Helping Prevent Bullying Among Adults:
Our Responsibility Towards a
Psychologically Healthy Workplace

The increased media attention on bullying has elevated this issue to the forefront of psychology investigation. Though the cases of bullying presented in the news often depict situations in schools with children, the problem of bullying among adults may be as prevalent. Adult bullying can be defined as repeated acts of intimidation, aggression or coercion aimed by an adult against a victim, who is naturally weaker in terms of those factors that result in a notable power differential (Due, Holstein, Lynch, Diderichsen, Gabhain, Scheidt, & Currie, 2005; Smith & Ananiadou, 2003; Smith & Brain, 2000). According to Heretick (2011), workplace bullying, incivility and harassment can be described by the use of interpersonal tactics that harm another’s status, reputation, confidence and/or ability to function productively, and that these actions are more than occasional rudeness, unintentional oversight or healthy competition (Heretick, 2011).

I urge you to watch this YouTube video (published by the APA Center for Organizational Excellence (1/22/2014): http://www.youtube.com/watch?v=-bhrqQ5znmc#t=140

Message from the Chair, Sonia Suchday, Ph.D.

When asked to write my column for PsychEye I decided to write a personal note reflecting and reviewing my first year as Chair and first year at Pace. It has been a time of growth, learning the ropes and making many new friends. The department, guided by a very able and dedicated faculty, achieved the mammoth task of having the doctoral program re-accredited by the American Psychological Association. This is indeed an honor and a tremendous achievement since seven years is the longest length of time that any program is re-accredited. And this also makes it the 25th YEAR that the doctoral program in the department has been accredited by the APA. There were many sleepless nights and endless discussions, endless stream of data to be compiled, many reams of paper generated to represent the very complex functioning of the department in training students to practice their science and art in diverse settings – schools, clinics, communities – national and international. The entire process was ably led by the distinguished leadership of senior faculty, eminent school and clinical, and other psychologists in the department – Drs. Barbara Mowder (Program Director), Beth Hart (Director of the McShane Center), John Stokes, June Chisholm, Mark Sossin, Anastasia Yasik, Michele Zaccario, Leora Trub, and James McCarthy. Senior and junior non-clinical faculty ably assisted the team including Drs. Richard Velayo, WeiHua Niu, Yvonne Rafferty, Lisa Rosenthal, Thalia Goldstein, and Baptiste Barbot. Staff also joined in the fun and were often seen with large cups of coffee working alongside faculty – Denise Moreno, Betsy Tomala, Jannette Cardona, Maria Flores, and Steve Salbod. Dr. Florence Denmark (Professor Emeritus) continued to be by our side providing us with her sage words of wisdom and a panoramic view of the field. In addition, there are many adjunct faculty and supervisors who have generously given us their time and invested themselves into making this a truly excellent training program over the years and tirelessly toiled with us for accreditation this time. Finally, last but not the least, many students who worked alongside all of us, while maintaining their academic and clinical efforts, were an integral part of the process.
Your message
Mention must be made of Dean Nira Hermann and Associate Dean, Richard Schlesinger for their infinite patience with our
many requests, and their unstinting help and support to the Department during this time and beyond. And of course,
Provost Uday Sukhatme, and Associate Provost, Adelia Williams, who personally took an interest and supported us.
President Friedman’s unique ability to take a personal interest in every aspect of the University is an example of leadership
we all hope to emulate. It is indeed unusual to have so many of the senior administration at the University engaged in the
process, a fact that was noted and complimented by the Accreditation Committee. I am sure there are many others who
stood by us through the trials and tribulations of this process. And please forgive me if I did not specifically mention you. But
the sentiment of appreciation very much includes you. I want to say a heartfelt thank you to each of these people who went
above and beyond the call of duty to obtain accreditation for the doctoral program. I feel very proud and privileged to have
been a part of this process with all of you.

Our efforts at accrediting the doctoral program in no way impeded our efforts at taking a closer look at our master’s and
undergraduate programs ably led by the Associate Chair in charge of the Masters’ program, Dr. Richard Velayo and Dr.
Michele Zaccario, Associate Chair, Undergraduate program. There are many exciting new initiatives planned in the
department at every level of training and I urge you keep tuned in for more information as these initiatives are rolled out.

At a personal level, I want to specially thank my very able Executive Committee who has been by my side guiding me and
sometimes even covering up my missteps 😊 - Drs. Barbara Mowder, Beth Hart, Mark Sossin, Richard Velayo, Michele
Zaccario, and Jim McCarthy, along Ms. Denise Moreno – who ably assisted us make sense of the administrative process.

As the year has gone by, I have been amazed and very touched by the many acts of kindness and goodwill, and the
friendship that so many in the Department and University have shown toward me. Many of my friends and colleagues have
asked me “Was this a good move? Do you think you made the right decision?” Upon reflecting on this year, I can
unequivocally say “YES” and I hope to prove to all of you that you made the right decision in inviting me to your party!

Warm Regards,
Sonia Suchday, Ph.D. (Professor & Chair)

Faculty Announcements

Dr. Baptiste Barbot’s lab group “Individual Differences in Development” has recently welcomed four undergraduate and
four graduate students members as well as our new Faculty, Dr. Nils Myszkowski. The group’s research was presented
last summer in several international conferences including International Test Commission (ITC); the International Center for
Innovation in Education (ICIE) Conference; the 28th International Congress of Applied Psychology (ICAP), and the 2014
Annual Convention of the American Psychology Association (APA). Dr. Barbot recent publications (i.e. past 6 month) include:
Development. His work on the genetics of creativity (Barbot, Tan, & Grigorenko, 2013) was recently featured in the New
Yorker science blog http://www.newyorker.com/science/maria-konnikova/makes-family-artists

creativity. In Jensen, L. A. The Oxford Handbook of Human Development and Culture: An Interdisciplinary Perspective. ;
Validation of a Brief Measure. Attachment & Human Development, 16(1), 1-21.
Creativity Equation. In O., Vartanian, A. Bristol, & J. Kaufman (Eds.), The Neuroscience of Creativity (pp. 71-93). New york:
Cambridge University Press;
Writing: A Multi-method Pilot Study of a Visual Literacy Instructional approach. Learning and Individual Differences, 28,
167-176.
Since last semester, Dr. Thalia Goldstein has had an article accepted for publication, and a conference proceedings and a chapter published:


Dr. Goldstein also gave an invited colloquium at The University of Arkansas, entitled Arts and Education: Drama, Theatre and Acting. Finally, her work was featured in the APA Monitor in June 2014: “The Latest Research on Creativity and the Arts” (http://www.apa.org/monitor/2014/06/arts-creativity.aspx) and twice for Pace University: once in the alumni magazine, “How make believe helps us understand the real world,” and once for Opportunitas: (http://www.pace.edu/mypace/research-social-cognition-and-imagination?mpc=fs.)

In November, 2014, Routledge, Taylor & Francis will publish Dr. James B. McCarthy’s new edited book, Psychosis in Childhood and Adolescence, in the United States and in England. Dr. McCarthy is Director of Field Training and Associate Professor of Psychology, Psy.D. Program in School-Clinical Child Psychology. His previous books examined existential psychology, atypical adolescent development, and personality disturbance in adolescence.

Psychosis in Childhood and Adolescence offers an in-depth examination of the complexity of psychosis, its risk factors and its manifestations in youth who experience a continuum of emotional disorders. The chapters provide a scholarly synthesis of the scientific literature that emphasizes the multiple developmental pathways for the emergence and continuance of psychosis. The chapters present a hopeful, research-based framework for treatment that is designed to maximize opportunities for healthy growth in all spheres of functioning. They advocate individually tailored combinations of psychodynamic and cognitive behavioral psychotherapy, pharmacological interventions and supportive family interventions that are based on the vulnerabilities and resources of the psychotic child. The chapter authors, including Dr. K. Mark Sossin, Professor of Psychology, are experienced clinicians and researchers. They differentiate the range of psychotic and psychotic-like phenomena that can occur with diverse forms of psychopathology from actual psychotic disorders in children and adolescents. Risk factors for psychosis and autism, the implications of attachment theory, trauma-related psychosis, mood disorders, schizophrenia and forensic issues are all explored in a format that integrates summaries of key diagnostic issues with case examples and comprehensive treatment perspectives. Psychosis in Childhood and Adolescence emphasizes the importance of thorough assessment, early intervention and the need for long-term treatment that facilitates the psychotic child’s healthy maturation.

