

Dr. Patrick Rich Joins the Psychological Science Faculty

by Erynn Sendrick ('18), Psychology Student Representative

Dr. Patrick Rich, the UMW Psychological Science Department's newest faculty member, discovered his curiosity for the phenomenon of false memory in a cognitive psychology class at Grinnell College, located in Iowa, from which he received a bachelor's degree in Psychology and Computer Science. He wondered how humans could have such a functional memory system that was also capable of such abject failure. He became fascinated by research showing that suggestions supplied to an individual could result in the remembrance of an event that never took place and that an individual's memory of an event could be affected by information to which individuals are exposed after the fact.

As a graduate student at Kent State University, located in Ohio, from which he received master's and doctoral degrees in Experimental Psychology with a Cognitive focus, Dr. Rich studied how the creation of false memories is influenced by the type of misinformation supplied, whether that misinformation is delivered implicitly or explicitly, as well as the effect of delayed correction of a false memory on the persistence of that memory. At UMW, he plans to continue his research on false memory, focusing on ways of correcting "fake news," and the role of social media in exacerbating such misinformation.

Undoubtedly, Dr. Rich will continue to contribute to the research on false memory. Already, he is an accomplished psychological scientist, having co-written a chapter of a book titled, *False Memories*, and having published a number of papers in high profile journals in his subfield, including the *Journal of Experimental Psychology: Learning, Memory, and Cognition*; the *Journal of the International Neuropsychological Society*; and *Neuropsychology*. In addition, he has presented his research at a number of meetings of professional organizations in his subfield, including meetings of The Society of Applied Research in Memory and Cognition and the Psychonomic Society.

Prior to joining the faculty at UMW, Dr. Rich was a Visiting Assistant Professor of Psychology at Haverford College in Pennsylvania. At Haverford College, he taught general psychology and cognitive psychology courses, the latter focusing on memory. Also, Dr. Rich taught a number of courses while a graduate student at Kent State University, including not only cognitive psychology courses, but also statistics and research methods courses.



Dr. Patrick Rich

Classes at Kent State University were quite large, and classes at Haverford were quite small. UMW has provided Dr. Rich with a happy medium in terms of class size. Last fall, he taught Introductory Statistics for Psychology and Cognitive Psychology and, this spring, he is teaching General Psychology, Advanced Statistics for Psychology, and Special Topics Seminar on Human Memory. His experiences so far this year have led him to conclude that UMW students are interested and engaged, characteristics for which he is grateful.

Ironically, he does not recall being interested and engaged when he took psychological statistics as an undergraduate! Initially, he recalled struggling in the class and he decided he did not like it; however, once he was enrolled in research methods for psychology, he began to see the many ways in which statistics could be applied. He recognized that statistics could tell a story, support an argument, or be used to create a compelling visual explanation. Then, he was hooked! In fact, he earned a minor in Quantitative Methods while completing his doctoral degree.

Because of this experience as an undergraduate, he became a student mentor, serving students in research methods classes at Grinnell College. His goal as an undergraduate student mentor was to help other students

Continued on page 2

Dr. Patrick Rich, continued from page 1

navigate their learning of statistics and research methods. Helping students meet this goal inspired him to teach throughout his graduate and post-graduate careers.

Next year, Dr. Rich will work closely with a few students he will select for his research team. Over

the course of next academic year, they will pursue one of two lines of research. First, Dr. Rich is interested in identifying ways to correct common misconceptions effectively. Second, he is interested in how people process news headlines that contain misinformation. In addition, he

will teach General Psychology and Cognitive Psychology again next year. Students and faculty alike are very glad to warmly welcome Dr. Rich to the UMW Psychological Science Department. And that is not fake news!

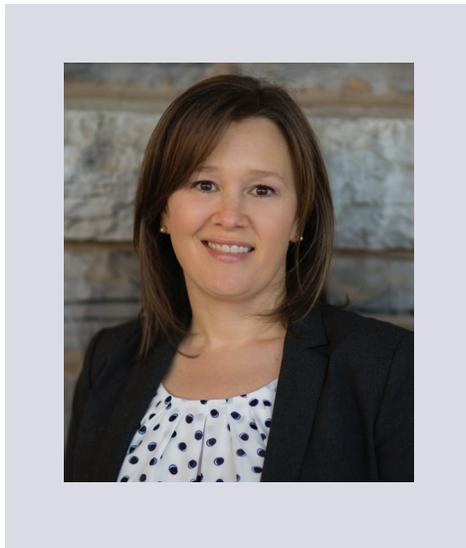
Graduate in Residence Dr. Natalie Kerr ('95) Discusses Applying Social Psychological Principles to Decrease Distracted Driving

by Rebekah Funkhouser ('18), Psychology Student Representative

Dr. Natalie Kerr ('95), our 23rd Graduate in Residence, visited the UMW Psychological Science Department in September, 2017. Dr. Kerr is a Professor at James Madison University, in Harrisonburg. After graduating from Mary Washington College, she attended Hollins University, in Roanoke, from which she earned her master's degree in 1998. From Hollins University, she matriculated at Virginia Commonwealth University, in Richmond, from which she received her doctoral degree in 2001. Before working at James Madison University, Dr. Kerr was a Visiting Assistant Professor at the University of Richmond, from 2001-2002, then at UMW, from 2002-2003. At James Madison University, where Dr. Kerr has been since 2003, she teaches courses in general psychology, statistics and research methods, and social psychology, the latter being her area of specialization.

