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Why Statistics Matter and How to Spot “Lies”

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The Importance of Quality Early Childhood Education

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Undergraduate Academic Services for Psychology (UASP) is now hiring friendly and professional psychology and neuroscience majors to join our team as Peer Advising Liaisons (PALs) during the 2014-2015 academic year. If you are passionate about psychology or neuroscience, like helping others, are a motivated team player, and want to get more involved with your department, the PAL job may be perfect for you.

The PALs serve as the link between UASP administrators and undergraduate students. PALs perform office duties, develop publications, answer student questions, serve as teaching assistants in FACT, FORUM, and TUMS classes, and much more.

This is a paid student employee position. All PALs are paid $7.93 per hour during their first year and $8.30 during each subsequent year. To be eligible for the PAL position, students must be a psychology or neuroscience major, have a minimum 3.0 cumulative GPA, and be able to work at least 7 hours per week during their first year.

If you are interested, you must attend one of the following information sessions:

- **Thursday, February 6th in Flipse 502*: 9:30 - 10:20 a.m. or 12:30 - 1:20 p.m. or 3:30-4:20 p.m. (*FLP401)
- **Friday, February 7th in Flipse 301:** 12:20-1:10 p.m. or 2:30-3:20 p.m. or 3:35-4:25 p.m.

Looking for research experience?
Follow these steps to get started!

1) **Find a mentor:** Psychology majors should visit www psy.miami.edu/undergraduate and click on “Undergraduate Research Opportunities.” Neuroscience majors should email Dr. Phil McCabe to set up a meeting to discuss research interests (pmccabe@miami.edu).

2) **Fill out the Permission to Register for Research for Credit Form and/or the Undergraduate Application for Volunteer Research Participation.**

3) **Visit UASP** to add research credits and/or submit your volunteer paperwork.

The last Day to Add Research for Credit:
**Wednesday, January 29th**

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**Academic Calendar**

- **Wednesday, January 29th**
  - Last Day to Add a Class
  - Last Day to Drop a Class Without a “W”
  - Last Day to Add Research for Credit

- **March 8th - 16th**
  - Spring Recess

- **Wednesday, March 26th**
  - Last Day to Drop a Class

- **Friday, April 25th**
  - Classes End

- **April 30th - May 7th**
  - Final Exams

- **Friday, May 9th**
  - Undergraduate Commencement
It’s that time of the year again—time to decide what you’ll be doing for the summer—and if you’re as excited as we are about psychology or neuroscience then research should definitely be on your radar.

Whether you’re staying in Miami or heading home to a different part of the country, summer research opportunities abound.

**Summer Undergraduate Internship Program**

University of Michigan, Ann Arbor, MI

*Application Deadline: January 31st, 2014*

- 10 week program runs from mid-June through mid-August
- $4,000 stipend, room and partial-board, and scholarship covering the cost of fees, texts, and materials for coursework
- Provides a unique and expansive research experience that introduces all aspects of social science research
- Prepares interns for capstone or senior thesis projects, graduate school, and/or research-based employment opportunities.
- Develop a research question, perform a literature search and review, complete data analysis, and report findings in a poster under the supervision of a faculty mentor
- Luncheon meetings focus on research projects within Interuniversity Consortium for Political and Social Research (ICPSR), ethics in research and data management, and life in graduate school or in a research career obtainable with a Bachelor's degree in the social sciences
- Attend classes at the ICPSR Summer Program in Quantitative Methods
- Prior research experience and some knowledge of a statistical software program (e.g., SPSS, SAS, etc.) required.

**Experience:**
- Supported exploration of a research query, start to finish
- Data management training
- Focused methodological education in quantitative research
- Good data management processes and research practices

**More Information:** email icpsr_intern_info@icpsr.umich.edu or visit http://www.icpsr.umich.edu/icpsrweb/content/ICPSR/internship

**Brain Research Institute Summer Undergraduate Research Experience (BRI-SURE)**

University of California, Los Angeles, CA

*Application Deadline: March 1st, 2014*

- 8 - 10 week intensive summer research-training program for exceptional students interested in pursuing research careers in neuroscience or physiology
- $2,400 stipend for 8-week programs, $3,000 stipend for 10-week programs
- Designed to provide a rigorous, in-depth research experience to prepare for top-quality Ph.D. or M.D./Ph.D. graduate programs

