

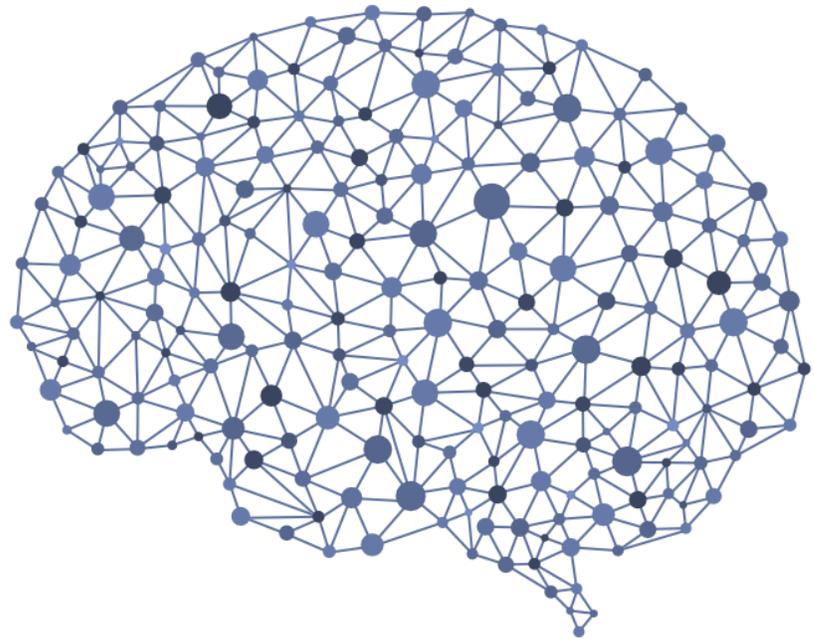
Psi Chi Newsletter

2020

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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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Letter from Psi Chi

Dear readers,

On behalf of the UW-Madison Chapter of Psi Chi, the National Honor Society in Psychology, I am honored and excited to share the seventh annual publication of our chapter's newsletter. This newsletter is a product of months of hard work and dedication on the part of the committee members. Featured in this newsletter are interviews with research scientists, UW-Madison psychology staff, and psychology professionals. These individuals provide valuable advice and resources to undergraduate students and insight into the number of vocations available to psychology majors. Also included in the newsletter are articles written by the committee members about the various opportunities available to students. Our goal is to provide resources to psychology majors and advice on how to take advantage of them to make the most of their education.



Annika
Hendrickson

On, Wisconsin!

Annika R. Hendrickson
Newsletter Chair of Psi Chi, UW-Madison Chapter

Acknowledgments

We would like to thank the Newsletter Committee Members who dedicated their time to contribute to this year's publication. Your commitment to providing valuable advice and information to your fellow students, and your continuous engagement demonstrates your personal excellence. Special thanks to Dr. Lisa Williams, Jing Shen, Mary Anderson, and the psychology advisors for sharing your experiences and your contributions to the university. We would also like to thank psychology professionals and UW-Madison alumni Kathleen Cohen, Nicholas Connell, and Colleen Althoff for sharing your wisdom and advice. Lastly, we would like to thank Maria Hartwig for your unending support and guidance throughout the newsletter process.

An Interview with Dr. Lisa Williams

By Jessica Levy



Dr. Lisa Williams is a scientist in the Department of Psychiatry. In this interview, she talks about why she chose a career in research and her areas of interest. She also provides advice for finding the right career path after graduation.

What is your educational background?

I got my Bachelor's degree in psychology at Kalamazoo College in Michigan, and got my Masters and PhD in experimental psychology from the University of California, San Diego.

What experiences and interests led you to your current field of work/what inspired your current field of work?

I took an Introduction to Psychology course by chance, but I found myself drawn to the course material. I became very interested in understanding human behavior and later became a psychology major. As I progressed, I took more classes in Bio-Psych, as I was interested in how brain systems are responsible for behavior. One of my favorite courses in college was abnormal psychology. This class introduced me to mental health, and I've worked in this field ever since.