Dr. Kerr's visit to UMW was a busy one! She visited a number of classes while she was here, including two Cognitive Psychology classes, a Developmental Psychology: The Adolescent and Adult class, and a Research Seminar in Developmental Psychology class. In addition, Dr. Kerr lunched with students and dined with faculty. One of the highlights of her visit, however, was a formal talk she gave to students, faculty, and members of the community. Dr. Kerr's talk focused on her research on social psychological interventions to decrease distracted driving. Specifically, she studies distractions cause by cell phone use on the road.

Dr. Kerr began her talk by pointing out that, when she attended Mary Washington College, she had to wait in line



Dr. Natalie Kerr ('95)

to use a landline to make calls! In 2007, the world was introduced to the first cell phone; around that time, only 4% of Americans owned a cell phone. Presently, 77% of Americans own a cell phone. Among those who own a cell phone, 91% never leave home without it. In fact, some suffer anxiety if they are separated from their cell phone and, even if they have their cell phone, they check it constantly. Dr. Kerr discussed research showing that the mere presence of a cell phone can drain one's cognitive resources.

This research, along with knowledge of the fact that a over 3,000 people are killed each year by individuals who text while driving, led Dr. Kerr to her interest

in investigating ways to decrease cell phone use while driving, thereby decreasing the risk of accidents and, in turn, accident-related injuries and deaths. In her research, Dr. Kerr attempts to discover the most effective ways to advertise against texting and driving. She noted that most anti-texting and driving advertisements focus on statistics, like the death rate mentioned above, or the commonality of texting and driving; however, she suggested social psychology may point to a better way.

In one study, Dr. Kerr compared descriptive versus injunctive norms in anti-texting and driving advertisements on cell phone use while driving. Descriptive norms indicate how people typically behave, whereas injunctive norms indicate how people should or should not behave. Specifically, Dr. Kerr compared the effect of a sign expressing a descriptive norm, a sign expressing an injunctive norm, or a control sign placed in front of a parking garage on the James Madison University campus

Continued on page 3

Dr. Natalie Kerr, continued from page 2

on texting and driving behavior. The descriptive norm sign read, “25% of car accidents are caused by texting and driving.” The injunctive norm sign read, “97% of Dukes disapprove of texting and driving.” The control sign read, “Please do not text and drive.”

Student researchers served as observers of texting and driving behavior; they naturalistically observed whether drivers who left the garage were using a cell phone or not. Dr. Kerr found that people used their phone less if they were exposed to the injunctive norm sign compared

to the descriptive norm sign and the control sign. Dr. Kerr concluded that the injunctive norm sign indicated to drivers how their peers feel and may act and, given the innate human desire to fit in with one’s peers, the driver was influenced to act the way that they thought their peers would act. In this instance, that meant not using their cell phone while driving.

Dr. Kerr summarized her talk with two challenges. First, like the injunctive norm sign, she challenged the audience to express disapproval of cell phone use while driving because

her research shows that, if individuals feel that texting and driving is not a behavior approved by their peers, they may cease to use their cell phones while driving. Second, Dr. Kerr encouraged the audience to take a break from their cell phones. She suggested we might not only be safer, but also happier.

Thank you, Dr. Kerr, for visiting with us. We enjoyed hearing about your interesting and timely research as well as your experiences as an undergraduate at Mary Washington College.

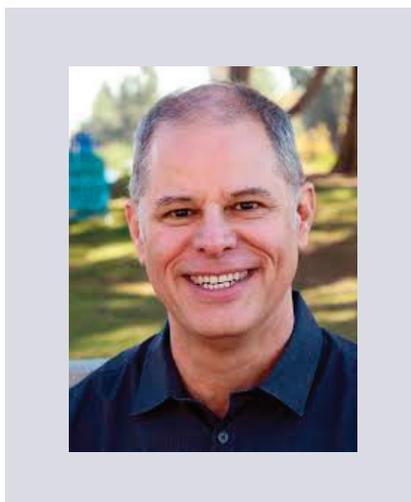
Dr. David Moore Lectures on Epigenetics, Psychology, and Development

by Marissa Cassens ('18), Psychology Student Representative

Dr. David Moore, who visited UMW on September 14, 2017, is a developmental cognitive neuroscientist. He is a faculty member in psychology at Pitzer College in Claremont, California, as well as the Director of the Claremont Infant Study Center. Dr. Moore received his bachelor’s degree in psychology from Tufts University, and his master’s and doctoral degrees in developmental psychology from Harvard University. Also, Dr. Moore completed a postdoctoral fellowship in developmental psychology at the City University of New York. Currently, he studies perceptual and cognitive development in infants. Specifically, his group is investigating attention, mental rotation, and speech perception in infants.

During his visit, Dr. Moore gave a lecture in which he introduced the field of epigenetics and discussed how epigenetic influences early in life can influence who we are and how we act later in life. Epigenetics is the study of changes in gene expression that do not involve changes in one’s underlying genome. Dr. Moore described how genes can be regulated, for example, turned off or on, by experience. In Dr. Moore’s words, “It’s no longer about the genes that you have, but how your body uses those genes.”

By way of explanation, he said that, identical twins have the same DNA; however, that same DNA may result in different behaviors based on the individuals’



Dr. David Moore

unique experiences in their respective environments. The different environment stimuli experienced by these individuals could be differences in diet and exercise and/or differences in exposure to chemicals, such as pesticides or antidepressants.

