

PsyConnect

Introduction to Psychology

DK: Theoretically I thought of myself as a cognitive behavioral type therapist, and a problem solver. I felt like it was an incredible honor and privilege to be invited into someone's private life and help them understand their own values and help them develop or enhance their own strengths for solving life's problems. My job is to help you understand yourself, what you want, your values and your goals, and how to achieve them. I did this with my academic knowledge, clinical knowledge and experience, and [jokingly] a "collection of magic wands I kept in my office" [and, yes, Dr. Kogut actually possessed a small collection of cool magic wands he kept on his bookshelf].

JL: Can you share some wisdom on how to do therapy well?

DK: I think it is important to be there, listen, early on. You need to develop a system where the patient sees you as a trusted ally. So, the initial rapport building is crucial to hook them into what you have to offer. To sit there and be passive is inefficient and insensitive to their needs. The first session assert what you have to offer, ally with their strengths, have them see you as a value

WHEN should you start preparing?

START RIGHT AWAY! Below is a description of everything you should consider.

Not sure what you want to do after undergrad? That's okay! If you are thinking you may want to be a social worker, psychologist, scientist, or professor, below are some general steps you can take.

FINANCIAL: Applying to graduate school can be costly - it's best you know this well in advance so you can start planning. Please see below for table on costs. It is important to note, most quality graduate programs (particularly at the PhD level) offer tuition waivers and financial stipends. This can be one indicator of the quality of training and reputation of a given program.

RESEARCH: An IMPORTANT 1st step is to get involved with research. Research experience will set you apart from other applicants and give you valuable experience. Some labs/universities even allow undergraduates to present poster presentations and be an author on publications. Talk to your professors to see what research opportunities are available to you. It is best to have, at bare minimum, one full year of research experience.

LEADERSHIP: Become a member of your local Psi Chi chapter and/or Psychology Club early during your undergraduate career. Apply to be in an officer/leadership position. Often, this will open more opportunities, make you more noticeable to professors, and look great on your Curriculum Vitae (CV).

REAL-WORLD EXPERIENCE: If possible, during the summers, search for internships, community service, related jobs, or research opportunities to gain more experience, credibility, and boost your CV.

GRE: Recommended to plan at least 3-months to study. Study using both review books (e.g., Princeton Review) and a review CD (Kaplan) - do the practice tests! Register to take the GRE the summer before applying to graduate school. The test can only be retaken once every 21-days, up to 5 times in 12-months. Some schools require the Psychology subject-specific GRE, but not all do. Schools will provide an average score in each area (Quantitative Reasoning, Verbal Reasoning, Analytical Writing) of those accepted into the program on their website. Obtaining GRE scores at or above the listed average is very important, but it's not necessarily a deal breaker if this doesn't occur (e.g., if other components of your application are strong). Please see below in 'Resources' for more information.

SCHOOLS: Start researching schools by at least the summer (the earlier the better) before you start applying. Talk to your advisor about how many to apply to, but it's usually recommended to apply to upwards of 20 schools. Consider schools by 1) program of interest, 2) location, 3) stipend/benefits/resources. Be organized! Keep a spreadsheet of each school and their rank, up to three potential advisors and their research topic of interest, due dates, what materials the applications requires, transcript instructions, checklists if each school as received all of the materials needed, when to expect to hear from them, etc.

PROSPECTIVE ADVISORS/COLLEAGUES: By late summer/early fall, it is

GRAD SCHOOL TIMELINE &
APPLICATION CHECKLIST



On October 26th, 1984 audiences witnessed Arnold Schwarzenegger utter perhaps one of the most famous lines in movie history, as he said “I’ll be back” in an ominous tone for his role as

the killer machine from the future, the Terminator. Of course, this was far from the first time that audiences were exposed to intelligent killer machines on screen, as a quick viewing of the 1968 film epic, “2001: A Space Odyssey” can attest. This is all to point out that this fascination and fear of robots as an existential threat to humans is nothing new. However, unlike in the days of decades past, machines are ubiquitous in modern society. Indeed, we likely all carry them around in our pockets and obsess over the information they enable us to digest with a few quick movements of our fingertips. While blockbuster films of killer machines are still bought and sold in movie theatres around the country, a new, albeit less sinister, fear about rising rates of automation in the private sector is now affecting policy proposals at the highest levels.

Numerous agencies, public intellectuals, and politicians have cautioned that automation may have drastic effects on the economy and employment. Specifically, studies conducted by the Bain Global Institute and the McKinsey Global Institute have both concluded that automation will have a major impact on the world economy. The Obama administration and 2020 democratic presidential candidate Andrew Yang have similarly outlined worries about the effects of automation on the United States economy. While there is substantial disagreement regarding the severity and time horizon of this impact, some models have found that up to 47% of jobs in the United States could be at risk of being replaced by automation in the future (Frey & Osborne, 2013). These models have been supported by evidence showing that advances in technologies like machine learning are allowing for machines to replace human workers in more and more fields (Miller, 2017).

