Psychology and Technology: What a Pair!

A fusion of psychology research and digital technology has the potential to improve the lives of many people in various sectors of our society including education, government, business, medicine, to mention a few. Psychologists, those who do research, those who teach, and even those who practice are experiencing the effects of the collaboration between psychology and technology much more so.

An example of such collaboration between these two areas is a recent study by Roberta Klatsky, Ph.D., Professor and Head of the Carnegie Mellon University’s psychology department, whose work is leading to a device that will help blind people walk in any location and be confident with their surroundings. There is also the work of Richard Mayer, Professor of Psychology at the University of California, Santa Barbara, whose work focuses on the use of various multimedia technologies given how the modalities in which information is presented influence visual and auditory processes. Noticeably, there is a growing number of psychologists who have or are beginning to explore the use of various technologies from a psychological perspective. From the conferences I have attended in the past several years, I have noticed a growing number of topics presented that have to do with the use of or the psychological (or educational) effects of technology. There are several divisions of the American Psychological Association (APA), including the Society for the Teaching of Psychology (Division 2), Experimental Psychology (Division 3), Society for Industrial and Organizational Psychology (Division 14), Educational Psychology (Division 15), Division of Applied Experimental and Engineering Psychology and Media Psychology (Division 46) that lead the organization in promoting the use of technology in psychological research.

It is evident that the impact of technology is clearly manifested not only in our field, but also in various areas of the arts and sciences, medicine, and education. In many of the psychology conferences (especially the national and regional ones) in the recent past, speakers and panels representing federal granting entities such as the National Science Foundation, the National Institute of Mental Health, as well as various universities, colleges and technology companies, spoke of a variety of related issues including privacy, virtual reality, telemedicine, distance learning, information overload and retrieval, the gender divide in the tech careers, and person-machine interfaces. There are also various demonstrations of new media, digital arts, and various software applications from bill-payment software programs to therapy services online, as well as extrapolations about likely technological developments of the future. Even various publishing companies presenting exhibitions at these conferences often utilize some form of technological device/s in presenting their products.

I believe that the study of the relationship between psychology and technology is a burgeoning interest for many psychological scientists and will continue to grow through the establishment of centers of research at universities. One example of such a center is the Human-Computer Interaction Institute at Carnegie Mellon University, which brings together an interdisciplinary group of students and faculty members from areas such as computer science, fine arts, social sciences and technology to educate and study issues related to computer technology in support of human activity and society. A similar center here at Pace is the Center for Advanced Media (CAM). Though relatively new, it exists to foster basic and applied research collaborations between Pace University and industry. Its goal is to develop computer-oriented, people-centered systems that facilitate solving problems or enabling new opportunities by transforming how people view the world and how they interact within it. The Center augments its computer science foundations with participants from various disciplines within Pace, including psychology (of course) and those in the arts and humanities.

The relationship between psychology and technology is currently studied from a broad base, focusing on topics such as interface design, cognitive “tutoring” through computers, and social/emotional effects of using the Internet. I am confident that the areas of interest will expand.

Dr. Richard Velayo
Editor

Message from the Chair

Welcome to the New Year and the new semester. With any good luck at all, the next few months should prove to be less immediately threatening to the well being of this community than were their immediate predecessors. Many of us still bear some of the scars of that disruption of the fantasy of personal invulnerability and American exceptionalism, and we will do so for some time. Mitigating some of the pain of personal and collective loss, however, has been the experience of comfort to be found in the very real way people and institutions pulled together for the common good. New York has never seemed to be a friendlier or more welcoming place. Of course, there are exceptions to that rosy assessment. It would be unwise to assume that some were not
obituaries Florence has co-authored (one with Herbert Krauss) appeared in recent issues of the American Psychologist. Florence is busy at the UN and very active on the Aging Committee (as Treasurer and member of the Executive Committee) and on the Committee on the Status of Women.

Dr. Janice Jackson was elected 2002 Division Vice-Captain of the United States Coast Guard Auxiliary’s Division 5 (Manhattan and the Bronx). At a Change of Watch ceremony on February 3, 2002, after having been given the oath of office by Rear Admiral Bennie USCG, it was presented with an “Auxiliary Commendation Award for Administrative Achievement.” This award recognized her volunteer work with the Coast Guard at Battery Park in the days immediately following the events of September 11, 2001.

Dr. Barbara Mowder attended the annual meeting on language development and social competence among preschoolers with disabilities. A comparison of parents’ perspectives.” Coauthors on this publication are Caroline Boettcher, Psy.D. (Graduate) and Kenneth Griffin, Ph.D. (Cornell University). She submitted a paper to Exceptional Children: “The impact of inclusion on language development and social competence among preschoolers with disabilities.” Vincenza Piscitelli, Psy.D. and Caroline Boettcher, Psy.D. (Graduates) are coauthors on this paper.

On March 2, Dr. Mark Sossin with Dr. Barbara Mowder ( Pace) and Dr. Florence Rubinson (Brooklyn College) presented a paper at the National Association of School Psychologists (NASP) at the end of February, 2002, in Chicago. The presentation is to include research on the parent role with Dr. Rose Ann Turiano and research on early childhood practice and school psychology with Drs. Mark Sossin and Florence Rubinson.