Furthermore, there is evidence that epigenetic influences can have short-term or long-term effects. Short-term effects are demonstrated by research indicating that memories formed after encountering novel stimuli result in modifications to DNA and that these modifications can change brain structure and function. Long-term effects may be due to cross-generational transmission

of the epigenetic effects of experience. In other words, individuals may inherit epigenetic effects of experience from their ancestors.

Dr. Moore concluded his lecture by stating that, “Development is not deterministic.” Nature and nurture fully interact across the lifespan to influence behavior. The audience appreciated his introduction to the field of epigenetics, in particular, developmental epigenetics. For those interested in an introduction to the topic, a good source is a book Dr. Moore published recently titled, *The Developing Genome: An Introduction to Behavioral Epigenetics*. We appreciate Dr. Moore’s work and his visit to UMW to share that work with us. Thank you, Dr. Moore!

Career Forum Panelists Share Their Wisdom of the Workplace

by Erynn Sendrick ('18), Psychology Student Representative

Every year, the UMW chapter of Psi Chi sponsors a Career Forum during which a panel of individuals, each of whom is working in a field related to psychology, describe their occupations and the paths they took to those occupations. Each panelist not only shares his or her unique experiences, but also offers general advice about preparing for post-UMW life as well as specific advice about preparing for work in his or her particular field. Last year's panelists included Sarah King, Jay Hess, Jenna DuBreuil, Britta Grimm, Jenny Freud, Abigail Gellene-Beaudoin, and Colleen Reynolds.

Sarah King works as a services director at Empowerhouse in Fredericksburg. The mission of Empowerhouse is to assist victims of domestic violence and their children to rebuild lives characterized by hope, dignity, and respect. Sarah is in charge of their adult and teen battery prevention programs as well as their volunteer training program. She earned a master's in social work after graduating from UMW. She found her way to Empowerhouse by volunteering for the organization while attending UMW. Sarah encouraged students to "be willing to try something new."

Jay Hess works at an inpatient psychiatric facility in Pennsylvania. He specializes in crisis de-escalation and management as well as training new employees. Jay spoke of utilizing the support system that surrounds the student attendees. "Talk to your professors," he said as he introduced an anecdote from a conversation about plans after graduation that he had with Dr. Debra Steckler (Associate Professor). Jay remembered asking Dr. Steckler about the options available to him with his degree and academic record. Dr. Steckler replied, "Well, there's always social work." Jay, who was working on acquiring his social work licensure at the time of the forum, emphasized that graduate school is not just for students with particular



Career Forum Panelists: Sarah King, Jay Hess, Britta Grim, Abigail Gellene-Beaudoin, Jenna DuBreuil, Colleen Reynolds, and Jenny Freud

undergraduate degrees or outstanding academic records. Jay said that determination and hard work pay off, and there are always educational and occupational options.

Jenna DuBreuil is an office administrator at Neuropsychology and Complementary Medicine, Inc. (NaCMed), located in Fredericksburg. Her responsibilities include scheduling appointments, verifying insurance, maintaining files, and assisting clinicians with psychological evaluations. Jenna found out about an internship at NaCMed while attending a conference. At that conference, other attendees helped her connect with the head clinician at NaCMed. She got the internship while still an undergraduate, and that position evolved into her current one. At the forum, Jenna chuckled when she remarked that professors who consistently proclaimed, "Network, network, network!," were not wrong. Although she aspires to obtain a doctoral degree, she is glad she took time after graduation to gain work experience. Jenna said, "It's not a

race. It's okay to look for a placeholder position immediately after graduation."

Britta Grimm is an assistant manager at Swim Kids in Fredericksburg, where she analyzes data to track the effectiveness of their classes and creates training presentations, activities that capitalize on the skills she gained as a UMW undergraduate. Like Jenna, Britta found that a part-time position she held while she was an undergraduate became a full-time position following graduation. Her message to the forum attendees was similar to Jenna's also; Britta said, "Get experience." Even as a part-time employee, she found herself applying knowledge gained in her coursework to her interactions with the children attending Swim Kids, something she did not realize she would be able to do so readily. She encouraged students to start somewhere, use the opportunity to help define your goals, and start to work toward those goals while being flexible with your plan.

Jenny Freud assists with a fifteen-year research study for which she

Continued on page 5

screens participants for the effects of traumatic brain injury. Although Jenny plans to pursue a doctoral degree in clinical psychology, she realized that gaining real-world experience was important because it not only enlightens the pursuit of an advanced degree, but also improves the attractiveness of one's applications to competitive graduate programs. Mindfully, Jenny emphasized the importance of "enjoying the time you have left in college." She said she spent much of her senior year stressing about what was to come next, only to realize that everything fell into place on a path to her goal.

Abigail Gellene-Beaudoin is a medical social worker who earned a master's degree social work after graduating from UMW. Currently,

Abigail works for EDMARC Hospice for Children where she provides emotional support to children who are in hospice, as well as their families. She shared that, initially, she thought she had little interest in her current job, but she has grown to appreciate the role that she plays in the lives of the children she cares for and their families. She recommend that student attendees "keep an open mind and go outside of your comfort zone."

Last, but not least, **Colleen Reynolds** is a designer in a field called human factors psychology, which is the study of how humans can interact optimally with different types of equipment or devices; she has a master's degree in the area. She described discovering this field of psychology as an eye-

opening experience that completely redirected her path. Therefore, Colleen encouraged attendees to, "Be confident; go with your gut." Had she not pursued less well-known areas of psychology to find her niche, she may have ended up in a different field that she would not have found as rewarding.

