Value of Correct English

We are living in a complex and competitive society. The complexity has provided us with opportunities that many of our forerunners could not take and some that did not even exist in their times. Education, politics, and business depend on a constant barrage of writing. Both in school and in your careers you will be judged in part by your ability to put ideas down on paper for different tasks, but whatever the task is, the competitive edge often will be with those who know how to express themselves well.

“The limits of my language are the limits of my world,” wrote Ludwig Wittgenstein, the eminent philosopher. Our worlds are also restricted by the level of our linguistic development because language is the main controlling element of our knowledge, ideas, cognitive processes, interests, cultural socialization, self-regulation, emotions, and communication with others.

What is language? It is a method composed of arbitrary symbols attached to the sounds of speech (words) and of a system to make possible communicating meaningful messages. In spoken English, acoustic features (rate, pitch, and volume), pauses, and gestures serve to stress and sharpen meaning and to convey emotions. In writing, punctuation marks, especially commas, can affect basic meanings and can compensate somewhat for the lack of the acoustic, vocal, and physical effects that help to enhance spoken communication. (For example, commas indicate a special meaning for non-restrictive sentence elements.)

Several theories have been proposed to account for the acquisition of language. B.F. Skinner and other behaviorists have stressed the importance of reinforcing imitated language behaviors. Noam Chomsky’s theory has proposed that humans have an innate predisposition to notice universal linguistic properties of languages, which he labeled the language acquisition device (LAD). This system enables individuals from infancy on to use the grammar of their native language. Daniel Slobin’s cognitive theory states that a child growing intelligence and desire to communicate motivates a child to learn language. General cognitive learning processes, especially for the semantic and pragmatic levels of language, are used for early acquisition of heard language. Linguistic rules are learned a little later. All of these theories of language acquisition foster early exposure to language users (parents and caretakers) and interaction with them, and they all make contributions to the learning process. Later, broader social contacts and formal instruction in school should expand children’s and adults’ ability to choose appropriate words, to use more effectively grammar and punctuation, and to construct better sentences, paragraphs, and compositions.

No one can be perfect, but our education should help us to take care of major and minor concerns in life with a minimum of confusion and frustration. The pursuit of those goals can be helped considerably by our acquiring and expressing knowledge accurately and effectively. In a word, we need “good” language.

There are several varieties of “good” English. Different dialects serve individuals and groups at special times in certain places; and they should be used, if possible, when they are appropriate. General English is the language of everyday use; it is grammatically fair to good and has a sufficient variety in its range to avoid distorting attention to itself. Standard English is grammatically correct, but can be informal. Edited American English is the language used in good publications and by good public speakers, and it meets the standards traditionally taught in American and English schools.

Unfortunately, literacy has not kept satisfactory pace with the requirements of our advancing culture. Reading problems involve a large segment of the population. Approximately 20% of our population is functionally illiterate. More than half of the students in our elementary schools are poor readers, and about 50% of our high school students are at the eighth grade reading level.

Misunderstanding the meaning of laws and contracts has been due to ignorance on the part of the writers or the readers. Once, a misplaced comma in a federal law reversed the intended meaning. (Sometimes writing specialists are hired at great expense to prevent such happenings.) Many other sensitive communication situations (e.g. medical, etc.) also have ended in a dire way because of faulty communication. Sometimes even major errors occur routinely in the speech of some highly educated persons.

Non-standard written English is recognized by its incorrect spelling, idiosyncratic punctuation, unusual usage, and grammatical errors; and the spoken form is characterized by unusual usage, grammatical errors, and distortions or omissions of sounds.

In the pre-school years, social deprivation, (i.e., the absence of one-on-one communicative interactions or passive exposure to language in communicative interactions) can leave a child linguistically weakened. Later, the development of language skills can be stunted by poorly trained teachers, who can neither motivate the students nor give them the information they should have. By assigning too few written assignments, not providing analytical feedback, not explaining the rules for grammar and punctuation, and giving inflated grades for poor work, the teacher makes it impossible for a student to edit his own work.

School conditions are also at fault. Overcrowded classes do not afford even good teachers the chance to do all that is needed for the students. Many persons do not know that they are communicating well because they seem to be handling successfully simple everyday affairs. This false sense of competency might incline them even to deny that they need remedial help.

It has been said that the educated person is he who can speak and write his native language correctly. College students, as educated persons have the responsibility to set an example for others in the correct use of language.
From time to time a call for the unification of psychology arises. Those who raise it do not only ask that those doing research in it take greater care in demonstrating the convergent and discriminant validity of the constructs they are investigating, something all in the field would agree would be worthwhile. Nor do they labor to convince others that a single institutional voice speaking for all psychologists would carry more weight in furthering the discipline’s agenda, if indeed it could agree on one. Rather they ask that the field develop and adopt a single methodological paradigm for its research. As they are, with some reason, somewhat envious of the systematic advances made by the physical and biological sciences, they believe, as did many of their predecessors, that the model of investigation which they believe has guided the “hard sciences” to such success would serve psychology. Such a view, I believe, is mistaken.

Not only is psychology rooted in the natural sciences, it also has roots in the humanities. Consequently, the adoption of a single-minded perspective that favors one over the other is likely, as it has in the past, to do damage to the depth and diversity of the discipline. Whether there is a way of proceeding that synthesizes the best of the techniques of the Naturwissenschaften and Geisteswissenschaften remains to be seen. A number of individuals much brighter than I, Donald T. Campbell, for one, is optimistic that such a prospect can be achieved. I hope so. I

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Family and Children's Services in Syosset, NY. St. Mary's invited this presentation in light of its newly expanded role in offering services to high-risk mothers and babies. Dr. Sossin was also a collaborative author (with Drs. Mowder, Rubinison, Sweeney and Goliger) on two papers included in the summer and fall issues of The School Psychologist, reporting on the NYAECEP survey results regarding collaboration/consultation training and practice of those psychologists working with young children, and regarding the continuing education needs of those working with the youngest children. Further survey reports are in preparation. Also, Dr. Sossin was a collaborative author along with Dr. John Stokes, Dr. Lori Rockmore (a recent Psy.D. graduate), and Dr. Cathy Budman of North Shore University Hospital, on a paper titled “Clinical phenomenology of episodic rage in children with Tourette Syndrome,” published in Volume 55 (2003) of the Journal of Psychosomatic Research.

