

# Psi Chi Newsletter

2017

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*The annual publication of the UW-Madison Chapter of Psi Chi, the International Honor Society in Psychology*

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## Newsletter Committee:

Kristin Dowe, *Editor-in-Chief*  
Kathryn Anderson  
Nidhi Deepu Rajan  
Andy Hung  
Victoria Klaas  
Caitie McCoy  
Liliann Teister



# Letter from Psi Chi

Dear readers,

On behalf of the UW-Madison Chapter of Psi Chi, the National Honor Society in Psychology, I am excited to share the fourth annual publication of our chapter's newsletter. The newsletter was constructed with several goals in mind. First, we wish to showcase some of the exemplary work being done by undergraduate students in the Psychology department by publishing profiles and summaries of their works. Second, by interviewing professors and graduate students in our department, we hope to illustrate the process of conducting research in an academic setting. Lastly, the newsletter provides opportunities for students to reach out and connect with a network of professionals in a variety of psychology-related careers. These professionals have offered valuable advice and guidance for our students in the hopes of demonstrating the breadth of experiences a career in psychology may offer. We hope to inspire students to enrich their education by integrating what they have learned in the classroom with real-world experience. We sincerely hope 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,

Kristin N. Dowe

Newsletter Chair of Psi Chi, UW-Madison Chapter



Kristin Dowe

## Acknowledgments

We would like to thank all the student authors who made valuable contributions to this year's publication; your thoughtful writing and engagement with the material reflects your achievement of academic excellence. Special thanks to Assistant Professor Joe Austerweil, instructor Patti Coffey, graduate student Anna Bartel, and alumna Finola Kane-Grade 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: Mark Menzel and Dr. Elizabeth Winston; 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, Valerie Johnson, and Stephanie Osborn for providing essential feedback, collaboration, and advice throughout the newsletter planning and publication process.

# An Interview with Assistant Professor Joe Austerweil

By Victoria Klaas

## **What areas of Psychology are you interested in, and why?**

I got interested in Psychology when I was a computer science undergraduate taking courses in artificial intelligence, natural language processing, and machine learning. It was so hard to get computers to do what people do so well, but then again, people also do really dumb things too. So, I mainly focus on cognitive psychology and computational modeling of reasoning, categorization, learning, semantic memory, judgment and decision-making.

## **What are you currently researching?**

There are a number of research projects investigated in the lab. One project is developing new techniques for estimating a person's knowledge representation of a domain, how we retrieve knowledge from memory and then using these two techniques to analyze how impairments from Alzheimer's disease spreads. Another project investigates our prior knowledge for categories and how we use it to create new categories. A third explores how people provide and interpret feedback from others.

## **Did you do research as an undergrad? If so, how did this (or these) experience(s) influence your current/future research interests and perspective on scientific exploration?**

I did two research projects as an undergraduate. One project was in cognitive psychology on hypothesis testing. I had to put it on hiatus because my professor left my undergraduate institution for UC Berkeley, and so I followed him there for graduate school. The other was in creating machine learning methods for ordering the sentences in a news article that ended up being my undergraduate honors thesis. I realized the portion of this project that I enjoyed was trying to understand the principles people use to plan the structure of paragraphs when they write. In other words, I wanted to be a psychologist. I also realized I was not great at writing -- I didn't know what the subject and object of a sentence was until I learned what they are for this research project.

I learned a few other things during this time. I loved thinking of new solutions to the inevitable problems that arise and working with others to explore new ideas. I realized that science is really hard (shocking, I know) and for every success, there are a lot of failures.

## QUICK FACTS

**Hometown:** Port Washington, NY (a suburb of NYC on Long Island)

**Undergrad Institution:** Brown University

**Undergrad Degree:** BS with Honors in Applied Mathematics-Computer Science

**Graduate Institution:** University of California, Berkeley

**Graduate Degree:** PhD in Psychology (and an MA in Statistics for fun)



**Joe Austerweil**

**How is UW-Madison similar and/or different than other universities that you have been involved with? In other words, what makes UW-Madison a unique university?**

UW-Madison is the best research environment I have ever been in (I previously was at Brown, Stanford, and UC-Berkeley). The communal atmosphere, positive yet critical engagement from colleagues, and students who are engaged and relentless in their desire to translate basic science into the real world. I love our psychology building because it is very similar to the one in UC-Berkeley -- it even smells like it (I might be imagining that...).

Lastly, academics at every university I have been to complain about financial issues. Between Act 10 and state funding cuts, UW-Madison now has an international reputation for funding cuts. Academics have wondered how the university will be able to maintain its world-renowned caliber of research and teaching. I have been surprised by the

ingenuity of our administration and faculty in stretching funding as far as possible, how incredibly efficient and capable our staff is, and the generosity of students who are engaged and take responsibility in improving their educational experience (for example, voting to pay more for renovating a building when they would not get to reap the benefits while they were students). The extent that everyone at the university steps up during difficult times is unique, wonderful, and inspiring.

**If you were to offer advice to undergraduates, what would it be?**

College is hard enough, emotionally as well as academically. Be kind to yourself and try not to make it harder for yourself than it needs to be.

Have fun. College is a special time in your life. However, it is not the best time of your life. I continue to enjoy my life more and more as I grow older.

Take academic risks and explore topics

you might not think you would enjoy. If you told me when I started college that I would be a psychologist, I would have laughed.

**How are you liking Madison so far? What is your favorite "Madison" thing to do?**

I love Madison. I was skeptical that it was the "Berkeley of the Midwest". In fact, it exceeded my expectations and I like living here much better than living in Berkeley. Although I haven't had a lot of time to explore much of the area yet, my two favorite (non-university) experiences so far have been the Mustard Museum and The House on the Rock.

**How do you spend your free time, if you have any?**

I love to play video games, listening to indie rock, read nerdy sci-fi/fantasy books, and am a politics junkie. Oh and I love to hang out with my cats, though they tell me that isn't free time...

