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2014-2015 Walk-In Advising Hours:
Monday - Friday
9:00 a.m. to 4:30 p.m.

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Get to Know Your Instructors Outside the Classroom
Phil McCabe, Ph.D., Chairman, Department of Psychology

Welcome to the 2014–2015 academic year in the Department of Psychology and the Undergraduate Neuroscience Program! This is my first year as Chairman of the Department of Psychology, having served as the Director of the Neuroscience Program for the past 11 years.

The Neuroscience Program is in the good hands of Dr. Helen Bramlett from the Miami Project to Cure Paralysis at the Miller School of Medicine, but she will have an office in the new Neuroscience Annex next to the Cox Science Center, and will be happy to meet with Neuroscience majors to talk about research and career plans.

In the Department of Psychology, we are excited about the upcoming year, and will continue to offer new courses, student research opportunities, and top-notch advising via the Undergraduate Academic Services for Psychology (UASP) office on the 5th floor of the Flipase Building. Of course, this office also oversees advising for neuroscience majors. Sean Kilpatrick, Alida Lambert, and Nicole Laviña, working with the team of Peer Advising Liaisons (PALs), will provide you with an advising alliance that will help to guide you to a successful graduation and beyond. I hope you take advantage of all of the resources we have to offer, and I wish you a successful academic year!

Sean Kilpatrick, M.S.Ed., Director, Undergraduate Academic Services for Psychology

Welcome! We hope you had an enjoyable summer and you are ready to get back into school mode. It is time to make the most of the 2014–2015 academic year!

Our office, Undergraduate Academic Services for Psychology (UASP), is committed to providing all psychology and neuroscience majors with the highest-quality academic advising. The goal is to educate students about their academic opportunities, provide them with new and innovative services to enhance their advising experience, and help them plan for graduation and beyond. We not only do this through the FACT FORUM and TUMS programs, but also through our multiple outreach efforts, frequent social media interactions, and consistent walk-in advising hours. Our staff prides themselves on being the top-notch center for academic services for one of the largest units at the University of Miami. By listening to our students’ needs, identifying opportunities for growth, and providing professional customer service, our office is able to effectively assist our approximately 1,000 majors.

This year is slated to be an exciting one. We have planned some great new activities—watch out for our Toppel partnership event called Psych & Neuroscience Meet-up: Opening Your Mind to Career Opportunities—and we intend to expand on some recently developed programs. Check us out on twitter @UASP and/or subscribe to our YouTube channel, UASP UM, for regular updates, reminders, and announcements.

The Peer Advising Liaisons (PALs), Academic Advisors, and I look forward to working closely with you throughout the year. We are always open on a walk-in basis from Monday through Friday, 9:00 a.m. to 4:30 p.m., during non-registration periods so feel free to come see us. Any of our staff members would be willing to help you.

We wish you the best of luck during the first week of classes. If you need anything, our doors are always open. Please do stop by any time!
Sean Kilpatrick is the Director of Undergraduate Academic Services in the Department of Psychology. Sean first joined UASP as a Peer Advisor during his junior year at the University of Miami. After graduating magna cum laude with a B.A. in Psychology and Criminology, Sean continued to work for UASP as a full-time administrator while attending graduate school in education at UM. He earned an M.S.Ed in Higher Education Administration with a concentration in Enrollment Management and a Certificate in Student Life and Development. Sean oversees all UASP functions, supervises the Peer Advising Liaisons (PALs), and ensures the Department provides the highest-quality advising services. He also teaches the new freshmen and new transfer student orientation, advising, and mentoring courses, FACT (UMX 100) and TUMS (PSY 365). Sean is available to meet with all students regarding advising, curriculum planning, research participation, and graduate school and career preparation. His background in enrollment management, student affairs, and research make him an excellent resource for students.

Alida Lambert is a full-time Academic Advisor who provides general advising for psychology and neuroscience majors. In addition to advising students, Alida publishes this bimonthly newsletter, psycho, maintains the neuroscience waitlist, assists with TUMS courses, and coordinates student events. An alumna twice over, she earned her M.S.Ed. in Research, Measurement, and Evaluation studying applied statistics and also graduated summa cum laude with a B.A. in Psychology and a minor in Sociology here at UM. She is also a member of Phi Beta Kappa, National Honor Society and Psi Chi. During her undergraduate career, Alida worked at UASP as a Peer Advising Liaison (PAL) for two years and she studied abroad in Sydney, Australia. Academically her great passions are research & statistics and study abroad. In her free time Alida loves cooking, travelling, scuba diving, and animals. She is a great resource for information and truly enjoys engaging in dialogues and exploring interests with students.

Nicole Lavina attended the University of Miami as an undergraduate and graduated with a B.A. in Psychology and a minor in Religious Studies. She worked as a Peer Advising Liaison (PAL) in the Undergraduate Academic Services for Psychology office for three years. Nicole studied abroad in Rome and worked as an undergraduate research assistant for two years in a child psychology laboratory. She is pursuing an M.S.Ed. in Mental Health Counseling at the University of Miami. As a full-time Academic Advisor, Nicole advises psychology and neuroscience majors, oversees UASP’s social media presence, and assists with the FACT and TUMS seminar courses. Nicole is available to help students with a wide array of resources, including degree requirements, study abroad opportunities, research, and post-baccalaureate options.
Tweets: Follow Your PALs*

Roshni Bhat @PAL_RoshHi
I’m a #Sophomore #Neuro major working in chem as an #RA looking forward to doing more research and #StudyAbroad. I’m in #ADP & am #PreMed. #FirstYiPAL

Sydney Feldman @PAL_Syd
I’m a #Sophomore #Neuro major and I’m on the e-board of #BestBuddies. I’m involved with #FunDay & #CanesCatalyst and I’m #PreMed. #FirstYiPAL

Mary Connolly @PAL_MCcon
I’m a #Sophomore #Neuro major and an #RA working with Dr. Walshenst on the neuroscience of addiction. I’m #PreMed in #Honors, #AED, & #ProjectSunshine. #FirstYiPAL

Lawrence Rorita @PAL_Rorita
I’m a #Junior #Psych major. #President of Brothers Overcoming Negativity & Destruction (#BOND) and VP of #UBS. I’m a #P100, #FuturePediatrician, and have #ULove. #SecondYiPAL

Elana Schettini @PAL_EITim
I’m a #Sophomore #Psych major and I want to pursue a Ph.D. or Master’s and do #Research. I’m in #Honors & #Zeta and involved with #ProjectSunshine & #Kamp Kesem. #FirstYiPAL

Meghan Holzmacher @PAL_MegHolzDaCruz
I’m a #Junior #Neuro major and an #RA with Dr. Britton in the Bridging Research on Anxiety, Innovations, and Neuroscience (BRAIN) Group. I’m in #DphiE & #Honors, & am a #PreMed #DoctorsHospitalVolunteer. #SecondYiPAL

Andrew Mudrea @PAL_DrewMu
I’m a #Sophomore #Neuro & #German double major and working as an #AcademicFellow in Stanford Residential College. I’m #PreMed and in #TUNS. #FirstYiPAL

Robbie Diaz @PAL_RobbieD
I’m a #Sophomore #Neuro major working in Dr. Britton’s research lab and planning to pursue a Ph.D. I’m in #Honors, #HML, #TUNS, & the #EthicsSociety. #FirstYiPAL