Dr. Yvonne Rafferty had a paper accepted for publication in the Journal of Early Intervention: “The benefits and risks of inclusion for preschoolers with and without disabilities: A comparison of parents’ perspectives.” Coauthors on this publication are Caroline Boettcher, Psy.D. (Graduate) and Kenneth Griffin, Ph.D. (Cornell University). She submitted a paper to Exceptional Children: “The impact of inclusion on language development and social competence among preschoolers with disabilities.” Vincenza Piscitelli, Psy.D. and Caroline Boettcher, Psy.D. (Graduates) are coauthors on this paper.

On March 2, Dr. Mark Sossin with Dr. Barbara Mowder ( Pace) and Dr. Florence Rubinson (Brooklyn College) presented a paper at the NASP (in Chicago) regarding the NYAECIP survey of psychologists pertaining to training, practice, collaboration, and continuing education. With the same colleagues, Dr. Sossin is pursuing the study on the effects of the 9-22 WTC attacks upon stress, parent-role, parent style, and child behavior responses. In addition, on March 3, he presented “Illusion and Disillusionment” to the Society for Psychoanalytic Study and Research (SPSR) on the clinical effects of the 9-11 events with regard to psychotherapy process. In April, Dr. Sossin will be presenting invited lectures on infertility and developmental disability to postdoctoral certificate candidates at the New York Freudian Society. He was also invited to give a presentation on infant assessment at the Infancy Institute sponsored by the Bank Street College of Education in June. Dr. Sossin’s article on “Interactive Movement Patterns as an in vivo Exploration of the Infant-Parent Psychotherapy Process” will be published in the April issue of the Journal of Infant, Child, and Adult Psychotherapy.

Dr. Richard Velayo with Dr. Harold Takosshian (Fordham University) and Dr. Vincent Prohaska (Lehman College, CUNY) will have their project titled “Funding Undergraduate Research,” published in the Spring 2002 issue of Eye on Psi Chi (pp. 30-31). This project’s proposal received the Thelma Hunt Award last year from Psi Chi, The National Honors Society in Psychology. In addition, Dr. Velayo’s paper on “Strategies and Student Preferences for Presentation Modality in the Classroom,” which was presented at the 108th Annual Convention of the American Psychological Association, Washington, DC, has recently been published in Higher Education Abstracts (New York: Resources in ERIC). Among his recent conference presentations are: (1) “Using student assessment in the design of online instruction” presented at the First Annual Research Day of the Center for Advanced Media (PACE University, NY), (2) “A student-centered assessment tool for online-based teaching,” presented at the 24th Annual Convention of the National Institute on the Teaching of Psychology (St. Petersburg, FL) with undergraduate research assistants Lilian Vul and Igor Botan, and (3) “Exploring the relationship between gender, friendship, and age in the workplace on perceived job satisfaction,” presented at the 13th Greater New York Conference on Psychological and Social Research, Fordham University) with Lilian Vul. This January, Dr. Velayo assisted in organizing a workshop held at Pace University on “Questions about the Externship Process: An Annual Externship Workshop” which was sponsored by the New York State Psychological Association’s Organization of Future Psychologists (NOFP).

Dr. Alfred W. Ward presented two papers at the 2002 Annual Convention of the Eastern Psychological Association. The first paper, co-authored with Drs. Alma McManus and Ross Robak of the Pleasantville Psychology Department, is entitled “The relationship between spirituality and bereavement: Lessons from the Russian students.” The second paper, co-authored with Elyse Gonzalez and George Portugal, two of our undergraduate psychology majors, is entitled “Psychology as a predictor of optimism: A cross-cultural study of Chinese, African, and Russian students.”
Our doctoral program, the Doctor of Psychology (Psy.D.) in School Clinical Child Psychology, has been successfully reregistered as a licensure-qualifying program in New York State. This process was required of all doctoral level licensure qualifying programs in New York State. The reregistration of our doctoral program means that, upon completion of the Psy.D. program, our students are automatically admitted to the licensure approval process without having individual student transcripts reviewed. One of the changes in the doctoral program, to meet the new requirements, included adding a required course in History and Systems in Psychology (PSY 777 which is taught this Spring by Dr. Denmark). In addition, ethics and multicultural issues need to have coverage equal to a graduate course. Ethics and multicultural issues are included in a number of existing graduate course offerings.

In addition to our doctoral program having been reregistered, we are pleased that a number of recent graduate students will be presenting papers at the upcoming meeting of the National Association of School Psychologists. Drs. Rose Ann Turiano and Clinton Sims will be presenting their doctoral projects at NASP. Faculty also will be making presentations. Anastasia Yasik, Mark Sossin, and Barbara Mowder will be presenting some of their research projects.

Several Pace Psy.D. alumnae have also been involved in research and writing projects. Dr. Athena A. Drewes wrote “Play therapy skills are needed now more than ever” which was published in Fordham University’s School Psychology Early Childhood Newsletter. Dr. Drewes is Director of Clinical Training at the Astar Home for Children; she is also author and editor of School-Based Play Therapy (2001), Wiley and Sons. Dr. Joann Galley wrote “Medical Diagnoses: How Do They Shape Early Intervention Evaluation?” also published in the Fordham University School Psychology Early Childhood Newsletter. Dr. Galley is Director of Psychological Services at the New York Foundling Hospital Medical Center for Pediatrics and Rehabilitation. Our Master of Arts program is attracting a strong group of students. Additional course offerings have been developed recently and will be offered in upcoming semesters. In general, these students are progressing well through their master’s program. Indeed, many recent MA graduates have been applying for further graduate study in psychology and other areas as well.