**Participants will:**
- Conduct independent research with outstanding program faculty mentors
- Work in a cutting edge science and technology environment
- Gain exposure to some of the nation's finest biomedical investigators and an extensive variety of research topics
- Receive career counseling and develop career interests
- Participate in workshops, seminars, and journal clubs
- Build a social network with student peers and faculty
- Prepare to apply to the best neuroscience and physiology Ph.D. programs

**More Information:** email BRISURE@mednet.ucla.edu or visit http://www.gdnet.ucla.edu/asis/srp/srpintro.htm
Many schools offer the same or similar research opportunities each year:

**Check-out the January 2013 issue of psych for previously featured programs and additional opportunities.**

Remember these are only a few of hundreds of summer research opportunities around the country.

Work those search engines to find the research program *that's right for you!*
Psychology Research Initiatives Mentorship Experience (PRIME)
Just for UM Psychology Students to Accelerate Research Training (JUMPSTART)
Ψ 10-week programs at UM, from May 19th to July 25th, 2014
Ψ $2,000 stipend for PRIME, $1,500 stipend for JUMPSTART
Ψ Work with a UM faculty member for 20 hours per week
Ψ Produce an original research project and poster for PRIME, or research proposal and poster for JUMPSTART
Ψ Present your research at a poster session on the Coral Gables Campus
Ψ Requirements
Ψ Minimum 3.0 cumulative and psychology GPAs
Ψ At least 30 completed UM credits
Ψ PSY 110, PSY 290/291, and PSY 390, or PSY204 and 316 (390 or 316 not required for JUMPSTART)
Ψ Previous research experience is preferred
Ψ Applications due February 21st
More information: http://www.pys.miami.edu/undergraduate/summer_research.phtml

College of Arts & Sciences Beyond the Book/Lois Pope Neuroscience Summer Research Scholarship
Ψ 10-week program at UM, from May 19th to July 25th, 2014
Ψ $2,500 stipend
Ψ On-campus housing is available
Ψ Work 40 hours per week in a neuroscience research laboratory
Ψ Present your research at Neuroscience Research Day or a poster session on the Coral Gables Campus
Ψ Open to neuroscience majors only
Ψ Requirements
Ψ Minimum 3.0 major, science, and cumulative GPAs
Ψ At least 30 completed UM credits
Ψ Previous research experience is preferred
Ψ Applications due February 21st
More Information: http://www.psy.miami.edu/undergraduate/summer_research.phtml

Summer Research Program for Underrepresented Minorities and Women
Ψ 10-week program at UM, from May 18th to July 25th, 2014
Ψ $3,000 stipend
Ψ On-campus housing and meals provided
Ψ Work 40 hours per week in a research lab with a UM faculty member
Ψ Attend required weekly meetings and some weekend activities
Ψ Open to minority and women students in the College of Arts and Sciences
Ψ Requirements
Ψ Junior standing
Ψ Minimum 3.0 GPA
Ψ Must be a US citizen or permanent resident
Ψ Applications due February 25th

“Beyond the Book” Summer Award for Research-Based Learning
Ψ Independent project to be conducted at UM between May 19th and August 15th, 2014
Ψ $2,500 stipend
Ψ College of Arts and Sciences (CAS) scholarship for CAS undergraduates who pursue learning outside of the classroom
Ψ Include activities such as laboratory research, fieldwork, internships, and archival research
Ψ Submit a 3 to 5 page paper at the end of the summer about your experience
Ψ Applications due: February 18th, 2014
More Information: www.as.miami.edu/scholarships/beyondthebook
The UM Office of Civic Engagement has developed a new program that is designed to help students become engaged citizens and cultivate their capacity to create positive change in their communities. Students who participate in this program will engage in leadership development and unique community service opportunities. Through various community-based courses, research projects, and co-curricular activities, this program allows students to become designated as “UM Civic Scholars.”

A unique aspect of this program is that it also offers the chance to intern with local community organizations. The UM Civic Scholars Program affords students the opportunity to develop civic leadership skills and translate their academic interests into real-world problem-solving skills.

Similar to the Honors Program, this is not a major or a track. It is a special interest program taken in conjunction with students’ majors and tracks. Also, upon completion of the program, a Civic Scholars designation is placed on students’ transcripts.

