

the Standard Deviation

The Official Newsletter of the Manhattan College Department of Psychology

March: Women's History Month

Read on page 3 about one women's significant contributions to the field of psychology in honor of Women's History Month.

Student Research

At the start of the month, several students presented their research at various conferences. Read more on pages 4 - 6.

Registration for Fall 2019

Getting antsy about registering for Fall 2019 classes? Find important information to help with the process on page 10- and read about two new courses being offered on pages 11 and 12.

Graduate School

Want to some info on graduate schools? The department has planned two events you won't want to miss. Check them out on pages 2 and 14.



Chair's Welcome

What is the saying? March comes in like a lion? That idiom isn't only describing the weather during the first week of March, which was indeed an intense cold, but it's also capturing how fiercely inspired I am this month. How can I not be? February ended with a week of thought-provoking lectures and panels from Peace and Justice Week. During the Noberini Psychology Colloquium, which kicked it off, Dr. Eidelson gave a provocative talk on how psychology can explain how the powerful mislead and manipulate the less powerful. Then March was here, and I had the opportunity to catch up with a former student who is finishing her Ph.D. in Neuroscience at Rutgers University. I couldn't be more proud. I loved hearing about her experience teaching undergraduates statistics and research methods. Finally, I was full of pride again when I listened to so many of our current students talk about the research they presented at conferences such as the Eastern Psychological Association meeting and the Rhode Island Association for Women in Psychology conference.



How to get into Graduate School in Psychology

- **When?** Wednesday, March 27th, 12 noon
- **Where?** Hayden 100

Join Drs. Nuwan Jayawickreme, Jay FriedenberG, and Kelly Marin to discuss the ins and outs of getting into graduate school.

- Hear about different kinds of graduate programs in psychology
- Should I apply to a Master's program if what I really want is to go a Ph.D. program some day?
- What's the difference between clinical psychology and counseling psychology?
- What kind of programs do most graduating psych majors from MC get into?
- Find out what a CV is and what kind of experiences you should include
- Learn some tips on writing a personal statement
- Find out what not to include in a personal statement
- Get all your questions answered

It's been an intense month already, but I am feeling motivated rather than hindered. Like some of you taking PSYC 214/314/414, I am up to my ears in data, SPSS, feedback from experts, and everything else that comes with the territory of doing research. Some tasks can feel overwhelming, which is normal; however, I hope you're also finding moments that energize you. Getting to talk about my findings (or why I didn't find what I thought I would) with others is that energizing moment for me. Therefore, I am motivated to finalize a project in the upcoming weeks so I can share with others what I learned- it makes it all worthwhile.

While I might describe my state as beast-mode right now (just joking- one wild cat reference too many), I am looking forward to spring break when I plan to catch my breath and take a nap because, let's face it, March goes out like a lamb...

Dr. Kelly Marin
Interim Chair
Department of Psychology



The “Mothers” of Psychology

By Dr. Kimberly Fairchild

March is women’s history month and a good time to reflect on the important contributions of women to the field of psychology. We often learn about the “fathers” of psychology in our introductory classes – Wilhelm Wundt, William James, Sigmund Freud, BF Skinner. But what about the “mothers” of early psychology?

My vote for “mother” of psychology is Mary Whiton Calkins. Calkins completed her work for a PhD in psychology from Harvard in 1895. She was never formally admitted to the school because at the time (and for a long time after!) Harvard was an all-male school. Because she was never a formal student, she was never awarded her degree despite defending her dissertation in front of some of the greatest of psychology’s early faculty, including William James.



