



SPC NEWSLETTER

SPRING 2021



INTRODUCING THE NEW SPC NEWSLETTER!

Welcome! We are excited to introduce the new SPC Newsletter! We hope that distributing this newsletter each semester will help keep everyone informed and involved in the ongoings of our department.

WE NEED YOUR HELP!

Are you creative, fun, and witty? We need your help! Enter our "NEWSLETTER NAME" contest. The winner will be featured in our next issue!

Please e-mail submissions to: SPCNewsletterFDU@gmail.com

BY SAMANTHA SODER

FDU SPC NEWSLETTER

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MEET YOUR FDU FACULTY

Dr. Stephen Armeli is a Professor of Psychology at FDU who teaches both undergraduate and graduate classes such as statistics, research design, and the psychology of substance abuse. He kindly agreed to be the first research interview for this newsletter, which is not an out of character for him. Dr. Armeli is well known on campus for being an extremely approachable faculty member!

Dr. Armeli's main research focus is substance abuse and its relation to stress and coping mechanisms. Throughout this interview Dr. Armeli provided insight regarding his research, personal life, and advice for undergraduate and graduate students. Visit FDU.edu to see some of his published work or contact him via email at armeli@fdu.edu.



Dr. Stephen Armeli



Dr. Armeli's cats
Phoebe and Lela

Getting to Know Dr. Armeli -

Q/A Style BY JENNIFER CILLI

As a little background information, how did you decide to study psychology and statistics?

Dr. Armeli received his undergraduate degree in Business from Temple University. He has held various positions as claims adjuster, beeper salesman, and in the food service industry. He always enjoyed the social sciences and took around 35 credits in psychology a few years after graduating. He continued to study social psychology, and after taking the GRE, applied for doctoral programs and was accepted into the University of Delaware. While at the University of Delaware for graduate studies, Dr. Armeli was interested in the analytic aspects of statistics and research methodology. He began teaching graduate courses in statistics, research design, and psychology.

Tell us about your teaching philosophy.

"Teach and import wisdom." Dr. Armeli stated that every student has a different learning style so he tries to incorporate that into his lessons. He elaborated that this can be difficult in statistics classes, however, he tries to incorporate real-life examples so his students can relate to the material. Dr. Armeli said that over the years, teaching philosophies change depending on your experiences and personality.

How have your teaching techniques changed since COVID-19?

Since COVID-19, Dr. Armeli has implemented pre-recorded lectures. This allows students to watch the lesson on their own time and for class time to be used to answer questions and complete practice questions. This technique gives students freedom and flexibility to watch his lectures multiple times while leaving plenty of time for Dr. Armeli to clarify any uncertain topics.

What characteristics do students want their teachers to possess?

"Flexibility and understanding!" Dr. Armeli understands that life can throw challenges and students may end up struggling in class. He wants his students to be honest and discuss problems with him or any professor in order to figure out a solution. Don't be afraid, reach out!

What would students be surprised to find out about you?

It is difficult to show in virtual classrooms, but Dr. Armeli has an *"odd sense of humor."* Those students who have had in-person contact with Dr. Armeli in the past can attest to the fact that he has a goofy personality!

Also, Dr. Armeli is an animal lover! He has had cats for several years. He loves spending his free time with his cats. His two previous cats were named Itchy and Scratchy and his current cats are Phoebe and Lela.

What are your "trapped on a deserted island" books or movies?

"If I'm on an island in an ocean, I'll take Jaws." He watches *Jaws* every summer: it's a favorite! Also, *Groundhog Day* with Bill Murray—a favorite of his wife and kids. Lastly, Dr. Armeli would choose *The Godfather*, a classic!

How do you spend your summer breaks?

Dr. Armeli loves the summer. It is one reason he enjoys being a professor! Dr. Armeli spends the summer in southern New Jersey at the beach with friends and family. He suggests if you like your summer breaks, getting a doctorate and joining the field of academia could be a good option for you! You also get a winter break, which is a plus!

RESEARCH FOCUSED Q/A

BY STINE-OKSANA SOOMAI

What is your area of research?