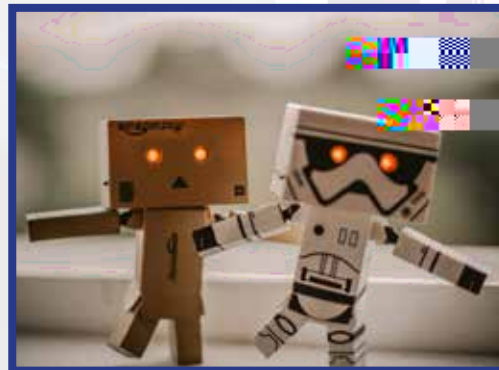
The evidence indicates that jobs that involve routine and repetitive procedures will be the first at risk. In addition, the advent of driverless cars has put transportation workers, such as truck drivers, at risk of being displaced in the job market. However, the future may not be as bleak as some would have you believe. After all, humans are adaptive creatures that have routinely shown the ability to change in order to meet the unique challenges of the labor market throughout history. While some jobs may see their days increasingly numbered for human hands, other jobs are expected to be less affected. Thus, with automation expected to continue to exert a major changing influence on the economy and employment opportunities, developing skills and selecting careers expected to be less affected by automation may be of critical importance.

According to global training consultants like Guthrie Jensen, complex problem solving, critical thinking, creativity, coordinating with others and emotional intelligence are all skill sets expected to carry over well and remain important to an economy that has been transformed by automation and intelligent machines. One of the key reasons why these skills are expected to be so valuable in an economy transformed by automation lies within the current limitations of artificial intelligence (AI) itself. Unlike the fictional Terminator, who wielded impressive abilities in general intelligence (the ability to display intelligence across situations) much of today’s AI is restricted to narrow situations and is designed to handle specific tasks. Unlike general intelligence, narrow intelligence (or narrow AI) is task specific and cannot easily be generalized to perform other tasks. While general AI may be possible to create at some future date, currently, only narrow AI has been created. Thus, while narrow AI may be able to do a specific task better than even a well-trained human, that human, endowed with general intelligence, will be able to do almost all other tasks better than that AI. For this reason, the skills outlined above, such as problem solving or creativity, will continue to be extremely valuable in future job markets.

While our ruin at the hands of shiny chrome robots (arguably) may be inevitable in some distant future, there is no need for humans to sing an exit song just yet. After all, the most powerful known intelligence in the universe isn’t your school laptop or the new iPhone 10. It’s between our ears. Until that changes, and there is no guarantee that it ever will, machines should continue to be a helpful tool, not a hanging sword of Damocles.

References:

- Miller, C. (2017). How to prepare for an automated future. *The New York Times*. Retrieved from <https://www.nytimes.com/2017/05/03/upshot/how-to-prepare-for-an-automated-future.html>
- Osborne, M., Frey, C. (2013). *The future of employment: How susceptible are jobs to computerization?* Oxford Martin Programme on Technology and Employment. 1-77.



As of the Fall 2019 semester, Dr. Tan holds the position of assistant professor at the University of Toledo. Her research primarily examines children's eating patterns and how parents play a role in the development of those patterns. Additionally, she has conducted research examining weight attitudes among older children.

I spoke to Dr. Tan directly in order to understand both her professional and personal interests better. My questions and Dr. Tan's answers follow.

You have previously mentioned that you lived in other areas of the Midwest. Compared to those cities, how do you like Toledo?

Compared to those other areas that I have lived in the Midwest, I find that there is so much to do in Toledo, and it is very family-friendly. In addition, I also like that this city is more diverse than the other places that I have lived previously.

How did you first become interested in children's eating behaviors?

Sometimes I ask myself the same question. I must say that I was not interested in children's eating behaviors from day one, although I was interested in parent-child relationships. One day, my research mentor gave a research talk on children's eating behaviors in a professional seminar. Given that I am a "foodie", I found that her work was extremely fascinating as it sparked me to think about questions such as "how do we acquire eating behaviors?". And that was how I started my research work on children's eating behaviors and childhood obesity.

What are some of your personal interests?

I love traveling because it allows me to develop a wider world-view, as well as experience something new and unfamiliar. Nowadays, I like to do family trips with my husband and daughter, as traveling with a child brings another perspective to seeing the world.

Besides research, what would your ideal job be, if you could do anything?

If I could do anything, I would like to be either a travel or food blogger.

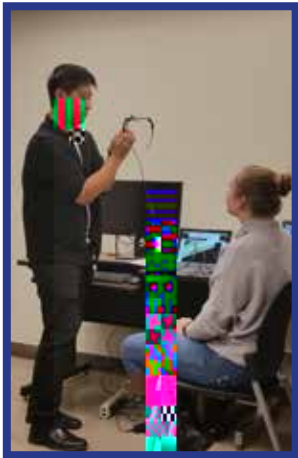
If you could learn to do anything, what would it be?

I quit learning piano when I was young, so I would love to learn to play piano again.

If you were a candy bar, which one would you be?

I would be the Ferrero Rocher hazelnut chocolate. I like that this candy has many layers and facets, which sort of represents the many different roles I have and also how each role has its responsibility.







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Non-Profit
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