We continue to be pleased with the development of our Graduate Psychology Programs.

Barbara Mowder, Ph.D
Associate Chair
Director of Graduate Psychology Programs

It is with great pleasure that we provide you with an update of the events here in the Graduate Psychology department. The Spring semester, so much like Spring itself is a time of changes. For the first-year students it presents the first of many transitions within the program… we are talking of none other than the first-year qualifying examinations. After such a turbulent start at the beginning of September we wish them only the very best of luck and success on their exams. The third year students on the other hand spent a great portion of their winter break preparing for the comprehensive exams that they have finally completed. They are now in the midst of applying for clinical externship positions for this upcoming September. Many have already made their final decisions. Congratulations to them as they enter the final phases of obtaining their degrees. The third year also wants to say farewell to one of their classmates, Stacy Tirizzo who will graduate Pace in May with her Masters in School Psychology. We’ll miss you Stacy… all the best to you. The second-year students are also on their way as they prepare for summer courses and the start of their third year. We would like to extend our tremendous congratulations and best wishes to all the fourth year students who were notified about their matches with desired clinical internship sites for their fifth year. We wish everyone continued success for the future.

Brett Biller and Maria Marchese
GPsa Co-Presidents

Welcome back to all of our returning majors and minors. Your determination to prevail in the aftermath of the events of the Fall semester is evident in your renewed commitment to your studies and your involvement in many worthwhile co-curricular and extracurricular activities. We also extend a warm welcome to our Spring 2002 transfer students and to new adjunct faculty members Gale Lewis, David Parker, Mary Rust, and Marion Viray. We look forward to your involvement in our departmental activities.

A busy Spring semester is underway. Look for further developments regarding new undergraduate psychology courses, plans for combined B.A./M.A. programs in Psychology and Applied Psychology/Human Relations, and proposed changes to the Core Curriculum. Student volunteers are needed to serve on the General Psychology Textbook Committee, which will be reviewing new texts for adoption effective in Spring 2003. Contact Dr. Richard Velayo if you are interested in serving on the committee (rvelayo@pace.edu).

Everyone is invited to attend our 10th Annual Pace University Undergraduate Psychology Conference on Saturday, May 4, 2002, from 10:00 am to 5:30 pm. The conference will feature undergraduate research presentations and poster sessions, a panel presentation on international psychology, and invited addresses on forensic psychology and health psychology. Registration and refreshments are free! Also put Friday, May 24, 2002 on your calendar. The Pace University Chapter of Psi Chi, the National Honor Society in Psychology will hold its annual Induction Ceremony in the lobby of the Schimmel Center from 5:00-9:00 pm.

Janice Jackson, Ph.D.
Director, Undergraduate Psychology Programs
Psi Chi Faculty Advisor
Message from the President

Last semester was a crazy semester, but Psi Chi and the Psychology Club still stayed on top. We had our own events and also tried to co-sponsor other events to get our members more involved in what was going on in the Pace community. We have a lot in store this semester for our fellow psychology majors and members. To be specific, Psi Chi would like to host a psychology party similar to the one that the Psychology Department had during the holiday season, but at a more affordable price. Now, c'mon, you can’t get better than free, especially with college students. The Psychology Club will be hosting The Art of Kissing, an event where Pace students will be coupling up and showing the Pace community different types of kisses. Now, get your mind out of the gutter, because we are not promoting sex or anything promiscuous; we’re just trying to have fun and help everyone learn something they may have never known. The event will be held during Women’s History Month, on Tuesday, March 26th, 5-6pm in the student union. It’s going to be a whole lot of fun guys!! Aside from those two events, both organizations are sponsoring a variety of different events, from a Spring concert entitled “Jump Off…2002” with signed artists (you have to come to find out who) to a conference on anti-terrorism, where students from Oklahoma will be coming to New York to share their experiences with the Oklahoma City bombing with ours from the World Trade Center disaster. We’re even sponsoring a prospective lecture with Dr. Ruth, and you guys know how cute and adorable she is!! All of us on both executive boards just try to have fun, while not being selfish, and sharing our fun ideas with you. So, if you haven’t been to our meeting or our events, there’s NO EXCUSE. If you can’t make it to our meetings because they’re too early, we do have evening events. So, come and join us. Help us to help you. OK, that was corny, but really, you don’t want to be left out of all the fun. Make the best of your college experience and live your life to the fullest! Have a great semester!

Audrey Brutus
President, Pace Psi Chi Chapter
President, The Psychology Club

Faculty Profile…

Dr. John Stokes

Patricia: What is your position at Pace’s psychology department and what types of teaching and/or supervisory activities are you engaged in?

