Over Spring break, psychology students had the chance to travel to Philadelphia. We had the opportunity to attend the annual meeting of the Eastern Psychological Association, explore the Franklin Institute with psychology club members, and stop at Love Park to show our appreciation for psych. Continue reading for details about our experiences!

-Mandy Seccia, Co-Editor
-Photos courtesy of Dr. Tindell
Eastern Psychological Association Conference

From March 5th through March 8th, I had the privilege of attending the annual meeting of the Eastern Psychological Association (EPA) in Philadelphia with other presenters and members of the psychology club: Lanai Galarza, Nina Grippo, Stephanie Highley, Roberto Ramirez, Dominic Rinaldi, and Brittany Scherer under the guidance of Dr. Tindell. This experience was extraordinary as I learned much more than could ever be taught within the boundaries of a classroom. We had the opportunity to attend multiple poster sessions in the various disciplines of psychology to learn about current research being conducted by other undergraduate students, graduate students, and faculty across the east coast. We were also able to attend multiple symposiums in which graduates and faculty gave in-depth talks about different aspects of psychology including their research, information about graduate schools, and new programs being administered throughout different psychology departments. EPA allows undergraduate students to think in a critical and analytical way. I recommend all psychology students to attend this conference. EPA is beneficial for everyone no matter their age, class year, or career interests. There is something to be learned by everyone at EPA!

-Mandy Seccia, Co-Editor

"As a graduate of Wilkes, EPA gave me an opportunity to reconnect with current students and faculty… I felt a great deal of support from the university as a whole. It is amazing to know that our university is so supportive of all its students both past, present, and future… Every day we continue to grow and learn and EPA gave me the opportunity to both learn as well as educate others. I would highly suggest all psychology students to attend, network, and broaden their horizons. It is amazing what opportunities are out there!"

-Alysha Bixler

"I went to EPA with some great expectations and I have to say that I think it exceeded them. I was able to expand my knowledge in the field of psychology while exploring many different interests… I have sparked an interest in possibly doing research and maybe even presenting at EPA myself. I also was given some great tips and information about learning opportunities at many different universities and even the NAVY. I believe that EPA is a great learning experience and networking experience for anyone in the field of psychology. I can’t wait to go back!"

-Brittany Scherer

"I had so much fun on the EPA trip. Being a freshman I got to take in a lot of the information they had provided about grad school and it gave me a better understanding on what I would like to focus on for my future career. I definitely plan on going again for my next 3 years here."

-Lanai Galarza

"I had an awesome time at EPA! I got acquainted with some new faces and had the pleasure of learning about different research I never considered before. I would love to go back next year!"

-Nina Grippo

"EPA is such an amazing opportunity to gain a wealth of knowledge regarding current research in any area of study in psychology. At EPA, students like myself have the opportunity to meet with other students from different schools around the eastern part of the nation and talk about research either they are performing, or others are performing. There are even lectures and workshops that teach how you can better your education at the undergraduate or graduate level. My favorite part of the trip was the bonding we were able to do as a Psychology Club… I’m proud of my colleagues in the ways they are representing the club and also the Psychology Department and Wilkes University Community as a whole."

-Dominic Rinaldi

"The conference was, undoubtedly, an eye-opening time. It excites me for future findings to come."

-ROBERTO RAMIREZ

"As a graduate of Wilkes, EPA gave me an opportunity to reconnect with current students and faculty… I felt a great deal of support from the university as a whole. It is amazing to know that our university is so supportive of all its students both past, present, and future… Every day we continue to grow and learn and EPA gave me the opportunity to both learn as well as educate others. I would highly suggest all psychology students to attend, network, and broaden their horizons. It is amazing what opportunities are out there!"

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-Dominic Rinaldi
EPA Presenters

Dr. Schicatano, Alysha Bixler (2014 Wilkes alumna), Nina Grippo, Dr. Tindell, and myself presented our research posters at EPA. This was an unparalleled experience. I not only learned how to present research the proper way, but I learned how to converse intelligibly with other students and faculty about difficult research procedures. I am very grateful for the opportunity to have attended and presented research at EPA and I cannot wait to attend next year!

-Mandy Seccia, Co-Editor

“Differential Effects Between Dark and Milk Chocolate on Pain Perception”

Dr. Schicatano
(Research assisted by Leanna Brisson, Kristen Craven, Adam Bailey, and Teaka Flores)

“Justice Beliefs and Empathy: Does Feminist Ideology Identity Matter?”

Alysha Bixler and Nina Grippo
(Research conducted with Dr. Thomas)

“The Effect of Incubation on Tip-of-the-Tongue States for Proper and Common Nouns”

Mandy Seccia and Dr. Tindell

-Photos courtesy of Dr. Tindell
Franklin Institute

On Sunday March 8th, psychology club members joined those who attended EPA at the Franklin Institute in Philadelphia. We were able to explore the “Your Brain” exhibit where we learned about neurons and brain plasticity. We created representations of neuronal interactions using our own hands! There were also many “brain teaser” activities. One of my personal favorite parts of the brain exhibit was riding in the simulator where it felt as if we were spinning upside down when we were remaining still the entire time, but the room was what was moving. This represents how our brain often perceives our outside environment differently than how it is in reality. There was also a lie detector game in which you and a partner sat across from one another saying three statements, one of which was a lie, while being videotaped. When reviewing the videotape and observing specific facial characteristics, it was obvious which of the three statements was a lie! This shows how our brain constantly controls our expressions based on our emotions even if we are unaware of it. Overall, the Franklin Institute was a really fun learning experience and was a great way to study up on the brain for neuroscience classes!

