In this issue:

4  Interview with Graduate Student Katherine Sarkisian

6  Interview with Professor Emeritus Charles Snowdon

20 Interview with Professor Gary Lupyan

22 Student Submissions: Contemporary Research in Psychology

24 Student Section: Senior Snapshots & Favorite Class

31 Professional Network
# Table of Contents

Letter from Psi Chi ........................................ 3  
Acknowledgements ........................................ 3  

**Interviews**  
Interview with Graduate Student Katherine Sarkisian, by Alexandra Devine ........................................ 4  
Interview with Professor Emeritus Charles Snowdon, by Kristin Dowe ........................................ 5-6  
Interview with Professor Gary Lupyan, by Daniel Zych ........................................ 7-8  

**Student Submissions**  
A Systematic Review of the Effects of Stress on the Microbiome, by Emily Orals ........................................ 9-10  
Social Media and Knowledge Management: Where Do We Go from Here?, by Anh Dang ........................................ 11-12  
Global Mental Health: The Burden of Treatment Disparities, by Liliann Teister ........................................ 13-14  
Should We Have Sympathy for Pedophiles? Neuroscience, Pedophilia, and the Law, by Daniel Zych ........................................ 15-16  
Have You Thought About These Fields in Psychology?, by Stephanie Bova ........................................ 17-18  

**Student Section**  
Senior Snapshot ........................................ 19-20  
Favorite Psychology Course ........................................ 21  

**Professional Network**  
Dr. Sigmund Sattenspiel ........................................ 23  
Mr. Christopher Wirth ........................................ 24  
Attorney Amanda Riek ........................................ 25-26  

About Psi Chi ........................................ 27  

---

**Newsletter Committee:**  

Finola Kane-Grade, *Editor-in-Chief*  
Stephanie Bova, Lyndsey Clayton, Alexandra Devine, Kristin Dowe, Liliann Teister, Daniel Zych  

---

*2016 Psi Chi Newsletter – 2*
Letter from Psi Chi

Dear readers,

On behalf of the UW-Madison Chapter of Psi Chi, the International Honor Society in Psychology, I am excited to share the third annual publication of our chapter’s newsletter. We created this newsletter for several different aims. First, the newsletter highlights the extraordinary academic accomplishments of undergraduate students, through publishing profiles and summaries of their works. This year we have also added a student-centered section, aimed at celebrating the academic careers of Psi Chi graduating seniors, as well as highlighting a few students’ favorite psychology courses at UW-Madison. Second, the newsletter sheds light on what it entails to perform research in an academic setting, through interviews with professors and graduate students. Third, the newsletter contains opportunities for students to network with professionals in psychology-related careers outside of research. These professionals have offered valuable experiences for mentorship of students, including shadowing and internship opportunities. By illustrating what a career entails at the graduate and faculty levels through interviews with UW-Madison scientists, we hope to inspire students to become involved in research. By including networking opportunities with professionals in psychology-related fields, we hope to motivate students to enrich their educational experience by integrating what they learn in the classroom with real-world experiences. Overall, we hope that students appreciate and value the unrivaled resources and opportunities made possible by UW-Madison and the surrounding community. I hope that you enjoy this year’s edition of the Psi Chi Newsletter.

Best,

Finola Kane-Grade

Newsletter Chair of Psi Chi, UW-Madison Chapter

Acknowledgments

I would like to thank all of the student authors who made valuable contributions to this year’s publication; your scientific writing and passion for the material reflects your achievement of academic excellence. Special thanks to Dr. Charles Snowdon, Dr. Gary Lupyan, and Katherine Sarkisian for sharing your academic careers through interview; we are grateful for your contributions to the department and university. I am deeply appreciative of the professionals who have shared their careers through interview, and are offering guidance for psychology students: Mr. Christopher Wirth, Dr. Sigmund Sattenspiel, and Ms. Amanda Riek; the experience and advice you provide will have a formative influence on students’ future careers. Lastly, I would like to thank the members of the Newsletter Committee and Valerie Johnson for providing essential feedback, collaboration, and advice throughout the newsletter planning and publication process.

2016 Psi Chi Newsletter – 3
An Interview with Graduate Student Katherine Sarkisian

By Alexandra Devine

Katherine is a clinical psychology graduate student, working with Dr. H. Hill Goldsmith at the Wisconsin Twin Project.

Katherine first became interested in psychology as a career while pursuing her undergraduate degree at Indiana University. Beginning as a pre-med major with a minor in psychology, she became more interested in the field of psychology through taking various classes in the field. Eventually, her increased interest in these classes led her to switch her major to psychology with a minor in biology. Katherine became involved in a research lab that studied parent-child interaction and social and emotional development as an undergraduate student. When asked about the experiences that led her into her field of work, she replied, “The lab I worked in as an undergrad did a really good job of helping people figure out their interests and what they wanted to do. I got a really wide range of experiences doing EEG visits, behavioral visits, and I got to see some of the parent-child interaction and how that can vary.” She also found that working with undergraduate advisors and writing a senior thesis were critical in directing her towards a career in psychology and narrowing her interests within the field.

Katherine graduated from Indiana University in 2013 with a B.S. in Psychology, and is now a PhD student in the clinical psychology graduate program at UW-Madison. She works with Dr. Hill Goldsmith at the Wisconsin Twin Project. Katherine is currently studying various aspects of social and emotional development in children as well as the contributing factors that lead to externalizing disorders in children. In particular, she is interested in what leads kids to become aggressive and also what leads them to self-harm. Through studying different forms of aggression, she hopes to learn what influences them socially and emotionally. Katherine uses a variety of methods to study the socioemotional development of children including SEM analysis, multivariate general linear models, genetic analyses and neuroimaging analyses.

Katherine advises undergraduate students to pursue a wide variety of opportunities in an undergraduate research lab in order to discover their interests. “It’s great to get experience with different types of lab visits, analyses, and research questions, which can help you figure out what’s most interesting to you.” This is especially important when applying to graduate programs, in order to select programs that are in line with those areas of interest.

When asked about her career goals, she revealed that she is undecided at the moment between pursuing her interests in clinical work and her interests in research. “The upside of clinical psychology is that if you change your mind and don’t want to pursue academia, you can do all clinical work, or a combination of seeing clients and research... it’s a really flexible degree which is really nice.” Whichever career path Katherine chooses, she will use her passion for understanding children’s socioemotional development to achieve excellent work.
When did you become interested in psychology as a career? What experiences and interests led you into your field of work?