Students completing the program will receive:
- Transcript Notation
- Certificate of Achievement
- Recognition at the annual Celebration of Involvement
- Recognition at the annual Honors Convocation

\[\text{Requirements:}\]

1. Maintain a minimum GPA of 3.0
2. Complete four 3-credit CIVIC service-learning courses (designated on CaneLink similar to “writing” or “honors”)
3. Complete a focused capstone project
4. Enroll in a 5 week Reflections Seminar during your final semester at UM
5. Participate in at least 3 co-curricular service and leadership development experiences

\[\text{More Information:}\]
(305) 284-6636
civicengagement@miami.edu
Don’t Be a Fool!
Why Statistics Matter and
How to Spot “Lies”

By: Alida Lambert

The word “statistics” is enough to send many students running for the hills. So why do we torture you by requiring something so unspeakably awful? In a word, it is to make you critical. Understanding how to interpret statistics properly helps make you an informed consumer of information. After all, people “lie with statistics,” right? They won’t fool you after you take your coursework in statistics!

In the current age of technology, information is constantly at our fingertips. Everywhere we go “facts” are being hurled at us from the internet, advertisements, political and celebrity figures, news programs, social media, and other sources. We hear things like, “the average person on Facebook has 130 friends,” “people prefer Coke to Pepsi,” and “psychology is the best major in the world” (well, some claims might be true).

One important question to ask when reading research claims is: What exactly are the authors referring to when stating “facts?” It may seem unlikely to you that the average person has 530 Facebook friends. People often think “average” means “normal”. In psychology, we use the term “average” to refer to a measure of central tendency (MCT) called the mean (arithmetic average), calculated by adding all values and dividing by the number of values. Why does this matter? Well, if the Facebook study reported the mean then that number could be affected by outliers. This means people who have far more and far fewer friends will affect the outcome. If you incorporate data from abandoned profiles who have 0 friends and also celebrities who have millions of friends, do you get a clear picture of “normal” only knowing the mean, 530? Because in this case the data are skewed it might be better to choose a different measure of central tendency that is not affected by outliers, like the median. This is the number that falls directly in the middle of all the data points, so Joe Dirt who has zero friends and LeBron James who has fifteen million (true statement) does not impact the outcome. Starting to see a different picture? It is important to consider the distribution of the data you are looking at to determine if the mean is really telling you what you want to know.

Let’s look at another important factor when interpreting statistics: sampling. Where do data come from? A common “lie” in statistics is to generalize an assumption based on a non-representative sample. A company or researcher may purposely choose study participants who already agree with the claim they want to make so they can then “truthfully” cite data to support their claim. For example, let’s say you want to make a claim that Alida Lambert is the best advisor at the University of Miami. To accomplish this, you distribute an advisor rating survey to the PALs on the newsletter team knowing they will rate her highly. Now you have “real data!” It is not incorrect for you to then say “a recent study showed that Alida Lambert was rated significantly higher by UM students than all other advisors at UM.” But is the small sample of PALs really representative of the entire University? Probably not. Being critical of the sample population will help put the study in perspective.
One more eye-opening statistics “lie” uses the eyes to trick the brain: I’m talking about graphing. Using proper graphing techniques is crucial to the accurate portrayal and interpretation of data. The way you choose to graph data has an effect on how it is interpreted. It is easy to purposely make a difference look more or less drastic, let’s say the IQ scores of psychology majors. Take a look at the three graphs below, each representing exactly the same data. Do graphs A, B, and C give you the same impression?

I hope you said “no!” In graph A it appears that psychology majors are more than twice as intelligent as other majors. Graph B is less misleading, but still gives the impression of almost doubled IQ. Graph C gives the impression there is little difference. The fact is, each graph indicates that the average IQ of psychology majors is 109 and of other majors is 101. So, what’s the trick? Let’s examine A: When pictures are used, increasing the height also increases the width and thus occupies a larger area on the graph. In contrast, a true bar graph (like B) only changes in height while the width remains the same, keeping the proportional area the same and giving a fairer visual comparison of the data. Let’s compare B and C: they both use true bars, so they are equally fair right? Not exactly. Take a look at the scales that are used. Graph B uses 1 point increments and makes a 9 point difference look huge. Graph C uses 5 point increments and makes the 9 point difference look minimal. So, which scale is better? It depends on your data. In this case, IQ is normally distributed and has a standard deviation (SD) of 15; a 9 point difference is less than 1 SD and thus not large, so C is the best choice here. Be wary when you see photos for graphs and pay close attention to the scale used. You’d be surprised how many graphs are published that invoke a “wow factor;” however, the unfairly displayed differences are often unremarkable.

