

department of
Psychology | Spring 2012
newsletter

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Chair's Column, Stephen T. Tiffany, PhD.

Dear Friends of UB Psychology,

Welcome to the annual Psychology Newsletter. This issue is filled with stories about people you may know and people you may not know. However, everyone mentioned in this newsletter has something in common with you - a deep and abiding connection with the Psychology Department at the University at Buffalo.

There have been some notable changes in the department this past year. Paul Luce has stepped down after nine years as Chair. I am the new Chair, and with the support of our excellent faculty, students, and staff, hope to live up to the high standards established by Paul during his highly successful run as leader of the department. There have been some other changes as well. Professor Ken Levy retired from the university this past May. Karen Hoyer also retired this year. The department has had some additions as well. This fall, we welcomed 8 new graduate students into our Ph.D. program and 26 students into our Masters programs. Wendy Zitzka, our newest secretary, joined the staff this fall. Beyond Psychology, we also have a new University President (though not new to UB) and a new Dean in our College of Arts and Sciences (though also not new to the University.) We have also had some notable promotions: Jamie Ostrov and Lora Park were tenured and promoted to Associate Professor and Craig Colder was promoted to Full Professor.

These changes notwithstanding, the one constant in our department is the amazing quality and productivity of our faculty and graduate students. This past year alone, faculty and students published over 140 articles and book chapters, submitted 28 grants, and were awarded nearly \$18 million in new or continuing grant funding across 51 total grants. Our people were also involved in many meaningful ways in the science of psychology - presenting hundreds of papers at national and international scientific conferences, collaborating with researchers across the country and the world, serving on multiple grant-review panels, editing journals and books, and doing innumerable reviews of papers submitted to scientific journals.

Our undergraduate program continues to thrive. This past year, we had over 1,500 psychology majors with another 432 students enrolled in our program at the Singapore Institute of Management. Among our graduating class at UB this past year, we had 196 students earning departmental honors and distinctions. You can read about some of the achievements of our undergrads throughout many pages of this newsletter. You can also read about distinguished graduates of our program, including a story about Mark Pfeffer, a distinguished alumnus of our undergraduate program who is now a Licensed Marriage and Family Therapist and Director of the Panic/Anxiety Recovery Center (PARC) in Chicago.

Finally, we very much want to hear about you. If you would like to contribute information about yourself, or colleagues of yours who have been affiliated with the Department, send an e-mail to psych@buffalo.edu. And please visit our website at www.psychology.buffalo.edu for the latest news about the department. You might also consider making a donation to our department - the web site has information on how you can do that.

Regards,
Steve

Alumni Profile: Mark Pfeffer, BA '73

By: Jaime Jeroszko



UB alum Mark Pfeffer knew early in life that he wanted to help people for a living. “I was one of those people who, at a young age, knew what I wanted to do,” he says. When he got accepted into UB, he knew going in that he would study psychology. He did an internship at the Buffalo VA Hospital and that is where he decided to pursue rehabilitation counseling.

Pfeffer graduated with a bachelor’s degree in psychology from UB in 1973. He feels that seeking out an advisor and mentor was one of the most instrumental decisions that he made during his time as an undergraduate. “As you become a therapist,” he explains, “it’s hard to be everything to everyone; and it does indeed take a village to make the transition from college to real life. Seek out anyone that you can.”

He recalls that the faculty in the Psychology Department was outstanding during his time at UB, and his professors were always willing to take time out of their busy schedules to listen to his ideas and help him brainstorm. Even today, he still feels very connected to the university. “I appreciate that UB has developed a sense of community 2000 miles away,” he remarks. He enjoys attending local UB events and wishes he had taken advantage of them earlier in his career. “It’s never too late though,” he adds.

Pfeffer received his graduate degree at Boston University and did additional post-graduate work at UCLA. He is currently a Licensed Marriage and Family Therapist and Director of the Panic/Anxiety Recovery Center (PARC) in Chicago. PARC is a specialized outpatient program that provides comprehensive treatment for anxiety and related disorders. Pfeffer has appeared on multiple episodes of the A&E’s Emmy-nominated show, Hoarders, the Discovery Channel, and the National Geographic Channel. He has been featured and quoted regarding mental health issues in various media outlets including ABC7 Chicago and Home & Garden Magazine, has authored numerous publications, and was a recipient of the 2002 “Golden Bell” award from the Mental Health Association of Illinois for an article he co-authored on Panic Disorder.

