Happy St. Patrick’s Day!

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It’s Time for Advising

Advising Appointments: March 19th - April 12th
Registration Period: April 8th - 19th

- Advising appointments are available at www.psy.miami.edu/advising.
- Registration appointment times will be available to view on myUM on March 25th.

BEFORE Your Appointment:
- Put together a list of ideal courses you want to take during summer and fall
  ♦ Include department code, course code, and section (e.g., PSY110 01)
  ♦ Include at least 10 alternate courses in case your first choices fill up (section and course alternates)
  ♦ Remember, the course numbers have changed! Use the reference sheet sent to you via email or pick one up from UASP
- Fill out a section grid with your first choices and alternates easily distinguishable in different colors
- If you have specific questions, write them down for easy reference

Please arrive early to sign in, fill out forms, and ask any pre-advising questions you have. You will not be seen by an advisor until all your documents are complete, and you can help cut down your wait time arriving early.

Remember, appointments have priority and we cannot guarantee a short wait for walk-ins.

Why Should I Make an Advising Appointment?

1) **Save Time**: Actual mean wait times from last semester were 5.2 minutes for appointments and 23.12 minutes for walk-ins. During the first week of registration the mean wait time was 6.17 minutes for appointments and 30.35 minutes for walk-ins. That is almost a 400% increase in wait time!

2) **PINs and Holds**: If you have fewer than 45 completed credits at UM you will not be able to register until you meet with an advisor.

3) **Overrides**: Restricted and linked courses require overrides from an advisor. Common examples include PSY 290 (without 291), PSY 490 for B.A.s., NEU 403, research credit and Senior Honors Thesis.

4) **Summer courses**: Familiarize yourself with residency rules and which courses to take (or not take) outside of UM.

5) **Graduation**: Confirm that you are taking the right classes for graduation.
On Thursday, January 31st, the Bank United Center was absolutely packed. Students and faculty were fighting for space on the ground level and snippets of excited conversation flew around about Dr. Temple Grandin, the famous professor with autism. “Did you see the HBO movie?” “I’ve read everything she’s written to try and help my son.” “I can’t wait to hear her speak!” The crowd fell silent as the lights dimmed and Dr. Michael Alessandri took the stage to introduce Dr. Grandin. The moment she stepped on stage, the entire arena scrambled to their feet to give a standing ovation—a rather impressive sight when attendance was the largest ever achieved for an event hosted by the Center for Humanities.

Dr. Temple Grandin is a Professor of Animal Science at Colorado State University, brought to UM to lecture on “Different Kinds of Minds” as part of the Henry King Stanford Distinguished Professors Lecture Series. Named one of Time’s 100 Most Influential People of the Year in 2010, Dr. Grandin is one of the world’s most accomplished and well-known adults with autism. A best-selling author, Dr. Grandin’s 2009 book, *The Way I See it: A Personal Look at Autism and Asperger’s*, offers an insider’s perspective on spectrum disorders and suggestions backed by research for both parents and children. She expects to release her newest work, *The Autistic Brain: Thinking Across the Spectrum*, in May 2013.

She has spent her life building a career out of understanding how animals think. Her first connection with animals occurred with cattle in slaughterhouses. She realized that cattle are sensory and detail-based creatures who think in pictures and do not generalize their observations. This pattern of thinking, she explained, is the basis of photorealistic thinkers. Photorealism is one of the primary ways that people on the Autism Spectrum think. Her thought is that people with autism are “bottom-up thinkers,” meaning that they take in as much detail as possible before moving to the general concept. This inductive type of thinking strays from the norm as most people think deductively, from general to specific.

Dr. Grandin spoke about her struggles with being autistic, especially as a child when she had difficulty verbalizing her thoughts and desires. Her childhood experiences were truly daunting because she was living in a world with a severe lack of awareness about autism. At the time autism was not well understood as a clinical disorder but rather was attributed to cold and distant mothers and was the result of a dearth of healthy socialization.

Dr. Grandin’s work has helped doctors to better understand autism, and she has written several books to help parents and children living with this disorder. Her advice is to find that one activity the child can focus on and then build from. “Build on an area of strength,” she said passionately. “Don’t let that child sit rocking by himself. If
there aren’t any programs, then get volunteers to come in. Nothing is the worst you can do.”