These examples may be trivial but the underlying theme is important. It is easy to fall into a pattern of passively accepting what you read or hear, especially when it seems to come from a reliable source. The truth is that even articles in scientific journals can be deceptive. Our hope is that by gaining an understanding of statistics you will better understand and interpret study results. One goal of a college education is to develop the knowledge and confidence to critically evaluate information and draw your own conclusions. There are many more ways in which statistical knowledge will help you detect these and other “lies” both in pop-culture and within the scientific community. Be proud, be critical, be informed, and use statistics!
Dr. Daryl Greenfield is not only an influential member of the Child Division in the Department of Psychology and a pioneer of new research techniques, but he is also a passionate and enthusiastic researcher dedicated to high quality early childhood education.

In 1971 the Mailman Center for Child Development was opened at the Miller School of Medicine. Run through the Department of Pediatrics, the Mailman Center is a University affiliated research center for children with developmental disabilities. Developmental psychologists with research projects were recruited for the Center’s Behavioral Science Division. However, the Center faced a dilemma: Pediatrics did not grant degrees in developmental psychology, so no doctoral students or undergraduate psychology majors were involved in these interesting research projects! The Developmental Psychology Ph.D. program had been lying in wait with zero enrollments. In 1980 the University contacted Dr. Greenfield to interview for the position of co-director to reestablish the Developmental Ph.D. program in the Psychology Department, acting as a bridge between the Departments of Pediatrics and Psychology.

Dr. Greenfield had been working previously as a research faculty member at the Massachusetts Institute of Technology, (MIT) and then as a faculty member at Boston College (BC). While at MIT, he investigated the cognitive development of preschoolers with iron deficiencies, working with pediatricians at Cambridge City Hospital and continuing this work later at BC on projects in Guatemala and Columbia. At last Dr. Greenfield landed at UM and has been a cornerstone of the Division of Child Psychology ever since.

The main focus of Dr. Greenfield’s research is to improve the school readiness of low income children. His research involves children in the national Head Start Program, mostly 3-5 year old preschoolers enrolled in the Miami-Dade County Head Start program (http://www.miamidade.gov/socialservices/head-start.asp), but also some younger children from birth to 3 years old. School readiness is a multidimensional construct that cannot be evaluated as a simple “yes” or “no”. Moreover, it is a combination of what children know and what skills they bring with them when moving from the early years and preschool to kindergarten and public school. Areas of assessment include language and communication, cognitive development, creativity, social and emotional development, fine and gross motor development, and approaches to learning.

Unlike many areas that have “domain specific skills” unique to that area, for example recognizing symbols and counting in math, “approaches to learning” (ATL) is a newer dimension of school readiness. Not everything is learned by simple trial and error and the ability to count will not help a child’s social and emotional development which requires different domain-specific skills. ATL is based on the understanding that children bring a general set of skills with them when attempting to learn new things. Whenever we try to learn something new there will inevitably be a certain amount of failure. ATL includes things like preference for challenge, initiative to try tougher tasks, persistence, and cognitive flexibility, all of which are crucial skills for school success in any domain. The great news is ATL varies by individual, is modifiable, and can be taught. One goal of Dr. Greenfield’s research is to design programs and interventions to encourage curiosity about the environment and willingness to try things that are hard. In short, he hopes to improve ATL and in doing so improve multiple areas of school readiness all at once instead of just one at a time.

The Classroom Assessment Scoring System (CLASS) developed by researchers at the University of Virginia assesses the quality of teacher-child interactions in three broad domains: emotional support, classroom organization, and instructional support. Emotional support is the extent to which teachers are warm, friendly, non-punitive and show regard for children’s perspectives. Classroom organization requires well-run classrooms with known rules and learning activities that are well-designed and engaging.
Instructional support involves bringing children to a higher level of understanding as opposed to rote memorization. This includes things like open-ended questions that engage children and lead them to discover answers for themselves, rather than providing answers directly. Good instructional support fosters higher level thinking processes and feedback loops as well as richer vocabulary. Young children often use what we call telegraphic speech, saying only one word, “bird!” A good teacher will repeat that word back to the child and expand upon the idea, “Yes, that colorful bird is sitting on the tree branch!” In this way, the teacher is connecting more advanced language to the child’s current knowledge base, without overwhelming him or her as would a list of new words to memorize. This is an example of one type of instructional support.

