavior within your academic environment. The faculty all interact with each other (Dr. Shen and Dr. Yoder talked about my performance before Dr. Shen took me on as a research assistant) and your performance and attitude will reflect on how well you can interact within a professional setting.

5. This is probably one of my biggest and most important pieces of advice: BE PASSIONATE ABOUT WHAT YOU ARE DOING OR DON'T DO IT! Before you actually start the application process, make sure you remember *why* you are applying in the first place. It is easy to get caught up in the idea that you just need to get all of these tasks out of the way. The process can become about checking off another thing on your career to do list. However, pursuing a PhD is serious business. Remember what motivated you to choose this field. You need passion to carry you through.
6. On that note, please make sure you take some time for yourself! It is easy to lose sight of your passion if you get burnt out. Don't overbook yourself, don't say yes when you mean no, and try to not always focus on the next task. It is important to be able to sit back and relax. If you need to take a year off after undergrad, it is okay. If you just need to take a day off from your email that is okay too. Well-being matters and, therefore, self-care does too. You won't be any good to other people if you don't have enough energy to even sustain yourself!
7. Now I can talk about the actual application process. Start preparing your materials early! For most programs you

Applying to Graduate School

will need to take the GRE, need (at least) recommendation letters, will have to prepare a CV (which is similar to a resume but more professionally in depth), and will have to fill out all of the applications (and pay a minimum of \$50 per application). Aside from this, you will also need to prepare personal statements. This can be challenging because many people struggle with actually talking about why they fit with a particular program. You need to take the GRE around August or September of the year before you hope to enroll in a doctoral program. This way you have enough time to retake it if you need to. Most programs have a deadline of December 1st the year before you are seeking admission, so prepare early and manage your time well.

8. Programs are competitive! When people say that, they aren't over exaggerating. There is about a 7% acceptance rate into each PhD program within this field. Most of them accept 5-8 students (more if you are applying for a PsyD). If you don't get in the first time, don't be discouraged. I actually ended up getting five interviews (out of 9 schools) and only two acceptances. I had two years of solid research experience with Dr. Shen, over seven conference presentations, lots of internship experience, a 3.98 GPA, and

a verbal score on the GRE in the 80th percentile (my math score was low and that is worth mentioning). It takes commitment and dedication to apply to such a competitive field but if it is what you love, it is worth it.

9. Interviews are fun and tiring! Most PhD programs (at least within clinical and counseling psychology) prefer you to attend an on site interview. This costs money, yes. The webpages that you explore when you pick your 9-12 schools will give you the basics but they won't be able to give you all of the answers. You will attend an interview from 8:30am until roughly 4:30pm and will probably attend some form of a student social the night before (I had one interview from 8:30am to 7:30pm!). It is important to ask a million questions. I cannot emphasize this enough! Ask the students and ask



the professors every question you can think of (in a socially appropriate manner). Even if you already have the answer, just go ahead and ask the question. It sounds irrational, and it kind of is, but it is important that they see you are truly interested in the program and in your chosen career path. By the end of interviews, you will be sick and tired of hearing the question, "Do you have any more questions?" The answer should always be yes, even if it is a lie.

