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What do you wish you had known before you started your academic career? – Grad Edition

By Michelle Beddow, Graduate Student

I'm not sure how it happened, but somehow I have reached my final semester of graduate school. Like many graduating students, I have spent a considerable amount of time this semester reflecting on my time here at UT. I've thought about the good times, and the bad times (it is grad school, after all), and the times in between. I've also pondered the classes I've taken, the studies I've conducted, the friends I've made, and the worries I've had. Of course, I now know how things turned out, or are turning out, but things were much fuzzier back when I was just starting my graduate career. And like most people, I've thought about some of the choices I've made, and questioned if I would make those same decisions if I knew then what I know now, which brings me to this piece, my last article for PsyConnect. In the fall, we asked the undergraduate upperclassmen what they wished they had known before starting college, and for the spring issue, we decided to poll the graduate students, "what do you wish you had known before starting graduate school?"

I asked UT Psychology graduate students for their help with this question and was happy to receive responses from clinical and experimental grad students at all levels (first year through sixth year). Not surprisingly, there was a wide range of responses, but several trends stuck out. Several students stressed the importance of good mentorship. "Your mentor will guide you through the program, answer questions about research and academia, and also help you through tough times in which you are struggling in your program. You could love the research you are doing and fit the program well, but without a strong relationship with your mentor those things will not matter much and could make it more difficult to finish," said first year experimental student, Keith Edmonds. Others stressed the importance of keeping your dissertation in mind throughout your early years as a grad student. "Getting all of my main research projects since 1st year in-line with my potential dissertation was an important thing I learned" said fifth year experimental Yopina Pertiwi. Indeed, doing this can be a time-saver down the line as you will already know the research in this specific area extremely well, instead of having to take the time to read up on this specific area.

Other trends reflected the importance of food, particularly coffee among grad students. "Coffee will sneak into your life without you really noticing. Then it'll take the house, the car, and all your money," said fifth year experimental Jaclynn Sullivan. "You will drink more coffee, accept it" noted a clinical student. Others mentioned the importance of moisturizer. "I wish I'd started using better skincare products...grad school has given me some serious forehead wrinkles!" joked sixth year experimental Lindsay Roberts.

Some brought up the concept of imposter syndrome, the overwhelming feeling that you really do not belong in your department, and that one day someone will see you for the fraud you really are. According to several students, everyone will feel like an imposter at some point, but no one actually is one. Don't be surprised if imposter syndrome comes back for a second (or tenth) round though. Just keep plugging away and eventually it will go away again.

I will point out that many of the first year students reported feeling overwhelmed with the amount of work required in graduate school. "I wish I'd known how many constant emails there were going to be...I wish I'd known how many pens I would go through from just taking notes in class" said a first-year who wished to remain anonymous. Another first year told me, "I think it is probably best that I didn't know how hard it was going to be, or I might not have pursued it in the first place." Others pointed out the financial issues many grad students face, "I wish I knew more about the financial/ working situation. One huge adjustment has been realizing that when I am short on money I cannot work extra shifts to earn extra cash," said first year experimental Quincy Miller. However, as discouraging as that may sound to those considering graduate school, there was a different trend among the more advanced graduate students.

The responses from the more advanced students seemed to reflect ways to cope with the difficulty of being a graduate student, such as allowing yourself to take breaks, even when you really do not have the time to take one. “If you don’t set time away for some self-care you will become burned out and overwhelmed”, said fifth year experimental student Fawn Caplandies. Not only is taking breaks recommended but so is relying on social support. “Do not underestimate how important social support will be - taking breaks (even when you feel like you should not be taking breaks) and getting help from family has been extremely important - I don’t know if I would still be in graduate school if it wasn’t for the supportive people in my life” said a clinical student who wished to remain anonymous.

Your support system does not necessarily have to be non-grad students though; for some grad students your lab mates become a support system. “You get a weird, adopted family. Lab mates become like your family away from home in a way. You see them all day for most days of the week. You vent about problems with research to them, hang out and procrastinate together, and pro-

vide helpful feedback throughout your time in the program,” said second year experimental student Christina Perez. Along the same lines, Jaclynn Sullivan pointed out that she learned that, “the people I would meet wouldn’t be competition, they’d be support.” While it is definitely good to have friends outside of grad school, in many cases those friends may not fully understand some of the issues a grad student faces, which is why it can be extremely helpful to have friends in your department as well.

While there are definite challenges to graduate school, it is not an impossible challenge. I think Keith Edmonds summed it up the best, “Graduate school can be a difficult journey, but overall very rewarding. I have learned that being smart and determined can only get you so far. Graduate school will challenge you mentally, physically, and emotionally. It can be difficult to find a healthy work-home-life balance, while staying productive and mentally sane! But it is possible. Great risk, great reward.” That’s certainly good to know, and my hope is that some of this information will help future graduate students.