Reviewers are describing this volume as an invaluable resource for mental health professionals, educators and students who work with this challenging population.
Dr. Yvonne Rafferty has returned to Pace following a year-long sabbatical travelling through South and Southeast Asia where she explored promising practices for the successful recovery and reintegration of children who had been trafficked for commercial sexual exploitation. During this time, Yvonne met with numerous representatives from United Nations agencies, governments, and non-governmental organizations engaged in aftercare programs. One purpose of these meetings was to share her research findings pertaining to promising prevention policies and programs (See her 2014 publication in the American Journal of Orthopsychiatry [Vol. 84(4), 1–17] entitled “Child Trafficking and Commercial Sexual Exploitation: A Review of Promising Prevention Policies and Programs.” A second purpose was to collect qualitative data pertaining to the needs of children following their identification as victims of child trafficking. She is currently in the process of writing a number of articles for publication. Yvonne continues to represent the Society for the Psychological Study of Social Issues at the United Nations – and is actively involved with committees involving child rights, the girl child, trafficking, and mental health.

Dr. Mercedes A. McCormick will complete five years of significant psychological professional leadership responsibilities as the international, national, and regional levels. Currently at the International Level, Mercedes is the 2014 Past-President of APA Division 52 International Psychology. Past-President responsibilities include being the chair of the Div. 52 Nominating and Election Committee and chair of the Awards Committee. At the National level Dr. McCormick served the term as elected Vice-President of Psi Chi International Honor Society in Psychology (2011-2013). She also led terms as president of the NYSPA Academic Division (2008-2010) and the Division of Women’s Issues (2011-2013). She was also the New York Academy of Science President of the Psychology of Division (2009-2012). She continues as MA Coordinator of the Psychology Program and teaches graduate and undergraduate students in psychology programs at Pace University.

During July 2014, Dr. McCormick attended the IAPP Congress in Paris. At the IAPP Congress she joined Psi Chi International Advisory committee (IAC) colleagues at the Congress Psi Chi International booth. The IAC’s role was to promote Psi Chi to international universities/international. The IAC invited international faculty and students to consider bringing an International psychology chapter to their institution. Interest demonstrated was strong from France, Russia, Japan, Brazil, etc. At IAPP she attended symposiums concerning internationalizing the curriculum, promoting international research, and building bridges with APA Division 52-International Psychology.

Dr. McCormick attended the 2014 APA Convention in Washington, DC. Her convention schedule was full. As Past-President of Division 52 she organized APA Division 52-International Psychology Award Ceremony. She chaired the symposium: In Good Company: The benefits of collaboration & partnership with APA Div. 52 International Psychology. She was invited to be a discussant for APA Div. 52 and Div. 32 interdivisional symposium: International humanistic psychology—Implications and applications for research and practice.

Recently, Dr. McCormick continued to collaborate about her 2013 APA Div. 52 presidential theme of Building Bridges. The article Building bridges: Psi Chi and international psychology was accepted for publication in the first psychology bulletin of People’s Friendship University in Russia (Moscow). She spearheaded the article that contains contributions from several international psychologists (Harold Takooshian, Fordham University, and Florence L. Denmark. Pace University, Maria del Pilar Grazioso, Guatemala, Richard Velayo, Pace University, Alvin Wang, Florida, and Martha Zlokovich (Psi Chi Executive
Dr. Sossin’s co-authored chapter with Susan Loman on movement observation has been revised for the text’s second edition: Applications of the Kestenberg Movement Profile: An introduction. In S. Chaiklin & H. Wengrower (Eds.), *Life is dance: The art and science of DMT: Second edition.* New York: Routledge. This work has also been published in translation in Spanish and Korean, and is currently being translated into Hebrew. In addition, Dr. Sossin’s conference-panel presentation at APA’s Division 39 annual meetings in April, 2014, was published online: Sossin, K. M. (2014). Parent-infant/toddler/child consultations in the wake of sudden parent-loss: Psychoanalytically informed close observation and video-feedback. “Section V Invited Panel: Flexibility and Frame: Conflicts in the Application of Psychoanalytic Practices and Techniques in Extreme Circumstances. The Sphinx: A Site for Inquiry and Innovation in Psychoanalysis, https://sites.google.com/a/sectionfive.org/the-sphinx/writings/2014invitedpanel”. At these same Div. 39 meetings, Dr. Sossin, his co-editors, and book-authors held a Meet the Authors Panel regarding *Healing after Parent Loss...* Dr. Sossin and colleagues made further presentations in regard to publication of this book at the Pace-hosted panel “Conversations Pertaining to Therapeutic Implications of Parent Loss in Childhood and Adolescence” (5/4/14) and at the Professional Psychology Program Meetings of Columbian College, George Washington University (6/20/14).

Dr. Sossin attended the 14th World Congress of the World Association for Infant Mental Health (WAIMH): Babies: Their Contributions—Our Responsibilities, in Edinburgh, Scotland, June 14-18, 2014, where he was co-author on 2 presentations: Sharkey, J. M., Sossin, K. M., & Mowder, B. (2014). Emotional availability, parenting behavior perceptions, child temperament and parent personality characteristics in mothers and their 8 to 16 month olds (this was a direct outgrowth of Jessica Sharkey’s doctoral project at Pace); and Sossin, K. M., Bryl, K., Sharkey, J. M. & Salbod, S. (2014). Movement analysis of parent-infant interaction: Windows into meaning-making.

On November 8th, Dr. Sossin and the Department of Psychology are involved in co-sponsoring the 9am-5pm Annual Scientific Conference of the Contemporary Freudian Society, to be held at Pace, titled: “The Role of Anxiety in Child and Adolescent Development: A Psychoanalytic Perspective.” Looking ahead, Dr. Sossin will join with Phyllis Cohen in offering an all-day presentation at the Fall Conference of the Connecticut Association for Infant Mental Health, in Branford, CT, on November 20th. The presentation is titled: “A Trembling Nest: Risk, Primary Prevention, and Pathways of Intervention in the Wake of Disaster.” More info is available at -http://www.ct-aimh.org/news-events/index.shtml. Farther ahead, July 12th – 17th of 2015, Dr. Sossin will be presenting at the 34th International Congress on Law and Mental Health in Vienna, Austria. The panel: “Reflections on Inclusive Dispute Resolution,” will include his presentation “Bridging Gaps between Legal Process and Clinical Psychology Evidence.” The program is available at http://www.ialmh.org/Amsterdam2013/Vienna%20Program%20Book%20-%202014-10-01.pdf
The Digital Media and Psychology Lab at Pace University, run by Dr. Leora Trub, is proud to announce the creation of a new app called Mindful Messaging. As people continue to manage and maintain their lives and relationships through texting, our brains and behavior are being impacted in ways that we are only beginning to understand. This app is designed to offer individuals an opportunity to reflect upon their relationship to texting and other technology use. It also offers people a platform to learn about and practice mindfulness, a type of meditative practice drawn from Buddhism, including the utilization of a specific mindfulness practice aimed at reducing impulsivity and heightening awareness when texting someone. The 21 days of unique content include engaging and thought-provoking lessons, mindfulness meditations, and opportunities to set intentions about phone and technology use over the course of the three weeks. Week one focuses on texting, technology and the self; week two focuses on the role and impact of texting and technology upon relationships; and week three focuses on the role of texting and technology in the global context of one’s life. Ultimately, the goal of the app is to increase awareness of self and other in text message-based interactions to trigger more thoughtful and responsible behavior related to texting while also promoting greater interpersonal skills and awareness throughout one’s life. Special thanks to all student members of the lab for their hard work in creating this app: Samantha Slavkin, Jeremy Richards, Ramiz Rafailov, Katerina Lup, Ana Lomidze, Jonny O’Hadi, Alyson Curtis & Ryan Cunningham. An extra special thanks to Tom Dauenheimer, an art student at Pace who created original cartoons for every day of the app. The app was featured in the August issue of Mindful Magazine, you can read the story here. We are just beginning to conduct research on the effects of the app. If you are interested in participating in the research, please send an email to Dr. Trub at ltrub@pace.edu.

Dr. J. Stokes: The following articles were published:


The following professional/scientific papers were presented with students at the 2013 and 2014 Annual Conventions of the Society for Personality Assessment:


Dr. Richard Velayo was awarded a Presidential Citation Award (in recognition of Outstanding Service to the Society for General Psychology, APA Division 1, at the 122nd Annual APA Convention in Washington DC this past August. He was also elected as Director-at-large (2015-2017) for the International Council of Psychologists (ICP) and appointed to APA's Division of International Psychology Task Force for Technology Use. Dr. Velayo also recently published (with PsyD student Michael Trush) an article titled “Helping Prevent Elder Abuse Globally Through the Use of Social Media in International Psychologist in International Understanding, Part B, 54(1), 1-4. On October 17, he was an invited speaker at the Pace Confucius Institute training seminar for a Chinese delegation of various university administrators, where he spoke on the topic of “Internationalizing Your Courses Through Teaching, Research, and Emerging Social Media”. At the 122nd Annual Convention of the American Psychological Association held in Washington DC in August, his presentations (with students and colleagues) are as follows:

(1) Velayo, R., Reano, C., Forti, L., & Trush, M., “Goals and Strategies Used to Infuse International Content in a Psychology Course: A Student Survey”; (2) Velayo, R., Denmark, F., & Sigal, J., “Promoting International Research and Collaboration among Division Fellows”, and (3) Scrofani, S., & Velayo, R., “Perceptions of Transgender Video Blogs on YouTube”.


