November Events

November 1: **Lunch Bunch** (12-1PM)
Dr. Deb McGinnis will be presenting her research, “Psychological resilience in middle-aged adults: Life events matter.” Located in the Oakland Room.

November 10: **I/O Information Session** (12-1PM)
Dr. Rebecca Malatesta will speak about the field of Industrial and Organizational Psychology. Located in the Heritage Room of the OC.

November 12: **Careers in Psychology**
(9:30AM – 1:30PM). Not sure what having a degree in Psychology can do for you? Psi Chi’s Careers in Psychology Workshop is the place to be! Located in 2023 HHB.

November 16: **Research Colloquium** (12-1 PM)
Dr. Todd Shackelford will discuss his research. Located in Lake Superior Room A of the OC.

November 29: **Lunch Bunch** (12 – 1PM)
Dr. Erin Meyers from the Department of Communication and Journalism will be speaking about her research. Located in the Oakland Room.

Nov 1 & Nov 29: **Faculty Teaching Workshop** (12-1:30PM). As part of the: Facilitating CETL Faculty Development Institute, Dr. Keith Williams will be leading a workshop on "Course Redesign to Increase Student Success."

Nov 2, 16, & 30: **Graduate Assistant Teaching Workshop** (5:30 – 7PM). As part of the: Facilitating CETL workshop series, Dr. Keith Williams will be leading a teaching workshop for Graduate Teaching Assistants.

October Publications


Graduate Student Adam Tratner shows off the nerdiest (and scariest) of pumpkin carvings

**Publications (continued)**


Oshio, A., Mieda, T., & Taku, K. (in press). Younger people, and stronger effects of all-or-nothing thoughts on aggression: Moderating effects of age on the relationships between dichotomous thinking and aggression. *Cogent Psychology*.


**October Presentations**


Williams, K. (2016). Course redesign: strategies applied to large introductory courses with high student failure rate. Presentation at the Lilly Conference: Evidence-Based Teaching and Learning. October 29, Traverse City, MI.
Psi Chi is the International Honor Society in Psychology. The purpose of Psi Chi is to encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly in psychology and to advance the science of psychology.

The goals of Psi Chi are to provide academic recognition to its inductees and to augment and enhance the regular curriculum.

The mission of Psi Chi is to produce a well-educated, ethical, and socially responsible member committed to contributing to the science and profession of psychology and to society in general.

What Is Psi Chi All About?

Psi Chi is the International Honor Society in Psychology. The purpose of Psi Chi is to encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly in psychology and to advance the science of psychology.

The goals of Psi Chi are to provide academic recognition to its inductees and to augment and enhance the regular curriculum.

The mission of Psi Chi is to produce a well-educated, ethical, and socially responsible member committed to contributing to the science and profession of psychology and to society in general.

How to Apply to Psi Chi

To apply to Psi Chi as an undergraduate, one must meet the criteria listed below:

1. Registration for major or minor standing in psychology (or for a program psychological in nature)
2. Completion of 46 credits of college courses
3. Completion of 16 credits of psychology courses
4. Ranked in the top 35% of one’s class (a minimum GPA of 3.4 cumulative GPA)
5. A minimum GPA of 3.0 (on a 4.0 scale) overall in psychology courses

The application and more information regarding applying to Psi Chi can be located at: www.oaklandpsichi.net/content/apply-psi-chi or www.psichi.org under the “Join” tab
How to Apply to Psi Chi

To apply to Psi Chi as a transfer student, one must:

1. Follow the same requirements as the undergraduate student applicants (explained on page 1)

2. Complete at least 12 semester credit hours or equivalent of psychology coursework at the new institution unless the chapter’s bylaws specify fewer hours—check with our chapter.

To apply to Psi Chi as a transfer student who is already a member of Psi Chi, one must:

1. Contact the Psi Chi faculty advisor (Dr. Sifonis) at the new institution to complete an online transfer of membership form.

For transfer students, the application and more information regarding applying to Psi Chi can be located at: www.psichi.org under the “Join” tab.

If one has any questions about applying or the application itself, they can contact the Psi Chi president, Aubrey Mercer, or the faculty advisor, Dr. Sifonis. Their contact information can be found on page 12 of this PsychMatters issue.

Get Involved!!

For those looking to join Psi Chi but do not yet meet the requirements to become a member, membership is NOT required to become involved! Simply being an active participant in our chapter of Psi Chi by attending our events, meetings, and helping out with our philanthropy efforts allows students to learn, get involved, and socialize with other students that share psychology and giving back to our community as common interests. Currently, Psi Chi is looking for students that are interested in becoming a class liaison for their psychology courses for the upcoming semester. A class liaison informs their classmates at the beginning or end of class (depending on the professor’s preference) about upcoming events, what is going on in Psi Chi, and other important information. Being a class liaison is a great place to begin your involvement with Psi Chi and can open doors to many more opportunities later on. To get more information or to get started as a liaison, contact Laina Townsend, Officer of Communications and Liaisons, at lktownse@oakland.edu.
Details About Upcoming Events

There are many wonderful events for the month of November! Be sure to check them all out!