PsyBusters | By Evan Clarkson, Graduate Student



While working my way through an undergraduate degree in psychology it was a common occurrence to have coworkers ask me questions about what I was studying in college. Most of the time this made only for awkward small talk and was met with responses like, “My daughter is also studying psychology”, or with the occasional, “you should be studying business; don’t you want a well-paying job?” (be sure to read other articles in this issue for more on professional development; you definitely don’t

have to study business to find a good job!). There was one occasion however that stands out amongst the rest. A former retail supervisor of mine responded to my usual spiel about studying psychology with a repeated and eager line of questioning about whether psychologists can read minds. While it is probably very unlikely you will encounter people desperate to enquire whether psychological study has granted you mind reading super powers, you will no doubt encounter (if you haven’t already) a large degree of folk misconceptions about psychology within the public. A quick read of this article will help you set the record straight when in conversations like this one regarding at least two common misconceptions about psychology.

Are Polygraphs Valid Measures for Detecting Lies?

While most people probably don’t go through life believing that psychologists can read minds, there does seem to be widespread belief that psychologists can determine if someone is being truthful (with the help of polygraphs and other lie detector devices). Polygraphs are commonly treated as reliable indicators of truth on television; there was even a game show that ran from 2008 to 2009 called *The Moment of Truth*, which asked people personal questions and then tested their responses for truth on air. Putting the ethics of television shows like this one aside, the question remains, are polygraphs reliable measures of truth? The short answer, according to psychologist and polygraph researcher Leonard Saxe,

is that there is no evidence that what the polygraph measures is linked to whether a person is telling the truth (Stromberg, 2014). Rather than directly measuring the truth of a statement, polygraph testing measures physiological responses in the individual being questioned. According to Furedy and Heslegrave (1998), even when employing the best techniques, “polygraphy is of questionable validity”.

For this reason, the Supreme Court banned the use of polygraph evidence in court in a 1998 decision (Stromberg, 2014). While polygraphs, when used under optimal conditions, may be better at detecting a lie than pure chance (Furedy & Heslegrave, 1988), this is far from an inspired conclusion supporting the efficacy of polygraphs in general. A flip of the coin is a very low bar after all. Hopefully the fact that psychologists can’t read minds or reliably tell if someone is responding truthfully through polygraph testing hasn’t made you reconsider your interest in psychology. Psychologists and psychological research do discover a lot of important and highly relevant information after all. Just take a look at the busting of the next myth below.

If Unsure, Is It Best to Stick with Your First Gut Answer on a Test?

If your experience preparing for required state testing as a child in grade school was anything like mine, you were told to stick with your first gut answer when taking a multiple-choice test instead of switching it to a different answer. As it happens, this was poor advice, as multiple studies show that for every point a test taker may lose when switching from a correct to incorrect answer, they gain two to three points for switching from a wrong to a correct answer (Geiger, 1996). That is, switching, on average, is a net positive. Despite this benefit, anywhere from 68% to 100% of students think that changing their answers will lower their scores (Benjamin, Cavell, & Shallenberger, 1984). Before you go around changing all of your answers, though, it is important to emphasize that you should only change your answer if you have a good reason for doing so (Skinner, 1983).

Hopefully you have found this an interesting read and perhaps you have even had your belief in a myth or two dispelled. If you are interested, you can learn more about these and other psychology myths in the book, *50 Great Myths of Popular Psychology: Shattering Widespread Misconceptions About Human Behavior*.

A. B. **C.** D.

Profiles: Dr. Matthew Tull | By Alex Buhk, Graduate Student



Meet Dr. Matthew Tull, one of the Department of Psychology's latest additions to their clinical faculty cadre, and co-director of the Personality and Emotion Research and Treatment (PERT) lab (a joint effort with Dr. Kim Gratz). Dr. Tull's research lab examines emotion dysregulation as a transdiagnostic risk factor for the development and maintenance of diverse psychological disorders, with an emphasis on posttraumatic stress disorder and borderline personality disorder. His lab is also interested

in investigating the role that emotion dysregulation plays in the development of maladaptive behaviors, such as substance abuse and nonsuicidal self-injury.

Dr. Tull was born in Cleveland, OH, and his family moved to Plano, TX, at a young age. Dr. Tull's academic career began with an undergraduate degree from Wake Forest University, where he majored in psychology and minored in history. After taking several undergraduate psychology classes (research-oriented classes, social psychology, abnormal psychology), he became interested with the idea of using research as a way to understand the complexities of human behavior, and he longed to pursue this fascination further. As a result, following his graduation from Wake Forest University, he attended Southern Methodist University to obtain a Masters degree in experimental psychology.