Dr. Armeli's area of research is in motivational models of substance use which, *"is when you drink or use too much of other kinds of drugs, and have problems associated with it."* More specifically, his focus is on the reasons why people use these specific substances, for example: drinking to enhance positive emotions, fitting in with others, and/or drinking to cope with various problems, etc. Dr. Armeli explained that a lot of his research and the research with his colleagues has showed that the reasons for substance use listed above are not good reasons to use substances such as alcohol or drugs.

Dr. Armeli explained that the reason why certain instances of substance use occur are dependent on whether it is a maladaptive coping strategy or personality factors. This is especially true with alcohol because it is so commonly used, leaving room for many different interpretations or causes. This area of research is layered with theoretical and empirical questions. For Dr. Armeli, the theoretical questions are his specialty.

How did you get involved with this area of research? Why did you choose to focus on this area?

Dr. Armeli provided many insightful comments for this question. He began with his origins as a trained social psychologist who started graduate school conducting stress research. He transitioned to conducting alcohol research at the Center and Department of Psychiatry with the University of Connecticut, where he realized he liked the topic. At this postdoctorate position, Dr. Armeli found it was a matter of "liking the job, the people [he] worked with," and the rest was history.

It is clear that Dr. Armeli is not only well-informed on his topic but also invested. He stated that his area of research has many research designs, from understanding the way people drink, to the numerous ways to gather information (i.e., social media posts, surveys, etc.). Dr. Armeli noted that he is interested in mapping theoretical research designs onto dynamic processes within the real world.

How do the COVID-19 restrictions effect your research? Since day drinking has become increasingly common and accepted, how will you move forward with new data and research?

"As far as things like COVID-19, we have ongoing projects," said Dr. Armeli. Specifically, he is still collecting data for one big project that started about ten years ago. He shared that his research team is looking at changes, but there was suddenly a worldwide pandemic that started in the middle of his data collection. His team initially stopped the data collection thinking that things would soon blow over. They have finally begun working on the project again.

In addition, his team added some questions about COVID-19 within their study for comparison. Dr. Armeli also clarified that his team will be looking at how COVID-19 affected use of substances. He added, "[especially] since.... now we've got this kooky third wave in our data to address."

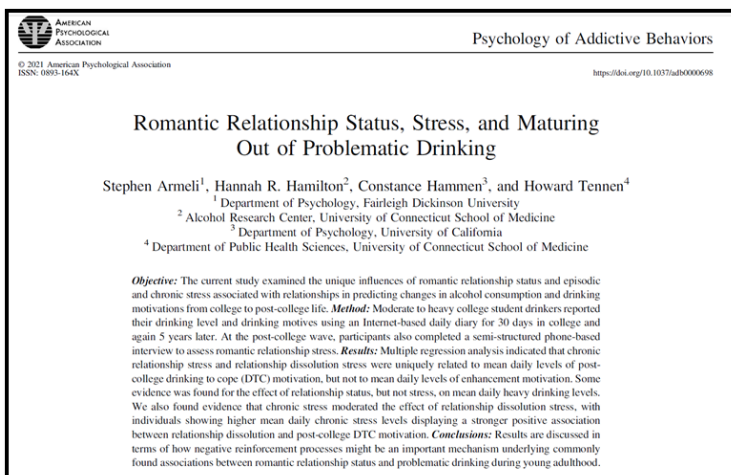
Dr. Armeli described that COVID-19 has changed how people are acting in general, with "social versus solitary" behaviors. While this pandemic will inevitably lead to outliers, Dr. Armeli brought up the bright side—that we are present and living through some future research opportunities. He added that, "a once in a 100-year pandemic occurred, so I guess you know if you're an optimist you think that this is a great kind of opportunity to look at some interesting things. I guess that's the way I'll attend to it."

Any tips or suggestions for undergraduate/graduate students who are beginning their careers and psychological research? What is the best way to approach someone that you want to work for?

"Try to get involved," was Dr. Armeli's immediate response, which is something that students can do on a volunteer basis or for credit. The first step is figuring out who you might be interested in working with. To determine this Dr. Armeli recommended going on the FDU website and looking over each faculty listing, which will provide students with a blurb about what they've done. The next step is to go to Psych Info on the library page and check out that particular faculty member's published research over the last 10 years to. Lastly, knock on their door or send them an email! "Worst case scenario is that they say, 'I don't really have an opportunity now,' and then you move on to another person."