The valuable advice shared throughout the forum seemed to include a few, key guidelines: be open minded and adventurous; ask for advice and network; plan, but be mindful and flexible; and trust yourself. Thank you to all the panelists who offered their time, described their experiences, and reassured the student attendees that life after graduation offers continued opportunities for growth, personally and professionally.

Exploring the Origins of Psychology in Europe

by Victoria Power ('18), Psychology Major

Psychology in Europe is a three-credit course offered in the summer by the Psychological Science Department. Students travel to multiple cities in Europe, visiting sites and engaging in activities relevant to the history of psychology. Along the way, students complete readings, attend lectures, watch relevant movies, and discuss important individuals, places, and events in the history of psychology. Also, students have time to visit sites of their own choosing, exposing them to the cultural diversity found abroad. Students keep a journal, in which they can reflect on their experiences during the trip, those planned as part of the course as well as those they choose on their own.

Last summer, Dr. Dave Kolar (Chair and Associate Professor) and Dr. Chris McBride (Professor) led ten students on the trip; we traveled to London, Paris, Wurzburg, Munich, and Vienna. We began in London, England where our first day there was a "free" day. We explored places like Buckingham Palace and Westminster Abbey. The next couple of days included planned visits to Down House, Charles Darwin's house and grounds, and Sigmund Freud's London home, which contains the famous couch he used during psychoanalysis. Also, we attended a lecture about the measurement of intelligence given by John Richardson at the Open University of the United Kingdom. The London leg of our trip ended with exploration of Camden Market and viewing of the Tower Bridge at night.



The Psychology in Europe Group at the Vienna Opera House (clockwise from top, left): Nicole Ferrell, Rachel Francis, Victoria Power, Jaclyn Marcone, Abigail Anderson, Rachel Melvin, Marissa Cassens, Pary Aflaki, Nora Fahmy, and Aileen Grau

After hopping on the Eurostar, we arrived in Paris, France, and explored the Charcot Library at the Pitie-Salpetriere Hospital, and we took a walking tour of the hospital. Our tour of Paris also included a tour of Ile de la Cité, including visits to Saint Chapelle and Notre-Dame. The tour included not only psychologically-relevant

Continued on page 6

Exploring the Origins of Psychology, continued from page 5

information, but also insight regarding the impact of the French Revolution on French history. During our free time in Paris, we visited sites such as the Louvre, the Avenue des Champs-Élysées, and Versailles. Also, we had a picnic under the Eiffel Tower.

After being in two big and bustling cities, the quiet town of Würzburg, Germany, was a welcome respite. We visited Würzburg because it is the home of the Centre for the History of Psychology. At the Centre, we attended a lecture on Gestalt Psychology given by Dr. Armin Stock. In addition, we had lunch with students at the University of Würzburg, during which we discussed our lives both as students and as young adults experiencing our different cultures. Also, we climbed up to a fortress on a hill overlooking the town just as the sun was beginning to set; the view was wonderful!

Between our stops in Würzburg and Vienna, we visited Dachau Concentration Camp in Munich, Germany. We were able to take individual audio tours while walking the grounds, allowing us to fully digest and reflect on all that we saw and learned there.

Vienna, Austria, was the last stop on our trip. During our stay in Vienna, we visited Sigmund Freud's Viennese home as well as the Alfred Adler International Center, where we learned about Adler's ideas, for example, how feelings of inferiority affect personality development. During our free time in Vienna, we saw a show at the Vienna Opera House and took a trip to a summer palace that belonged to the Hapsburg family. The very end of our trip was spent at the Café Central, where we enjoyed delicious apple strudel!

The Psychology in Europe course is being offered again this summer. Dr. Jennifer Mailloux (Associate Professor) and Dr. Holly Schiffrin (Professor) will lead nine students through Europe, visiting the same cities with the exception of Munich. Instead of traveling to Munich to visit Dachau Concentration Camp, this year's group will take a bus tour to Mauthausen Concentration Camp just outside Vienna.

The Psychology in Europe course was a truly remarkable experience! While the focus was on the history of psychology, I learned much about European history and culture during the trip. For information about future iterations of this course, contact Dr. Mailloux at jmaillou@umw.edu or Dr. Schiffrin at hsciffr@umw.edu.

Drs. Mindy Erchull and Holly Schiffrin Promoted to Full Professor

Congratulations to **Drs. Mindy Erchull** and **Holly Schiffrin** who are serving their first year at the rank of Professor, the highest rank that can be achieved by faculty members. (The lowest rank for tenure-track faculty is Assistant Professor, followed by Associate Professor. The University of Mary Washington grants the rank of Associate Professor to faculty members who have applied for and are awarded tenure, and awards the rank of Professor to faculty members who have achieved academic, professional, and service-oriented distinction.)



Dr. Mindy Erchull

Dr. Erchull is a social psychologist who teaches Research Methods in Psychology, Social Psychology, Health Psychology, and Psychology of Women. Also, she teaches seminars on feminism and on social influence in addition to supervising internships. Dr. Erchull's research interests are in the areas of objectification theory, sexualization of women, feminist identity, women's health issues, attitudes about menstruation, and decision making in medical contexts. Honored as a fellow of both the American Psychological Association and the Association for Psychological Science, she has published numerous

papers in academic journals such as *Gender Issues*, *Sex Roles*, *Body Image*, and *Psychology of Women Quarterly*. Notably, she was recognized as a leader among women in psychology by the Committee for Women in Psychology of the American Psychological Association, and was recently elected to serve as the representative from the Society for General Psychology to the American Psychological Association Council of Representatives.