"I started off wanting to be a math major but when I received a D- in Simultaneous Differential Equations, I realized I needed to find another major. I was taking a Psychology course at the time and although the professor was dull, the topics were interesting. Early in my junior year I took a course on Behavioral Neuroscience taught by a very dynamic teacher and out of the 30 people in the class more than half of us went on to Graduate school and professional careers in the same field. My Experimental Psychology professor and the Behavioral Neuroscience professor invited me to work in their labs over the summer after my junior year and I ended up developing a senior thesis that was subsequently published. So, I became interested in research and academic life and went on to graduate school and after getting my Ph.D. I was offered a job at UW in 1969 and I’ve been here ever since."

How do you apply principles from psychology to your work now?
What do you appreciate about the study of psychology?

"I think the value of Psychology as a discipline is that it is at the intersection of all the areas of study of what makes us human- we make use of ideas and methods from physical, biological and social sciences as well as humanities. I was fortunate that my undergraduate education gave me an appreciation of how integrated all these disciplines could be and so my research life has had several phases as I’ve gone from research on feeding behavior in rats, to studying song birds, to working with nonhuman primates, including an endangered species, the cotton-top tamarin which we learned how to breed successfully in captivity. This led to understanding how species live in their natural environments and I supervised students doing field work in Colombia, Ecuador, Brazil, Argentine, Rwanda, Kenya, and Tanzania. I think the broad connections of psychology helped me question traditional ideas about “innateness” of behavior that ultimately led to our successful captive breeding program, allowed me to feel comfortable going into a rain forest to do research, to understand the physics of sound to study vocal communication, to be open to an email from a musician a few years ago that has led to some of my current research on the effects of music on animals and humans. The broad reach of psychology into all fields of scholarship means we psychologists can be very..."
creative in how we ask research questions that ultimately lead us to understand our species better.”

**What type of research are you currently focused on?**

“I formally retired at the end of 2012, but I’m still trying to remain active. One of my role models is the late Professor Berkowitz who died earlier this month at 89 but had submitted a paper back in November. I have another friend who was still active until his death at 95. I still have a backlog of data to prepare for publication including work with cotton-top tamarins—a family-living monkey that I studied for more than 30 years—and also some more recent work with undergraduates on hormonal synchrony in human couples, on human mate choice and most recently how music affects us cognitively and emotionally. I’ve also been working on several review papers—Cognition in New World monkeys, Mechanisms of Paternal and Alloparental Care, the value of integrating captive and field research, whether nonhuman animals have culture, social and emotional aspects of vocal communication in animals, and communication in family living primates.”

**What advice do you have for undergraduate students interested in pursuing further education in psychology?**

“First, find a passion. I slogged along as an undergrad until I took the Behavioral Neuroscience course with a remarkable teacher whose own passion about the brain inspired many of us. Second, sample many different things. Math was not a good major for me and I’m glad I learned that early on. I also volunteered in several places working with clinical populations and realized that was not my passion either. It is important to try out different areas of psychology as an undergraduate in order to find one’s passion. Third, become involved in research. My worst ever Ph.D. student had a 4.0 GPA but had never done research and could not cope with the ambiguities and setbacks that occur in research. After that person, I vowed to spend more attention on an applicant’s research experience than on GPA or Grad Rec Scores. Fourth, be able to communicate your passion to potential Ph.D. advisors. Your relationship with your Ph.D. mentor will last longer than most marriages, so it is important that both be compatible. When I was looking for potential graduate students, I wanted to see evidence of some passion and intellectual curiosity.

“It is important to try out different areas of psychology as an undergraduate in order to find one’s passion“

I don’t want to spend my five years of working with a student only to have them sit like lumps and ask me for advice without providing something exciting in return. As a professor, I have learned from my best students both undergraduate and graduate—new ideas, new ways of thinking about things, connections to other research areas I may not have discovered on my own. So a passion-less, uncurious student is not much value.”

**Read more about Dr. Snowdon’s original research:**


For career-related questions, Dr. Snowdon can best be reached through his email, snowdon@wisc.edu
An Interview with Professor
Gary Lupyan
By Daniel Zych

Professor Gary Lupyan’s research program is about understanding what language does to our minds. As humans, our cognitive abilities are contingent upon the languages we learn. He views the languages we learn as evolved products - if languages are the way they are in order to promote certain types of thinking, we can make predictions about the structures of languages based on the types of thinking they facilitate.

Dr. Lupyan did not enter his undergraduate years planning to do research in psychology. During his time at Cornell, he took a class on language evolution, and found it so interesting that he decided to do an honor’s thesis on the topic. From there, he asked himself what he needed to do in order to continue investigating language and the mind. He figured out the answer to that question, and it brought him to his current professorship here at the UW.

His passion for what he does is evident the more he talks about it. Dr. Lupyan’s favorite part of the job is finding out new things, through running a study and learning something that no one else in the world knows. He also gets satisfaction from seeing his graduate students mature in their thinking - becoming sharper, better, more creative - and from seeing how he can frame an idea so that undergrads perk up in their seats. Not only is it rewarding to see undergrads excited about the topic, but it is also helpful in informing how to best communicate his ideas when he writes.

Over his career, Dr. Lupyan has come to appreciate a sense of aesthetics - having good taste in research questions. His research is not about finding ground-breaking solutions to real-world

Quick Facts:

Hometown: Born in Minsk (Soviet Union), and then moved to New York at age nine

Undergraduate degree: Independent major in cognitive science, Cornell

Graduate Degree: PhD from the Department of Psychology and The Center for the Neural Basis of Cognition at Carnegie Melon

Courses taught: Structure of Human Thought (depth class), capstone about language and cognition, graduate-level classes

Favorite music: Blues, folk, indie rock, the Chill Downtempo Pandora Station

If you weren’t a professor you’d probably be: Consulting or a data scientist

Random facts: I have eighty vintage-era WOOT.com t-shirts. I fly planes.
problems; it is about testing ideas, and finding simple, elegant, experimental designs that get at deep questions, and at gaps in knowledge. If it takes twenty minutes to explain a study, not many of his peers will take interest in it. 

"I like new things, new directions"

Dr. Lupyan aims to invigorate other scientists, not bore them, and hopes to make them excited about following up on his work and the questions it may have opened up in place of the one he has answered. To that end, he has learned to accept that a single study will never answer a question definitively, “It’s up to you how many loose ends you want to tie up,” he says. Ideally, your peers will be excited by the research, and tie up some of the loose ends for you.

When looking for people to work with - whether it is another professor, a graduate student, or an undergraduate - enthusiasm is paramount. Technical skill is also of particular importance, but not as much so for undergraduates. Another word that comes up when discussing collaborations is “synergy” - though everyone has their roles, they all bring something unique to the project, and it becomes more than a mere sum of its parts.