Currently, he is looking at ways other professionals can offer low-cost services to those populations of individuals with severe anxiety disorders. “Equal benefits for mental health aren’t going to happen in our lifetime, he says, “and we have to take leadership roles.” He adds, “These days you don’t sit at a desk, talk to patients all day, and then go home. We need to be advocates for the people we service.”

One example of the innovative ways Pfeffer has accomplished this is by referring individuals with severe social anxiety to The Second City, the world’s premier improvisational school and comedy theatre in Chicago. “The Second City Project helps people conquer their fear of uncertainty in a very direct way, and desensitize themselves from judgment of others” he explains. “The idea is to tap into a very primitive part of people who are afraid of public speaking , and use something fun, like improv, as an alternative environment to help them.” Pfeffer recommends improv to everybody, especially those trying to overcome a fear of meeting new people or public speaking. He took a year of improv classes himself, and has his diploma displayed proudly on his wall with all of his other degrees. “It’s OK to look silly,” he says. “This is the way we need to think.”

“Every psychologist needs to find a niche, and then brand themselves,” Pfeffer recommends. “Most people think of branding in terms of building recognition for a business, but individual psychologists have to brand themselves as well.” He suggests doing this early in your career because it takes a decade or two to get good at something. “You have to work smart and have a passion for your work,” he says. “Develop a capacity for working with people and do things you are not used to. Doing what is right for yourself, and doing the right thing, is difficult to do over a lifetime; and the earlier we can start learning ways to accomplish this, the better.”

Pfeffer feels that all therapists need to look at current community offerings and technologies, and then find ways to incorporate their altruism with these opportunities. Currently, he does a lot of group video conferencing through Skype

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with clients all over the world. "Find your passion and then do research or anecdotal work to see what may work," he suggests. "As individuals we should want to stretch ourselves, and be more than we started off being. Don't ever underestimate your capabilities."

Jaime Jeroszko is the Communication Officer for the UB College of Arts and Sciences.



Undergraduate Studies



Dr. Jim Sawusch, Professor, is the Director of the Undergraduate Program and the Director of the Speech Research Laboratory. His laboratory focuses on understanding the auditory and phonetic processing of speech that maps the sounds of language onto words.

Christa Greenberg is the Coordinator of the Undergraduate Program/Academic Advisor.



Christa and Jim take great pride in the accomplishments of UB's exceptional psychology undergraduate students. Psychology is one of the most popular majors on campus. Our majors take a wide variety of courses, from the basics of behavioral neuroscience to the psychology of self-esteem and interpersonal relationships. They also play a hands-on part in the department's research endeavors by assisting in faculty laboratories.

Just a few of the exciting things that have taken place this year follow. We look forward to hearing from you and encourage you to stay in touch.

http://psychology.buffalo.edu/alumni/update_information

Undergraduate Awards 2011

CAS Outstanding Psychology Graduating Senior Award

Olivia Schlager received the 2011 Department of Psychology, College of Arts and Sciences Deans Award for Outstanding Graduating Senior. Ms. Schlager graduated June 1, 2011 with a BA major in Psychology and a minor in Sociology with a GPA of a 3.961 and a 4.0 in her psychology major.

Ms. Schlager has been honored through receipt of the Daniel Acker Scholar award, the UB Grace Capen Academic Achievement Award, and through membership in Phi Beta Kappa and the Psi Chi International Honor Society in Psychology. She was on the Dean's list every semester and also completed the UB Leadership Certificate Program. Ms. Schlager worked as a research assistant in Dr. Julie Bowker's Child and Adolescent lab and Dr. Shira Gabriel's Social Personality research lab. She also served as Undergraduate Teaching Assistant for two semesters for Dr. Quinton's PSY 101 classes. She completed a Psychology Senior Honors Thesis entitled "The effects of attachment and friendships on female's body image" as part of the Psychology Department's Honors Program under the supervision of Dr. Shira Gabriel.

Ms. Schlager currently serves in the position of Public Relations Officer for Psi Chi the International Honor Society in Psychology. She has been accepted to Pennsylvania State University School Psychology Program where she plans to attend graduate school.



