

Psychology encompasses many areas of study. As such it is sometimes hard to pin down. A view of its early history would lead you to believe it is a division of philosophy. Now it is a branch of science. Research in psychology contributes to advertising, education, placebo effects, criminal interventions, how we make decisions, how we motivate ourselves and others, how we see and hear and make sense of sensations, how human behavior has evolved, and why cultural differences have come about. All these areas require thinking critically, and training in thinking critically (i.e., scientifically), is what makes psychology a valuable major.

Many psychology majors do not become professional psychologists. Rather they use their knowledge of behavior and their training in critical thinking in other professions and, especially, in their daily lives. Psychology majors often go into medicine or medical research; critical thinking helps them know what facts to gather and how to evaluate those facts to make a good

Psychology is one of the most popular undergraduate majors. In fact, it is reliably chosen as one of the top three majors across universities nationally. It seems that most people have an inherent interest in human and animal behavior, and many ultimately decide to devote their undergraduate career to studying psychological science.

Despite several misconceptions about the utility or value of a psychology major, pursuit of a psychology major is well-founded and justified by its broad-based application. Some of the benefits include obtaining specific skills that prepare students for living more effectively, and being better prepared for the workforce. For example, while universities receive pressure from outside stakeholders to emphasize learning specific skills applicable to a narrow-band career, the psychology major enhances employability through teaching skills that are valuable to employers within a broader-scope. These skills include applying principles of critical-thinking, problem-solving, hypothesis testing and systematic-style writing and rhetoric, project management, and interpersonal relations. Psychology, at the University of Toledo (UT), represents the true essence of the liberal arts and science education and performs well as a “hub science”.

The Psychology major positions students well for pursuing graduate school and professional training. According to the National Center of Education Statistics (NCES), approximately 25% of students with undergraduate psychology degrees pursue graduate school with 4-6% going on to doctoral study and another 20-22% working on master’s degrees. The Psychology major also prepares students to pursue graduate training in medicine, law, social work, education, and business. For instance, data show that undergraduate students in the social sciences perform equivalently to those who major in more traditional pre-medicine areas (Hall et al., 2014, Halonen, 2011). In fact, we have had numerous alumni from the Department of Psychology go on to pursue graduate training in fields outside of professional psychology. The following students’ stories are just two examples of how the


psychology major applies to a broader range of disciplines and can prepare an ambitious and hardworking student for graduate studies.



I graduated from the University of Toledo in the Spring of 2014 with a Bachelors of Arts in Psychology, and minors in Chemistry and Biology. I am in my first year of medical school at Ohio University Heritage College of Osteopathic Medicine. Although I chose to pursue

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The Family Medicine Center at 3333 Glendale Road is part of the University of Toledo's medical network, and offers clinical psychology students an externship opportunity in integrated behavioral healthcare, a dynamic new sub-specialty of psychology where the psychologist, or behavioral health provider (BHP), works in close collaboration as part of a medical team in a primary care clinic.

 Integrated behavioral healthcare is when mental health professionals (psychologists, social workers, counselors, psychiatrists) are integrated into a primary care clinic, or when a primary care team (doctors, nurses, MAs) is integrated into a traditional mental health center. The BHP (psychologist, social worker) works closely with the rest of the primary care team, and is

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concepts and fail to show the full spectrum of our discipline. However, another important reason places the onus on us: We're not very good at communicating our findings to the public. After all, when we receive comments like those above, it can get frustrating to repeatedly explain what we really do! However, it's important for us to correct these misperceptions and communicate the variety of subfields



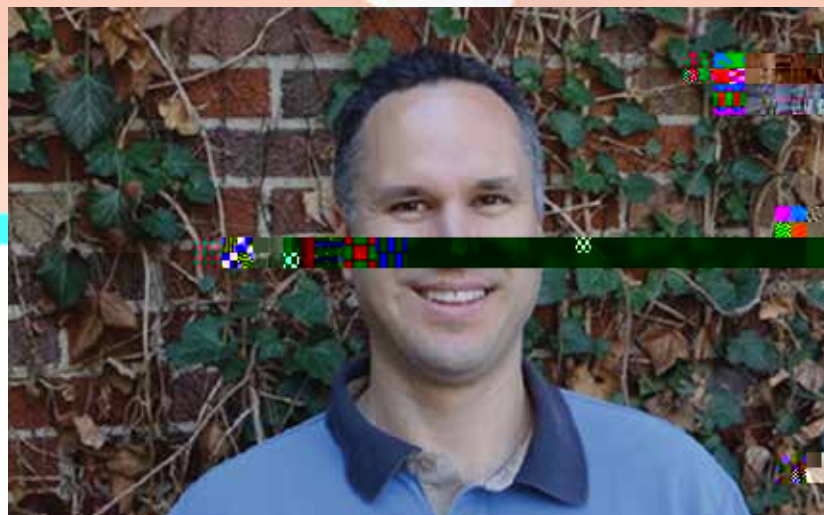
Hawaii as a research associate where he worked in the Virtual Reality Behavior Center. Following this, Dr. Mezo did a Post-Doc/Lectureship at Yale Anxiety Mood Services, which then led to an assistant professorship at Memorial University of Newfoundland. He is now an assistant professor at the University of Toledo, and is very excited to be here. Dr. Mezo shared that if he could move anywhere in the world, he would choose Toledo since it's close to everything, is a great place to raise a family, has four seasons, and is a nice mid-size city.

Growing up, Dr. Mezo was always interested in working with people, and "always thought that the most powerful experience for human beings is being around other human beings and being in a social context". He also had an interest in philosophy, but the empiricism of psychology won him over. His favorite part of being a psychologist is the diversity of activities he gets to be involved in – teaching, research, and clinical supervision.

