Stayin’ alive: That’s what friends are for

A look at the importance of social relationships

Although it may not be surprising that our social relationships influence our emotional or psychological well-being, there is increasing evidence that social relationships influence our physical health and longevity. A recent meta-analysis by Dr. Julianne Holt-Lunstad (Psychology), Dr. Timothy B. Smith (Counseling Psychology), and Bradley Layton (psychology undergraduate) identified 148 studies that found individuals with stronger social relationships had 50% increased odds of survival relative to those with insufficient social relationships. These studies included 308,849 participants from countries around the globe who were followed for an average of 7.5 years and the findings were consistent across age, gender, initial health status, length of follow-up, and cause of death. (Bradley Layton was an undergraduate student while working on the project and is currently working toward a PhD in epidemiology at University of North Carolina Chapel Hill.)

Dr. Holt-Lunstad’s research focus centers on the association between social relationships and health. One goal of the research was to establish the overall magnitude of influence of social relationships on mortality relative to other well-established mortality risk factors. The results found lacking social relationships was comparable to many well-established risk factors for mortality. For instance, lacking social relationships was equivalent to smoking up to 15 cigarettes per day, or being an alcoholic. Lacking social relationships doubled the health risk of obesity and far exceeded the risk of air pollution on health.

Social relationships are measured in different ways. A second goal of the study was to determine if any one measurement approach better predicted mortality, so that we might better identify ways in which social relationships might be utilized to reduce risk for mortality. Not surprisingly, some studies were better at assessing relationships than others. Some studies included very simplistic measures such as whether or not someone was living alone or not, while other studies had very complex measures which included multiple aspects of relationships (e.g., marital status along with network size, community involvement, and identification with social roles). Likewise, other studies assessed relationships in terms of the functions they served, such as whether individuals actually received support from their social network or perceived that support would be available to them if they needed it, or perceptions of loneliness. Although each of the measurement approaches was significantly associated with your current career path up to now?” The study made no distinction between BS, MS, or PhD degrees, but I wonder how many of those grads were forced into entry-level positions because they couldn’t get into grad school. If that were me, I know I wouldn’t be satisfied.

Unfortunately, the real world requires more from us than just a diploma. If you don’t have the personality, the connections, research experience, etc., you’re going to have a hard time competing with every other psych graduate who does. Membership in the Psych Association won’t give you any of these things, but it will let you know WHAT you need and provide resources to help you develop these assets early on in your undergraduate career. Taking advantage of them is up to the individual. So the next time we host a grad school prep seminar, a talent show, a debate, or anything else—know that its purpose is to provide students with an opportunity to gain exposure, get informed, form opinions, develop a sense of community with other psych majors and begin a career aimed at whatever it is in psychology that tickles their fancy.
Giving Back to Psychology

Ramona Hopkins
Department Chair

Psychology is one of the largest and most popular majors at Brigham Young University. Our graduates continue to make a remarkable contribution in society. Unfortunately, in these difficult economic times, a growing number of our students are struggling to finish their education while meeting the demands of school, work and family. Sadly, few scholarships are available for Psychology majors. We would like your help to change that so all of our outstanding and deserving undergraduate and graduate students can complete their schooling and continue to make a difference in the world.

We are particularly proud of the success of our graduate program. However, we compete nationally with other graduate schools for the best students. In order to attract top candidates, we must offer competitive financial aid.

If you would like to join us in helping our students, visit our website (http://fhssgiving.byu.edu/OtherGivingOpportunities.dhtml) and click on Psychology. In the drop down menu select “FHSS – Psychology” to direct the funds to Psychology scholarships. You can use your credit card on the BYU secure online donation system.

Thank you for whatever you can give. Please contact me at mona_hopkins@byu.edu or by calling 801-422-1170.