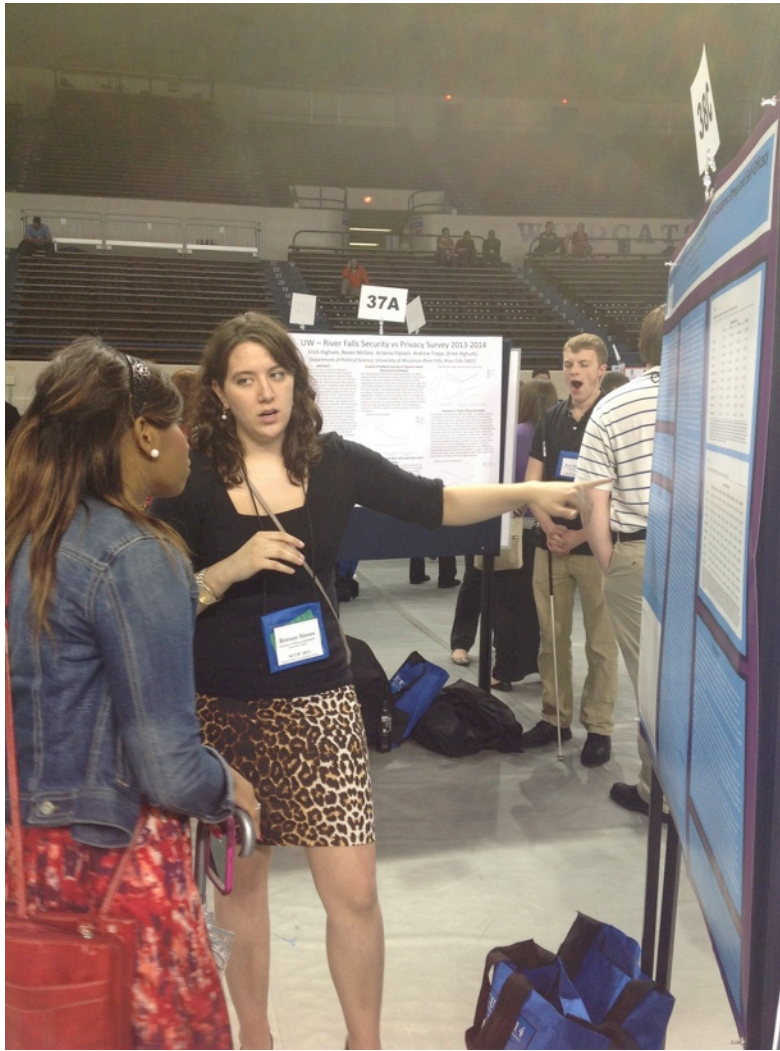
10. Finally, and most importantly, when choosing a program focus on fit. A program can have a fantastic reputation but if you don't fit with your mentor with the goals of the program, you probably won't enjoy yourself. There are some great programs out there but it is really important that you evaluate what you want out of your education. What kind of clinical experiences are you looking for? Do you need a mentor who is very hands on or would you prefer to work fairly independently? Do you need a mentor who is warm and kind or is it okay if they are blunt and kind of dry? What interests do you have? These are the questions you need to ask yourself before choosing your final destination, because ultimately, you want the environment that is going to help you become the most successful you can be.

By Brianna Werner

Preparing to apply to graduate school begins as soon as you begin your college career. The journey from that point until you submit your graduate school applications is critical. Six years ago, when I was a sophomore in high school, I knew my ultimate career goal was to join the military as a psychologist. Since I knew my end goal, I started researching how others had obtained those positions. I went to the Career Development Center my first semester at UIS and have gone every semester since. A career counselor helped

me make short-term and long-term goals, including obtaining a research assistant position. After I started assisting with research, my career development path fell into place (with a large amount of hard work and perseverance). I secured an internship position at a residential facility in my hometown, that later turned into part-time employment. I attended multiple conferences and even had the chance to get involved with the Society of Military Psychology (Division 19 of APA) as an undergraduate and make connections with graduate students who will be joining the military and even students who were in

their final phase of graduate school, internship. After over two years of preparation and researching graduate schools, I actually submitted fifteen applications last semester. It is imperative to give all areas of your application significant attention. Ask for letters of recommendation, take the GRE, and send your transcripts well in advance. Pay attention to deadlines and special instructions, such as having the letters of recommendation enveloped signed on the seal. And most importantly, don't lose sight of the passion that started it all.



Student Focus: Brittany Sievers

Brittany Sievers (left) presenting her independent student research project at the 2014 National Conference on Undergraduate Research at the University of Kentucky

Over the last year and a half I have been working on my own independent research project. When I set out to design my own study, I knew I wanted to focus on well-being and religion/spirituality (R/S) in some form. Once I had a general idea of what I wanted to do, I started reading various journal articles within this area. I had to narrow down my idea to something that could be measured and something that was going to make a significant contribution to the current literature.