Dr. John Stokes had several articles accepted for publication (L. Rockmore, M. Sossin, J. Powell-Lunder, and A. Ward are all either Pace students or faculty):

Dr. Richard Velayo recently published his article titled “Philippine Psychology: A Glimpse at its history and recent developments” in International Psychology Reporter. 7(2), 16-20. His paper, co-authored with Psy.D. student Iwona Matysiak, titled “Developing thinking and writing skills in online psychology courses” in the Journal of Classroom Interaction. Dr. Yasik will also be presenting “Using information from an early intervention program to enhance literacy goals on the individualized education plan (IEP)” with Dr. O’Connor (Queens College) at the 47th Annual Conference of the College Reading Association.

There is certainly much research activity as part of the Graduate Psychology Programs. Students from all of our graduate programs are participating in a wide array of research activities, including for example, research on cognitive processing, parenting relative to 9/11 experiences, early childhood psychology practice, training, and continuing education, professional psychology doctoral research, and operas related to psychological constructs. I encourage all students to make professional presentations and to submit manuscripts related to their research.

My best wishes to everyone,

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

Welcome to the 2003-2004 academic year. Our ranks of undergraduates have grown to include 60 freshmen and transfer students. During a lively orientation session, the faculty met this extraordinary group, reviewed our programs and activities, and fielded many interesting questions. Our new majors later stopped by the Psychology Club and Psi Chi Honor Society booths at the Student Activities Fair to meet our student leaders and to sign up for planned events. Congratulations to the Psychology Club for winning First Prize for the best booth. The students in both organizations continue to sponsor diverse co-curricular and extra-curricular activities and welcome new members at their weekly meetings (see following section). A forthcoming highlight for the Psi Chi Chapter will be a panel presentation at the Annual Meeting of the Eastern Psychological Association.

We also extend a warm welcome to Dr. Weihua Niu (Ph.D., Yale, June 2003), our newest full-time faculty member. Her expertise in creativity and cross-cultural research enhances our department. Our majors will...
benefit from her research expertise and enthusiasm.

Psychology majors in our Experimental Psychology courses are busy planning their yearlong research projects under the supervision of Drs. Richard Velayo, Stephen Armeli, and Weihua Niu. The results will be presented at the 12th Annual Pace University Undergraduate Psychology Conference in the Spring. The Applied Psychology/Human Relations majors are busy with their yearlong practicum experiences in a diversity of settings. These include placements in child and adolescent services; adult health and mental health settings; business, public and private sector organizations; and criminal justice and legal sites. Special thanks are due to the dedicated faculty who supervise them: Dr. Cheryl Pinnnow and Dr. Jacqui Levine, both graduates of our Doctor of Psychology program.

Janice Jackson, Ph.D. Associate Chair and Director, Undergraduate Psychology Programs

PSI CHI: THE NATIONAL HONOR SOCIETY IN PSYCHOLOGY

THE PSYCHOLOGY CLUB

Hi! I’m Peanuts, your friendly Psychology Club mascot!

Message from the President

The academic year has just begun, but the Psychology Club already has much to write about. I’m happy to report that this will be yet another successful year for the club.

In September, the Psychology Club participated in Pace’s Activities Fair, the theme of which was “The Tools for Success.” While also recruiting new members, each organization was asked to participate in a contest that judged how well each of their respective booths was decorated with respect to the theme. That day, the Psychology Club booth was not only approached by more than 40 people interested in joining but also won first place in the theme contest, winning reward points for office space and more money for the club. What a great way to start the year!

Since then, the club has held two events, including the “Psychology Social” and “Taboo Tournament.” Students gathered in the faculty dining room on the evening of September 30th and had pizza and other snacks in addition to playing the game “Taboo” in teams of four. Each member of the first place team took home a GameBoy Advance, and the second place team took home movie tickets. It was a great event!

During the month of October, we have been showing movies and having free food in Lecture Hall West on Tuesdays. This has been great for the club as well, as these events have allowed students to come together and discuss psychology in a less formal academic setting.

There are a several more events coming up, including a demonstration by a practitioner of holistic healing, which should be pretty interesting. The whole club is looking forward to planning for more activities in the coming semester.

Art Lowe
President, The Psychology Club

PSYCH EYE (Volume 16, No.1)
thinking and in designing intervention programs to cultivate these processes in school settings. More specifically, my research right now primarily focuses on creativity.

In studying creativity, my research can be manifested along three lines. My first line of research is to study how culture could influence people’s creative evaluation and performance. One of my previous studies compared Chinese with American students’ artistic creativity, and demonstrated that students from these two cultures performed differently in expressing their artistic ideas (A paper reporting the results of this project was published in the first issue of the International Journal of Psychology in 2001). I still continue this line of research, in collaboration with colleagues in other countries. Another ongoing research project is to investigate artistic creativity of children from three different cultures: China, Italy, and the U.S. I am also examining the association between family backgrounds and children’s creativity in these three cultures.