Other Opportunities to Serve

If you are unable to contribute financially at this time, we would also appreciate any time and effort you could share to further student opportunities. Student internships are invaluable to our students, as are your experiences and knowledge. Are you able to provide an internship opportunity for an eager and industrious student? Do you have ideas or information that you wish you had known when you were in school that would benefit our current students and are you willing to share? If you work within a reasonable distance from BYU, it would be very helpful for you to participate in future Career Fairs to help inform students of the various employment opportunities available for Psychology majors. Let us know if you are willing to help in this way.

The Psychology Department is extremely interested in forging strong relationships and an extensive network system that would benefit both alumni and current students.
New Scholarship for Undergraduates

This year marks the beginning of a private scholarship provided by the Michael and Barbra Dong family in honor of their son, Matthew. This scholarship will alternate between the Psychology Department and the School of Family Life each academic year. The generosity of the Dong family will benefit BYU students for many years to come. We are excited to introduce you to the first Matthew Dong Scholarship recipient and share some of her BYU experience.

Brittany Stevenson
Undergraduate Student

My name is Brittany Stevenson and I am the first recipient of the Matthew Dong Scholarship. I grew up in Reno, Nevada until I was 14 and then my family moved to American Fork, Utah. I enjoyed high school there and participated in orchestra, journalism, National Honor Society, church callings, and my city’s youth council. I graduated from high school in 2009 and then that summer, I completed an Associate’s degree at UVU, and started attending BYU in the fall.

I enjoyed many areas of study, but I did not feel content pursuing any one of them. I decided that psychology was the perfect major for me just before enrolling at BYU, since I have always loved to help people.

I have always wanted to go to BYU. My family is a BYU family and so the decision to apply to BYU was not a tough one. As college application deadlines approached, combining secular and spiritual learning became paramount to me. Since I wanted to pursue psychology as my major, I was determined to include a gospel perspective in my studies. I knew that I would find courses to support this objective at BYU.

My BYU experience has been great. One especially memorable experience I had during my freshman year was taking a social dance class and then participating in the BYU DanceSport competition. It was a wonderful chance to make friends and enjoy a non-academic aspect of the multi-faceted education provided at BYU. I have also taken the opportunity to participate in the BYU Symphony as I complete a music minor. While it has been a lot of hard work, I am grateful to have been so involved in such a great program. The symphony has provided me with opportunities to perform as well as a much needed stress relief through the creation of music. In the spring and summer terms of 2010, I was able to serve as a resident assistant (RA) in Heritage Halls. This was one of the best experiences I have had thus far at BYU. As a RA, I learned to help my residents based on their specific needs and was able to make a difference in their transition into college.

Another highlight of my time at BYU has been my classes. LDS Marriage and Family and LDS Perspectives on Psychology helped me obtain an eternal perspective on the family and human nature that I was in most dire need of as a future psychotherapist. Classes like these are the reason BYU is so wonderful. Also, in my Abnormal Psychology class, I am learning about different causes of psychopathological disorders and which treatments are most effective. In learning about the many issues surrounding these disorders, I feel better prepared to enter the field of psychology.

The Matthew M. Dong Scholarship was a direct answer to my prayers. This semester I took a leap of faith away from a paid position in order to have time for an unpaid psychology internship helping children from broken families. Although the internship provided me an opportunity to work directly with children, I was concerned about finances. While I was able to find work as a teaching assistant, I knew things were going to be very tight.

When I saw that I had received a $2,000 private scholarship, I cried. Moments after I had seen the money in my account, Lin Brown from LDS Philanthropies called and told me that it was a gift in behalf of Matthew Dong, the son of Michael and Barbra Dong. As I walked home that night, my heart overflowed with gratitude. I felt wholly undeserving that I had been so blessed by the hands of angels here on earth.

I am very grateful for the generosity of the Dongs’ private scholarship and for the opportunity I have to study here at BYU. I am well aware that I would not be able to receive the same type of education at any other university. This gift has given me hope for the future by helping me move forward in my educational goals. I am planning on applying to pursue my Master’s in Marriage and Family Therapy at BYU to become a child psychotherapist. I am very excited to help children and their families and plan to implement my love for art, music, literature, and the gospel into my therapy.
invited lecture as part of the Harold B. Lee Library's House of Learning Lecture Series. His lecture was entitled "How Firm a Foundation: Pursuing the Possibility of a Book of Mormon Psychology."