Liz Bocanegra @PAL_LizBoca
I’m a #Sophomore #Psych major and an #RA in Dr. McCullough’s Evolution lab. I’m a #PhilDelt, #OrientationFellow, & do #AlternativeBreaks. I want an M.D. or Psy.D. #FirstYiPAL

Rachel Martin @PAL_RayMar
I’m a #Senior #Psych major who did #StudyAbroad in Paris last year! I’m in #CRU & #MortarBoard & I plan to pursue a Master’s in Mental Health Counseling. #SecondYiPAL

Jessica Janos @PAL_JJans
I’m a #Junior #Psych major & I participated in #JUMPSTART this summer with Dr. Ehrenreich-May. I plan to submit my #Research to conferences and am interested in #GradSchool #SecondYiPAL

Melanie Winters @PAL_MelissMel
I’m a #Sophomore #Neuro major in #PRISM and #Honors, I’m involved with #Girls4Good and planning to participate in #Research. I’m also #PreMed. #FirstYiPAL

Albert Liu @PAL_BertieLiu
I’m a #Junior, #PreMed, #Neuro and #Philosophy double major, currently doing #StudyAbroad in Edinburgh, Scotland! I was also an #RA in Dr. Dykhoom’s stem cell research lab. #FirstYiPAL

Rachel Lopez @PAL_RayLo
I’m a #Junior #Psych and #Criminology double major, I’m a #ResidentAssistant in Eaton Residential College. I plan to pursue #GradSchool for an MPH and either manage a hospital or assist in disaster relief. #SecondYiPAL

Gaby Jimenez-Garcia @PAL_GazzBWild
I’m a #Junior #Psych & #Philosophy double major, I’m #PreLaw and an #AmateurOlympicWeightlifter who loves #HorrorFilms. #SecondYiPAL

Jamie Nucho @PAL_NachoCheez
I’m a #Junior #Psych major & I’m an #RA in Dr. Lieberman’s lab. I plan to pursue #GradSchool in animal behavior and this summer I did #StudyAbroad in Morocco! #FirstYiPAL

*PAL Twitter names are fictional. Any resemblance to real Twitter accounts is purely coincidental and online posts do not reflect the opinions of PALs or UASP.
World Wide Web of Opportunity

18 hrs ·

Thanks to the internet and modern technology we live in a world where limitless information lies at the tips of our fingers. And now, thanks to Facebook and other social networking sites, that information doesn’t just include the answer to your Orgo II homework but also reminders about your bestie’s upcoming birthday, a selfie (#sexy) of your boo, and completely necessary photos of your cat eating spaghetti at the dinner table. With all of this personal information floating around out there in the world wide web, and so many people so willing to put it out there, psychology researchers all over the world have had their interests piqued and their labs aglow, eager to understand that big blue F. From examining who uses Facebook and why, to analyzing personality types based on comments and posts, to predicting life satisfaction based on profile pictures, and more, the psychology of Facebook has many profiles and asks many questions. Who knows, you may have even been a guinea pig for the Facebook team and didn’t even know it!

Like · Comment · Share

Read on (comments and ads) to see how your favorite pastime is contributing to psychological science.

An Ideal Self

A Facebook profile is “an ideal version of self, full of photos and posts curated for the eyes of family, friends, and acquaintances.” We have semi-complete control over what is posted (depending on privacy settings). The digital world affords a level of content control that makes bad hair days, awkward moments, and accidental bodily functions disappear. That type of assurance is impossible in the real world. A 2013 study by Catalina Toma, Assistant Professor at the University of Wisconsin – Madison, investigated the effect of self-profile viewing on self-esteem to better understand the influence of these idealized selves. After viewing their profiles for 5 minutes, participants experienced a significant increase in self-esteem as measured by the Implicit Association Test. Purposely chosen because it is difficult to mislead, the IAT measures reaction times of word associations between positive or negative adjectives and self-identifiers like “me, I, my, and myself.” So, if you’re feeling a little blue, consider spending a few minutes checking out your glorious self on Facebook. You might just get that self-esteem boost you need.
Say Cheese!

Checking out your backside in those jeans is fun, but we all know the primary reason most people are on Facebook is not to look at themselves but instead to connect with others. So what does your profile say about you to other people? Well let’s start with your Facebook first impression; I’m talking about profile pics. A smile can tell a lot about a person; it might reflect on his or her mood, personality, friendliness, openness to experience, or a host of other characteristics. Each of these can have an influence on life satisfaction.

In a recent study by Seder and Oishi (2011), researchers were able to significantly predict life satisfaction of users 3.5 years later (at the end of college) based on the smile intensity of their first-semester profile picture. These findings were maintained even after controlling for first-semester life-satisfaction, and both findings were replicated in a second study. The study also showed that the relationship was partially mediated by social relationships. And so the theory goes: If you are smiling intensely in your photo, you may be more likely to smile often in your day to day life and be more likely to appear approachable. “This type of ‘smile-as-approach-signal’ strategy could prove especially beneficial when people are new to a social environment (e.g., in the first semester of college).” Furthermore, social relationships are related to positive life satisfaction and well-being, but a partial mediation doesn’t explain the whole picture. A does not directly cause B, which does not directly cause C. If research were that simple your professors would have a lot more time on their hands! This study provides evidence of the importance of our social relationships, and smiles do help make friends, but beyond that there is a unique and unknown relationship between smiling and happiness. We may not have all the answers yet but we don’t always need to know why something good happens in order to take advantage of its positive effects. So get out there, get cheesing, and let those pearly whites bring you more than just manageably-sized bites of pizza at 4 a.m.

UASP commented on Psych Newsletter’s Status “Follow us on twitter @UASP”

The Big Five

What else can people learn from looking at your Facebook profile? A new tool developed by Five Labs called the Five Labs Facebook Analyzer can give you an entire personality snapshot. The analyzer was modeled using the “Big Five” personality dimensions. The Big Five theory of personality has been researched and developed for over 50 years, in over 50 different cultures around the world, and is supported by a vast body of literature. The Big Five dimensions are extraversion, agreeableness, conscientiousness, neuroticism, and openness.

So what does the analyzer do? It scans your posts and your friends’ posts to you, associates words with characteristics, and produces a personality profile based on the Big Five. You can then click on each category to learn more about it, you can analyze your friends’ profiles to see how similar you are, and you can even compare yours to public figures and celebrities. Though it may be a fun exercise, keep in mind this should not be used as a tool for psychological evaluation and is, of course, subject to how often you post and what your friends post about you!
Before we log out I will inform you that psychologists aren’t the only people doing research on Facebook. Facebook is also doing research on you and you may or may not be aware of it. During the week of January 11th – 18th of 2012, Facebook manipulated the newsfeeds of 689,003 users as part of a research study in collaboration with Cornell University. The study involved 3 experimental conditions in which (1) all the positive posts, (2) all the negative posts, or (3) all the emotional posts were removed from users’ newsfeeds. The results were interesting and the public response was (in my opinion, rightly) incensed. Results indicated that when positive expressions were removed, users produced fewer positive posts. The reverse was true for negative posts. When emotional posts were removed from newsfeeds, users became less expressive themselves and posted fewer emotional stories. The results provide support for a mirror-like relationship between the media we consume and our internal state of emotion, or at least the order of importance to which we assign information. How do we sort through the hundreds of things that happened in a day and decide what to post about? Think about how much negative media we consume each day, watching television and hearing negatively-biased news media programs in the United States. This is the first known large-scale experimental emotional manipulation using social networking sites and could have implications for SNSs and mass media in general.
Farewell and Good Luck to Dr. Marilyn Rodriguez