Dr. Lupyan says that if an undergraduate gets excited by the idea of producing knowledge, research would be a good fit for them. What excited him most as an undergraduate was the fact that there are still so many gaps in this field. In fields like chemistry, you have to learn so much and pay your dues before you can contribute anything original. In psychology and cognitive science though, sometimes undergrads ask their professor questions that they do not have answers for, because no one has asked that question yet.

For all undergrads, whether they are interested in research or not, they should talk to their professors during office hours, as it is a great opportunity to learn from some of the best in the field.

Professor Lupyan doesn’t quite know how he would like his career to end up, saying, “I like the mystery of the unknown and the future.” He would like to take a new direction within the field of cognitive science research. He’s far from bored with where he is - in fact, he says he is never bored. “People have different tastes for novelty,” he says. “I like new things, new directions.”

Read more about Dr. Lupyan’s original research:


To learn more about the Lupyan Lab, visit: http://sapir.psych.wisc.edu
A Systematic Review of the Effects of Stress on the Microbiome

Emily Orals

Emily is a senior, majoring in psychology and biology. She is an undergraduate research assistant at the Harlow Center for Biological Psychology under the supervision of Dr. Chris Coe. Her work focuses on the intestinal microbiome of infant nonhuman primates and its relationship to maternal contact. Additionally, she serves as the Psi Chi secretary and treasurer. Following graduation in May 2016 she intends to pursue a career in medicine as a gastroenterologist.

The microbiome is not only vital to physiological and neuro-emotional development of the infant, but also plays a central role in nutrition and immunity. At birth infants have a uniform distribution of bacterial communities, but after two weeks, dramatic differentiation occurs (Johnson & Versalovic, 2012). The microbiomes developmental trajectory is influenced by many factors including mode of birth, breast milk, diet and most notably stress. The stress response at birth is functionally immature, but like the microbiome, continues developing postnatally. Early life events are associated with increased vulnerability to illnesses like irritable bowel syndrome, which provide insight into the relationship between the microbiome and the brain (Moloney et al., 2014). This review will in turn discuss the effect of stress on the microbiome outlining the mechanisms, problems, responsivity and ways to restore functionality after stressful events.

Maternal separation is a noted stressor that is accompanied by changes in the hypothalamic-pituitary-adrenal (HPA) axis. O’Mahony et al. (2009) investigated how this stressor leads to developmental and socio-emotional deficits in rat pups, and changes their microbial profile. They analyzed fecal pellets from two groups of pups, separated from mom (MS) and not separated from mom (NS). Pups in the MS group had high levels of corticotrophin releasing hormone, and the average number of fecal pellets by this group was greater; indicative of increased colonic motility. Furthermore, the microbial profiles between groups were significantly different. This verified that stress can produce symptoms of IBS and determined that early life stress leads to shifts in the fecal microbiome.

Though these findings verify stress changes the microbiome, it would be valuable to identify the bacterial communities changing. Zijmans et al. (2015) did so by studying the effects of prenatal stress on the infant microbiome.

They examined high prenatal stress (HPS) and low prenatal stress (LPS) pregnant mothers, and found that the biggest difference between microbial communities was among lactic acid bacteria.
proteobacteria, and actinobacteria. Additionally, there was a correlation between prenatal stress and microbiota diversity. LPS microbiomes had a decrease in overall diversity, while HPS infants exhibited higher overall bacterial diversity.

Various mechanisms have been suggested to lead to compositional changes in the microbiome. Some researchers believe that there is a direct relationship between cortisol and the infant microbiome. Maternal cortisol crosses the placenta directly, increasing fetal cortisol concentrations that inhibit development of the infant’s HPA axis and cortisol levels. Another proposed mechanism is that glucocorticoids in breast milk play a vital role by transferring cortisol to the infant, disrupting HPA axis development and leading to differences (Dinan & Cryan, 2012).

As Zijman et al. (2015) suggested, the maternal microbiome is the primary source for normal gut colonization. Jašarević et al. (2015) took advantage of this by altering the vaginal microbiome and investigating its effects using a mouse model. Analyses revealed that maternal stress was related to abundance of Lactobacillus. Loss of Lactobacillus resulted in decreased transmission of bacterium to the offspring. Surprisingly, the altered composition of the offspring microbiome matched changes in metabolites and amino-acid profiles of the developing brain. This manipulation ultimately provided insight into how changes in the microbiome add to reprogramming the developing brain (Jašarević et al., 2015). Moreover, researchers have investigated if the microbiome were removed what kinds of behavioral changes would result. Sudo et al. (2004) investigated the effects of the microbiome on the physiological stress response in mice. Mice were put into groups: germfree (GF), specific pathogen free (SPF) and gnotobiotic, and then restrained. It was found that GF mice had higher ACTH and corticosterone than SPF mice. Also, GF mice had reduced neutrophic factor expression in the cortex and hippocampus (Crumyelle-Arias et al., 2014). These results suggest that contact to microbes during development is vital for regulation of the stress response and homeostasis. Furthermore, the microbiome can postnatally affect this response, which hadn’t been recognized earlier.

Many researchers have been able to piece together strategies of disease prevention, and targeted restoration. García-Ródenas et al. (2006) investigated the effects of an adapted diet on intestinal barrier dysfunction. They utilized male rat pups and separated the pups into two groups: separated (MS) and non-separated (NS). The MS rat pups perpetuated symptoms similar to IBS, with impaired microbiome permeability. These rat pups (both MS and NS) were then administered a control diet or an adapted diet. It was found that rats in the MS group had normalized intestinal permeability upon consuming the adapted diet. Clostridium difficile (C. difficile), a pathogen that causes dysbiosis in the human microbiome, has been investigated the most regarding restoration (Lawley et al., 2012). A case report by Khoruts et al. (2010) sheds light on the C. difficile - associated disease (CDAD) by performing bacteriotherapy by means of a fecal transplant. They found that after 14 days, the patient’s unhealthy microbiome had drastically changed in that structure and function of their microbiome was restored.

Clearly, a bidirectional relationship is seen between stressful life events and the microbiome. Future research should aim to untangle this relationship more by detecting the pathways that change the human microbiome. The public understanding of the microbiome is minimal; it is vital that this information be incorporated into public policy. This practice would not only greatly improve preventative measures to reduce microbial dysbiosis, but also vastly reconfigure America’s current understanding of disease prevention and regulation.
Social Media and Knowledge Management: Where Do We Go from Here?

Ahn is a senior majoring in psychology and sociology. She is a research assistant in the Devine Prejudice and Intergroup Relations Lab. She would like to have a career in market research.