As I was finishing undergrad, I thought I wanted to be a clinical psychologist, as I enjoyed interacting with and supporting people. A professor of mine recommended I get more hands-on clinical experience to explore this career path, so I volunteered at a crisis hotline as an undergraduate. This valuable experience showed me that providing direct services as a clinical psychologist might not be the best fit for me, and led me to pursue a research-focused PhD, building on lab experience during my BA degree. In my research, I continued to study mental health, working with patients with psychosis as a graduate student and post-doctoral fellow, and working now with children with anxiety.

What is your role in the lab? What type of research does your lab do?

I am a scientist in the Department of Psychiatry. I work with the principle investigator, Ned Kalin, who is the chair of psychiatry and broadly oversees the lab. The lab focuses on anxiety and depression, and the risk of developing both of these disorders. We use all different methods to isolate parts of the brain that are associated with high and low levels of anxiety in human and nonhuman primates. The studies that I oversee in the lab focus on kids with different levels of anxiety, aiming to link clinical symptoms to different biological signatures in the brain, and hormonal variations to stress.

We have two projects going on: one which looks at the risk of developing anxiety disorders in young girls, followed over a 3-year period, and one larger, multicenter study looking at pre-adolescent boys and girls currently suffering from anxiety disorders. For this study, we are collaborating with two other sites, aiming to collect the largest data collection possible to potentially link specific symptom profiles to anxiety.

What areas of research are you interested in and why?

I'm really interested in the connection between the brain and people's experiences with the world – their emotions and patterns of thought. I am interested in how we can leverage knowledge about these links to identify methods of improving symptoms and identifying individuals of increased risk. I think this is important because anxiety and depression are very common, and symptoms of anxiety often begin in childhood. Early intervention in children can give individuals the best outcome.

What is your favorite part of your position?

I like that I never really get bored- there's so many pieces to it. On the day-to-day, I may interact with study participants, mentor staff and graduate students, and interact with undergraduate assistants. I oversee a lot of the data analysis for our child studies, and work on writing up our findings for publication. I especially enjoy teaching people about our work and supporting our team members in their lab roles and next steps beyond the lab. There is always a lot to do, and I like the variety.

What are your plans for the future?

For the foreseeable future, I'll be here working on grants and thinking about how to best continue these ongoing projects. Our next steps are to think about how we can use what we've learned to inform early identification and intervention. We try to collect a lot of data from our study participants and are working to build larger sample sizes, as a big issue in the brain-imaging field thus far has been that sample sizes have historically been small, and there are many variations in results from study to study. We want to continue to build a large sample to increase confidence in our findings.

Do you have any advice for undergraduates?

Get all the experience that you can as a student, taking classes that interest you and gaining lab and volunteer experience if you are able to. As you consider different career paths reach out and talk to people who are in the job you want so that you can learn what the day-to-day looks like for them. I would also say you should try things out to see if you like them. If you think you want to work in a lab at the bench or work with kids or adolescents, try it out and see if it's a good fit! Finally, don't feel pressure to go to graduate school right away- you can take time to get work experience and explore different fields to find the right fit for you.

An Interview with Jing Shen

By Annika Hendrickson



Jing Shen is a Lab Manager in the Infant Learning Lab. In this interview, she talks about her experience in this position and provides valuable advice to undergrads about getting involved on campus and options after graduation.

Where are you from? Where did you go to undergrad and what did you get a degree in?

I'm from Appleton, Wisconsin. I went to undergrad at UW-Madison, and I graduated in 2017. My degree was in Psychology with a certificate in Chinese Professional Communication.

Can you describe your position as a Lab Manager in the Infant Learning Lab?

I spend a majority of my time supervising undergraduates and training them on lab tasks. Those tasks include scheduling participants, running research studies, and coding the data quantitatively. I like having a stake in a little bit of everything!

What are your favorite parts about this position?

One of my favorite things about this position is working with the undergrads. We have a really great group of students that do amazing work and also have fun. I enjoy running studies because they all use different research methods to understand language learning. Sometimes a 6-month old baby will come in, and they don't have any verbal language yet, but we can still gather data about their language abilities. Other times, 3-5-year-olds participate, and you can hold full conversations with them! In our lab, some kids have participated in up to 10 research studies in their lifetime! It's rewarding when parents are interested in our research and see how it applies to their child's language abilities.