Through her successes, Dr. Temple Grandin demonstrates that autism is not just a disorder with negative implications. She emphasizes that having autism can accentuate personal qualities and abilities that otherwise might fade into the background. She has embraced her self-imposed title of “weird geek,” and profited immensely from it. She continues pushing herself intellectually and helping to raise awareness about autism in an effort to help increase acceptance.

### Additional Publications by Dr. Temple Grandin

- Different... Not Less: Inspiring Stories of Achievement and Successful Employment from Adults with Autism, Asperger's, and ADHD (2012)
- Animals Make Us Human: Creating the Best Life for Animals (2009)
- The Unwritten Rules of Social Relationships: Decoding Social Mysteries Through the Unique Perspectives of Autism (2005)
- Developing Talents: Careers for Individuals with Asperger Syndrome and High-Functioning Autism (2004)
- Thinking in Pictures: Other Reports from My Life with Autism (1996)
- Emergence: Labeled Autistic (1986)

Article by: Jennifer Baumgartner and Alida Lambert

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**Interested in learning more about autism? Consider getting involved with UM/NSU CARD.**

The University of Miami and Nova Southeastern University Center for Autism and Related Disabilities (UM/NSU CARD) is a comprehensive outreach and support program for people with autism and related disabilities, their families, and the professionals who work with them. CARD seeks to optimize the potential of both children and adults on the Autism Spectrum.

Undergraduates sometimes have the opportunity to work for CARD as research assistants by volunteering or earning research credit (i.e., PSY 280, 380, and/or 480).

If you are interested in getting involved, check the undergraduate research website for available studies at http://www.psy.miami.edu/undergraduate/. For more information on UM/NSU CARD visit www.umcard.org.
On Thursday, February 14th, students, faculty, and staff gathered to celebrate students who made the honor roll in 2012. Organized by the UASP staff and PALs, Just Desserts has been held annually for twelve years to reward students’ hard work and achievement with something sweet! Over 150 guests joined us to enjoy the cornucopia of desserts that occupied the Flipse student lobby, including cheesecake, red velvet cake, cookies, apple pie, brownies, M&Ms, Kit Kats, flan, coffee cake, granola bars, chocolate-covered everything, fresh fruits, cheeses, nuts, and more. If you didn’t make the honor roll last year or couldn’t attend Just Desserts, earn over a 3.5 GPA in 2013 and look for your invitation next year!

The MUSE CUP
Awarded to Dr. Michael McCullough

Begun by Dr. Victoria Noriega and her family in 2004, the Victoria Noriega MUSE Cup for Contributions to the Undergraduate Program is awarded each year to a faculty member who has made outstanding contributions to the undergraduate program. Congratulations to this year’s recipient, Dr. Mike McCullough! Dr. McCullough has been a faculty member at UM since 2002 and has been a FORUM mentor to freshman students since 2004. In his time here, Dr. McCullough has worked with over 119 undergraduate research assistants in his laboratory, including current PALs and advisors. He served as an undergraduate mentor for PRIME in 2012 and is currently mentoring three students for Senior Honors Thesis. We thank Dr. McCullough for his continued dedication to teaching, mentoring, and inspiring undergraduate students!
WHO IS YOUR ADVISOR?

Psychology and Neuroscience “Open Advising”

Undergraduate Academic Services for Psychology (UASP) strives to provide psychology and neuroscience students with the best possible advising services. With over 1,100 majors, it is essential to our mission that the entire office works efficiently as a team. In order to do this, we employ an “open advising” system where students can see any of our three friendly and knowledgeable advisors, Sean Kilpatrick, Alida Lambert, and Dris Stephen.

So ... “Your Advisor” is all three. Lucky you! Each advisor is happy to work with you on all of the basics of course selection, graduation planning, research, and more. Like anyone, we also have special interests and experiences. When you come to UASP we work hard to match the purpose of your visit with an advisor who can assist you well. Sean especially likes to meet with students who are interested in pursuing a Senior Honors Thesis and students considering careers in higher education or administration. Alida is passionate about study abroad and enjoys discussing quantitative methods and research. Dris is skilled at exploring undergraduate and post-baccalaureate options, drawing on his experiences with military service, teaching, and public relations.