The second line of research has been to examine how ethnic background and self-stereotype affect people’s creativity. One study I have been doing, in collaboration with Dr. Geoffrey Cohen at Yale University, is to examine the relationship between ethnic background of the way the activation of a negative stereotype around Asian creativity affected Asian students’ creative performances. Our initial study suggested that Asians in this society were generally not perceived as creative and socially active, and we suspected that examining this self-stereotyping might have prevented Asian students from choosing careers that demanded creativity and leadership. We are currently further examining how perceptions of group image (either positive or negative) influence people’s self and group identity and their creative performance. A manuscript based on this project is currently under construction, and we also expect to seek some outside funding for these studies. In another study, Dr. James Kaufman from California State University and I are analyzing different types of writing (essays vs. poems) created by students with different ethnic backgrounds (Asian, Black, Hispanic, and White). We are examining the associations between ethnic background and creativity. The study is still ongoing, and we expect to write about our findings this year.

The third line of research is to study the process and brain activity of creative thinking. I am interested in investigating the relationship between intelligence, expertise, and creativity. The study is still in a very preliminary stage, and we are testing different materials that may be suitable for measuring creativity.

In addition to the above three lines of research, I am also open to any ideas of studying creativity and other cognitive outcomes related to schooling and socialization. So far, I have been talking with several faculty members and students in the department, and I am very excited with the possible opportunities that we have come up with to do collaborative research within the department. I think it is important for a researcher to open new windows to the world while she or he is developing her or his own expertise. I have enjoyed doing research and expect to do more at Pace University.

**Iwona: Which courses will you be teaching?**

**Dr. Niu:** I am teaching Experimental Psychology and Critical Thinking this semester. I have had a very good time teaching these two courses, and especially with my Experimental Psychology class. Next semester, I will continue teaching the Experimental Psychology course, and will also teach a MA course in Research Methods and Statistics II. In the future, I am looking forward to teaching courses such as Creativity, Human Abilities, Cognitive Psychology, and Cross-cultural Psychology.

**Iwona: What do you find your greatest work-related motivation to be?**

**Dr. Niu:** In China, I was interested in studying children’s mathematical thinking – how children understand and learn mathematical concepts. Mathematics is an important discipline in both elementary school and middle school, and it is also a difficult course for children to understand. The goal of the research group I participated in was to understand how children understand mathematical concepts and how to design a curriculum to help children overcome barriers in learning mathematics. The new curriculum we developed pioneered a novel way of teaching mathematics to children, namely, by introducing the dialectical relationships among mathematical constructs, such as the relationship between addition and subtraction, or multiplication and division, while teaching these concepts. The general results of the project supported our theory, and the mathematics performance and general problem solving skills were high among children who used our curriculum, compared to those who did not.

What brought me into the study of creativity is the fact that I became an international student in the U.S. Like many other international students who study in American institutions, my first year in graduate school was full of struggles. Not only had I started to use a different language with which to read and think, but I also had to face different educational expectations, such as the expectation that I should think critically and independently. During the process of adapting, I started to think more broadly about the ways societies and their educational expectations could influence one’s thinking. The educational systems of these two countries – the United States and China – have such different emphases – one stresses self-exploration, and the other, basic training to provide knowledge and analytical skills. As a result, Chinese schools pay a great deal of attention to teaching mathematics and other natural sciences, whereas the American educational system seems to encourage students’ creative thinking skills. Given my knowledge of the two cultures and educational systems, I realized that I had a unique opportunity to examine how culture and environment shape creativity. I decided to expand my research interests from mathematical thinking to creativity.

**Iwona: Do you have any specific hobbies or interests outside of psychology?**

**Dr. Niu:** In my spare time, I enjoy reading history books and novels. I also practice Tai-ji, a Chinese self-defense exercise. I started to practice it when I was in high school and joined a martial-art team in college, to strengthen my techniques. I also like talking with people, interacting with young children, and finding opportunities to travel. I once taught in a Chinese school, a task I loved, and want to do again. I love being in academia. Being able to interact with students, and to test new ideas through research make an academic career one of the most rewarding professions in the world.

**Iwona: Thank you for taking part in our newsletter, and sharing yourself with our readers. On behalf of the students, I’d like to welcome you to Pace! We hope you enjoy working with us!**

**Interviewed by Iwona Matusiak**

Third-year Psy.D. student
Associate Editor

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**Faculty Profile...**

**Dr. Yvonne Rafferty**

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**Iwona:** What is your position at Pace and what types of teaching activities are you engaged in? **Dr. Rafferty:** I am a full-time faculty member and have just completed 10 years in the department. I am very fortunate to teach at both the undergraduate and graduate levels. I really enjoy teaching and work hard to develop an interesting and challenging classroom environment. My goal is to encourage students to make a critical analysis of the issues raised in order that they may understand psychological theory and research within the context of contemporary society. My teaching activities at Pace have included courses in social psychology, community psychology, community mental health, and statistics.

My course in social psychology is designed to provide students with a broad, descriptive overview of Social Psychology and to introduce them to the major theoretical and research topics. A second goal is to engage students in a critical analysis of the issues raised in an attempt to understand social psychological...
Dr. Rafferty: I am very excited about my research interests. I have been involved in a variety of topics. My early work in Social Psychology focused on social influence and group dynamics. My dissertation focused on job characteristics that are associated with burnout in human service workers. I applied two models of occupational stress (the Job-Demands Control Model and Person-Environment Fit Model) to burnout in human service workers. Since receiving my Ph.D., my interests have primarily focused on the educational needs and legal rights of homeless children and youth, AIDS education and condom availability programs for high school students, and the impact of inclusion on preschoolers with and without disabilities. To a lesser extent, I have been involved with research on the education of children who are English Language Learners and the availability and effectiveness of programs for children with autism spectrum disorders.