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

In undergrad, I worked in two different psychology research labs. They both offered different opportunities to learn more about psychology research. After graduating, I wanted to take time off before pursuing graduate school. So, working in a research lab was the perfect position. My current position at the Infant Learning Lab offered exactly what I was looking for!

What are your plans for the future?

After being involved with language research, my interests have shifted towards becoming a speech-language pathologist. This job combines my interest in language research with the clinical skills to help individuals with speech and language impairments.

If you could give one piece of advice to undergrads what would it be?

If you are already in a lab or an organization but you aren't sure how to get the most of your experience, just ask! Often times, labs have small side projects that are forgotten and need help, and they are a great way to get more involved. Graduate students are happy to involve undergrads with research and teach them new skills.

Do you have any advice for undergrads who aren't sure if they want to pursue graduate school right away?

These aren't my words, but some advice I heard: "If you are thinking about taking a gap year, even the slightest thought, you should take a gap year. You can take one year off, four years off, maybe even ten!" Taking time off helped me realize what kind of job I want, and it's one of the best decisions I made!

Planning for After Graduation? We can help!

Resources for Recent or Upcoming Graduates

What are my options?



[THIS](#) article from the APA provides a list of career options for students majoring in psychology.

Looking for more experience?



[HERE](#) is a list of internships from the APA. Use these websites to search for internships or jobs: [CheggInternships](#) & [Handshake](#)

Taking a gap year? Travel!



See the world! There are many travel sites that offer special gap year programs. Here are just a few:

[Go Overseas](#)

[EF Ultimate Break](#)

[GapYear](#)

Did You Know?

The following article discusses an emerging topic in Psychology: Emojis. Relating them to non-verbal communication, this article discusses the psychological implications behind using and reading specific emojis in different contexts.

The Psychology of Emojis

By Shinhyo Lee

What is an emoji?

I am positive that everybody reading this article has seen and used an emoji. Maybe you used one just few minutes ago when texting your friends or family. Even though we as college students are all very familiar with emojis, what is the exact definition of an emoji?

Merriam Webster dictionary defines an emoji as “any of various small images, symbols, or icons used in text fields in electronic communication (as in text messages, e-mail, and social media) to express the emotional attitude of the writer, convey information succinctly, communicate a message playfully without using words, etc.”

Facts about emojis

Experts suggest that more than 700 million emojis are being used every day in Facebook posts alone (Buchholz, 2019). Considering that there are many other social medias and ways of text-based communications we can all agree that an unimaginably large number of emojis are used daily. Also, new emojis are being developed every day. In 2019, 230 new emojis were released (Buchholz, 2019).

Can you guess the most popular emoji used on social media? According to data, the most popular emoji on Facebook and Twitter is the “laughing face with tears of joy.” 😂

On Instagram, the heart was the most popular emoji (Buchholz, 2019). ❤️

Data drawn from <https://www.statista.com/chart/17275/number-of-emojis-from-1995-bis-2019/>

How does it relate to Psychology?

Emojis are an emerging research topic for psychologists. Many of us have learned in different classes that non-verbal communication such as gestures and facial expressions play a very important role in communication. With the development of new technology, internet communication has become a common way to keep in touch with others. Therefore, in this generation, emojis serve as “internet gestures” that fulfill the non-verbal portion of communication.

Use of emojis also has many social psychological implications as it both reflects and impacts the society we live in. For example, the iOS 10 update has removed a gun emoji and replaced it with the bright green squirt gun. This is mainly due to increasing concerns of gun violence in American society.

While emojis can reflect their larger society, they can also reflect a smaller social group. Have you and your social group ever used an emoji as part of an inside joke? One can use the same emoji differently in different social groups, and this reflects the unique traits of each group. For example, in one of my psychology discussion classes, one student shared that she uses the running emoji  with her friends to say “I’m on my way”. Another student shared that she uses the same emoji with her cousins to say “Run, grandma is angry”.