While in the SMU program, he had the opportunity to work with both social and clinical psychologists. According to Dr. Tull, this was a tremendously impactful experience, as it allowed him to solidify his research interests, as well as see the way in which the fields of clinical and social psychology overlap and showed him how research in one area could inform the other. It was here that Dr. Tull realized he wanted to pursue a career in clinical psychology. As much as he enjoyed conducting research, he also wanted clinical experience after observing his advisor (a clinical psychologist) conduct clinically-relevant research that was informed by her clinical practice. The ability to work with clients, Dr. Tull surmised, could add another level to his research, as well as provide him with the opportunity to apply research to clinical practice.

While at Southern Methodist University, he developed an interest in emotion regulation and became familiar with the work of Dr. Elizabeth Roemer. He applied to work with her at the University of Massachusetts - Boston, and he was accepted in their clinical psychology doctoral program. While at the University of Massachusetts Boston, Dr. Tull began exploring the role of emotion dysregulation in PTSD and panic disorder. In describing his time in this program, Dr. Tull said "being mentored by Liz Roemer was

a highly influential experience. She had a very active lab that was filled with students who shared a passion about conducting research and working with clients. There were so many opportunities for collaboration. Liz was very supportive and gave us the space to explore and discover our own interests, even if they were outside her own area of expertise. Everyone in the lab shared an interest in emotion regulation; however, this concept was applied to so many different areas. As a result, she created an intellectually stimulating environment that exposed you to different perspectives and ideas. It was an exciting time to be in her lab, and it is this kind of environment I hope to create for the students in my lab."

In line with his interests in PTSD, Dr. Tull completed his internship at the Boston VA. Following his internship, he entered a postdoctoral fellowship under the supervision of Dr. Carl Lejuez at the University of Maryland. The following year, he landed a Research Assistant Professor position in the Center for Addictions, Personality, and Emotion Research (CAPER) at the University of Maryland. Dr. Tull also served as director of the Emotion Division of CAPER. During this time, he expanded his program of research to incorporate substance use disorders. He then accepted a position in the Division of Psychology in the Department of Psychiatry and Human Behavior at the University of Mississippi Medical Center (UMMC) in Jackson, MS. At UMMC, he was provided the flexibility to do the research he wanted, as well as pursue clinical work and teaching if desired. While at UMMC, he was an active member of their predoctoral psychology internship program; he directed the Anxiety Disorders research program; and he developed an anxiety disorders and integrative health clinic. Dr. Tull remained at UMMC for 8 years until he moved to Toledo as a full professor in the Department of Psychology at the University of Toledo. He has been at UT for approximately 2 years and has greatly enjoyed the experience thus far.

Since entering graduate school, Dr. Tull has had a successful career in conducting emotion dysregulation research alongside Dr. Kim Gratz, his wife and collaborator (also a professor in and Chair of the UT Psychology Department). Dr. Tull said "it is important to do what you value and love. I feel very fortunate to have found a career that has so many aspects that I truly find meaningful. Even in the most stressful times, there always remains a part of me that enjoys and has fun with the work I do." It seems as though he is exactly where he needs to be.



In addition to the basics, Dr. Tull was also nice enough to answer a few other questions towards the end of our interview:

Q: If you weren't in psychology, what would you be doing?

A: Honestly, I have no idea. It is hard to imagine doing anything else. Although I declared a major in psychology early on in my undergraduate career, there was a point when I considered changing my major to history. I always enjoyed history classes, and how past actions and choices can influence current events. I imagine I would have pursued a Ph.D. in history if I had not chose psychology.

Q: What are some of your personal interests?

A: I love to cook, try new restaurants, and travel. I also enjoy reading nonfiction historical books, particularly those focused on the World War II era.



Q: What is your favorite part of being a psychologist?

A: One thing that I have always enjoyed is mentoring and working with students, which was a major reason I wanted to move from a medical center to a traditional university setting. Also, I have always enjoyed the challenge of how to study complex phenomena

that is not always directly observable or tangible, such as emotion, particularly within a laboratory setting. It requires creativity and the ability to think flexibly. I enjoy those challenges.

Q: Do you have any advice for future psychologists?

A: It is important to be curious and open to new ideas, as well as be willing to take some risks in your research. Some of the most meaningful questions that we can answer are generally not the easiest to address through research, and yet, those studies are the ones that tend to be among the most valuable. It is important to remember that even if you don't get the findings that you expected to get (as you often don't), we are still gaining knowledge that can lead us down another path to explore. Lastly, you need to take a team approach to doing research. I owe much to all of my collaborators. Even though you may be in graduate school, there are always many opportunities to identify and establish collaborations with others. These collaborations will make you more productive and open your eyes to other ideas and approaches that can further strengthen your own research and clinical work. I encourage students to collaborate within and outside of their program. The other students in your graduate program will eventually be your colleagues in a short amount of time. Foster those connections now. Many of the connections and productive collaborations that I have now are from people that I met while in graduate school.

Q: If you had to pick one person to describe as inspirational, who would it be?