SUNY Outstanding Student Awards

The SUNY Chancellor Dr. Nancy Zimpher honored 275 college students from SUNY campuses throughout the state with the 2011 Chancellor's Award for Student Excellence on Monday, April 5, 2011. The Chancellor's Award for Student Excellence was created in 1997 to recognize students who have best demonstrated, and been recognized for, the integration of academic excellence with accomplishments in the areas of leadership, athletics, community service, creative and performing arts or career achievement. Each year, campus presidents establish a selection committee, which reviews exemplary members of their college communities who are graduating. Nominees are then forwarded to the Chancellor's Office and are subject to a second round of review. Finalists are then recommended to the Chancellor to become recipients of the Chancellor's Award for Student Excellence. Fifteen University at Buffalo students were honored with The Chancellor's award certificate and medal at the April 5th ceremony in Albany. The psychology department is pleased to report that one of these award recipients, Sarah Mye, graduated from our program.

Sarah Mye of Buffalo, New York graduated with a bachelor of arts in Psychology and Political Science (double major) and a minor in Theatre. She earned a near perfect 3.946 GPA. Sarah worked as a teaching assistant and as a research assistant in two laboratories. Sarah conducted her honors thesis on smoking cessation. She was the Treasurer of the University at Buffalo Rock Climbing Club, has studied abroad in London and volunteered with AIDS Community Services. Additionally, Sarah is a member of Phi Beta Kappa. Sarah plans to further her studies with a combined Masters in Public Health and Business Administration.



UB Psychology Program in Singapore

In May 2007, The Singapore Institute of Management (SIM), together with the University at Buffalo, launched a new full-time Bachelor of Arts in Psychology degree program. UB and SIM have enjoyed a longstanding relationship, having collaborated in the delivery of a part-time Executive Master of Business Administration (EMBA) program since 1996, and two other highly successful full-time undergraduate programs in Business Administration and Communication. SIM is well regarded for the excellence of its educational programs and shares UB's commitment to the highest academic standards. Faculty teaching in our program at SIM are drawn from UB as well as from other U.S. institutions. The extension of SIM's collaboration with UB in offering a bachelor's degree in psychology enables more students from Singapore and the surrounding region to benefit from the U.S.-style curriculum. Our new program also offers opportunities for UB students to study psychology at SIM. We currently have 432 students enrolled in the program, almost three times the number that was originally anticipated! The second UB graduation ceremony at SIM for psychology (see photo inserts) was held in the summer of 2011.





Psychology Commencement May 2011

On May 15, 2011, the Department of Psychology honored 462 students who earned B.A. and B.S. degrees in Psychology. Students, faculty, family and friends again gathered in Slee Hall to celebrate their accomplishments. In addition to honoring this year's graduates, we also honored the recipients of this year's Excellence in Teaching Awards and this year's Distinguished Alumni Award.



Excellence in Teaching Awards

Dr. Mark Seery received the Excellence in Teaching Faculty Award. Dr. Seery is social psychologist whose research focuses on stress and coping.

Dr. Wendy Quinton received the Excellence in Teaching Adjunct Award. Dr. Quinton is a social psychologist and the Director of the Honors program. She teaches classes in Introduction to Psychology, Scientific Inquiry and Systems and Theories, and Advanced Research Methods.

Sarah Spencer received the Excellence in Teaching Graduate Award. Sarah is an advanced doctoral student at the University at Buffalo. Sarah's research focuses on emotion expression and friendships.

Here are some of the comments our graduating students made in honoring these distinguished instructors.

Dr. Seery's social psychology was the most interesting class I've ever been involved in. The man knows how to hold an audience; each new lecture was exciting and stimulating. He demonstrated the major of human interaction before pulling back the curtain and revealing how these things work.

Dr. Seery has a passion for social psychology that is contagious!

Dr. Quinton takes a subject that would normally be bland and boring, and makes it interesting. This is an extreme understatement. She engages a class full of 20 something's about scientific inquiry, builds on content and real life experiences to make these topics memorable. I have many "ah ha" moments during testing because of these.

Dr. Quinton is incredibly knowledgeable but approachable at the same time. She really cares about and understands students and genuinely wants to help. She clear has a vested interested in the success of her students and a belief that academia is a place to build people up rather than tear them down. She is a huge part of the reason I managed to get accepted into various Ph.D. Programs. Dr. Quinton is a shining example of what an educator is supposed to be.