This past May, he also presented with his students at the 22nd Annual Pace Psychology Conference the following: (1) Trush, M., & Velayo, R., “Recommendations in the Use of Internet-Based Technologies to Enhance International Mentoring”, (2) Trush, M., Velayo, R., & Blackwood, M., “Does the Type of Memory Strategy Matter in Associative Learning?” and (3) Trush., M., Velayo, R., Reano, C., Forti, L., & Stedman, N., “Infusing International Content in a Psychology Course: Development of an Assessment Survey”, and (4) Stedman, N., & Velayo, R., “A Literature Review on Classroom-based Strategies in Internationalizing the Psychology Courses.”

Additionally, he presented his work on “An Online Survey To Assess an “Internationalized” Psychology Course at the 2nd Annual Pace-Wide Research Day, Pace University (New York City Campus) in April. As for his recent service-related work, Dr. Velayo served as Chair of the Publicity Committee of the 7th Annual Psychology Day at the United Nations held at the United Nations Headquarters on April 24. He also served as Planning Committee member and Luncheon organizer for the International Day of Older Persons held at the United Nations on October 9, which was an event sponsored by the UN-NGO Committee on Ageing.
Although workplace aggression gets defined in a various ways and researchers are exploring a spectrum of behaviors ranging from incivility to violence, bullying behavior has gained increasing international attention. In a survey by Zogby International reported that 37 percent of U.S. employees have experienced bullying, 13 percent of workers had been bullied in the last 12 months, and nearly half of American adults had either experienced or witnessed bullying. British and European studies report similar rates (Sellars, 2010).

Generally, bullying is the most common form of violence in our today’s contemporary society (Pepler & Craig, 2000). For instance, a national survey conducted in the United States by Workplace Bullying Institute in 2010, revealed that 35% of American adult experienced bullying behavior at workplace, while another 15% admitted witnessing other co-workers been bullied (Sellars, 2010). Adult bullying is a very serious incident that is capable of attracting legal action. According to www.bullyingstatistics.org, there are several types of adult bullying (Bullying Statistics, 2010). These include:

- Narcissistic Adult Bullying: This is naturally self-centered and doesn’t require the sharing of empathy with other people.
- Impulsive Adult Bullying: In this case, the perpetrator executes the crime spontaneously with little or no planning and control.
- Physical Bullying: This is quite rare among adults. It includes the use of physical domination and threat of harm.
- Verbal Bullying: This tactic involves the use of rumor or sarcastic and demeaning language to dominate or humiliate the victim.

Bullying can indeed be difficult to conceptualize and evaluate. This is one critical reason why the many established bully-prevention efforts failed to accomplish their ultimate goal (Griffin & Gross, 2004). Consequently, attempts have been made and are still being made by psychologists to prevent bullying behaviors among adults ... but more importantly, what can you do when you experience or witness incidents of bullying? A wise and safe(r) approach to help prevent or subdue bullying behavior is to report it to someone you trust and who can help. By doing so, you are helping reinforce a culture of collegiality and respect that leads to a psychologically healthy work environment for everyone.

The most interesting and useful psychology-related resource I found online on about workplace and adult bullying is the APA Center for Organizational Excellence’s website called “Resources for Employers” (http://www.apaexcellence.org/resources/). This website contains a collection of workplace bullying resources, including articles and research abstracts, book recommendations, useful statistics and links to other high-quality resources.

I strongly recommend reading the following webpages from this website:
“Recognizing and Confronting Workplace Bullying” (http://www.apaexcellence.org/resources/goodcompany/newsletter/article/311), “Workplace Bullying” (http://www.apaexcellence.org/resources/goodcompany/newsletter/article/311), and “Bullying by Any Other Name” (http://www.apaexcellence.org/resources/goodcompany/newsletter/article/39) sections on the site on “Creating a Psychologically Healthy Workplace”.

References


Student Research Opportunities & Upcoming Conferences

The Supporting Evidence-Based Practices for Diverse Youth (SEDY) Research Group focuses on the dissemination and implementation of evidence-based practices in school and community settings for underserved children and adolescents. Students are supported in determining their areas of interest and are encouraged to submit efforts to national conferences, as well as for publication. The SEDY Research Group is currently in its initial stages, following Dr. Arora’s arrival at Pace in Fall 2014. However, it is expected that research projects will follow and expand upon Dr. Arora’s ongoing research efforts and interests, including: the adaptation of evidence-based practices for diverse and underserved populations; barriers to the uptake of evidence-based practices; supporting the implementation of psychosocial interventions in pediatric primary care settings; the interface of research with policy; international psychology; and school mental health.

Led by Dr. Prerna Arora, the SEDY Research Group is open to all Undergraduate, Masters and PsyD students and meets once a week on Thursdays (11:30am-12:30pm) to discuss ongoing projects.

Contact Dr. Arora at parora@pace.edu for more information.

Psi Chi Regional Research Award: Students must (a) submit to both Psi Chi by January 1, 2015 at 12:30 am EST and EPA by November 1, 2014 at 5:00 pm EST, (b) have their submissions accepted by EPA, and (c) present their posters at the March 5–7, 2015, meeting. Submissions to EPA's special Undergraduate Poster Session with a December 1, 2014, submission deadline are not eligible for a Psi Chi Regional Research Award, but may apply for a travel grant by February 1, 2014. Winners will be notified before the convention in March. Travel grants are available for both undergraduates and graduate students; go to the EPA website and click on students on the left side for specific instructions.

Upcoming Conferences

Society for Cross-Cultural Research [www.sccr.org](http://www.sccr.org)  
February 18 - 21, 2015 at the Hotel Albuquerque in Albuquerque, New Mexico

Eastern Psychological Association [www.easternpsychological.org](http://www.easternpsychological.org)  
March 5 - 7, 2015 at the Marriott Downtown, Philadelphia, PA

Southeastern Psychological Convention [www.sepaonline.com](http://www.sepaonline.com)  
March 18 - 21, 2015 in Hilton Head, South Carolina

Rocky Mountain Psychological Convention [www.rockymountainpsych.org](http://www.rockymountainpsych.org)  
April 9–11, 2015 at the Grove Hotel in Boise, Idaho

Southwestern Psychological Convention [www.swpsych.org](http://www.swpsych.org)  
April 10 - 12, 2015 at the Hyatt Regency in Wichita, KS

Midwestern Psychological Convention [www.midwesternpsych.org](http://www.midwesternpsych.org)  
April 30 – May 2, 2015 at Palmer House Hilton Hotel in Chicago, Illinois

Western Psychological Convention [www.westernpsych.org](http://www.westernpsych.org)  
April 30 – May 3, 2015 at Red Rock Resort in Las Vegas, Nevada

May 21 - 24, 2015 in New York, New York

August 7 – 10, 2015 in Toronto, Canada

WEB PSYCHED! Video Tutorials for Learning on SPSS and Qualtrics

Looking for an easier way to learn SPSS and/or Qualtrics? Check out these web-based video tutorials...

SPSS

Janell Carter, one of our instructional librarians at the Birnbaum Library, created an SPSS support page for students at Pace. This page lets students know how to access SPSS, offers a four-part tutorial that I created on covering the basics of SPSS, and includes videos from YouTube of the step-by-step process. It can be found on the last tab of the Experimental Psychology LibGuide on the library’s website:

http://libguides.pace.edu/c.php?g=63813&p=410389

Qualtrics

Students who may wish to open a Qualtrics account (to create online surveys) may go to this page to register - http://www.pace.edu/qualtrics

“Learn Qualtrics in 5 Steps”  
http://www.qualtrics.com/university/researchsuite/

Submitted by:  
Richard Velayo, Ph.D.
In writing this column, I reviewed the Update from the Fall 2013 semester. There have been extensive positive changes since that review and they have occurred in such a relatively brief period of time. First, Dr. Sonia Suchday, an exceptional psychologist with expertise in areas such as clinical psychology, public health, and global issues, has brought content acumen as well as strong administrative skills to the Psychology Department. Dr. Suchday joined us from Yeshiva University and she has made a world of difference in the Psychology Department. In terms of the graduate programs, excitement is in the air and the spirit of collegiality present. Faculty have come together to plan for additional doctoral programs as well as master’s degree and certificate opportunities. Much of these efforts center on our already existing graduate programs’ excellence, but additional foci are likely to make our programs tailored to national and international interests. Second, our Doctor of Psychology (Psy.D.) in School-Clinical Child Psychology successfully underwent our most recent accreditation visit by the American Psychological Association (APA).

