

NEWSLETTER

The gestation period was only about 3 months, but the inaugural issue of our *Psychology Undergraduate Newsletter* (PUN) is one we are proud to present. Weighing in at 13 pages, it is a bit heavy, and certainly cute.



Leonard Green

Our PUN is intended for current psychology students and recent graduates, and is unique among newsletters, we believe, because its focus is solely on our undergraduate program. Our department offers numerous opportunities for psychology majors and minors, including internships, practicum, and extensive research opportunities, and we have asked a few undergraduates to write about their experiences. New classes are being offered; changes to the curriculum are being discussed; various volunteer, informational, and social events have occurred during this academic

year, only a small sample of which can be described in one newsletter. We are proud of the accomplishments of our students, and we list some publications and presentations from the past year.

Our students provide valuable service through their involvement in Psi Chi and the Night Off program, and we encourage you to become involved.

Also, a few items of note: The first semester of Honors, Psych 498, is now approved as a writing intensive (WI) course. Psychology study abroad opportunities at Haifa, Queensland, Exeter, and Sussex are available. The 8th annual *ur-PSymposium* (undergraduate research in psychology symposium) and Senior Honors Poster Session both will be held Tuesday, April 29. A wine-and-cheese reception for graduating seniors and their families is planned for May 15.

I want to thank most especially Dru Koscielniak, the undergraduate coordinator, and David Archer and Dale Wineinger, our computing gurus, who worked under pressure to get this newsletter to you. Please stop by Dru's office (room 419A) when you have questions, want to say hello, or (when the candy dish so graciously filled daily by Pat McCosky in the main office is empty) need a sugar rush.

We encourage your suggestions for future newsletters. Enjoy the first of what we expect to be a long-line of newsletter progeny.

Professor Len Green
Director of Undergraduate Studies

In this Issue

- *New Faculty / Instructors*
- *Night Off Program*
- *Psi Chi National Honor Society*
- *Spotlight on an Internship Site*
- *Internship Experience*
- *Undergraduate Published Articles & Presentations*
- *Honors Program*
- *A Graduating Honors Student's Perspective*
- *New Course Information*
- *Recent & Upcoming Events*



NEW FACULTY / INSTRUCTORS



Ian G. Dobbins joins the Department of Psychology as Associate Professor. He received his Ph.D. from the University of California-Davis and conducts research on human memory, specifically investigating the role of prefrontal cortex (PFC) during deliberate recovery of memories using functional magnetic resonance imaging (fMRI) brain scanning techniques. He also is interested in non-strategic rules of thumb and implicit learning mechanisms that may govern memory attributions. Professor Dobbins taught a new seminar this semester entitled “Critical Thinking with and about Psychological Science” and will be teaching a section of Statistics in the fall.



Simine Vazire joins the Department of Psychology as Assistant Professor. She earned her Ph.D. from the University of Texas at Austin and conducts research on the accuracy of self and other perceptions of personality. Her current work examines differences between how people see themselves, how they are seen by others, and how they behave. The overall goal is to understand the limits and function of self-knowledge and how feedback affects self-knowledge and personality. She also is interested in methodological issues involved with measuring behavior, self-reports, and peer reports. Professor Vazire was one of the “Experimental Psychology” instructors this semester.



Heather Rice joins the Department of Psychology as Lecturer. She earned her Ph.D. from Duke University and conducts research on how humans retrieve memories of personally experienced events. She investigates how visual images that accompany retrieval can affect the content and phenomenological experience of a particular memory, specifically examining the effects of using a first-person or third-person visual perspective during retrieval. She is also interested in applying basic memory research to the classroom environment. Dr. Rice will be teaching the special Statistics and Experimental Psychology classes in the fall (Psych 300 and 3011).



NIGHT OFF PROGRAM | *ELLIE PATTANAİK, PRESIDENT*

The Night Off program was developed by undergraduates at Washington University. Students realized the difficulty of finding sitters for children with autism and also realized that many of the families could not afford to pay for baby-sitting even if a sitter was found. The program thus provides parents of a child with autism a "night off" by providing an often-needed break from the demands of caring for a child with autism. The program provides a free night of babysitting. An undergraduate with experience with children with autism is paired with another student who also wants to contribute but is unexperienced with autism. They babysit for a full evening, free of charge, so that the parents can enjoy an evening of much-needed and much-deserved leisure. Now in its third year, the Night Off Program serves about a dozen families every month, and has 135 members. The Night Off Program has also recently begun to participate in the annual Autism Walk in Forest Park, and hosted Autism Awareness Week this spring. For information, contact nightoff@artsci.wustl.edu .