November 5th: Chipotle Fundraiser
- When? 11am-9pm
- Where? Chipotle 84 N. Adams Rd. Rochester Hills, MI 48309
- Why? A portion of the proceeds will be donated to the Alzheimer's Foundation, whose mission is to provide optimal care and services to individuals confronting dementia, their caregivers, and family.

November 9th: Psi Chi Meeting
- When? 1:30-3:00pm
- Where? Pryale Hall Conference Room
- Why? We will be joined by Amy Ring Celebek from Career Services who will be presenting on how to use Handshake: Oakland's new career connections portal. This is a great event to attend in preparation for the Careers in Psychology Workshop the following Saturday!

November 10th: Industrial/Organizational Psychology Workshop
- When? 12-1pm
- Where? Heritage Room—Oakland Center
- Why? Interested in Industrial/Organizational Psychology? Want to know more about what this exciting field has to offer or what an I/O career might be like? Join Psi Chi and faculty speaker Dr. Malatesta to learn more! Plus, there will be food and drinks provided!

November 12th: Careers in Psychology Workshop
- When? 10am-1pm
- Where? Human Health Building—Room 2023
- Why? Not sure what having a degree in Psychology can do for you? Psi Chi's annual Careers in Psychology Workshop will help you figure out what opportunities there are in the various fields that you can go into with your psychology degree!

November 16th: Research Colloquium: Dr. Shackelford
- When? 12-1pm
- Where? Lake Superior Room A–Oakland Center
- Why? Dr. Shackelford will give a presentation on his research entitled “Duration of Cunnilingus Predicts Estimated Ejaculate Volume in Humans: A Content Analysis of Pornography.” Free food and drinks provided!

November 30th: Research Colloquium: Dr. Pickett
- When? 12-1pm
- Where? Lake Superior Room A-Oakland Center
- Why? Dr. Pickett will be presenting his research on sleep and emotional well-being—something that all college students can relate to! He will also be providing scientifically-supported tips on how to improve your quality of sleep, just in time for exams! Free food and drinks will be provided.

**Just a reminder that Psi Chi meetings and events are open to all Oakland University students!**
Teaching Assistants

Lauren Harrison
TA: PSY 251

Lauren is currently a fourth year student who will be graduating next Winter. Lauren is a teacher’s assistant for Dr. Kanako Taku’s statistics in psychology class. For Lauren, being a TA is extremely time consuming, but also extremely rewarding. She dedicates a minimum of 8 hours a week to the class and office hours. She attends class (something that is typically optional, but Dr. Taku wanted her to learn from her since she took PSY 251 from a different professor) and holds office hours. Beyond the 8 hours she dedicates to office hours and class, she also meets with students who need extra 1 to 1 help with the material. Lauren also communicates a lot with students, Dr. Taku, and the other TAs. She finds communication with Dr. Taku and the other TAs especially important to ensure that the students are receiving the best education services possible. Lauren and the other TAs also assist students by holding lab hours and exam reviews. Lab hours are a time for students to get a better understanding of the material. It is also a time for TAs to grade daily discussion logs and give feedback to the students. While Lauren attends the classes, she also revises notes from previous semesters that Dr. Taku has taught. These notes are revised and posted after each class for students to receive more clarity with class material. For exam reviews, the TAs coordinate a time that works best and then they reserve rooms in the library. Lauren said, “it is an excellent opportunity for students and the attendance is typically really high so it also presents an opportunity for TAs to practice public speaking skills.”

Lauren decided to become a TA in a unique way. While interviewing for Dr. Taku’s lab in the Winter semester of 2016, being a TA was one of the agreements Lauren had made. While Dr. Taku was on sabbatical during the Winter 2016 semester, Lauren was enrolled in PSY 251 and had in mind that she would be a TA in the Fall 2016 semester. With that knowledge, she was motivated to perform to the best of her ability. Lauren likes how rewarding being a TA can be the most.

She said:
“Upon first meeting with a student who is completely lost with the material, working with them for a good amount of time, seeing the gears start to turn, and finally hearing them exclaim that they understand; that is what I cherish. Especially as a TA in a math-based class, students tend to look at you as if you are a lifeboat. When you dedicate your time to the student and guide them through a difficult subject, they are typically really grateful.”