Picture from <http://www.feministvoices.com/mary-whiton-calkins/>

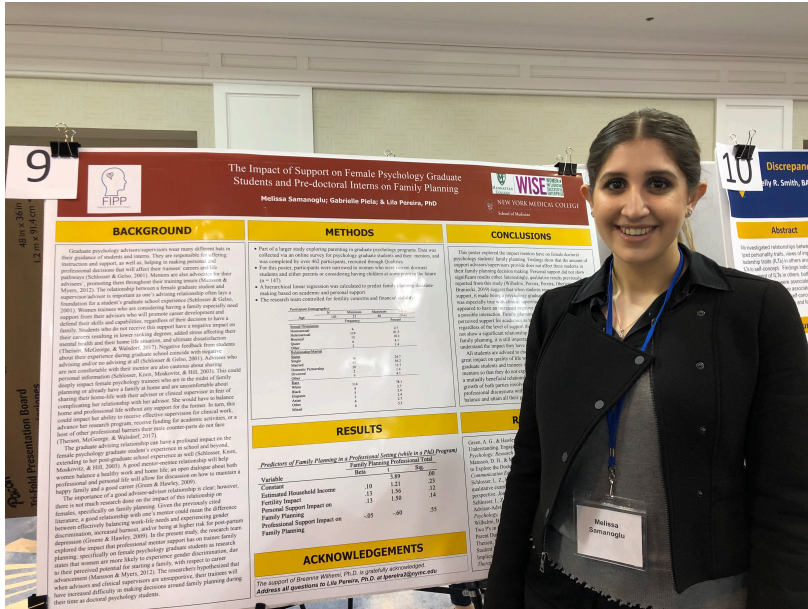
To get an idea of what an uphill battle Calkins faced, before she was allowed to take any classes at Harvard, as a guest, her father had to write a letter pleading to Harvard’s president. Then when she attended the very first day of her first class at Harvard with William James, all of the male students dropped the class. The boys couldn’t stand being in the same room as Calkins, so she ended up with a private class with James (so maybe she won!).

Calkin’s taught psychology at Wellesley for many years. She studied the conscious self and how it influences our behaviors and decision making (much like today’s social psychologists!). In addition, Calkins served as the first female president of the APA.

Sadly, to this day, Harvard still refuses to grant Calkins her doctorate degree.

There are many other great candidates for “mothers” of psychology. Take some time to learn about them (ask your professors or Dr. Google), including: Mary Ainsworth (attachment styles), Leta Stetter Hollingworth (menstruation’s non-effects on intelligence), Mamie Phipps Clark (race and self-esteem), Margaret Floy Washburn (animal cognition), and many more!

Student Research Highlights



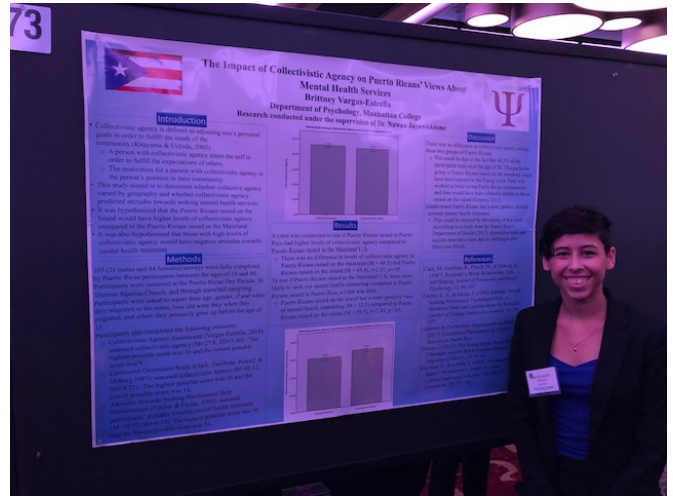
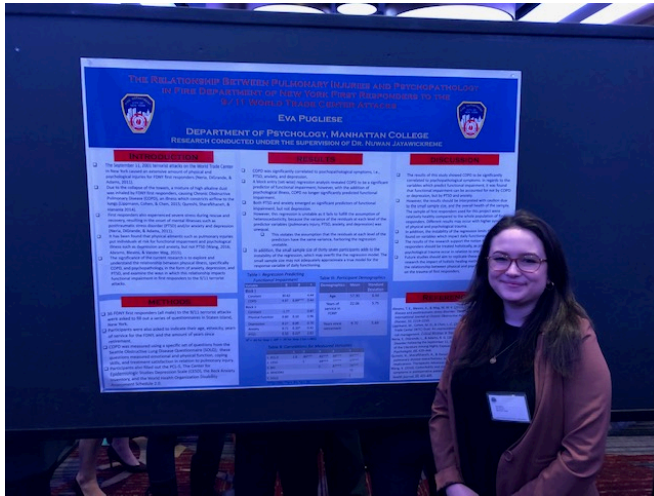
Melissa Samanoglu, a junior (psychology major and pre-med), presented a poster titled, "The Impact of Support on Female Psychology Graduate Students and Pre-doctoral Interns on Family Planning" at the Rhode Island Association for Women in Psychology (AWP). This is work that she did during her internship (through the WISE program at MC) at New York Medical College.