A: I would have to say my father. He is someone who has always allowed me to have the freedom to develop, explore, and pursue my own interests. This, combined with his continual support, is something that I have always valued. He is also someone who had to work very hard to get to where he is now, and this level of commitment and perseverance to pursue his values is something I have always admired.

Grad Life: Tips for Grad School Interviews | By Michaela Simon, Undergraduate Student



Preparing for graduate school interviews can feel very anxiety provoking for students who have never gone through the process before because it can be difficult to know what will be expected of you during an interview. Even after reading many articles online courtesy of websites like that of the American Psychological Association and Psychology Today or speaking with an undergraduate advisor you may still feel unsure of what you are walking into. Although there is an optimal level of anxiety that can help you to do well during an interview, the following tips may reduce intense levels of anxiety and help you to prepare for this process.

Tip #1: Create a narrative.

You should create a truthful and complete narrative regarding how you decided on this career path, why you have selected this graduate program, and why you are a perfect fit for the position. By creating a narrative of your undergraduate journey, you will be able to connect all of the individual academic experiences that you have chosen to have in a meaningful way that makes your undergraduate experience appear more purposeful and goal directed. After you have created a narrative of how your past experiences have shaped who you are today, it is essential to craft a narrative of how this particular graduate program will be able to guide you into your career. You want to make it clear to the interviewers (faculty and current grad students) that this particular program is uniquely suited to training you to meet your career goals in a way that other programs will not be capable. Lastly, you want to make it evident to the interviewers that you are uniquely suited for the position that they are attempting to fill. You need to prove that you are the best candidate, so find your strengths and be able to explain why they make you the most qualified candidate with the most potential for training. Keep in mind, it is important that this narrative be completely honest and true to who you are.

Tip #2: Know as much as possible about the program and the people interviewing you.

It is neither possible nor necessary to know everything about the research conducted by all of the people interviewing you. After all, you may not even be interested in their research. However, knowing as much as possible about those professors that you could end up working with and knowing at least a little bit about those who you are unlikely to ever work with can be helpful in making a good impression. If you are able to hold an intellectual conversation with the interviewers about the topics that interest them, you will appear more devoted and knowledgeable about the program and more intelligent than other interviewees. Every single interview that you have is important, even if the person interviewing you conducts research that you do not find interesting. These interviewers will report back to your prospective mentor that you seem uninteresting, bored, or outright disrespectful. Remember, if it wasn't important, they would not make you do it.

Tip #3: Play nice with the other interviewees.

It is easy to feel competitive and anxious during interactions with other interviewees because you will be interacting with them often and typically for more than one day. If you feel that they are trying to intimidate you or that they are talking about all of their

incredible achievements, ignore it and just be kind. Some of your fellow interviewees will have attended highly ranked universities or worked with big names in their field but don't feel intimidated by this. It doesn't really matter if you attended the University of Toledo or if you attended Harvard. Graduate school mentors place a lot of emphasis on how well your interests and research experiences fit in with their laboratory and do not pay so much attention to whether or not you attended an Ivy League institution. Besides, if your prospective mentor didn't think you were just as deserving of the position as the other interviewees, you wouldn't have been given an interview, so there is no reason to feel intimidated.

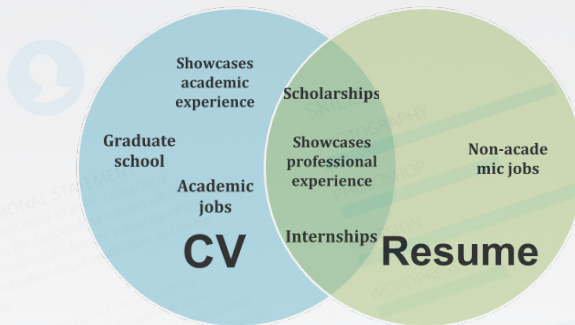
Also, you and the other interviewees may have to interact in group activities that involve your prospective mentor. At these events it is important for your mentor to notice you so make sure that you contribute in an intellectual way to the conversation. In this process, some interviewees will talk over others or hog the conversation because they want to make sure they are heard, but this is something that you should be very careful not to do. Always be kind when talking to other interviewees and do not become overwhelmed by the need to prove yourself in these situations. After all, you may be working with these other students in a professional setting someday.

Professional Development Tip – Should I use a Resume or a CV? | By Lindsay Roberts, Graduate Student

You've hit that final stretch of your degree and can see the light at the end of the tunnel: graduation. But before you start planning your life after UT, you'll have to get a big-kid job. Regardless of whether you already have something lined up, plan to network for a position, or are "applying broadly" – an oft-used phrase for applying to anything and everything that matches your skillset and career goals – you'll need to prepare for the job market. One of the first steps is to create a resume or a CV. Both of these documents can be thought of as a highlight reel of your professional accomplishments, although they're typically used in different contexts. How do you know whether to use a resume or a CV? What's the difference? And what the heck does 'CV' even stand for, anyway? Read on to find out.