We are all here to help you and we hope you will take advantage of the experiences we have and services we offer. Stop by any time to see us in Flipse 508!
A natural light falls through Dr. Kiara Timpano’s fourth floor office window and she turns from her computer to greet us. I have arrived with Chris Sterwald, a Peer Advising Liaison, to find out more about Dr. Timpano and her research interests. The office has a pleasant liveliness to it that seems fitting for the energetic Dr. Timpano. We take our seats as Dr. Timpano smiles warmly, giving us her valuable attention.

The following is a summary of my interview with Dr. Timpano. Responses are not verbatim.

**Alida:** What brought you to UM and how has your experience here been so far?

**Dr. Timpano:** I completed my post-doctoral fellowship in Boston at the Massachusetts General Hospital working in the OCD and Related Disorders Clinic in 2010. I had applied to several faculty positions throughout the country, but after interviewing at UM knew that this position would be the perfect fit. I have been here for two and a half years now, and it has been fantastic. One thing I especially enjoy about UM is the combination of the Adult, Child and Health divisions. Although we are focusing on different areas in psychology, there are common themes between labs and the structure is highly facilitative of collaboration.

**Alida:** What are your research interests?

**Dr. Timpano:** I am interested in risk and vulnerability factors across the anxiety and related disorders, with a particular interest in Obsessive Compulsive Disorder (OCD) and Hoarding Disorder. The three categories of vulnerabilities we investigate are life stress, cognitive factors, and biological variables, with a particular emphasis on genetics. As an example, one interesting type of cognitive vulnerability we examine is attentional biases, that we measure using eye-tracking technology. A second aim within my lab is to apply vulnerability-focused research to the clinical arena, via the development and evaluation of empirically-informed treatment or prevention protocols. That is, we try and identify modifiable risk factors that could be used to help improve existing treatments.

**Alida:** How did you become interested in OCD and Hoarding?

**Dr. Timpano:** As an undergraduate, I studied biochemistry and was a pre-med student, but after working in several laboratories as a research assistant I realized investigating the causes and consequences of diseases is what I was—and still am—really passionate about. After graduating I took some time off and worked as a full-time post-baccalaureate research assistant in a neuroscience and genetics research lab at the National Institute of Mental Health. In that position I learned about OCD and Hoarding for the first time—these disorders fascinated me and I wanted to learn more about why an individual develops these conditions and how we can help them. At that point it was clear that a Ph.D. in Clinical Psychology was the right fit for me. I completed my degree at Florida State University working with a mentor whose focus is on the anxiety disorders, and I was fortunate that he encouraged me to continue my interest in researching OCD and Hoarding. Hoarding in particular was very interesting to me because so little is known about this intriguing syndrome.

**Alida:** What studies are you currently working on?

**Dr. Timpano:** We have a lot going on in the lab with five major studies currently in progress. One study looks at facets of hoarding that are associated with a greater genetic loading. Hoarding runs in families so we look at family members of hoarders and compare them to people with no hoarding in their families to identify common threads. Another study examines hoarding linked to traumatic life events and stress reactivity. We are interested to see if hoarders react more strongly to stressors and if stress is related to greater saving behavior. For this study we are collecting cortisol samples as a biological measure of stress reactivity. A third hoarding study investigates the association between hoarding and attentional problems. We know that hoarding is related to informational processing difficulties, but it is unclear which exact executive functions are impaired and in what manner.
Two non-hoarding studies are underway as well. The first is attempting to identify factors that may contribute to variability in OCD symptoms. More specifically, what cognitive and biological factors are related to flare-ups and dissipation of OCD symptoms. The second looks at attentional biases and how they relate to social anxiety.

**Alida:** What is your opinion on the A & E television show *Hoarders*?

**Dr. Timpano:** I have mixed feelings about the show. On the one hand it is great that the show has spread awareness and understanding that hoarding is a clinical condition, not just messiness or laziness. On the other hand, *Hoarders* tends to pick individuals who are the most severe cases, skewing what the “average” hoarder actually looks like. This, in my opinion, doesn't provide an accurate reflection of both the disorder and the treatment. Even though some of the therapists on the show are very good and trained in state of the art treatments for hoarding, this isn’t always the case. The producers may bring in someone from an organizational background who doesn't fully appreciate that hoarding is a disorder, and will subsequently clean out the house by hauling everything out. However, in that situation, the underlying factors of the hoarding are never addressed and so when the cameras roll away, often the symptoms and accompanying clutter return.