In terms of the difference Dr. Suchday brings to the graduate programs, I would note just a few of her many accomplishments over the past year. First, she has brought the Psychology Department faculty together to propose two new doctoral programs, one in clinical health psychology and the other in school psychology. Both programs are developed on the model of quality and overall national excellence. These Ph.D. programs were successfully reviewed by the Graduate Advisory Council of the Dyson College of Arts and Science and are currently being re-reviewed by the Dyson Dean’s Office before proceeding through University and New York State Education (NYSED) channels. Second, she has given the master’s degree program additional status within the Psychology Department by naming Dr. Richard Velayo as the Director of Master’s Degree Programs and Associate Chair of the department. There are plans going forward to create additional opportunities within the existing M.A. in Psychology, both in terms of tracks as well as certificate opportunities. Third, Dr. Suchday named Dr. Mark Sossin as the Associate Chair for Strategic Planning, indicating the positioning of the NYC graduate psychology programs as poised toward the future. In other words, there are many exciting, new ideas being proposed and moved forward throughout the department due to Dr. Suchday’s encouragement and expertise.

With regard to accreditation of the Doctor of Psychology (Psy.D.) in School-Clinical Child Psychology by the APA, the program was extremely successful. Planning for the accreditation visit began with the last successful APA visit (2007) and involved, among many aspects, clearly configuring the doctoral program in terms of national training competencies. The doctoral program faculty worked on this issue and will continue making the Psy.D. program consistent with APA national standards and expectations. The Psy.D. program was officially reaccredited for seven years, the highest level offered in terms of APA accreditation. The successful reaccreditation effort was due to the combined efforts of the Pace University administration, the Dyson Dean’s Office, and, most especially, the Psychology Department faculty, staff, and doctoral students. This was truly an exceptional bringing together of many elements of excellence within the Psychology Department. That being said, it is important to note the work done by Dr. John Stokes, one of the Co-Chairs of the Program Committee, and Alixandra Blackman, a Psy.D. doctoral student, in terms of the preparations for accreditation.

Aside from Dr. Suchday’s arrival and the accreditation success, we have many other graduate program elements to highlight. Just to name a few, Dr. Prerna Arora, Assistant Professor, joins the Psychology Department with a Ph.D. in School Psychology degree from the University of Texas-Austin. She brings strong expertise in, among many areas, cognitive-behavioral psychology and school psychological services. Further, in terms of research, there are now many faculty research labs for graduate students to become involved in. A current listing of research opportunities has been collated by Jessica Retan, a Psy.D. student. These opportunities are available to all interested graduate students. Those involved in research labs have been not only presenting their research and scholarly work at national conferences (e.g., American Psychological Association, National Association of School Psychologists), but also in publication outlets. Look for more research and scholarship as increasing numbers of students are actively involved in contributing to the knowledge/science of psychology.

In sum, the graduate programs in the Psychology Department are thriving. New leadership and increased numbers of faculty and students add to the vibrancy of the graduate offerings. The many contributions of the staff, Denise Moreno, Betsy Tomala, Jannette Cardona, and Steve Salbod, are excellent and lend to the general esprit-de-corps. We are fortunate to enjoy such an array of talent among faculty, staff, students, and administrators!

Best wishes for 2014-2015 academic year!!!

Barbara A. Mowder  
Director, Graduate Psychology Programs (Psy.D. and M.S.Ed.)  
Associate Chair
M.A. in Psychology
Program Updates

Dr. Richard Velayo was appointed as Director of MA in Psychology programs (NYC campus) during the latter half of last spring. He will work closely with Dr. Mercedes McCormick (Coordinator, MA in Psychology Program) to explore ways to strengthen and enhance the MA curriculum and develop initiatives that will add value to the educational experience of our MA students. Dr. Velayo will focus primarily on curricular development and administrative functioning of the MA program(s), whereas Dr. McCormick will focus on student issues such as recruitment, advising, and course registration.

In the Spring 2013 issue of PsychEye (Vol. 26, no.2), Dr. Mercedes McCormick informed faculty, students, and staff that the MA program in Psychology is thriving. Now in this fall issue we are proud to announce that the MA program is blossoming. We look forward to increasing the number of matriculated MA students, enhancing the curriculum by offering new elective courses (including travel abroad courses), proposing tracks/concentrations within the program, and in the development of other MA-level programs that meet the needs of a discipline and a society that is increasingly becoming more global.

We both assist in the review of MA student applications with the Graduate Admissions Office staff and other psychology department faculty to select appropriate candidates for the program. This fall semester, we had an unprecedented increase in applications to the MA program, which has resulted in the doubling of the number of students registered for many MA-level courses. Current MA students are representative of cultures beyond NYC (e.g., Arkansas, New York, New Jersey, California). There is also a proportionally large group of international students in the program representing five continents. Those accepted also present diverse backgrounds, with impressive academic and work experience. The MA in Psychology program attracts students who are interested in acquiring knowledge and skills to conduct research/practice. Students accepted to the program are motivated and interested in expanding their worldview of psychology and preparation for future careers.

The MA curriculum is being expanded to attract more MA students both nationally and internationally. More elective courses (some new) will be offered based on student interest and faculty availability. There will also be Travel Abroad courses offered. In the 2015 winter intersession and in the summer semester, a travel abroad course to India is available. Registration for these courses needs to be planned early so please inform Dr. McCormick soon of your interest in taking these courses.

An important initiative that is being proposed is the development of “tracks” or concentrations within the MA program. The formal proposal of these tracks require approval from various sectors from within the University (internal review), which is then followed by a submission to the NY State Education Board. We will provide you with further updates as we move forward with these proposed tracks.

On August 20, we led a three-hour student orientation meeting for incoming MA in psychology students and on September 4, we held a meeting and social for all MA students. We plan to continue an orientation and social meeting in future semesters.

We would like to thank the members of the MA Committee for their valuable contributions and support of the MA program. They are: Dr. Prerna Arora, Dr. Florence Denmark, Dr. Christopher Godfrey, Dr. Thalia Goldstein, Dr. Barbara Mowder, Dr. Nils Myskowski, Dr. Weihua Niu, Dr. Yvonne Rafferty, Dr. Lisa Rosenthal, Dr. Mark Sossin, Dr. Sonia Suchday, and Dr. Michele Zaccario.

In addition, Dr. Velayo and I have selected two graduate students to be MA program in psychology representatives to the MA Committee. The representatives are Jessica Bendert (jessica.bendert@gmail.com) to represent second-year MA students and Wallis Back (wallisrae27@gmail.com) to represent first-year MA students in psychology program. Please contact Wallis and Jessica with your concerns and questions.

In closing, we encourage you to be more involved in the MA program and in our Department’s activities. We plan to regularly send you announcements (by email and through our MA Blackboard Community). Thus, please so share your ideas and suggestions. Furthermore, please do not hesitate to contact us with any questions or concerns you may have.

Dr. Richard Velayo
Associate Chair and Director of M.A. in Psychology Program(s)
rvelayo@pace.edu

Dr. Mercedes A. McCormick
Coordinator and Advisor, M.A. Program in psychology
mmccormick2@pace.edu
Undergraduate Psychology Program Updates

The Undergraduate Psychology Program has seen a lot of growth and development over the last academic year, thanks to the commitment of the full time Psychology faculty, the devoted adjunct instructors, Psi Chi and all of our highly involved majors. I want to particularly thank Drs. Suchday, Velayo, Denmark, McCormick, and Katz; and our administrative staff, Denise Moreno, Betsy Tomala, and Jannette Cardona, for their hard work for and behalf of the undergraduates last year.

This semester, we welcome back Dr. Christopher Godfrey, as a full-time Psychology Lecturer and the Coordinator of the Undergraduate Programs – we are so happy to have him back in the department full time! I also want to welcome Drs. Nils Myszkowski and Prerna Arora to the Psychology Faculty, and look forward to both of them teaching and mentoring within the undergraduate program. Finally, I want to welcome back from sabbatical, Dr. Yvonne Rafferty, a popular professor with the undergraduate students for both her psychology and interdisciplinary classes.

I am happy to report that we have expanded the Undergraduate Curriculum to offer our Psychology Majors increased opportunities to enhance and individualize their psychology undergraduate experience. First, our popular Mentored Laboratory Class is back this year; thus, students can continue to get more involved in Psychology Professor’s research, and also collaborate with both Masters and Doctoral level students.

Additionally, in the Winter Intercession and the Spring/Summer of 2015 we are offering Travel Courses within Psychology: opportunities to learn from hands on experiences in India, Cyprus, and London. (Look for course listings and email blasts for more information on these travel courses). There will also be a new multicultural elective course entitled Diversity, Prosperity, and Resilience offered in the Spring.

My goal for 2014-2015 academic year with regard to the Undergraduate Program is to continue to ascertain and address the undergraduate student needs, to develop new courses and programs, and to help facilitate increased student involvement and participation within the Psychology Department. As always, my door is open to students who want to introduce themselves, need advisement, or who have an idea or concern that they want to discuss.

Thank you. Looking forward to a rewarding academic year!