Sam Hardy is a wonderful mentor to undergraduate and graduate students. Three undergraduate students, David Rackham, Ryan Funk, and Devan Stevens, received ORCA undergraduate research awards to conduct independent research on development of moral attitudes with Dr. Hardy. Dr. Hardy received a Graduate Mentoring Award with Michael Steelman, a Master's student to study religiosity as a protective factor against pornography use in adolescents. Dr. Hardy has five papers accepted for publication in scientific journals, three of which were co-authored by BYU students. One paper entitled "Adolescent naturalistic conceptions of moral maturity" will be published in the scientific journal Social Development, and is co-authored by Jonathan Skalski (a master's student who is currently in a doctoral program at University of West Georgia) and Jason Basinger (Psychology major now in a master's program at Utah State University). This study explored the ways in which teens define what it means to be a moral person. A second paper entitled "Adolescent hope as a mediator between parent-child connectedness and adolescent outcomes" will be published in the Journal of Early Adolescence, based a study led by Dr. Laura Walker in the School of Family Life, and is co-authored by Kathi Christiansen (master's student in School of Family Life). The third paper entitled "Anchors of religious commitment in adolescence" will be published in the Journal of Adolescent Research. This paper was a master's thesis for Emily Layton, a student in the School of Family Life working with Dr. David Dollahite. The study used qualitative interviews asking youth about their religious commitment, and found various central components or themes of religious commitment for adolescents. Dr. Hardy was also recently appointed to the editorial board for the Journal of Youth and Adolescence.

Dee Higley also saw the fruits of his mentoring activities as four students, Andrew Chaffin, Daniel Kay, Kfir Orgad, and Daniel Blocker, presented their research assessing temperament and personality in the rhesus monkey at the American Society of Primatology in Louisville, Kentucky. One of these papers was subsequently published in the Journal of Adolescent Research with Daniel Kay as a co-author. Dr. Higley continued his mentoring activities during Spring and Summer semesters at the University of California, Davis, Primate Center with seven BYU students—Andrea Sorensen, Dan Blocker, Bobbie Sue Padro, Kfir Orgad, Jenna Colvin, Alan Colvin, and Andrew Chaffin. Their research focused on the role of alcohol intake in anxious rhesus monkeys. Dr. Higley published several peer reviewed papers including two showing early maternal care is critical to normal development of the brain, as certain neurotransmitter receptors and producers are impaired in infants who were not cared for by their mothers or other adults, and three that show interactions between genes and environment. These studies were published in top-tier scientific journals including Proceedings of the National Academy of Sciences, Biological Psychiatry, and Archives of General Psychiatry. One study showed that a stress neurotransmitter called NPY can lead to high alcohol intake, but only if the monkeys are reared without mothers.

Brock Kirwan is working to establish a functional neuroimaging laboratory in conjunction with the University of Utah. He was recently named Adjunct Assistant Professor of Psychology at the University of Utah, a position that allows him to use the University of Utah's state-of-the-art magnetic resonance imaging (MRI) scanner. BYU
currently does not have a MRI scanner on campus. Dr. Kirwan’s neuroimaging research closely examines the relationship between the volume of certain memory-related structures in the brain and performance on a difficult test of recognition memory. He has three papers that examine the localization of specific memory processes in the brain that were recently published in prestigious journals including *Proceedings of the National Academy of Sciences* and *Learning and Memory*. These studies help us to better characterize the functions of memory regions following brain damage and shapes our understanding of the psychological phenomena involved in long-term memory. Dr. Kirwan is the recipient of two grants. A grant from the College of Family, Home, and Social Sciences to support an MRI study investigating the correlation between brain volumes and performance on a recognition memory task in healthy older (age 65+) adults. The second grant is from the Brain Institute at the University of Utah for pilot research investigating memory processes in the brain using high-resolution fMRI techniques. Dr. Kirwan stated, “This is cutting-edge research and I hope to be able to use the initial results to apply for further funding from the National Institute of Health”.