Dr. Stokes: I am a full-time faculty member. My teaching activities include courses in psychological assessment, learning disorders, and consultation skills. I am very proud to be associated with a very dedicated team of faculty involved in PSY 707 that includes Mark Reing, Pam Schneider, Cheryl Blonstein, Anastasia Yasik and Lori Borrelli. Together, we teach students to assess and intervene with learning disorders and to refine their skills in conceptualizing and report-writing. The array of tests that we focus on includes intelligence scales, neuropsychological assessment instruments, and academic functioning. I have also been very fortunate to have taught Integrating Seminar with Dr. Jack Herman every summer for the past 22 years. In this course, we focus primarily on assessment of personality, and review test materials that include Cognitive measures, the Rorschach, TAT, Sentence Completion, self-report measures (i.e., MMPI-A, YSR, PAI), and observer ratings. The enlightening, open-ended exchanges about the obvious and subtle meanings of psychological test data have been their own reward for many years. The course in Consultation Skills is one in which we try to focus on a broad array of techniques for problem solving in a way that emphasizes the school psychologist role as an interventionist, as opposed to a counselor/therapist. This very powerful role is often underestimated in training. Lately, as Dr. Len Bart has moved into more active “experimentation” with retirement, I have, somewhat hesitantly, taught a few of the professional seminar courses in school psychology. My most fervent hope is that the results of Len’s experiment suggest that he should never retire.

Patricia: What do you feel motivates you to pursue involvement in these activities? What do you enjoy most about these responsibilities?
Dr. Stokes: Obviously, in order to do something for this long, there must be multiple sources of motivation. I think that as psychologists we sometimes underestimate how fortunate we are to be given the privilege of being able to spend our lives pursuing knowledge and competencies that will positively impact the lives of others. The emphasis of the Psychology Department has always been one that is both proactive and supportive, and the students and faculty and staff that are attracted to and involved in our department share these positive values. This makes it a nice place to work. I have found it interesting and exciting to be involved in developing programmatic ways of managing the creative tensions that exist between research and clinical practice, between psychodynamic and cognitive-behavioral orientations, and between school and clinical perspectives. And I think that I have been able to see in students as they go through our undergraduate and graduate programs is inspiring. Most of my recent experience has been at the graduate level, where I have had the good fortune, to have been involved in training unbelievably talented, conscientious and hard-working students, many of whom routinely go out and change the world.

Patricia: What are some of the challenges of your field?

Dr. Stokes: There have always been challenges and crises. What I don't think a lot of students are aware of is how central this department has been in facing them. For the past fifteen years or so, Pace has been the meeting place for the School Psychology Consortium and has hosted many meetings of the School Psychology Educators Council of New York State (SPECNYS). Every couple of months, the training directors and faculty from all of the local school psychology training programs meet here to review potential challenges and to discuss ways of meeting them. Whether it's proposed NASP standards, APA specialty guidelines, proposed changes in commissioning regulations, or proposed changes in school psychology certification standards, we all share our views and try to arrive at a consensus on an appropriate response from our profession. I think that students need to learn that being politically active in groups such as this one is extremely effective in meeting challenges that arise. The strong legacy of political involvement from Dr. Len Bart in local issues, Dr. Florence Denmark in APA national (and now international) issues, and Dr. Barbara Mowder in Division 16 issues has been another strong component of the message that students receive.

Patricia: What are some of your scholarly/research interests?

Dr. Stokes: I am interested in learning disabilities, the diagnostic significance of different kinds of attentional impairments, and the diagnostic validity of personality assessment instruments. I am particularly interested in the cognitive and attentional characteristics of children with learning and psychiatric disorders. We have published articles on the longitudinal predictors of academic outcome in LD children and the factorial structure of attention. Our most recent publication has focused on the validity of the Rorschach SCZI in identifying childhood psychosis and was published in the Journal of Personality Assessment. We currently have four articles submitted or under review. These deal with the MMPI-A code-types and structural summary, the predictors of treatment response in infantile psychotic sample, and the occurrence of cognitive decline in first episode adolescent psychosis.

Patricia: What advice or pointers do you have for students interested in pursuing a career in psychology and school psychology in particular?

Dr. Stokes: Great, I've always wanted to have my own advice column. In the words of Ivan Rohr, recognize that "...your training is a million dollar investment". Allow sacrifices to make sure that your investment will grow. Learn as much as you can about as many things as you can while staying open to new ways of thinking. Explore different ways of being and working. Seek out experiences and people that are going to help you to grow. Train broadly before you train deeply. Be especially thoughtful about any disorder that has become so "common" that it has its own initials. Think deeply, speak simply, listen powerfully, act gently. Be as patient as you can, because (a) this is going to take a lifetime, and (b) the reward is in the journey.

Interviewed by Patricia Zahregian
First-Year Psy.D. student
Associate Editor

Graduate Student Profile…
Laura Silverman

Laura Silverman
4th-year, Psy.D. student

Patricia: I know that you are a 4th year student in the Psy.D. program and that you are working on your doctoral dissertation. You have come a long way in the program. How do you feel about your experiences as a student in it?

Laura: I came to the program right after graduating from college. When I look back on my years at Pace, I feel I am looking back on much of my own development as a person. I had no idea how much I would learn and grow during this time in graduate school. My experience at Pace has been excellent.

Patricia: What were some of the challenges?

Laura: There are some challenges that I have faced. One of them was developing confidence that I would succeed as a professional. Another was learning to define clearly what my goals are and finding ways to act on them. Also, finding a balance between school and free time is a challenge that I have only recently begun to figure out.

Patricia: What do you think you value most about it?

Laura: What I have valued most about the program is the solid education and training experiences I have gained. The faculty has provided a variety of perspectives on the field. I feel the program has given me excellent preparation for any job I might pursue in the future. Also, I feel very lucky to have been a member of my class. My class is truly a dedicated and caring group of individuals who have approached these past few years with an open mind and a willingness to help each other.

Patricia: Do you have any advice for first years like myself or perhaps other students interested in pursuing training in the field of school psychology?