Dr. Michele Zaccario
Associate Chair and Director of Undergraduate Psychology Programs
What is your educational background?
I was valedictorian of my high school class, and during my time in high school, I was first going to be a sports writer, and then at one teacher’s recommendation, my high school yearbook indicated I wanted to be a physicist. After high school, I went to the University of Pennsylvania, and got my A.B. degree with major honors in both American History and Psychology. I was inducted into four honors societies, including Phi Beta Kappa, Psi Chi, Phi Alpha Theta, and Sigma Xi. I stayed at Penn to get my PhD in Experimental Social Psychology. Since then, I have gotten six honorary degrees, including one from Pace University.

How did you get interested in psychology?
I didn’t really know anything about psychology until I took my introductory psychology class, which was a 6-credit year long course with a lab. I became fascinated with the discipline. I was always interested in what people did and why (i.e. explanations for their behavior). I still have an interest in history, but it is now reflected in the history of psychology.

You are involved in many activities. What are some of them?
I have always been involved in activities. If you looked at my high school and college yearbooks, you would see a number of things I was engaged in. In addition to working with students at Pace, my current activities include serving as Main Representative for the International Council of Psychologists (ICP) to the United Nations, and am also a representative for the International Association of Applied Psychology (IAAP) to the United Nations. Also, at the United Nations, I am co-chair of the Family Committee, and serve on the Executive Committee of the Committee of Ageing. In addition, I am a member of the Committee on the Status of Women, and the Mental Health Committee. I am involved in Psychology Day, the Psychology Coalition, and the International Day of Older Persons. I am the liaison for division 52 (international) of APA to the Committee on International Relations in Psychology (CIRP). I serve as an honorary trustee of the American Psychological Foundation and am a Founding Fellow of the Center for the History of Psychology. I also belong to a book club, and several other local groups, travel, and go to the opera, ballet, and theater.

Where do you get the energy to be so active?
Well basically, I am a high-energy person, and fortunately am in good health. I recently had a physical check-up, and my health is excellent.

Name some of your highlights and awards.
Some of my highlights include being president of many psychological organizations, including APA, Psi Chi, The New York Academy of Sciences, EPA, and ICP. I am a Fellow of many organizations, including fellowship in the Society for Experimental Social Psychology (SESP), APA, APS, and EPA. Recent awards include the Elizabeth Hurlock Beckman Award, and the APA Gold Medal for Public Interest and APA’s Outstanding Lifetime Contribution to Psychology Award. This year I also got an award for lifetime achievement from the International Council of Psychologists and Woman of the Year award from the Women’s Radio Network.

What do you consider your most significant contribution to psychology?
I was a pioneer in, and a founder of the psychology of women. I also did significant early work on women and leadership.

Are you engaged in research?
I have published numerous research articles, and have been the recipient of many grants. A lot of my current research is library and internet research, primarily for books I have been involved in, including a two-volume book on Violence Against Girls and Women, one on Women Mentors, and Women, Aging, and Power, all three of which I co-edited and wrote chapters for. This fall, I have been asked to write two chapters, one on Hillary Clinton, and one on positive ageing. I always include doctoral students on my research and projects.
What are your future plans?
I plan to continue to engage in many of my current activities. I have been asked to do some consulting on mentoring and coaching of executive women. I am considering doing that. I have also been invited to give talks at various institutions and many psychological meetings.

Do you have any other comments?
On a personal note, the worst thing that happened to me was the loss of children, and my husband and soul mate, Bob Wesner. I love and have excellent relationships with my children, stepchildren, their spouses, and grandchildren. I only regret they live far away in different locations.

My students and I have a very collegial relationship, and I enjoy working with them, whether in carrying out research, or in the classroom. Our staff is all excellent and very helpful. Since being involved in the UN, I have more friends than ever, including former students, college classmates, UN, NYSPA, APA, and ICP colleagues, and some of the full and part time faculty here at Pace.

Alicia M. Trotman, PhD
(Adjunct Lecturer in Psychology)

What brought you into your current position?
When I completed my doctoral degree in Learning, Technology & Culture, I knew I needed to be in the classroom. I love teaching many courses in psychology because they enrich both my research and service in the academy. I lecture in my junior classes but as the semester moves forward, I facilitate discussions with my students as I do in my advanced classes. Consequently, I re-learn the content and think about it in progressive ways as my students’ worlds refresh and expand the content’s currency. I become more attuned to the direction my research will take since its product is for their benefit. Service is threaded throughout my teaching and research performance because I believe the knowledge I produce with my students in classrooms, on paper and in conference halls in due course belongs to them.

Tell us about a memorable experience you have had at Pace so far.
I was undergraduate student at Pace University from 2000 to 2004 double majoring in Applied Psychology and Computer Science. My most memorable experience was 9/11. As a direct witness to the catastrophe, I would never forget the fear, anger and despair I saw in the faces of my peers and professors. Also, I would always remember the way in which we came together to deliver care to each other – psychologically and medically using whatever limited resources we had at our disposal at the time. Even though we may have been on opposite sides of the fence due to our ethnic or religious values, we united to protect the institution that we grew to love; an institution that did not only protect us but also welcomed outsiders in.

What has been the most challenging thing so far during your time at Pace?
The most challenging thing I am facing is keeping on top of my discipline. The discipline of psychology is changing so rapidly with new theories, methodologies and divisions that it has become difficult to see how the disparate parts weave into a whole. That is why I value research so much with my students because we all see very different trees in the forest, and then we collaborate to discern how that rooted system is interconnected.

What is your favorite discovery you have made in/about New York City?
My favorite discovery recently is the Teddy Roosevelt Memorial Plaza at the Museum of Natural History. As a citizen of Trinidad and Tobago, I was not familiar with American History until I took my first U.S. History course with Dr. Bill Offutt at Pace University. We learned about all the US presidents and Teddy Roosevelt emerged as one of my most favorite presidents. I adored his presidency because he created these amazing national parks in the US, that without them, I believe there will be little appreciation of the significance of nature, the environment and leaving some things sacred. So to my astonishment, I entered the Plaza and I saw the vocations that Teddy Roosevelt held: patriot, soldier, humanitarian, statesman, author, historian, scholar, explorer and scientist. In hindsight, his vocations were not terribly surprising but they did indicate the monumental measure of a man who accomplished all with truth, knowledge and vision. He is sincerely one of my personal heroes and I’ll close with one of his quotes: “Do what you can, with what you have, where you are.”
**Featured Graduate Students: Psy.D. Program**

**Allison M. Hill**, School-Clinical Child Psychology PsyD Program (2nd Year). Member of Parent-Child Institute; Current president of the Graduate Student Psychology Association (GSPA).

**What brought you to the psychology program at Pace for your PsyD degree?**
My professional goal is to support the mental health and educational needs of children in schools both by working directly with students, parents, teachers, and administrators and by working on a systems-level to facilitate change. With that in mind, I was drawn to the combined-integrated model of the PsyD program at Pace. The program offers strong training in both school and clinical psychology, which is unique among doctoral programs and a true credit to the faculty. When you add the child focus to that, the program felt like a perfect fit for me. Children’s lives are integrated, so expertise in both the school and clinical settings will enhance our practice in either.

**Tell us about a memorable experience you have had so far at Pace.**
My cohort has been the definition of supportive. I really could not ask for better classmates. My most memorable experiences at Pace have been with them – the celebrations, study sessions, late-night train rides home from class, email chains, exhaustion, pub and karaoke trips, and general camaraderie that we’ve shared.

**What does your typical weekend look like?**
Weekends involve a good deal of assessment, currently. As a second-year student, learning to administer, score, and interpret cognitive/neuropsychological and personality assessments is very important. Whenever possible, though, I spend time with my husband, Brad, and our dogs, Ruby and Obi. I have a very loving and supportive little family.

**Do you have any advice that you would give to an undergraduate/masters psychology student?**
My advice is to take ownership of your own learning, to demonstrate commitment to your colleagues, and to remember what a privilege it is to be able to study at your level.

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**Kenji Takeda**, School-Clinical Child Psychology PsyD Program

**What did you study in your undergraduate/masters program? How different is it from what you are now doing at Pace?**
My background is in the performing arts. I studied classical piano performance and music theory at the Royal Academy of Music in London and Eastman School of Music in Rochester, NY. I then obtained a master’s degree in music therapy at NYU and worked as a music therapist for five years in various school settings before coming to Pace. Some say I made a drastic change in terms of my career, but I believe I utilize what I have learned as a performer in my psychotherapeutic work, such as being attuned to others’ emotional states, collaborating with others, expressing and communicating emotions, and being creative and spontaneous.

**How would you describe your research and/or clinical interests?**
I have diverse research/clinical interests based on my professional as well as personal experiences: Autism Spectrum Disorder; PTSD; music and music therapy; LGBTQ mental health; same sex parenting; video games; multilingualism; and multicultural issues in clinical practice.