PSI CHI | *LAURA WOLKOFF, PRESIDENT*

Psi Chi, the National Honorary in Psychology, inducted 44 new members this fall, increasing the total number of members in our chapter to 99. At the beginning of the academic year, Psi Chi hosted two well-attended forums. The first, entitled “Applying to Graduate School in Psychology,” offered advice to potential graduate school applicants. Dr. Green and Dr. White presented information concerning the application process, how to write an effective personal statement, and proper interview techniques. The second forum concerned the distinctions and comparisons among the Ph.D., Psy.D, MSW, OT, and PT degrees and programs. Representatives from each of these fields spoke on behalf of their programs and answered student questions.



This semester, Psi Chi members have been quite busy attending service events, a new requirement for all Fall initiates. On November 6, 15 Psi Chi members went to the St. Louis Area Foodbank, packaging food for needy St. Louis residents. On December 11, students decorated holiday cards with the residents at Mary Ryder home, an assisted-living facility located near campus. Two other service events that took place this Spring – the first at Ronald McDonald house, where members planned and cooked a dinner for families with ill children, and the second at the St. Louis Crisis Nursery, where members assisted staff in taking care of children.

Most recently, Psi Chi elicited student feedback concerning potential changes to the Undergraduate degree in Psychology. Members were able to offer their opinions regarding new and exciting developments in the Undergraduate program.

The Psi Chi executive board, which includes Laura Wolkoff, Ceyla Erhan, Tanya Antonini, and Richard Schatz, looks forward to planning a variety of events for members next semester. More information about Psi Chi can be found on the Psi Chi website at <http://artsci.wustl.edu/~psichi/home.html>.

Spotlight on an Internship Site

Professor Brian Carpenter, Internship Coordinator

Crime Victim Advocacy Center of St. Louis

Being the victim of a crime, and even witnessing a crime, can be overwhelming experiences. Assault, robbery, rape, murder, and manslaughter—all have dramatic consequences for crime victims. In Missouri, the state constitution guarantees crime victims certain rights. Victims have a right to get information about victim compensation, financial assistance, and crisis intervention services. They have a right to be informed about bail hearings, sentencing, and parole hearings. And they have a right to receive protection from defendants. An agency in St. Louis responsible for helping victims take advantage of these rights is the Crime Victim Advocacy Center (CVAC).



Brian Carpenter

Founded in 1993, CVAC helps people reconstruct their lives following the trauma of being a victim of a crime. CVAC's services include crisis intervention and counseling, providing guidance about the criminal justice system, helping people file victim compensation claims, and referring victims to other community services.

Washington University undergraduates majoring in psychology can do an internship with CVAC for a semester, getting hands-on experience learning about the criminal justice system, and helping victims. Interns receive extensive training by CVAC staff and are then assigned a caseload of crime victims. Under the supervision of CVAC staff, interns assist victims on the telephone hotline, assess what crime victims want and need in terms of services, and then facilitate matching victims up with appropriate services. As one recent intern explained it, "Our job is to give them [the victims] tools to better their situation, not to better their situation *for* them." The goal is to empower crime victims to regain control over their lives. Students work a total of 150 hours during the semester, learning how to apply psychological principles they are learning in their coursework, and giving something back to the St. Louis community in the process.

For information about Internships in Psychology, contact Brian Carpenter at bcarpenter@wustl.edu.

Amanda Bennett

Internship Experience: International Emergency Shelter in Harlingen, TX

As undergraduate students, frequently we are asked questions like, *Where do you go to school? What are you studying?*, and the question probably most difficult to answer, *What do you want to do with [psychology]?* I am a Psychology and Spanish double-major, love studying education and child development, am striving for fluency in Portuguese, and have various other talents and abilities that are unlikely to lead to a future career. By the end of my second year at Wash U, I wondered if there was any way to form a realistic future goal from a mix of my interests and abilities. Soon after declaring Psychology as my primary major, I decided to take others' advice and see if an internship would help me identify such a goal more specifically. I searched online for internship opportunities near my hometown and applied for a summer internship at a Human Health Services provider on the Texas-Mexico border.



Amanda Bennett

My internship took place at an International Emergency Shelter (I.E.S.) for children under 18 years of age, operated by the U.S. Office of Refugee Resettlement (O.R.R.). More specifically, this particular I.E.S. houses and cares for boys between the ages of 13 and 17, who have been apprehended near the U.S. border after attempting to enter the country alone and without proper legal documentation. While these children await individual deportation hearings in an immigration court, they are typically housed in an I.E.S., whose responsible agency searches for the

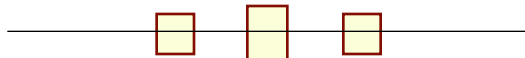
children's family and any (legal) U.S. connections. These children are then transferred to various other shelters according to what services a particular shelter can provide for their individual case. The boys at the I.E.S. where I interned usually stayed for a maximum for 3 weeks, attending "classes" 5 days a week (often English Second-Language instruction) and receiving food, clothing, medical care (including vaccinations), and group/individual counseling sessions.