Melissa examined whether there was a relationship between women in grad school and the kind of support they received from their advisers/mentors and whether or not they continued with their profession, with having a family, with the original degree they wanted to achieve, etc.

Where did her poster idea come from? Melissa coded and analyzed data about families in psychology (FIPP) from a survey that her supervisor had done which is "Attitudes Towards Parenting in Psychology: a Survey for Trainees and their Mentors." After she had analyzed the data with SPSS and coded all of the open-ended replies she noticed there was a trend of concern from the trainees that because of their negative or positive experience with their adviser/mentor, their experience in grad school and beyond was significantly affected.



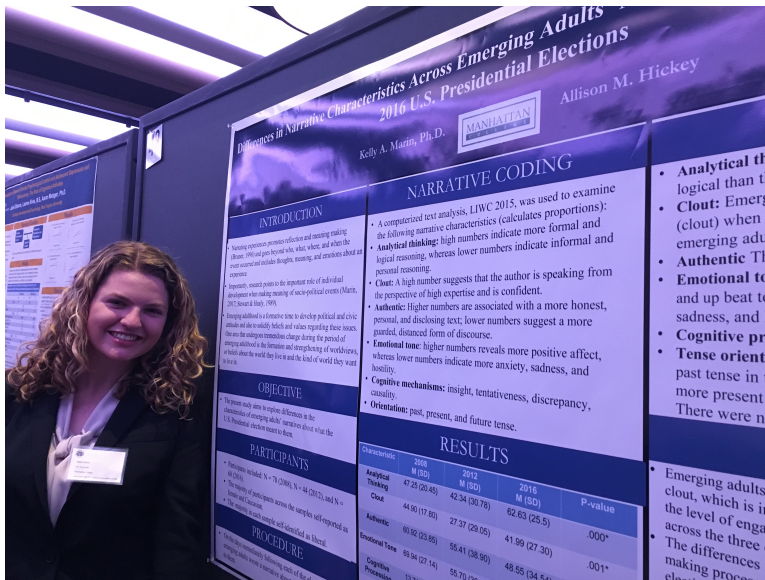
The Eastern Psychological Association (EPA) held their annual meeting in New York City on February 28 – March 2, 2019. As in previous years, the Department of Psychology at Manhattan College was well represented at the meeting. Several Manhattan College students presented research they’ve been conducting with faculty. Not surprising- this year’s group did a great job!



Eva Pugliese and **Britney Vargas** presented their work on trauma that they completed as Summer Jasper Scholars with **Dr. Nuwan Jayawickreme**.