**Michael Lambert’s** book entitled *Prevention of Treatment Failure: The use of Measuring, Monitoring, and Feedback in Clinical Practice* was published by the American Psychological Association Press in May of 2010. The book summarizes work he and his colleagues have conducted at BYU over the past 15 years. The book describes procedures and techniques that can be used by clinical practitioners and administrators to identify patients who are at risk for therapy treatment failure. It includes information about specific methods for monitoring patient treatment response on a frequent basis in routine psychological care and how such monitoring can improve patient outcomes. Dr. Lambert also gave several invited presentations, the most prestigious of which was the Klaus Grawe Lecture to the German Society of Clinical Psychology and Symposia at the Johannes Gutenberg University of Mainz and University of Trier. Dr. Lambert also presented on prevention of treatment failure to the Royal College of Psychiatrists in London, England. A review of his research with a Clinical Psychology PhD Student, Ken Shimokawa, as co-author was published in the *Journal of Consulting & Clinical Psychology*.

**Brent Slife** is furthering BYU’s research and teaching mission through extensive publications. He recently evaluated an all-girls therapeutic boarding school he co-founded several years ago with L. Jay Mitchell based upon Brent’s research on strong relationality and virtue ethics. The school admits women with various psychological problems, from conduct disorders to different substance abuse issues. Brent was invited to give an address to a Psychology of Science Conference at Purdue University, his doctoral alma mater.

He next traveled to Fuller Theological Seminary where he met with a Chinese delegation of over 30 people to collaborate on a book on the psychology of religion. The rise in the religious population in China (now estimated at some 15 to 20%) has led to a desperate need, both in academia and the government, for more research onto how people are affected by religion. Dr. Slife is part of a Templeton foundation grant that is attempting to help leading Chinese scholars in these relatively new areas of study. Dr. Slife presented several symposia at the American Psychological Association conference in San Diego. These symposia range from reports about the project on religion in China to virtue ethics to critical thinking. The travel has not slowed down his research or publications. Recent publications include a paper that discusses the issues surrounding the inclusion of God in psychotherapy, entitled “Including God in psychotherapy: Weak vs. strong theism” in the *Journal of Psychology and Theology*. The second chapter entitled, “Theoretical and epistemological issues in the psychology of religion” was published in the *Oxford handbook for the psychology of religion*.

**Dr. Mikle South’s** research regarding the interaction of anxiety in autism spectrum disorders has lead to a few surprises. In an article soon to be published in the *Journal of Autism and Developmental Disorders* and co-authored with 2 BYU undergraduate students (Sarah White & Julianne Dana), Dr. South and his team found in individuals with autism who had greater anxiety also took greater risks in decision making assessed by a computer test. In typical development, performance on the computer decision task is driven by the excitement of getting rewards, but that in the autism group performance is more affected by the fear of failure. In another study, Dr. South’s team found a disconnect between everyday anxiety in autism and psychophysiological response to a classical fear learning task; this paper reflects an exciting collaboration of expertise from Drs. Michael Larson (BYU) and Michael Crowley (Yale Child Study Center) in addition to undergraduate co-authors (Sarah White & Julianne Dana). In addition, three undergraduate students who work with Dr. South, Katie Taylor (Psychology), Oliver Johnston (Public Health), & Jaime Ballard (Psychology), received BYU ORCA awards this past year. One student’s (Jaime Ballard), research is under consideration for publication. Jamie was also the Psychology valedictorian for August graduation and the student speaker at the FHSS College Convocation ceremonies in August. Dr. South is looking forward and excited to teach the first section of Psychology 111 for BYU’s new “peer mentoring program,” which includes 70 freshman students in their first weeks at BYU.