With the expeditious growth of technology, social media has expanded its influences to knowledge management, which is a set of organizational activities that help achieve organizational objectives by the best use of knowledge. Knowledge management includes three processes: capturing, sharing, and applying (Zhang et al., 2015). Since social media allows for open information and communication, the common perspective presumes that social media positively impacts knowledge management. Although research and practice of this topic are notably increasing, there is still room for further research on factors influencing using social media in knowledge management and researcher-practitioner collaboration.

Among available studies on this topic, one frequent discussion is on how social media can facilitate creativity. In a workplace setting, employees benefit the most from using social media to search for information, share, and create new knowledge, which increase creativity (Sigala et al., 2015). Related to the benefit of increasing creativity, researchers have examined social media in relation to innovation. Ooms et al. (2015) found that using social media helped increase employees’ connectedness and facilitated their availability through non-physical and non-temporal interactions. Moreover, employees considered using social media to expand receptivity of knowledge of more external and diverse sources to be beneficial. Thus, an increase in exposure to external and diverse knowledge can help employees broaden their perspectives, which could contribute to innovation.

Despite the discussed benefits of social media, there are also negative effects of social media in knowledge management. In a case study by Gibbs et al. (2013), the interviewed employees reported experiencing tensions between answering colleagues and focusing on work for engineers, between engagement and disengagement because of constant alerts and engagement in different group discussions, and between sharing and controlling information.

However, because the majority of research emphasizes the benefits of social media on knowledge management, organizations have eagerly implemented social media in their systems. Such efforts require careful evaluations of many factors. Behringer et al. (2015) found that employees who perceived high deficits in knowledge exchange reported
more intention of seeking and exchanging knowledge; also, those who viewed social media as useful for knowledge exchange used social media more to seek and contribute knowledge. Additionally, motivation can affect employees’ willingness to use social media at work. According to Vuori et al. (2012), the most motivating factors were intrinsic, while the least motivating factors were extrinsic, which suggested that employees appreciated knowledge sharing more as altruistically helping the organizations. Besides the realization of knowledge sharing’s importance and motivation, individual differences can also influence employees’ use of social media. Liu et al. (2014) found that interdependent employees felt more motivated, self-effacing, and open when using wiki to share knowledge with out-group members, while independent employees did not show any preferences of social media to share knowledge with both in-group and out-group members. Therefore, organizations need to consider multiple aspects to ensure success of implementing social media in their knowledge management systems.

All in all, social media and knowledge management is a growing topic that relates to not only industrial and organizational (I/O) psychology, but also to other psychology disciplines and other fields, such as business, sociology, and human-technology interaction. However, research and practice still have a lot of room to improve by exploring more factors and moderators affecting successes and failures of implementing social media in knowledge management. Through working closely together to enhance understanding of this topic, researchers and practitioners in I/O psychology and other fields can strengthen the relationship between research and practice.

Read more about social media and knowledge management:


Gloal Mental Health:
The Burden of Treatment Disparities

Liliann Teister

Liliann Teister is a junior majoring in Psychology, with a certificate in Global Health. She is an undergraduate research assistant at the Center for Healthy Minds, where research teams study the effects of mindfulness on the brain. Liliann also works for the Survey of the Health of Wisconsin, where she assists with public health research. After graduating in 2017, she hopes to pursue a career in research. Ultimately, she would like to implement public health programs for the improvement of community mental health.

Many global initiatives are aimed at improving global health by reducing prevalence of diseases such as malaria, obesity, cancer, and heart disease. Mental illnesses have recently risen in these agendas as well. Global health efforts aim for equality and equity in all aspects of health and healthcare for all people in the world, and global mental health applies that doctrine to the field of mental health. However, these topics are in no way mutually exclusive; there is no health without mental health. Mental illness has a massive impact on the burden of chronic disease, but still lacks appropriate priority in the global health agenda.

The relative inattention to the heavy contribution that mental illness makes to global disability is surprising because mental illness and substance disorders account for around 7.4% of the global disease burden, which is even higher than more spotlighted diseases such as HIV/AIDS. Many consider mental illness to be less fatal and thus of less priority, but a 2010 study was able to attribute approximately 232,000 deaths worldwide in one year to mental disorders. Mental illness and substance use disorders also make up about 38% of Disability-Adjusted Life Years, a common measurement for disease burden.

The main focus of global mental health efforts is to close what is called the “treatment gap,” which refers to the vast difference in mental health treatment availability in low- or middle-income countries (LMICs) as compared to high-income countries. Researchers estimate that over 75% of people with serious mental illnesses in these countries do not receive treatment. The root of this disparity is the lack of resources. While 80% of the world’s population lives in LMICs, less than 20% of all mental health resources are allocated there, a two hundred-fold difference in spending on mental health care compared to high-income countries. Even mental health research is conducted for the most part in high-income countries, so findings that could improve healthcare policies are difficult to generalize to the less developed world.

One reason for this gap is that health care systems in less developed countries struggle with funding, reach, and structure. The major problem with providing mental health care worldwide is a scarcity of human and economic resources, resulting in inefficient care systems that are not evidence-based or culturally specific.
The solutions must involve accessible, affordable, efficient, and populous mental health care settings, and a "collaborative model of care delivery" is necessary to implement these programs. It is agreed that mental health care in LMICs should be implemented system-wide and focus on evidence-based, lifelong interventions that also take into consideration the specific cultural and environmental factors that differentiate these countries from traditional systems. It is not as simple as funding; healthcare systems need to be accessible and sustainable to the citizens they aim to service.

In order to reach these goals with the scarcity of available resources, mental health care would best be integrated into already existing health programs, and to achieve the desired reach, these programs should exist on a community-based, less institutionalized level. Since there is a significant lack of mental health specialists, non-specialists must be able to deliver mental health care. Resources need to be allocated to training and supervising non-specialists in primary care and community health settings. Allocating funding away from expensive psychiatric hospital settings into these community programs as needed would make this approach more affordable in LMICs. However, political support is a crucial aspect of health care organization, and in order for these programs to be achieved, political leaders must publicly support mental health efforts, enact useful policies, and allocate the necessary resources.

Even then, the global mental health effort would fall short without the proper adjustments in psychiatric knowledge, such as in diagnoses and research. One lingering global mental health issue is that of classification; clinicians across the globe use different diagnostic criteria, such as the DSM-5 or the ICD-11. A more globally understandable classification system would focus on key global health issues such as disease, violence, and abuse, as well as highlight societal and cultural risk factors of mental illness, rather than just symptomology. Additionally, current research efforts are not as generalizable, representative, or expansive as they need to be to help establish efficient mental health policies, especially in LMICs. In order to build knowledge of useful treatments, research needs to focus not just on communicable or age-related diseases, but also on mental health in a variety of cultural settings.