## What courses does Dr. Austerweil teach?

"For the foreseeable future, I teach one undergraduate (depth) course each year in the spring: Cognition in Health and Society. It covers cognition from the perspective of how it relates to issues in the real world (e.g., false confession, test anxiety, stereotype, etc.). I also teach a graduate seminar on human and machine learning that explores the problems common to the two fields and tries to bridge insights between them."

# An Interview with Instructor Patti Coffey

By Lili Teister

**Can you describe your field of work and how you spend your professional time, between teaching, your practice, etc.? How has that evolved in your professional career?**

My work has evolved over the years, and I am currently teaching full time in the Psych Department. I never would have predicted that I would be doing this job but it has been an absolute pleasure to teach after many years of practice. I have specialized in forensic psychology over the last 20+ years. I have primarily been in private practice providing risk assessments and psychological evaluations for the courts. This involved a lot of court testimony and intensive evaluations of thousands of offenders over the years. I really enjoyed the challenge and meaningful nature of the work. I also appreciated the flexibility and running my own business. In 2006 I was approached about teaching Intro Psych for the department. I had little interest in teaching prior to that but it sounded like an interesting challenge. I was surprised how much I enjoyed teaching and asked about teaching a criminal psychology class too, and I have been teaching it ever since. For many years, I juggled my full-time practice and part-time teaching but as my daughters were heading off to college I decided I was ready for a change and started a full-time position

in the department, a few years ago. I had imagined I would continue my private practice full-time until I retired, but the change of work has been inspirational and it seems like the perfect next step for my career.

**What led you to your current field of work? Was forensic psychology your first choice of specialty?**

I knew I wanted to pursue a Ph.D. in Clinical Psychology, but I was interested in worked with victims of trauma and had absolutely no interest in working with offenders. Prior to graduate school I was working at a domestic violence/rape crisis center and decided I should gain experience with offenders to more effectively work with victims. I requested a first- year position with the Vermont Violent Offender Program. At the beginning of the trend toward mass incarceration, it was a state of the art cognitive-behavioral treatment program with a strong emphasis on engaging prison staff in changing the us vs. them culture so common in prison and providing treatment and a sense of respect. It opened my eyes to the obligation we had to not just punish offenders, but to help them change – and that ultimately to prevent victimization from occurring we needed to rehabilitate offenders. If I

## QUICK FACTS

**Hometown:** Wausau, WI

**Undergrad Institution:** UW-Madison

**Undergrad Degree:** Psychology & Ibero-American Studies

**Graduate Institution:** University of Vermont

**Graduate Degree:** PhD in Clinical Psychology

**Courses Taught:** The Criminal Mind: Forensic & Psychobiological Perspectives, Introductory Psychology, and Service Learning in Psychology



**Patti Coffey**

had not had that opportunity I may never have continued in the forensic field, and over time I became increasingly interested in forensic evaluations. The most rewarding part of the thousands of forensic evaluations I have conducted is having had the opportunity to learn a person's story and then convey that information to the court in a manner that hopefully helps them receive the intervention they need to reach their full potential and ultimately not create more victims.

***Who is your inspiration for your dedication to your field (personal, professional, philosophical, etc.)?***

So many people have inspired me along the way. I started in this field working in the anti-violence against women movement in the 1980s. The main inspiration for me to dedicate myself to working in the criminal justice field were the many strong and courageous victims I worked with. Helping them heal by processing their trauma stories with them and then being part of the shift to survivor and healing was powerful and motivating. I was inspired by all the feminist role models I had during that time who taught me about the importance of carefully considering what type of person you want to be when you work with others and the importance of using power in a non-abusive way. I was inspired by the people I worked with in prisons and institutions who remained respectful and compassionate in challenging situations. I continue to be

inspired by the many people I have worked with who show genuine respect to people regardless of their status or label. Finally, I have been inspired by students I have worked with and their dedication to make the world a better place.

***Many students find your criminal psychology class pretty eye opening. What do you usually say to students who want to do more to help with the troublesome challenges in this area?***

I am always very encouraged by the students in my class and the thoughtful consideration of how they can help. I want students to know that they can help by being informed citizens, even if they do not want to work in this field. If they want to work in the criminal justice system, then I encourage them to recognize they can help in so many different areas—as psychologists, lawyers, social workers, therapists, community members, etc. There is not one way to be of help but it is important to be optimistic about the potential of offenders and the system to change for the better. Optimism is motivating and warranted. We are at a critical point—perhaps a tipping point—right now where all of us in different ways can help improve the criminal justice system.

***Additionally, how much of a role do you think that psychology currently has in the justice system, and should it be different or better?***

As a forensic psychologist, I believe the most valuable thing that we can do as a

profession is to help humanize offenders in the system. We can help judges understand the person's full story – not just the crimes they committed – and develop a human understanding of an offender in order to prevent future victims.

Beyond the role of forensic psychologists, I have been struck by how much of the research in various subfields in psychology is not well known by those working in the criminal justice system. The research on neuroscience, memory, prejudice, development, emotions, motivation, language is all relevant to the criminal justice field but not yet fully integrated into treatment or prevention interventions.

***What is your #1 advice to undergraduates who are trying to direct their passions and interests into lifelong careers?***

There is no one "right" path. The path you start on will offer you many choices along the way. The hardest part is that you will have to let go of some things to pursue others—but you can always turn around if you decide you would like to go in a different direction. Follow your current passion and then follow the next one when you are ready to move on, keeping your options open enough that you can always move on. When you look back at the path you took it will all somehow seem like you planned it from the beginning. And, of course, build a life as well as a career.

# An Interview with Graduate Student Anna Bartel

By Kathryn Anderson

***Had you always planned on studying psychology in college? If not, what was your original plan, and what made it change?***

I was originally in nursing school at the University of San Francisco. However, I quickly realized nursing was not for me. At the time, microbiology was my favorite class, so it became my newest intended major. Also, my reading interests were centered around different ways in which children learn. Therefore, when I applied to CSU Chico, I applied as a microbiology major and a psychology major. I ended up choosing psychology because I had a million ideas I wanted to pursue within that domain. I was excited about psychology, and I was markedly less excited about microbiology.