Additionally, Dr. Armeli pointed out that understanding research designs can lead to future career paths within not only academia but various other settings. He explained that practical skills, such as coding in R language, as well as going to different departments for research might be helpful because "it's just important to have technical skills alongside the grades." Dr. Armeli advised that people should "think about what their minor might be" because they might have room for a free elective to develop a practical skill in the future.

LEAD EDITOR: SHAWAL PALL



STUDENT SPOTLIGHT: VALERIE FRANK

Valerie Frank is an undergraduate student majoring in psychology at FDU. Below are some questions Valerie answered about her experience as a student at FDU.

1) What inspired you to become a psychology major?

From a young age, I felt a calling to help others and make a difference in mental health. I want to improve how mental help is looked at today and make people more aware of what it means and how important it is to one's overall health.

2) What are some of your favorite classes you have taken at FDU?

Classes that intrigued me more into psychology were Psychology and the Law, Child Development, Crime & Society, to name a few.

3) What is your dream career?

A dream career I would love to have is being a psychiatrist with my own office and treating patients, and giving them the time to explain their issues many doctors lack now and look out for them.

4) What advice would you give to other psychology majors at FDU?

Advice that I would give to other psychology majors is to take classes that interest you no matter what. Also, don't ever be afraid to go above and beyond and ask the "stupid" questions. Generally, at least five other students may have the same questions you do and may also be feeling too shy to ask them.

5) How do you like to spend your time when you are not in classes?

In my spare time besides school, I knit, crochet, and use my sewing machine to create afghans, scarves, hats, etc. I hope to improve my craft to work on more elaborate projects.



INTERVIEW WITH A RECENT GRADUATE: SABRINA JENNINGS, PH.D

Dr. Sabrina Jennings is a recent graduate from the clinical psychology Ph.D program at FDU. Below are some questions Dr. Jennings answered about her current career and experience at FDU.

1) What is your current career?

I currently work as a Sport Clinical Neuropsychologist.

2) What do you enjoy about your career and why?

I enjoy being able to employ foundational aspects of traditional clinical neuropsychology into real-time care for athletes. Therefore, I am afforded the ability to complete cognitive testing, provide recommendations for treatment but also follow-through with the treatment from beginning to end. It is extremely rewarding to not only be able to diagnose, but to also treat my patients.

3) How do you feel FDU helped you get there?

FDU provided a great foundation of generalist knowledge that I continue to use in my practice today. Specifically, FDU provided a breadth of knowledge in the field of psychology but also allowed me to tailor my externships, classes, and training to fit into the Houston Guidelines for a career in neuropsychology.

4) What are some challenges you faced as a recent graduate in the psychology field?

I believe that many early career psychologists would agree that graduating during our current sociocultural climate is extremely challenging. There are many individuals who are in need of mental health treatment and unfortunately it is difficult to meet those demands.

5) What is a memorable moment or experience you had at FDU?

Successfully defending my dissertation!!!

6) Do you have any advice for current psychology students at FDU?

Stick it out, it's actually worth it!



ACCOMPLISHMENTS AND UPCOMING STUDENT PROJECTS

Gillian Moloney, Rich Felicetti, & Megan Manheim, students in the clinical psychology Ph.D program, assisted with a large-scale lawsuit against the Boy Scouts of America. They conducted interviews with plaintiffs who experienced sexual abuse while in the Boy Scouts and collected victim claims and impact statements.
(<https://www.hurley-law.com/practice-areas/boy-scouts-of-america-sexual-abuse/>)

Gillian Moloney, Rich Felicetti, & Megan Manheim published an article in the *Journal of Child Sexual Abuse*:
Manheim, M., Felicetti, R., & Moloney, G. (2019). Child sexual abuse victimization prevention programs in preschool and kindergarten: Implications for practice. *Journal of Child Sexual Abuse*, 28(6), 745-757.