Dr. Marilyn Rodriguez, a brilliant, kind, and insightful lecturer in the Department of Psychology, is leaving the University after 10 years of teaching. Dr. Rodriguez did her Ph.D. coursework in applied social psychology at George Washington University while researching social support and cultural issues on health outcomes. After completing her qualifying exams, she moved to Miami to conduct research at the Miller School of Medicine, Center for Aging and Family Studies to complete her doctoral work. After finishing graduate school and her UM research, Dr. Rodriguez took 4 years off from doing psychological work and instead worked solely as a market researcher, independently at first and then for a company called Strategy Research. Major clients included the Associated Press and Black and Decker. Later, she started her own research and analytics consulting company and has worked on market research, statistical analysis, and insight for various companies and fields. Years later she returned to UM not to research but to teach, and has done so in the Department of Psychology since 2004.

During her time at UM Dr. Rodriguez has taught Intro to Psychology (PSY 110), Social Psychology (PSY 210), Intro to Biobehavioral Statistics (PSY 291/232), Intermediate Research Methods and Statistics (PSY 390), Advanced Research Methods (PSY 490), Attitudes and Persuasion (PSY 310), and Psychology of Adulthood and Aging (PSY 331). Her favorite classes to teach have always been statistics and methods courses because the topics “teach students how to think critically and strategize.” Dr. Rodriguez also mentions her fondness for teaching Attitudes and Persuasion because of its applied nature. “Students from all backgrounds, be it advertising, management, from other schools and colleges, etc., they all can take and enjoy that class and see easily how to directly apply what they learned to both their professional and personal lives. It’s not just some abstract research concept.”

In a prestigious new position, Dr. Rodriguez will be the Director of Research, Insights, and Analytics for Leon Medical Centers. For the past 8 years Dr. Rodriguez has worked with Leon as a client and they have recently offered to employ her highly valuable analytic and management skills full-time. In her new position she will be employing big data analytic strategies, conducting original research, overseeing research partnerships with academic institutions and managing company-wide research projects.

We offer our most sincere thanks to Dr. Rodriguez for her decade of hard work and dedication. She has taught thousands of students during that time and still keeps in touch with many of them. Her favorite part of teaching is the students who come up to her at the end of the semester and tell her, “I really learned something from you, thank you.” “Even if two students do that out of a class of forty, I know I’ve made a difference.” Looking back on her years at UM, Dr. Rodriguez says she has learned and grown as an educator and hopes to return to teaching, eventually. “I’m an educator at heart.” She jokes, “When I’m old and retired I’ll come back to the classroom!” Thank you, Dr. Rodriguez, your wit, kindness, and passion will be sorely missed! More importantly, congratulations! We wish you many successes and happiness in all your future endeavors.
Profile Professionalism
How Your Profile Can Help You or Hurt You, and Why You Should Care

By: Alida Lambert

Facebook has over 1.3 billion users. There are over 271 million active users on Twitter. LinkedIn has over 300 million registered members worldwide. It’s safe to say that most of us have a profile (or two, or three) that can be accessed in some way or another by users. Whether you are applying for a job, starting at a new school, dating, or just living your life and making new friends, it is highly probable that your online profile(s) will be used as a tool by others upon which to gauge your character, skills, and more. The fact is that people are looking at you. Who you are online matters.

A December 2009 research study was commissioned by Microsoft to investigate attitudes towards usage and actual usage of social media by recruiters, human resources (HR) professionals, other hiring professionals, and consumers (N = 608). It is likely these figures have increased since that time, however this is the most systematic and reliable study yet conducted on this subject and thus I will use the 2009 figures presented. Results of the study showed that, not only do hiring managers search candidates online, but companies are making online screening a formal requirement of the hiring process. Recruiters and HR professionals also believed the use of online information to make judgments about potential candidates’ reputations would increase significantly between then and now and 70% said they had rejected candidates based on information they found online. The online information ranged in substance, but more than 50% of recruiters indicated they had rejected candidates due to “concerns about the candidate’s lifestyle” (68%), “inappropriate comments and text written by the candidate” (56%), and “unsuitable photos, videos, and information” (65%).

If you’re thinking “I’m in college, I’m not applying to any serious jobs yet, it’s whatever. This doesn’t apply to me right now.” Think again. I spoke with Director of UASP, Sean Kilpatrick, about his experience with social media and the hiring process. He told me that every year when he hires between 6 and 10 new PALs he checks their social media profiles as part of his hiring evaluations. “There have been times when I haven’t hired people based on the results.” He explains, “I know these are not a 100% reflection of who they are, but it does give a glimpse of their values, attitudes, and behaviors. If a student is willing to post something inappropriate online, it makes me wonder what he or she is willing to do on the job. Also, everyone I hire is a representative of me, this office, the Department of Psychology, and the University. He continues, I want to be sure he or she is representing his or herself, and all of us, in a positive light. “I want students to have fun, but I encourage them to be aware.”

So, if your profile can get you into trouble or cost you a job, a simple answer may be to just delete it, right? Not necessarily. Social media can also be a positive tool for your reputation. 85% of recruiters and HR professionals said “that a positive online reputation influences their hiring decisions at least somewhat” and “nearly half say that a strong online reputation influences their decisions to a great extent.” So it’s not just a matter of what you shouldn’t post, but also of what you should. Don’t post a photo of yourself doing a keg stand (especially if you are not of legal drinking age). Do post a photo of yourself at a museum, travelling, or attending a classy event. Don’t post a rambling inner monologue about how much your ex never deserved you, complete with expletives and insulting hashtags. Do post intellectual questions, insightful remarks, or interesting stories related to your studies and current events.

Because social networking is so central to the current culture and a part of most Americans’ daily lives, many professional organizations have adopted official policies or have made guiding statements regarding their use. Of interest to psychology and neuroscience majors are likely the views of organizations such as the American Medical Association (AMA) and the American Psychological Association (APA). In a formal policy released on November 8th, 2010 about social media, the AMA encouraged physicians to use “privacy settings … monitor their own internet presence to ensure that … [the content] is accurate, maintain appropriate boundaries of the patient-physician relationship when interacting with patients online, ensure patient privacy and confidentiality is maintained, [and] … recognize that actions online and content posted can negatively affect their reputations among patients and colleagues, and may even have consequences for their medical careers.” The APA publishes an Ethics Code every several years. Though there has been no new edition since the explosion of SNSs, Stephen Bekne, Ph.D., J.D., Director of the APA’s Ethics Office, has commented on the use of social media. He stresses above all that client confidentiality should be of paramount importance that should be considered seriously when using any form of electronic communication be it phone, email, or otherwise. For psychologists, not all social relationships are prohibited by the Code, but he urges practitioners to ask themselves, “How does this particular relationship fit with the treatment relationship?” The field of psychology has long been aware of the clinical implications of self-disclosure, and SNS profiles can make a wealth of personal information public knowledge, despite privacy settings.
It is also worth considering the potential impact on client relationships of writing or blogging in a public space about polarizing subjects like politics, religion, or popular social issues. Separation of the personal and professional is always important, but may be especially so for mental health workers because the profession often requires it, not just requests it, for the therapeutic relationship to work.