Dr. Rafferty: I am particularly interested in creating research projects with an applied focus. Thus, my scholarly activities emphasize the integration of research and action. We call this action research. Action research methods are designed to cope with the tension between the need to solve pressing problems and the need to advance scientific understanding of social systems, such as schools. One of its central principles is that the research process should serve both practice and science. My quantitative research skills are enhanced by my knowledge of qualitative research methods, including the analyses of focus group data, ethnographic interviews, and observational methods.

Iwona: Are you planning any new courses?

Dr. Rafferty: Yes, I am very excited about my new courses that are scheduled for 2004. One is a 6-credit learning community course called "Children in Urban Societies," which I will co-teach with Professor Roger Salerno from the Sociology Department. This course focuses on children around the world and uses research from both sociology and psychology to examine key issues in their lives. Some of these topics will include gender, family and kinship practices, education, child care, health, sex, religion, exploitation, migration and violence. Students will also volunteer two hours each week to service in a local agency that focuses on assisting children. This combination of classroom activities and field experience will equip students with first-hand knowledge of the topics raised, as well as with some of the effective strategies that address them.

The other course is also a learning community course, but involves two courses that are closely linked. One is a new course that I am developing, "School and Community Collaborations." This course will apply the major principles and practices associated with community to educational services and schooling in urban high-risk settings. The goals for this course are to enable students to develop a clearer understanding of factors associated with the development of a psychological sense of community in school settings, a range of preventive interventions that have been implemented in urban school settings, and some successful collaborative relationships that have been established between schools and community programs. For each issue, the impact on academic success and psychological well-being will be highlighted. This course will be paired with "Educational Psychology," which will be taught by Professor Mary Versteek from the School of Education.

Iwona: What are your specific areas of research interest?

Dr. Rafferty: I have several areas of interest and am involved in a variety of topics. My early work in Social Psychology focused on social influence and group dynamics. My dissertation focused on job characteristics that are associated with burnout in human service workers. I applied two models of occupational stress (the Job-Demands Control Model and Person-Environment Fit Model) to burnout in human service workers. Since receiving my Ph.D., my interests have primarily focused on the educational needs and legal rights of homeless children and youth, AIDS education and condom availability programs for high school students, and the impact of inclusion on preschoolers with and without disabilities. To a lesser extent, I have been involved with research on the education of children who are English Language Learners and the availability and effectiveness of programs for children with autism spectrum disorders.
Cheryl: What advice do you have for students who are interested in pursuing a career in psychology?

Dr. Rafferty: I advise students to become the best that they can be and to become involved in the activities that they enjoy doing most of all. I encourage the doctoral students that I work with to select a doctoral project on a topic that they are fascinated with and to use this opportunity to become an expert on that topic. I also advise them to be cognizant of the importance of being an advocate for children in need. Maya Angelou, perhaps, says it best of all: “You are the rainbow in somebody’s clouds. There are children whose lives will be changed irrevocably because of what you do or do not do.” Most importantly, I advise students to enjoy life, not to let the daily hassles get them down, to keep everything in perspective, don’t sweat the small stuff, keep your sense of humor, cherish your friends, and have fun.

Iwona: What do you like to do on your free time?

Dr. Rafferty: I love to have fun. I cherish my friends and love to laugh and enjoy life. I love spending time at the beach, reading in my hammock, taking yoga classes, eating out, dancing, watching funny or insightful movies, going to the theater.

Iwona: Thank you for sharing so much of yourself with us!

Interviewed by Iwona Matysiak
Third-year Psy.D. student
Associate Editor

Psy.D. Alumna Profile…
Cheryl Withka

Cheryl Withka
Psy.D. Graduate

Patricia: How have your clinical training, academic work or fieldwork experiences influenced your decisions or job choices?

Cheryl: This September, I graduated from the program at Pace and began working as a school psychologist in a school district in a rural area of New Jersey. I work in both a middle and high school, performing assessments and counseling, as well as consulting with teachers and administrators. I enjoy my job a great deal and feel that my training well prepared me for this position. In particular, the school placement that I completed while I was a student at Pace gave me the opportunity to see what school psychologists really do on a daily basis. The program at Pace has more than adequately prepared me as a psychologist. I feel confident in my assessment, counseling and consultation skills because of the course work and field placements that I have completed. My graduate training has strengthened my desire to work as a psychologist with children.

Patricia: What are your plans for the future?

Cheryl: As far as my future plans, I hope to combine my interest in school psychology with my desire to work in a clinical private practice setting. Above all, I am looking forward to enjoying life now that I do not have to study or work on my dissertation. I hope that I will now have time to pursue my interests and spend more time with family and friends.

I hope that this interview may serve as a reminder to current graduate students in the program that there is an end in sight and that the five years of sacrifice are worth it!

Patricia: Thanks for your participation and advice Cheryl!

Interviewed by Patricia Zahregian
Third-year Psy.D. student
Associate Editor

M.A. Student Profile…
Lea Francis

Lea Francis
MA in Psychology Alumna

Patricia: Tell me a little bit about yourself and your educational background in psychology.

Lea: In 1997, I completed my undergraduate education at Lincoln University in Pennsylvania where I majored in psychology. I am currently working as a psychotherapist at an agency called Lifespire. I work in an Article 16 clinic licensed by the New York State Office of Mental Retardation and Developmental Disabilities. For the past 2 years I have been working at this agency, doing evaluations for mentally ill and mildly retarded adults. I have also counseled them and have learned about their IQ through the evaluations. Before my current position I was a Senior Researcher at the Department of Health. In the future I plan to return to school for my doctorate. Before I return I am going to continue working in order to obtain more experience and become a more competitive graduate school applicant.