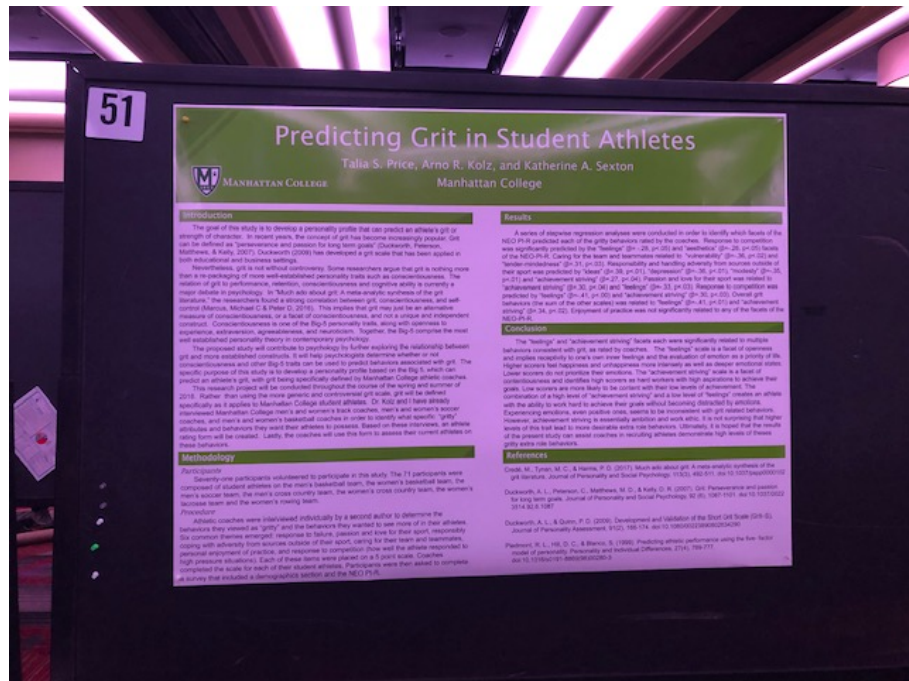
Saranda Shabaj and **Stephanie Riggi**, presented research on parents’ bullying perceptions that they completed with **Dr. Martha Mendez-Baldwin**. **Lorenzo Froehle** presented research on athlete’s perceptions of bullying that he completed as a Jasper Summer Scholar with Dr. Martha Mendez-Baldwin.



Allison Hickey presented research she's been conducting with **Dr. Kelly Marin** since last summer. Her poster was about differences in narrative characteristics in emerging adults' reflections across the 2008, 2012, and 2016 U.S. Presidential Elections.

Talia Price and Kate Sexton had a poster on student athletes and grit, which is research they've been conducting with **Dr. Arno Kolz**.

First-author, Talia Price, who is on the women's lacrosse team, had a game at the same time of her scheduled poster presentation. So, instead of showing grit at the conference, she had to show it on the field!



Presenting research at a local or regional conference is great opportunity for students. The next EPA meeting will be held March 12 – 14, 2020 in Boston, MA. Start planning- the submission deadline will be in November 2019.

Alumni Spotlight



Jeana DeMairo
Ph.D. student in Clinical
Psychology at the New School

Jeana DeMairo lives in Brooklyn, NY and is a proud graduate of Manhattan College. She graduated with a Bachelor of Arts (BA) in Psychology with a minor in Education and a concentration in Developmental Psychology in 2013. During her time at MC, Jeana served as a Research Assistant for Kelly Marin, Ph.D. and studied the impact of parent-child relationships on perspective taking abilities in teens. She also participated in the LaSallian Outreach Volunteer Experience (L.O.V.E) in Duran, Ecuador which has strongly influenced Jeana's work with diverse populations. Reflecting on her time at MC, Jeana is grateful for the guidance and support that Dr. Marin and other faculty provided, encouraging

her to foster her interests in research and to pursue a career in clinical psychology.

Prior to pursuing doctoral training, Jeana acted as a research assistant at the Adolescent Suicide and Depression Program at Montefiore Medical Center, facilitating research assessing treatment outcomes for ethnic minority adolescents receiving Dialectical Behavioral Therapy (DBT), and the Institute for Social and Psychiatric Initiatives at New York University, administering clinical interviews to bipolar and schizophrenic inpatients. In addition, as a volunteer at the Henry Ittleson Center, a residential treatment facility for emotionally disturbed children (ages 5-13), Jeana participated in support groups for victims of childhood sexual abuse and became concerned with the role of attachment relationships on later development.

Interest in attachment theory and in working with marginalized populations led Jeana to pursue a graduate degree at the New School for Social Research (NSSR), where she has been an active member of the Center for Attachment Research for the past five years. As a research assistant and former lab manager, she has been involved in the manualization and dissemination of the Group Attachment Based Intervention

(GABI), a treatment which aims to prevent intergenerational patterns of abuse and neglect and foster attachment relationships between mothers and their children (0-3 years old).

At the start of her doctoral training, Jeana completed an externship at Mount Sinai Beth Israel's inpatient unit, where she was responsible for co-leading psychotherapy process groups and participating in diagnostic interviews for adult and geriatric patients. Concurrently, she delivered short-term Cognitive Behavioral Therapy (CBT) through the Brief Psychotherapy Research Program at Beth Israel.