**What do you usually do for lunch when you are at school?**
If I’m not too stressed out, I usually cook and pack my own lunch (e.g., Japanese, Italian). If not, I usually go to Chipotle and get a burrito.

**Tell us about a memorable experience you have had at Pace so far.**
My classmates came over to my apartment last year and we made music together while I played the piano. That was a great bonding experience! I feel we have developed a strong sense of camaraderie and we are very supportive of each other.
Featured Graduate Students: M.A. in Psychology Program

Jessica Bendert, Master’s Program (2nd Year)

What did you study in your undergraduate program? How different is it from what you are now doing at Pace?
I studied Psychology and U.S. History while at Syracuse University. (so different, I know, not sure how the U.S. History thing happened). I think I am more immersed in research here at Pace than I was at Syracuse University.

What has been the most challenging thing so far during your time at Pace?
Probably making sure to manage all of my responsibilities. Graduate school is definitely different than undergraduate, and it took me a couple months to realize that. Just learning to balance class with research labs was the most difficult, but the professors have been extremely supportive in helping me figure everything out. My main piece of advice to other students would be to reach out to the professors, they are really there to help you and guide you. I wish I did this more in my undergraduate studies but am glad I have in this master’s program.

What does your typical weekend look like?
Typical weekend usually involves hanging out with friends/boyfriend, going somewhere new in NYC and just walking around. Also watching the New York Jets, my whole family are huge fans and then of course the Sunday homework sessions.

Tell us about a memorable experience you have had at Pace so far.
One of my most memorable moments at Pace was presenting my poster at the Research Poster Presentation. The whole process of making the poster was extremely rewarding and being able to talk about a topic you feel so passionately about is exciting! It was also interesting to see what other students are working on in the Pace community.

Wallis Rae Back, Master’s Program (2nd Year)

What brought you to the psychology program at Pace for your Master’s degree?
About a week before my undergraduate commencement ceremony, I was reflecting with one of my friends about the past four years and about the next steps of our life journeys. She was receiving her BA in Psychology, heading to her dream job in California and was overall ecstatic. I didn’t share in that excitement, as I was more upset to be done with college and anxious about my future field of work. Later that night I asked myself what I was looking forward to in the upcoming year and what I hoped to achieve in the future. It was then that I realized that my innate passion for psychology and curiosity for questioning and understanding things was something I would be excited and motivated to explore every day; even my usual study breaks and downtime consisted of psychology research and reading. I refused to let myself be caught up in the cycle of dreading waking up each morning to go to a job I was unhappy and unfulfilled at. Life is too short to spend so much time doing something that does not make you excited to wake up each morning. I took the next year to figure out a new direction and take non-matriculating classes in New York City at Pace. I was then accepted into the masters program. I am still as excited to wake up each morning as I was the first day, and I look forward to spending my time exploring in a field I am passionate about.

How would you describe your research and/or clinical interests?
Eclectic and vast. The General Psych MA program is ideal to explore all areas of interests and to focus in on multiple specific interests and passions. Although I am unsure of what my future research will consist of, currently my main interests lie with exploring the neuropsychological foundations of sleep patterns, mental disorders, human development and the effects of meditation. Eventually, I plan on exploring connections between the neurobiological functions of the pineal gland with quantum mechanical and astrophysical concepts in order to explore and discover elements of the unknown realm of spirits and energy.
Featured Undergraduate Psychology Majors

Vanessa Vitiello, Class of 2016 (Undergraduate)

What are the biggest differences you notice between high school and college?
The biggest difference between high school and college is the way that we are treated. I really enjoy the independence of college and being able to control things like my daily schedule, class choices, and activities. I have been able to mold these college years into something that works and is beneficial for me. During high school, it was more one size fits all, with less room to grow as an individual.

Tell us about a memorable experience you have had at Pace so far.
My favorite class is actually happening this semester. It is the honors section of experimental psychology. The class is taught by Dr. Chris Godfrey and is really an exceptional learning environment. As a class made up of six students, we really have had the chance to get to know one another and become a team. We are each working towards personal research presentations for May.

What has been the most challenging thing so far during your time at Pace?
Currently, I am working on research for my honors experimental psychology class and my senior thesis. I have done research numerous times before, but in this instance I am being forced beyond the lines of an undergraduate student and being expected to work like a graduate level scientist. This is hard, yet very exciting. I know that all my hard work now will pay off in the end when I am presenting my very own research or working to get published.

Jennifer Melissa Trujillo-Armijo, Class of 2016 (Undergraduate)

Tell us about a memorable experience you have had at Pace so far.
I’ll be honest with you: University 101 is a class that I was not looking forward to. Coming from a school in the city, I thought, "I don’t need this class, it’s going to be boring." Boy, was I wrong. Every morning, my professor along with my peer leader (who was also a psych upperclassman) bought us coffee and munchkins and we just discussed how we were handling the freshman year so far. Our class was also told that we needed to participate in three on campus activities, but my peer leader emphasized the fact that these activities were to get us to socialize outside the classroom. He understood if we could not participate in events due to class or other obligations. So, he said that we can go grab coffee or lunch with people from our class, take a picture, and send it to him as proof of our socializing. This is how I made 3 of my best friends in that class whom I am still best friends with to this day!

What has been the most challenging thing so far during your time at Pace?
Being a commuter is not as easy as everyone seems to think it is. I come from a family in which both of my parents have to work in order to send me to school. I take up a lot of responsibility at home to help them out. I pick up my brother when no one else can and make sure he has all his homework in line for the next day. It has been difficult balancing my school, extracurricular, and family obligations, but I am very thankful that my family has been so supportive!

Do you have any advice that you would give to a high school student looking to go to college for psychology?
It's okay to not know what specific field of psychology you want to go into until grad school. Join psych clubs on campus, for example, Psi Chi. These clubs are a great connection to upperclassmen who have internships in the psych field. The best way to find out what type of field your interested in is to get out there, learn and volunteer. Also, look for a well-rounded psych department that teaches you a little bit of everything. Take part in research projects that professors do during the school year. Take advantage of the free therapy that colleges give. After graduation, it'll no longer be free! Most of all remember to have fun! College is going to be a whirlwind of emotions, but one emotion that needs to be felt during college is happiness!
Featured Research Labs

Parent-Child Institute, Parenting Research Team, Dr. Barbara Mowder

The Parent-Child Institute (PCI) at Pace University-New York City is an academic research institute located in lower Manhattan. Current PCI research activities include the comparison of parent assessment measurements in terms of psychometric qualities, development of normative data regarding Dr. Mowder’s parent assessment instruments, and the examination of child development outcomes in the context of parenting behaviors. Further, parenting is being considered in conjunction with issues such as global mental health, nutrition/obesity, and violence prevention. Current doctoral research projects include issues such as late adolescents’ views of the importance of parenting behaviors, multicultural/diversity parenting issues, and parenting and young children’s screen-time on tablets and other electronic devices. The anticipation is for grant funding for parenting and child developmental research.

PsyD Program Graduates: Renee Krochek, PsyD, Taoxin Zeng, MSEd

Current PsyD Students: Shagufta Asar, Alixandra Blackman, MSEd, Ashley Bogatch, MSEd, Allison M. Hill, MSEd, Samuel Jeannite, MA, MSEd, Kathryn Leinung, Linda Olszewski, MA, MSEd, Llenell Paz, MS, Jessica Retan, MA

Contact: bmowder@pace.edu

Social Cognition and Imagination Lab, Dr. Thalia Goldstein

Social Cognition and Imagination Lab’s research interests lie at the intersection of social cognition and imagination. The lab’s work investigates how children and adolescents engage in, understand, and react to fictional and pretense worlds, and how this engagement interacts with social cognition. The lab studies how actors participate in and create fictional worlds onstage, the effects of such intense and prolonged engagement on the actor’s social cognitive abilities, and how young children understand and react to watching fictional worlds both as audience members and when engaging in their own role play. The lab is happy to work with students interested in pretense, play, imagination, the arts (theatre, music, dance, visual art), theory of mind, empathy, and social cognition more generally.

Meetings: Mondays 12:00 – 1:15 p.m., 41 Park Row, Room 1319

Student Requirements: Mentored lab students are required to provide 4 hours of RA, PsyD students will work with Dr. Goldstein on an individual basis.

Contact: tgoldstein@pace.edu
Yael Moskowitz, Cady Wullenweber, Kristin Witcher, Alvin Li, Dr. Sossin (Not pictured: Masami Araki, Kevin Rustam; Collaborative Researchers: Dr. Jocelyn Shah, Ms. Karolina Bryl)

Mind, Movement, Interaction and Development Research Group (MMID-RG), Dr. K. Mark Sossin

Dr. Sossin’s research incorporates several interrelated projects including: (1) infant-parent interaction patterns, (2) emotional availability and early relational assessment, (3) embodied intentionality, theory of mind, pretend, play, “mentalization,” and attachment-qualities, (4) Autism Spectrum Disorders, (5) stress, trauma and loss, (6) Maternal Depression and the Nonverbal Channel, and (7) The Kestenberg Movement Profile (KMP), Laban-anchored Movement Systems, in relation to Developmental and Psychological Functioning. MMID-RG will provide an anchor for research regarding qualitative movement patterns in early development, processes in parent-child dyadic interaction, affect-sharing, further understandings of children, adolescents, and young adults with autistic spectrum disorders, and, and the phenomena of intergenerational transmission of stress, trauma and loss. The Research Group will be establishing regular group meetings to procedurally organize and conceptually review ongoing projects. A select number of research participant slots will open for students at doctoral, masters, and bachelors levels of study.