The attention to mental health on the global health agenda is still very recent, but global leaders are beginning to recognize that mental well-being is a serious health concern rather than just a western cultural problem in high-income countries. Increasing efforts to better understand mental health and global health care delivery will continue to improve global well-being.

Read more about treatment disparities in global mental health:


Should we have Sympathy for Pedophiles?
Neuroscience, Pedophilia, and the Law

Daniel Zych

Daniel came to the UW from the suburbs of Chicago. He is a research assistant in the Lupyan Lab and majors in psychology and philosophy. He is interested in mind and consciousness, language and cognition, and ethics, and values an interdisciplinary approach to these topics. Outside of academics, Daniel likes to play and produce music.

Pedophiles, individuals with a persistent sexual attraction to children, are hard people to sympathize with. US law and public opinion are remarkably tough on pedophilic sex offenders (PSOs), largely considering PSOs as both irredeemable and irreparable. Though there are many factors that lead to this attitude, the idea that PSOs act freely and unconstrained is one that has gone unchallenged. If there were scientific evidence that could be used to argue against this idea, could it change the way we treat and think about PSOs?

Such evidence is accumulating indicating that PSOs have neurological abnormalities across areas of the brain implicated in executive function, reward, and sexual arousal and behavior. Offenders display decreased activity in the orbitofrontal cortex (OFC) in response to sexually salient stimuli (Schiffer et al., 2008a). Decreased activity in the OFC has been correlated with inability to inhibit one’s behavior (Bari and Robbins, 2013). In one case study, an older man with a tumor in his OFC began committing sexual offenses against a family member (Burns and Swerdlow, 2003). When the tumor was removed, this behavior ceased. The tumor later reappeared, and the man’s pedophilic behavior did as well.

In addition to OFC abnormality, PSOs also display subcortical abnormalities. The thalamus and basal ganglia are known to be important for healthy normative sexual functioning, and damage to these areas is associated with hypersexuality and paraphilias (Tenbergen et al., 2015). These brain regions, as well as several other subcortical regions, are significantly more active in PSOs than controls when each group is exposed to preferred sexual stimuli (Schiffer et al., 2008a;
Schiffer et al., 2008b). Though more research is necessary in order to determine exactly what role each of these regions plays in pedophilia, this evidence suggests that pedophilic sexual preference is born out of perturbations to a small group of subcortical areas.

Research paints a picture of pedophilia as a disorder born out of particular neural dysfunction in the OFC and subcortical regions. Assuming this scientific trend continues, will it change the way we treat and think about pedophiles? Vigilante pedophile hunters track down potential offenders from internet chatrooms in hopes of ruining their lives, communities fight tooth and nail to keep PSOs from being reintegrated into their communities, supportive services for reintegration for PSOs are few and far between, and laws directed at PSOs are retributive instead of rehabilitative (Robbers, 2009). Will time and education shift public perception of pedophilia from that of a moral shortcoming to that of a treatable disorder, for which the patient is not responsible?

Some hope that it will; the law has had a longstanding interest in “hard” evidence and a “guilty mind” (mens rea); two openings neuroscientific can use to work its way into the courtroom. As it is written, US law cannot be undermined by neuroscience, but it is quite possible that as neuroscientific evidence becomes more accessible and understandable to the public, public intuitions about freewill, freedom of choice, and moral responsibility, will shift, leading to a change in the law.

Read more about neuroscience, pedophilia, and the law:


Have You Thought About These Fields in Psychology?

Stephanie Bova

Stephanie is a junior studying psychology, with a certificate in business. She is a research assistant in Dr. Harackiewicz's Motivation Lab. Stephanie is planning to graduate in spring of 2017, and is looking at industrial/organizationa masters programs, and she is specifically interested in workplace motivation and work-life balance. She eventually wants to get into applied consulting for a firm or independent business.

School psychology/ Educational psychology
School psychologists work in an educational setting to help children learn efficiently and overcome academic, behavioral, or emotional difficulties. They may also provide training for teachers and other staff on behavior and stress management and provide insight on innovative teaching techniques. There are opportunities in both public and private school districts, along with daycare centers or private practice. Most school psychologists have a PhD or an Education Specialist degree (Ed.S.). For more information visit the National Association of School Psychologists at nasponline.org.

Industrial/ Organizational Psychology
I/O psychology has been commonly understood as 'Psychology at work'. It essentially combines aspects of psychology with the business world. Industrial specialization focuses on individuals in the workplace in areas such as employee training, job performance measurement, and job task analysis. On the other hand, organizational focuses on the company as a whole and deals with productivity, performance maximization, relationships, and physical environments. Like most jobs in psychology, I/O usually requires a master's or a Ph.D. I/O psychologists work in private industry, government, consulting firms, research labs, and may hold different titles across domains. For more information visit the Society for Industrial and Organizational Psychology at siop.org.

Consumer psychology
Consumer psychology is an extension of social psychology which investigates and analyzes consumer’s wants, needs, habits, and decision making factors. It is closely related to marketing, but goes one level deeper to truly understand the mind of the consumer. A consumer psychologist may inform marketing decisions, conduct independent research, or work for the government. Some choose to specialize further with other professional degrees as deemed by the type of work or company. You can find more information by visiting the Society for Consumer Psychology at myscp.org.
**Sport psychology/ Performance psychology**

Sport and performance psychology is a relatively new field which is expanding due to the advancements in both physical and mental training in sports and high stress professions. Sport psychologists may focus on visualization, stress management, resilience, and meditation. Sport psychology goes hand in hand with performance psychology, which applies the same principles to non-sport related professions. Some of the most common industries include professional speaking, performing, and the military. Most sport psychologists start with a general psychology or counseling track and take additional classes in kinesiology, physiology, sports medicine, business, and marketing in master level programs.

**Forensic Psychology**

Forensic psychologists engage in many different aspects of legal matters such as expert testimony, criminal rehabilitation, and mental state examinations. Those who work in the field must have a good foundation of legal principles due to their direct interaction with criminal cases. Others who work in labs examine motives for a crime, traits of perpetrators, and presence of a mental disorder in cases. Common areas of practice include police stations, courthouses, law firms, or private consulting. Most forensic psychologists are licensed with a higher degree such as a masters or a Ph.D. For more information you can visit the American Board for Forensic Psychology at abfp.com.