-Mandy Secia, Co-Editor

-Photos courtesy of Dr. Tindell
Psychology Department Surprise

Did you happen to notice anything new in the hallway of the Psychology Department? Next time you are on the 3rd floor of Breiseth, be sure to take a look at the new TV screen by the middle staircase! The psychology department surprised all the psych students with this new addition to the hallway. On the TV, information about upcoming events will be posted and pictures from departmental events will be shared! Thank you to the faculty members who surprised us with this gift to enhance the department!

-Mandy Seccia, Co-Editor

Psi Chi Pre-Registration Event

Every semester Psi Chi hosts a pre-registration event in which younger students are able to ask Psi Chi members specific questions about what classes we liked best, the order to take certain classes in, and the classes that would best benefit their schedules and overall undergraduate goals. This event was held on March 19 and we had a great turn out! We were all able to contribute our own opinions on the classes and academic structure offered at Wilkes. We plan to continue holding a pre-registration event to help assist younger students to take advantage of all the wonderful classes and opportunities within the Wilkes Psychology Department.

-Mandy Seccia, Co-Editor

“The good life is a process, not a state of being. It is a direction not a destination.”
-Carl Rogers

“Self-belief does not necessarily ensure success, but self-disbelief assuredly spawns failure.”
-Albert Bandura

“Life can show up no other way than that way in which you perceive it.”
-Neale Donald Walsch
Get to Know Your Professor: Dr. Jennifer Thomas

Dr. Thomas is on sabbatical this semester and will be back in the Fall of 2015. What is she doing with her time away from teaching? On February 27th, I had the opportunity to ask Dr. Thomas about her sabbatical and her experience in Thailand!

Can you tell us what a sabbatical entails?
Sabbaticals vary from school to school. Usually a sabbatical is a time away from the rigors of being a faculty member including teaching, serving on departmental and university committees, administrative work that comes with being in charge of a program (in my case being director of Women and Gender Studies (WGS)), academic advising, advising clubs, and so on so that one can more fully focus on another intellectual endeavor. This is usually one’s research but it could also entail developing a new academic program or teaching at another school. The demands of everyday life as a faculty member often make it difficult to find time to thoughtfully reflect upon and write up one’s work. Thus a sabbatical is meant to allow the faculty member the mind space and time necessary to be more fully invested in these endeavors.

What is the process behind applying for sabbatical? (Who decides which professors receive the opportunity)?
Again it varies from school to school. For example, at some schools, faculty are automatically granted a sabbatical after they are promoted to associate professor. At Wilkes, faculty are eligible to apply for sabbatical after 12 semesters of teaching. At that time faculty must submit a proposal to the Faculty Development Committee (FDC) outlining what he or she intends to do on sabbatical. The faculty member must clearly outline his or her plan and state how the sabbatical will promote the professional and intellectual development of the faculty member, the direct or indirect value it will have on Wilkes students, on the faculty member’s department or program, and the direct or indirect value it will have for the University. The faculty member must also have a letter of support for his or her proposal from the chair of his/her department and from his/her dean. In addition, letters of support are also obtained from academics outside of Wilkes who are familiar with the faculty member’s work and who can attest to the worthiness of the faculty member’s project. Once the proposal has been submitted, it will be sent out to at least 2 outside reviewers who will rate the worthiness of the proposal. Again, the reviewers are academics who are familiar with the work the faculty member will be conducting. Once the reviews have been received, the FDC will rank all the sabbatical proposals. Faculty with the highest rank are most likely to be awarded a sabbatical. Finally, the proposal, the reviews, and the FDC recommendations make their way to the Provost. The Provost has the final say in who will receive a sabbatical.

What are some of the advantages of going on sabbatical?
The main advantages are (1) having an opportunity to grow intellectually by being able to intensively invest in my research. The research process, especially writing, requires consistent blocks of time. Faculty members at teaching schools (like Wilkes) rarely have the time or mind space to dedicate to their research. Thus it gets put off until the summer or is not done at all. (2) Having time to rest and recharge so that I come back to Wilkes with fresh, new ideas and energy! (3) Being able to spend more time with my family (4) Grow personally by learning about a new culture (this would likely be specific to someone who moves to a new country)

What are some things you plan on doing while gone?
(1) Write up and submit a manuscript based on the findings of a study I conducted several years ago on 7th, 9th, and 11th grade students’ perceptions of positive peer influence (peer influence is also sometimes referred to as “peer pressure”) and friendship quality.
(2) Analyze data from a study I conducted several years ago on emerging adults perceptions of the impact of romantic relationships on their friendships; Also compare emerging adults data to data I collected from 7th, 9th, and 12th grade students.
(3) Write up papers based on the findings from #2. Also, submit to present findings of 1 and 2 at developmental psychology conferences
(4) Complete analyzing and writing results for a study on feminism, adjustment, and activism.
(5) Consider designing a new study investigating personality and relationship variables that determine the strength of peer positive influence; I’m also interested in factors associated with how youth develop a desire to work toward the creation of a more just and equitable world.
(6) Enjoy time with my family and experience life in a new country. I hope to see as much of Thailand and other parts of South East Asia (e.g., Vietnam, Cambodia, Laos) as possible.