CONFERENCES & EVENTS

VIRTUAL CONFERENCES

Annual Conference of the International Society
for Bipolar Disorders
5/13-5/15
\$125.00

Association for Psychological Science Annual
Convention
5/26-5/27
\$99.00

American Association of Sexuality Educators,
Counselors and Therapists Conference
6/10-6/12
\$125.00

International Association of Forensic Mental
Health Services
6/16-6/17
\$50.00

Society for the Psychological Study of Social
Issues: Changing the System
8/2-8/5
\$120.00

American Psychological Association
8/12-8/14
fees not announced
in person event

CALL FOR ABSTRACTS

Annual Meeting of the Psychonomic Society
Deadline: 6/1

International Society for Affective Disorders
Deadline: 6/21

U.S. Psychiatric and Mental Health Congress
Deadline: 7/10
in person event

FREE VIRTUAL EVENTS

NYCCC Children's Mental Health Symposium
2021
5/5-5/6

Opening Psychology for Changing Times
6/28-7/6

“

Expose yourself to as much as possible. Attend
conferences no one else is attending. Read books no one
else is reading. Talk to people no one else is talking to.

Ben Casnocha

”

PUBLICATION OPPORTUNITIES: SPECIAL JOURNAL ISSUES

MAY

5/31: *Psychotherapy*—Addressing Racism, Anti-Blackness, and Racial Trauma in Psychotherapy
5/31: *Journal of Theoretical and Philosophical Psychology*—Decolonizing Psychology: Latin American Perspectives

JUNE

6/1: *Journal of Psychotherapy Integration*—Anti-Racism and Psychotherapy
6/2: *Decision*—Judgment and Decision Research on the Wisdom of the Crowds

JULY

7/1: *Translational Issues in Psychological Science*—Psychology and the Pandemic
7/1: *Consulting Psychology Journal: Practice and Research*—Disability Inclusion in the Workplace: From “Accommodation” to Inclusive Organizational Design

SEPT

9/1: *Psychological Trauma: Theory, Research, Practice, and Policy*—Applying Bayesian Statistics to Research on Psychological Trauma
9/10: *Peace and Conflict: Journal of Peace Psychology*—Putting Science to Work for Peace

OCT

10/1: *Translational Issues in Psychological Science*—Psychological Science and Global Health
10/1: *Experimental and Clinical Psychopharmacology*—Crowdsourcing Methods in Addiction Science

FEATURED TRAINING

Save A Life Narcan Training

Visit the Alliance of Coalitions for Health Communities website (achcmi.org) to sign up for a FREE online 1-hour training.

This class is presented by a Certified Narcan & CPR-trained professional. Upon completion of essential forms, you will also be mailed a Save A Life Narcan Kit.

SCHOLARSHIPS & GRANTS

MAY

The Clara Mayo Grants

Supports masters' theses or pre-dissertation research on aspects of sexism, racism, or prejudice.

Amount: Max. \$1,000

Deadline: 5/15

Violet and Cyril Franks Scholarship

For work in stigma related to mental illness.

Amount: \$1,000

Deadline: 5/15

JUNE

Benton-Meier Scholarships

Available for a graduate student in neuropsychology.

Amount: \$2,000

Deadline: 6/1

John Santos Distinguished Program Development in Clinical Gerontology Award

Awarded to individuals who have had a positive contribution on older persons in their work.

Amount: \$1,500

Deadline: 6/1

F. J. McGuigan Dissertation Award

To support dissertation research that addresses any aspect of mental function.

Amount: \$2,000

Deadline: 6/1

Gordon Allport Intergroup Relations Prize

Given to "the best paper or article of the year on inter-group relations."

Amount: \$1,000

Deadline: 6/15

AP-LS Award for Best Undergraduate Paper

To be eligible, the student must be the major contributor to a project on a topic relevant to psychology & law.

Deadline: 6/30

APF Graduate Student Scholarships

21 scholarships awarded based on research proposals.

Amount: \$2,000-\$5,000

Deadline: 6/30

JULY/AUGUST

APF Sharon Stephens Brehm Undergraduate Scholarship

Awarded to outstanding undergraduate psychology students who demonstrate financial need.

Amount: \$5,000

Deadline: 7/1

SEPTEMBER

APF National Register Internship Travel Stipend Fund

For doctoral students traveling to internship interviews.