**Rehabilitation Psychology**

Rehabilitation psychology is closely related to clinical and counseling psychology. It involves treating a broad range of problems which include both mental, physical, and emotional issues. They may conduct one-on-one sessions or group therapy, and often involve family members or other medical professionals in the process. As opposed to clinical psychologists, rehab psychologists assist those with physical and/or chronic injury. Many work in hospitals, physical therapy centers, long term care centers, drug and alcohol rehabilitation centers, and mental health clinics. For more information visit the International Association of Rehabilitation Professionals at rehabpro.org.
Senior Snapshots

A section highlighting the undergraduate careers of several Psi Chi, UW – Madison Chapter seniors

Name: Emma Phillips  
Hometown: Eau Claire, WI  
Major(s): Psychology, certificate in Education and Educational Services  
Current lab affiliation: Niedenthal Emotions Lab  
Career Goal: School Psychologist  
Advice for psychology undergrads: “Take classes that interest you, and explore that interest by getting involved in a research lab!”

Name: Emily Orals  
Hometown: Elgin, IL  
Major(s): Psychology, Biology  
Current lab affiliation: Harlow Center of Biological Psychology  
Career Goal: Gastroenterologist  
Favorite thing about Psychology Department: “The professors are very down to earth, engaging, and available to help students.”

Name: Stephanie Seubert  
Hometown: Brookfield, WI  
Major(s): Psychology, certificate in Criminal Justice  
Current lab affiliation: Research assistant at Sand Ridge Secure Treatment Center  
Career Goal: Licensed Clinical Social Worker  
Favorite thing about UW: “Game days at Camp Randall”

Name: Elena Beckman  
Hometown: Whitefish Bay, WI  
Major(s): Psychology, certificate in Global Health  
Current lab affiliation: Social Kids Lab  
Career Goal: Work in hospital setting as a Clinical Neuropsychologist  
Favorite thing about UW: “The variety of classes offered in so many fields, and abundance of research going on.”

Name: Leah Nelson  
Hometown: Port Washington, WI  
Major(s): Psychology, Human Development & Family Studies  
Career Goal: Counseling Psychologist  
Favorite thing about Psychology Department: “How much collaboration, new research, and constant learning there is.”

Name: Brody Fitzpatrick  
Hometown: Burlington, WI  
Major(s): Psychology  
Current lab affiliation: Educational Neuroscience Lab  
Career Goal: Orthopedic Surgeon  
Advice for psychology undergrads: “Join a research lab, take interesting classes, volunteer; do it all while you can.”
Name: Daniel Zych  
Hometown: Mundelein, IL  
Major(s): Psychology, Philosophy  
Current lab affiliation: Lupyan Lab  
Career Goal: Researcher  
Favorite thing about UW: “Being surrounded by so many intelligent people with skills and experiences different than mine.”

Name: Jeremiah Kakes  
Hometown: Medford, WI  
Major(s): Psychology, Biology  
Current lab affiliation: Banks Laboratory  
Career Goal: Primary Care Physician  
Advice for psychology undergrads: “Get involved with things you enjoy – there is something for everyone.”

Name: Katie Yang  
Hometown: Daegul, South Korea  
Major(s): Psychology, Economics  
Current lab affiliation: Prejudice and Intergroup Relations Lab  
Career Goal: PhD in Social Psychology  
Advice for psychology undergrads: “Get to know faculty members! Don’t be afraid to knock on their office doors.”

Name: Finola Kane-Grade  
Hometown: Prairie du Sac, WI  
Major(s): Psychology, Music Performance  
Current lab affiliation: Child Emotion Research Lab, Center for Investigating Healthy Minds, & Wisconsin Twin Project  
Career Goal: Clinical Child Psychologist  
Advice for psychology undergrads: “Get involved in research! UW – Madison students have the incredible opportunity to be a part of innovative research in so many disciplines.”

Name: Xiuneng Li  
Hometown: Shanghai, China  
Major(s): Psychology, East Asian Studies  
Current lab affiliation: Lupyan Lab  
Career Goal: PhD in Social Psychology  
Favorite thing about UW: “Babcock icecream”

Name: Molly Logic  
Hometown: Oak Creek, WI  
Major(s): Psychology  
Current lab affiliation: Knowledge & Concepts Lab, Dr. Harackiewicz’s Motivation Lab  
Career Goal: School Psychologist  
Favorite thing about UW: “Football games at Camp Randall.”

Name: Kaitlyn Young  
Hometown: Hudson, WI  
Major(s): Psychology  
Current lab affiliation: Child Emotion Research Lab  
Career Goal: School Psychologist  
Favorite thing about Psychology Department: “How integrated undergraduates are in research.”

Name: Keayra Morris  
Hometown: Greenville, WI  
Major(s): Psychology, certificates in Global Cultures and Gender & Women’s Studies  
Current lab affiliation: Costanzo Lab  
Career Goal: Physician  
Advice for psychology undergrads: “Take classes from different fields; you never know what you might find to be interesting.”
 Psi Chi students share their favorite UW-Madison Psychology course, and explain why they valued it

**Name: Amanda Mawrence**
Favorite Psychology Course: Psychology 522: Psychology of Women

Why: “Janet Hyde is a passionate, enthusiastic, and brilliant professor. She facilitates riveting discussions and really encourages students to think critically.”

**Name: Jennifer Ellis**
Favorite Psychology Course: Psychology 502: Cognitive Development

Why: “Children are very interesting and I learned a lot about how people learn and develop so similarly yet retain individuality.”

**Name: Megan Schultz**
Favorite Psychology Course: Psychology 501: Child Psychopathology

Why: “Professor Li did a great job of presenting the factual information, but took things a step further by incorporating current controversies for each of the disorders. This really made for interesting discussion topics that got everybody participating.”

**Name: Lyndsey Clayton**
Favorite Psychology Course: Psychology 411: Introduction to Clinical Psychology

Why: “In this class I was able to learn directly from a practicing clinical psychologist about her experiences within the field of clinical psychology, and the techniques that she uses in order to give effective treatment to her clients.”

**Name: Alexandra Devine**
Favorite Psychology Course: Psychology 509: Abnormal Psychology

Why: “The course gave an excellent overview of the DSM diagnoses and familiarized me with DSM criteria, which I have found to be very helpful in many other psychology courses.”

**Name: Paige Cooper**
Favorite Psychology Course: Psychology 501: Structure of Human Thought

Why: “It emphasized linguistics and how the development of language affects the brain, communication, and social interaction. It was very interesting to learn that our language shapes us as much as we shape it.”

**Name: Kristin Dowe**
Favorite Psychology Course: Psychology 501: Child Psychopathology

Why: “I found the information covered in this course to be fascinating, and an excellent supplement to previous classes. The material went much more in depth regarding children’s mental health and the surrounding discourse in our society.”