Continued on next page...
Get to Know Dr. Thomas Continued

Do you plan on attending any psychology conferences?
I will be attending a WGS conference in Bangkok at the end of this week. It’s call the Women’s Empowerment and Leadership Conference and it draws students, academics, and professionals from NGOs and governmental agencies from around the world. I will be delivering a paper entitled, “Connections between Participation in Women’s Studies Courses, Well-Being, and Activism.” Participants will come from all over the globe including Malaysia, Indonesia, Mexico, China, Australia, and Pakistan. I’m excited about the opportunity to connect with international colleagues and to receive feedback on my work.

Do you have any new research interests you will be looking into while gone?
Yes, as I mentioned above, I’m hoping to expand on my previous research investigating positive peer influence. I’m most interested in whether friends influence one another to be more civic minded and to engage in social justice related activities. Furthermore, I am curious about the types of individual level variables, relationship level variables, and contextual variables that help explain why some individuals are more or less influenced by their friends. Ultimately, I’d like to better understand how we encourage students, young people, the future leaders of our country, to desire and to feel empowered to work toward the creation of a more just and equitable world.

What advice would you give fellow faculty members while considering a sabbatical?
If faculty members have a solid plan for how they would use their time on sabbatical, then they should definitely apply!

-Mandy Seccia, Co-Editor

The Temple of Dawn Wat Arun in Thailand

Dr. Thomas and her family at the Snake Farm

Wat Arun in Thailand

-Photos courtesy of Dr. Thomas
This semester, members of Psi Chi and Psychology Club were asked to write a few words to prospective psychology students on post cards. These post cards were sent to students interested in attending Wilkes next fall. On the post cards we mentioned how much we enjoy being part of the Wilkes Psychology Family. We shared information about the many opportunities offered within the department such as classes in the various disciplines of psychology, internship opportunities, the ability to conduct our own research project from start to finish, and most importantly the dedicated and loyal faculty. It is important to share our experiences with prospective students to help build and enhance our department. We hope these students choose to experience the extraordinary opportunities at Wilkes themselves next fall!

-Mandy Seccia, Co-Editor

Psych Club Lollipop Fundraiser

On March 24th, Psych Club made chocolate lollipops to sell to peers and faculty at Wilkes to raise money for the department. The lollipops turned out great and were a big hit!

-Mandy Seccia, Co-Editor

-Photos courtesy of Dr. Tindell
Congratulations to this issue’s student of the month, Maria Bard, a senior Psychology major and Neuroscience minor from Hazleton, PA. Read below about her experience at Wilkes and her plans for the future.

What made you choose Psychology as your major here at Wilkes? I came into Wilkes as a freshman Biology student soon realizing that it wasn’t the perfect fit for me. I had that realization sitting in Dr. Schicatano’s Psychology 101 class my first semester. The more psychology classes that I took, the more I realized that I developed a love and passion for it. So here I am close to graduating with a B.A. Psychology and I honestly could not be any happier.

What do you appreciate the most about our Psychology Department? What I appreciate the most about the Psychology Department is the feeling of being comfortable to walk into any of the professor’s offices knowing that they will do whatever it takes to help you out. All of them are “on your team” and want to see you succeed while at Wilkes. This gives our department the edge over other departments on campus because you feel like you have a strong support system behind you.

What other organizations and extra-curricular activities are you involved in both inside and outside of Wilkes? Back home, I volunteer for a program called C.H.I.P.P.S. Basically this non-profit organization is a committee to help handicapped infants and parents succeed and generates funds to the Infant Stimulation Program, which helps babies/children from the Hazleton Area who have disabling conditions succeed to their full potential. I am also a volunteer for the Hazleton Chamber of Commerce annual Funfest street fair, where I help coordinate craft and car show events. On campus, I serve as the secretary of Psychology Club and am a member of Psi Chi. I also am a member of the Pre-Professional Society on campus and a member of National Society of Leadership and Success at Wilkes. Recently, I had the opportunity to travel to Asheville North Carolina with the Alternative Spring Break Program to build houses with Habitat for Humanity. It was one of the best experiences of my entire life and extremely humbling, so if you get the chance to go on a service trip, DO IT!

What are your plans after graduation in May? After graduation in May, I am hoping to pursue a Master’s degree in Occupational Therapy at either Alvernia University or Seton Hall University.

Do you have any advice for underclassmen? My advice for the underclassmen would be to always work hard, push yourself past your limits, and take time to create yourself in college. These by far will be some of the best years of your life, enjoy every moment you have because I don’t think I ever expected undergraduate school to go by so quickly. Most importantly, on those nights where you are overwhelmed, remind yourself of why you are in college and your future goal that you have been working so hard to achieve. The work you put in now will pay off on your future endeavors. Good luck!

-Photo courtesy of Maria Bard

-Brooke Bishop, Co-Editor
Career of the Month: Life Coaching

I had the opportunity to ask Dr. Schicatano what exactly Life Coaching is and why it should be career of the month. Read below what he had to say about this newly growing field of psychology.