Amount: \$1,000

Deadline: 9/1

The Grant in Aid for Graduate Students MacArthur Award

Funding for research in the area of criminal competence.

Amount: Max. \$2,000

Deadline: 9/15

Bruce and Jane Walsh Grant in Memory of John Holland

To support the investigation of how personality, culture, and environment influence work behavior and health.

Amount: \$17,000

Deadline: 9/15

David H. and Beverly A. Barlow Grant

To support innovative research on anxiety-related disorders.

Amount: Max. \$7,500

Deadline: 9/15

The Drs. Rosalee G. & Raymond A. Weiss Grants

To seed innovation through supporting research, education, and intervention projects and programs.

Amount: \$1,000

Deadline: 9/15

Steven O. Walfish Grants

Submit manuscripts on clinical, practical, or research innovations that address evolving standards, practices, and methods in psychological practice.

Amount: Max. \$2,250

Deadline: 9/30

IN THE NEWS:

COVID-19 AND STUDENT MENTAL HEALTH

BY NEHA SRINIVAS

The coronavirus pandemic has seemingly caused a surge in anxiety and anxiety-related disorders in young adults across the United States.

One study found that 71% of surveyed college students in a large university in the United States indicated increased stress and anxiety due to the COVID-19 outbreak (Son et al., 2020). Increased levels of stress, anxiety, and depressive thoughts were attributed to several factors: fear and worry about their own health and the health of their loved ones, difficulty in concentrating, disruptions to sleeping patterns, decreased social interactions due to physical distancing, and increased concerns about their academic performance.

Another study conducted by the National Institute of Health (Zeytinoglu et al., 2021) might inform prevention and intervention strategies by predicting who is most at risk of developing anxiety during stressful life events in early adulthood. As part of a broader analysis on temperament and socioemotional growth, the researchers looked at data from 291 participants who were tracked from toddlerhood to young adulthood. Participants who tended to exhibit a dispositional trait called behavioral inhibition in childhood were more likely to experience worry dysregulation in adolescence (age 15), which predicted elevated anxiety during the early months of the COVID-19 pandemic when the participants were in young adulthood (around age 18), according to the researchers. Behavioral inhibition is a temperament that manifests in children as a high degree of caution, anxiety, and avoidance when confronted with new people, things, and circumstances. The researchers hypothesized that children who have a consistent history of behavioral inhibition are more likely to develop worry dysregulation in adolescence and emerging adulthood.



READ MORE AT:
[NCBI.NLM.NIH.GOV/PMC/ARTICLES/PMC7473764/](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7473764/)
[HTTPS://WWW.NIH.GOV/NEWS-EVENTS/NEWS-RELEASES/STUDY-IDENTIFIES-RISK-FACTORS-ELEVATED-ANXIETY-YOUNG-ADULTS-DURING-COVID-19-PANDEMIC](https://www.nih.gov/news-events/news-releases/study-identifies-risk-factors-elevated-anxiety-young-adults-during-covid-19-pandemic)

NEW CONSIDERATIONS TO KEEP IN MIND WHEN TREATING COVID-RELATED ANXIETY

BY KATHERINE CANAS

When talking about anxiety and stress disorders that derive from the pandemic with clients, it is important to keep in mind where these feelings come from. Some of this anxiety may be due to misinformation about the virus that has been spread throughout the world. Education on the facts of COVID-19 transmission, epidemiology, and COVID-19 myths will help ease clients' anxiety. A better understanding of safety precautions like social distancing, wearing a mask, hand-washing, etc. could help those with anxiety to feel more comfortable leaving their own homes. Cutting screen time spent on social media or watching the news could also help lower anxiety levels, as well as prosocial activities such as meditation, listening to music, reading a book, and spending time with loved ones.