**Alida:** What makes your research lab unique?

**Dr. Timpano:** We do experimental psychopathology research and are less treatment-focused compared to other labs at UM. Also, with the diversity of studies we are currently working on we are able to accommodate Research Assistants’ (RAs’) specific interests most of the time. Our RAs are also highly involved and get a lot of in-depth training and experience that prepares them well for graduate school and future research positions.

**Alida:** What qualities or qualifications do you look for in undergraduate RAs?

**Dr. Timpano:** One thing we look for is fit within my research interests—we want students who are excited and serious about research, and who want to learn more about what we do. We also require at the very least a two semester commitment. This benefits both the student and the lab, in that there is a lot of training involved and the RAs get a better and more in-depth understanding of the research.

**Alida:** Do you mentor Senior Honors Thesis students? What is that experience like for you?

**Dr. Timpano:** Yes, I currently have three students conducting theses. We require that students who wish to complete an honors thesis will have worked with us for at least 2 semesters prior to starting their projects. Typically they will work closely with a graduate student and will incorporate their project into an on-going study within the lab. It is a very rewarding process for the students, who gain a richer understanding of the research they are involved with.

**Alida:** What classes do you teach?

**Dr. Timpano:** For undergraduates I teach FORUM (old PSY 120, new PSY 190) and Abnormal Psychology (old PSY 352, new PSY 240). My graduate courses are Advanced Adult Psychopathology (PSY 642), Introduction to Evidence-Based Psychological Treatments (PSY 656), and an Advanced Treatment seminar.

**Alida:** What advice do you have for undergraduates who want to go into research and/or pursue a Ph.D. in psychology or neuroscience?

**Dr. Timpano:** Number one, get involved in research now. Also, find out what you are passionate about! I recommend taking time off and working in a lab or field related to what you think you want to do. My time off was one of the best things I could have done and it facilitated the discovery of my true passion for anxiety research.
The University of Miami community was thrilled to be visited by Dr. Richard Dawkins, world famous scientist and intellectual, the week of March 4th. Born in Nairobi, Kenya, in 1941, Dr. Dawkins is an evolutionary biologist, professor, and author who touts Charles Darwin as the greatest influence on his life and work. Dr. Dawkins began his doctorate at the University of California at Berkeley, working with Nobel-Prize Winning ethologist Nikolaas Tinbergen. He later completed his degree at Oxford University. He then became an Assistant Professor of Zoology at Berkeley and subsequently a fellow at New College, Oxford, in 1970. Currently, he runs the Richard Dawkins Foundation for Reason and Science, which funds scientific education programs and materials, psychological research on belief and religion, and secular charitable organizations.


During his March 7th lecture on “The Science of Beauty and the Beauty of Science,” Dr. Dawkins addressed students, faculty, staff, and the public at the Bank United Center. Dr. Dawkins spoke about Darwinian survival of the fittest and natural selection. Though there is no necessary connection between what humans find beautiful and sexual fitness, there is much overlap between what works well for survival success and what we find beautiful. In this way, natural selection favors beauty. Additionally, physical beauty increases the likelihood of successful mate finding and therefore beautiful genes tend to be favored and passed on.

Dr. Dawkins also paid several visits to the Department of Psychology in particular, thanks to funding from the Louis J. Appignani Foundation and the coordination efforts of Dr. Michael McCullough who runs the Evolution and Human Behavior Laboratory here at UM. On Monday, March 4th, Dr. Dawkins addressed a small group of undergraduate and graduate students in the Flipse conference room. This dynamic session gave students a chance to ask...
Dr. Dawkins questions about a variety of topics related to evolution, psychology, and more.

Returning to the Flipse conference room on Friday, March 8th, Dr. Dawkins addressed a crowded room full of eager faculty, graduate students, and community members. Dr. McCullough introduced Dr. Dawkins to the room as a man who, before he was known as a man against religion, was known as a man for reason and science. “The Selfish Gene has been cited over 15,000 times in scholarly papers ... only a few thousand shy of The Origin of Species,” Dr. McCullough says with a smile.