In terms of research, Dr. Mezo is interested in investigating and applying principals of adaptive behavior to common mental health concerns such as anxiety and depression. He looks at how concepts such as self-regulation and self-management may suggest coping skills, which can be applied on a daily basis to help with anxiety and depression. Dr. Mezo is currently developing his lab, looking at coping skills and adaptive regulation. He hopes to collect measures through both questionnaires and lab-based work, possibly using some of his virtual reality expertise. He currently is analyzing data from UT's SONA system, and hopes to present some of his findings at his favorite two conferences - Association for Behavioral and Cognitive Therapies (ABCT) and Association for Psychological Sciences (APS).

Another passion of Dr. Mezo's is teaching. At the undergraduate level he teaches Lifespan Development, Abnormal Psychology, and Principles of Psychology. His favorite undergrad classes to teach are Lifespan Development, since he thinks representing the entire lifespan in one semester is interesting and fun, and Abnormal Psychology, as it is a form of public education for

students not going into psychology to get familiarity with mental health issues. Dr. Mezo also works at the graduate level, teaching CBT didactics and practicum. He enjoys working at the graduate as well as the undergraduate level, since it lets him be more specialized in terms of his interests. If he could teach one class, he said he would teach Ethics, which he will get the opportunity to teach at the graduate level next semester. I asked Dr. Mezo what students can do to impress him as a teacher, and he said that students should be excited and interested, saying that "precociousness serves well". He also encouraged students to think of education as a lifelong pursuit, to find out what stimulates them, and go out and get it.



I also got the chance to ask Dr. Mezo about some of his interests outside of school. He has two young girls, and enjoys spending time with them, repairing small things around the house, and biking. Dr. Mezo also shared with me some of his favorite bands (The Beatles, U2, and Nirvana when he was younger), books (Catcher in the Rye), and movies (The Godfather and Falling Down). I also asked Dr. Mezo what superpower he would choose if given a chance; he responded with "be[ing] able to read people's minds, but be[ing] able to selectively turn on and off this power." Finally, I asked Dr. Mezo to share with us his favorite quote – "I think I can, I think I can, I think I can".

The Lighter Side: PsyWord Puzzle

By AS

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- 1 the tendency to repeat wrong solutions or faulty responses
- 3 the study of meanings in language
- 6 memories created at times of high emotion that seem especially vivid
- 7 in thought, the terms in which a problem is stated or the way that it is structured
- 8 ___ conditioning is another term for classical conditioning
- 9 acronym for the tendency to attribute the behavior of others to internal causes

- 10 visual receptors for colors and daylight visual activity
- 11 reducing fear or anxiety by repeatedly exposing a person to emotional stimuli
- 15 the ability of a test to measure what it purports to measure
- 18 a sudden temporary paralysis of the muscles
- 19 a compulsion by members of decision-making groups to maintain agreement, even at the cost of critical thinking
- 20 a word or sound used as the focus of attention in concentrative meditation
- 21 the condition that occurs when a challenge or a threat forces a person to adjust or adapt to the environment



Dr. Jason Rose was recently interviewed by the Toledo Blade to discuss research on happiness across cultures. Here's the full link:


www.toledoblade.com/Medical/2016/03/07/Researching-happiness.html


Dr. Jared Skillings, a graduate of the University of Toledo clinical psychology Ph.D., program, has become an integral part of an organ transplant team at Spectrum Health System in Grand Rapids, Michigan. Dr. Skillings conducts presurgical psychological evaluations of adults who need heart or lung transplants and children who need kidney transplants. Dr. Skillings and his path on a new frontier involving psychologists in medical care was recently the topic of an article in the American Psychological Association publication "Monitor". His story can be found here: www.apa.org/monitor/2016/01/transplant-psychologist.aspx



In 1979, Cornell University researchers showed that homing

pigeons could hear much lower-frequency sounds than humans. These researchers proposed that pigeons use infrasound for navigation, even perhaps sensing barometric pressure changes. However, surprisingly, for 35 years, no one thought to test other birds for infrasound sensitivity. At UT, Professors Henry and Rickye Heffner along with colleagues Evan Hill and Gim Koay decided to do just that – explore infrasound hearing in birds. After confirming that pigeons do indeed have better low-frequency hearing than humans, they found that chickens have even better hearing than humans. These researchers at the University of Toledo (now called the University of Toledo) found that chickens have even better hearing than humans. These researchers at the University of Toledo (now called the University of Toledo) found that chickens have even better hearing than humans.

 Cathy Mingee recently accepted a full-time job, training elephants at Busch Gardens in Tampa, FL. Cathy’s advisor at UT was Dr. Harvard Armus. She reports: “I’ve only been here a month but so far I really like my job. We work with the elephants protected contact so we don’t ever share their space, and their participation is voluntary (no bull-hooks, chains, tethers, etc). The training is done with only positive reinforcement and sometimes a lot of patience. My boss is really into research ideas, especially cognitive projects so they just finished a study on means-end and we are in the beginning stages of a gaze/point study to see if elephants can follow human gaze/pointing to indicate importance (building off this paper: <http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0061174>). We also hope to teach the elephants to indicate choice, maybe with a touch screen of some sort, and eventually lexigram training. The means-end work is hopefully being presented at CO3 this spring.”

 Members of the Decision Research Lab, under the supervision of Dr. J.D. Jasper, recently presented at the Society for Judgment & Decision Making conference in Chicago. Fifth year graduate student, Ryan Corser (now a postdoc at Vanderbilt University) presented a poster examining the effects of cognitive resource depletion on risky decision

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