Another interesting social implication is the eye in speech bubble emoji.  This symbol may look odd at first, but this emoji has a powerful message. It was developed and added as part of an anti-bullying campaign. This example shows that using emojis as a non-verbal communication method has an influence in society.

Emoji has now become an important part of social psychology as it plays a role in non-verbal communication, represents something about a group, and can impact society. Its importance will only continue to increase in the future.

Resources

If you are interested in emojis and psychology, there are many resources available to you. For example, McCulloch’s book *Because Internet* has a chapter that talks about emojis as internet gestures.

The psychology capstone class, “Advanced Topics in Psychology- Gestures and Communication”, also has a unit that talks about the usage of emojis in internet-based communication as a replacement of gesture.

Psychology Department: Behind the Scenes

For the following entries, the authors spoke with psychology staff to gain insight into the department and the resources available to students. The first is an article about the psychology department's social media with information provided by Mary Anderson, the department's Communications Specialist. The second is an interview with psychology advisors, Kari Maas and Maria Hartwig, that answers common questions students may have.

Beyond the Classroom: Psychology on Social Media

By Annika Hendrickson



Mary Anderson

Social media allows us to keep in touch, stay connected, and communicate with the people, companies, and institutions that we care most about. This year, the Department of Psychology has introduced an exciting and impactful revitalization of their social media presence. I spoke with Mary Anderson, the Psychology Department's Communications Specialist, about the department's revamped social media. I discuss some background information on the department's social media accounts, the purpose of having a social media presence, and what that presence can do for you as a psychology student at UW.

So, what exactly has changed from previous years? Mary's position as Communications Specialist is new this year and with it she has brought new life into the department's social media presence including revamped Facebook and Twitter accounts and a brand new Instagram account. Through these outlets, Mary has the responsibility of sharing our faculty's discoveries, celebrating our alumni's successes, and showcasing students' strengths in a way that engages not only the university community, but also the city and state more broadly. While the research, the teaching, and the devotion to the Wisconsin Idea remain as excellent as ever, the department has expanded its commitment to communicating these values.

When asked why the department has increased their social media presence, Mary emphasized the importance of featuring the contributions that our faculty, students, and alumni are making to the field of psychology. Psychology is the second most declared major in L&S and home to thousands of students and alumni. Tools like Facebook, Instagram, and Twitter can help to communicate the achievements of the department to inform and inspire anyone with an interest in psychology.

The ultimate goal of this new emphasis on social media outreach is to increase student and alumni engagement and boost awareness of the department's research and teaching. This

outreach can have a number of beneficial effects. Social media can act as a bridge between students and alumni, strengthening their connections to the department and the university as a whole. Sharing the accomplishments of students, faculty, and alumni can help instill pride in an audience and encourage them to celebrate our accomplishments, advocate for the department, participate in student and alumni activities, and consider giving financially to the department's mission.

What can you find on the department's social media accounts? Well, a little bit of everything, really! Everything from event announcements, faculty, grad student, & undergrad spotlights, merch giveaways, faculty social media takeovers, breaking news in the field of psychology, and so much more! Every post is run through the lens of connecting to an audience while showcasing how an education in psychology at UW-Madison influences people's lives beyond the classroom.

In my personal experience, following the department's social media accounts has proved beneficial for a variety of reasons. I have learned more about the department, specific faculty members and students involved in psychology, and the types of events and activities the department holds throughout the year. But don't just take my word for it! Here's what Mary has to say about the benefits of following the department on social media:

I think any psychology major – or anyone with an interest in psychology! – can find something on our social media accounts to inspire or inform them. One of my favorite things about this department is how relatable our faculty, staff, and grad students are. I loved when Professor Paula Niedenthal took over our social media accounts because she's this giant within social psychology, but she's also a lovely human who really cares about her students and her community. I also love getting to feature our undergrad students; in a school this big, it's easy to feel like a number, but highlighting how our psychology majors are making their way here and telling such great stories with their lives is an encouragement.

We hope this article helped to explain some of the features and benefits of the department's increased social media presence and encouraged you to check out their accounts. I want to give a huge thank you to Mary Anderson for sharing her experience as Communications Specialist and providing the information in this article.