***Were you involved in any research labs as an undergrad? What did the labs focus on and what did your position involve?***

For my two years as an undergraduate at CSU Chico, I was a research assistant for Dr. Neil Schwartz' Learning, Cognition, and Instruction Research Laboratory. Studies in the lab had a general theme of learning and instruction

with a focus in cognitive visualization. We spent a lot of time dissecting theory and creating experiments that were designed to examine how children and adults learn with text and graphics. My position involved attending lab meeting every week, synthesizing articles for literature reviews, piloting and running participants in experiments, measuring quantitative data, coding qualitative data, and data entry.

***What experiences or classes helped you narrow your broad interest in psychology and focus on a specific subfield?***

The classes that narrowed my interest in psychology were Cognition, Cognitive Development, and Statistics.

***Did you write a senior thesis as an undergrad? If so, what was its topic?***

I was in the Honors Program as an undergraduate, so it was required that we write a senior thesis. The topic was investigating the Dual Coding Theory (DCT), in which it is hypothesized that humans represent and process verbal and visual information in different channels. I was interested in the development

## QUICK FACTS

**Undergrad Institution:**

California State University, Chico

**Undergrad Major:**

Psychology

**Undergrad Minor:** Child

Development

**Master's Degree:**

Psychological Science from CSU, Chico

**Current Advisor:** Dr.

Martha Alibali

**Current Lab:** Cognitive

Development and Communication Lab



**Anna Bartel**



DCT and its role in working memory and short term store. I ran an experiment on pre-school children where I tested their memory using different verbal and visual conditions. I honestly do not remember the results!

### ***Do you have any advice for undergrads who are considering writing a thesis?***

My first piece of advice is to not be afraid to ask for help; it is not a sign of weakness to ask. My second piece of advice is to collaborate with your peers. Research is a collaborative effort, and sometimes the feedback I get from my peers drastically changes the nature of my project (for the better).

### ***Do you have any advice for undergrads who are considering applying to graduate school or who are in the application process?***

My advice would be to talk to current graduate students about their experience. Graduate school is rewarding, but is also a big commitment with a lot of sacrifices. Make sure you are ready!

In addition, give yourself a lot of time to prepare. You have to take into consideration studying for and taking the GRE, researching schools, creating your application materials, having several people edit your materials, getting your letters of recommendations, and sending it all in on time. I knew that I was going to apply to graduate school and the deadlines were in December, so I began preparing in July.

If you are currently applying to graduate school, have your work proofread by as many different people as possible. Constructive criticism is your friend. I would also say that as you're writing your application materials, let your personality shine in your writing. You are trying to convince an audience that you are the best fit, and if the content feels contrived to you, it will feel contrived to the reader.

### ***What factors led you to choose to attend grad school at UW-Madison?***

I chose UW Madison not only because it is highly ranked and has a rigorous research program, but also because of the atmosphere of the department. I liked that there was an emphasis on collaboration, and that students are encouraged to work together rather than compete with one another. Another reason I chose to attend UW Madison was Dr. Alibali. As a distinguished researcher with a stellar reputation and amazing work, I knew I wanted to learn from her.

## **FUTURE DIRECTIONS**

### **Research Interests:**

- How the syntactic structure of a story problem and different types of visualizations influence the degree to which a learner is capable of solving the problem
- How the construction of algebraic equations to represent quantitative relations is influenced by both the syntactic structure and the type of visualization provided

### **Future Occupation:**

- Professor running her own research lab

# An Interview with Alumna Finola Kane-Grade

By Kristin Dowe

## **How did you become interested in psychology?**

I auditioned for the music program at UW-Madison, and had every intention of pursuing a career in musical performance. However, after taking introductory psychology as a breadth course my freshman year, I became interested in getting involved in psychological research. Beginning in the fall semester of my second year, I began working in multiple labs concerning children's emotional development, and found an area of study and career path that I am passionate about.

## **What area(s) of psychology are you interested in, and why?**

I developed my passion for studying clinical child psychology while working with Drs. Pollak, Goldsmith, and Davidson during my undergraduate career. Through these formative experiences, I have become increasingly interested in a wide variety of research topics in the area of children's emotional development and the relationship between early emotional experiences and child psychopathology. I am interested in examining the role genetic and environmental factors play in the developmental trajectory of mental illnesses, and examining risk factors

and protective factors that predict increased or decreased likelihood of developing disorders. I am fascinated by cognitive and biological aspects of emotional development, and examining face processing, emotion recognition and perception, as well as regulation of emotional states.

## **Can you describe your position as a predoctoral research fellow at Yale?**

### **What are you studying?**

Fellows in my program participate in clinical, developmental, and computational research on social cognition in infants at risk for autism (high risk siblings) as well as toddlers affected by developmental disabilities. We are enmeshed in a multifaceted team of research scientists, statisticians, clinicians, and computer scientists. In my daily work, I complete experimental protocols including eye tracking and temperament assessments, conduct clinical assessments (e.g., Mullen Scales of Early Learning), participate in didactic experiences such as lecture series and independent projects, analyze and process data, and help to develop research projects. For example, I am highly involved in developing a new multimedia screening system for early ASD identification in diverse populations. I am also currently

## QUICK FACTS

**Hometown:** Prairie du Sac, WI

**Undergrad Institution:** UW-Madison

**Undergrad Major:** Psychology and Music Performance

**Summer Research Experience:** Welton Honors Summer Sophomore Research Apprenticeship, Conte Fellowship, and Hilldale Research Fellowship

**Current Institution:** Yale University

**Career Goal:** Clinical Child Psychologist



**Finola Kane-Grade**

# Finola Kane-Grade

working on an independent project examining positive affect in infants employing a longitudinal multimethod approach, and will be presenting my findings at the International Meeting for Autism Research (IMFAR) in May.

## ***What are your favorite parts about this position?***

I appreciate the opportunity to work on a multidisciplinary team, where I have many mentors: my PI, research scientists, clinical psychologists, social workers... this list goes on and on! Through taking part in all aspects of the research process, from recruitment through publication of results, I feel thoroughly prepared to enter a PhD program at the conclusion of my fellowship.