My educational experience at Pace University was great. All the courses I took in the MA program touched on everything; so I was able to get a grasp of a variety of topics. The MA degree I have received is so versatile that I can use it in a variety of different settings outside of psychology such as Human Resources. My Pace experience was also a good one because of the timing of the class which made it convenient for me to continue working. I was also very pleased with the interactions that I had with the professors there because I received the sense that they really want you to learn and to develop your own style of writing.

Patricia: What’s rewarding about being in this field?

Lea: You can really see how you can make a difference for someone through your work. It is rewarding to be in a position to find ways for people to reach their goals. At the end of the day I almost feel that I truly made an impact on someone’s life, I have the sense that what I did was truly worthwhile. I enjoy learning about different populations, and this motivates me to continue to be interested in this field. Of course the downside is that the salary is not as high as if I were working in another field. However, I have tried to build my professional record so that I can network and pursue my interests.

Patricia: Other than school and your professional interests what else is going on in your life?

Lea: I recently purchased an apartment in Manhattan. I feel that I am enjoying my life right now. I am currently preparing for an audit at my agency, and so I am planning on going on vacation after that is completed next month. I am also active in Alpha Kappa Alpha Sorority Incorporated, Tau Omega. The sorority promotes unity and sisterhood in addition to serving the surrounding community and the poor.

Patricia: Congratulations on your purchase of the apartment! Thanks for your participation Lea and good luck with your future endeavors!

Interviewed by Patricia Zahregian
Third-year Psy.D. student
Associate Editor
Carolynn: Well, although I have never been past Canada, I would love to travel. This summer I plan to go to Greece and Turkey. I love to learn about different cultures and how different people live. I also enjoy listening to music from around the world, especially Portuguese music. I have also been dancing since I was two. I used to tour the east coast in a ballet company but with school it became too much. It is still a passion of mine. I am very close to my family and try to go home as much as possible.

Patricia: What are your goals in being president of this club? Why were you interested (do you have an overlap in members?)

Carolynn: I am trying to get involved in as many things as possible while I am an undergraduate. This past summer I interned at Columbia University with a graduate student. We did research in the field of Neuropsychology. I also try very hard to keep my GPA above a 3.85 because another goal of mine is to graduate summa cum laude. After I graduate, I plan to pursue a Fulbright Scholarship, which I recently found out I am eligible for. I have been in touch with a professor from Harvard who has been helping me along the way. My ultimate goal is to study with her.

Patricia: How do you plan on pursuing your career goals in and beyond college? (How did you come to this decision/and why)

Carolynn: I became interested in Psi Chi because I was, like many other students, worried about getting into graduate school. Psi Chi is a major influence in my life. It is hard to balance school and run an organization at the same time. However, I try hard not to let my responsibilities get in the way of my studying time. After all, I have to keep my GPA up if I want to stay within the requirements of the organization. Psi Chi has also made me more aware of different choices I have within Psychology. I didn’t realize how many fields there actually are within the realm of psychology.

Patricia: Are there differences in being involved in this club as opposed to Psi Chi? (do you have an overlap in members?)

Carolynn: The main difference between Psi Chi and the Psychology Club is that Psi Chi is a national honor society which has national requirements. Psychology club is open to anyone with an interest in psychology. Most of the Psi Chi members are also part of the Psychology Club, a great organization which I encourage everyone to join.

Patricia: What are your goals in being president of this club? Why were you interested in your current position?

Carolynn: My main goal as president of Psi Chi is to provide academic support as well as career planning support for psychology students. I want them to feel as prepared and comfortable as possible by the time they graduate and go on to graduate school. I became interested in this position because I wanted to get involved with an organization that I could be proud of.

Patricia: What are your other interests outside of psychology?

Art: I want to stay within the requirements of the Psychology Club and Psi Chi is a national society and Psychology Club is simply a club on campus. Psi Chi has restrictions on membership and is slightly more academic in its pursuits, more about networking and graduate school. And while Psychology Club also encourages its members to network and discuss graduate school—to help each other with the application process and such—Psi Chi doesn’t stress this as much as it does the construction of a community.

Patricia: What are your goals in being president of this club? Why were you interested in your current position?

Art: When I first became interested in the club, I didn’t feel that becoming president was something that I wanted. I didn’t think I was ready for the responsibility, since I am on the E executive board of other organizations. However, others felt the same way, and I figured that as long as I had a strong e-board (which, thankfully, I do!), I could handle the position. Now, as president, I hope to maintain the strength of the organization and recruit more members to sustain Psychology Club in the future.

Patricia: What are your other interests outside of psychology?

Art: I am very passionate about entertainment and education—I think they are essential to a balanced and successful society. Everyone should be educated well, and entertainment makes people happy and allows people to grow and understand themselves. Both are so very important.

Patricia: How do you plan on pursuing your career goals in and beyond college?

Art: I’d like to pursue a career in entertainment and/or education. Maybe even both. I’m not sure yet. After I graduate in 2005, I think I will substitute teach for a while and pursue entertainment, specifically acting. If my goals change, I will then probably return to school and get my masters, hoping to become a school counselor. These are careers that I’ve wished to explore since childhood—being an actor or a counselor... it just feels like what I was meant to do.
Patricia: Thanks for your participation and best of luck to you!

Interviewed by Patricia Zahregian
Third-year Psy.D. student
Associate Editor

Staff Profile…
Christopher Caraballo
Psychology Graduate

Patricia: Hi Chris, tell me a little about your experience at Pace and how you’ve come to decide what your academic interests are.