Laura: The advice I have sometimes given to new students in the program is to keep an open mind and to be willing to try something new. You may learn something about yourself you did not know.

Patricia: What are some things you like to do in your free time outside of school?

Laura: In my free time outside of school, I try to relax and forget about school. I spend most of my free time with my family, boyfriend, and friends. When I can, I get out into nature and hike, take walks, or go for a road trip. I love to cook and bake. I read for pleasure as much as possible.

Patricia: What type of work are you planning on doing after you graduate?

Laura: I do not know for sure where I will work when I graduate. I will most likely work in a school as a school psychologist.

Patricia: How do you feel that your training at Pace has prepared you for this work?

Laura: I have come a long way in the program. I feel that I have learned a lot about the field and am confident in my ability to help students. I feel that the program has prepared me well for this role.
Laura: The training at Pace has been very comprehensive, and I feel well prepared to work in a number of settings.

Patricia: Thanks so much for your time and participation! I wish you all the best during this and your last year at Pace!

Interviewed by Patricia Zahregian
First-Year Psy.D. student
Associate Editor

Graduate Student Profile...
Gregoria Perez

Gregoria Perez
M.A. in Psychology student

Iwona: Hello Gregoria! I hear that you are a Vice President of a bank, a student in the M.A. program, and most importantly a mother of two girls. How on earth do you manage your time?

Gregoria: As you can probably tell from my delay in getting back to you, it is not easy to manage my time. I have been asked this question many times, and sometimes even I wonder how I do it. What I can tell you is that I have a great support system. My family is a key factor in my being able to manage a career, a family, and my education. I am also very driven, and therefore, I give the best of myself. I strive to be a good mom, a dedicated employee, and the best student that I can be. I believe that they are all important because in doing so I set an example for my daughters. I have also found over the years that I have been, without trying, a role model for other women in my workplace. It gives me a great feeling of pride to know that I can serve as model for others. It makes it all worthwhile.

Iwona: Having done Human Resources at a bank for 17 years, you must have developed some sharp skills in reading people and getting a sense of what they are about. That is a very interesting mix with psychology. Has that, in part, influenced your decision to join the M.A. psychology program? What made you come back to school?

Gregoria: I have been with my company for 17 years, but I have only spent the last 6 months in Human Resources. Most of my career in banking has been in its retail aspects. I have dealt with customers and employees for all of my years with the bank. The experiences I have had in this area have taught me a great deal about people. The combination of work experience, my education, and my interest in psychology have helped me to develop a good sense about people. My passion for understanding human behavior and my desire to help people is what led me to move from retail banking to Human Resources.

I thought it was a better fit for me and an M.A. in psychology was the next logical step in terms of my short-term goals. My long-term is to be a psychologist. I am just taking it one step at a time.

Iwona: What do you think of the program so far?

Gregoria: This is my first semester in the M.A. program, and so far I think it is great. The experiences have all been positive. I am looking forward to taking more classes and meeting the other students in the program.

Iwona: Do you have any idea of what you will do when you graduate?

Gregoria: I have not yet decided what I will do when I graduate. I am hoping that I will take it to the next level and pursue a PhD. I know that this will require a lot of dedication on my part, and where I am in my life when I graduate will be a deciding factor, but I will cross that bridge when I get to it. For right now I will concentrate on being the best graduate student that I can be.

Iwona: Thank you so much, and best of luck to you!

Gregoria: Thank you for your interest.

Interviewed by Iwona Matysiak
First-Year Psy.D. student
Assistant Editor

Undergraduate Student Profile...
Audrey Brutus

Audrey Brutus
Psychology Major (Junior)

Patricia: Why is it important for you to study psychology? What aspects of studying psychology interest you most?

Audrey: I love psychology, and I always have since I was in high school. I think it’s very important for people to do what they love in life, and for me, that would be studying psychology. I love to learn new theories and viewpoints on behavior and why people do what they do, especially children.

Patricia: What do you feel motivates you to stay involved in this course of study, both in an academic and an extracurricular sense, as in being the President of both Psi Chi and The Psychology Club?

Audrey: My motivation is success. I want to be successful and happy in life. In addition to learning about psychology in the classroom, I also enjoy doing hands-on stuff and experiencing psychology, which is why I decided to get involved in Psi Chi and the Psychology Club.

Patricia: What types of activities keep you busy outside of school? How do you balance all your responsibilities? Do you have any advice for students who are trying to achieve this balance?

Audrey: Hmm, this is a question that many people ask me, and all I have to say is that you have to keep your priorities straight. Yeah, I’m president of Psi Chi and the Psychology Club and also Co-chair for Black and Women’s History Months; and believe me, it’s a lot of work. But I know that my education comes first for me, no matter what. If I ever felt that things were getting to be too much for me, my extracurricular activities would be the first to go, not my academics. So, it’s all about prioritizing.

Patricia: You must be looking forward to your senior year... have you planned what you will do after you graduate from Pace?

Audrey: I want to go to graduate school (where, I don’t know yet) and do something with counseling and children. I am not certain about whether I want to do clinical counseling or general counseling, or whether I want to get a Psy.D. or a Ph.D. I actually have senior standing now, and I will be graduating in January, so I plan to hopefully find a job and start working during the nine month period I won’t be in school. I just hope things work out for me.

Patricia: I want to wish you all the best this semester and for your senior year. Thanks for your time and participation Audrey!