Dr. Holly Schiffrin

Dr. Schiffrin is a developmental psychologist who teaches Infant and Child Development, Exceptional Child Development, Introductory Statistics for Psychology, Advanced Statistics for Psychology, as well as seminars on developmental psychology and positive psychology. Her research interests are in the areas of intensive parenting styles, parent coaching, happiness and well-being, work-life balance, and child development issues. Dr. Schiffrin has published numerous papers in academic journals such as the *Journal of Positive Psychology*, the *Journal of Happiness Studies*, and the *Journal of Child and Family Studies* for which she also serves as an associate editor. Also, she is co-author of a book titled, "Balancing the Big Stuff: Finding Happiness in Work, Family, and Life."

New Psychology Student Representatives, Aides, and Tutors for '17-'18

Last spring, **Marissa Cassens**, **Rebekah Funkhouser**, **Megan Jacobs**, and **Erynn Sendrick** were elected by their peers to serve as psychology department student representatives. The representatives have been busy organizing events like the Majors Meeting and the Fall Picnic. The student representatives work with Dr. Dave Kolar (Department Chair and Associate Professor) to bring these events about. Also, the student representatives contribute to this newsletter!

Three students were selected to serve as lab aides. **Marissa Cassens** is returning from last year. She will be joined by **Christina Amaral** and **Bethany Pierce**. The lab aides oversee the computers labs which serve psychology and business majors. The lab aides are advised by Dr. David Rettinger (Associate Professor). In addition, **Alyssa Cugle** and **Andrea Zamora** are serving as statistics tutors.

Megan Jacobs is serving as the subject pool student coordinator. She is advised by Dr. Hilary Stebbins (Associate Professor). **Taylor Wiseman** is serving as the animal behavior lab assistant. She is advised by Dr. David Stahlman (Assistant Professor). Last but not least, **Hina Zafar** is serving as the community service learning student coordinator. She is advised by Dr. Miriam Liss (Professor).

On behalf of the psychology department, thank you to the student representatives, aides, and tutors (and to their advisors) for the services you provide.

Psi Chi Inducts New Members and Elects New Officers for '17-'18

Last spring, a number of psychology majors were welcomed into the UMW chapter of Psi Chi, the National Honor Society in Psychology. The spring 2017 inductees were: **Lauren Bache**, **Madeline Beasley**, **Sophia Lamp**, **Hannah Lynde**, **Michelle Milligan**, **Chloe Morton**, **Lily Olsen**, **Ciera Osborne**, **Taylor Presley**, **Caroline Schwartz**, **Erin Shaw**, **Lydia Steele**, and **Juliette Zadrazil**.

In addition, a number of psychology majors were inducted last fall. The fall 2017 inductees were: **Christina Amaral**, **Kim Thi Kim Bui**, **Megan Jacobs**, **Kristen Kunaniec**, **Helen Makriyianis**, **Hannah Truex**, **Megan Turner**, and **Brittany Williams**.

Also, the Psi Chi chapter elected new officers last spring. **Megan Jensen** and **Sophia Lamp** were elected Co-presidents, **Jamie Carey** was elected Secretary, and **Aimee Silverman** was elected Treasurer. Also, **Taylor Presley** was elected Fundraising Chair and **Erin Shaw** was elected Social Media Chair.

Psi Chi Symposium Presenters Given Awards for Outstanding Research

At the Psi Chi Symposium, outstanding research was recognized in three categories: Methods Course Research, Seminar Course Research, and Independent Study Research. **Rebekah Funkhouser**, **Sophia Lamp**, and **Erin Shaw** were given the award for best Methods Course Research. Their project was titled, *Extraversion and method of communication on willingness to conform*. They completed this project in Dr. Hilary Stebbins's (Associate Professor) Research Methods class.

Andie Cork, **Taylor Diffley**, **Danielle Niepokoj**, and **Allison Scott** were given the award for best Seminar Course Research. Their project was titled, *Dark triad personality traits predicting cyber-trolling on social media*. They completed this project in Dr. Miriam Liss's (Professor) Research Seminar.

Last, but not least, **Kristine Harner**, **Megan Jensen**, **Isabelle Perrin**, **Aimee Silverman**, and **Jessie Verive** were given the award for best Independent Study Research. Their project was titled, *News coverage and attitudes about mental illness following mass shootings*. They completed this project with Dr. Laura Wilson (Assistant Professor). Congratulations to our award winners and to all the Psi Chi Symposium presenters!

These awards were presented following a keynote address by Dr. Roger K. Thompson, Emeritus Professor of Psychology at Franklin & Marshall College in Lancaster, Pennsylvania. His address was titled, *Analogical reasoning by (other) animals: Fact or fiction?*



Dr. Roger K. Thompson

Psychology Students Named Scholarship and Award Winners

First, the *Outstanding Senior Award* was given to **Meghan Turney**. Congratulations, Meghan! In addition, a number of students were awarded scholarships for the '17-'18 academic year. The *Topher Bill Scholarship* was awarded to **Aimee Silverman** for her outstanding academic performance, particularly in statistics and research methods. Three *Minnie Rob Phaup Scholarships*, named in honor of a former faculty member, were awarded to **Hannah Lynde**, **Taylor Presley**, and **Erin Shaw**.

Two *Burney Lynch Parkinson Scholarships*, for students who intend to make education a career, were awarded to **Megan Jensen** and **Megan Turner**. **Katherine Hatton** and **Sophia Lamp** were awarded *Emily Cella Scholarships*, for

their outstanding academic achievement in social science. **Sophie Obert** was awarded the *C. Jarrett and Hazel Small Wilkins Scholarship in Social Sciences* for outstanding academic achievement.