It’s clear the AMA and APA, and likely any other professional organization you may belong to in the future, will care about your online reputation. We have heard first-hand that on-campus supervisors check social media every time when looking at potential student employees. International researchers have shown us that professionals across the board not only check, but are required to check, candidates’ profiles before being considered for hire. So it seems the consensus is clear. If you want to be viewed favorably, if you want to get a job, and if you want to keep it, it is important to maintain a positive online presence.

Remember, absence is not equivalent to positivity so if you’re freaking out right now a quick deactivate is not the answer. One good way to start cleaning up your act is using a program to search out profanity and inappropriate photos across your posts and others’ posts on your page. Try using Simple Wash or other similar programs for free. Keep in mind these are surface cleanings and they are apt to miss things. It is important to do a deep clean on your own too if you have been a bit too eager and open with your iPhone camera late at night. You can also get an in-depth service to detail your online self to a shiny-polish but these will cost you. If you are competing for a “real job” now and you were less than angelic (and it showed) before, it may be worth the investment. Social media is not the enemy, but it should be regarded as public space. It has the potential to hurt you or help you and what happens is completely up to you. So ask yourself a couple simple questions before you post: Am I proud of this? What would my boss think? If you are happy with the answers then post away.

References

and five minutes to ruin it.
you’ll do things differently. ~ warren buffett
Teaching Faculty Tell All
Get to Know Your Instructors Outside the Classroom

In every past issue of Psych I’ve interviewed a faculty member (or several) about his or her research. I have done so in the hopes of exposing students to the wide range of original research that takes place at the University of Miami. From autism spectrum disorders, to hoarding, to cancer caregiver stress, to children’s heart health, to evolutionary bases of behavior, and way beyond, UM researchers dive deep into psychological fields in adult, child, and health research. As a Carnegie Foundation Research University with very high research activity, UM is one of only 108 universities in the country with this classification. It is crucial for students to understand the unique opportunity they have to get involved, highly involved if they wish, in grant-funded, cutting-edge psychological research that is not available at many other undergraduate institutions. The biggest obstacle to getting into research, though, is understanding what research actually is - it’s not writing your high school history paper - and then figuring out where to start.

The unsung heroes, the people you likely know and love, are our teaching faculty, and they are the foundation that makes your undergraduate education possible. They are also the link between the classroom and the laboratory, exposing research to students for the first time. Instructors who teach Introduction to Psychology often say they do so because they enjoy getting students excited about psychology. It is tough to find a PSY 110 student who can’t name at least one famous study and honestly say it didn’t get them excited about the idea of research (Stanford Prison Study? Baby Albert? Bobo Doll?). Many times the classroom is where the inspiration and desire for hands-on research experience is born. Without their knowledge, guidance, explanation, and enthusiasm, many students would not experience that spark and would not investigate these opportunities at UM.

So the interest is born, but now what? Additional upper-level content courses allow students to explore their interests and become exposed to new psychological theories and famous research in the field. Our teaching faculty explain different disciplines within psychology (e.g., social, developmental, cognitive, personality, industrial organizational, etc.) and help students discover their interests. The most important factor for enjoying research is “fit” - you want to find a lab that does work in your areas of interest. How will you know what you like or dislike without having any knowledge of the field? If hearing about Piaget’s sensorimotor stage puts you to sleep, but unexplained altruistic acts really intrigue you, maybe you can deduce you don’t want to research with children? Or maybe you are also hot and bothered by the Kohlberg’s theories of moral development too? So child research might work for you, but on morality and factors that influence altruistic behavior in children? Content courses give you the marble from which you chip away uninteresting pieces, until you are left with a sculpted self portrait of your research self.

Now you’re interested and know what you want to study. Are you qualified? Some research labs require students to have completed their statistics and research methods courses (PSY 290 and 291) before accepting them as Research Assistants. Those who do not require it tend to recommend it and explain that students with this coursework are given greater responsibility and higher-order research tasks. Why? In order to work very well in a lab it is important to understand not only what you are doing but why you are doing it. Learning about the relationship between research questions and types of study design, how data collection affects your analyses, importance of sample size on power, how to write scientifically, and more all facilitate and grow your ability to succeed in a lab. Each of our full-time teaching faculty teaches statistics and methods courses, and many teach advanced courses in these areas as well. They all express their enjoyment of the material and the way in which they can challenge students to think more critically. These are the essential tools you need to succeed.

Our teaching faculty provide the knowledge students need to succeed in research, and in school - uh, hello earning credits and a solid GPA to graduate, anyone? - but they also offer much more than that. Each of them has completed an undergraduate degree, applied to graduate school, and completed a Ph.D. Each has participated in research, conducted his own research, written and successfully defended a doctoral dissertation, and likely published works. Each has his own personal story of life experiences and interests that influenced his path. As students who are discovering passions and figuring yourselves out, experienced mentors are invaluable. For the many of you who hope to go to graduate school, they have done it, succeeded, and chosen to spend their time in the classroom helping you get there. I highly recommend you get to know your instructors. Ask questions! They are amazing people who love teaching and are willing to help you, talk with you, and guide you. Whether you take advantage of the opportunity is up to you. In the next few pages, enjoy learning a bit more about some people you may already know as Dr. Rod Gillis, Dr. Frank Foote, and Dr. Rick Stuetzle. What you read just might surprise you!

“Getting to know my professors was one of the most valuable things I did in undergrad. I learned to ask questions about my studies and myself that I had never asked before. I opened myself up to new areas of exploration based on their recommendations and discovered my passion by doing so. Past professors have become recommenders, colleagues, mentors, and friends. You never know where starting a conversation can take you so don’t be afraid to get to know your faculty. Teachers are people, too!”

~ Alida Lambert
How long have you been here at UM and what brought you here?

I came here in 1975, so almost 40 years. I started as a graduate student in the psychology Ph.D. program. As part of their requirements all grad students have to teach a class; during my first year, I took an Intro to Psychology in 1977 as my first UM course. Around that time I also became the Director of what is now the University Testing Center, at the time called the Bureau for Measurement and Research. The Department of Psychology sponsored the Testing Center. I taught Psychology Tests and Measurements (PSY 391) for several years. I have taught the class every semester. My teaching load was increased to teach a course of two at UM since I enjoyed being here so much. In 1993 Dr. Don Pellon, the Chairman of the Department, offered me the first ever full-time teaching faculty position. We had always had research faculty, tenure-track faculty (who do research and teach), and part-time teaching faculty or lecturers. The important move was to be followed by the addition of more full-time teaching faculty and showed a commitment to stability and seriousness of teaching within the Department and at UM.

What is your educational background?