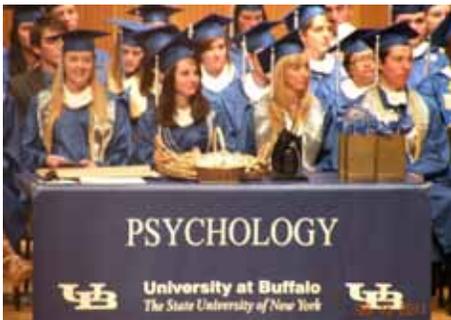


Dr. Quinton is a great teacher who cares about her students. She doesn't just teach to teach, she wants you to learn and genuinely cares if you do well in her class. On top of that she takes concern for those who are not performing up to par and if you go to her for help, she does everything she can to help you.

Sarah Spencer is awesome. You can tell that she really loves what she does and it is apparent when she teaches. I love going to her class because I actually learn and she makes it so interesting. I think she deserves to be recognized for her outstanding work.

Distinguished Alumni Award

Dr. Michael Vitevitch was honored with receipt of the Department of Psychology's Exceptional Alumni Award. Dr. Vitevitch received his degree in Cognitive Psychology from our Department in 1997. After receiving his Ph.D. from UB, Dr. Vitevitch held a prestigious National Institute of Health Post-Doctoral Research Fellowship at Indiana University, where he worked with Dr. David Pisoni, one of the world's leading experts on the perception of speech. In 2001, Dr. Vitevitch



joined the faculty of the Department of Psychology at the University of Kansas. At Kansas, he has been a participating faculty member in the Life Span Institute, the Child Language Program, and the Kansas Intellectual and Developmental Disabilities Research Center. He is currently a Faculty Fellow for Research in the University Honors Program and an Associate Scientist in the Life Span Institute. Dr. Vitevitch research, which focuses on how we perceive and understand spoken words,

has been funded by grants from the National Institute on Deafness and Other Communication Disorders. Dr. Vitevitch is currently an associate professor at the University of Kansas, where he is director of the Spoken Language Laboratory.

Excerpts from Dr. Vitevitch's address to our graduates follow

"One of my favorite things to do while I was a student in Buffalo was to take friends and family who would visit me to Niagara Falls to see the sights. One of my favorite places to go was the Daredevil Museum—it's this cheesy little tourist trap, but it was free and as a student that was important. At the Daredevil Museum I first learned about the Great Blondin.

If you've never heard of the Great Blondin, he essentially invented the daredevil tightrope act in 1859 when he announced to the world that he intended to cross Niagara Falls on a tightrope. Over five thousand people gathered to watch this stunt. Halfway across, Blondin suddenly stopped, steadied himself, did a backflip, landing squarely on the rope then continued on safely to the other side. During that year, Blondin crossed the Falls again and again -- once blindfolded, once carrying a stove, once in chains, and once on a bicycle. Just as he was about to begin yet another crossing, this time pushing a wheelbarrow, he turned to the crowd and shouted "who believes that I can cross the tightrope whilst pushing this wheelbarrow." Every hand in the crowd went up.



Blondin pointed at one man.

“Do you believe that I can do it?” he asked.

“Yes, I believe you can,” said the man.

“Are you certain?” said Blondin

“Yes,” said the man.

“Absolutely certain?”

“Yes, Absolutely certain.”

“Thank you” said Blondin, “then sir, get into the wheelbarrow.”

You are all graduating from UB today, and are about to embark on your own tightrope walk, not across Niagara Falls, but into the real-world. A world that—like Niagara Falls—is simultaneously awe-inspiring and a little scary.

As you make your way across the tightrope of life, I would like to impart to you one bit of advice: live life like the Great Blondin. The Great Blondin was absolutely certain of his skills and abilities. No matter how much weight he had to carry, no matter what impediments hindered his progress, he was confident that his training would get him successfully across the tightrope. The training that you received as a Psychology Major at UB will get each of you successfully across your own tightropes in life.

As a Psychology major you learned how to write clearly and concisely as you wrote research reports and essays of various kinds. You also learned how to use numbers, statistics, and graphical means to communicate ideas. There are many majors in which you learn literacy skills and many majors in which you learn numeracy skills—Psychology is one of the few majors where you become adept at both.