Last, **Meghan Jacobs** was awarded the *James C. ('87) and Deborah S. Llewellyn Scholarship in Psychology* for her excellent academic performance. James C. Llewellyn endowed this scholarship because he appreciated the critical thinking, research, and communication skills he garnered at UMW, which prepared him well for an advanced degree and a career in Human Resources. Deborah S. Llewellyn is employed in the Human Resources field as well. Congratulations to all our scholarship recipients!

Psychology Majors Invited to Join Phi Beta Kappa

Last spring, the following psychology majors were invited to join the UMW Chapter of Phi Beta Kappa: **Jamie Carey**, **Jacqueline DeGroat**, **Richard (Joe) Dragone**, **Kristine Harner**, **Katherine Hatton**, **Hannah Hautz**, **Megan Jensen**, **Lily Olson**, **Victoria Power**, **Alexis Robinson**, and **Jessie Verive**.

Phi Beta Kappa, founded in 1776, is well-known for being the oldest undergraduate honors association in the United States. Its mission is to foster and recognize excellence in the liberal arts and sciences.

Furthermore, Phi Beta Kappa presents an annual, monetary award to a new inductee who exemplifies the

characteristics most valued by the organization, including intellectual integrity, tolerance for other views, a broad range of academic interests, and civic responsibility. This year's award winner was **Megan Jensen**.

This award, the Roy H. Smith Phi Beta Kappa Award, is named in honor of a Dr. Smith, Distinguished Professor of Psychology, who retired in 2010 after a 40-year career at UMW. Dr. Smith's areas of expertise were in the field of biopsychology/neuroscience. Furthermore, Dr. Smith was an active member of Phi Beta Kappa while a faculty member at UMW, and he has continued to support the organization during his retirement.

A Moment in the History of the Psychological Science Department

Historical information courtesy of Dr. Tom Moeller, Emeritus Professor of Psychology

An Institutional Review Board (IRB) is an administrative body tasked with reviewing research plans that will involve human subjects to ensure the welfare, rights, and privacy of the participants. In sum, the IRB determines whether the benefit of the knowledge to be gained by conducting the research outweighs any psychological or physical risks to which participants may be exposed. The Psychology Department had been conducting internal reviews of research with human subjects as far as any current faculty member can remember; however, during the 1994-1995 academic year, the Psychology Department made a recommendation to the college president that the college develop a review board, and a college-wide IRB was formed thereafter. Dr. Christine McBride (Professor) was a key figure in the development of the UMW IRB and served as the chair of the committee for 10 years. Since its inception, two members of the UMW Psychological Sciences Faculty have served 3-year terms on the 10-member committee. Currently,

Drs. Dave Kolar (Chair and Associate Professor) and Laura Wilson (Assistant Professor) are serving on the UMW IRB. Drs. Kolar and Wilson review all applications for research conducted on individuals associated with UMW generated by the Psychological Science Department including applications from Research Methods in Psychology courses, Research Seminar in Psychology courses, "research teams," as well as any other applications that may come from psychology faculty or individuals working with psychology faculty. Furthermore, all student and faculty researchers are required to an complete online training course to complete their applications. The review process can be rigorous; typically, applications are returned at least once for changes, clarification, and/or enhanced justification. The strict requirements and high standards for review are indicative of the Psychological Science Department's and UMW's goal of respect for our research participants in the face of gathering scientific knowledge.

Psychology Major Madeline Beasley ('18) Named Writing Contest Winner

Madeline Beasley was named a winner in the Social Science category of the 2016 Writing Intensive Writing Contest for her paper titled, "The effect of color on flavor perception." Her paper was based on an original research project completed in her Research Methods in Psychology course, which was taught by Dr. Mindy Erchull (Professor). Congratulations, Madeline!

Faculty News

Dr. Mindy Erchull (Associate Professor) published an entry titled, "Feminist identity development model," in *The Sage Encyclopedia of Psychology and Gender*. In addition to serving as Chair and Discussion Facilitator of a symposium titled, "Lessons from textbook authors and teachers for teachers, fellow authors, and prospective authors," she gave two presentations at the American Psychological Association meeting last August, including: "Collaboration, calendars, and consistency: A research team model for productivity," and "The complexity of measuring feminist identity and attitudes: Nancy Henley's legacy." At the meeting of the Society for Menstrual Cycle Research last June, she participated in a symposium titled, "Menstrual shame and stigma: Education, embodiment, and experience," and presented a poster titled, "An exploration of the factor structure of the beliefs about and attitudes toward menstruation questionnaire." Last, she presented a poster titled, "Self-sexualization, self-objectification, and leadership self-efficacy in lesbian and heterosexual undergraduates," at the Association for Women in Psychology meeting last March.

Drs. Mindy Erchull and Miriam Liss (Professor) published a paper titled, "Slut-shaming on Facebook: Do social class or clothing affect perceived acceptability?," in *Gender Issues*. Also, they presented a poster titled, "A mindfulness-based semester-long course increased students' mental health and well-being," at the

Association for Psychological Science meeting last May.

Dr. Dave Kolar (Associate Professor) presented a poster titled, "Personality correlates of environmental attitudes and behavior," at the Eastern Psychological Association meeting last March, and a poster titled, "The in(complete) product: Donating or discarding based on product completeness," at the American Marketing Association Public Policy Conference last July. Also, he continued his assessment and evaluation work as the External Evaluator on a 5-year, \$996,000 National Science Foundation grant awarded to several faculty in the natural sciences at UMW, as well as the Assessment Coordinator for the Teen Suicide Prevention program administered by Mental Health America Fredericksburg in the local school systems.