Chris: The core classes that I took in Pace have helped me decide my career path. It was specifically my favorite core class, called Third World/2/3 worlds, which was an amazing course that opened my mind to international perspectives and differences amongst people and cultures. Outside of school I have always been interested in learning culture. I am a member of the Caribbean Cultural Center, el Museo de Barrio. These organizations have introduced me and opened my mind to international issues that a lot of New Yorkers aren’t exposed to. I decided to integrate that into my studies in psychology. Fortunately here at Pace we have a diverse student body. Also, Dr. Velayo and Dr. Denmark are involved in international psychology. In the future, I want to pursue my doctorate, but I want to do it at a university which specializes in international perspectives rather than a more American focus. I am currently looking at schools in Puerto Rico and some international universities in California.

Patricia: How did you decide to study abroad?

Chris: When I decided to study abroad I thought it would be a great experience for me to study Spanish and get a strong grasp of the language by applying to a university that teaches in Spanish. I am very interested in learning about how foreigners deal with culture shock and their feelings when they emigrate to other countries.

Patricia: Can you explain why you are interested in cultural differences?

Chris: One example of a practice that differentiates the Spanish work culture from the American is the siesta. Many times foreigners look at many Spanish-speaking people as lazy because of “siesta,” their tradition to nap in the middle of the day. However research has actually shown that this has made employees more productive than going straight through an 8 hour day without any breaks.

This is an example of what is interesting to me with regard to studying international perspectives because there are often big differences in how productivity can be reached, in this case if Americans took a siesta they would be more productive.

Another thing that I am interested in is globalization, which the U.S. is interested in achieving by opening its markets to Latin America by the year 2005. I think that it is going to lead to many opportunities in terms of business even moving further into cultures that they have never worked in. For this reason, I think its going to be important for psychologists to intervene and work with these cultures, without necessarily imposing our culture onto other cultures, so that we can learn how to work effectively with different cultures.

Patricia: Where are you going to study?

Chris: I’m going to study at the University of Barcelona, which is in the region of Catalonia. What is interesting about Catalonia is that all the people there are bilingual, and they don’t consider themselves Spanish, but Catalanian. To a degree, they are a minority within a larger culture; so I thought it would be interesting to place myself there because it will put me in the position to feel like a foreigner even though I am of Latino decent. The educational experience that I will have there will also be different because it is not the same as the learning experiences I have had here. In the United States, there is greater opportunity to exchange ideas between students and professors whereas there is a different philosophy of teaching in Catalonia, where the assumption is that the student is an empty vessel that is waiting to be filled by the professors. This will also create an important change in work culture for me.

Patricia: What have you liked about your experience at Pace?

Chris: I have liked the fact that there are many international students and recent immigrants at Pace, because they are in the same situation as I am. They are used to a different culture. For instance, I roomed with Igor Botan, who introduced me to Moldovian culture while I introduced him to Puerto Rican culture. Since Igor was new to the US, it was interesting to me to see how he was acclimating to American culture. Another great thing about going to school in the city is that Pace’s location offers a great opportunity to get involved with resources outside of the campus, so that your educational experience doesn’t just rely on the confines of the university because you have the opportunity to join organizations and get involved in various activities available outside of the campus. In the future, I am interested in joining APA’s Division of International Psychology as well as the Division of Consulting Psychology because I like the sort of work that they do.

Patricia: Thanks for your participation Chris — Good Luck on your studies abroad!

Interviewed by Patricia Zahregian
Third-year Psy.D. student
Associate Editor

McShane Clinic Corner

Welcome to the first year class! This is our first column in Psych Eye and we would like to take the opportunity to tell you a little bit about the McShane Center. We are located on 156 William Street, 5th floor. The McShane center is the on-site training facility for students enrolled in the Psy.D in School-Clinical Child Psychology program. The center serves community residents, Pace undergraduates and those enrolled in other degree programs, and people in need of psychotherapy.

Services we provide are individual and group psychotherapy, family therapy, couples therapy, parent/infant training, biofeedback, and diagnostic testing. Children, adolescents, and adults are accepted and fees are set by a sliding scale, with the exception of Pace University students, who do not pay a fee. The McShane Center, unlike the Pace University Counseling Center, can provide treatment after graduation.

Fall schedule: The center is open Monday-Friday 8am-8pm. We will be closed November 27th and 28th for Thanksgiving, and December 24th thru January 2nd for winter vacation.

Dr. Beth Hart
Director of the McShane Clinic
Adriana DiMatteo
Second-year Psy.D. Student
McShane Clinic Administrator

Upcoming Conferences

“KEYS TO THE CLOSET: Addressing the Needs of Gay and Lesbian Youth”
Presented by Chip James, CSW, CASAC
Friday November 21, 2003
9:00am – 3:00pm
New York State Psychological Association School Division

Psychologists will be provided with recent statistics on Lesbian, gay, bisexual and transgender (LGBT) youth who have been
shown to be at higher risk than their non-gay peers for both physical and mental health problems. Psychologists will also learn how to support and advocate for LGBT youth and how to help create a safe and inclusive setting in the schools. Resources will be provided. The presenter is an approved trainer on this topic for APA and other state and national organizations.

Conferences Focusing on the Teaching of Psychology


APR 5-7, 2004: Psychology Learning and Teaching Conference, John Anderson Campus, University of Strathclyde, Glasgow, United Kingdom (UK), <http://lepysv.york.ac.uk/LTSNPych/PLAT2004/index.html>.

APR 23, 2004: Rhode Island Teachers of Psychology Teacher/Student Conference, Johnson & Wales University, Providence, RI, contact <tbsack@providence.edu>.


OTHERS


112th APA Convention July 28-August 1, 2004 Honolulu, Hawaii


Division 52—International Psychology Program Co-Chairs: Anie Kalayjian, EdD and Uwe P. Gielen, PhD.; 139 Cedar Street, Cliffside Park, NJ 07010-1003; 201-941-2266 (Kalayjian) 718-489-5386 (Gielen) kalajiananap@aol.com; ugielen@hotmail.com; Fax: 201-941-5110

Division 52 still welcomes posters on all aspects of international or cross-cultural research, theory, practice, education, and advocacy. Posters are especially encouraged, on cross-cultural therapy, assessment, teaching & learning, women and gender, Asian psychology, ethnic prejudice and tolerance. Innovative formats welcome. No fax submissions please.