An informal Q & A session hosted by Dr. McCullough commenced about the role of evolutionary thinking in psychology. First discussed was the gap between applying knowledge from non-humans to humans. Dawkins reiterated that Darwin realized the objection of some to applying non-human principles to humans based on a kind of hostility, like a territorial dispute, and our reverence for humanity. Somehow, especially in religious doctrines but also in popular culture, “a soul is injected between Homo erectus and Homo sapiens.” Despite the differences between non-human animals and humans, the differences are not so great that they warrant a complete eschewing of the thinking, according to Dr. Dawkins.

Dr. McCullough then proposed the epistemological concern that the human mind is intuitive by nature. He intimated there may be something biologically different about the human mind that makes us intuitive creatures. Dr. Dawkins responded by comparing this idea to the tendency of people to think of psychology as common sense. “Of course things are going to seem obvious to us because we are the subject of our research!”

The chapter on the evolution of eyes in Climbing Mount Improbable was, in my opinion, “the most beautiful chapter you’ve ever written,” Dr. McCullough said passionately. Flattered, Dr. Dawkins rose from his seat immediately and began to draw pictures on the whiteboard of eyes in various stages of evolution, from a single flat sheet of cells, to a cup shape (like that of a snail) to a pin-hole camera type eye (like that of a fish). “Eyes are so valuable,” he said, “They are almost eager to evolve.” He explained how eyes evolve rapidly, mentioning there are many examples of eyes evolving independently in species. It takes fewer than a million generations for an eye to evolve in the smooth gradient he drew on the board. This short timeline is but a blink of an eye, in an evolutionary sense (pun intended).

The final discussion on behaviorism was enlightening. Dr. Dawkins was asked by a member of the audience to comment on the psychological field of behaviorism and its relationship to evolution. Directly, he said, there is no relationship. However, the concepts are similar. Behaviorism favors behaviors with positive consequences and those behaviors are likely to continue, while behaviors with negative consequences are likely to be extinguished. All this happens in the course of a single generation, though, and only to one individual. By contrast, evolution and natural selection happens over many generations and to an entire species. We could think of them as similar, with positive reinforcement as a kind of “life” (akin to genetic survival) and negative reinforcement as a kind of “death” (akin to genetic death).

An inspired and thoughtful crowd applauded as Dr. McCullough thanked Dr. Richard Dawkins for his time and insight. We, as an academic community, look forward to hosting Dr. Dawkins on future occasions!
Study Abroad

Brand New “U” Programs. Inaugural sessions currently in progress. Be part of the second cohort for spring 2014!

U Cape Town, Cape Town, South Africa

Study at the top-ranked university in Africa, the University of Cape Town, through UM’s partnership with IES Abroad. Africa’s number one tourist destination, Cape Town is home to famous landmarks, including Table Mountain and Cape Point. All students in this program will take a course called “Emerging South Africa in the African Context” taught by UM professor Dr. Richard Grant. This course combines classroom learning with service learning in the local community to provide an introduction to South Africa and contextualize South Africa within the African region.

- Applications due: September 15th
- Contact: Dr. Richard Grant, rgrant@miami.edu

U Cusco, Cusco, Peru

Partnered with the Universidad San Ignacio de Loyola, UM is proud to offer this new program in Cusco, Peru. UM Professor Marten Brienen will take students to museums and cultural attractions in Peru’s capital city of Lima during the first two days of this program. All students in this program will take “Andean Societies” (LAS 290), a language course, and a UM-designed fieldtrip course (LAS 291) that visits Machu Picchu, the Amazon Forest, Lake Titicaca, The Sacred Valley, Maras and Moray, Pisaq, Ollantaytambo, Lima, and Sacsayhuaman. Eligible participants will have the opportunity to earn a minor in Latin American Studies.

- Applications due: November 1st
- $3,500 program fee includes room & board with a host family, 3 meals a day, transportation within Peru for all excursions, and all field trips
- Contact: Dr. Marten Brienen, mbrienen@miami.edu

U India, Manipal, India

Manipal University is located in India’s only “college town,” Manipal. This program is designed to introduce students to the culture and traditions of India as well as its growing role in world affairs and the global economy. All students will take the course “India as an Idea” taught by UM’s award-winning documentarian and Professor of Communications, Dr. Sanjeev Chatterjee. This course includes 2 weeks of travel within Southern India (Sringeri, Goa, Hampi, Belur, Halebid, Sravanabelagola, and Mysore) and Northern India (New Delhi, Agra, Mathura, Bridaban, and Fatehpur Sikri).