## ***What made you decide to choose this position over graduate schools?***

I wanted to have a full-time research experience, where I could take time to zone in on my specific research interests and sharpen my research skills before entering into an intensive clinical psychology PhD program. I definitely recommend this path to other undergraduate students interested in pursuing a research-centered psychology PhD!

## ***What are your plans for the future?***

After my fellowship in summer 2018, I plan to continue on to a clinical psychology PhD program. I hope to someday become a research professor, and have a lab focused on children's emotional development and the etiology of psychopathology.

## ***Do you have any advice for undergraduates?***

My advice is to take advantage of the incredible research experiences that UW-Madison has to offer! It was inspiring to be a part of a large research institution as an undergraduate, and have the opportunity to work in multiple research labs of well-known and innovative researchers in the field of psychology. In addition, I would encourage students to take courses that interest them, even if they are not required for their degree – the additional psychopathology courses I took with Dr. Diane Gooding really inspired me and helped lead me to my current career aspirations!

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**Interested in gaining pivotal research experience during the summer? Here are two resources for more information:**

- <http://www.apa.org/education/undergrad/research-opportunities.aspx>
- <http://clinicalpsychgradschool.org/pbacc.php>

# Student Submissions

The aim of this section is to showcase the academic excellence and achievement shown by our students, through excerpts from their academic writings.

## The Perpetuation of Body Dissatisfaction by the Media, by Caitie McCoy

Cultural beauty standards can be traced all throughout history. While the definition of beauty has encompassed multiple different shapes and sizes, the thin body became the ideal shape for women at the start of the 21<sup>st</sup> century. This thin ideal emerged, like most other beauty standards, because the media perpetuates the cultural standards that define what it means to be beautiful. In recent years, the sources of media presenting the thin ideal have increased to include news articles, television, and social media. With these increased modes of exposure, young girls can view the thin ideal in more sources than ever before. Studies have examined whether women's body dissatisfaction is affected by the exposure of the thin ideal through news articles, television, and social media, and whether this could lead to more dangerous behaviors, like eating disorders. The media not only negatively impacts young women by increasing body dissatisfaction, but by also negatively impacting other aspects of a young girl's life not usually considered.

These other aspects include negatively reinforcing peer conversation and competition about bodies; but early interventions could help protect the young women in society.

Cultural beauty standards, usually placed on women, affect the way an individual views their body. Grabe, Ward, and Hyde (2008) examined correlational and experimental studies to determine whether the exposure to the media is associated with body image dissatisfaction, the amount of value placed on being thin, and eating disorder behaviors and beliefs. Grabe et al. found that women exposed to media images of the thin ideal are more likely to be dissatisfied with their own bodies, place a stronger value on the thin ideal, and engage in more frequent bulimic and anorexic behaviors and beliefs. In addition, the correlational research found stronger effects compared to the experimental research which could suggest that the more women are exposed to these media images, the more they are susceptible to the media's negative effects. This is a dangerous implication since many young women are exposed

to the media each day through their television and phone. It is possible that society could see an increase in the media's effects since young adults can access media much easier than previous years.

Since young girls can access the media through many sources, it is often a popular topic of conversation. Clark and Tiggemann (2006) examined the effects of media exposure through television and magazines and how this impacts peer conversations about appearance. While there was no direct association between the media and body dissatisfaction for these younger girls, researchers found that the body dissatisfaction was driven by peer conversations about appearance. This suggests that the negative effects of the media go beyond just mere exposure to the thin ideal, but that this ideal is furthering itself into the everyday life and conversations of young girls.

While television and magazines may be popular sources of media exposure, social media could possibly be the most popular media platform among young girls. Ferguson, Munoz, Garza, and Galindo (2013) examined whether newer forms of media, such as Facebook, have influenced body

dissatisfaction in young girls.

Researchers collected self-reports of social media use, body dissatisfaction, eating disorder symptoms, and peer competition. Ferguson et al. found that there was no direct relation between social media use and body dissatisfaction, but instead there was a relation between social media use and peer competition. Peer competition had a direct relation to eating disorder symptoms and body dissatisfaction. While social media does not have a direct effect on eating disorder symptoms, teens may be using these social media sites as a form of competition and comparison between each other, which can lead to dangerous body dissatisfaction. These findings suggest that the media's influence on young girls could extend past solely body dissatisfaction, but begin affecting their relationships among peers.

Numerous studies have found that the media directly and indirectly influences adolescent's body dissatisfaction and cultural stereotypes. Women exposed to media images of the thin ideal are more likely to be dissatisfied with their own bodies, place a stronger value on the thin ideal, and engage in more frequent bulimic and anorexic behaviors and beliefs (Grabe et al., 2008). Many of these eating disorder beliefs and body dissatisfaction ideals are driven by peer conversation and through peer competition on social media (Clark & Tiggemann, 2006; Ferguson et al., 2014). Since advancements in technology have increased the sources of media and affected many

life aspects, the issue of the media propagating body dissatisfaction needs to be addressed.

In the same way that the media so clearly puts adolescents at risk for developing dangerous eating habits, the media also has the ability to reduce this risk. Cultural trends are not stable and society can begin implementing positive body images. The first step is prevention. Society would benefit if future studies examined if the media's incorporation of multiple body types in more sources could decrease body dissatisfaction. An example of such a shift is the Dove: Real Beauty campaign featuring women of all sizes in advertisements. In addition, future studies could benefit by exploring the effectiveness of interventions aimed at promoting a healthy body image to reverse the effects of peer competition and conversations about body type. It is possible that interventions before the age of regular peer involvement could protect young girls against the effects of the media. The implications of future studies exploring possible interventions and changing the presentation of the media cannot be understated. It is not very often, especially in mental health, that one of the factors in prevention is something that can be changed as easily as how the media chooses to represent the women within it.