Psychology majors also learn how to use computers, not just for word-processing and statistical analysis, but as a tool for finding important, useful, and credible information. Critically evaluating the quality of various forms of evidence, being able to distinguish between credible and less credible sources of information—in other words, being skeptical—is another skill that is sharpened in the Psychology major.

As a Psychology major you are also explicitly trained in research methods. You learn about various techniques—like surveys, case studies and experiments—that allow you to ask important questions, and you learn which technique is best suited for which question. Most importantly, however, your research training empowers you to discover on your own the answer to those questions. This means you no longer need to put blind faith in the opinion of an expert (or to put a substantial consulting fee in the pocket of said expert). Instead, you can discover the answer for yourself. I would argue that there are few joys in life that can top the joy of discovery.

And discoveries are made at multiple levels and from multiple perspectives in Psychology, from the genetic level, to the molecular and cellular level, to the level of various regions in the brain, to the level of the entire organism, to the interactions of organisms in societies and cultures. There are internal drives, external incentives and indirect causes in almost every phenomenon that we study. While many non-psychologists see only one level or one perspective or one cause, psychology graduates see multiple influences. This is not to say that Psychologists are unsure of their findings, or are unable to make up our minds about what causes what. Rather this suggests that Psychology graduates are uniquely trained to address the complex problems that currently



distress us: problems that infiltrate multiple levels require solutions at multiple levels. It is the Psychology graduate who can see each layer, who can see how each layer interacts, and who can begin to develop solutions to these multi-layered problems.

Each of those layers of a problem of course has many details, particulars, and fine points. But it is again the Psychology graduate who can sift through all of those details to find patterns or trends, and who can focus on the relevant details in a situation to extract a general principle. By focusing on that general principle rather than being bogged down by the specifics of a situation, the Psychology graduate will notice similarities between situations that on the surface seem to be quite different. It is this higher-order analysis that allows the Psychology graduate to propose novel solutions to those problems that surround us.

A psychology degree, then, is actually quite special. The field of Psychology integrates areas of knowledge that span the arts and the sciences, providing students with a true liberal education, as well as a particularly wide range of practical and professional skills. Having a psychology degree indicates that you have a portfolio of skills and abilities that are valued in many lines of work, not just the profession of psychology itself. There are other disciplines that give you some of these skills, but few are like psychology, which equips its graduates with all of these skills, enabling its graduates to undertake many different types of work. But training in Psychology is far more than simply skill-based training for professional work—it is an education in its own right.



So, mom and dad, don't you feel a little bad now that you rolled your eyes when your son or daughter first told you they were going to be a Psych major? But who can blame a parent for expressing concern when they ask, "Psychology, what are you going to do with that?" when psychologists themselves often fail to recognize what skills they actually have, or find it difficult to articulate what these abilities are.

As Psychology graduates, we are in many ways like the Great Blondin, trained in a variety of skills that will get you successfully across the tightrope. So graduates, be like the Great Blondin—absolutely certain that your skills and abilities will get you thru life. Living live knowing what your skills and abilities are is much better than the alternative: being the guy in the wheelbarrow whose just going along for the ride.

Thank you and good luck to you as you being to walk across your own tightropes in life.

Graduate News



Dr. Craig Colder is the Director of Graduate Studies. He is a member of the Clinical Training Program, and studies adolescent substance use.

Our graduate programs are internationally recognized for excellence and continue to be a vibrant part of the academic community at UB. We currently have 78 doctoral students and 31 masters students.

We offer general MA degrees and Ph.D. degrees in four areas of psychology – behavioral neuroscience, clinical, cognitive, and social psychology. Our goal in graduate training is to give our students the skills to assume positions in academic institutions or professional practice and to make new contributions to bodies of knowledge through independent research.

Please contact Mary Schnepf (mschnepf@buffalo.edu) for more information about the M.A. and Ph.D. programs.

Graduate Training in the Program Areas

Our training programs represent wide-ranging faculty and student interests.

Research in behavioral neuroscience examines neural mechanisms and the psychobiology of cognitive filtering and attention, sexual, maternal, and social behavior, addiction, feeding, emotion, analgesia, and learning and memory.

Faculty and students in the clinical program research topics such as alcohol and substance use and abuse, mood disorders, Attention Deficit Hyperactivity Disorder, developmental psychopathology, social development, and temperament, personality pathology, and assessment.