Interviewed by Patricia Zahregian
First-Year Psy.D. student
Associate Editor
Introducing our wonderful student aides in the Psychology Department...

My name is **Svetlana Aminaa**, and I am a transfer student. I am a junior at Pace University. My majors are Finance and Information Systems in the Lubin School. I like to read, dance, and listen to music. But I feel the most joy, when I spend time with my daughter Inessa. I have been working in the Psychology Department for three semesters. I think it is a good opportunity to improve social skills, technology skills, and communication skills too. Here, I discovered many new things about American lifestyle. But most important, I met a lot of good people here who helped me to feel confident in a new environment.

My name is **Hedieh Daneshpanahi**, and I'm a freshman. As of now, my major is Computer Science, but I might change it to a major in the Business School since I don't like debugging. I've been working in the psychology department for about three months and I've liked it so far. The staff here are very kind.

My name is **Vickie Kanovich**, and I am the new assistant to Dr. Jackson. I am a junior at Pace, from Brooklyn, NY, majoring in Marketing. My hobbies include dancing, traveling, and playing the piano. Last summer, I studied abroad at the University of Hawaii at Manoa, in Honolulu, Hawaii, where I studied Modern Dance. It was such an enjoyable experience that I plan to study abroad in the near future. My future career goals include working as a marketing director/brand manager at a successful company in the entertainment, fashion, or cosmetics industry. But my most important future goal is health and happiness for myself, my family, and all my friends.

My name is **Vickie Kanovich**, and I am a junior at Pace, from Brooklyn, NY, majoring in Marketing. I like to read, dance, and listen to music. But I feel the most joy, when I spend time with my daughter Inessa. I have been working in the Psychology Department for three semesters. I think it is a good opportunity to improve social skills, technology skills, and communication skills too. Here, I discovered many new things about American lifestyle. But most important, I met a lot of good people here who helped me to feel confident in a new environment.

My name is **Hedieh Daneshpanahi**, and I’m a freshman. As of now, my major is Computer Science, but I might change it to a major in the Business School since I don’t like debugging. I’ve been working in the psychology department for about three months and I’ve liked it so far. The staff here are very kind.

My name is **Rachel Kharchevka** and **Tatyana Kharchevka**. We are from Ukraine. We are both juniors. My major is accounting. My daughter Tatyana’s major is computer science. I have 20 years experience as a music teacher, but now I decided that for the rest of my life I will work as an accountant. I want to take the CPA exam. Tatyana wants to combine computer and biology in her future occupation. We are very appreciative to Aqueda, Janette, and Betsy for their patience, support, and understanding, because it is really hard to accommodate in a new country, new environment, and language.

My name is **Rebecca Vargas**, and I work in the Psychology Department. I’m a freshman here and an undecided major. Although I did have some idea of what I’d want to major in, I figure I’ll play it safe for now and stay undecided until I’m sure. My job at the Psychology Department is a new experience for me, and I’m definitely learning a little more about office work each day. I’ve just been working here for a couple of weeks but I’m already starting to feel more comfortable and relaxed in this environment. The professors that I have met here are very down to earth and interesting. From what I can see, I think I’ve picked the right place to complete my work study.
Upcoming Conference

Pace University Undergraduate Psychology Conference

Students and faculty in Psychology are invited to submit proposals for paper or poster presentation at the 10th Annual Pace University Undergraduate Psychology Conference on May 4th, 2002 (Saturday). Submissions on topics related to psychological research and other scholarly work from non-Psychology majors and departments are also encouraged. Registration is free!

Proposals must be received no later than April 12, 2002 (Friday) and should include the following:

1. Abstract of completed research (no longer than 300 words)
2. Title, author(s), name of presenter(s), institutional affiliation(s), mailing address, phone number, and e-mail address(es)
3. Presentation format: oral presentation (15-20 min.), poster presentation (1.5 hours) or “no preference” if willing to consider either oral or poster presentation.

Via e-mail, send to rvelayo@pace.edu
Via regular mail, include a printout of abstract with all the necessary information and send to:

Pace Undergraduate Psychology Conference
41 Park Row, 13th Floor
Psychology Department
New York, NY 10038
ATTN: Dr. Richard Velayo

For more information or to volunteer, contact: Jannette Cardona (Psychology Department Secretary) or Dr. Richard Velayo (Conference Coordinator).

Web Sites Related to the Study of Subjective Well-Being

Ruut Veenhoven, The Netherlands—A large directory of happiness research and related materials.
http://www.eur.nl/fsb/research/happiness

Ed Diener, Personal Web Site—Includes some papers on subjective well-being, questions and answers, and so forth.
http://www.psych.uiuc.edu/~ediener

International Society of Quality of Life Studies—the web site of the society, including expertise of members and other information.
http://www.eob.vt.edu/market/isqols

Positive Psychology (Martin E. P. Seligman)—the Martin Seligman Research Alliance on Positive Psychology.
http://www.positivepsychology.org

Lewis Goldberg, International Personality Item Pool—a web site on personality assessment, in particular on measuring the Big 5.
http://ipip.ori.org

Robert Cummins, Australian Center on Quality of Life—A large web site listing measures and other information.
http://acqol.deakin.edu.au

Web Resources for Incorporating Technology Into Instruction

Instructional Technology Sites

Consortium of College and University Media Centers. http://www.indiana.edu/~ccume/