## CAITIE MCCOY

**Hometown:** Prairie du Chien, WI

**Major:** Psychology

**Research Lab:** Tim Rogers' Knowledge & Concepts Lab

**Other Affiliations:** She's the First, an organization that provides scholarships to girls in low-income countries, fostering first-generation graduates and cultivating the next generation of global leaders

**Career Goals:** Occupational therapist working in a school setting helping children with disabilities

# Relating Organizational Culture and Work-Life Balance to Employee Satisfaction,

by Stephanie Bova

A typical full-time employee devotes 40 of 168 available hours in a week to his or her profession, which translates to about a quarter of a working adult's lifetime.

Accordingly, it is important to maximize satisfaction in the workplace, especially because employee satisfaction has been linked to different work behaviors such as productivity, absenteeism, and turnover rates (Koustelios & Bagiatas, 1997). This paper begins by examining the construct of employee satisfaction and how managers can evaluate and maximize it. Employee satisfaction is "how happy workers are with their job and working environment" (Tso et al., 2015). A major goal of this review is to examine the relationship between two factors, work-life balance (WLB) and organizational culture, and overall employee satisfaction. Work-life balance can be loosely defined as the ability to prioritize aspects of both professional and personal facets. Zhang & Li (2013) define organizational culture as "the set of shared, taken-for-granted implicit assumptions that a group holds and that determines how it perceives, thinks about, and reacts to its various environments." Overall, this review hypothesizes that better WLB and organizational culture 'fit' increases employee satisfaction and ultimately, performance.

Although the scope of employee satisfaction is broad, Tso et al. (2015) identified a four factor model that effectively evaluates and potentially improves employee satisfaction. Exploratory factor analysis was conducted to draw out four distinct factors that drive employee satisfaction: culture, job, management, and welfare. Culture focuses on development of employees such as promotion, education, and internal relationships. Job aspects relate to recognition techniques, and management aspects relate to organizational structure and policy. Last, welfare concerns the company's health policies and benefits. A model that deconstructs the large concept of 'satisfaction' into subsets can lead to better focused managerial efforts. Employees may be satisfied in one facet but not another, thus, understanding which factors are being met and which are not can give better insight to improving overall employee satisfaction.

If organizations are attempting to maximize employee satisfaction, it is important to look towards potential influences such as work-life balance (WLB). Increased competition for jobs and a rapidly growing culture for 'getting ahead' promotes overworked employees and the potential for burnout. WLB is composed of a career component and a personal component and aims to 'draw the line' between the two. Selvarani et al. (2011) investigated the extent to which employee satisfaction is

**STEPHANIE BOVA**

**Hometown:** Naperville, IL

**Major:** Psychology

**Certificate:** Business

**Research Lab:** Dr. Judy Harackiewicz's Goal Setting & Intrinsic Motivation Lab

**Leadership Roles:** President of Psi Chi, Student Intern at the Office of Human Resources

**Future Plans:** Attending the Chicago School of Professional Psychology in Fall 2017 to pursue a Master's in I/O psychology



**For the full paper, please contact Stephanie Bova at [sbova@wisc.edu](mailto:sbova@wisc.edu)**

determined by different factors: opportunity for advancement, recognition, work task, pay, benefits, WLB, and superior-subordinate relationship. They found that WLB had the largest effect on employee satisfaction. Further analyses found that WLB was a successful mediator from recognition, work task, pay, and benefits to employee satisfaction. This research strongly suggests that WLB should be considered an important component that drives employee satisfaction. Managers should be aware of this relationship because multiple studies have shown that high employee satisfaction affects the performance of the organization.

Unfortunately, some managers aren't aware of the immense benefits of implementing WLB practices. This can be counterproductive because one of the most determining factors for an employee's decision to utilize WLB practices is the attitude of their manager (Selvarani et al., 2011). Some WLB examples are part-time options, flexible hours, leaves of absence, teleworking days, and non-paid extra holidays. Sánchez-Vidal (2012) emphasizes that WLB practices are not only beneficial to the employee, but also to the employer. An employee that feels satisfied with both their work and personal life have increased general well-being, and in turn employees are more committed to the organization and motivated to stay with the company. Sánchez-Vidal et al. (2012) found that managers are more aware of available WLB practices than employees. One potential reason for this may be that many managers are unaware of the benefits of WLB practices and concurrently have a negative attitude towards them (De Luis et al. 2002). In this case, organizations have the policies in place but managers don't support their use. It is important for managers to both know about and utilize these practices because multiple studies have found that employee satisfaction increased when there were available WLB practices, regardless of usage. Potential suggestions for closing this knowledge gap include making employees aware of the policies already in place and making managers aware of the benefits of WLB practices.

Organizational culture is a crucial aspect of job satisfaction. Common advice to recent graduates usually includes something along the lines of finding a company in which he/she 'fits' into the company culture. Why is this so important, and how does it relate to job satisfaction? Zhang & Lee (2013) create culture profiles to objectively determine how one's job satisfaction and company culture align. First, the Cameron and Quinn's Organizational Culture Assessment Instrument (OCAI) was utilized to measure a company's current 'state' of organizational culture. Next, employee satisfaction was measured using the popular Minnesota Satisfaction Questionnaire (MSQ). Zhang & Lee (2013) matched attitudes of satisfaction and company culture and found that no one type of culture is 'best' for employee satisfaction, but the employee-culture 'fit' is relevant. Managers can strategically measure areas in which company values do not align with employee values and utilize this technique as a change management tool. It is also important for managers to understand that behavior change does not occur without the support of the entire company culture. Good company culture not only drives satisfaction, but also performance and the bottom line.

Employee satisfaction is an important construct considering how much time we spend at work throughout the course of our lives. Although this literature review focused on WLB and company culture, many more factors contribute to employee satisfaction as well. Some include compensation, colleague relationships, benefits, job stability, growth opportunities, and so forth. It would also be helpful to call into question how these factors relate and mediate overall satisfaction, as well as how WLB could mediate other predictors of satisfaction such as stress and burnout management techniques. Finally, it would be interesting to take this review one step further to see how WLB can be integrated into company culture, and see how that ultimately affects performance. Overall, WLB and company culture are two important factors that affect employee satisfaction, and should be further investigated for use in practical business settings.