- Applications due: November 1st
- $3,500 program fee includes room & board and guided travel for “India as an Idea”
- Contact: Dr. Sanjeev Chatterjee, sanjeev@miami.edu

For general information on Study Abroad, visit the Office of International Education and Exchange Programs (IEEP), Allen Hall 111.
The psychology curriculum will change extensively for the Fall 2013 semester. Even though your major requirements will not change, the way in which you complete your major requirements will.

These changes were originally proposed in 2010 for two main reasons: (1) to make our curriculum more consistent with the American Psychological Association’s (APA’s) recommendations for breadth of exposure to the different areas of psychology, and (2) to provide each of our graduates with a strong foundation in statistics and research methods. The new curriculum will create a greater sense of coherence between each of the psychology courses—and better prepare you for graduate school, professional school, and/or other careers.

Changes to the psychology curriculum include:
- Different course numbers that reflect course level and psychology subfield
- Additional prerequisites that require more experience at the lower course levels
- New statistics and research methods sequence
- Options for students to earn course credit for research experience earlier in their career
- Several new courses in our faculty members’ specific area of interest

To learn more about the curriculum changes and how they will affect you, watch the Town Hall Meeting video at [http://www.psy.miami.edu/videos/TownHall/TownHall.html](http://www.psy.miami.edu/videos/TownHall/TownHall.html). Returning students may need to deal with several transitional issues, and graduating seniors (for Fall 2013 or Spring 2014) may need to be granted one-time exceptions to complete their degree. Check out the video first and then visit our office, Flipse 508, if you have any questions or concerns.

Just remember … it’s not that bad! Familiarize yourself with the new curriculum now so you can prepare for the future.

**Common Course Numbers**

**Old**
- UMX 100 - FACT -
- PSY 120 - FORUM -
- PSY 365 - TUMS -
- PSY 201 - Social Psychology -
- PSY 202 - Psychobiology -
- PSY 203 - Developmental Psychology -
- PSY 352 - Abnormal Psychology -
- PSY 207 - Cognitive Psychology -
- PSY 209 - Intro to Personality -
- PSY 261 - Industrial/Organizational -
- PSY 215 - Stress Management -
- PSY 333 - Attitudes & Persuasion -

**New**
- PSY 106
- PSY 190
- PSY 206
- PSY 210
- PSY 220
- PSY 230
- PSY 240
- PSY 250
- PSY 260
- PSY 270
- PSY 271
- PSY 310

**Research, Statistics, and Methods**

**Research Credits and Honors Thesis:**
- Old Sequence
  - PSY/NEU 367 → 368 → 498 → 499
- New Sequence
  - PSY/NEU 280 → 380 → 480 (W) → 580 → 581

**Statistics & Methods:**
- Old Sequence
  - PSY 204 → 316 → 418
- New Sequence
  - PSY 290 and 291 → 390 → 490

**NOTE:** B.A. students are required to take PSY 290 & 291 only. B.S. students are required to take through PSY 490.

This list is not exhaustive. See UASP for full course listing, including semesters offered and prerequisites.
Student Shout Outs

Senior psychology majors, Jessica Atick and Daniella Carucci, both presented posters at the Florida Undergraduate Research Conference, held at the University of Florida on February 22\textsuperscript{nd} and 23\textsuperscript{rd}. Jessica is currently working under the guidance of Dr. Michael Alessandri and her poster is entitled Language development in preschoolers with ASD: A comparison of outcomes across educational settings. Daniella is working with Dr. Rebecca Shearer as her mentor and her poster is entitled Examining peer play by comparing teacher ratings and observer reports.

Daniella and Jessica both participated in PRIME during the summer of 2012 and are currently working on Senior Honors Theses as a continuation of their in-depth research experiences. Congratulations to both of these outstanding undergraduate researchers!

Alumni News

Nicole Yee-Nicholson, B.A. ’12, is 6\textsuperscript{th} author on a poster that will be presented at the 2013 Society for Research in Child Development Biennial Meeting in Seattle, Washington, April 18\textsuperscript{th} - 20\textsuperscript{th}. Nicole works with Dr. Messinger and the poster is entitled Infant interest: Patterns of gaze in the face-to-face/still-face paradigm.