I earned my B.S. in zoology from the University of Massachusetts at Amherst. After college I served in the United States Navy for 4 years as an Officer and Deep Sea Salvage Diver during the Vietnam War. My job was mostly to fix underwater pipelines and bring up material from planes and helicopters that had crashed. Most of the time, there were dangerous mechanical failures, not just downed planes, and so we needed to pull up the pieces from the ocean to reassemble the unit to find out what happened. This allowed us to warn others if there were dangerous mechanical failures to worry about and potentially save lives. Being on a ship for so long with so many people, I developed a passion for helping people from different backgrounds, different classes, and different educational levels, and in a high-stress environment, I became very interested in people. I became the guy they called to handle sensitive issues, and was soon the Morale and Training Officer. This is what sparked my interest in psychology because I wanted to understand people better. So, I spent my last year in the Navy applying to graduate school. I came to UM to earn my M.S. in Psychological and focused on Social Psychology.

What courses do you teach? What particular aspects of those classes or subjects do you enjoy most?

I teach Introduction to Psychology (PSY 110) to about 500 students every year. I’ve done the number several times and they are rough estimates but I’ve probably taught somewhere around 20,000 students over the years. I also teach Statistical Methods (PSY 291 and 292), Tests and Measurements (PSY 391), and Advanced Statistical Analysis (PSY 491). I also teach a graduate-level Introduction to Statistics course (PSY 631) each year. In the past I’ve taught content courses too, including Social Psychology (PSY 210) and Child and Adolescent Development (PSY 230).

I really enjoy PSY 110 classes, which surprised me. I had a professor once tell me that Intro is tough to teach because it is hard to say so little about so many things. I found that I like teaching on a lot of topics because it gets the students really interested. I don’t preach or recruit for psychology in my course but I have had a number of students tell me that they want to change their major to psychology after taking my class. Teaching 110 is fun. From an intellectual standpoint, I also enjoy teaching the upper-level statistics courses. The students have to be of high caliber and motivated and the material is a challenge to teach but that also is what makes it very interesting to teach.

What was your favorite class or subject in high school?

Undergrad? Graduate School?

I always knew I wanted to do something with science. There was no doubt in my mind about that since I was in the sixth or seventh grade. I liked all kinds of science: astronomy, geology, you name it, and I loved my collection of science books. That interest never changed but just narrowed down. In undergrad my first science class was Intro to Botany. My dad was a florist and my mom gardened a lot and I thought I knew a lot about plants. I was very surprised to learn how little I actually did know and that there was a whole new language used to describe these things that I had previously seemed so familiar. I liked that and I like seeing the similarity with students in 110 who think they know about people and then discover there is so much more to it, a whole new language and set of vocabulary to talk about it that reaches far beyond what you previously knew.

How would you compare undergrad and grad school?

Well, I had no experience with graduate school as an undergraduate. From the Navy I applied and came in without knowing much about psychology and I was surprised at how fast it went and seem my peers might have been more prepared than I was, not having any background in psychology, and it was a competitive program. Also I didn’t know enough at that time to look at graduate program specialties. It’s important for students to know that not all graduate schools have programs in everything. Unlike undergrad you don’t just pick a school and then decide what you will focus on, you really need to do your research and choose a program that has what you’re looking for. In general I will say that also graduate school is more serious, or more focused, than undergrad.

Students often think of professors as one-trick ponies, but we know that’s not true! What do you like to do in your free time? Do you have any hobbies or talents?

I love building, gardening, and landscaping: anything outside really. I built the house I’m sitting in right now (he laughs into the phone as birds chirp in the background). I keep trails here and am very excited to have just purchased a backhoe. You know, the tractor that has a big claw for digging on both sides? I can do so much with that! Move rocks, trees, dig holes, you name it! Tonight I’ll be cutting some wood with the chainsaw and then splitting it so that’s my plan.

What kind of music do you listen to? Do you have any favorite bands or artists?

Honestly, anything on the radio: pop, rock and roll, country. I like jazz but I’m not fancy. If someone changes the radio station in my car I will listen to it for months at a time before changing it again.

If you could travel anywhere in the world for 2 weeks, and money is no object, where would you go and why?

I would go back to the South Pacific where I was stationed during the War. Vietnam, Japan, Korea. That was a key time in my life and I would love to see what’s happened there since the war, to see how it’s different. I would imagine it is much nicer now.

If you could give a quote or a few words of wisdom to our current students about their college years, what would it be?

"You are not in school for Mom or Dad or anyone else. You are here for yourself and your future. The more serious and focused you are now, the more opportunities you will have to build the future that you imagine."
Rick Stuetzel, Ph.D.

How long have you been at UM and what brought you here?

I’ve been teaching here since the fall of 1999. I originally came to UM from New York as a graduate student because we have a great clinical psychology program. It just so happened that right after I finished my dissertation the Department needed someone to teach what was then called the Experimental Psychology (PSY 316) laboratory course (similar to what is now PSY 390) and I was the one for the job. So, I defended my dissertation in the summer and started teaching three sections of 316 lab in the fall.

What is your educational and professional background?

I started my undergraduate career at a community college close to home, Dutchess Community College in upstate New York. Initially I was a computer science major and I took all of the computer, engineering physics, and calculus courses. But I realized that wasn’t the best fit for me and switched to social sciences (psychology). After earning a Bachelor of Science in Psychology I transferred to State University of New York (SUNY) – Oswego and earned a B.S. in psychology.

My graduate work was of course at UM and I earned my Ph.D. in Clinical Psychology in 1999. I spent the first two years of my graduate training in the behavior track and worked first with Dr. Gail Johnson investigating legal substance use (alcohol, tobacco, caffeine) before and after Hurricane Andrew. I also worked with the Director of Neuropsychology at the VA and worked with Don Roth on our department doing a factor analysis on one of the scales of the MMPI for patients who had strokes. Basically, we knew that the MMPI over-diagnosed people with these types of injuries because they live and behave, and incidentally also answer questions, differently (expectedly so) than someone without such an injury. We were looking for a way to correct for that, and to determine if there are underlying subscales that may be useful in helping them recover.

What courses do you teach? What particular aspects of those classes or subjects do you enjoy most?

I regularly teach Introduction to Biobehavioral Statistics (PSY 291/292), Introduction to Research Methods (PSY 290), and Tests and Measurements (PSY 391). I also teach Intro to Psychology (PSY 110) and sometimes Abnormal Psychology (PSY 240), mostly in the summer, and will be teaching Advanced Research Methods (PSY 490) for the first time this fall.

My favorite course to teach is Tests and Measurements for several reasons. One is that the students who tend to take that class have usually had an instructor before, for statistics or methods, and they know me and (I assume) like my style of teaching. It’s also a smaller class size and is more interactive so we can have great discussions, which make it more interesting. Many students who take it are also already involved in research so they can give examples of using the tests in their labs and are directly applying the material to their work. Most students have heard of the MMPI, WAIS IQ test, the Rorschach inkblot test, or other psychological tools that are part of the class material. It helps a lot that I’m able to use these things the students are already familiar with to explain the theory we’re discussing, to deepen the knowledge, and to link it to direct application.

What was your favorite class or subject in high school?

That’s hard to say because I liked everything. I was always a “learning geek, naturally curious, a sponge” for information. I enjoyed science and math and was fond of English. I was a year ahead in math but there was no AP math in my high school so I started taking computer courses instead during my senior year.