**Name: Katrina Radi**
Favorite Psychology Course: Psychology 509: Abnormal Psychology

Why: “I loved learning about the different mental disorders. The class covered each disorder fully, discussing potential causes, symptoms, and treatments.”
“Through providing students with access to profiles of successful professionals, our goal is to inspire students to enrich their educational experience by forging connections with the individuals featured in this newsletter.”

- Finola Kane-Grade
Dr. Sigmund Sattenspiel, M.D., P.A., F.A.C.S.
Facial Plastic & Cosmetic Surgery
Plastic Surgeon, Sattenspiel Surgical Arts Pavilion
Residency, Mount Sinai Hospital • M.D., University of Maryland - Baltimore • B.A., UW-Madison

Dr. Sattenspiel is a globally renowned facial and cosmetic plastic surgeon, and is dual Board Certified by the American Board of Facial Plastic and Reconstructive Surgery, and by The American Board of Otolaryngology. He received specialty training as a resident at the Mount Sinai Hospital, where he currently maintains a position on the clinical teaching faculty. He is also a clinical assistant professor at the UMDNJ Wood Johnson Medical School. Dr. Sattenspiel recently served a two year term as President of the New York Facial Plastic Surgery Society, and was also Chairman of the Department of Surgery at CentraState Medical Center for thirteen years. His extensive experience has resulted in his preeminent reputation in the field, and his patients come from many areas of the United States and abroad. His hard work and dedication have contributed to his impressive practice in Freehold New Jersey, which was established in 1972. Dr. Sattenspiel specializes in plastic surgery: cosmetic, trauma, and reconstructive surgery. He also has a strong passion that lies in creativity, arts, and aesthetics. Plastic surgery allows him to change and to reconstruct, thus allowing him to practice innovation. Through innovation he has been able to create and change the form and function of how things work.

Dr. Sattenspiel attended UW-Madison for his undergraduate degree. He has always been interested in the humanities, so he decided to select psychology because it combined his interest in biological and behavioral sciences. While at UW-Madison, Dr. Sattenspiel had an excellent educational experience. Both Carl Rogers and Harry Harlow were professors and researchers at the University at this time. When he began to study psychology he quickly became intrigued with human behavior. For instance, he was interested in why people function the way they do, and how mind and behavior interact with every aspect of the environment.

Although Dr. Sattenspiel did not continue studying psychology after completing his undergraduate degree at UW Madison, he still applies principles of psychology to his career in plastic surgery. For every patient that Dr. Sattenspiel sees, he thinks about why they are responding the way that they do, as psychology has made him aware of the behavioral influence in the work that he does with his clients. He stated, “Medicine is an emotionally charged field, and plastic surgery is especially emotionally charged because people are concerned about their appearance.”

When asked what his advice is for undergraduate students interested in medicine, he emphasized the value of hard work. He said that it is crucial to take your work seriously, and to not pass your studies off just to get through to the next stage. When thinking about the future, it is critical to remember that you need good grades to obtain a desirable job and position. There will always be competition, so it is important to learn as much as you can, as it will give you an advantage in the field.

If students are interested in Dr. Sattenspiel’s profession and career trajectory, they may contact him with questions at sattenmd@aol.com
Background and Professional Interests: Christopher Wirth specializes in Family Systems Therapy to treat a variety of emotional and behavioral issues including anxiety, depression, sexual abuse, family relational issues, Autism Spectrum Disorders, Oppositional Defiant Disorder, PTSD, and personality issues.

Mr. Wirth is a Licensed Marriage and Family Therapist (LMFT) who received a Master of Science degree from the Marriage and Family Therapy program of Edgewood College in Madison, WI and a Bachelor of Science degree in Psychology from the University of Wisconsin – Madison. He has worked in community mental health, private practice, and in-home settings, and is currently in private practice at Mental Health Solutions S.C. Additionally, he offers supervision and consulting services for MFTs gaining hours towards licensure through Northside Mental Health and Consulting LLC. In October 2015, he was elected to the Board of Directors for the Wisconsin Association for Marriage and Family Therapy (WAMFT) as a Director-at-Large, where he currently serves as chair of the Legislative Committee, co-chair of the Diversity and Social Justice Committee, and member of the Finance Committee.

Mr. Wirth addresses clinical issues using a systems-based approach, meaning that he not only looks at the presenting issues, but also looks at the client’s relationships with those around her or him and their relationships within the larger contexts of work, school, community, and society. He uses several modalities, including Family Systems Therapy, Collaborative Language Systems, Trauma-Focused Cognitive Behavioral Therapy, Solution-Focused Therapy, and some Narrative Therapy Techniques.

Expected Student Experience: Mr. Wirth is open to meeting with up to three students once a month for 1-2 hours to discuss issues relevant to pursuing a career in the field of psychology. He can assist students in selecting the most appropriate graduate program to best meet their professional goals, and can offer mentorship along this path. This opportunity will be available beginning in May 2016.

Student Pre-requisites: Students should be upperclassmen that have completed or are in the process of completing the breadth requirements within the school of psychology. In addition, students should have an interest in pursuing a professional career involving direct client contact. Students will be expected to demonstrate the appropriate level of commitment and interest and maintain themselves in a professional manner. Students should approach this with an attitude of openness, in recognition of the fact that understanding what career path is best suited for them means having an idea about one’s own strengths. Students will be responsible for their own transportation, with the understanding that meetings may take place at more than one professional location.

Contact: If students feel that this would be an appropriate match, they may contact Mr. Wirth at cjaywirth@gmail.com.
Attorney Amanda Riek
Attorney, Wisconsin State Public Defender’s Office
Alumni Coordinator, UW Psychology Advocacy Board
J.D. with a Concentration in Criminal Law, UW Law School
B.S. Psychology, UW-Madison

Background and Professional Interests: Attorney Riek has always been fascinated with the intersection of crime, law, and psychology. Immediately after graduating from the UW-Madison Psychology Department in 2008 she received her J.D. from UW Law School with a concentration in Criminal Law. In law school Attorney Riek embodied the “Law in Action” idea by engaging in clinical programs such as the Innocence Project and the Public Defender Project. After graduating, she was hired as a staff attorney for the Wisconsin State Public Defender’s Office. As a public defender, she practices about 95% criminal law and 5% mental health commitments. Attorney Riek has the opportunity to represent clients in a wide variety of cases, including felonies, misdemeanors, traffic offenses, civil mental health commitments, and juvenile cases.

Attorney Riek first became interested in law through her mother’s interest in the television show “Law and Order.” She has always had an interest in forensic science, and reasoned that criminal law is an excellent combination of forensic science and law. While at UW-Madison, she took several undergraduate courses that combined Law and psychology taught by Greg Van Rybroek and Patti Coffey. She also spent a few weeks in Prague at a summer session on crime, law, and psychology.