As an extern at VA New York Harbor Healthcare System, Brooklyn Campus, Jeana provided individual insight-oriented psychotherapy to combat and Military Sexual Trauma (MST) patients presenting with Post-Traumatic Stress Disorder (PTSD) and co-lead a Combat PTSD process group with Vietnam veterans. In addition, as an extern at New

York Presbyterian Hospital, Jeana provided psychotherapy services to perinatal and postpartum patients through the Women's Team and delivered short-term treatment to patient's presenting with acute risk through the Intensive Treatment Team (ITT).

Jeana is currently a fourth year doctoral student in Clinical Psychology at NCSR and is completing a dissertation which aims to evaluate factors contributing to treatment retention in families referred to GABI in an effort to better engage families with complex trauma and address barriers to accessing intervention services. She is presently a psychology extern at Maimonides Medical Center where she provides long-term individual psychotherapy services to high-risk children and adolescents and co-leads an attachment group for young children and their caregivers. Jeana will begin an APA accredited internship at New York University/Bellevue Hospital Center in July 2019.

Appreciation for the impact of early childhood adversity and emphasis on treating clinically and ethnically diverse populations has guided Jeana throughout her career in psychology. She believes that these interests were fostered within the Manhattan College community. Work with research mentors and through volunteer experiences at MC have greatly informed Jeana's work with vulnerable populations and continue to guide her approach to clinical practice.

GET TO KNOW YOUR PROFESSOR



DR. MARIA

What do you enjoy most about teaching at MC?

I really enjoy being a part of the community at MC and getting to know the students. I appreciate the close interactions

and opportunities to support research endeavors. I often have students in several classes spanning at least two years and it is wonderful to see their growth.

If you could travel anywhere it would be To the beach! I especially enjoy traveling to the Caribbean where the ocean is clear and warm, and perfect for scuba diving.

Best advice you ever received was Don't be afraid to try. Taking risks and trying something new can be a little scary, but these risks have resulted in some of the best experiences of my life and brought me to the path I am on today.

Four people that you'd like to have coffee with

Jacques Cousteau I know he is no longer living, I am still inspired by his exploration of the ocean and dedication to conserving marine life.

Temple Grandin I am fascinated by her views of the animal mind. I would love to talk to her one-on-one to hear her perspectives on different topics and to learn more about her current work.

Ellen DeGeneres I think she is so funny, yet grounded and I would imagine the conversation would be entertaining.

My friend Adriane who I have known for more than 20 years. She lives across the country and I rarely get to see her.

What is one thing in your field you wish you could teach everyone about?

I would love for everyone to learn more about the mental processes of other animals. Although we still have so much to learn, understanding their mental processes can not only change our perceptions and attitudes about animals, but it can also change the way we view ourselves. For example, did you know that honeybees can be trained to play soccer or crows can plan ahead? If you want to hear more, consider taking my Animal Cognition next fall!

Which of your research projects are you most excited about?

For the past few years we have been developing a photo-ID catalog of the bottlenose dolphins off Bimini, The Bahamas. It has taken several years (and the help of many students) to build this catalog. It is rewarding to see how this catalog provides us with a better estimate of how many individuals are in the area, allows us to monitor the status of the group, and begin to examine their social groups. It is also exciting when I can now recognize individuals when we are in the Bahamas.

Get the most out of advising

Tips...

- Classes will be available to view Monday, March 11th
- Registration for Fall 2019 begins April 1st
- Each major is assigned to faculty advisor, who will contact you about the specifics of how to schedule an advising appointment.
- Plan your schedule for the fall but also be prepared to talk to your advisor about what you find interesting in psychology and what you might want to pursue after you finish your undergraduate degree.
- Plan ahead for your advising appointment- faculty in the department are busy meeting with students in addition to their regular responsibilities during registration time.

Looking for something new?