That class led me to my first clinical experience, in a strange way. My computer teacher actually died of a massive heart attack in the middle of class one day. The class simply stopped on the floor and turned me almost immediately. The next school day the school had brought in two counselors to talk to us. The thing was, though there was no official rule we were used to working with children and were mostly seniors and juniors, 17 and 18 years old. They started to read this picture book to us. “Little Timmy was a leaf on the tree of life...” and we all started laughing. I have complete respect for what they do, but the approach was not fitting for us at all. That actually helped me later in my only clinical work, showing how important it is that the techniques you use match well with your clients’ needs and who

Is that where your interest in psychology came from?

Well, I got some early exposure to the mentally ill through my brother who worked for a mental health facility. It was interesting and demystifying to meet these people. Seeing a person rocking back and forth in a corner is easy to see there’s something wrong but there’s also a great deal of fear. If you spend some time talking to him, getting to know him, and realizing his humanity. It takes away that fear. Also, I was always sort of the “Dear Abby” to my friends. Everyone would come tell me their problems and, as cliché as it sounds, I got into psychology because I wanted to help people. Originally I wanted to be a clinician and then I interned at a community mental health center and worked with mostly depressed patients. That really wore me out and clinical work wasn’t quite as good a fit as I had thought it would be for me. Now I apply the analytical (and geeky) part of my brain to teaching psychology statistics and I enjoy that.

How would you compare undergrad and grad school?

I think the single biggest distinction between the two is the structure. There is much less structure in graduate school than undergrad. In undergrad your classes, assignments, tests, and essentially everything that is expected of you is laid out for you ahead of time each semester. In graduate school it’s more like you have a year to complete your thesis. Go. You figure out how to get there (with help from your mentor) and be much more self-disciplined, organized, and skilled at time management. You take fewer courses, only 5 to 11 credits per semester, but you also have to balance research and clinical work.

What do you like to do in your free time?

I like to read a lot, all different things but in general I like Sci Fi. Recently I’ve been reading about mythology and comparative religion and also trying to finish up Les Miserables. I like old classics, too. I also have a few hobbies I got suggestions from my students. Other than reading I like to play golf and also go hiking, but I prefer to do that in the mountains near home. Also, I build computers for fun.

What kind of music do you listen to? Favorite bands or artists?

My favorite is classic 60s and 70s rock (Pink Floyd, Yes, Styx, Led Zeppelin). I also like some newer bands like Evanescence, and also Nightwish and Within Temptation, which are symphonic metal/rock bands. I also listen to classical, jazz, and country here or there.

If you could travel anywhere in the world for 2 weeks, and money is no object, where would you go and why?

I don’t travel much but I would go to one of two places. I’d love to visit Ireland because I’m Irish and I’d like to see my ancestral homeland. Otherwise I’d go to New Zealand because of the mountains and the scenery. I used to sit on top of a mountaintop and listen to the wind in New York and loved it, but that’s nothing compared to what they have there. I have heard amazing things about the beauty of the landscapes in New Zealand, especially the mountains and green space like you see in the Lord of The Rings.

If you could give a quote or a few words of wisdom to our current students about their college years, what would it be?

“My advice essentially hinges upon the difference between the European notion of ‘Getting to University’ and the American notion of ‘Getting a college degree.’ Your years in college are about so much more than just getting that piece of paper. You should absolutely be serious about your class work and learning, that’s given. But you should do more. Embrace all that ‘university’ means and take the opportunity to experience new things. Expand not only your knowledge but your way of thinking.”

You will never again have an experience like the one you’re having now. How many people in their lives can say they’ve met the President of the United States? How many fewer can say they’ve seen President Obama, the Dalai Lama, former President Bill Clinton, Hillary Clinton, George W Bush all within a 4 year period? That has happened here. Experience all you can while it’s here in your backyard. Be ravenous.
Frank Foote, Ph.D.

How long have you been here at UM and what brought you here?

I have been here full-time about 10 years, since 2004, and part-time for a year or two more than that. I earned my Ph.D. here, and so did my wife, so it’s safe to say we have a strong fondness for UM. Dr. Rod Welling was an Assistant Professor at that time and he had taught some of my classes and supervised my teaching. And I met my student. One day many years later, as the Chairman of the Department, he approached me and told me they needed statistics teachers and knew I wanted to teach! I started teaching full-time in the 1990’s.

What is your educational and professional background?

I earned my B.A. in physics from Vanderbilt University with a minor in math, since everyone who studies physics has to minor in math. Then I took an Intro to Psychology class and said, “Oh wow, this is interesting.” After that I completed a minor in psychology. I joined the Peace Corps after undergrad and taught science and English to high school students in Longisa, Kenya for 3 years. That was an amazing experience. Eventually I came back and completed my Ph.D. in psychology here at UM and went on to an industrial organizational psychology internship my last year. That led me to practice in I/O and social psychology. My wife has a strong connection with the owner of a private practice network that included over 100 psychologists, psychiatrists, and mental health counselors. He persuaded me to join them and become a clinician. I was with them for about 8 years before the practice was dissolved. I always taught here and there but as things in our lives changed I wanted to go back to teaching full-time.

What courses do you teach? What particular aspects of those classes or subjects do you enjoy most?

Primarily I teach Introduction to Biobehavioral Statistics (PSY 291/292) and Human Sexual Behavior (PSY 370). I also periodically teach Abnormal Psychology (PSY 460), General Social Psychology (PSY 271), Introduction to Personality (PSY 260), and Social Psychology (PSY 210). I like teaching statistics because it is a challenge. Students often have anxieties about statistics, or at the very least they are not thrilled to be in the course in the beginning. The challenge to me is to make the material interesting to them. As it turns out from my feedback it seems I’m doing reasonably well!

And well, sex is fun! *laughs* I enjoy the sexuality class because students think, “oh I know what sex is so this will be easy.” They are often surprised at how much they don’t know. There is so much diversity at UM, not just in the sense of race or religion, but even in the sexual education people have received. For example most of the students, Miami-Dade County public schools actually do a pretty good job of teaching sexual education. I have had students from other states and other countries whose sex-ed consisted of nothing more than phrases like “don’t have sex if you don’t want to get AIDS and die.” These students don’t know much at all about sex or protection or all kinds of things. We have a wide range of experience in the class too, some students are sexually adventurous and some are conservative. It is interesting.

What was your favorite class or subject in high school?

Undergrad?

Science! I had a great chemistry teacher in high school. I liked all the other science subjects too, but I liked chemistry because it had the best teacher. In undergrad I loved intro to Psychology, it’s why I ended up going to graduate school in psychology.

How would you compare undergrad and grad school?

“Grad school is way more fun!” For starters, you only take classes on things you are interested in. The classes are definitely not easier, but your schemas are in place so it takes some of the mechanical brainwork out of it. School is a challenge but not a stressor in the way it is in undergrad school. That’s kind of cool. Also, for me all of my friends were other psych grad students. In undergrad that was not the case usually. I had a friend or two who studied physics but mostly friends come from all different majors. In grad school we studied together, talked about the same things, and partied together.

What do you like to do in your free time? Do you have any hobbies or talents?

My wife and I love to travel. We have some timeshare weeks and are fortunate enough to have used them to visit Hong Kong, Alaska, the Balkans... I love the Everglades and the Florida Keys. I enjoy boating and sailing a lot, although I’m not good at it! I also like snorkeling and scuba diving. My wife and I have season tickets to UM football, women’s basketball, and the ring. Favorite TV shows are True Blood, Game of Thrones, and The Voice. For professional activities I am on the Board of Directors for the Florida Psychological Association and involved with the Dade County Psychological Association.