Nauman S. Chaudhry, B.S. ’10, recently published an article in The Journal of Biological Chemistry as 2\textsuperscript{nd} author. As an undergraduate, Nauman participated as a Lois Pope Summer Research Fellow twice and also conducted a Senior Honors Thesis on similar research. The article is entitled 5-Hydroxytryptamine 5HT2C receptors form a protein complex with N-Methyl-D-aspartate GluN2A subunits and activate phosphorylation of Src protein to modulate motoneuronal depolarization. Nauman also presented this work in October, 2012, at the Congress of Neurological Surgeons Conference in Chicago, Illinois. Currently a third-year medical student, Nauman has worked on various clinical research projects and in a research lab examining stroke. “Getting involved in research early in my time as a neuroscience major has helped me tremendously, especially with a resource like the Lois Pope Fellowship. It really helped mount my passion for research.”

Xeniamaria Rodriguez, a senior psychology major, will present the abstract of her research, Sociocultural and ethnic effects on cardiovascular reactivity and recovery to laboratory induced stress at the Annual Meeting and Scientific Sessions of the Society of Behavioral Medicine, to be held March 20\textsuperscript{th} - 23\textsuperscript{rd} in San Francisco, California. Xeniamaria participated in PRIME during the summer of 2012 and works with Dr. Youngmee Kim.

Nicole Halmoukos, a senior psychology major, was accepted to the University of Miami and Boston University Schools of Law. Congratulations, Nicole!
Hello Psychology and Neuroscience majors! Psi Chi had a table at the Spring Involvement Fair and we had our first meeting of the semester on January 22nd. Our advisor, Dr. Durocher, spoke to us about The Dan Marino Foundation Walkabout Autism, what it is, who benefits from it, and how to get involved. Kent Schomber came in as well and described his life and experiences having autism and how important it is for others to participate in events such as this walk where the proceeds directly benefit those with autism. On Saturday the 26th, we walked in the Walkabout Autism at Sunlife Stadium and had a great time!

The next meeting will be Tuesday, April 16th at 7pm in UC Ballroom 241 and we will discuss autism with Dr. Alessandri. We also plan to team up with another organization to help design a room for The Tunnel of Oppression again this year. If you would like to get involved, please contact us. We will be holding another GRE question and answer session with a Kaplan Test Prep representative in April and a $500 certificate good towards a Kaplan course will be raffled off for those in attendance.

Psi Chi has officially sent out invitations for initiation, so check to see if you’ve received one! Initiation will be held on Saturday, March 30th from 5:00-6:30p.m. at the Newman Alumni Center. Invitees are welcome to bring guests, provided they pay the fee. The eboard is looking forward to inducting all of Psi Chi’s new members.

If you have any questions for us, please don’t hesitate to contact us at umppsi@gmail.com. We want to remind uninitiated students that they can still be associate members and are welcome to attend our meetings. Thanks and good luck with the rest of your semester!

Hello TUNS members! We've had a wonderful semester so far! We got together for our annual yearbook picture, Dr. Coleen Atkins spoke to us about her involvement in the Miami Project to Cure Paralysis, and on March 4th we had our TUNS Faculty Student Mixer!

Coming up in late March, TUNS will be participating in the Miami Brain Fair. This event takes place every year during Brain Awareness Week and gives kids the opportunity to learn about basic neuroscience concepts. If you are interested in volunteering at the TUNS booth or being a general volunteer for the event, let us know via a message in OrgSync and we will be happy to place you! We will hold a brief meeting before the event to coordinate details.

As always, TUNS is open to students of all majors. If you'd like to join, simply add our page in OrgSync! Best of luck to all of you with the remainder of the semester.
walk a mile in her shoes
the international men’s march to stop rape, sexual assault & gender violence

april 12th
3:30 to 5:00 pm
on the rock

walkamileinhershhoes.org

LET’S TALK
S.A.R.T.
SEXUAL ASSAULT RESPONSE TEAM

GET PSYCHED!
MEET & GREET

Meet Psychology grad students and employers
Tuesday, March 26th at 6:30 p.m.
At the Toppel Career Center