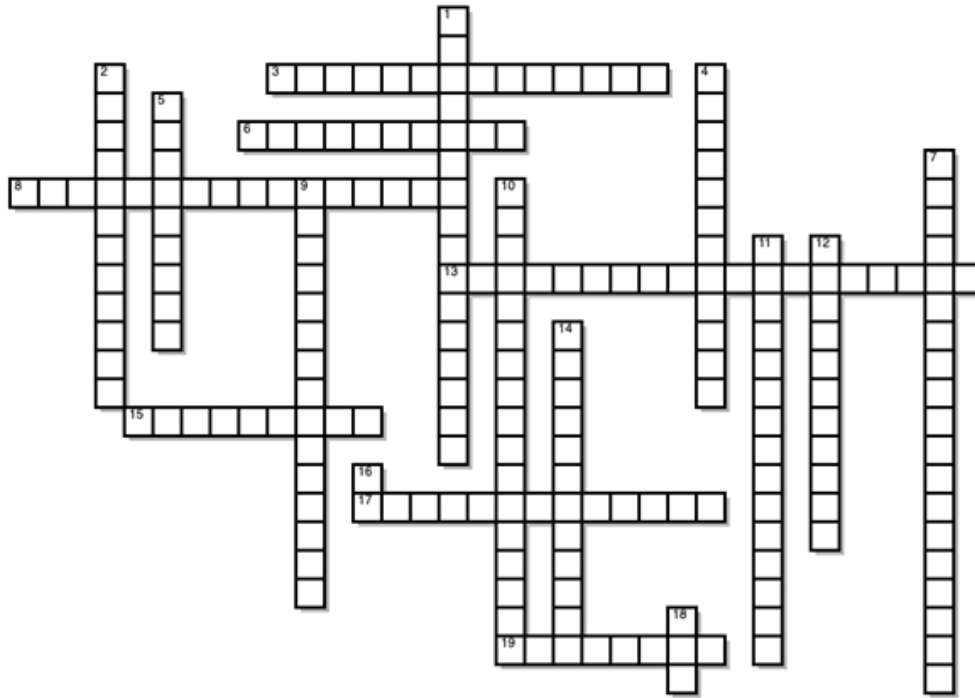
We also have to keep in mind that stress and anxiety produce bodily responses. Clients can be educated on these types of normal responses such as apprehension, disbelief, anger, concentration problems, irritability, and others. Somatic and physiological symptoms of anxiety are also something to keep in mind when providing psychoeducation. Notably, most of these stress- and anxiety-related symptoms will subside once an individual has adapted to changes. However, if the symptoms are not resolved once a couple of weeks have passed and are severe enough to cause significant distress or interference to daily tasks, further evaluation and treatment recommendations should be considered.



Reference:
<https://www.psychiatrictimes.com/view/lessons-learned-treating-covid-related-anxiety>

More Interesting Readings:
COVID-19 and Children's Mental Health
<https://www.psychiatrictimes.com/view/new-findings-children-mental-health-covid-19>
COVID-19 and Military Mental Health
<https://jmvfh.utpjournals.press/doi/full/10.3138/jmvfh-2020-0048>

Freudian Crossword Puzzle



ACROSS

- 3 Method of investigation founded by Freud
 6 One of two primary instincts or drives that motivate people. The outward manifestation of the death instinct
 8 Unpleasant, nonspecific feeling involving a possible danger
 13 A reference to the ego-ideal, a subsystem of the superego that tells people what they should do
 15 Infants gain nourishment through the oral cavity, also gain pleasure from sucking
 17 Transform the manifest content of dreams to the more important latent content
 19 The moral or ethical processes of personality

DOWN

- 1 Must realistically arbitrate the conflicting demands of the id, the superego, and the external world
 2 Anxiety stemming from conflict between ego and superego

- 4 Contains all those elements that are not conscious but can become conscious either quite readily or with some difficulty
 5 The only level of mental life directly available to us
 7 A reference to the conscience, a subsystem of the superego that tells people what they should not do
 9 An apprehension about an unknown danger
 10 Techniques the ego uses to defend itself against the pain of anxiety
 11 Patients are required to verbalize every thought that comes to their mind, no matter how repugnant it may appear
 12 Contains all drives, urges, and instincts that are beyond our awareness but motivate most of our words, feelings, and actions
 14 Reveals the unconscious intention of the person
 16 The most primitive part of the mind - at the core of personality and completely unconscious
 18 Those experiences that are owned (not necessarily consciously) by the person as the only region of the mind in contact with the real world, the ego is said to serve the reality principle

Note: Everyone is different, these tips might help you, or you may find they might not. The best advice we can give is to experiment and find out what works best for you!