Click on the icons below and press that follow button to start following along with the advancements and accomplishments of this wonderful department!



/UWPSYCHOLOGY



@uwpsych



@UWPpsych

A Conversation with the Psychology Advisors

By Jessica Levy

Who are the Psychology advisors/where are you located?

There are four advisors on the Psychology advising team: Maria Hartwig, Valerie Johnson, Kari Maas and Stephanie Osborn. Our offices are in our NEW advising suite, 438 Brogden. Come check it out! Declared Psychology students are assigned to us based on their last name, and we encourage students to schedule appointments with their assigned advisor.

How often should students meet with their advisor, in your opinion?

We encourage students to meet with their assigned Psychology advisor about once a semester. However, students can schedule appointments more or less often based on their individual needs. We strongly advise that students touch base with our team frequently if they are having trouble in the major or if they are in their final academic year at UW-Madison.

What is one event hosted by the psychology department that you think is important for students to attend?

Our annual Student Alumni Networking Dinner. This is an annual event that connects Psychology undergraduates to alumni working in a variety of fields. This event teaches students valuable networking skills, can inspire interest in fields that they hadn't previously considered, and can help them see how versatile a Psychology major can be. Learn more about all of our events on our [Undergraduate Program page](#).

How do I know if I want to get involved in research? If I decide I'm interested, where can I find research opportunities?

Getting involved in Psychology research as an undergraduate student is something that we recommend all students consider, regardless of your post-graduate plans. Being an undergrad research assistant (RA) allows students to build valuable transferable skills, find potential mentors in our department, and earn academic credit towards your Psychology major. The best way to search for RA positions in our department is by learning more about our faculty and labs on the [Undergraduate Program page](#). Once students identify labs that interest them, we recommend they reach out to the lab's contact person to inquire about potential RA openings. Students are always welcome to discuss getting involved in research with their undergraduate Psychology advisor.

How do I get involved in campus (and psychology) organizations?

Our department has two affiliated student organizations: Psychology Club and Psi Chi Honors Society. Psych club is open to any student interested in Psychology and membership requires a small annual fee. Students who are interested in joining Psi Chi must apply, which has a deadline of October 15th in the fall and February 15th in the spring. Joining Psi Chi requires a one-time fee of \$70. Students can read more about our student organizations on our [Undergraduate Program page](#).

What are some good career development opportunities that I can get involved in on campus?

UW-Madison has robust career development programming for students. The [Career Exploration Center](#) is a great office to check out if students are still exploring their career options. Once they have identified a career path or goal, connecting with SuccessWorks is a great next step. SuccessWorks is the L&S office for career services and it provides programming around gaining experience and pursuing post-graduate plans. This year, our advising team partnered with SuccessWorks on 3 events – Careers in School Psychology, Careers in Mental Health and Psychology at Work. Learn more about these events and many other opportunities on [SuccessWork's Events page](#).

What do I need to consider if I want to study abroad?

Many of our students find that studying abroad is feasible with a Psychology major. Most UW affiliated study abroad programs will at least offer elective Psychology courses. There are also a few programs that offer equivalent breadth, depth or capstone courses. You can view programs with equivalent Psych courses through Study Abroad's [MAPS](#) page. Here are a few additional things to consider.

- When are you planning to take PSYCH 225? We recommend that students take this course at UW-Madison.
- Do you need to find a program that offers breadth/depth equivalent Psych courses, or can you plan to take your Psych elective(s) abroad?
- Are you completing other majors or are you taking pre-health requisites? This can make studying abroad more complicated.

How do I decide which classes to take that will interest me and offer me a well-rounded education in psychology?

Our Psychology major doesn't have specific tracks or specializations, and the primary reason is to encourage students to take Psych courses from a variety of areas. While it's important to choose classes that appeal to you, don't be afraid to take something that might fall slightly outside of your comfort zone too. Reading course summaries on [Guide](#) or asking friends about their experiences in a class is a great way to narrow down your options. If you want to pursue a postgraduate opportunity in a specific area of Psychology, it's important to take courses that will help demonstrate your knowledge in that area.