- Brooke Bishop, Co-Editor

Life coaching is the application of several technologies and methods from Psychology with the aim of helping clients determine and achieve personal goals. Coaching is not targeted at psychological illness, and coaches are not therapists. To this end, coaching is unlike therapy because it does not focus on examining nor diagnosing the past. Instead, coaching focuses on effecting change in a client's current and future behavior. Because the approach is broad and can be universally applied to any future goals, life coaches find themselves coaching anyone from artists, to business executives, to athletes to students.

The field of Life Coaching has exploded in the last decade with an estimate of more than 15,000 now full time practicing coaches in the United States. Life coaches are allowed to practice without a license as long as they focus only on coaching issues (i.e., not providing therapy). It is recommended that life coaches received certification/training from an organization such as the International Coach Federation (ICF).

Most coaches hold sessions either over the phone or through skype. When I started coaching, I was well aware of the fact that many life coaches could hold sessions while at home, or sitting on their deck, or even while at the beach. Thus, life coaches are not limited to working with clients in their own hometown. In fact, in my coaching practice, I have had the honor of working with clients from California to Florida, and many places in between. Sometimes, I work with clients to keep them on track and hold them accountable for their behaviors (related to their goals), and sometimes I employ techniques like mindfulness, hypnosis, or other Neurolinguistic Programming (NLP – look it up, it’s cool stuff) processes to help the client overcome roadblocks. Life coaching utilizes a very client-centered approach, based on what the client’s needs are.

Unlike the heavy emotional issues that therapists are confronted with, a life coach mostly faces and focuses on the positive, trying to bring clarity to where a client is in the moment and where they want to be in the future. Below are some of the benefits that a client receives from working with a life coach. A life coach will:

- Keep you moving forward towards your goals
- Help you overcome obstacles and limitations
- Give you the tools and resources to ensure life success
- Hold you accountable for all of the steps you take
- Challenge you with practical questions and deep “soul searching” questions
- Guide you in making the decisions that are best for you
- Treat you with the utmost respect while allowing you to stay true to your self
- Inspire you to follow your dreams while keeping you grounded in reality

Currently, I am teaching the Life Coaching course for the Psychology department. Because of the nature of the course content and the many techniques and self-help concepts taught, this course could easily be taught to business, communication or even education students. More than anything, the life coaching class is designed to help students understand how others think, and more importantly how they think. The tools provided in the course, if practiced, can help anyone change their life.

- Dr. Schicatano
College students are notorious for letting their health slip through their fingers. We often lack nutrition in our diets, proper exercise, and most importantly… sleep! We constantly drown ourselves in caffeine to stay up all night studying for exams, and we all know that we do not make up for our lack of rest on the weekends. While we attend college in hopes of expanding our brain’s capacity, neuroscientists suggest that our brains may actually be shrinking in size. CNN shares recent research conducted in 2014 that suggests there is a correlation between the amount of sleep we get and brain volume.

European neurologists administered MRI scans to 147 adults ranging in age from 20 to 84 years old. An initial MRI scan was taken, and then a second scan was given 3.5 years later along with a questionnaire regarding sleep patterns. It was found that 35% of the adults in the study showed that they possess poor sleep health. Most of these sleep issues could be categorized as insomnia, or lack of sleep. After studying the MRI scans before and after 3.5 years passed, the researchers found that those showing poor sleep health had a quicker decline in brain volume or size compared to those who reported to be getting a sufficient amount of sleep. These effects were especially apparent in participants over the age of 60.

A multitude of past research indicates that a lack of sleep correlates with memory loss often leading to Alzheimer’s or dementia, which ultimately triggers the question as to how brain size is affected. From Integrated Sleep Services in Virginia, neurologist Dr. Neal Maru shares with CNN that lack of sleep can negatively affect many aspects of our health including: our immune system, cardiovascular health, and most apparently memories. Though it may seem obvious that if the brain does not have time to rest properly it may not function correctly, the specific reasons and neuronal attributes of why lack of sleep is shown to cause a decrease in health remains unknown. Maru along with the European neuroscientists imply that improper sleep can lead to the buildup of protein in the brain attacking brain cells, however there is still much more to be learned. Neurologist Claire Sexton from the University of Oxford says that it is often questioned whether or not poor sleep quality causes a change in brain structure, or change in brain structure causes poor sleep patterns. It is important to continue research within this field of study in order to test whether improving sleep patterns could slow the rate of brain volume loss.

Though there are still many unknown answers regarding poor sleep and brain volume decline, it is essential that college students understand the importance of quality sleep. As a college student, I understand that often it is not our choice to lose sleep, but that the demands of school cause us to stay up late and wake up early. We often put this necessity aside in order to finish assignments, study for exams, or fit in our extracurricular activities. This is why both faculty and students must realize that the quality of work being produced will increase if it is being done when receiving quality sleep. So though you may think you are enhancing your academic abilities by staying up all hours of the night to study, your memory, overall health, and possibly brain volume would be benefitted by going to sleep!
# March 2015

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Have a wonderful Summer Break!
Upcoming Capstone Presentations

Twelve senior psychology students from Dr. Bohlander’s Research Capstone class will be presenting their senior research projects during the weeks of April 13th and April 27th and you’re invited to attend! Below is the schedule of both the oral Power Point presentations and poster presentations. We hope to see you there!