One goal of school readiness is to improve these general areas. So, how well are classrooms in the United States doing? Most preschool classrooms across the country score very highly on emotional support and moderate-to-high on classroom organization; however, most classrooms score very low on instructional support. This is problematic because instructional support fosters critical academic skills that predict success in school. For this reason it is important to take advantage of developmental potential during preschool, especially for low-income and other children who otherwise enter kindergarten at a disadvantage. This is where Dr. Greenfield and his research team come in.

In the past, science was almost non-existent in preschools, however, in recent years there has been a new emphasis on teaching science in the early grades including preschool. In one study that was funded as a dissertation grant by the Office of Head Start for one of Dr. Greenfield’s doctoral students, undergraduate research assistants coded videotapes across the 3 CLASS domains during four different teacher directed activities: circle time, story reading, math, and science. They found no significant differences between the activities on emotional support, or classroom organization but did find significant differences between the activities on instructional support. Instructional support scores were much higher during science lessons. These teachers were not instructed to teach in any particular way, but science naturally lends itself to a focus on higher level thinking processes, introduction of advanced language, and the increased use of feedback loops. By engaging young children in doing science, Dr. Greenfield’s goal is to not only teach them core scientific concepts, but also improve their ATL, general problems solving skills, and instructional support.

One activity Dr. Greenfield discusses is a task in which teachers and children create bridges from various objects (e.g., books, various sizes and thicknesses of paper, plastic spoons) and stack pennies on their bridges. This lesson is classic for demonstrating both to children and teachers that there are many ways of doing things, everyone’s bridge looks different, and there is no single “correct” answer. There will also inevitably be some bridges that collapse, teaching children to accept and learn from failure, and encouraging them to use critical-thinking and problem-solving skills to build a better bridge.
Preschool is also the ideal time to teach children about science because they are naturally curious. Kids want to know about the world they live in: life science, physical science, earth and space science, and the application of engineering. “What happens if I do this?” is likely the most common thought running through a 5-year-old’s mind. We are born scientists and fortunately science education is now a huge area for new research grants. Dr. Greenfield is one of the pioneers pushing for science in preschool at the national level. To learn more about early science education, watch Dr. Greenfield’s 30 minute webinar for the Office of Head Start’s National Center on Quality Teaching and Learning, “Science in the Preschool Classroom: Why and How This Can Be a Teacher’s Best Friend,” at http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/fp/fpArchive2013.html.

Dr. Greenfield and his team also work with an “EduCare” school as part of a national program to develop models to emphasize the importance of high quality early childhood education from birth to age 5. In Florida, the Educare program is the Miami United Way Center for Excellence in Early Education (http://www.unitedwaycfe.org/) and includes 10 classrooms that demonstrate early childhood excellence. Each classroom is bi-lingual, regardless of children’s cultural background, and is complete with one-way mirrors and microphones for detailed observation of every area of the classroom. These schools aggregate data at University of North Carolina at Chapel Hill from each of the national demonstration sites in order to provide evidence for high-quality early childhood education.

Lens on Science is a touch screen software program developed by Dr. Greenfield to assess and predict preschool children’s science ability. Carefully designed, the software measures science ability alone, independent of potential confounds like language skills and ability to follow instructions. These are avoided by use of a screening process presented on the touch screen to confirm that the young participants are able to do all that is required of them during the assessment. Lens on Science appears like a game to children and all instructions, embedded in the software, are read aloud clearly and slowly. Children are asked to use their finger to select pictures for each item and each is designed to test particular scientific concepts. Since the assessment, like the SAT and GRE, is adaptive, each child receives a unique set of items that is tailored to his or her ability level. Initially, children who get items correct are presented a series of more difficult items and children who get items incorrect are presented a series of easier items. Once a child has answered at least one item correctly and one item incorrectly, the software begins to estimate the child’s science ability using a Bayesian Statistical Algorithm and also calculates the standard error of that estimate. This continues until the child’s standard error of the estimate, essentially the variability between correct responses and item difficulty, falls below a predetermined cutoff. Dr. Greenfield has also recently obtained a new grant to support the development of Enfoque En Ciencia, a Spanish language version of this science assessment software.