What are my options for after graduation?

The options are endless! The study of human behavior and mind is knowledge that can be applied to essentially any industry or career path. We have alumni represented in the majority of industry clusters. They work as counselors, lawyers, occupational therapists, marketing managers, Psychologists, etc. The key to having post-graduate success is starting your career exploration early so that you have time to gain experience related to your chosen career path. Using resources such as LinkedIn or [Badger Bridge](#) is an excellent way to research what you can do with your Psychology major.

Student



Snapshots

A section highlighting the UW-Madison Psi Chi members who served on the 2020 Newsletter Committee

Annika Hendrickson



Year: Senior

Major(s)/Certificate(s): Majoring in Psychology with a certificate in Art History

Lab Affiliation: Infant Learning Lab

Career Goals: My long-term goal is to go to graduate school for developmental psychology and work in research.

Advice for undergrads: Get involved in your major beyond classes. Join a research lab, work an internship, join an organization, etc. Not only will it look great on a resume, it will also build your appreciation for the field you are going into.

Zachary Demko



Year: Junior

Major(s)/Certificate(s): Psychology/French

Lab Affiliation: Learning and Transfer Lab

Career Goals: I hope to attend graduate school and become a clinical psychologist.

Favorite thing about Psi Chi: I enjoy the ability to meet people and practice writing through the newsletter committee!

Advice for undergrads: Reach out and get involved! Four years here will fly by, so make the most of it by participating in classes, student organizations, and whatever else interests you! Joining a research lab is also a great way to discover your talents as a scientist.

Shinhyo Lee



Year: Junior

Major(s)/Certificate(s): Genetics, Psychology, Global health

Lab Affiliation: McArdle Laboratory for Cancer Research

Career Goals: Health professional

Favorite thing about Psi Chi: Meeting people with shared interest

Advice for undergrads: Never stop dreaming :)

Jessica Levy



Year: Senior

Major(s)/Certificate(s): Majoring in Psychology with a certificate in Gender and Women's Studies

Lab Affiliation: Kalin Lab

Career Goals: I plan to go to graduate school for Clinical and School Psychology and hope to work as a child psychologist.

Favorite thing about Psi Chi: I have enjoyed meeting other students with similar interests to my own.

Advice for undergrads: Take advantage of research opportunities on campus and get to know your professors!

On behalf of Psi Chi, we want to extend a huge congratulations to the 2020 Newsletter Committee for their success in putting together this wonderful publication. Thank you for your months of hard work and dedication to providing the best possible resources and advice to your fellow undergraduates!

Professional Network

The following article features three UW-Madison alumni working in different psychology-related fields. We hope this article provides students with insight into their options after graduation while expanding their professional network.

Three Examples of Careers in Psychology

By Zachary Demko



Kathleen Cohen



Nicholas Connell



Colleen Althoff

College students find themselves at significant junctures, facing hefty questions about the people they desire to become and the identities they want to adopt. In particular, students begin making choices regarding their future careers and may desire some greater knowledge of their options. To facilitate some understanding of what others have done and what their fields look like, we offer three examples of career paths in psychology. The three former Badger psychology majors who provided interviews include Kathleen Cohen, a sports medicine physician, Nicholas Connell, a video game researcher with experience in academia, and Colleen Althoff, an occupational therapist. At the end of this article is a synthesis of the advice they provided for undergraduate students.

Kathleen Cohen works as a sports medicine fellow (a type of physician) at Rutgers and Princeton in New Jersey. As an undergraduate, she majored in neurobiology, which prepared her for the study of physiology in medical school, and psychology, which helped set her build finesse in interacting with patients. Dr. Cohen then attended medical school and began her residency. During the second year of her residency, she worked with a sports medicine physician and spent a month working with the doctor who takes care of

the Miami Dolphins. These experiences piqued her interest and she decided to pursue a career in sports medicine!

Dr. Cohen's current position as a sports medicine fellow represents the final step of medical training to become a doctor who takes care of athletes and other active people. It entails taking care of the medical needs of athletes, including tending to injuries that arise during practice or games. She also commonly encounters head injuries, concussions, and psychiatric disorders and other obstacles to psychological well-being.