# Juvenile Delinquency: More Than Meets the Eye, by Devin Kelly

The modern juvenile justice system, while an improvement upon the crime control period of previous decades, still fails to serve its intended purpose in society. In theory, the juvenile justice system exists separately from that of the adult justice system to foster rehabilitation, incorporate multiple levels of the adolescent's community, and provide a non-adversarial environment in which to determine the best course of action. However, the reality of juvenile justice in the United States remains within the confines of cold, imposing correctional facilities that systematically fail to live up to expectations. Rather than rehabilitating adolescents and preparing them to lead productive, prosocial lives outside correctional walls, the modern juvenile justice system confers an unprecedented recidivism rate and provides a breeding ground for further offending as adults.

It has been long believed that delinquent juveniles are born innately bad or are the products of inadequate parenting or poor education. However, research into the fields of genetics and environmental influences has revealed that there is a notable interaction between genes and environment (GxE) that contributes

to the development of antisocial behaviors. Caspi et al. (2002) longitudinally studied a male birth cohort of children that had experienced severe, probable, or no maltreatment. They assessed these children rigorously along dimensions of antisocial behavior and determined each child's genotype along the monoamine oxidase A (MAOA) promoter gene. Researchers characterized genetic susceptibility to maltreatment and tested whether the MAOA gene modifies the influence of maltreatment on children's development of antisocial behavior. They found a significant GxE interaction; children with a combination of low-activity MAOA genotype (which confers a neuronal hyper-reactivity to threat) and who had experienced maltreatment were at the greatest risk for antisocial behavior.

Childhood maltreatment is characterized by a failure of the caregiving environment to provide the necessary experiences to facilitate normal development, an inadequacy that can have a profound impact on the developing adolescent brain. This GxE vulnerability is compounded once delinquent adolescents are subject to the juvenile justice system. Incarceration in an unstimulating,

## DEVIN KELLY

**Hometown:** Lake Geneva, WI

**Grade:** Junior

**Majors:** Psychology, Legal Studies

**Certificates:** Criminal Justice, Religious Studies

**Current Position:** Intern with ATTIC Correctional Services at Foster Community Corrections Center

**Future Plans:** Graduate Degree in Clinical Psychology



**For the full paper, please contact Devin Kelly at [dakelly3@wisc.edu](mailto:dakelly3@wisc.edu)**



rigid environment that does not foster positive social interactions or cognitive development could be construed as the harshest form of maltreatment or abuse that imprisoned adolescents have experienced—a factor that could explain America's unparalleled rates of recidivism.

The American criminal justice system has a notorious history of treating adolescent offenders in the same way as their adult counterparts. However, research regarding juvenile behavior advises against treating adolescents like adults. The "Triple Threat" proposed by Cohen and Casey (2014) highlights the importance of understanding developmental and situational effects on brain and behavior when evaluating adolescents' culpability. First, one must understand that the evolutionarily "older" regions of the brain (such as those governing emotions) develop faster than higher order association cortices (such as those regulating behavior and decision-making). These changes are apparent during adolescence and peak around 17 years of age. While adolescents are more reliant on the emotional regions of the brain during this time, they are less capable of regulating these emotions when making potentially risky decisions. Additionally, research suggests that these neurobiological changes also manifest themselves as attentional deficits – adolescents are drawn toward emotional stimuli, approaching

potentially threatening situations rather than retreating from them. Furthermore, these deficits are exacerbated by the high degree of peer influence that adolescents experience. When faced with the potential of being rejected by their peers, a teenager is more likely to engage in risky behaviors. This is reflected by the fact that most teenage criminal offenses occur in groups. When an adolescent is sentenced and enters the system, they are grouped with similarly delinquent peers in an emotionally charged environment, all while their prefrontal circuitry is still developing. In effect, the juvenile justice system is not only failing to create prosocial individuals, it actively contributes to the creation of antisocial adults.

Another proposal by draws on General Strain Theory (GST) as a framework for understanding the relationship between childhood abuse and later criminal involvement. This theory argues that various types of negative relations and interactions with others (strains) lead to negative emotions that require some type of coping response. Drawing data from the National Longitudinal Study of Adolescent Health, researchers found a significant positive correlation between childhood abuse and future criminal behavior. They concluded that adolescent coping styles are more likely to be deviant when strains are severe, seen as unjust and undeserved, occur in settings with

low social control, and incentivize crime. Additionally, the likelihood of developing deviant coping methods is influenced by the kinds of coping mechanisms that happen to be available to adolescents. The juvenile justice system is arguably the "perfect storm" because it provides the ideal strains that lead to the development of deviant coping styles. These negative strains that incarcerated adolescents experience might confer recidivism as well as other negative psychological outcomes.

To counteract negative strains within the justice system, juveniles should be afforded small amounts of control in order to practice prosocial decision-making and restraint. By providing a mentorship program with non-delinquent peers or ex-offenders, juvenile inmates could learn prosocial behavior and adaptive coping mechanisms. Receiving therapy and guidance regarding peer pressure, mindfulness practices, and ways of coping with past abuse would be of assistance also. Ultimately, juvenile incarceration facilities should provide a stimulating and rehabilitative environment to foster cognitive and social growth. While there are many aspects that contribute to the underwhelming results of the juvenile justice system, communities should take interest in the development of a successful system that addresses the needs of juvenile delinquents across all areas of development.



# Student Snapshots

A section highlighting the undergraduate careers of several UW-Madison Chapter Psi Chi members

**Hometown:** Milwaukee, WI  
**Majors:** Psychology & Human Development and Family Studies  
**Dream Career:** School Psychologist  
**Favorite thing about the Psychology department:** it is full of great mentors!