Undergraduate Research Assistants (RAs) in Dr. Greenfield’s lab have the unique opportunity to work one-on-one with children in community settings. RAs travel to Head Start classrooms throughout the community and to the United Way Center for Excellence to interact with children, collect data, observe classrooms, administer the Lens on Science touch screen assessments to preschoolers, and more. Dr. Greenfield looks for RAs who love working with children and bilingualism is a plus. If you are interested in working with a passionate and pioneering early childhood education researcher, especially within the field of science, this could be the perfect lab for you!
Dublin lies on the Eastern coast of Ireland near the Irish Sea and offers students the best of both worlds: access to a large city and the charm and novelty of a smaller town. Students take classes at the University College Dublin, the largest university in all of Ireland. The campus is just 3 miles away from the center of Dublin with over 24,000 students and courses in the arts, humanities, natural sciences, social sciences, and business. Students will have the opportunity to experience all Ireland has to offer from famous dishes like Irish stew and brown bread, to its rich culture and heritage, to the beautiful green sprawling landscapes.

University College Dublin, Dublin, Ireland

University of Iceland, Reykjavik, Iceland

Nestled on the Mid-Atlantic Ridge, between the North Atlantic and Arctic Oceans, Iceland is the most sparsely populated country in Europe. Characterized by lava fields and glacial rivers, this Nordic island country is recognized for having no official standing army aside from its lightly armed Coast Guard. Home to two-thirds of Iceland’s population, Reykjavik is the most northern capital city in the world and hosts the country’s largest and oldest higher education institution, The University of Iceland. This public research university is located in central Reykjavik and facilitates the education of about 14,000 students. There are 25 unique faculties including social sciences, medicine, engineering, teacher education, and more. Attending the University of Iceland will give students the opportunity to experience a unique European culture while still pursuing their academic goals in a country that is arguably one of the most geographically diverse on the planet.

No Language Prerequisites!  Minimum 3.0 GPA

University of Essex, Colchester, England

Situated in the oldest recorded town in all of Great Britain, the University of Essex is a classic in its historic home town. It was founded in 1964 and maintains a friendly ambiance and small town feeling. The University is, however, close in proximity to a multitude of potential excursion locations. There are Roman ruins and a twelfth century Norse castle right there in Colchester. For those wanting to explore outside Colchester, London is just a 45 minute train ride away and the Eastern coast is closer still. Students have the opportunity to experience education in a more rural area yet with access to the hustle and bustle of big English cities. The University of Essex is a great option for anyone wanting to spend their semester abroad at a small, historically rich university-centered town with old world European charm.

No Language Prerequisites!  Minimum 2.5 GPA

For more information about study abroad opportunities visit www.miami.edu/studyabroad, stop by the Education Abroad Office in Building 21, Room D, or call 305-284-3434.

Most Fall program applications due March 1st.

Most Spring program applications due October 1st.

Year Long Programs Available!
Chelsea Cosner, a junior neuroscience major, presented her poster at the Society for Neuroscience meeting. Her poster was entitled *The Design and Evaluation of CGRP8-37 Recombinant Peptide Construct in a Model of Nerve Injury-Induced Pain in Rats*.

Amit Garg and Samuel Powell, senior neuroscience majors, presented their research posters at UM on October 29th and November 12th, respectively. Amit worked with mentor Dr. Chris Bennett and his poster was entitled *The Lens Model of Psychoacoustics*. Samuel worked with mentor Dr. Claes Wahlestedt and his poster was entitled *The BET Family of Bromodomains in the Epigenetic Mechanism of Cocaine Addiction*.

Congratulations to Sarah Marmol, a senior neuroscience major, who received her acceptance to medical school at Florida Atlantic University!

Grace Madsen, senior psychology major and PAL, obtained a job with the retail giant Target as an Executive Team Leader where she will put her management minor to good use!

Psychology and Music double major Kayla Zuckerman obtained a six month internship at Primary Children’s Medical Center to work as a music therapist in Salt Lake City.

Sara Witcraft, a senior psychology major, presented at the 40th annual Society for Advancement of Chicanos and Native Americans in Science conference in San Antonio, Texas. Her poster is titled, *The Relationship between Traumatic Life Events and Hoarding Symptoms*, and she continues to work on this topic in her current senior honors thesis project.