What kind of music do you listen to? Favorite bands or artists? Memorable concerts or events?

I like classical, jazz, and rock. I enjoy some folk or country, too. I like live music a lot in general so I enjoy most any live band. We also subscribe to the Florida Grand Opera and attend.probably between six and eight concerts at the Frost School of Music every year. Specifically, I like Train and when I was younger I was in love with Linda Ronstadt. My opinion was as the world’s greatest pop star and I went to her concert with my wife, which was pretty memorable.

If you could travel anywhere in the world for 2 weeks, and money was object, where would you go and why?

I would take a type of grand tour of Europe. We have been here and there around Europe but it would be nice to do a River cruise. I’d love to take a small cruise boat down one of the major rivers in Europe and just wind through. I’d also like to see India, and more of China outside of just Hong Kong.

If you could give a quote or a few words of wisdom to our current students about their college years, what would it be?

“When I was in Kenya where I lived was very hilly, with a beautiful, really spectacular view of high hills, and right behind it was the beginning of the Serengeti Plain. One very rainy afternoon there was a double rainbow.”

I often asked students “do you ever notice how beautiful it is here?” They say “yeah, I guess so.” Overall, UM is just a spectacular place to be an undergraduate student. From the variety of undergraduate programs, the excellent academics, the 250 plus student organizations – and you can start a new one if your favorite is missing – study abroad programs, stellar inter-collegiate athletics, the Ring Theatre, and the Frost Music School... there are so many things to do here, all of which are so excellent.

My words of wisdom are to appreciate what a wonderful place this is while you’re here.”
Diverse floral aromas compete for your attention as you enter one of the world’s most interesting flower displays at Singapore’s Gardens by the Bay. In the Flower Dome, you’ll experience alluring fragrances from the Mediterranean, tropical regions and changing displays you see reflect from season to season. The Gardens by the Bay attraction is famous for its exotic waterfront gardens and modern architecture. The complex includes the Cloud Forest, Flower Dome, Skyway, and the Supertree Grove.

As you walk around the streets of Istanbul, you might hear an unfamiliar chant coming from all around you. This unique encompassing sound is the call to prayer. Repeated 7 times a day, the sound echoes from building to building and resonates for all to hear. Located in Istanbul’s city center, the “Blue Mosque” is an impressive place to be and hear the call to prayer.

### Nanyang Technological University, Singapore
- Nanyang is a highly-ranked research - technology based school
- Classes are taught in English
- Campus is located in the area of Jurong
- 20 to 30 minute drive from campus to the city center
- Academic areas in Business, Communication, Education, Fine or Applied Arts, Humanities, Life Sciences, Mathematics, Physical Sciences, and Social Sciences
- Generally, students receive on-campus housing organized by the University but they must be prepared to live off campus if there is no availability

### Koç University, Turkey, Istanbul
- Koç University is located in the suburbs of Turkey, overlooking the Bospherous Strait and the Black Sea
- Classes are taught in English
- Campus is only a 45 minute drive to the city center
- Academic Areas include, Art History, Business Administration, Chemistry, Computer Engineering, English, Economics, Finance, Foreign Languages, History, International Studies, Marketing, Mathematics, Nursing, Physics, Psychology, and Sociology
- Housing is guaranteed to exchange students, either on the main or west campuses (5 minute shuttle ride)

Applications for the featured Spring program in Singapore are due September 1st, October 1st for Turkey.
University of Manipal, Manipal, India (UIndia)

Take your eyes on a journey through one of the world’s most unique countries. During the UIndia program you will be able to see colorful spices, exotic views, and vibrant people. See intricate carvings, sculptures, and architecture as you visit the Taj Mahal during the UIndia program. This beautiful white marble mausoleum’s beauty is enhanced during sunrise and sunset, where different colors are reflected off of the building.

- The University of Manipal is located in a small college town in South West India
- Classes are offered in English
- Students will take the required course, “India as an Idea,” that is co-taught by (Prof. Sanjeev Chatterjee) University of Miami and Manipal University faculty
- Some courses offered include Indian Philosophy, Regional Security in Southern Asia, Evolution of Cinemain India, Environment and Development Communication, Indian Classical Dance (Theory and Practice), Medical Biotechnology, Understanding India’s Business Culture, World Peace in a Nuclear Age, Public Health and Rural Society in India (hands-on field experience), and more
- Students will live on campus in dorms
- The program fee ($3,500) covers housing, 3 meals per day, and evening snacks

Sciences Po, Remis, France

Bite into a flakey, freshly made French pastry. You can eat delicious delicacies from the heart of the culinary world during your time abroad in France. Taste buttery croissants, light macaroons, and sweet éclairs. The Remis program is one of the few Sciences Po University that offers courses taught in English.

- Courses are taught in English
- All exchange students are expected to take French language courses during their time abroad
- The campus was built around a restored 17th century Jesuit college and observatory located in the middle of the city
- The campus is a 45 minute train ride into the center of Paris and 30 minute ride from the airport
- The Reims campus does not have housing facilities, but is surrounded by apartment buildings students can rent
- Academic areas include Social Sciences, Economics, Sociology, Political Science, and History

Murdoch University, Perth, Australia

The softness of furry friends can be felt during your time down-under. Meet koalas and feed kangaroos at the Caversham Wildlife Park while studying abroad at Murdoch University in Perth Australia. Here you can brush up against a kangaroo and get an up-close experience with other animals native to Australia. Pet, feed, and interact with them during your visit to the park. Just a 45 minute car ride from campus, you can spend a day with friendly animals. Visitors can meet koalas and feed kangaroos daily from 9am-5:30pm.

- Classes are taught in English
- Perth is known for being the fourth largest city in Australia
- It is a port city and the University is located very close to the water
- Students are a 20 minute drive from the city center and a 10 minute drive to the port of Fremantle
- At Murdoch, there is on-campus housing but it is not guaranteed to exchange students
- The academic areas available to students are Business, Communication, Computer Science, Education, Engineering, Fine or Applied Arts, Physical Sciences, Social Sciences, Foreign Languages, Health Sciences, Humanities, Life Sciences, and Mathematics

Applications for the featured Spring Programs in France, Australia, and India are due October 1st. For general information on Study Abroad, visit the Education Abroad Office in Building 21, Room D.
After finishing her undergraduate work in psychology here at UM, **Elizabeth Schneider (B.A. ’07)** went on to earn her M.A. and Ph.D. in School Psychology from the University of South Carolina. She completed her doctoral internship in pediatric health and behavioral medicine at Miami Children’s Hospital and post-doctoral fellowship in pediatric medicine at the University of Florida Shands Hospital. Dr. Schneider works with children and adolescents with a variety of medical illnesses, socioemotional disorders, and behavioral issues. She specializes in treating anxiety and mood disorders, autism spectrum disorders (ASDs), learning disorders, developmental disorders, externalizing disorders and issues (ADHD, conduct and behavior problems), and traumatic stress. Dr. Schneider has since opened her own practice, called Branching Aspirations, in Orlando, Florida.

“‘Branching Aspirations’ name was crafted based on the belief in the power of strong families! Whatever ‘Family’ may mean to you, I believe strong families provide a safe haven for children and adolescents, help teach them important life lessons, and support them as they develop, branch out, and aspire to reach their dreams!”