**Oral Power Point Presentations:**

*Tuesday, April 14th, 11am-1pm, Breiseth 316*

11:05:
- Stephanie Highley: *The Effects of Color on Memory*
- Samantha Gluskin: *Inattentional Blindness and Eyewitness Testimony*
- Marissa Elliott: *The Effects of Caffeine on Memory*

12:00:
- Maria Bard: *The Effects of Caffeine on Motor Coordination and Balance*
- Teaka Flores: *The Effects of Color on Memory*
- Lissette Garcia: *The Effects of Personality on Cell Phone Addiction*

*Thursday, April 16th, 11am-1pm, Breiseth 316*

11:05:
- Riley Jackson: *Background Color and Word Type Relating to Memory Recall*
- Kelsea Kleinbauer: *The Effects of Platonic Relationships on Individual Self-Concept*
- Ellen Rich: *The Effect of The Color Red on a Target Accuracy Task*

12:00:
- Mark Zluchowski: *The Effect of State Boundary Lines on Dividedness and Support for States’ Rights*
- Kerryn Redcay: *Battle of the Sexes in Relation to Top-Down Processing*
- Tyler Suruskie: *The Effects of Chocolate on Cognitive Performance under Stressful Conditions*

**Poster Presentations:**

*Tuesday, April 28th, 11am-1pm, Miller Conference Room (2nd floor in the S.U.B.)*

- Brooke Bishop, Co-Editor

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Applied Track Changes

All students are required to complete either the Research Capstone sequence, or the Applied Capstone sequence prior to graduation. As you may know, the Psychology Department is implementing changes to the Applied Psychology Capstone Curriculum. Instead of taking PSY 201, students will be required to take PSY 200 and the newly created PSY 301.

The new Applied track will result in the following course sequence:

- PSY 200- Statistics
- PSY 301- Psychological research
- PSY 399- Internship Experience
- PSY 401- Senior Capstone (also requiring an internship)

Please note: For any students currently in the applied track, Fall 2015 will be the last semester PSY 201 is being offered.

If you have any questions or concerns about the change in curriculum please do not hesitate to contact our Psychology department faculty.

- Brooke Bishop, Co-Editor
Alumna of the Month: Justine Adams

Justine Adams graduated from Wilkes in 2012 and then continued her education at the graduate level at Virginia Commonwealth University to become an Occupational Therapist. Justine was also my E-mentor when I was a freshman! She helped me and other freshman adjust to the college atmosphere by providing us with her constant guidance and support. Read about Justine’s journey through Wilkes and OT school below!

What initially brought you to Wilkes as an undergraduate?
I was attracted to Wilkes for many reasons, but particularly because it was such a unique university and I loved that! I was also able to major in Psychology and minor in Dance at Wilkes, which was a huge plus for me as I was an avid dancer growing up.

What made you decide to major in psychology?
I have always been interested in working with people and understanding people, how they think, and the science behind people has always intrigued me. I knew that a degree in psychology would prepare me for whichever specific career I would later be drawn to, because it covers so many things that are applicable to different careers.

What were you involved in at Wilkes?
I was very involved at Wilkes. I was in the student government, the psychology club, Psi Chi secretary, an E-mentor for three years, an anatomy and physiology II teaching assistant, a participant with ASB for two years, and was very involved in the dance department - needless to say I was always busy, but I loved it!

What psychology classes did you enjoy?
I really enjoyed behavioral neuroscience, developmental psychology, creative arts therapy, cognition, and personality courses. Looking back on those I can see how they all relate to my current field as an occupational therapist, so it makes sense they were some of my favorites.

Were you always planning to go to grad school to become an Occupational Therapist?
I decided I wanted to be an occupational therapist at the beginning of my junior year at Wilkes. I had an "ah-ha!" moment while researching careers, OT was just the perfect blend of psychology, medicine, and creativity, so I made a plan to make it happen. I had exactly one year to get all of the prerequisites, volunteer hours, letters of recommendations, etc. in. It was intense but because psychology is so closely linked with OT, many of the courses I had already taken were prerequisites, which was so helpful.

How was your experience while applying to graduate schools?
It was intense at times, but being extremely organized kept me in a good place. I acted very independently with applying to graduate school. There were definitely key people at Wilkes who gave me great advice and provided letters of recommendation as well; however, because OT was not as well known when I began applying to graduate school I had to do a lot of research myself. I had a checklist for each school I was applying to and would keep track of when things were due, and made sure to have them completed well before the application was due. My advice to people applying to graduate school is to start the process as early as possible, and be very organized. I would also recommend applying to 2-3 schools and really making your application stand out. I believe quality is better than quantity with something like graduate school, it is better to really apply yourself and work hard to make your applications for a few places stand out then scramble to apply to 10 schools - plus, applications can be expensive. I applied to VCU and Ithaca and was accepted to both, but ultimately chose VCU! Go Rams!

Continued on next page...
How was your experience enrolled in graduate school?
My experience in graduate school can be defined as a wonderful whirlwind! It was definitely academically challenging, but I grew up so much and learned so much not only about OT, but about life. I made a lot of friends with my peers and colleagues. One of the things I really enjoyed was the cohesiveness of my class. There were 41 of us and we were together 40 hours a week, in all of our classes. My classmates ranged in age from 21-50 years at the start of the program, which also made for a really diverse group of people. The six months of full time fieldwork and studying for the national board exam were challenging as well, but they were the final steps to becoming an OT. Looking back I treasure my graduate school experience. It was unique and different from my Wilkes experience, so both of them have a special and different place in my heart.