In the US, it's rare to see a non-academic job ad request a CV. Most postings ask for a resume, which is also common for some internship and scholarship applications. In contrast, CVs are generally used in academia and certain specialized fields. They are typically

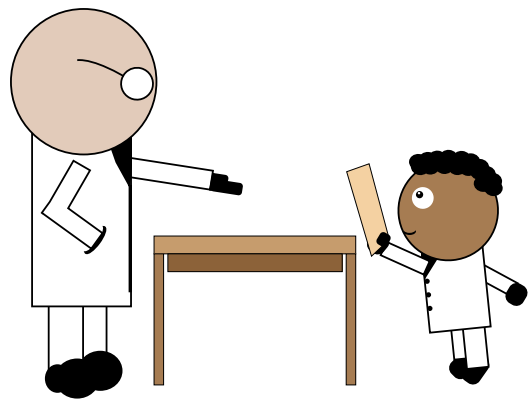
an important component of graduate and professional school applications but are sometimes used for internships and scholarships, as well. Although it doesn't seem like it, these two documents do share some functional overlap (as shown in the Venn diagram).



"Be yourself, everyone else is already taken."
– Oscar Wilde

'CV' stands for curriculum vitae. Translated directly from Latin, this term means 'course of life', which is actually fairly accurate! CVs are living documents; that is, they should be updated fairly regularly and can be flexible for your particular career stage. Essentially, your CV is your career biography. There are three primary differences between a CV and a resume:

Resume	CV
Length One page (two pages maximum)	<i>Many Pages</i>
Purpose General but concise summary of skills (tailored to fit each job)	Detailed account of professional accomplishments
Layout Customizable to fit each position; some flexibility with timeline	Chronological account of whole career



As mentioned above, you can customize the sections in a CV to group related experiences together. For example, you might not have any publications when you're applying to graduate school, but perhaps you've presented a poster at a conference, belong to two professional organizations, and volunteer at a substance abuse treatment clinic. Instead of having three separate categories on your CV, you could lump these together into a 'Professional Experience' section. As you progress through your career, you'll probably gain additional experience that will necessitate breaking these

sections up a bit... and that's okay! Changing the layout and organization of your CV is something you'll probably need to do several times.

You might be thinking, "Cool, I know the difference now. But what should I include in my resume and CV?" Excellent question. There are no hard-and-fast rules regarding what can and cannot appear in these documents, but the main differences can be summarized in the table below. (Note: CVs usually include more than is presented in this comparison.)

		Resume	CV	Pro-Tips:
1	Name, contact information, & education	✓	✓	<ul style="list-style-type: none"> o Use a professional email address - cutie_face90210@yahoo.com might make you seem immature. o Double-check for accuracy.
2	Career objective or summary	✓	✗	<ul style="list-style-type: none"> o Not customizing this for each position can be a kiss of death for your resume! o Use keywords from job ads when possible. You're more likely to make the short list if an algorithm is sorting through applications.
3	Research & teaching interests	✗	✓	<ul style="list-style-type: none"> o Unless a non-academic position requests this, it's generally not relevant for resumes.
4	Work experience	✓	✓	<ul style="list-style-type: none"> o For resumes, include only the most relevant positions if you're tight on space. You can use chronological or reverse-chronological order. o For CVs, try to include only relevant positions (courses taught/TA, mentorship, etc.). CVs are typically in reverse-chronological order.
5	Volunteering, community service, & leadership experience	✓	✓	<ul style="list-style-type: none"> o For resumes, only include relevant or exceptional experiences. o For CVs, include service to the university/department, professional organizations, and community.
6	Honors & awards	✓	✓	<ul style="list-style-type: none"> o Only include relevant or exceptional honors and awards on your resume. o For both resumes and CVs, giving a one-sentence synopsis of the award can be helpful.
7	Publications, presentations, & professional affiliations	✗	✓	<ul style="list-style-type: none"> o You can use publications and presentations as examples of your communication skills on resumes, but otherwise they may not be relevant. o Emphasize this on your CV!
8	Specialized skills & certifications	✓	✓	<ul style="list-style-type: none"> o For resumes, be sure you only include skills that are relevant to the position or industry o Don't exaggerate your competence! o It's a given that you should know the basics (MS Office, etc.), so leave those out of resumes and CVs unless instructed to do otherwise.

Here are a few general tips that apply to both resumes and CVs:

Formatting matters.

You don't need to hire a graphic designer to help with your job materials, but you should do your best to make them look polished and professional. This means using a clear, legible font and a layout that isn't too busy / cluttered or empty. Recruiters, hiring managers, and search committees are probably sifting through a considerable number of applications, so make it easy for them to see why you're the best candidate for the job. After all, your qualifications are largely irrelevant if it's hard to find them in your resume or CV. Searching for free resume templates online is a good place to start.