Learn more about Dr. Schneider by visiting her website at [http://www.drelischneider.com/](http://www.drelischneider.com/)

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**Student Shout Outs**

**Joseph Miano**, a junior neuroscience major, completed a 4 week medicine-oriented internship through Projects Abroad in China. The Projects Abroad staff was so impressed with his volunteer work they wrote an article about him on their website. During his time in China, Joseph attended meetings with doctors, shadowed them on their rounds, and observed more than 6 live surgeries, including open-heart surgery and a nine-hour esophagus cancer removal.


Senior neuroscience major, **Chelsea Cosner**, participated in the College of Arts and Sciences Women Underrepresented Minorities Fellowship this summer and her research was accepted to the 2014 Society for the Advancement of Hispanics/Chicanos and Native Americans in Science (SACNAS) National Conference. The conference will be held October 16-18 in Los Angeles, CA. Congratulations, Chelsea!

**Benjamin Slavin**, a junior neuroscience major, was admitted to UM’s Medical Scholar’s Program, which grants him admittance to the Miller School of Medicine upon completion of his undergraduate work. Congrats, Ben!

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**Alumni News**

Our very own Academic Advisor, **Alida Lambert (B.A. ’11)**, completed her M.S.Ed. in Research, Measurement, and Evaluation here at her beloved alma mater through the School of Education and Human and Social Development, earning an impressive 3.93 GPA. She plans to apply her advanced statistical skills to quantitative marketing and media analytics, while remaining active in her research pursuits. Alida will continue to work with Dr. Guillermo Prado at the Miller School of Medicine in Epidemiology and Public Health researching family-based preventative interventions for substance abuse and HIV sexual risk behaviors in Hispanic youth.
Welcome back Neuroscience and Psychology Majors!

The Psi Chi E-board hopes that you have all been having a fun and relaxing summer and are ready for another productive and educational year at the U!

Psi Chi is the International Honor Society in Psychology that was founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. To be eligible as an inducted member of Psi Chi, students must be a psychology or neuroscience major or minor, have at least 9 completed credits in psychology, maintain a minimum 3.0 GPA in psychology coursework, and be ranked in the top 35% of their class. If you meet this national membership eligibility, you will be personally invited to join UM’s Psi Chi chapter during the spring semester; however, we like to stress that there are no requirements to become an associate member! As an associate member, you are able to attend general meetings and reap the benefit from other Psi Chi events.

To learn more about Psi Chi in general and discover what events we are planning for the semester, we hope to see you all at our first general meeting on September 2nd (to celebrate Psi Chi’s 85th Birthday). The location and time will be disseminated by UASP via email and on twitter (@UASP) as the date draws closer. There will also be a Kaplan representative at our first meeting to give away a discounted Kaplan GRE prep course to one lucky member! This semester we will be holding our general meetings every first Tuesday of the month (September 2nd, October 7th, November 4th, and December 2nd). Back by popular demand, we will still be hosting our annual Research Recruitment Fair where research faculty, their graduate students, and their research assistants (RA’s) will provide students with information about their labs, current projects, and research assistantships.

In addition to our general meetings, we plan to expand our events to include at least one volunteer and social event per month. We plan to get involved in more community service events, such as Gandhi Day of Service and Walk About Autism. We will also be having our own fundraising event this semester called “Psi Chi Tie Dye” to raise money for Hilarity for Charity, which is a movement led by comedian Seth Rogen to inspire change and raise awareness of Alzheimer’s disease among the millennial generation.

Welcome back, Psychology and Neuroscience majors!

The Psi Chi E-board hopes that you have all been having a fun and relaxing summer and are ready for another productive and educational year at the U!

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Welcome back Neuroscience and Psychology Majors!

The Undergraduate Neuroscience Society

Welcome back Neuroscience and Psychology Majors!

We hope you had a great summer and are ready to start the new school year! The Undergraduate Neuroscience Society, or TUNS, is a student-run organization on campus that aims to motivate those interested in the study of neuroscience by offering members opportunities to get involved and further enhance their knowledge of the subject. Throughout the year we hold bimonthly general meetings, providing a platform for students to voice their opinions regarding issues related to neuroscience, network with faculty members engaged in research, and receive advice from peers regarding how to succeed. TUNS is open to students in all areas of study and we welcome those who can provide us with a fresh perspective on the field of neuroscience.

Last year, our members learned a lot from guest speakers who took time out of their professional lives to educate TUNS members about neuroscience. Our past speakers include Dr. Komotar, renowned neurosurgeon, Dr. Atkins, esteemed researcher at The Miami Project to Cure Paralysis, and a representative from Relay for Life, amongst many other distinguished individuals. The informal atmosphere of our meetings, always complete with free pizza for our members, allows students to really interact with our speakers and learn from their research and professional work. Many of our members have volunteered with some of our speakers and have gone on to be very successful after graduating. We also hold fun events such as mixers and game nights, and we volunteer in various events around the city of Miami such as The Brain Fair.

TUNS encourages all potential members to contact us at umtuns@gmail.com and “Like” our page on Facebook (UM TUNS) for updates on our meetings and ways to get involved. Applications for our E-board will be going out soon so we hope you join us and help us plan another great year of events!
Creating A Game Plan For Career Expo
Co-Sponsored by Toppel and MSA
Monday, September 8, 6:00pm

Banking Part 1: Creating a Standout Resume & Networking Tips
Tuesday, September 9, 5:00 p.m.
School of Business Admin.

Is Grad School Right For Me?
Tuesday, September 9, 6:30 p.m.

Writing the Personal Statement,
Hosted by Kaplan
Monday, October 6, 6:30 p.m.

Maximizing Strengths: Dominate Interviews!
For the Undergraduate Go Getter
Tuesday, October 7, 6:00 p.m.

Like A Boss: How to be a Leader,
Not Just a Manager
Wednesday, October 22, 6:00 p.m.

The Path to an Environmental Career
Tuesday, November 4, 6:30 p.m.

Job Search for International Students
Monday, November 20, 6:30 p.m.

Making the Most of Your Winter Break
Wednesday, December 3, TBD

EPIC*
(Employer Practice Interviews & Critiques)
Thursday & Friday, September 11 & 12
Register through HireACane Account

Meet the Recruiters: Pre-Expo Reception*
Tuesday, September 16, 6:00-8:00 p.m.
Toppel Career Center

Fall Career Expo & Graduate School Fair*
Wednesday, September 17, 3:00 - 7:00 p.m.
BankUnited Center
Participating organizations listed on HireACane.com

Majors & Minors Fair
Monday, September 29, 3:00 - 6:00 p.m.
Student Activities Center Ballrooms

Accounting Career Fair*
Wednesday, October 1, 12:00 - 3:00 p.m.
Fieldhouse, BankUnited Center

STEM Meet-Up*
Thursday, October 9, 6:00 - 8:00 p.m.
Toppel Career Center

Global Careers Meet-Up*
Monday, November 3, 6:00 - 8:00 p.m.
Toppel Career Center

QUESTIONS?
Email: toppel@miami.edu or call 305-284-5451
For complete program descriptions: www.miami.edu/toppel/cds
All programs in Toppel Career Center Career Loft (unless noted)

*Professional dress required for event