*-Lauren Silber, Sophomore*

**Hometown:** Waukesha, WI  
**Majors:** Psychology & Neurobiology  
**Dream Career:** Psychiatrist  
**Favorite thing about being in Psi Chi:** being recognized as a high achieving scholar in psychology  
**Favorite psychology course taken:** Psych 405: Abnormal Psychology

*-Shivansh Desai, Sophomore*

**Hometown:** Minnetonka, MN & NYC  
**Major:** Psychology  
**Career Goals:** assessment work with children with autism  
**Favorite thing about UW:** the atmosphere fosters academic achievement based on personal motivation, not competition  
**Advice for undergrads:** take advantage of the many course offerings! It is a privilege to have so many opportunities to find one's passion.

*-Danielle Fogelson, Sophomore*

**Hometown:** Madison, WI  
**Majors:** Biology (Neurobiology), Psychology, and Philosophy  
**Certificate:** ISSuES (Integrated Studies in Science, Engineering, and Society)  
**Career Goals:** I recently got into a MA program for Philosophy of Medicine. I hope to go to med school when that's finished.  
**Favorite thing about being in Psi Chi:** There are many opportunities for leadership positions!  
**Advice for undergrads:** Start planning your courses, research opportunities, and grad applications FAR in advance!

*-Alex Chen, Senior*

**Hometown:** Eagan, MN  
**Major:** Psychology  
**Certificate:** Business  
**Dream Career:** Currently between industrial psychology, HR-related field, or school psychology  
**Advice for undergrads:** Don't stress out about the little things. As long as you keep up your mental health, things will work out just fine.

*-Ryan Hassett, Sophomore*

**Hometown:** Appleton, WI  
**Major:** Psychology  
**Dream Career:** Pediatric Clinical Psychologist  
**Favorite thing about the Psychology department:** the research opportunities  
**Favorite thing about being in Psi Chi:** getting to network with other students  
**Favorite psychology course taken:** Psych 501: Child Psychopathology

*-Bailey Immel, Junior*

**Hometown:** Lima, Peru  
**Majors:** Psychology & Education  
**Certificate:** Educational Services  
**Dream Career:** Clinical or Counseling Psychologist  
**Favorite psychology course taken:** Psych 453:  
Human Sexuality  
**Advice for undergrads:** think about what capstone  
you want to take and plan to have the prerequisite  
courses done in time!

**-Min A Kim, Junior**

**Hometown:** Verona, WI  
**Majors:** Psychology & History  
**Dream Career:** Counseling Psychologist in the  
United States Air Force  
**Favorite thing about the Psychology department:**  
having world renowned researchers as our  
professors!  
**Favorite thing about being in Psi Chi:** listening to  
professors talk about their research during brown  
bag events

**-Jansen Legreid, Senior**

**Hometown:** Wuxi, China  
**Majors:** Psychology & Classical Humanities  
**Certificate:** Criminal Justice  
**Dream Career:** Prison Counselor  
**Favorite thing about the Psychology department:** the  
abundant genres of classes!  
**Advice for undergrads:** your second major doesn't  
necessarily have to be anything related to your first  
major!

**-Wenqi Li, Sophomore**

**Hometown:** Roslyn, NY  
**Major:** Psychology  
**Career Goals:** Clinical or School Psychologist  
**Advice for undergrads:** Maintain a balance  
between work and fun!

**-Rachel Weiss, Sophomore**

**Hometown:** Appleton, WI  
**Major:** Psychology  
**Certificate:** Education & Education Systems  
**Career Goals:** Conducting research on how  
children learn about race  
**Favorite psychology course taken:** Psych 503:  
Social Development

**-Teagan Twombly, Sophomore**

**Hometown:** West Chicago, IL  
**Major:** Psychology  
**Certificate:** Criminal Justice  
**Career Goals:** working with crime victims  
**Favorite thing about being in Psi Chi:** the brown bag  
meetings – they're a great way to meet faculty!  
**Advice for undergrads:** it takes time to learn how to  
study. Don't sweat it!

**-Carolyn Meissner, Sophomore**

**Hometown:** Peshtigo, WI  
**Major:** Psychology  
**Certificates:** Global Health and Gender &  
Women's Studies  
**Career Goals:** Physician's Assistant  
**Advice for undergrads:** Do what you love.

**-Samantha Rauch, Sophomore**

**Hometown:** Detroit, MI  
**Majors:** Psychology, Human Development & Family  
Studies  
**Dream Career:** Counseling Psychiatrist  
**Favorite thing about the Psychology department:** the  
professors  
**Favorite psychology course taken:** Psych 456: Social  
Psychology

**-Emily Weiss, Sophomore**

# Professional Network

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Dr. Elizabeth Winston  
Licensed Counseling Psychologist

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Mr. Mark Menzel  
Managing Director of  
Marketing

*“By including interviews with successful professionals in the community, we hope to inspire students to enrich their educational experience by reaching out and forging new connections. We hope students appreciate and value the generous advice from these professionals.”*

**-Kristin Dowe**



# Dr. Elizabeth Winston

## Licensed Counseling Psychologist

By Andy Hung

Dr. Elizabeth Winston is a licensed psychologist who practices in Madison. She received her Bachelor of Science degree in Psychology and French at the University of Wisconsin-Madison and both her Master's and PhD in Counseling Psychology at Colorado State University in Fort Collins. She has taught several classes related to psychological assessments for the Master's program and PhD program at UW-Madison.

Dr. Winston knew that she wanted to become a psychologist since she was in the fourth grade. She decided to become a psychologist because she noticed that her friends often came to her to talk about their problems, and she enjoyed listening to and helping them. As a result, she sought out opportunities to help in her community, and while she was a senior in high school, she volunteered for the Cleveland Free Clinic suicide hotline.

During her undergraduate years, Dr. Winston was a very active student involved in several groups all around campus. She was a member of Psi Chi, a peer health educator at UHS, a member of the women's transit authority, whose goal was to provide more options for women to get around campus and the surrounding community safely, and she worked at the Bluebus Clinic at UHS, which provided HIV/AIDS testing and counseling. Finally, during her senior year, she wrote a thesis with Richard Davidson about how reward and punishment fail to alter responses in depressed, anxious, and mixed individuals.