Before starting the internship, I was required to provide current immunization records (tuberculosis exposure is extremely common), proof of current CPR/AED and First Aid certification, and undergo a government background check and fingerprinting. Once I passed the government application criteria, I received specific training on government standards and expectations, as well as how to interpret immigration and foreign legal documents for use in discussion with the children's case managers. Under the supervision of a licensed social worker, I then began performing "diagnostic intakes"—5-page surveys that address the individual child's case history and living situation in his home country. *(continued on next page)*

Internship Experience: International Emergency Shelter in Harlingen, TX *(CONTINUED)*

Completed in Spanish and recorded in English, these intake evaluations also are used by clinicians and transfer shelters to assess the child's psychosocial adjustment status and determine whether or not his case makes him a candidate for asylum due to political issues or physical dangers/abuse. I eventually was given the responsibility of meeting with each child individually for 20-30 minutes, during which I would ask evocative questions concerning topics from the diagnostic intake, as well as address any questions or concerns about his stay at the shelter. As time progressed, I became increasingly more comfortable with my responsibilities, and was even able to assist in leading group counseling sessions. By the end of the summer and my internship, I realized I would have even enjoyed staying longer were I not currently in school.

I was very pleased with my internship experience for a number of reasons. First of all, the I.E.S. was a setting that nicely incorporated many of my academic interests. In addition, the experience gave me an opportunity to preview one of many future options available for a Psychology major in college. One of the biggest challenges I faced interning at the I.E.S. turned out to be mastering the ability to relate compassionately yet professionally to these boys as their "counselor." However, the experience was ultimately both educational and rewarding, and has helped me expand my thinking as I search for inspiration for my future. I still have not decided on any single path for that future career, but I have found new appealing options that enable me to better define the sort of education and career paths I would like to pursue.



2007 Undergraduate Published Articles & Presentations

Sarah Buday:

Carpenter, B. D., & **Buday, S.** (2007). Computer use among older adults in a naturally-occurring retirement community. *Computers in Human Behavior*, 23, 3012-3024.

Jeremy Cohen:

Kevin Mulqueeny:

Treiman, R., **Cohen, J.**, **Mulqueeny, K.**, Kessler, B., & Schechtman, S. (2007). Young children's knowledge about printed names. *Child Development*, 78, 1458-1471.

Jeff Heitman:

Castel, A. D., McCabe, D. P., Roediger, H. L., & **Heitman, J. L.** (2007). The dark side of expertise: Domain specific memory errors. *Psychological Science*, 18, 3-5.

Andrea Kass:

Mobini, S., Grant, A., **Kass, A. E.**, & Yeomans, M.R. (2007). Relationships between functional and dysfunctional impulsivity, delay discounting, and cognitive distortions. *Personality and Individual Differences*, 43, 1517-1528.

Keren Lehavet:

Lehavet, K., & Lambert, A. J. (2007). Toward a greater understanding of antigay prejudice: On the role of sexual orientation and gender role violation. *Basic and Applied Social Psychology*, 29, 279-292.

Irina Levin:

Sofronoff, K., Attwood, T., Hinton, S., & **Levin, I.** (2007). A randomized controlled trial of a cognitive behavioural intervention for anger management in children diagnosed with Asperger Syndrome, *Journal of Autism and Developmental Disabilities*, 37, 1203-1214.

Anuj Shah:

Green, L., Myerson, J., **Shah, A. K.**, Estle, S. J., & Holt, D. D. (2007). Do adjusting-amount and adjusting-delay procedures produce equivalent estimates of subjective value in pigeons? *Journal of the Experimental Analysis of Behavior*, 87, 337-347.

Jason Suszko:

Davoli, C., **Suszko, J.**, & Abrams, R. A. (2007). New objects can capture attention without a unique luminance transient. *Psychonomic Bulletin & Review*, 14, 338-343.

HONORS PROGRAM

Professor Mitchell Sommers, Honors Program Coordinator



Mitchell Sommers

One of the best aspects of serving as Coordinator of the Honors program is that I get to learn about areas of Psychology that I would otherwise never have thought to explore. This year is certainly no exception, as our Honors students are conducting a remarkably diverse set of research studies, including experiments on anxiety and working memory, gender roles and homosexuality, stigma and eating disorders, and cognitive function in clinical pediatric populations. In addition to collecting data and developing a draft of their Introduction and Methods, four of the Honors students submitted abstracts for the annual meeting of the Midwest Psychological Association (MPA). The department will have an opportunity to learn more about these research projects at our annual Honors Poster Symposium which will be held Tuesday, April 29. We invite all students to attend.