- We listened to many of you who said you wished the department offered more elective courses. We're offering two new courses this semester that we're excited about:
 - Do animals experience emotions? **PSYC 330-01: Animal Cognition**
 - Why war and not peace? **PSYC 330-02: Peace Psychology.**

Check out pages 13 - 14 of the newsletter for more details.



PSYC 214/314/414

- Are you a sophomore? Why delay taking PSYC 214: Statistics and Research Methods I? Try to get into the one section that's being offered in the Fall. Couldn't get in? No problem; try again in the spring when we offer two sections. And, dear me, if you're a rising junior and need PSYC 214, what are you waiting for?! You need to get into PSYC 214- let your advisor know.
- If you have taken or are currently taking PSYC 214, you should make every effort to take PSYC 314: Statistics and Research Methods II in the Fall 2019. Our data suggests that students perform much better when they take PSYC 214 and 314 without a break in between. You're in luck because we're offering two sections of PSYC 314 in Fall 2019. But, they fill up quickly so don't dilly dally with your registration.
- If are going to be senior in the Fall 2019 *and* will have completed PSYC 214 and 314 by the end of this semester, don't put off PSYC 414: Senior Capstone: Advanced Research Methods. Enroll in PSYC 414 for Fall 2019. We cannot always guarantee a spot in the spring.
- Remember, you **must** be a senior to take PSYC 414, as it is our senior capstone course. If you are not going to be a senior in the Fall 2019, you cannot enroll. No exceptions.

If you have any questions- don't hesitate to reach out to your assigned advisor, or Dr. Kelly Marin.

Course Spotlight

PSYC 330-01: Animal Cognition

- Taught by Dr. Maria Maust-Mohl
- A special topics course offered just for the Fall 2019

What's the course going to be about?

In this course, we will explore the animal mind and the ways in which animals can “think”. We will learn about different mental processes and discuss the methodology used to measure them. We will also discuss various challenges that influence how we view animals and their cognitive abilities. Over the course of the semester, you will be introduced to a wide range of different mental processes including decision-making, tool use, personality, counting, and language to consider how and why these cognitive abilities evolved in other animals.

What's one of your favorite topics?

I am especially excited to talk about animal communication and language. I am fascinated by the different modes in which animals communicate with each other and much of my research is dedicated to trying to decipher the meaning of their acoustic signals. Many animals produce sounds that are above or below the human hearing range, but we can detect and evaluate them using specialized equipment. For example, animals such as dolphins produce sounds in the ultrasonic range (above 20kHz), which are used for navigation, foraging, and social interactions. Dolphin communication is considered more complex in the sense that researchers have discovered that there is information encoded in their “signature whistles”



Photo by [Alex Guillaume](#) on [Unsplash](#)

that is specific to individuals and they have been found to understand some elements of language.

One assignment?

Students will have the chance to develop a project involving observation of an animal of their choosing to describe their behavior, as well as consider the functions and underlying mechanisms. Ultimately this will also allow for an evaluation of the cognitive abilities that may be involved.

Without giving too much away, what do you think students are going to be surprised to learn?

I hope students are surprised to uncover the remarkable behaviors of animals they are not familiar with. I also hope this course ultimately inspires students to view animals in different ways and appreciate the way they interact and process the world around us, which is often very similar to what we do.

Course Spotlight

PSYC 330-02: Peace Psychology

- Taught by Dr. Nuwan Jayawickreme
- A special topics course offered just for the Fall 2019 that is cross-listed with Peace & Justice Studies

What's the course going to be about? Ah, this course focuses on we can use psychological science to achieve world peace! Ok, that's overstating the goals of this course a little bit. :-)
This course will teach you why, despite our natural moral ambivalence towards mass violence, our psychological make-up leads to group dynamics that promote conflict and violence. However, it won't be all doom and gloom - the title of this course is Peace Psychology, after all! We will also focus on those aspects of human psychology - aspects like reason, self-control and empathy - that promote peace. We will also discuss ways in which we can short-circuit elements of our psychology that promote conflict and violence.