After consulting with Dr. Shen, I came up with the idea of exploring the impact of R/S on academic and student life. She helped me to find measures appropriate to what I was trying to study and helped me apply for grants that would fund my project. My hypothesis was that individuals who experienced higher levels of R/S engagement, R/S community support, and R/S coping would use these factors to buffer the impact of academic and student life stress on academic and student life self-efficacy. I collected data using a nationwide web survey. I sent emails to student organizations from universities all over the U.S. (with the help of two research assistants from UIS). Ultimately, my hypothesis was not supported. While my results did not show a significant moderation or a significant relationship between the R/S and academic/student life variables, they did indicate significant differences in R/S factors across religious orientation. Additionally, my results showed there to be significant differences in R/S coping across geographic region and showed students who identify as lower class and middle class to experience significantly more student life stress than other SES groups.

I presented my study at StARS this past month, as well as at the National Council for Undergraduate Research conference in Lexington, KY. I also presented my poster at the Midwestern Psychological Association conference in Chicago the first week of May. My project has been exciting, taught me so much more about the research process that I ever expected to learn, and has ultimately helped me to streamline my career interests.

Faculty & Student Research

Dr. Michele Miller

Dr. Michele Miller has been working on her study on *Early Social-Emotional Development & School Readiness*.

Madalyn Barnes, Nathaniel Ed, Alex Fruth, and Hannah Milano have been helping Dr. Miller with this project. The purpose of this study is to examine the associations of early social emotional development, cognitive development, and parent and teacher-rated components of early school readiness in three-year-old children who attend a local preschool program. In addition, **Alex Fruth** and Dr. Miller presented the preliminary findings from this study at the 2014 UIS Student Arts and Research Symposium and the Midwestern Psychological Association conference in Chicago, IL.

Dr. Karen Reinke

Dr. Karen Reinke received the Caryl Towsley Moy, PhD Endowed Fund for Collaborative Research in conjunction with her co-investigators at SIU School of Medicine, Drs. Jeffery Bennett and Janice Hill-Jordan. With this grant, they will conduct a project entitled *A Pilot Study of EEG-Derived Predictors of Treatment Success in Major Depressive Disorder with Transcranial Magnetic Stimulation*. This grant has allowed Dr. Reinke to hire a UIS undergraduate research assistant, **Cory Wilhite**. Cory will be assisting in EEG data collection and analysis both at UIS and SIU School of Medicine. For this study, they will be examining whether



electroencephalography (EEG) can help predict the success of transcranial magnetic stimulation (TMS) treatment in adults with major depressive disorder. They will also examine the kinds of changes that take place in the brain

during TMS treatment that correspond with improvement in depression.

Dr. Reinke also recently published her research on *Attending to the fear in your eyes: Facilitated orienting and delayed disengagement* in the *Cognition and Emotion* journal.

Dr. Sheryl Reminger

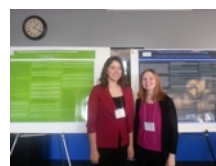
Dr. Reminger and Dr. Shen have been working with **Brianna Werner** on Brianna's independent research examining the experiences of student veterans in a college setting. Brianna, with the assistance of fellow student **Irina Mason**, is in the process of developing a measure to assess student veteran college experiences. Student veterans from across the country have participated in the study and have completed the new measure, presented in a websurvey format. Brianna presented the results of this research work at the Midwestern Psychological Association conference in Chicago, IL, and the Summit on Veteran Student Success in Buffalo, NY.

Dr. Frances Shen

Dr. Frances Shen is conducting research on body image issues among Asian men and women. **Brittany Sievers** and **Brianna Werner** have been assisting Dr. Shen with this study. Preliminary results will be presented at the 2014 Asian American Psychological Association annual convention in Washington D.C. Brittany and Brianna are also assisting Dr. Shen on a study examining the cultural factors that impact internalized homophobia and psychological well-being among Asian American LGB.

Brittany and Brianna are both conducting their own independent research projects. Brittany is studying the role of religion and spirituality on college students' academic and college life

stress. **Trenton Adams** and **Daniell Bennett** have been assisting Brittany on this project. They presented their findings this year at the National Conference for Undergraduate Research in Lexington, Kentucky, UIS Student Arts and Research Symposium, and the Midwestern Psychological Association conference in Chicago, IL. Brianna is studying perceptions and experiences of veteran college students (see section under Dr. Sheryl Reminger for more information about this research).