Galaxy: Education
http://www.galaxy.com/cgi-bin/dirlist?node=23940

Scott’s Research Library: Educational research Room—Instructional Theory and Design Resources

Educause http://www.educause.edu

Distance Education Sites

American Distance Consortium
http://www.adec.edu/

Distance Education at a Glance
http://uidaho.edu/evo/dlistglan.html

Distance Education Clearinghouse
http://www.uwex.edu/disted/home.html

Distance Education Conferences
http://www.uwex.edu/disted/conf

Resources for Distance Education
http://webster.commnet.edu/HP/pages/darling/distance.htm

United States Distance Learning Association
http://www.usdla.org/

Web-based Learning Resources Library
http://www.outreach.utk.edu/weblearning/

Multimedia Technologies Sites

Association for Media-Based Continuing Education http://www.amcee.org/

Film, Video, & New Media Links
http://www.temple.edu/fma/linkspage.html

Multimedia, Film, and Broadcasting Resources on the Internet
http://www.library.nwu.edu/media/resources

Richard Velayo, Ph.D.
Editor

Aqueda’s Corner

Sometimes there’s so much I have to do and say, but time wins out. I can’t believe that the Spring semester is halfway over. Our comprehensive exams are over. I must say that our 3rd year Psy.D. graduate students are the best. Now, they can sleep at night. We’re halfway through our graduate admission interviews, which I must say, are going very well thanks to Betsy and Jannette. You’re both great team players and I truly appreciate your personal touch with each candidate. I know they appreciate your friendliness. I trust everyone had a good Valentine’s Day. I’ve had too much chocolate. Oh well, Easter is coming and here come the chocolates again! Hey, that’s
what life is all about. Eat a lot and diet a lot. I stay at the same weight anyway (gain 3 pounds, lose 1 pound). Anyway, I wish all our students a relaxing semester break, March 10th – March 17th, and congratulations to all our M.A., MS.Ed., and Psy.D. graduates, especially Ari Kellner, Lillian Rusansky Drob, and Verónica Christopolous.

Aqueda Portalatin
Department Administrator
Psychology Department

Patty’s Column

How Standardized Testing is Affecting Me…

Over the past few weeks I have been finding myself speaking in a style that is somehow consistent with the standardized instructions in the manual we are using to learn how to administer the WAIS-III test. I could easily say that I have especially spent a good amount of time over the past few weeks querying responses people give to questions that are not actually found on the test, and making mental notes of which ones would earn bonus points for quick responsiveness. Scarily enough, it seems my efforts to become a standardized administrator of this test are generalizing to other areas of my life.

My classmates and professors will certainly understand to what I am alluding; however, I don’t want to alienate everyone else. Therefore, to everyone else that has no clue about the WAIS, you’re in luck because this signifies that there is a likelihood that some time or another a psychology graduate student will approach you to offer you to take this fantastic test, and it is my hope that you’ll agree…otherwise you may never hear the end of it. All kidding aside, although at times it has indeed been a challenge to find willing “contestants” to administer the WAIS or WISC to, for which we essentially cannot offer any feedback, I have learned a great deal since we started and have been enjoying the class. Seems like everyone is running around a great deal in the department (though this is nothing new) I hope it will be a successful and happy semester for everyone!

Iwona Matysiak
First-year Psy.D. student
Assistant Editor

Zukav’s The Seat of the Soul: A Review

For those of you who may be interested in reading something other than the Psychology texts (if you have any time!), I decided to start a new column, suggesting some interesting self-reflective material, the kind that many people are looking into these days.

The book I’d like to mention in this issue is Gary Zukav’s *The Seat of the Soul*. It is based on the author’s beliefs about where we came from as humans, our reason for being here, and what our destiny is. He focuses on the mental strength that each individual has in life, making it a very empowering book. It can be especially helpful for people dealing with their losses and bereavement after tragedies such as those of 9-11. Zukav discusses our responsibilities in life and how we need to face our challenges, such as those of choice, addiction, and relationships. For those readers who have strong religious foundations, I would recommend approaching *The Seat of the Soul* with caution, as the author elaborates topics such as evolution and karma. He combines a scientific approach with a very humanistic one, stressing the importance of love and understanding in our daily interactions.

Iwona Matysiak
First-year Psy.D. student
Assistant Editor

PSYCHOLOGY DEPARTMENT
HOLIDAY PARTY
AT RISA RESTAURANT
(47 E. Houston Street)
December 14, 2001

[Names from left to right: Dr. Herbert Krauss, Dr. John Stokes, Dr. Anastasia Yasik, Dr. Florence Denmark, Dr. Stephen Armeli, Dr. Albert Melino, and Dr. Leonard Bart]

[Names from left to right: Dr. Paul Echandia, Sam Carfi, Dr. Barbara Mowder, Dr. Mark Sossin, Dr. Graciela Carbajal, Betsy Tomala, Kate Adams, Jannette Cardona, Patricia Zahregian, and Dr. Beth Hart]

[Names from left to right: Jose Guerra, Dr. Paul Echandia, Jannette Cardona, Dr. Janice Jackson, Aqueda Portalatin, Dr. Ronald Gruberg, and Sam Carfi.]