Attorney Riek did not begin her undergraduate career as a psychology major. As a business major, she was required to take Psychology 202 with Dr. Caton Roberts, and said that, “Caton pretty much changed my life. The way he analyzed things, approached things, and the different perspectives that he had fascinated me from day one. He opened my eyes to the world of psychology and I never turned back.” Attorney Riek believes that her undergraduate psychology major has helped her career as a public defender in numerous ways. She says that, “I firmly believe that having a psychology background gives me an advantage in every facet of my life.” In law school, only 3% of Attorney Riek’s law school class had an undergraduate psychology degree. Her psychology major allowed her to be a unique competitor and stand out from her classmates, as her background in psychology enabled her to bring a different perspective.

Having an understanding of the way humans think and operate gave her an advantage when she began representing individuals in the legal system. As a public defender, Attorney Riek interacts with a wide range of individuals. She says that have a liberal arts degree in psychology allows her to think beyond an individual’s background and economic constraints, and thus enables her to work efficiently and empathically with her clients. When asked if she has any advice for undergraduates interesting in pursuing a career path similar to hers, Attorney Riek emphasized that getting as much experience as you can is beneficial, because any career path concerning criminal justice is going to be very involved...
and challenging. She says that being able to understand human thought processes, emotions, and relationships, even on the most basic level, will put you ahead of your competitors. However, you will be able to accomplish more if you can apply these skills to the real world. Attorney Riek encourages students to pursue networking opportunities, such as getting coffee with a local attorney, shadowing a police officer, or doing a home visit with a local probation and parole agent. By taking advantage of as many resources as you can, she says it not only allows you to discover your own interests, but also broadens your perspective regardless of which specific field you choose to pursue. Ultimately, hard work, dedication, and perseverance will take you a long way in the field of criminal defense.

**Expected student experience:** Attorney Riek is excited to work with UW Psychology students that are eager to learn more about how crime, law, and psychology interact. Given her position as a staff attorney for the State of Wisconsin, Attorney Riek has to be mindful of the limitations placed on her by the state and also the confidentiality privilege that exists between her and her clients. But statute, long-term legal internships are somewhat limited to law students and those approved by the Supreme Court. That being said, Attorney Riek is always willing to work with students in any way she can. Opportunities include anything from short-term internships to shadowing to meeting with students to engage in active discussions about the endless opportunities for a career involving psychology in the criminal justice system.

**Student Requirements:** For informal opportunities with Attorney Riek, such as meeting for coffee or chatting on the phone, no pre-requisites are required. In fact, Attorney Riek encourages anyone interested in working in the criminal justice system to contact her. If she cannot provide the information a student is looking for, she will connect them with someone that can. For students interested in something more concrete, such as shadowing opportunities with attorneys, social workers, client service specialists etc., Attorney Riek expects students to have a working familiarity with the criminal justice system and an interest in a career related to criminal law. These opportunities will be available to sophomores through graduate students. In-depth, hands-on internships may be available on a summer or semester basis, but will need to be evaluated and approved by the Public Defender as an agency. Because the Public Defender is a statewide agency, keep in mind that these opportunities may be available throughout the state of Wisconsin. Interested students must demonstrate knowledge of the criminal justice system and a desire to pursue a career in the criminal justice system, as well as interpersonal skills, social competence, sensitivity to working with indigent populations, and a professional demeanor. Juniors, seniors, and graduate students will be given preference in consideration for internships. Please anticipate submitting a resume and an application for all internships.

**When:** Please feel free to contact Attorney Riek at any time – justice never rests! For formal internships, internships may still be available during Summer 2016 and also during the Fall 2016 semester and Spring 2017 semester.

**Number of students:** Attorney Riek is always willing to meet or talk to students that are looking to have active discussions about a career in criminal law. Short-term opportunities, such as shadowing, will be limited to one to two per month. Long-term internships opportunities for the summer or a semester are solely dependent on the availability the agency determines.

**Contact:** If you meet Attorney Riek’s requirements, you may contact her by email at rieka@opd.wi.gov
Psi Chi is the International Honor Society in Psychology, founded in 1929 for the purpose of encouraging, stimulating, and maintaining excellence in scholarship, and advancing the science of psychology. The mission of Psi Chi is to produce a well-educated, ethical, and socially responsible member committed to contributing to the science and profession of psychology and to society in general.

The UW-Madison Chapter offers practical experience to members through events designed to enhance the regular curriculum. At monthly member meetings, we discuss chapter affairs and service opportunities, and hear from guest speakers in the field. Members are invited to actively participate in one of several committees, which immerse students in projects that foster fellowship, develop the Society, and serve the community. Currently there are five committees:

The Community Service Committee promotes community outreach opportunities. This year, our members served a variety of local organizations, including: Madison Urban Ministry, River Food Pantry, Shelter for the Storm, and Porchlight.

The Newsletter Committee puts together this publication with the aim of creating opportunities for students through featuring their works and listing professionals who have volunteered to take on students for career-focused experiences.

The Brown Bag Committee recruits professionals in the field to give talks at monthly chapter meetings. This year, we heard from an impressive collection of scientists and practitioners from all areas of concentration in psychology and the health sciences, including: Drs. Janet Hyde, Carol Ryff, Seth Pollak, Shawn Green, Diane Gooding, Tim Rogers, Kristin Shutts, Lauren Papp, Christopher Coe, Mike Koenigs, Madeline Harms, Jenny Saffran, and Heather Abercrombie; Ms. Jean Berhammer, LCSW; and a representative from Domestic Abuse Intervention Services (DAIS).

The Fundraising Committee organizes events and activities to raise funds for chapter activities and charitable organizations. Current fundraising activities include local restaurant benefits and doughnut sales.

The Initiation Committee advertises the organization, evaluates prospective members, and organizes the annual Induction Ceremony, where new members are formally recognized and welcomed by current members and department faculty.

Psi Chi accepts applications for new members biannually in the fall and spring semesters. Membership is open to students that meet the qualifications and are making the study of psychology one of their major interests. Please see our website for more details: http://psych.wisc.edu/index.php/undergraduate/ugradstudentorgs/psi-chi-honor-society.

---

2015-2016 UW Psi Chi Executive Board:

**President** • Stephanie Seubert  
**Vice President** • Emma Phillips  
**Secretary & Treasurer** • Emily Orals  
**Brown Bag Chair** • Molly Logic  
**Community Service Chair** • Leah Nelson  
**Fundraising Chair** • Jeremiah Kakes  
**Initiation Chair** • Sarah Oakley  
**Newsletter Chair** • Finola Kane-Grade