Psych 412: Senior Seminar in Psychology 2013-2014

Dr. Himelein, Dr. Smith, Dr. Neelon, Dr. Foo, Dr. Chiang, & Dr. Wetter
Shared components of Psych 412 sections

• Small classes (spots are limited!)
• “Capstone” experience (major competency)
• Significant writing assignments (designated WI)
• Oral presentation(s) (oral competency)
Psych 412: Three types

- Internship-based
- Topical seminar
- Research-based

First choice not guaranteed!
Fall, 2013 options

• Internship option: 2 sections (Dr. Himelein)

  More internship spots available in the fall!

• Topical seminar: 1 section (Dr. Smith)

• Alternative option, NEUR 474: 1 section (Dr. Neelon)
Internship option: Overview

- **HEAVY WORKLOAD!**

- 90-hour applied, hands-on internship (weekly journaling)

- Class: learn about/practice basic helping skills, discuss readings & clinical experiences

- Lab: career-relevant writing projects and presentations
Why choose the internship option?

• Jobs: Internships are the “new job requirement”
  “An internship is the single most important credential for recent college graduates to have on their resume in their job search.”

• Applied graduate and professional schools
  – Relevant experience *essential* for graduate school in counseling or social work
  – Observational hours *required* for many allied health careers (OT, PT, PA)

<table>
<thead>
<tr>
<th>Interest</th>
<th>Sites</th>
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<tbody>
<tr>
<td>Children</td>
<td>• Elementary school guidance counseling offices</td>
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<td>• Group homes (runaways, youth with behavioral problems, children in crisis)</td>
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<td>• Child advocacy organizations (e.g., Children First, FIRST)</td>
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<td>Criminal justice; psych &amp; law</td>
<td>• Juvenile Justice/Adult Probation &amp; Parole</td>
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<td>• Craggy Correctional Center</td>
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<td>• Women at Risk (alternative sentencing program for women)</td>
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<td>Substance abuse treatment</td>
<td>• Inpatient treatment (JFK Drug &amp; Alcohol, Neil Dobbins, Robert Swain)</td>
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<td>• Outpatient treatment programs (October Road)</td>
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<td>Allied health</td>
<td>• Mission Children’s Outpatient Clinic, Carolina Pediatric (OT, speech therapy)</td>
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<td>• MAHEC (medicine, PA)</td>
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<td>• Planned Parenthood</td>
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<td>Health &amp; wellness</td>
<td>• YMCA, YWCA</td>
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<td>• Go to Goal, Girls on the Run</td>
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<td>• Buncombe County Health Center</td>
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<td>Elderly</td>
<td>• Day treatment programs and skilled nursing</td>
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<td>• Black Mountain Neuromedical Treatment Center</td>
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<td>• Carepartners Hospice</td>
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Student perspective:
Children First/Emma Family Resource Center

Activities: Case management (helping client start a business), assisting with food boxes, participating in Latino steering committee, assisting with projects.

“I would highly recommend the internship class to students looking to gain insight and experience in a helping profession, especially counseling or social work. This class has been an opportunity to really learn about the direct applications of helping, e.g., listening, asking questions, dealing with burn-out... My internship...has given me a chance to make connections and learn about some of my own strengths and weaknesses, helped me narrow down what I want to do in the future (Social Work), and also given me something else to put on my resume.” (Stephanie Smiley)
Activities: Shadowing occupational and speech therapists; performing administrative tasks; organizing therapy rooms.

“The most important benefit of this class for me has been exposure to speech therapy ‘on the ground.’ It's incredibly hard to get shadowing opportunities in speech therapy, much less a real internship. My current internship - which I don't think I could have gotten independently of the class - allows me to see the day-to-day realities of the career. These experiences are helping me make a more informed decision about committing the time and money (i.e., graduate school) required to enter this profession. If I do decide to pursue this career, having a 90-hour internship on my resume will make me a better candidate for competitive graduate school seats.” (Laci Ott)
Student perspective:
Sand Hill Venable Elementary School, ESL Classroom

Activities: Working one-on-one or in small groups with children in the English as a Second Language program (tutoring, assisting, mentoring).