Patricia Zahregian
First-year Psy.D. student
Associate Editor
Dear Director of Alumni Relations,

I happened to read my wife’s copy of Advance Pace and read of your plans for a special celebration and tribute to alumni who were lost in the September 11th tragedy and also to those who helped in the rescue efforts later this year. My wife, Athena A. Drewes, Psy.D., RPT-S, Class of 1992, Dyson College of Arts and Sciences, School Psychology Doctoral Program, is someone I am proud of. While she did not directly help in rescue efforts, she worked as a volunteer helping out after the WTC attack. Since Pier 94 opened, she has volunteered each weekend (from September on) at Kids Korner (now ABC), offering therapeutic play to the children of the victims and families affected by the WTC disaster. She is a Registered Play Therapist and Supervisor and was called upon to assist and to help organize qualified therapists to work with the children at Kids Korner. Week after week she has driven into NYC from our home in Washingtonville, NY (over an hour north of the city) to be with the children, offer them a therapeutic ear to play, laugh, draw, and talk about their feelings, experiences, and worries. Often words cannot begin to express the horrific images they struggled with, their fears...
about their parents, and their grief over the loss of a family member. Often their parents and family members, struggling to deal with their own emotions and real needs, were not able to be available to address their child’s concerns. As their parent or family member negotiated through the maze of agencies to apply for services or get death certificates, the children would remain at Kids Korner/ABC for up to 10 hours. The therapeutic play offered the children a safe haven and respite during this time, where they could draw and play out their concerns. Athena was able to pull together volunteers through the New York State Branch of the Association for Play Therapy (which she founded and is past president) and through the National Association for Play Therapy to come and help out. Volunteers came from the NY area, as well as Texas and Virginia. Their efforts were supplemented by donations of therapeutic books from Michigan and craft supplies from California. She independently created and sent out an information packet to 150 NYAPT members on how to help parents and teachers deal with their children’s reactions to the trauma and issues of death and bereavement. This packet was found extremely helpful and was also used by United Nations staff in working with their families and children. United Way was in touch with her in coordinating the distribution of over 300 teddy bears they received, which she had shipped to our home and then brought down to Kids Korner to be distributed. While Pier 94 has now closed, she has been asked to continue with ABC (Association to Benefit Children, Lisa Leventhal) as a volunteer on weekends as the FEMA operation has moved to Chambers St. and to Center St. locations. She plans on continuing to volunteer each weekend until there is no longer a need (which does not look as if it will be anytime soon). My wife does all of this on top of her full time job as Director of Clinical Training and the APA Psychology Internship at the Astor Home for Children, and as Consulting Psychologist for Astor’s Therapeutic Foster Home Program.

James R. Bridges

BIRTHDAYS:

3/20 Dr. Ronald Gruberg
3/20 Dori Barca
3/24 Mary Ellen Hynes
3/29 Staci Friedman
4/16 Dr. Barbara Mowder
4/16 Todd Karlin
4/18 Dr. Al Ward
4/24 Jane Guiditis
4/25 Cecilia Rembert
4/29 Dr. June Chisholm
4/30 Jaclyn Levy
5/2 Ari Kellner
5/8 Michelle Cannata
5/8 Veronica Christopoulos
5/9 Tracy Johnson
5/17 Iwona Matysiak
5/18 Jimmy Kim
5/18 Nora Ryan
5/24 Dr. Leonard Bart
5/25 Kerry Thompson

TASTE BUDS:

RISTORANTE ANTONIO BAR
140 West 13th Street
New York, NY 10011
(Between 6th and 7th Ave)
(212) 645-4606

Anyone who loves gourmet Italian food must try Antonio’s. It doesn’t offer the average chicken parm and lasagna that other Italian restaurants fill their menus with. Antonio serves delicacies, such as Prince Edward Island mussels, wild mushroom ravioli, and sautéed medallions of filet mignon (just to mention a few). Even the pasta is made fresh daily. The menu is small, but varied, and has something to satisfy everyone’s taste palate. Each dish has its own personality. Once you’re done with lunch/dinner, you can’t do yourself the disservice of leaving without trying his Warm Valhrona Chocolate Cake (topped with vanilla ice cream, crème anglaise, and a raspberry coulis). For this, Antonio got his greatest publicity. He was featured on Good Morning America for this amazing desert. And for those of you who are wondering how expensive such an exquisite place must be, it’s not bad at all. The average pasta is $15.50 and the average Pesce e Carne is $20…well worth the food and great service. Antonio himself is always there, looking out to be sure that his customers are always happy and satisfied.

Antonio Viscoso
Owner, Ristorante Antonio Bar

The latest issue of the PSYCH EYE newsletter may be accessed on the Internet at http://www.pace.edu/dyson/psychology/psycheye.htm

For comments and/or contributions to this newsletter, contact: Dr. R. Velayo at x1506 or 212-346-1506.
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- Dr. Barbara Mowder  
- Dr. Janice Jackson  
- Brett Biller  
- Audrey Brutus  
- Maria Marchese  
- Aqueda Portalatin

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### Dates to Remember

- **St. Patrick’s Day**  
  March 17, 2002

- **Passover Begins**  
  March 27, 2002

- **Easter Sunday**  
  March 31, 2002

- **April Fool’s Day**  
  April 1, 2002

- **Earth Day**  
  April 22, 2002

- **Mother’s Day**  
  May 12, 2002

- **Flag Day**  
  June 14, 2002

- **Father’s Day**  
  June 16, 2002

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### The next issue of the PSYCH EYE newsletter will be in June.