Lauren would 100% recommend being a TA. She cannot stress enough how great an opportunity it is to work so closely with students and the professor. A person gains so many skills such as public speaking, teaching skills, email communication skills, etc. Lauren also mentioned that even if you are not interested in teaching, being a TA will change that. She was confident that she did not want a career that incorporated teaching but after becoming a TA, that completely changed. Lauren’s experience and dedication to being a TA is very impressive and something that students should strive for. I hope her recommendations convince students to look into being a TA.
Amber Suszycki
TA: HC 100

Amber is in her fourth year here and is a teacher’s assistant for Dr. Harper’s HC100 Making Discoveries course. This course is a mandatory class for all incoming Honors College freshmen. Being a TA, for Amber, entails having a once a week small group session with her 13 students. A group session involves group bonding activities, quizzes, discussing books, oral presentations, and working on creative projects or research papers. She decided to become a TA because she is pursuing a degree in secondary education. She thought it would be a unique experience to work with students who are transitioning from high school. Because the students are transitioning from high school, it provides Amber with both a challenge to teaching and also insight into her future lesson planning with high school students. Besides the teaching experience, Amber enjoys the discussions and creative projects her students create. Her students come from all different majors so their ideas are very original and they constantly provide new perspectives on topics that she had not even considered during her freshman year. Amber assists students with answering any questions they may have on their assignments, the Honors College, and Oakland in general. Amber would recommend becoming a TA to any students who are on the fence. She said it has not only benefitted her own future goals but has also strengthened her connection with Oakland as a whole. She has met new people and has loved hearing about her students finding their place at Oakland. I hope Amber’s strengthened connection to Oakland and the different perspectives she has gained are just one of the many reasons students would be convinced to become a TA.
Tips from the Teacher’s Assistants

- Determine if you really enjoy (enjoyed) a class and are doing (did) really well in it
- Form a connection with that professor
- Approach the professor and ask them if they are interested in taking on any TAs
- Some TA positions entail signing up for the Teaching Apprentice-ship class and some are voluntary. Find out what you position entails.
- Show the professor through academic performance and through verbal communication that you are interested in their class and in helping them
- Be genuine because being a TA is a real commitment
<table>
<thead>
<tr>
<th>POSITION</th>
<th>NAME</th>
<th>E-MAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Advisor</td>
<td>Dr. Cindy Sifonis</td>
<td><a href="mailto:sifonis@oakland.edu">sifonis@oakland.edu</a></td>
</tr>
<tr>
<td>President</td>
<td>Aubrey Mercer</td>
<td><a href="mailto:armercer@oakland.edu">armercer@oakland.edu</a></td>
</tr>
<tr>
<td>Vice President</td>
<td>Krystyn Niescier</td>
<td><a href="mailto:knniesci@oakland.edu">knniesci@oakland.edu</a></td>
</tr>
<tr>
<td>Officer of Major Workshops</td>
<td>Jennifer Ishaq</td>
<td><a href="mailto:jkishaq@oakland.edu">jkishaq@oakland.edu</a></td>
</tr>
<tr>
<td>Officer of Minor Workshops</td>
<td>Mark Shoemaker</td>
<td><a href="mailto:msshoemaker@oakland.edu">msshoemaker@oakland.edu</a></td>
</tr>
<tr>
<td>Officer of Communications &amp; Liaisons</td>
<td>Laina Townsend</td>
<td><a href="mailto:lktownse@oakland.edu">lktownse@oakland.edu</a></td>
</tr>
<tr>
<td>Officer(s) of Publicity &amp; Web Management</td>
<td>Emily Mertz / Adam Buesching</td>
<td><a href="mailto:eamertz@oakland.edu">eamertz@oakland.edu</a>/ <a href="mailto:atbuesch@oakland.edu">atbuesch@oakland.edu</a></td>
</tr>
<tr>
<td>Officer of Research Colloquia</td>
<td>Matthew Bahoura</td>
<td><a href="mailto:mfbahour@oakland.edu">mfbahour@oakland.edu</a></td>
</tr>
<tr>
<td>Officer of Philanthropy</td>
<td>Janelle Smith</td>
<td><a href="mailto:jasmith23@oakland.edu">jasmith23@oakland.edu</a></td>
</tr>
<tr>
<td>Treasurer</td>
<td>Lauren Harrison</td>
<td><a href="mailto:lkharrison@oakland.edu">lkharrison@oakland.edu</a></td>
</tr>
<tr>
<td>Secretary</td>
<td>Geena Osowski</td>
<td><a href="mailto:grosowsk@oakland.edu">grosowsk@oakland.edu</a></td>
</tr>
<tr>
<td>PsychMatters Editor</td>
<td>Stephanie Allor</td>
<td><a href="mailto:slallor@oakland.edu">slallor@oakland.edu</a></td>
</tr>
</tbody>
</table>