How did your education at Wilkes prepare you for grad school and your occupation today?
My education at Wilkes and my psychology degree prepared me in so many ways. For one, the experiences I had at Wilkes fostered my growth and maturity to be able to handle the realities of "the real world / work world." I also feel that the challenging courses really pushed me to strive to work harder, which was extremely helpful to have that hard work mentality when I began my challenging graduate school program. Finally, my major in psychology prepared me to know how to have effective communication skills, problem solving, and other invaluable skills needed to excel in graduate school and today as an OT. Every day I am faced with dealing with psychosocial issues with my patients, and I know my psychology degree is a part of my ability to care for those needs!

What is your favorite part about being an OT?
My favorite part of being an OT is that every single day my job is to help someone live better - and that's it! I can't think of anything else in the world I would rather do than help people live life to the fullest. I am always learning, always challenged to be creative and think outside of the box, and I'm always surprising myself with how much I grow each day. It's such a fun career that you can literally never get bored of! I'm very thankful I am a licensed OT!

What are your plans for the next few years?
My plans in the next few years are to continue working as an acute care occupational therapist at VCU Health System and gaining experience with pediatrics and adults in a hospital setting. Right now I am primarily working with adults, rotating through the different units of the hospital including: general medicine, general surgery, trauma, neuroscience ICU, orthopedics, etc. In a few years I plan to go back to VCU to work on my obtaining my Occupational Therapy Doctorate, OTD. But for now, I am excited to learn from more experienced therapists - and to marry my fiancé, another Wilkes Psychology alumnus, Nick Zinskie next year in April!

Do you have any advice for undergraduate psychology majors?
My advice is to soak it all in. Take every experience you possibly can - go on ASB trips, join clubs, participate in volunteer work. Before you know it college will be a memory. If you take advantage of all Wilkes and the Psychology department has to offer you, you will graduate with so much more than what you learned in classes alone. Also, explore careers that are related to psychology but outside of the box. Psychology relates to so many different fields, find your niche and what you are passionate about and you will go far! Best of luck!

-Mandy Seccia, Co-Editor

Source: http://justjuliewrites.com/tag/high-cbd-hemp-oil/
New Neuroscience Major at Wilkes

Dr. Schicatano was able to provide us with some information regarding the new Neuroscience major offered at Wilkes next fall! Here is what he had to say:

Neuroscience is the field of inquiry devoted to understanding the structure and function of the nervous system. As of the fall of 2015, the Psychology and Biology Departments at Wilkes University now offer a B.S. in Neuroscience. The Neuroscience major provides students with a basic science background emphasizing a broadly-based, yet integrated approach to understanding the brain mechanisms controlling human or animal behavior.

Neuroscience is one of the fastest growing fields in academia. Currently, The Society for Neurosciences consists of more than 40,000 members from around the world who study everything from brain development, sensation and perception, learning and memory, movement, sleep, stress, aging, and neurological and psychiatric disorders. The primary focus of the neuroscientist is in understanding how the brain, our most fascinating and complicated organ, governs the very nature of our conscious existence. Understanding the brain (neural) processes involved is important as a topic of basic science and for its obvious medical benefits. Since the brain is a physical system, neuroscientists typically employ approaches from many different disciplines, including biology, chemistry, and psychology in an attempt to investigate the brain. For example, scientists interested in Alzheimer’s Disease, a neurological disorder characterized by a loss of memory, may study this problem at several different levels. There are Behavioral Neuroscientists interested in the neural mechanisms of memory loss (behavior). There are Cellular Neuroscientists focusing on the role of the chemicals responsible for keeping neurons (the basic nerve cells) involved in memory alive, or preventing them from accelerated cell death. There also are Molecular Neuroscientists who study the genes that may play a role in the abnormal expression of proteins that may lead to the development of “plaques”, which might kill these “memory neurons.”

Thus, it should be quite evident that Neuroscience is truly an interdisciplinary field open to students with a diverse range of backgrounds and interests. The study of Neuroscience provides a remarkable opportunity for students to understand the interrelationships between the different disciplines while focusing on pertinent questions regarding brain function. For further information about the major, you can contact Dr. Ed Schicatano in the Department of Psychology.

–Dr. Schicatano

Psi Chi News

-Psi Chi would like to welcome its newest members:
   Emily Maculloch, Katharine Marianacci,
   Karly Mason, Shelby Petro, Brittany Scherer

-March 19: Psi Chi held a pre-registration event (See page #)
-March 26: Psi Chi sponsored a graduate school panel moderated by Dr. Newell. Four senior psych majors planning to attend graduate school next fall, along with a student from Scranton University’s Counseling program answered students’ questions about the graduate application process and the experience graduate school provides. (See page #)
-April 9: Alcohol Awareness Day: Psi Chi members and Wilkes counselors will be distributing information about the dangers of alcohol along with alcohol screening tests.
-April 18: Psi Chi members Brooke Bishop and Anna Podrasky will be presenting a poster about the negative physical and psychological effects of alcohol at the Health Fair. Stop by the poster to learn more about alcohol and to support these Psi Chi members!
-April 23: New members from 2014-2015 will be officially inducted into Psi Chi during the induction ceremony. Congratulations!