Dr. Shen also recently published her research on *Parental Pressure and Support Toward Asian Americans' Self-Efficacy, Outcome Expectations, and Interests in Stereotypical Occupations: Living Up to Parental Expectations and Internalized Stereotyping as Mediators* in the *Journal of Counseling Psychology*.

Dr. Carrie Switzer

Drs. Carrie Switzer and Marcel Yoder have completed their work with **Wesley Hill** and **Rachel Tohme** on a study focused on Memes (ideas or behaviors spread through culture). Wes and Rachel presented their findings this year at the National Conference on Undergraduate Research in Lexington, Kentucky, and UIS Student Arts & Research Symposium. Rachel will also be giving a presentation on this study in August at the annual meeting of the American Psychological Association of Graduate Students/American Psychological Association in Washington D.C.

Dr. Carrie Switzer is currently working with **Irina Mason** on a study that Irina is designing about the relationship between nutrition knowledge and eating behaviors. Irina will submit her proposal for IRB approval this semester and begin data collection in the fall.

Faculty & Student Research

Drs. Carrie Switzer and Sheryl Reminger will be giving a presentation at the Sloan Consortium Blended Learning Conference in Denver, Colorado, this summer about incorporating a blended learning format in the department's capstone course.

Dr. Marcel Yoder

Dr. Marcel Yoder is conducting a study to investigate the effect of interaction on person perception. The study purpose is to determine what similarities and differences there are between our impressions depending on whether we interact with another, see a short video of that person, versus merely a photo. He presented his findings at the 2014 annual meeting of the Society for Personality and Social Psychology in Austin, TX, in February 2014. His presentation was titled Forming Impressions of Strangers without Interaction: Consensus Varies

by Trait but Accuracy Varies by Mode of Presentation.

He is also presenting research on students' impressions of learning journal assignments in online classrooms. This research was presented as a poster titled Student Perceptions of Learning Journals in Online Courses at the Midwestern Psychological Association conference in Chicago, IL in May 2014. This research was conducted with UIS **Kayla Weitekamp**, a UIS Psychology graduate.

Dr. Yoder is also collecting data with current undergraduate Psychology major, **Hayley Ochrowicz**, that is focused on the need for cognition in personal relationships. The purpose of this study is to measure the validity of a newly created scale designed to examine an individual's



need for cognition about behavior in relationships when they are in an outcome dependent position. Need for cognition refers to an individual's tendency to spontaneously engage in activities requiring cognitive effort. Outcome dependence refers to a state of being dependent on another to achieve one's goals. Having one's goals blocked by another while in an outcome dependent situation may increase one's tendency to spontaneously think about the relationship. The Need for Cognition about Behavior in Relationships (NCBR) scale developed in this research will allow further testing of this hypothesis. This scale is designed to measure the tendency of a person in an outcome-dependent position to contemplate, analyze, and relive behaviors of the person with more power in the relationship.

2013 — 2014 Psychology Department Award Winners

BRIANNA WERNER — Graduation Marshal

Brianna Werner was selected as the Graduation Marshal. The Marshal is the person "best exemplifies the spirit and goals of the program." She was selected for her academic success, research experience, and involvement in Psi Chi and the Psychology Club. As the Marshal, she will lead the Psychology graduates in the procession at graduation.

BRANDI COY — Outstanding Service to the Department

Brandi Coy received the "Outstanding Service to the Department" award. She was selected based on her overall academic achievement, but especially for her service as the student representative and as a member of the Psychology faculty search committee.

BRITTANY SIEVERS — Outstanding Student Scholar

Brittany Sievers received the "Outstanding Student Scholar" award. She was selected based on her overall academic achievement, but especially for her extensive involvement in psychology research with Dr. Shen.

The awards ceremony will take place on Friday, May 16th from 4:00 to 6:00pm in Brookens Auditorium. Winners will be introduced and receive a certificate on stage.