Use action words – but not too many.

No, I don't mean words you'd find in an action-packed comic book (like 'pow' or 'bang'). In the context of resumes and CVs, action words tend to be more concise and specific than less action-oriented phrases. For instance, instead of saying "Was boss of team of 8", you could say "Supervised team of 8" ... doesn't that make you seem more professional already? Before you start inserting action words everywhere, remember that you're not an action hero. Oversaturating your CV or resume with action words can make it feel forced and artificial. Try to sprinkle them in where it makes sense, and don't be afraid to solicit other people for feedback. Speaking of feedback...

Get feedback from a variety of sources.

They may notice a typo that slipped through, suggest new categories or formatting options, or even help you with those action words. It's ideal if you can ask individuals within and outside of your industry for advice. Asking people who aren't in your field for formatting input can be very helpful!

Keep it professional.

As much as we love our pets, they probably don't need their own category in our CV or resume. Similarly, you might be the best juggler UT has ever seen, but unless that's relevant to the position you should probably leave it out. (For the record, I think juggling is pretty sweet.)

Hopefully this has been a useful primer on the differences between CVs and resumes. It's certainly not comprehensive, and you should always follow the specific guidelines in a job posting! If you'd like additional information about resumes, CVs, and the dreaded cover letter, click here to view the University of Toledo's Career Services resume webpage (URL below for print readers). For more general information about job boards, interview etiquette, and other advice, click here to visit the main page for UT Career Services.

URLs for print readers:

<http://www.utoledo.edu/success/career>

<http://www.utoledo.edu/success/career/resumes.html>

Ask a Psychologist - What is the difference between APA and PCSAS accreditation and why should I care?

By Abigail Dempsey & Alex Buhk (graduate students) & Dr. Jason Levine (associate editor)

The American Psychological Association (APA) is the long-standing organization responsible for accrediting psychology doctoral programs in the areas of clinical, counseling, school, or a combination thereof. It is also responsible for accrediting internship and postdoctoral residency programs. The purpose of APA accreditation is to ensure that programs have clearly defined, appropriate objectives and that they maintain conditions that facilitate achievement of such objectives. Furthermore, through the use of continuous self-study and review, APA accreditation encourages improvement and promotes excellence in post-baccalaureate education. The focus of APA accreditation is on educational effectiveness rather than science; these are certainly not two mutually exclusive practices, but the APA places significantly more emphasis on the former. While APA accreditation has been the standard for as long as anyone can remember, there is a new kid on the block: the Psychological Clinical Science Accreditation System (PCSAS).

Before PCSAS was established as an independent entity, there was the Academy of Psychological Clinical Science (APCS), which had more than 75 member programs who shared a commitment to advancing psychological clinical science. Because of this shared interest the Academy created PCSAS as their accreditation body,

an important step in promoting high-quality science-centered doctoral education and training. The goal of this system was to do more than foster excellence in doctoral training – the meaning of "excellence" is self-defined and evaluated by each program. PCSAS intended to "enhance the knowledge base for disseminating and delivering the safest, most cost-effective mental and behavioral health services to the public." On December, 27, 2007, PCSAS was officially incorporated for the first time in Delaware.

While APCS founded PCSAS, the Association for Psychological Science (APS) also played an important role in its inception and development. APCS and APS share similar values apropos of the advancement of psychological science. While APS has no control over PCSAS, it played an important supportive role in the creation of the accreditation system and continues to be a staunch supporter today. Since its start, PCSAS has pursued recognition from and relationships with various relevant entities including the Council for Higher Education (CHEA) and the U.S. Department of Veterans Affairs, which revised federal regulations to recognize PCSAS and, therefore, make students and graduates of such accredited programs eligible for VA internships and staff positions.

Two years after PCSAS began its attempt at producing more science-minded psychologists, Timothy B. Baker and colleagues published an article in *Psychological Science in the Public Interest*. In his article, Baker (2009) describes what he sees as psychology's failure to develop as a science. He asserts, in short, that clinicians tend to value their personal experiences working with each of their unique clients over science and research. Furthermore, psychologists are not held accountable to anyone and do not have to abide by procedural guidelines or standards other than those outlined by the code of ethics.

It is possible Baker's article would have been dismissed or altogether ignored had it not been picked up by *Newsweek Science* Editor Sharon Begley, who published "Why Psychologists Reject Science" on a mainstream forum. Much like the Baker article, Begley highlights the disparity that exists between clinical practice and science and attributes this difference to clinicians failing to use interventions for which there is the strongest evidence and efficacy, instead placing weight on their personal experiences. It is this discrepancy that PCSAS attempts to address, whereas the APA's current system requires scientific training and knowledge, its latest iteration Standards of Accreditation (SoA), provides little oversight and standardized measure of competency in integration of science and practice.