PROJECT SYLLABUS

http://www.lemoyne.edu/OTRP/projectsyllabus.html

This constitutes a collection of more than 80 refereed syllabi in a variety of undergraduate and graduate psychology courses. These syllabi come in both “printed” and Web-based form. Please go to the separate Project Syllabus page to download individual syllabi. This page provides a master list of all syllabi found here or linked from OTRP Online.

RESOURCE ON THE HISTORY OF WOMEN IN PSYCHOLOGY

http://www.lemoyne.edu/OTRP/teachingresources.html/history>

This website from the Office of Teaching Resources in Psychology (OTRP) describes the contributions of women in psychology dating back to the 19th century. This resource represents the work of Charles Abramson and Aqueda's Corner

Web Psyched!

There I was listening to this tragic story on the news about the murder of Matthew Hall. And never, but never did I associate this tragedy with our faculty member, Dr. Chantal Hall. How could this be?? What a horror! Chantal……I wish I could help you ease your pain. To lose your son in such a horrible way. We in the Psychology Department are horrified and deeply concerned about your well-being. Our deepest sympathy goes to you, your husband, and your families. I can’t even imagine the emptiness you feel. I want to run home and grab my two daughters and granddaughter and hide them. Life, sometimes, is like a merry-go-round. Sometimes you just can’t get off. I know, you’re probably saying, now what does Aqueda mean by this! Well, either you’re so overwhelmed that you don’t want to get off, or you jump off and grasp whatever it is you must challenge.

I can’t believe October is here already and the summer never arrived! Oh, did we have a few warm days? I must have missed them. Now, let’s get down to business. Psychology business, that is. Congratulations to all our September 2003 graduates and to our alumnus Dr. Pamela Rothman. Congratulations to your new son Jacob. (What a great looking baby). And to our newlywed Laura Silverman. You were a beautiful bride. To our first year graduate psychology majors, welcome, and I just want to say if you feel a little confused, see me and I’ll try to make it clear for you. And last but not least, I want to thank Roxanne Persaud, Denise Moreno, Maria Ortiz, Minerva Vasquez, and Marian Williams for your patience and support in helping our students with their transcripts, grade changes, registration, and graduation. You are a great team, and I make sure our students know that without SARS our program would not move as smoothly as it does. So, thank you Roxanne, Rita, Maria, Minnie, and Marian. And on a personal note: Giselle, my number 2 daughter, I’m proud of you, and I want to congratulate you on your
degree. I always had faith in you even when you didn’t. I knew you would make it. After all, I’m your mother and mom always knows.

Aqueda Portalatin
Program Manager
Psychology Department Administrator

Patty’s Column

Cold Remedies

The fall season is in full swing. Just the other day, I had a number of messages on my voicemail from four people whose voices were nearly indistinguishable. I have been astounded at the number of people that have caught colds or this year’s mysterious laryngitis. Of course, everyone has a different way of coping with a cold. Some people swear by echinacea, zinc, and others simply try to get some sleep and/or at least have some chicken soup that is as close to homemade as possible. However, my family somehow believes that increasing one’s caloric intake will definitely guarantee a speedy recovery. I find it funny that everyone has some different remedy that they swear by and try to get everyone else to try out. Nonetheless it seems like this season’s cold is especially resistant to any of the aforementioned supposed remedies. I think the best remedy is acknowledging early on at the first signs of the cold, that you are sick and could simply use some rest even if it means changing your schedule. Despite our drive to stay with the program, it is my hope and advice to everyone to be sensitive to their health. One does not need to be a medical doctor to realize that a cold or sore throat could be becoming more than that if is it more prolonged or seems more intense than your typical experience. In these instances it’s really best to not feel like you can get over it alone and instead seek some medical attention. Although it may sound like a cliché, good health is really our most valuable asset. I really hope all stay healthy and do whatever is necessary to take care of themselves. Have a great semester everyone!

Iwona Matysiaik
Second-year Psy.D. student
Associate Editor

Iwona’s Review

“I Know This Much is True” by Wally Lamb

I Know This Much is True, by Wally Lamb, must be one of the finest novels I have ever read. It is written from the perspective of Dominick Birdsey, who illustrates his dramatic love-hate relationship with his schizophrenic twin brother, Thomas. All Dominick ever wanted was to be his own person, without having to be the guy who cleans up all of Thomas’s messes. But as he separates, he starts to lose an important part of who he is and craves an understanding of his own past. In this quest for understanding the truths about himself and his brother, he takes us back in time, sharing the history of who the Birdsey twins are, who their mother was as a young woman, and who their father may be. This book is a process of self-discovery, in which Dominick struggles to figure out how Thomas became who he is, and what it was that spared Dominick from that same fate, or whether in fact it hasn’t!

Scott Meyers and Katie Krauskopf

Second-year Psy.D. student Scott Meyers married Katie Krauskopf this summer. She is a second-year student at Mt. Sinai School of Medicine. They were married on August 31st, at Old Chatham, NY, outdoors in a field. For dessert, their guests enjoyed individual mini key lime and meringue pies...sound delicious.

Soye and his son Judah Zaid-Muhammed

Teisha and Soye Zaid-Muhammed had a new child, named Judah. He was born on September 27, 9:44 am (8.8 lbs., 20”).

Jacqueline Garziano became a new mommy. She had Abigail Dominique Clarke on Sunday, Oct. 5, at 7:53 am. She weighed at 7 pounds and 1 oz. and is 19 inches long. Both are fine and recovering.