1. Pay attention in class

Listen actively and take notes on what is being said. Don't just write down every word on the PowerPoint and what is being said, only what you think is actually important.

2. Go to office hours

Ask questions when you don't understand something or ask the professor to go over a topic again. By being outside the class setting, your professor will be able to dedicate more time to helping you understand concepts than they would be able to in class. The professor might also give insight into what will be on the exam.

3. Make a study plan

By dedicating a certain amount of time each day to a topic, you can put away distractions and focus on a specific task. Spread out studying for an exam over a period of time so you cram less and reinforce the information more.

4. Take breaks often

Study for 30 minutes and then take a 10 minute break, or complete one task and take a short rest. This allows your brain to rest often, meaning you will be able to study for longer.

5. Make a practice exam

Rewrite your notes into a question-and-answer format. This allows you to study your notes in detail and present the information in your own words. Then, keep track of which answers you get wrong often and which topics you understand more. Dedicate more time to the questions you are unsure of.

6. Turn off distractions

Study in a quiet area with limited noise and foot traffic. Noise canceling headphones can help limit noise. Soft instrumental music can help increase your focus, while songs with lyrics may distract you. Don't feel pressured to listen to music if it does not work for you!

7. Hand write your notes

Hand writing your notes forces you to eliminate unnecessary information, making your notes more condensed. It also helps to reinforce the information in your brain and eliminates some distractions that come from working on a computer.

8. Know when to stop studying

While studying for hours on end seems productive, you become exhausted and do not absorb new information. It can also raise your stress and anxiety levels. Take time to unwind, hang out with friends, or take a walk outside!

Psychology Fields Word Search

L K L M M X X S Z A S L O F E
 D A C O N U T H U B G A A O V
 E X C W O R N H A N M I M R I
 V Y R I O H E N I O I C W E T
 E E L P N A C L J R P O A N I
 L Z S D L I E S D M U S B S N
 O N F T F S L F G A W E W I G
 P U H O N H Z C O L H R T C O
 M Y D U E U O O V A P U J C C
 E T O B D Z L C V V K I A O E
 N C Y L A N O I T A C U D E V
 T K Y G O L O H C Y S P O I B
 A E X P E R I M E N T A L R C
 L S C I A R K M W Q I Q G B X
 Y T I L A N O S R E P Z K F H

TAKE A CHILL PILL!

Abnormal

Clinical

Developmental

Forensic

School

Behavioral

Cognitive

Educational

Health

Social

Biopsychology

Counseling

Experimental

Personality

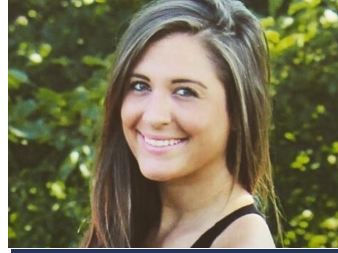
Sports

MEET THE TEAM



GEORGIA WINTERS, PH.D.
FORENSIC PSYCHOLOGY M.A. PROGRAM
NEWSLETTER FACULTY ADVISOR

I am an assistant professor and deputy director of the Forensic Psychology M.A. Program. My research focuses on sexual violence prevention, including better understanding of sexual grooming behaviors of child sexual abusers and paraphilic interests/disorders. A psychologist I would love to meet is Dr. Karl Hanson, who is a leading researcher in sex offender risk assessment and treatment.



SAMANTHA SODER
FORENSIC PSYCHOLOGY M.A. PROGRAM
NEWSLETTER EDITOR

I am in the Forensic M.A. program. My research interests are juveniles/female offenders. I would love to meet the psychologists who evaluated Aileen Wuornos and discuss female psychopathy with them!



CECILIA ALLAN
CLINICAL PSYCHOLOGY PH.D PROGRAM
NEWSLETTER EVENTS COMMITTEE, EDITOR

I am in the Clinical Psychology Ph.D. program. I have a forensic focus, and my primary research interests involve a variety of topics within the field of sexual violence prevention. A famous psychologist I would like to meet is Freud. He's the OG. While many of these ideas are outdated, much of his work was foundational in getting us to where we are as a field. Plus, I want to ask him about his relationship with his mother...



