

February  
2016

THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL



# Psychology & Neuroscience Undergraduate Newsletter

Volume 4 | Issue 5

February 2016

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## ADVISING

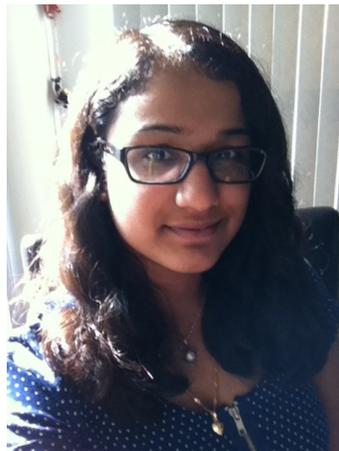
Need information on department requirements, graduate school, or career counseling?

Our academic advisors are on-hand to meet with you!

[Make an appointment!](#)



## Student Spotlight



Meet **Archita Chandra**, a junior double majoring in Psychology and Anthropology with a minor in Neuroscience. Archita works in Dr. Cathi Propper's lab at the Center for Developmental Science.

**Tell us about your research.** I am helping with the NAPS study, which examines how caregiving behaviors in African-American families affect infants' sleep behaviors and vagal tone, specifically respiratory sinus arrhythmia. I collect qualitative data from home visits, observe daytime and bedtime caregiver behaviors, and I am involved in coding videos showing caregiver and infant interactions during the still-face paradigm that occurs as part of daytime observations.

**What do you like most about your research?** What I enjoy most is seeing concepts learned in class being applied to real-life scenarios. For example, I learned about the still-face paradigm during a Developmental Psychology course, but actually seeing the different effects it has on infants is quite intriguing. Furthermore, seeing how infants regulate their emotions in a strange situation, e.g. caregivers aren't responding, is fascinating because they react differently—some scream and others are silent, but employ movement to calm themselves.

**What is the most valuable lesson you've learned from this experience?** Always be open to change. Coding a qualitative video to generate quantitative statistics is challenging seeing as how coder reliability is difficult to establish. What you think as self-regulation could be seen as random movement by another person, and it is good to discuss these differences in perception with an open mind.



## *Meet a Senior Honors Student!*

Interested in our Honors Program? 3rd-year students can apply for the Honors Programs if they have a minimum cumulative GPA of 3.3, a minimum GPA of 3.5 in the Psychology major, in-process/completion of PSYC 395, and a faculty member agrees to serve as your Honors advisor. Enrollment in our Honors Program is not restricted to students who participate in UNC Honors Carolina.

Meet some of our Seniors Honors Students below! If you're interested in the Honors Program, contact Rachael Hall, Instructional Programs Coordinator, at [farelle@email.unc.edu](mailto:farelle@email.unc.edu).

**Elizabeth Schroder** works with Dr. Mark Klinger at the UNC TEACCH Autism Program and her thesis is entitled, "High Early Parental Expectations Predict Improved Independent Living and Quality of Life for Adults with Autism Spectrum Disorder (ASD)". Her thesis is on the effect that early parental expectations of children with ASD have on adult outcomes of those same children 20-40 years later. She hopes to answer the question: "Do higher expectations in childhood lead to better outcomes in adulthood regardless of childhood level of functioning?" Elizabeth shares that she decided to pursue an honors thesis after discovering a question she really wanted to answer through research, not before. She says, "This order has made all the difference in my thesis experience, because I'm working hard to answer a question that I care deeply about. Being able to do this is a huge advantage of being an honors student!" Next year, Elizabeth plans to work in supported employment and supported living for adults with autism.



**Jay Ogunkeye** works with Dr. Mitch Prinstein, a Professor of Clinical Psychology, and his thesis is titled, "Peer Accusations of Acting White: Longitudinal Effects on minority Adolescence Ethnic Identity and Depressive Symptoms." His research is focused on the psychological effects of the "acting white" (AW) accusation, a negative term directed at minority adolescents for appearing to conform to norms associated with mainstream white society. Jay has studied the AW for over four years in rural North Carolinian high schools. He's found that those who have had stressful experiences with the AW accusation were more likely to report depressive symptoms and have a lower ethnic identity in comparison to their peers. Jay says, "I applied to the Honors Program because of my desire to study something personally relevant to me. Moreover, I knew I had the chance to contribute new findings to the literature. In my opinion, this is one of the greatest advantages of joining the Honors Program—the opportunity, as an undergraduate student, to eventually publish your thesis in an academic journal or present your results at a research conference." After graduation, Jay plans to take a year off to prepare for the MCAT, with the ultimate goal to apply to medical school.