It should come as no surprise that there was quite a bit of backlash about the aforementioned claims. Some protesters took on a "not all psychologists" stance or pointed out that all doctoral training has some element of statistical and research training in it. Others hold strong to their beliefs that their personal experiences combined with the patient-therapist relationship are what truly matter in clinical practice. Yet others fear that shedding light on the fact that psychologists are not always using empirically supported treatments will turn clients away from seeking services. The rebuttals to the Baker and *Newsweek* pieces are limitless. One of the more interesting counterarguments is one that uses a case study by Hastorf and Cantril (1954) to point out that even scientists' perceptions and interpretations of research results are subject to judgmental biases.

This back-and-forth is not simply confined to listservs and articles posted online. This debate is captured in the discord about APA's new PTSD treatment guidelines. Dr. Morgan T. Sammons offers a witty and straightforward account of the debate in his *National Register* article. On one side of the debate are those who claim that

guidelines are unnecessary and harmful to the therapeutic process – they know their clients and have their experience in the field to inform their decisions. On the other side are those who claim that using any practice that is not empirically supported is unethical. To appeal to the anti-guideline folks, Sammons recognizes that specific guidelines for psychological practice are not entirely valuable because of the elusiveness of definitive treatment recommendations and that guidelines are only as good as the evidence upon which they are based.

To this, Sammons quotes the guideline and points out that it still leaves clinicians with an array of treatment options, including "brief eclectic psychotherapy," which allows treatments that are nonspecific in nature. The guideline also specifies support for and against certain pharmaceutical treatment options, although this list is brief and excludes important information and potential treatments that are not yet as well-studied. Overall, the guidelines are honest and do the best they can at providing recommendations that are grounded in research; they are a step in the direction of using more effective treatments on the path toward empirically supported clinical practices.

So, what does all of this mean for undergraduate students who are considering applying to graduate school in psychology? While graduating from an accredited program does not promise one will secure a job or licensure, it will help. Accreditation reflects the quality of a program. As a student, it assures that the program is under continuous review and (theoretically) improvement of its quality. It also assures that a program is meeting nationally endorsed standards and is accountable for achieving such standards. It is recommended that students seek out programs that are APA and/or PCSAS accredited, though the choice of which to pursue is up to the applicant. It is important to note here that only doctoral programs are accredited by APA or PCSAS. Additionally, not all doctoral programs are equal. Where PCSAS accreditation requirements are more rigorous and hold programs to an elevated standard of scientific practice on top of educational and training standards, APA accreditation requirements are relatively more loose and do not hold institutions to a well-operationalized scientific standard. Without these standards, there is certainly greater risk, especially in expensive professional-school programs, of receiving training in pseudoscience.

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UT Psychology Department in the News

Recent graduate of the Department of Psychology's doctoral program, Dr. Erin Vogel (Mentor: Dr. Jason Rose), has been giving many high-profile interviews (listed below) about her research on social media. Dr. Vogel is currently a postdoctoral scholar at the University of California at San Francisco.

- NBC, *Do You Have 'Selfitis'? This Scale Will Tell You*
- Marie Claire (2018), *I'm in Love with Myself: The Age of Digital Narcissism*
- Salon Magazine (2018), *A Psychology Researcher Explains How Social Media is Changing Us*

Undergraduate Psychology major and honors student Kelsey O'Brien gave a talk on her thesis research (Thesis mentor: Dr. Andrew Geers) on Friday, April 13th in the Eberly Center (Tucker Hall). The talk was part of the Eberly Center's "Lunch with a Purpose" series. The talk was entitled, "Do positive feelings increase physical activity?: A cross-cultural study." The talk was also web-streamed by channel WGTE as part of their Knowledge Stream Series.

On Friday, April 20, the Department of Psychology held the first Research Showcase. The goal of the Research Showcase was to highlight the significant and innovative research



being conducted within the Department of Psychology by undergraduate and graduate students. Undergraduate student Hannah Marshal (Advisor: Dr. Peter Mezo) was recognized as having the top poster presentation. The title of her poster was "Social Support Mediates the Effects of Mindfulness on Depression." Undergraduate student Raghad Hassabelnaby (Advisor: Dr. Kamala London Newton) was selected as the runner-up. The title of her poster was "The Effect of Mock Jurors' Psychopathology on Case Outcomes for a Battered Woman Murder Case." Psychology doctoral student Courtney Forbes (Mentor: Dr. Matthew Tull) was recognized as having the top data blitz presentation. Her presentation was titled, "Motives for Nonsuicidal Self-Injury in Major Depression and Posttraumatic Stress Disorder". Psychology doctoral student Keith Edmonds (Mentor: Dr. Jason Rose) was the runner-up. His presentation was titled, "The Role of Self-Efficacy and Physician Engagement in Antiretroviral Therapy Adherence." Congratulations to these students and to the department for a very successful first event. We're looking forward to next year.