KAIT GILLERAN
FORENSIC PSYCHOLOGY M.A. PROGRAM
NEWSLETTER EVENTS COMMITTEE, EDITOR

I hope to do work that helps people, in particular those who have been treated inequitably by the criminal justice system (while also sating the part of my brain that really wants to treat and research those with mental illness in the forensic community). Lately, I've been picking away at Dr. Beverly Greene's publications whenever I am able to electively read (a rare feat during grad school); I look forward to having time to read more of her publications, along with works by Dr. Jennifer L. Eberhardt, which I have bookmarked for after my last final is turned in.



SHAWAL PALL
CLINICAL PSYCHOLOGY PH.D PROGRAM
NEWSLETTER FACULTY COMMITTEE

I am in the Clinical Psychology Doctorate Program, and my professional and academic interests are in trauma- and stress-related disorders. More specifically, to investigate its etiology, emotional dysregulation, and treatment interventions from a multicultural lens. I would cherish the opportunity to have a cup of coffee (i.e., I am a self-proclaimed coffee enthusiast) with Viktor Frankl to learn more about his philosophy of life being a quest for meaning instead of pleasure or power.



JENNIFER CILLI
FORENSIC PSYCHOLOGY M.A. PROGRAM
NEWSLETTER FACULTY COMMITTEE

I am most interested in recidivism and methods to reduce recidivism in our communities. If I could meet a famous psychologist, I would choose William Marston. He had a large role in forensic psychology. One of his achievements was creating the systolic blood pressure test. He determined that one's blood pressure rises when they are telling a lie!



STINE-OKSANA SOOMAI
GENERAL PSYCHOLOGY B.A.-M.A.
NEWSLETTER FACULTY COMMITTEE

I am a General Psychology B.A.-M.A. student. I am interested in sexual violence prevention. My areas of research include the relationship between PTSD and sexual trauma, and the relationship between the law and sexual assault. I'd like to meet Pierre Janet to discuss the ideas of trauma. (As a joke, I'd like to meet Freud to fight him.)



SARA FRUCHTER
CLINICAL PSYCHOLOGY PH.D PROGRAM
NEWSLETTER STUDENT COMMITTEE

I am a third year in the Clinical Psychology Ph.D. program at FDU. I am passionate about working with children and adolescents and have experience working in both community clinics and school settings. Right now, my research interests are focused on the impact of social media and photo-editing applications on body image concerns in college students. If I had the opportunity to meet with any psychologist, I would want to meet Margaret Mahler.



HAILEY RAINIER
FORENSIC PSYCHOLOGY M.A. PROGRAM
NEWSLETTER STUDENT COMMITTEE

I am in the Forensic Psych M.A. program. My research interests are Juvenile Justice and Autism. A psychologist I would like to meet is Robert Hare.



NEHA SRINIVAS
CLINICAL PSYCHOLOGY PH.D PROGRAM
NEWSLETTER ENTERTAINMENT COMMITTEE

I am in the Clinical Psychology Ph.D. program. My research interests are in global mental health and specifically how stigma affects the risk, prevention, and intervention of psychological disorders in marginalized populations. Additionally, I am interested in the investigation of cultural variations in symptomology-like somatization. I think I would love to meet Anna Freud or Carl Rogers. Maybe I'd invite Myrna Weissman too and we could have a psychological party and debate theoretical orientations!



KATHERINE CANAS
FORENSIC PSYCHOLOGY M.A. PROGRAM
NEWSLETTER ENTERTAINMENT COMMITTEE

I am in the Forensic Psychology master's program. I am passionate about the police/military area and would love to pursue it further. If I had the chance to meet a famous psychologist, I would have probably chosen Abraham Maslow!



LISA FERIOLI
SENIOR, UNDERGRADUATE
NEWSLETTER ENTERTAINMENT COMMITTEE

I'm a senior double majoring in Forensic Psychology and Criminal Justice. In the future, I would like to study the effectiveness of prison rehabilitation programs. If I could meet any psychologist, I would meet B. F. Skinner, because his work in operant conditioning is really interesting.