Contact: ksossin@pace.edu

The Heart & Mind Lab, Dr. Sonia Suchday

Research in our lab focuses on the connection between the mind and body. Specifically, our lab focuses on the study of stress and its impact on health; specifically psychosocial factors that contribute to stress such as globalization, socioeconomic status, immigration, acculturation, and traits and emotions such as hostility and anger, and factors that buffer you against stress such as forgiveness and spirituality. The most recent study in our lab is stress experienced by first generation immigrant women from Asia and the Middle East. Studies in the lab range from experimental studies of stress reactivity to survey, interviews, and qualitative studies on stress and its psychosocial correlates. Populations studied include young people and women in India, immigrants including Middle Eastern, Asian, and Chinese immigrants, etc.

Lab Meetings: Thursdays (9:00am-10:00am) OR Tuesdays (9:00am-10:00am), 41 Park Row, Room 1313

Students: Undergraduates, Masters, and Doctoral Students.

Contact: ssuchday@pace.edu
The Digital Media and Psychology Lab, Dr. Leora Trub

The Digital Media and Psychology Lab’s research investigates the intersection between psychology and new technologies of the 21st century, including cell phones, social media, text messaging and other online profiles and virtual realities. The research focuses on how these technologies affect our conceptions of ourselves and our relationships with others, as well as the underlying psychological and emotional needs they meet.

**Meetings:** Mondays (10:15am – 11:30am), 41 Park Row, Room 1321

**Student Requirements:** Students will work with Dr. Trub on an individual basis.

**Contact:** ltrub@pace.edu

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Internationalizing the Teaching of Psychology (IToP), Dr. Richard Velayo

Internationalizing the Teaching of Psychology’s (IToP) research focuses on strategies that help infuse international content and promote a global perspective within the discipline of psychology at the higher education level. IToP’s research involves projects related to the following: (1) identifying effective pedagogical strategies to internationalize psychology courses, (2) developing of an assessment tool for an internationalized psychology course, and (3) applying Internet-Based Technologies (IBTs) as teaching and research tools to help infuse international content. Research projects generally involve the design and development of online surveys, identification of and access to resources (e.g., instructors, courses, multimedia materials), and curriculum-based applications of IBTs.

**Meetings:** Thursdays (4:30pm - 6:00pm), 41 Park Row, Room 1319

**Student Requirements:** Interest in "international psychology"; familiarity with or willingness to learn Qualtrics; proficiency with certain internet-based technologies; interest in multimedia learning classroom-based teaching strategies; international students preferred.

**Contact:** rvelayo@pace.edu
Psi Chi (Pace NYC Chapter)
The International Honors Society in Psychology

To become an official member of the honors society, you must be at least a second-semester sophomore and completed at least 9 credits of psychology courses. You also must have a min. 3.0 GPA. Applications can be found on the official Psi Chi website and are to be turned in (with $60 check made payable to Dr. Mercedes McCormick) to any executive board officer.

Some benefits include: documentation: a membership certificate and card which give tangible evidence of membership; experience: this is beneficial for building up a resumé. Opportunities are made available to the members for promoting their research, receiving national and international recognition, meeting and interacting with leaders in their field, and meeting Psi Chi members of other chapters who also will be future leaders. The United States government also recognizes membership in Psi Chi as meeting one of the requirements for entrance at the GS-7 level in the Federal service (You’d start out making $43,738 or more if you start working at a government agency).

Other advantages include: international recognition for excellence in psychology; sense of community with other Psi Chi members; opportunity to get over $300,550 annually in awards and grants; lifetime membership with JUST one payment of $65 ($60 for Psi Chi Org and $5 for Pace University); eligibility for special offers from APA and APS.

We meet every Wednesday during the Fall and Spring semesters (excluding breaks) from 12:15-1:10 in the computer lab of the psychology department on the 13th floor of 41 Park Row. For more information, please contact a member of our executive board.

Executive Board (2014-2015)
President: Jennifer Trujillo-Armijo
Vice President: Rachel Wandishin
Secretary: Laura Rodriguez

Graduate Student Psychology Association (GSPA)

This year, the GSPA made improvements to the McShane Center for Psychological Services, including updating sound machines, clocks, and some floor and desk lamps in clinic rooms. Additionally, the GSPA started a library of clinical and diagnostic books, treatment manuals, and therapeutics games; and added a coffee machine to the Graduate Student Lounge, which is available to all graduate students. Future plans include inviting speakers on topics of interest and directing funds toward research and conference attendance. The GSPA thanks its past presidents Melissa Klosk and Adrian Tworecke for their dedication and service, and welcomes new members Shannon Martin and Imani Whitfield. For more information on current projects or to submit suggestions, please contact current GSPA presidents Allison Hill and Anindita Rao (allison.marie.hill@gmail.com; anindita.rao@gmail.com).

Psi Chi Events
Weekly Lecture Series
Talking about psych in the news, reminding people of the Psi-Chi deadlines.

Halloween Party
Wed. 10/29, Common Hour, Room 1321
Discussion on fears and psychology, games, and food! Costumes encouraged but not required.

Freud Night
Thurs. 10/30, 6-7:30pm
Discussion on Freud & dream analysis, with tips for analyzing your own dreams, accompanied by video clips of nightmare and dream analysis.

Movie Night: The Purge
Wed. 11/5, 6-8pm
Movie (subject to change) accompanied by discussion on compliance. Since there are no laws in effect, how do people change their behavior?

Museum of Sex Trip
Fri. 11/14, 3-5pm
How do modern ideas of sex figure in psychology’s understanding of libido, id, sexual arousal, and unconscious forces? 15 tickets available.

NEDA Dinner
Thurs. 11/20, 3-6pm
Fundraiser for National Eating Disorders Association research efforts.

Upcoming TBA (December):
Get Psyched. Pace psychology professors share advice for students interested in the field.

For more information, contact Jennifer at jt39388n@pace.edu
Events

The Healing Power of Breath: Simple Techniques to Balance Mood and Reduce Anxiety, Stress & Addictive Behaviors
Dr. Richard P. Brown, simple breathing techniques drawn from yoga, Buddhist meditation, qigong, and Orthodox Christian monastic practices
Dec 5, 7-10pm
The Open Center, 22 E. 30th St
Registration Required
http://www.opencenter.org/events/the-healing-power-of-breath/

El Gato Con Botas (Puss in Boots)
Gotham Chamber Opera
Dec 6-14, tickets $30-175
Museo del Barrio, 1230 Fifth Ave
http://www.elmuseo.org/event/el-gato-con-botas/

All-Knowing Buddha Tour & Reception
Dec 10 (Weds), 6pm
Rubin Museum, 15 W 17th St
Reservations Required
http://www.rubinmuseum.org/events/load/2853

Uptown Open: Spoken Word and Poetry
Harlem youth-driven showcase
Thursday Nov 20, Dec 18, May 21, 5pm
Harlem Stage at The Gatehouse, 150 Convent Ave
http://www.harlemstage.org/events/uptown-open-11-20-14/

Restaurants

Junoon
27 West 24th St.
Indian restaurant in the Flatiron area, by award-winning chef Vikas Khanna (one Michelin Star). Ambiance is earthy, romantic, authentic without kitsch. Service can be slow at times, but staff is overall very knowledgeable and pleasant. Exquisite, contemporary twists on traditional Indian cuisine with heavenly execution: Eggplant Chaat (pictured); Nadru Kofte (with lotus root); Chipotle Chicken Tikka; Kerala Shrimp Curry; mango, cardamom and paan kulfi trio. Dishes are surprising in how close to traditional they come – the kofte had a blend of masala I knew from my grandmother’s cooking, but never expected to find in an Indian restaurant in America, where dishes are often prepared with a liberal helping of cream and sugar. Drinks were just strong enough and well-crafted.

Dress code for dining room; casually-dressed diners seated in Patiala Lounge.
$35 minimum; Cocktails average $14. Extensive vegetarian menu. Easily accessible by F, N, Q, R, 6, 1 trains.