Dr. Miriam Liss published a paper titled, "Extraversion, neuroticism, attachment style, and fear of missing out as predictors of social media use and addiction," in *Personality and Individual Differences*. Also, she presented in a symposium titled, "Lessons from textbook authors and teachers for teachers, fellow authors, and prospective authors," at the American Psychological Association meeting last August.

Dr. Chris McBride (Professor) published a paper titled, "Challenge vs. threat: The effect of appraisal type on resource depletion," in *Current Psychology*. Also, she presented a poster titled, "The justification of junk food: The licensing effect and hedonic

food consumption," at the Eastern Psychological Association meeting last March.

Dr. Holly Schiffrin (Professor) presented a poster titled, "Growth mindset and positive expectations about the future: The relationships among mindset, self-efficacy, self-compassion, and optimism," at the Association for Psychological Science meeting last May.

Drs. Holly Schiffrin and Miriam Liss published a journal article titled, "The effects of helicopter parenting on academic motivation," in *Journal of Child and Family Studies*.

Dr. W. David Stahlman (Assistant Professor) was a recipient of a \$100,000 grant titled, "Visualizing big data to determine the effects of physical exercise on social ethology, social rank, and neurophysiology in laboratory mice," from the Jeffress Trust Program. He published a paper titled, "The coelacanth still lives: Bringing selection back to the fore in a science of behavior," in *American Psychologist*. Also, he gave a talk titled, "There are no behavioral rabbits in the ontogenic Precambrian," at the Association for Behavioral Analysis International meeting last May, and presented a poster titled, "Behavioral and neural control of social dominance in mice," at the Society for Neuroscience meeting last November.

Dr. Hilary Stebbins (Associate Professor) presented a poster titled, "Social anxiety but not rejection sensitivity affects emotional expression identification," at the Association for Psychological Science meeting last May.

Continued on page 10

Faculty News, continued from page 9

Dr. Laura Wilson (Assistant Professor) was named an APS Rising Star in January, 2017. This designation recognizes outstanding psychological scientists in the earliest stages of their research careers. Dr. Wilson was also given the UMW Alumni Association Outstanding Young Faculty Member Award in May, 2017. Dr. Wilson participated in a number of activities at the International Society for Traumatic Stress Studies meeting last November. She was co-chair of a symposium titled, “Understanding

the role of sociocognitive factors in risk for and outcomes of sexual victimization among college students,” and the presenter of a talk titled, “The impact of rape acknowledgment on survivor outcomes: The moderating effect of rape myth acceptance.” Also, Dr. Wilson led a participant idea exchange at the National Institute on the Teaching of Psychology conference in January titled, “Making your psychology course LGBTQ+ inclusive.” Dr. Wilson published three journal articles, including: “The

impact of rape acknowledgment on survivor outcomes: The moderating effects of rape myth acceptance” in *Journal of Clinical Psychology*; “The unique associations between rape acknowledgment and the DSM-5 PTSD symptom clusters” in *Psychiatry Research*; and “ADHD and nonsuicidal self-injury in male veterans with and without PTSD” in *Psychiatry Research*. Also, she published a chapter in an online reference module titled, “Child and adolescent psychopathology.”

What Are They Doing Now?

Holly Aleksonis ('16) is currently a research assistant at the Center for Biobehavioral Health at Nationwide Children's Hospital in Columbus, Ohio. She is working with researchers who are investigating social and cognitive functioning in children who have survived a pediatric brain tumor or who have suffered traumatic brain injury using functional and structural neuroimaging methods as well as classroom-based peer reporting. Specifically, Holly's tasks include study recruitment, running laboratory visits, and traveling to schools to complete classroom visits. Currently, she is applying for Clinical Psychology doctoral programs for Fall 2018.

Ally Campo ('11) began working as a laboratory archaeologist fellow with the Defense POW/MIA Accounting Agency at The Pearl Harbor-Hickam Base in Hawaii. Ally has a graduate degree in Historical Archaeology from William and Mary in Williamsburg, Virginia. Prior to taking the position in Hawaii, Ally worked as an archaeologist at Montpelier.

Michael Dooley ('09) recently accepted a tenure-track assistant professorship at Washington College in Chestertown, Maryland.

He received his doctoral degree in Social Psychology, with a specialization in Health Psychology, from the University of California Riverside. In addition, he recently married his wife, Laura, and they are looking forward to moving back to the East Coast.

Natalie Delcid ('17) began the master's in social work program at George Mason University last fall.

Richard (Joe) Dragone ('17) began the doctoral program in neuroscience at the University of Florida at Gainesville last fall.

Audrey Eldridge ('17) is currently working at the Commonwealth Criminal Justice Academy in Fredericksburg.

Catherine Gauthier ('14) is currently a special education teacher in an inclusive preschool sponsored by a non-profit organization called Springbrook in Oneonta, New York. Last fall, she earned her master's degree in early childhood special education from Columbia University in New York City.

Hanna (Johnson) Keller ('16) will begin the Counselor Education Program at Virginia Commonwealth University next summer. Also, she and Jacob Keller ('16) were married last May.

Jacob graduated with a degree in math.