What's one of your favorite topics? One of my favorite topics in this course is empathy. If you look at the past few hundred years, you will see that more groups of people - groups like people of color and the LGBTQ community in the U.S. - and even certain types of animals - dogs and cats - are better treated by others in part because the broader society has grown to be empathetic towards those groups. In other words, to borrow Peter Singer's phrase, their "circle of empathy" has grown. That said, empathy has its downsides. Empathy is an emotional response that we tend to have towards particular kinds of groups. So we tend to be more empathetic towards children than adults, more empathetic towards people who are similar to us, and even more empathetic to animals that have similar facial characteristics to human



Photo by [Nathan Fertig](#) on [Unsplash](#)

babies (like huge eyes). Some psychologists, like Paul Bloom, argue that we should ignore empathy all together when making moral decisions, like which charitable organization to donate to, for example, and instead use what he calls rational compassion, where we use our capacity for reason to identify who has the greatest need and then help them.

One assignment? This course is a Digital Arts and Humanities, or DASH course, meaning that you will get to create some cool digital content! Specifically, you will produce a short podcast and also create an online digital exhibit (using a nifty program called Omeka) in which you will apply the concepts you've learnt in this class to a current conflict that you are particularly interested in. Specifically, you will provide an overview of the conflict, identify which psychological forces led to that particular conflict, and then suggest ways in which we can use our knowledge of those psychological forces that promote peace to end that particular conflict.

Without giving too much away, what do you think students are going to be surprised/excited to learn? I hope that students gain a sense of

humility about their own sense of morality, as they understand how all of us are psychologically wired in ways where we can contribute to human conflict and misery. But again, not all doom and gloom! Students will learn what they can do to leverage our psychology so that we short-circuit those

elements that promote conflict and violence and emphasize those elements that promote peace. I believe that having this knowledge will make you better friends, better co-workers, better members of your communities, better leaders and better citizens of this country and of the world.

Save the Date

School Psychology and School Counseling Information Session

Who: Join Drs. William Furey and Ian Levy

What: To learn about careers in School Psychology and School Counseling

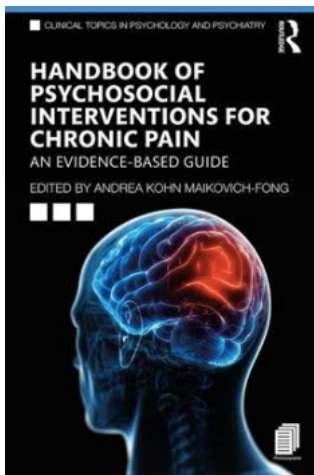
When: Wednesday, April 3rd, 12 noon, Miguel 202



Faculty Accomplishments

Dr. Nuwan Jayawickreme

Dr. Nuwan Jayawickreme and *Eva Pugliese published a chapter titled, “Pain and Culture: Differences in Experience and Treatment, Challenges of Measurement and Some Recommendations” in A. Maikovich-Fong (Ed.) *Handbook of Psychosocial Interventions for Chronic Pain: An Evidence-Based Guide*. New York: Routledge.



*Note: Eva Pugliese is a senior at Manhattan College double majoring in Psychology and Biology.

Drs. Zella Moore and Kelly Marin

Drs. Zella Moore and Kelly Marin published a chapter titled, “Emotion Regulation in Sport and Performance Contexts” in M.A. Anshel, T.A. Petrie, J.A. Steinfeldt (Eds.) *APA Handbook of Sport and Exercise Psychology: Vol. 1: Sport Psychology; Vol. 2: Exercise Psychology*.



Psi Chi News



Congratulations to the newest Psi Chi Inductees for 2018-2019

Emily Banasiak
Amelia Bradley
Julia Canigiani
Penelope Combs
Patricia Egan
Amber Figueroa
Lorenzo Froehle
Caroline Kane
Mackenzie Kvapil
Arianna Laverghetta
Leony McKeown
Claire Murphy
Evaniz Orellana
Karla Ortiz
Annie Pellegrino
Erin Plitt
Heaven Rosado
Sofia Ruiz
Melissa Samanoglu
Katherine Sexton
Samantha Sherb
Catherine Smith
Naomi Uy
Brittney Vargas

Save the Date - Psi Chi induction

This year's Psi Chi induction will be held on Thursday May 2 in the Alumni Room in the O'Mally Library at 4:30.