Research in the cognitive program examines issues as diverse as animal cognition, attention, auditory perception, categorization, eye movements and cognition, learning and memory, metacognition, motor control, and music.

Members of the social-personality program study close relationships, self-concept and self-esteem, stress and coping, and psychophysiology.



Recent Student News

We are very proud that our graduate students are recognized as among the very best in the nation. Here are some recent highlights of their accomplishments:

Maya Aloni (Ph.D. 2011), Assistant Professor, Middlesex County College.

Rebecca Ashare (Ph.D. 2011). Postdoctoral Research Fellow, University of Pennsylvania, School of Medicine's Center for Interdisciplinary Research on Nicotine Addiction.

Justin Couchman (Ph.D. 2011). Visiting Assistant Professor, SUNY Fredonia.

Sherry Farrow (Ph.D. 2008), Staff Psychologist, VA Western New York Health Care System.

Paula Fite (Ph.D. 2007), Assistant Professor, University of Kansas.

Stephanie Godleski (Ph.D. 2012), Internship, Marcus Autism Center, Emory University.

Kirstin Gros (Ph.D. 2011). Psychologist, Medical University of South Carolina.

Sadie Leder (Ph.D. 2010). Assistant Professor, High Point University.

Jennifer Merrill (Ph.D. 2012), Internship, MUSC, South Carolina

Elizabeth Miettlicki (Ph.D. 2011), Postdoctoral Researcher, Department of Psychiatry, University of Pennsylvania School of Medicine

Anne Neumann (Ph.D. 2011) - Postdoctoral Associate, UB Department of Family Medicine

Patrick Nowlin (Ph.D., 2011), Staff Psychologist, Hines VA, Hines, IL.

Jon Prince (postdoctoral scholar), Assistant Professor, Murdoch University

Keri Shiels, Ph.D. (Ph.D. 2011). Postdoctoral Research Fellow, Johns Hopkins School of Medicine, Kennedy Krieger Institute.

Elisa Trucco (Ph.D. 2012), Internship, Yale University.

Tom Welch (Ph.D., 2010), Faculty member, Bryant & Stratton College (Buffalo, NY), Adjunct Professor of Psychology at ECC (Orchard Park, NY).



Department Endowments and Awards

The teaching and research missions of the department are supported in part through the generous contributions of department alumni and friends. Charitable donations to any of the funds listed below can be made by visiting the Department's website at www.psychology.buffalo.edu and clicking on Support the Department at the bottom of the page. If you wish to donate to the Feldman-Cohen fund, click on the corresponding link. If you wish to donate to one of our other funds, click on Psychology Department Resource Fund Donation Form and indicate the designated fund under Special Instructions. You will receive a thank you letter from the Chair confirming your donation.

Bugelski Fellowship Fund: Provides support for the dissertation research of advanced graduate students.

Charles Meyer Psychology Fund: Provides support for graduate students to travel to conferences and present their research through posters and talks.

Dr. Donahue Tremaine Memorial Lecture Fund: Provides support for a lecture series on Learning Theory.

Eleanor Jacobs Scholarship Fund: Provides tuition scholarships to support the training of female graduate students.

Feldman-Cohen Award in Psychology: Provides an award to the undergraduate honors student recognized as conducting the best honors thesis project. Mykel Robble (profiled below) is the most recent recipient of this award.

Robert W. Rice Memorial Fund: Provides an award to the graduate student recognized as publishing the best first-authored research article in the prior year. Matt Wisniewski and Chrystal Vergara (noted below) are the most recent recipients of this award.

PSI CHI National Honor Society for Psychology: Provides support for the annual Psychology undergraduate convocation ceremony.



The Marvin Feldman and Walter Cohen Award

Recipient: Mykel Robble

Each spring, the Department recognizes the most outstanding undergraduate honors thesis with the Marvin Feldman and Walter Cohen Award. Named in honor of two of the Department's most distinguished former faculty, the cash award goes to the undergraduate whose honors thesis receives the highest rankings by the student's examination committee, Director of the Honors Program, and advisor. Mykel Robble is the 2011 Recipient.