Ariel and Pamela Rothman had a new baby. Jacob Benjamin was born on August 28th (8 lbs. 15 oz., 20.5 inches).

Third-year Psy.D. student Sharona Feinberg-Meyers recently welcomed a new baby to her family!

Laura Silverman and Michael Liebling

Laura Silverman and Michael Liebling got married on August 17th. They had their ceremony and reception at Mayfair Farms, West Orange, New Jersey. Their wedding song was “From This Moment On,” by Shania Twain. For dessert, their guests had White Swiss Dot chocolate and vanilla cake with chocolate mousse and raspberry filling. They enjoyed their honeymoon in Bermuda (before the hurricane).
KARA’S BIRTHDAY AND CHRIS’ FAREWELL PARTY
September 2003

Attendees at the celebration.

Kara White
Assistant to the Director of Field Training

Christopher Caraballo
Psychology Graduate and Student Aide

SUMMER 2003

Bob Wesner and Dr. Florence Denmark

Florence Denmark and husband, Bob Wesner at the American Psychological Foundation’s 50th Anniversary celebration where she was honored. Bob and Florence also celebrated their 30th anniversary via an Alaskan cruise this summer.

AP A / DIVISION 52 DISSERTATION AWARD
September 3, 2003

Dr. Weihua Niu received the Dissertation Award from the Division of International Psychology of the American Psychological Association.

In Memoria

In loving memory of
DR. CARMINE CASELLA
(August 17, 2003)

Carmine was truly a loving person. He treated all equally and always made sure that he greeted everyone with his beautiful smile. I remember walking into his office and he would immediately flash his smile and ask me if I was alright. We talked about everything work-related and personal. I felt very comfortable with him. His adoration for his wife Lorraine and children, Joseph and Cecilia, was something to be admired. He will live in our hearts forever.

Aqueda Portalatin
Department Administrator

The Psychology Department cordially invites you to attend a memorial service in loving memory of Dr. Carmine Casella, who entered into eternal rest on August 17th, 2003. The memorial will be held on Thursday, November 20th, from 3:00 p.m. to 4:30 p.m. in the Faculty Dining Room at One Pace Plaza. Kindly advise us by October 30th if you are attending (212-346-1506).

The Psychology Department cordially invites you to attend a memorial service in loving memory of Dr. Albert F. Melino, who entered into eternal rest on May 12th, 2003. The memorial is on Monday, November 10th, from 3:00 p.m. to 4:30 p.m. in the Faculty Dining Room at One Pace Plaza.

Our deepest condolences to the family of Annela Brutus, who entered into eternal rest. The Wake/Viewing was on October 17th, at Andrew Torregrosa & Sons Funeral Home. The Funeral Mass was on October 18th, at St. Therese de Lisieux (St. Theresa Church), and the burial was on October 18th, at Cypress Hills Cemetery.

A Celebration for
DR. MARGARET E. DONNELLY

Margaret E. Donnelly, Ph.D.

On November 3, faculty and students gathered in honor of Dr. Margaret Donnelly for over 35 years of dedicated teaching in the Psychology Department.
Undergraduate Research (CUR), is offering an Undergraduate Research Summer Fellowship Program. This program supports a student and a faculty mentor to conduct a research project between the student's junior and senior years. The student and faculty member must apply jointly. Awards provide a student stipend ($3,000-$3,500) and a faculty stipend ($500). An additional $1,000 is also available for supplies and travel to present the research at a regional meeting. Visit http://www.cur.org/UGSF.html for more information and for applications. The deadline for submissions is November 21, 2003.

BIRTHDAYS:

1/16 Stacey Fridman
1/20 Rachael Hoina
1/20 Scott Meyers
1/20 Karen Tieman
1/29 Kristin Kolozian

TASTE BUDS:

S’Agapo Taverna Ouzeri
34-21 34th Ave. (at 35th St), Astoria, N.Y.
Telephone: 718-626-0303

Being that I live in a neighborhood that is "restaurant dense", not too long ago I decided to take in a meal in Astoria. My choice of cuisine, was Greek of course. I have been to a variety of Greek restaurants in Astoria but somehow never Made it to S’agao; so felt it was time to finally check it out. I was not disappointed. I learned that S'agapo is a small family run Greek restaurant with great fresh seafood (if you don't mind getting the entire fish including its head) and an extensive menu of grilled, fried and cold dishes, steaks, and chops. I ordered the chicken kebab, which was just perfect. You’d be surprised how often chicken kebab is not done well in some restaurants. Since the weather has been pretty good lately, their outdoor patio served as a good place to sit. Inside, the space is small but cozy with its acoustic ceiling. You might even run into the owners, Barbara and Kosta, who are said to actually do the cooking there and sometimes busing of tables. The lamb is rumored to be the best in the neighborhood but I was honestly too stuffed to try it out. You should also ask about special dishes that are not listed on the menu. They also have a small list of homemade Greek wine which is a little bit too strong. You will be better off indulging in dessert like halvah and the country pita even if you are on some type of carbohydrate restricted diet. The prices are reasonable, but for the student budget I would say that at approximately $20 for a meal, going to S'agapo may warrant a special occasion of sorts... perhaps a post midterm reward!

Patricia Zahregian
Third-year Psy.D. student
Associate Editor

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

For comments and/or contributions to this newsletter, contact: Dr. R. Velayo at x1506 or 212-346-1506.
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The next issue of the PSYCH EYE newsletter will be in February.

Dates to Remember

Spring 2003 semester begins
January 26, 2004

THANKSGIVING DAY
November 27

Hanukkah
December 19-27

CHRISTMAS
December 25

Kwanza
December 26

Happy New Year
January 1

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