Speaking of showcases, on Thursday, December 7, the Department of Psychology held its first Get Psyched About Psychology event. Developed by the UT Department of Psychology Diversity Committee (Chair: Dr. Mojisala Tiamiyu), Get Psyched was designed to help students, particularly from minority and underrepresented groups, become more aware of the research and academic opportunities in psychology at both the undergraduate and graduate levels. It also gave students a chance to learn about potential careers in psychology and to speak face-to-face with the faculty and

graduate students representing most of the research labs in the department. Dozens of students showed up to have their questions answered. Lots of coffee and pastries were consumed, numerous prizes were awarded, and, according to Dr. Tiamiyu, "everyone had a good time." It was definitely a success, and we look forward to future events.

Graduate Student Lands Job

Psychology doctoral student Jaclynn Sullivan (Mentor: Stephen Christman, PhD) recently accepted a tenure track Assistant Professor faculty position at Mount Mercy University in Cedar Rapids, Iowa. Congratulations Jaclynn!



Recent Honors and Awards

Jessica Maras has been selected as the Department of Psychology outstanding senior for 2018. Jessica is an honors student at UT and the title of her honors research project (Mentor: Dr. Andrew Geers) is, "What predicts the relationship between implicit and explicit evaluations of fruit and vegetable consumption by cancer survivors?" Jessica is currently applying for Ph.D. programs in clinical psychology. Her research interest centers on the intersection of mental illness and chronic physical illness, such as is experienced by cancer patients and cancer survivors.

Undergraduate Psychology major and honors student Kelsey O'Brien (Mentors: Dr. Jon Elhai and Dr. Andrew Geers) has been selected as a recipient of a 2018 University of Toledo President Club scholarship. Kelsey has varied research interests including cross-cultural psychology, health psychology, and cyber-psychology. Way to go Kelsey!

Psychology doctoral students Alyssa Anderson (Mentor: Dr. Kamala London Newton), Christina Perez (Mentor: Dr. Kamala London Newton), and Julia Richmond (Mentor: Dr. Kim Gratz) were awarded the Department of Psychology Meritorious Research Grant. This grant will provide the students with funding for their research projects which are listed below:

- Alyssa Anderson: "The Effects of Child Race, Child Age, and Defendant Race on Mock Jurors' Decisions for a Child Sexual Abuse Case"
- Christina Perez: "Testimonial Competence in Bilingual Children"
- Julia Richmond: "The Role of Emotion Regulation in the Transmission of Borderline Personality Disorder"



University of Toledo Psychology and Biology major Taylor Shook (Advisor: Dr. Peter Mezo) was recently awarded the competitive Psychology Chair Minority/Underrepresented Research Grant from the University of Toledo Department of Psychology Diversity Committee. This grant provides Taylor with funding to complete her research project that incorporates virtual reality, psychophysiological measures, and self-report measures to examine differences between two types of mindfulness meditation. This project will be completed in Dr. Mezo's Adaptive Regulation and Coping Lab.

With a match rate of 100%, the two internship applicants from the UT Clinical Psychology Doctoral Program this year have each successfully matched with an internship site for the 2018-2019 academic year. Heidi Haenisch will be at the Atascadero State Hospital in Atascadero, California, and Samantha Cain will be at the Henry Ford Health Sciences Center in Detroit, Michigan. Congratulations on this impressive accomplishment!

Dr. Kim Gratz was elected as the new Vice President for the North American Society for the Study of Personality Disorders. She will serve a three-year term.

Research Talks and Presentations

Dr. Andrew Geers co-chaired (with Dr. Jennifer Howell, UC Merced) a national meeting of social and personality psychologists on the topic of health and medicine. The event was a pre-conference to the annual conference held by the Society for Personality and Social Psychology, the largest organization of researcher on these

topics. The meeting included top scholars in psychology whose research examines how social relationships and personality influence health-related actions and involvement to medical care. The meeting was held on March 1st in Atlanta Georgia. You can obtain more information about the meeting here: <http://meeting.spsp.org/preconferences/social-personality-health>

Recent Faculty and Student Publications

Raymond Voss, former experimental program graduate student (now an Assistant Professor at IUPFW), recently published a paper in Psychology & Health. Entitled "Influencing health decision making: A study of colour and message framing," the paper describes how color acts as a prime to either amplify or de-amplify the effects of persuasion cues (or other primes) in health messages. For example, if one wants to maximize persuasion and subsequently compliance, one needs to have a match between the target behaviour (applying sunscreen to prevent skin cancer – a positive), the message frame (emphasizing the benefits one will get from applying sunscreen – a positive), and the color prime (putting the frame message in blue or purple – which creates, you guessed it, positive associations). Dr. Voss was mentored at UT by Dr. J.D. Jasper.

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