Congratulations to this year's Psychology Department Honors Students.

Tanya Antonini - Strategic Processing in Children with Phenylketonuria

Joshua Ellman - Effects of Priming Traditional Gender Roles on Implicit Attitudes towards Homosexuality

Ceyla Erhan - Patients' Insights into their Mental Disorders, Number of Hospitalizations, and Current Day of Hospitalization: A Correlational Study

Mindy Krischer - Impression Managed Responding: The Use of Response Latencies to Identify Dissimulation

Matt Riedel - Acute Exercise and Cognition

Elias Wan - The Effects of Interference and Trait Anxiety on Working Memory in Different Memory Phases

Laura Wolkoff - The Effect of Biological Information on the Stigmatization of Eating Disorders



Left to right: Elias Wan, Ceyla Erhan, Laura Wolkoff, Dr. Mitch Sommers, Josh Ellman, Tanya Antonini, Mindy Krischer, Matt Riedel

Tanya Antonini

A Graduating Honors Student's Perspective

One of the reasons I chose to attend Washington University was the relative ease with which undergraduates could become involved with research. My long-term plans always had included graduate study in psychology, and I was aware that graduate programs would expect me to have undergraduate research experience. Luckily for me, the University's research reputation was valid; through work-study, independent study, summer jobs, and the honors program, I have had great experiences in four different labs.

I've gained an appreciation of how much work goes into even the simplest of research studies. Planning the experiment, programming the paradigms, recruiting participants, conducting experimental sessions, and scoring data are all time-intensive tasks that need to occur before even a single result is analyzed. I've come to realize that each of these tasks is critical to the successful outcome of the study and can be very informative about what's going on. For example, scoring data can be tedious, but noticing certain patterns of errors can provide valuable information that isn't captured by looking only at means or other statistics. I've also learned to "listen to my participants". If they tell me they are performing a task using a particular strategy then that must be important information that can help in understanding the nature of the tasks we are using.

One piece of advice I would offer students who are interested in conducting research is to consider working in more than one laboratory so that you can get a wide range of research experiences. I've worked in four different labs and have had an opportunity to work with typically and atypically developing children, college students, and older adults. The skills I have gained working in these labs will be especially valuable to me because I am pursuing a clinical doctoral degree with interests in neuropsychology and child populations. These experiences also were helpful in selecting specific areas to pursue for graduate study. In my case, I really enjoyed conducting neuropsychological assessments with children and that is the work I'll be doing in graduate school. *(continued on next page)*



Tanya Antonini

A Graduating Honors Student's Perspective *(CONTINUED)*

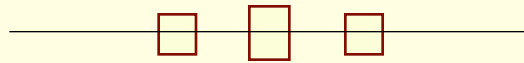
I thank all the professors that I have worked and interacted with at Wash U for being so approachable. I have had a great undergraduate experience. As for current psychology students reading this, here is my advice:

1) I encourage anyone who would like to get involved with research to email his or her professors of interest as soon as possible. The worst thing a professor can do is tell you to try another semester because his/her lab is currently full.

2) Start making plans early in your college career . Students often become involved in a lab during their sophomore year.

3) If you are ambitious and interested in completing a full project, sign up for honors during your senior year. Keep in mind that working in a lab before your senior year will give you a better idea about whether you want to devote your senior year to an honors project.

4) Get to know a couple professors. You will need them later for recommendations.





NEW COURSE INFORMATION

The following classes are recent additions to the Psychology Department Course Listings:

Study for Honors, L33 498, is now a Writing Intensive Course Professor Mitchell Sommers

Experimental Psychology, L33 3011, taught Fall 2007, Spring 2008, and to be offered Fall 2008

Dr. Heather Rice

Psych 3011 is limited to students who have not taken Psych 300 and want to enroll in Psych 300 and Experimental Psychology concurrently. Therefore, students who enroll in Psych 3011 for Fall 2008 must also register for Psychology 300, section 2. Psych 3011 fulfills the Psychology 301 requirement for the major. Topics in the two courses (i.e., Psych 300 and Psych 3011) will be coordinated in order to integrate the concepts from Statistics with those from Experimental Psychology. Experimental Psychology provides training in the logic and techniques of psychological research so as to provide students with experience in the design of psychology experiments and interpretation of results. Topics include experimental design and control, library research, quantitative treatment of data, graphical presentation of results, and clarity of scientific writing. Lectures focus on general principles of experimentation while the laboratory component provides an introduction to a range of psychological phenomena through hands-on experience in experimentation. Each student also completes an independent research project of his or her own design under supervision of a faculty member. Enrollment limited to 15 students. Concurrent enrollment in Psych 300, section 2 is required for Fall 2008.