"In May of 2011, I completed my undergraduate honors thesis entitled, "The Impact of Visual Stimuli on Cocaine Self-Administration in Rats." Being selected as the Feldman-Cohen award winner was quite possibly the most rewarding experience of my undergraduate career at UB. For me, the award was validation for the countless hours I spent on this research and for the perseverance through the numerous challenges I faced along the way. Winning this and completing the Honors Program at UB has helped me advance my studies in a number of ways. It enabled me to develop important skills, such as finding and synthesizing large amounts of scientific literature, refining laboratory techniques (e.g., handling research animals, administering drugs, running animals through the experiment), analyzing data, and writing a thesis. This learning process gave me a clear understanding of what it is that I would like to do professionally. I am convinced that it is these skills, and the ability to discuss my own data, that were a direct cause of my admittance into the Ph.D. program in Neuroscience Marquette University. Perhaps most important, to me, the Feldman-Cohen award represents personal growth. Completing this research allowed me to find significant direction, and prove to myself that I have the strength to succeed in an academic environment. Along the way, I met some wonderful, intelligent, and hardworking fellow students, with whom I will retain life-long friendships. I want to thank everyone at UB who had an interest in my success, but especially Dr. Wendy Quinton, Director of the Psychology Honors Program, without whom this project would never have been completed.



The Robert W. Rice Memorial Fund

Every year the department recognizes the most impressive graduate student publications with receipt of the Rice Award. Named in honor and memory of Robert Rice, a former faculty member in the department of Psychology, the cash award recognizes scholarly excellence in the publication of a first-author paper. Matt Wisniewski and Chrystal Vergara were the recipients of this award in 2011.

Matt's paper, titled, "Temporal dynamics of generalization and representational distortion" was published in Psychonomic Bulletin and Review, 2010.

Chrystal's paper, titled, "Motivation and goal orientation in depression vulnerability" was published in Cognition and Emotion.





Faculty Profile: Jamie M. Ostrov, Associate Professor
Social Development Lab



As a developmental psychologist, Dr. Ostrov's research focuses on understanding the development of subtypes of aggression in young children. Specifically, his research addresses both forms and functions of aggressive behavior. Forms of aggression are means by which aggression is displayed, whereas functions are the reasons why children behave in aggressive ways. Distinguishing between the various forms and functions of aggression has important implications for understanding the development of aggression in children. This line of research has demonstrated differential patterns of association with the ways that children think about their peer relations and social world. A second area of research examines the developmental antecedents, mechanisms, and outcomes of relational aggression (e.g., social exclusion) in children and adolescents. Some of this work has documented the processes by which aggression and peer victimization are linked across development. A third line of research has focused on developing evidence-based approaches for reducing aggressive behavior in early childhood. Ongoing projects are addressing the development of bullying in early childhood. He and his colleagues in the Social Development Lab are working hard to improve the lives of young children.

Dr. Ostrov's work on bullying was featured on Sesame Street.

<http://www.sesamestreet.org/parents/topicsandactivities/topics/bullying>

<http://www.buffalo.edu/news/12990>



Michael Poulin, On emotional resilience after 9/11.

<http://www.latimes.com/health/la-he-911-psychology-20110905,0,12491.story>

Mark Kristal, On the practice of placenta consumption.

(<http://nymag.com/news/features/placenta-2011-8/>) (<http://blogs.babble.com/being-pregnant/2011/08/23/more-moms-eating-their-placentas/>

<http://www.everydayhealth.com/depression/can-eating-your-placenta-cure-postpartum-depression.aspx>).

(<http://revistacrescer.globo.com/Revista/Crescer/0,,EMI269020-10498,00-PLACENTA+LIXO+ORGANICO+OU+REMEDIO+NATURAL.html>)

(<http://www.opb.org/thinkoutloud/shows/your-placenta/>).

Mark Seery, On adversity making people stronger.

<http://online.wsj.com/article/SB10001424052702303496104575560261828332840.html>

David Smith, On animals thinking about thinking.

<http://www.washingtonpost.com/ac2/wp-dyn?pagename=article&contentId=A17485-2003Nov27>

<http://www.esf.org/media-centre/ext-single-news/article/evidence-that-animals-can-think-about-thinking-590.html>

Lora Park, On romantic goals and performance in science, technology, and math.

<http://www.buffalo.edu/news/12797>

<http://www.livescience.com/15628-women-romance-science-careers.html>

<http://www.futurity.org/society-culture/sex-appeal-women-kiss-science-goodbye/>

<http://spectrum.ieee.org/podcast/at-work/education/do-romantic-thoughts-reduce-womens-interest-in-engineering>