“My internship has been an invaluable experience. I feel lucky to be able to work with my supervisors and all of my students and feel like I've made lasting connections. My supervisor and I have talked about possible jobs at Sand Hill after graduation, and I feel like doing this internship has clarified for me what I'm looking for career-wise after graduation.” (Marah Laurie)
Internship Q & A

• How will I find an internship?

• I’ve never been involved in anything like this! What are people looking for in interns?

• I’ve got tons of helping experience! Should I still do an internship?
Fall 2013: Dr. Smith’s 412

• Topical seminar: Language Development
  – Psyc 214 helpful, but not required
  – doesn’t overlap w/ Psych of Language
  – Interested in Speech-Language Pathology?
    • Take this class! Often required for grad school

• Course requirements
  – class participation
  – semi-weekly response papers
  – Moodle forum posts
  – written research proposal
  – research proposal presentation
Fall 2013: Dr. Neelon’s NEUR 474

- Human Neuroscience – *What is it?*
  - Cognitive
    - Perception, attention, memory, decision-making,

Gazzaley et al, 2008
NEUR 474

• Human Neuroscience – *What is it?*
  – Affective
    • Emotional reactions: emotional brain areas (e.g., limbic system) → peripheral nervous system (e.g., body’s reactions)

http://www.youtube.com/watch?v=N9oxmRT2YWw
NEUR 474

- Human Neuroscience – *How to measure?*
  - Cognitive
    - EEG
      - Electrical brain responses to perceiving, thinking, etc
  - Affective
    - Psychophysiology
      - Skin conductance (sweating)
      - Heart rate (ECG)
        » Together = “lie detector test”
      - Facial expressions (smiling, frowning, EMG)
      - Others...
NEUR 474

• NEUR 474 – *What is it?*
  – Research based seminar
  – Students will find published EEG or psychophysiology research projects, replicate/extend those projects (design / program experiment, collect data, analyze data), and present the results at the Undergraduate Fall Symposium.
Example from F12

• Project by Madison Lever & Mae Nicopolis
  – Based on Ellis et al, 1999
  – Want to study perception (face recognition) vs “meaning” (person identification)
    • “saber” vs. “concerse”
    • “wissen” vs. “kennen”
  – Record skin conductance response (SCR) while presenting familiar vs. unfamiliar faces & names
Studying perception vs. meaning

or Brad Pitt or Scott Caan
Studying perception vs. meaning
NEUR 474

• **Who’s it for?**
  - Experimental Psych & Neurosci grad programs
    - Medical school
  - Interested in pursuing science more deeply

• **What’s required?**
  - Time commitment
  - Independent motivation
  - Desire for achievement
  - Public presentation of scientific work
    - Pre-req of Psyc 216 (Fundamentals of Neurosci)
Spring, 2014 options

• Internship: 1 section (Dr. Wetter) – *NOTE ONE SECTION ONLY (spots will be limited!)*

• Research-based: 2 sections (Dr. Chiang, Dr. Smith)

• Topical seminar: 2 sections (Dr. Foo, Dr. Smith)
Spring 2014: Dr. Chiang’s 412

• Research Seminar
  – Students will work in pairs to conduct a research study over the course of the semester, to present at the Spring UNCA Symposium

• Focus: Individual Differences in Learning
  – Variables that explain differences in learning outcomes (e.g., motivation, intelligence, SES)

• Recommended for teacher-licensure students and PSYC majors considering graduate school
Spring 2014: Dr. Foo’s 412
Example: The Mozart Effect

• Topical seminar

• In 1993, Rauscher, Shaw, and Ky claimed that listening to Mozart increased scores on a (spatio-temporal) learning task
Another Topical Seminar Example: Long Term Potentiation

• In 1965, Kandel and Tuac claimed that behavioral sensitization in sea slugs led to biochemical synaptic changes in the primitive brain (ganglia)