Qi
675 8th Avenue
Fortunately or unfortunately, depending on your opinion of the area, this Thai restaurant specializing in the cuisine of Bangkok is located in the easily accessible Times Square neighborhood. The décor has instant intrigue, as a glass front reveals a sort of futuristic neo-Asian space of peaceful, ethereal whites. LED-backlit Buddhist iconography in the dining area finds a place alongside holographic figures in the bathroom mirrors. Wait staff is pleasant, service timely. The menu is mostly made up of familiar favorites like Panang Curry and Pad See Ew, but there is a special section of spicy Bangkok-native dishes like Lemongrass Chicken Wings and Red Vinegar Spareribs. Artful and creative dessert menu, featuring a rich Ovaltine cake (pictured). The food was not extraordinary, but was undoubtedly satisfying, 3-course dinner for one can cost around $25. Vegetarian options available.

Diversity & Psychology

Racial microaggressions are the “everyday insults, indignities and demeaning racial messages by well-intentioned others who are unaware of the hidden messages being sent by them.” These nonverbal (e.g. rolling eyes, lack of eye contact) and verbal communications (e.g. making fun of another’s accent, laughing at an unfamiliar-sounding name) convey insensitivity to another’s identity, and may exclude, negate, or serve to ignore the feelings, thoughts, and opinions shared by people of color. People of color often have an uneasy or angry feeling during these interactions or in environments where microaggressions take place often, but are often unsure of why, since these behaviors are so subtle.

[1] microaggressions.tumblr.com
Hi everyone,

I hope the Fall 2014 semester is treating you well. As you are finishing up midterms, writing papers and getting ready for finals, don’t forget to register for Spring 2015!

**Registration for Graduates/Doctoral students will begin November 10, 2014 and Undergraduate will begin on November 17, 2014.** Make your appointments to see your advisors with plenty of time.

It also is my pleasure to announce that the Psychology department has teamed up with Food Bank of NY this holiday season. **We are collecting canned and dried foods until December 15, 2014.** The collection box is located in 41 Park Row 13th floor Room 1301.

If anyone has any questions regarding registration, food drive etc. please feel free to email me at dmoreno@pace.edu, call me at 212-346-1547 or simply stop by 41 Park Row 13th floor Room 1301.

Wishing you all much success with your courses,

Denise Moreno  
Program Manager  
Psychology Department (NYC)

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### Products Needed for Food Drive

<table>
<thead>
<tr>
<th>Category</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canned Vegetables</td>
<td>- Tomato Sauce</td>
</tr>
<tr>
<td></td>
<td>- Vegetable Soups</td>
</tr>
<tr>
<td>Canned Fruits (in juice or light syrup)</td>
<td>- Dried Fruits</td>
</tr>
<tr>
<td></td>
<td>- 100% Fruit Juices</td>
</tr>
<tr>
<td>Beans - canned or dry</td>
<td>- Peanut Butter</td>
</tr>
<tr>
<td></td>
<td>- Nuts</td>
</tr>
<tr>
<td>Canned Meat (chicken, beef, ham)</td>
<td>- Canned Meat</td>
</tr>
<tr>
<td>Canned Fish (tuna, salmon, sardines)</td>
<td>- Canned Fish</td>
</tr>
<tr>
<td>Canned Stews (chicken or beef)</td>
<td>- Canned Stews</td>
</tr>
<tr>
<td>Rice (white, brown, flavored)</td>
<td>- Pasta/noodles</td>
</tr>
<tr>
<td>Cold Cereal</td>
<td>- Hot Cereal (grits, oatmeal, farina)</td>
</tr>
<tr>
<td>Flour/Cornmeal/Baking Mixes</td>
<td>- Whole Grain Crackers</td>
</tr>
<tr>
<td>Couscous</td>
<td>- Canned Pasta</td>
</tr>
<tr>
<td>Cereals</td>
<td>- Soy/Almond/Rice Milk</td>
</tr>
<tr>
<td>Canned Milk</td>
<td>- Stock Milk</td>
</tr>
<tr>
<td>Canned Beverages</td>
<td>- Nutrition Beverages</td>
</tr>
<tr>
<td>Spices</td>
<td>- Coffee/Tea</td>
</tr>
<tr>
<td>Personal Care Items/ Hygiene items</td>
<td>- Personal Care Items</td>
</tr>
</tbody>
</table>

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![FOOD BANK FOR NEW YORK CITY](foodbanknyc.org)
Miscellaneous

(Left to right) Linda Olszewski, Ashley Bogatch, Shagufta Asar

Poster presentation on “Screen Time: The Importance of Screen Time Measurement and Consideration”

Members of the Parent-Child Institute presented at the APA Conference in Washington D.C., August 9th, 2014 on the importance of understanding screen time for both parents and children.

How We Learned About Cognition: What We Always Wanted to Know but Never Asked

Yulia Kamenskova
(MA in Psychology Student)

We were picked up on one of those tricky NYC days when the summer-like warm weather was having its final fight with the cold, which was just about to win. We were immediately brought into a fascinating yellow-red-greenish Warwick fall. It was a nice, striking change of both scenery and environment, this untouched Warwick nature contrasted with the busy, pulsing New York. On the very first day our adventure started.

The program was very interesting and covered a diverse array of topics. We started off with a movie about artificial intelligence and the roles of people and AI in this world, followed by a lively discussion about the ability of technology to feel and think like humans.

The lectures given the next day were very informative and interactive. It was a unique opportunity to learn about the cognition, as well as to discuss, argue, agree or dispute points; the opinions of professors and students were equally valuable and considered.

The atmosphere was special, welcoming and friendly. What made it so special was probably the fact that there was a group of people who had chosen to be there, thus everyone was very motivated to participate, eager to be involved, to speak up, to stand out.

One of the most remarkable discussions was about the idea that humans think of themselves as unique “snowflakes” and why this is so. Another interesting argument was between different professors, students and alumni about the place of philosophy, psychology and science in our modern life.

To make a long story short, it was a productive and fun weekend, which not only enabled us to learn a lot about cognitive psychology, but also to get to know each other and our professors better and to strengthen our Dyson College Fellowship community.
Loraine Alderman, graduate of our PsyD program, has published 2 books dealing with auditory processing disorder. Both books, "Don't You Get It? Living With Auditory Learning Disabilities" and "I Get It! I Get It! How John Figures it Out," have sold internationally. "I Get It" is currently being translated into a Spanish version. She is currently under contract with Stoelting Company for her third book, which will be a survival guide for teens with auditory processing disorders. The working title as of now is "The APD Survival Guide for Teens." The illustrator is Buck Jones, who is well-known and has illustrated many books for Scholastic and other publication houses.

The television monitor in the Psychology Department (13th floor, 41 Park Row) is available for showing slides of departmental announcements, such as information about lab groups, research, and other initiatives. Please have only one announcement for each slide, which is displayed for 8 seconds. You may include multiple photos on a slide if you wish. Contact Dr. Velayo at rvelayo@pace.edu for the slide template.

Dr. Steven Helfand and his wife Stacia Helfand ran this year’s NYC Marathon on November 2nd, 2015 in honor of Dylan Hockley. Dylan was a victim in the Sandy Hook / Newtown CT elementary school shootings on December 14th, 2012. Dr. and Mrs. Helfand called Newtown, CT home for 5 years with their children in the same age cohort as the victims. They remain tightly connected to the community. Mr. Ian Hockley asked them to run in Dylan’s memory and in support of Dylan’s Wings of Change, a charity in Dylan’s memory dedicated to supporting children with autism in reaching their full potential. Dr. and Mrs. Helfand raised over $10,000 and their team raised over $44,000 in support of this mission.

As a first marathon for each and with neither being a runner; it was 4 months of early mornings and late nights of running. Dr. Helfand squeezed in runs during his traveling work week in Charlotte NC, Greensboro NC, Atlantic City NJ, Rochester NY, Syracuse NY, Boston MA, Portland ME, Tarrytown NY, and all over the city. The marathon itself featured windy and cold conditions. In the end Dr. Helfand finished in 4:07 and Stacia in 5:13.

Upcoming Holidays

Thanksgiving | Nov. 27
Hanukkah | Dec. 17-24
Christmas | Dec 25

Taste Buds

Janette Cardona
(Secretary, Psychology Department)

El Cantinero (Mexican Restaurant)
86 University Pl (between 11th & 12th St.)
New York, NY 10003
www.elcantineronyc.com

If you are shopping in this area and get hungry, like I did, please stop in. If only for the chips and salsa, it will be worth it. Authentic food at reasonable prices; pretty drinks and a kid-friendly environment. The only bad point is going up the stairs to the facilities – if you are tipsy, watch the footing and low ceiling.
PSYCH EYE Crew

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For information about contributing to the Spring 2015 Psych Eye Newsletter, to be added to the newsletter mailing list, or questions/comments about the current issue of Psych Eye, please contact Dr. Richard Velayo at rvelayo@pace.edu

The newsletter may be accessed online at http://www.pace.edu/pace/dyson/academic-departments-and-programs/psychology—nyc/student-activities-and-resources/

The next issue of the Psych Eye newsletter will be made available in March 2015.