-Mandy Seccia, Co-Editor

Psych Club News

-March 5-8: Psych Club members had the opportunity to attend both EPA and the Franklin Institute in Philadelphia over Spring Break! (See page #)
-March 24: Psych Club members made Easter lollipops to sell in the SUB as a fundraiser for the club
-March 28: Psych Club members will head to the bowling alley for a Bowl-for-Kids-Sake event.
-May 3 (Tentative): A hiking trip is being planned as a bonding experience for club members.
-April 18: At the end of the semester a party will be held for Psych Club members at Dr. Tindell’s house. This will be a great way to say goodbye before the summer.

-Mandy Seccia, Co-Editor
The human mind has the power and creativity to wander in many directions even if that means perceiving a false reality. In 2001 Ron Howard directed and produced one of the most inspirational movies depicting a unique human mind. “A Beautiful Mind,” originally written by Sylvia Nasar, is a movie based on the true story of Dr. John Forbes Nash Jr.’s battle with schizophrenia. John Nash, played by Russell Crowe, sadly discovers that the people he thought played a significant role in his life, do not exist. The movie begins by depicting John Nash’s experience attending Princeton University in 1947 after receiving the Carnegie Scholarship for mathematics. Nash spends his time at Princeton determined to formulate and publish an original discovery in math. Howard immediately depicts a strong bond between Nash and his roommate, Charles Herman, who helps motivate him throughout his academics. Nash finally comes across an original idea when he and other graduate students are trying to approach a group of women at a bar. He discovers a novel concept of governing dynamics suggesting that a cooperative approach will more likely result in success rather than an “every-man for himself” approach. Nash creates a mathematical representation of this phenomenon and publishes it, and soon after receives a teaching position at MIT. Meanwhile, he falls in love with one of his brightest students, Alicia Larde, played by Jennifer Connelly, who challenges his own intellect. They soon get married and have a child of their own.

Just as Nash was starting to become bored with his position at MIT, he was asked to help decipher a code from enemies in the Soviet Union. He becomes intrigued with this mission and continues to look for secret codes within magazines and newspapers from the Soviets. He soon becomes paranoid that the enemy is following him. He even witnesses a shoot-out between his boss and Soviet agents. Nash soon fears for his life but claims that he is being forced to stay on the assignment. He is overwhelmed with paranoia to the extent that it takes over his life. Meanwhile, Charles and Charles’ niece visit him regularly to which he vents his paranoia. This is when Nash’s wife begins to notice that he has become mentally ill with paranoid schizophrenia, and the audience discovers that his boss, Charles, and Charles’s niece, who monopolize his conversations are in fact created in Nash’s own mind and do not exist. Nash begins to receive treatment through insulin shock therapy and is soon released from the mental health hospital. Frustrated by the side-effects of his medication, Nash secretly stops taking his pills, relapses, and meets his hallucinations again. This time his delusions become so vivid and realistic that he puts the lives of his wife and son in jeopardy. This is what triggers Nash to realize that he is in fact delusional and Charles, his niece, and his boss do not truly exist, and no one from the Soviet is seeking revenge on him. Nash becomes determined to overcome his schizophrenia without medication by ignoring his hallucinations. Through a long, difficult process, Nash begins to conquer his schizophrenic mind with the support of his family. He begins teaching again and in 1994 he is awarded the Nobel Memorial Prize in Economics. At the end of the movie, when accepting his award he sees his three hallucinations again. He could never truly escape his own mind.

Imagine living surrounded by people who have played a critical role in your life to find out that they do not exist. Schizophrenia is a severe mental disorder that is extremely difficult to overcome even with the right medication. Often mental disorders are not correctly represented in the media, however “A Beautiful Mind” takes a step in the right direction of showing the struggles faced when diagnosed with schizophrenia. Howard is able to capture the audience in the paranoid schizophrenic mind of John Nash which allows us to empathize with him. Though Nash was successful in controlling his mental disease, he truly never escaped his delusions. However this movie is still so inspirational because it shows that overcoming mental illness is possible, and you can still achieve your dreams. Though Nash admits that his recovery was not entirely upbeat, it is apparent that he did not allow schizophrenia to hinder him from creating his own mathematical idea and won the Nobel Prize. His experience is one that will always be remembered because with his beautiful and unique mind, he was able to overcome this obstacle and achieve his dream.  

-Mandy Seccia, Co-Editor
Intern of the Month: Michael Litwak

Congratulations to this issue’s intern of the month, Michael Litwak, from Minersville, PA. He is a senior studying psychology and business. When asked about his internship this semester, this is what he had to say:

Where is your internship, and what kind of responsibilities do you have while working there?

NEPA Financial Associates at Dallas, PA. I mainly deal with recruiting and developing new contacts for new interns for our financial internship program.

What do you enjoy most about your internship?

Dealing with college students looking for internships is very familiar since I was in their shoes about a year ago and I try to keep that in mind when interviewing potential interns. I also enjoy working for a company that prides itself with assisting working class Americans and wants to help families save money and it really gives you a good sense of self doing something that in the end helps others.

How do you plan on using the knowledge and skills you’ve learned at your internship?

I feel that I really took a step forward in my interpersonal skills and networking abilities working with NEPA Financial Associates. My boss really pushes to reach out to new potential interns and I feel that it really took the anxiety and stress out of talking to new individuals looking for internships.

What are your plans following graduation in May?

I am currently accepted and will be coming back to Wilkes for my MBA starting this summer.

Do you have any advice for underclassmen interested in this field?