Dr. Cohen enjoys engaging with athletes who are curious about their health as well as athletic trainers, coaches, orthopedic surgeons, and other highly trained personnel. She takes pleasure in her ability to use a combination of hands-on skills and critical thinking to serve patients. She has found the field challenging in that a large amount of knowledge and details are needed to appropriately care for medical problems, and it requires eight to ten years of continued education after completing a bachelor's degree. An additional challenge is that of preparing for emergency situations that may take place in a highly visible environment (for example, a basketball arena).

Nicholas Connell majored in psychology as an undergraduate and now works as an Associate User Experience Researcher at a mobile game company. After obtaining his bachelor's degree, he chose to pursue research because he takes pleasure in, as he puts it, "the journey of finding a difficult question and then sorting out the path to solve that question". He thus began working towards a master's degree at the University of Louisiana at Lafayette, where he worked as a Graduate Research Assistant in two research labs- one concentrating on emotion, anxiety, and trauma, and the other on the effects of parental isolation and child abuse; through this research he developed skills and built relationships in the field of psychology research. For both labs, Mr. Connell conducted literature reviews, managed undergraduate assistants, administered questionnaires and surveys, coded and analyzed data, and presented at talks and conferences.

In Mr. Connell's experience, the most rewarding aspect of graduate school research was the ability to benefit people in his community. For example, Lafayette, LA, where Mr. Connell studied, was one of the first cities in the U.S. to experience a mass shooting in a

movie theater, and his thesis looked into ways to better assist the community following such acts. His favorite part of academia was the extensive access to information and resources for doing research, while his least favorite was the length of time and extent of bureaucracy one must navigate to complete and publish research.

In Mr. Connell's current position as an Associate User Experience Researcher, he takes the skills he learned in psychological research methodology and applies them to making video games better for players. His research methods include sending surveys to video game players and recruiting participants to test features that his team may add to games. This research has a much faster pace than that of academia, which Mr. Connell says can be intimidating, but a passion for research and gaming can facilitate engaging and competent work.

Colleen Althoff works as an occupational therapist in the trauma center at John C. Stroger Hospital in Chicago, though occupational therapists can work in a variety of other settings, such as schools. After obtaining a bachelor's degree with a major in rehabilitation psychology and a certificate in global health, Ms. Althoff achieved a master's degree in occupational therapy. Her current job consists of helping people with impediments in their ability to occupy themselves (for example, by putting on socks or getting out of bed) recover their autonomy. In particular, Ms. Althoff works with those who have experienced physical trauma and illness, including children, and works closely with physical therapists to facilitate patients' recovery. She takes a holistic view of healing which includes psychological factors such as motivation and meaning, and she assists patients in their social and emotional processing as they deal with the adjustments that trauma requires of them.

Ms. Althoff enjoys getting to see her clients every day and the little improvements that they make; she finds it rewarding when they need a little less help than they did before. Her favorite part about occupational therapy is the opportunity to interact with people and the wide variety of tasks she completes, such as helping patients complete daily tasks or helping them process emotions. While most patients are motivated to work towards recovery, working with those experiencing anger and confusion may be challenging, as they may act aggressively. An additional burden is that of extensive documentation.

A consistent piece of advice arose for undergraduates interested in these lines of work: contact people completing the kinds of work you find compelling and spend time observing them. Furthermore, observe in multiple settings, as a single observational environment may lead one to believe that the field isn't right for them when in fact it could offer a great deal. An excellent place to start is the Badger Alumni network, which one can access through [LinkedIn](#) or [BadgerBridge](#). Finally, an additional piece of advice for those desirous of graduate degrees in research-related fields: conduct research as an undergraduate!

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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.

What to Expect as a Psi Chi Member:

- **Opportunities to network with faculty and other students interested in psychology during monthly brown bag meetings each semester**
- **Inclusion into a close-knit group of students who all share common interests**
- **International recognition for academic excellence in psychology**
- **Access to numerous scholarship opportunities**
- **Ability to gain leadership skills as a Psi Chi Board Member**

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!



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