The Science of Sleep, L33 335, taught Spring 2008

Dr. Stephen Duntley

Sleep is a basic need for human survival. We sleep daily and yet there is so much unknown about how sleep works. Sleep is a science: a biological and behavioral science that impacts both psychological and physiological functioning. In this course you will learn about a variety of topics crucial to the field of sleep medicine including: sleep changes across the lifespan, sleep hygiene, sleep deprivation, clinical sleep disorders and treatments. You will gain understanding with what is known about sleep as well as how to integrate the importance of sleep into your daily life. Prereq: Psych 100B.

Introduction to Forensic Psychology, L33 356, to be offered Fall 2008

Dr. Jim Reid

This course is an introduction to the interaction between psychology and the legal system. The contribution of psychology to such legal areas as family law, juvenile delinquency, criminal cases, law enforcement, and correctional psychology will be surveyed. Topics to be covered will include domestic violence, child abuse, personal injury, eyewitness testimony, insanity, sex offenders and psychopaths. Legal standards regarding insanity, civil commitment and expert testimony will be reviewed. We also will focus on the emerging contributions of neuroscience to the field of forensic psychology. Prereq: Psych 100B.

NEW COURSE INFORMATION (CONTINUED)

Drugs, Brain, and Behavior, L33 374, taught Fall 2007, and to be offered Fall 2008

Dr. Eugene Rubin

This course will review information pertaining both to medications used to treat psychiatric disorders and to psychoactive drugs of abuse. By learning principles of pharmacology and mechanisms of action of these agents, students will develop an enhanced knowledge of the brain mechanisms underlying abnormal human behavior. Prereq: Psych 354 or 3401.

Critical Thinking with and about Psychological Science, L33 4305, taught Spring 2008

Professor Ian Dobbins

Skeptical analysis of psychological science as practiced and popularized in the media. Analysis of discrepancies between media and scientific claims regarding areas such as repressed memory, brain imaging, heritability, and psychotherapy. Additional examination of scientific career demands such as peer review, journal publication, and research funding. These topics are interwoven with a review of common errors in reasoning particularly with respect to probabilistic reasoning and the public misperception of the practice and principles of scientific psychology. Prereq: Junior or Senior standing and completion of 6 advanced units in psychology.

Cognitive Neuroscience of Film, L33 488, taught Spring 2008

Professor Jeff Zacks

To understand complex events in real life depends on perception, action, and memory. To understand movies, people probably depend on similar psychological and neural mechanisms. This seminar will use results from psychology and neuroscience to try to better understand the experience of a movie viewer, and will use theory and practice to explore psychological hypotheses about perception. Prereq: Psych 360, or 3604, or 4604.

Introduction to Behavior Analysis, U09 409 (University College), to be taught Summer 2008 and Spring 2009

Sara Estle

This course is an introduction to principles of learning and behavior analysis and how they relate to the profession of applied behavior analysis. Topics to be covered include reinforcement, punishment, extinction, discrimination training, generalization, shaping, conditioned reinforcement, and schedules of reinforcement. The primary focus of the course will be on basic principles derived from laboratory research, but we also will examine applications of these principles to areas such as developmental disabilities (e.g., autism), academic skills, and oppositional behaviors. Philosophical and historical antecedents of behaviorism also will be covered.



RECENT EVENT

New Majors Dinner

Our first New Majors Dinner was held on February 27. Approximately 25 students and 9 faculty attended the event which was catered by Tortillaria Restaurant in the Central West End.



New Majors Dinner

UPCOMING EVENTS

ur-PSymposium

Undergraduate Research in Psychology Symposium
Tuesday, April 29, 11:00 am-12:00 noon
Psychology Building, Room 216

Senior Honors Poster Session

Tuesday, April 29, 1:00 pm-3:00 pm
4th Floor, Psychology Building

Graduating Seniors Wine and Cheese Reception

Graduating Seniors mark your calendars! On May 15 the Psychology Department will be holding its third annual Graduating Seniors Wine and Cheese Reception in honor of our May 2008 graduates and their families.

This event has been a huge success in years past, and we look forward to seeing our new graduates and meeting their families.

Invitations will be sent out later this month.



Graduating Seniors Wine & Cheese Reception 2007