## *Meet a Senior Honors Student!*

**Garrett Ivey's** thesis is titled, "Gender Policing: Undergraduate Experience and Psychosocial Outcomes" and he works with Dr. Mitch Prinstein in Psychology and Neuroscience and Dr. Michele Tracy Berger in the Women and Gender's Studies. The overarching goal of his research is to examine gender policing as previous academics have defined it and to see how this policing does/does not affect the lives of UNC undergraduates. Gender policing is a particular experience that occurs for individuals who are perceived as not adequately or accurately performing their gender. Garrett's ultimate goal is to shed light on the pivotal—and at times detrimental—effects that gender rigidity can have on a college student's life. Garrett decided to become an Honors student because he had a passion for research. He says, "As both a Psychology and Women and Gender's Studies student, I noticed that there were many ways in which research for both fields could intersect, yet it did not feel as if such research was being actively conducted. Rather than waiting for someone else to start this exploration, I felt drawn to explore and pursue the many research questions I had on topics related to gender and clinical outcomes." Garrett plans to work as a post-bacc in a clinical lab after graduation and, after about a year or two, he plans to apply for graduate school for Clinical Psychology.



**Kelly Duffy's** Senior Honors thesis is entitled "Neural Correlates of Emotion Regulation in Patients with Schizophrenia" and is under the advisement of Dr. Aysenil Belger. Her research looks at the neural activity during an emotion regulation task and how it may differ between patients with schizophrenia, who have been shown to have deficits in emotion regulation and controls. She is also exploring how these changes in activity may be related to patients' symptoms. The overall goal of the research is to bridge the gap between biology and cognition, and hopefully, translate their findings into effective treatments. Kelly says, "Before I began, I imagined that research might be a little boring or repetitive or dry—but I have never found it to be any of those things. I love that each day has a new challenge: a new problem to solve, a new bug to work out, or a new unexpected result. A day in the lab is rarely dull!" Kelly wanted to complete an Honors thesis to get a good sense of what it really takes, from start to finish, to work on and write a study. She says, "I know that I want to get a Ph.D. in the future and becoming an Honors student seemed like the best way to prepare myself. I have learned more about the nitty gritty of research in the six months of writing my thesis than in the first 2.5 years of research combined!" After graduation, Kelly plans to take a year off to travel and work. Upon her return, she hopes to work as a research assistant and apply to a Ph.D. program.





## Graduate School Preparation Day

Have you thought about going to a graduate school for one of the many fields related to Developmental Science? Join the Center for Developmental Science for a free day-long program designed to help students of color prepare for and succeed in graduate school.

Faculty, graduate students, and postdoctoral fellows will provide their advice and perspectives on graduate school. They'll discuss the different programs and how you should decide which is right for you!

Graduate School Prep Day will be held on Friday, March 4 on UNC's campus. [Learn more!](#)

## Important Spring Dates

**Deadline: Abstracts for the 2016 Celebration of Undergraduate Research**  
Due by March 1

**Deadline: Applications for the Fall 2016 Gil Internship Cohort**  
Due by 4 PM on March 28

**Deadline: Applications to Graduate with Honors**  
Due by April 1 of Junior Year

**Department Commencement**  
Sunday, May 8 at 1:00 PM

## Jobs & Other Opportunities

Looking for a post-baccalaureate position in psychology? Check out an [online database of active positions](#)! You can also subscribe by email to be notified of new postings. This is a great resource for new graduates!



Undergraduate research grants of up to \$250 are available through our Department. Students should submit a 1 page letter of application briefly describing the research project, the use of grant funds, and a projected budget. Applications must have faculty approval and be submitted as a PDF to [Dr. Marsha Penner](#) by March 1.



Call for Artists! Neural Connections, a UNC neuroscience outreach group, is looking for art submissions inspired by neuroscience, the brain, or mental health awareness. Interested artists may email [Elisabeth Ulrich](#). Deadline for submissions is March 2.



Study abroad with UNC lecturer, Dr. Charlie Wiss, at King's College London in Summer 2016! Students will take two courses over six weeks, including PSYC 245. King's College is located in the heart of downtown London. [Learn more!](#)



Psychology majors can also study in South Korea with UNC professors, Dr. Eric Youngstrom and Dr. Jennifer Youngstrom! Students live and learn in South Korea with Carolina students and faculty. Students take 2-3 courses in English. Learn more at [UNC Study Abroad!](#)



The Davidson-Broughton Summer Study Program is now accepting applications for the Summer 2016 program. This year's program will be held from May 31 through July 22. More information about the program is [available online](#).



Research Assistantships for Minority Students (RAMS) at Carnegie Mellon makes it possible for students with little to no research experience to spend 6 weeks in the summer in a research laboratory. RAMS is perfect for those considering graduate study. Deadline is March 7. [Read more online](#).



Interested in Maymester and Summer courses in psychology? The Department of Psychology and Neuroscience will offer a record number of exciting upper-level courses in Maymester and Summer 2016. Check our March newsletter for more details!