Network with as many people as possible. You never know how someone you met after a Wilkes football game or at an alumni event will offer you an internship opportunity or even valuable advice that you might have missed otherwise. Sometimes it isn’t always what you know, it is who you know. You’d be surprised at the help some people can give. It also makes talking to people who you don’t know become more comfortable and this is a field of high social interaction.

- Brooke Bishop, Co-Editor

Thanks to the Editors

It has been my absolute pleasure to work with Mandy and Brooke on Psychles. While I could not be happier for them as they graduate and move on to bigger and better things, they will be missed in the department. Thank you, Mandy and Brooke, for all of your hard work and dedication. I wish you the very best as you continue your academic journey. Please keep in touch.

Congratulations on your upcoming graduation!!

Dr. Debbie Tindell
Psychology Trivia

1. What is the name of the man who created the first IQ test?
2. In which stage of sleep do you typically experience dreams?
3. What is the DSM?
4. What are the big 5 personality traits?
5. What are the four lobes of the brain called?
6. True or False: The difference between the PsyD and PhD curriculum is that PsyD is research based.
7. What structure of the brain controls human emotion?
8. In social psychology, what term is used to describe when we blame someone’s internal characteristics when explaining their behavior, but using external factors to explain our own?
9. Who came up with the Prototype Theory in Cognitive Psychology?
10. What substance are humans most commonly addicted to?

The first person to report to Dr. Tindell with all 10 correct answers will receive a prize!

-Brooke Bishop & Mandy Seccia, Co-Editors

Special Olympics Bowling

I was able to speak with Psychology Club’s President, Brittany Scherer, about the club’s participation in a Special Olympics Bowling event. Here is what she had to say about her experience:

The event was held at Chacko’s Family Bowling Center on February 14th and was an all day event to assist those with special needs while bowling. As volunteers we had different duties, but many of us were paired with another Wilkes student and we were assigned two lanes for a specific time slot. Our job on the lane was to make sure that the athletes’ name was in the system, make sure they all had a ball and shoes, make sure that they were bowling in order, write and report their score after each game, and most importantly just cheer them on and be a friend. This was my second year volunteering for this event and my first year with a lane assignment. Both years I found that it was a very rewarding and enjoyable experience. I absolutely love to see the joy and excitement that each of the athletes contain for their sport!

-Brittany Scherer

-Brooke Bishop, Co-Editor

Easter Egg Hunt

The first person to report the correct number of Easter eggs hidden throughout this issue to Dr. Tindell will win a prize!

Source: http://www.eastland-mall.com/event/2145452805

-Mandy Seccia, Co-Editor
Bowl for Kids Sake is an annual event hosted by Big Brothers Big Sisters. This is a fundraiser done in order to raise money for the organization to do background checks on volunteers, and to help build and sustain relationships between families, children, and the volunteers. Each participant in the event is asked to raise $50. As a thank you, the organization hosts a bowling event at local bowling alleys throughout the U.S. We decided to do this event because we believe that Big Brothers Big Sisters is a great organization to support. The psychology club created two teams to participate in this fundraiser. I think that the event went very well, and I hope that we will be able to participate again and raise even more money for the cause!

-Brittany Scherer
Psi Chi Sponsored Graduate School Panel

On Thursday, March 26th, Psi Chi hosted its annual Graduate School Panel moderated by Dr. Newell. The panel included four senior psychology majors who have applied and plan to attend graduate school, along with a student from the Masters of Counseling and Mental Health program at Scranton University (see complete list below). Many students attended the event and we discussed the entire application process. Some of the topics included: how to know if graduate school is right for you, how to prepare for the GREs, how to make an impressive Curriculum Vitae, how to write a personal statement, when to apply, how to ask for letters of recommendation, the difference between MA/MS/PhD/PsyD degrees, and how to cope with the stress of applying. I personally believe it is important to help mentor younger students throughout this process. Applying to graduate school may be stressful and overwhelming at times, so it is necessary to plan and organize and to seek help from knowledgeable students and faculty when needed. A main point mentioned at the panel was that you must maintain motivation throughout the entire process. It is necessary to keep in mind the reason why you want to continue your education at the graduate level, and to always remember the passion you have for what you are studying. Let your passion drive your application!

Speakers on the panel:

Maria Bard: Occupational Therapy
Dominic Rinaldi: Conflict Resolution
Mandy Seccia: Cognitive Neuropsychology
Kyle Strobel: Scranton University’s Counseling Program
Tyler Suruskie: Physical Therapy

Not Pictured: Dr. Newell, Kyle Strobel

-Photo courtesy of Mandy Seccia
GRE Practice

**Sentence Completion**
Choose the pair of words that best completes the sentence.

1. The remarkable fact that many inventions had their birth as toys suggests that people philosophize more freely when they know that their ___ leads to no ___ results.

   (A) cogitation ... trivial
   (B) persistence ... satisfactory
   (C) speculation ... weighty
   (D) creativity ... measurable
   (E) conjecture ... inconsequential


*Answer: C*

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**Quantitative Comparisons**

1. If… $xy = 21$
   
   $x < 3$

   and… Column A: 7
   
   Column B: $y$

We can conclude…

   (A) Quantity in Column A is greater.
   (B) Quantity in Column B is greater.
   (C) Two columns are equal.
   (D) Relationship cannot be determined from the information given.


*Answer: D*