Johayra Bouza (B.A., ’10) and Katherine Zambrana (B.A., ’13) presented on *The Relationship between Family Involvement and Peer Social Competence in Culturally and Linguistically Diverse Head Start Children* in November at the 8th Biennial Society for the Study of Human Development Conference in Fort Lauderdale, FL.

Tracy Carter (B.A., ’10) is currently a doctoral student working with Rebecca Shearer in the Developmental Psychology Ph.D. program. She was awarded a dissertation research grant from the Administration on Children and Families which will support her project on *Profiles of Classroom Engagement in Head Start Children: Implications for Academic Readiness* for 2 years.

Dr. Annette La Greca has been awarded the title of “Distinguished Professor of Psychology” by the Dean and Provost and a Committee of her peers. This high honor recognizes Dr. La Greca’s many scientific and professional contributions to the field of psychology, the Department, and the University. She was also named the recipient of the 2014 Society for Clinical Child and Adolescent Psychology Distinguished Career Award to be presented during next year’s APA Convention in Washington D.C.

Thank you and congratulations, Dr. La Greca!
Honor Society Updates
By: Andrea Lafnitzegger, President, and Ana Moas, Public Relations Chair

Hello, psychology and neuroscience majors!

Psi Chi E-board wishes you all a happy new year! We also hope you all had a relaxing winter break. We are excited for another productive and activity-filled semester.

Let’s quickly recap on our last, great semester in 2013! On October 10th we celebrated and raised awareness for World Mental Health Day. UM counselor, Kim Martin (MSW, LCSW) was a guest speaker about mental health on campus and in the United States. There was a great turnout and an interesting discussion about mental health! On November 11th, Psi Chi held its annual Research Recruitment Fair. We had both psychology and neuroscience related research labs, which came to recruit new research assistants for this spring semester. PALS were also there to answer any questions that members had about research and how to sign up for credit. This research recruitment fair had over sixty members in attendance and some of the best feedback given in years; the e-board thanks all the members who attended and contributed to this amazing event. In December, we co-hosted our last general meeting with UConnect. This meeting was an interactive Q&A with various well-distinguished faculty doing research across many fields.

Now for the spring! The spring semester is always a busy but fun time for Psi Chi. We will have our first general meeting at the end of January. More information about all scheduled general meetings will be sent out in the coming weeks. Most importantly, Psi Chi will be inducting new members at the end of March! Since April is Autism Awareness month, we will have a meeting and community service event centered on the cause. We will be also selling Psi Chi tanks for $14 each, which can be purchased at any general meeting. Come join Psi Chi for an exciting and rewarding spring semester!

News for Neuroscience
By: Hailey Grubbs, Public Relations Chair

The Undergraduate Neuroscience Society

Welcome back everyone!

We hope that all enjoyed their winter break and had some time to recharge their batteries for this coming semester. TUNS would like to congratulate our newly appointed Executive Board members: Rhiya Mittal (PR Chair), Maria Navarro (Historian), Shawn Shah (Event and Guest Speaker Coordinator), Ayesha Kar (Shadow Chair), and Robert Diaz and Ahron Menghani (Freshman Representatives).

As always, we will be hosting a number of guest speakers to discuss with us the latest and greatest cutting-edge news and research in the world of neuroscience. We are also planning to give back to the community by working with the Miami Brain Fair to sponsor a booth so that kids of all ages can learn about the brain.

TUNS invites everyone to come join us this Thursday, January 30th for our first meeting of the semester. Dr. Atkins will be visiting to discuss our role in the upcoming Miami Brain Fair; and we will also be forming a committee for Relay For Life. The meeting will begin at 7:30 pm in LC 190. As always, pizza will be provided. We hope to see you there! TUNS is a great way to get more involved on campus, meet new people, and make a difference during your undergraduate career.

We wish you the best of luck this semester!
Academic Advisor Idrissa “Dris” Stephen bid farewell to the Department and the University in mid-January to pursue his career in teaching. Dris has been with us for just over one year and he will surely be missed by students, faculty, and staff alike.

Please join us in thanking Dris for his dedication to students and UASP, and in wishing him the best of luck in his future endeavors. We will miss you, Dris!