After Dr. Winston obtained her Bachelor's degree, she knew that she wanted to go to graduate school and pursue a PhD. She stated that she wanted a PhD as opposed to an MD or a PsyD because she is a strong believer in the science-practitioner model, which emphasizes the importance of allowing empirical research to influence applied practice and allowing experiences during applied practice to shape future research questions. In this way, applied practice and research can help each other grow. Furthermore, she was more interested pursuing a career in psychology as opposed to psychiatry because she noticed that psychiatry was focused more on prescribing medications as opposed to actual counseling or therapy.

As a counseling psychologist, Dr. Winston provides cognitive-behavioral and insight-oriented therapies and psychological assessments for couples, students, professionals, and anyone else interested in taking a positive step toward change. When asked about her favorite part of being a counseling psychologist, she enthusiastically listed a series of answers. She explained that she loves knowing that she is actively helping people all the time, she enjoys being an informed consumer of science, she is constantly learning about herself while she practices, and she loves counseling psychology itself. She called it an elegant combination of intellect and creativity.

In terms of advice for undergraduates interested in attending graduate school, Dr. Winston encourages students to get involved in extracurricular activities relevant to their interests and look for graduate programs that they are intrigued in sooner rather than later.



**Students interested in speaking  
with Dr. Winston can email her at  
[elizabeth@elizabethwinston.com](mailto:elizabeth@elizabethwinston.com).**

# Mr. Mark Menzel

Managing Director of Marketing  
Wisconsin Foundation and Alumni Association

By Nidhi Deepu Rajan

## **Where did you grow up? What did you receive your undergraduate degree in, and from where?**

I grew up in New Berlin, WI, just outside of Milwaukee. Believe it or not, as close as that is to Madison, my first visit to the town wasn't until I came for a tour to check out campus. I graduated in '97 with a degree in both Journalism and Psychology.

## **What experiences and interests led to your current field of work?**

There wasn't a major moment that led me to ultimately embark down the path to what is now my current career. I knew, when I came to UW, I was interested in a variety of aspects of Psychology...how the mind worked, human behavior, learning through analysis...even counseling...and how you'd apply all those things for that purpose. But I also loved commercials, and was incredibly interested in how to creatively concept things that would get people interested in whatever it was you wanted to tell them about. So, I started taking classes that led me down both paths for a while until, ultimately, I decided the variety and creativity of advertising and marketing was where I was most interested. However, even though I had come to that conclusion, it wasn't hard for me to recognize there was still significant value to continuing to learn about the

psychology of things – that continuing to better understand human behavior, improving my ability to think analytically, all were things that could only help and enhance my ability to be more thoughtful and strategic in creative marketing as well. So, I kept both majors, and they really supplemented each other nicely.

## **Please describe your position in your job.**

I am currently the Managing Director of Marketing for the Wisconsin Foundation and Alumni Association. I've been here a little over 11 years. I started out after school in the ad agency world in Chicago for a number of years, but missed Madison and wanted to return. Given my love for all things UW, when the opportunity arose to be able to do a job I love doing, for a place I love, I jumped at it. I currently manage the marketing team, overseeing a large variety of projects...all aimed at trying to keep alumni connected to the UW and/or offer support – be it financial or otherwise. I also happen to oversee the majority of our marketing research initiatives...trying to learn more about the thoughts/feelings/perceptions of our alumni base...and utilizing those insights to be more effective in communicating with them and offering things that might resonate with them.

## **What are your favorite parts about this job?**

What I love most about my job is that the results of my work go to support the mission of an institution I feel so passionately about and know it helps maintain its excellence. I also enjoy how there's really no repeat of any one kind of day. The variety in marketing keeps it always fresh and interesting...so it's impossible to get bored. As a marketer, it's just fun to be able to think of new ways to reach your audience more effectively and in a more impactful way each time. And I definitely apply plenty of what I



**Mark Menzel**

learned through my psychology degree every day. As we look to continue to be smarter in the way we approach marketing at WFAA, figuring out how to utilize the ever-evolving tools that emerge for our disposal, I appreciate those skills I learned...of how to think critically, how to sort through the possibilities of different approaches and how to calculate how people might respond to what you're putting in front of them.

***What are your plans for the future?***

My plans for the future – I'm not certain. While I'm often a planner, with two young kids that keep my wife and I on our toes, and a job that keeps me plenty busy, I don't have a lot of time for planning. I like where I am and figure to keep riding things day-by-day.

***Do you have a dream career other than your current one?***

I'd probably have to say one of the few things that could get me to leave Madison would be a chance to work for the Milwaukee Brewers. I've always had a love for baseball...especially the Brewers. Other than working to support the UW...that would be serving one of my passions.

***Do you have advice for undergraduates?***

I would stress that there's no one, "right" path. What looks like the best path or approach for one, may not be what's best for you. There is no "should". If you know what you want, go after it. If not, don't fall into a trap of doing something you're "supposed" to do...but rather, explore. There are so many things available to you at UW...be it in classes, organizations or clubs...find what speaks to you and what you like. There's no magic one road to take, so allow yourself to meander down many paths until you find your passion. And while you may not always enjoy each thing you try, sometimes learning about what you don't like can be just as useful in helping you find the things you do.

Students interested in speaking with Mr. Menzel can email him at [mmenzel@waastaff.com](mailto:mmenzel@waastaff.com).

**Interested in seeing more Psychology Alumni?**

Go to [badgerbridge.com](http://badgerbridge.com), an online networking resource for current UW-Madison students and alumni. Find and connect with alumni working in your field of interest!

# About Psi Chi

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. We also host events for all students, like the popular Graduate Student Panel. 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: Briarpatch Youth Services, River Food Pantry, National Alliance for Mental Illness (NAMI), and the North/Eastside Senior Coalition (NESCO).

**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. Paula Niedenthal, Allyson Bennett, Yuri Miyamoto, Craig Albers, Joe Austerweil, Karen Schloss, and Edward Hubbard.

**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>.

## 2016-2017 UW Psi Chi Executive Board:

**President** • Stephanie Bova  
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