Daniel Lipscomb ('14) is currently a research specialist at the University of Virginia. He uses complex statistical analyses, such as structural equation modeling, to assess the effectiveness of the My Teaching Partner program. This program offers various types of professional development support, including online coaching by a teaching consultant. Daniel has been examining how interactions between coaches and teachers lead to improved student-teacher interactions and student outcomes as well as characteristics and experiences of students that might interfere with their progress, despite high quality student-teacher interactions. In 2017, he received a master's degree in Applied Developmental Science from the Curry School of Education at the University of Virginia. During his graduate studies, he developed a theory that, in his words, “student-teacher relationships serve as an emotional and motivational regulator that can help students adopt and maintain a growth mindset throughout their studies... such a mindset leads to optimal academic behavior and performance, higher socio-economic well-being,

Continued on page 11

What Are They Doing Now, continued from page 10

and resistance to potential ego threats like failure.”

Melissa McTernan ('10) received her doctorate in quantitative psychology from the University of California, Davis, last December. Her dissertation was titled, “Advanced methods for categorical and continuous data with many zeros.” This fall, Melissa began a tenure-track assistant professorship at the University of California, Sacramento. She will be teaching courses in statistics and research methods and continuing quantitative psychology research.

Leanna Papp ('14) began a joint doctoral program in psychology and women’s studies at the University of Michigan last fall. Primarily, she will be working in Dr. Sara McLelland’s lab, which is part of the Gender and Feminist Psychology program, participating in research on the effects of the experience of social and political inequality on individuals’ assessments of their intimate relationships.

Emily Sander ('17) began the master’s program in clinical mental

health counseling at Johns Hopkins University last fall.

Rebekah (Selbrede) Peterson ('16) received her master’s degree in school psychology from the University of South Florida last summer. In addition, she recently married her husband, Andrew, and they relocated to Oak Ridge, Tennessee. Currently, Rebekah is on the market for a position in her local school district.

Brittany Simmons ('14) began working as the coordinator of Dr. Nathan Fox’s Child Development Laboratory at the University of Maryland last May. The position entails oversight of institutional review board applications, budgets for multiple grants, National Institute of Health progress reports, and laboratory meetings. In addition, Brittany will help direct the work of numerous undergraduate research assistants.

Rachel Sisk ('14) began the master’s program in forensic and legal psychology at Marymount University last summer.

Rebecca Smith ('13) began the doctoral program in developmental psychology at Virginia Commonwealth University last fall. Rebecca will be working in Dr. Danielle Dick’s lab, participating in research on genetic and environmental factors influence the development of substance abuse and associated mental health issues.

Amanda Sparacino ('16) is currently working at Brambleton Middle School in Ashburn, Virginia, as a behavioral assistant for students with emotional and behavioral disabilities. Prior to working at Brambleton Middle School, Amanda worked for the Center for Autism and Related Disorders as a behavior therapist for children with autism. Currently, Amanda is applying to masters programs in Special Education and she hopes to get her teaching license as well.

Dysheria Turner ('17) is currently a behavioral support technician at Compass Counseling Services in Fredericksburg, where she works with children diagnosed with autism spectrum disorder.

Correction

In the Spring 2017 edition of *PsychMatters*, the article titled, “Dr. Steve Hampton Retires After 37 Years of Service,” was attributed to the incorrect author. Alexandra Fitzgerald ('17), a Psychology Student Representative at the time, was the author of the article.



Keep in touch with your psychology department and fellow graduates. Join the **UMW Psychology Majors** group or the **UMW Department of Psychological Science Alumni** group on Facebook!

Announcements

The Psychological Science Department is looking for alumnae and alumni who are willing to discuss their careers and career paths with current psychology majors. Our goal is to create a list of graduates and their occupations to illustrate the variety of opportunities for individuals with a psychology degree and to provide a point of contact so that current students could gain advice and ask questions. The list, including name and occupation, would be posted on our webpage; however, contact information would be made available to current undergraduates by request only. If you are a willing alumna or alumnus, please contact Dr. Virginia Mackintosh, Associate Professor, at vmackint@umw.edu. Send her your name, occupation (including a brief description of your regular activities, if you desire), as well as your current email address and, if you desire, a phone number at which interested students may contact you. We would appreciate your help in providing a valuable resource to current psychology majors. Thank you in advance!

Please consider recognizing the Psychological Science Department with a monetary contribution. Please make checks payable to the University of Mary Washington Foundation, and specify that the donation is for the Psychological Science Department. Please send checks to the following address: University of Mary Washington Foundation, Jepson Alumni Executive Center, 1119 Hanover Street, Fredericksburg, VA 22401-5412. Your donation would be used to support student scholarships and student presentations at conferences. We would appreciate your support!

Find the Psychological Science Department website at: umw.edu/psychology Recent faculty news and upcoming events are posted to the site. Our current students will find information on, for example, program requirements, experiential learning opportunities, and Psi Chi happenings. Furthermore, alumni can keep in touch by providing updates. Check it out!

Keep in touch with your psychology department and fellow graduates. Join the **UMW Psychology Majors** and/or the **UMW Psychology Alumni** groups on **Facebook!** Also, our newly-founded Psychology Club has a Facebook presence; current students can check out club activities at **UMW Psychology Club** page!

The *PsychMatters* newsletter is circulated digitally. It is sent out to alumni as an email attachment and it is posted to the department website at <http://cas.umw.edu/psychology/home/newsletters/> In addition, it is posted on the UMW Psychology Majors, the UMW Psychology Alumni, and UMW Psychology Club Facebook pages. If you are a UMW Psychology graduate and you are not on our email distribution list, but would like to be, please contact Amy Beaulieu, Assistant Director of Alumni Communications, at (540) 654-2062 or abeaulie@umw.edu to provide a current email address.



where great minds get to work

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