**Scott Steffensen** received a grant from the National Institute of Health to study the role of specific neurons in the brain’s reward system as they relate to alcohol dependence. He also published a recent paper in the journal of *Alcoholism, Clinical and Experimental Research* that examined the effects of acupuncture on these brain cells. The study found that acupuncture reduces self-administration of alcohol and changes the way the brain processes rewarding stimuli. These findings suggest that acupuncture may be used as an adjunct to current treatments for alcoholism. The study was completed with three BYU student co-authors, including Jung Jae Park as one of the lead authors and an international collaboration with a laboratory in Korea.

**Jared Warren** recently had papers published in published in the *Journal of Consulting and Clinical Psychology* and the *Journal of Clinical Child and Adolescent Psychology*, two of the top journals in clinical psychology. The first paper emphasized the impor-
Psychology Faculty (Cont.)

important finding that a significant percentage of youth receiving mental health treatment in community-based settings end treatment worse off than when they began—the rate of poor outcome was around 25% in some settings. The second study found combining ongoing outcome data from youth, parents, and other reporters resulted in the most accurate method for identifying youth cases at risk for treatment failure. These studies include graduate students Sasha Mondragon and Jenny Cannon as co-authors.

New Faculty
Braithwaite Joins Psychology Faculty

Scott Braithwaite, Ph.D. is a native of Salem, Utah and was the youngest of six siblings and the only boy (maybe that’s what drove him to study Psychology).

After serving a mission in London, England, he met his wife Kimberly at BYU where they both graduated with degrees in Psychology in 2003. Dr. Braithwaite began graduate school in New York, but followed his major professor to Florida State University in Tallahassee, Florida. Dr. Braithwaite earned his doctorate degree in Clinical Psychology at Florida State University. He completed his predoctoral internship at the Medical University of South Carolina in Charleston, South Carolina.

Like most undergraduates who major in psychology, Scott eagerly anticipated one day becoming a psychotherapist; however, when he began to participate in a productive research lab, he became even more excited about the potential impact of clinical science. "I began to see that a clinician can do much for an individual patient", he wrote, “but a scientist’s work can improve the lives of millions.” Since then he developed a innovative program of prevention research that aims to reduce the incidence of marital dysfunction and the secondary consequences that attend it. His prevention program uses innovative methods to disseminate the program.

Scott is thrilled to join the faculty at BYU and return to the mountains of Utah. He and his wife have two children and are expecting a third this fall. Among other things, Scott enjoys cycling, cooking and becoming an amateur rock star. "As soon as I can find a few other rocking psychologists, my plan is to form the geekiest rock band of all time—if I have it my way, we’ll be called The Shrinkz."
Social Relationships

Continued from Page 1

with mortality, some were better predictors of health than others. In fact, studies that used more complex measures, showed greater social relationships were associated with 91% increased odds of survival.

The findings of the study raise a number of questions. What is it about social relationships that could lead to such a health effect? How do our relationships influence our health? There is a large and growing body of evidence that suggests there are many ways in which our relationships can influence our health through behavioral, psychological, and physiological pathways. For instance, our family and friends can encourage us to eat healthy, get exercise, get more sleep, or see a doctor. Our relationships can help us cope with stress. Friends and family can help us by giving advice, doing favors, or helping us out in a bind (which can in turn alleviate some of the negative health consequences of stress). Our relationships can provide a sense of meaning and purpose in our lives, which is associated with better self-care and less risk-taking. Relationships have a direct influence on physiological processes linked to health including decreased blood pressure, improved immune functioning, and reduced inflammatory processes that have been linked to a number of diseases, such as cardiovascular disease and cellular aging.

So how does the average person know how adequate their own social resources are? Some ways that social relationships can be evaluated include:

- Are you living alone? Are you married?
- Do you have connections to friends and family?
- To what extent are you involved with and feeling a sense of connection to your community?
- Are there people you can count on in times of need?
- Do you feel lonely?
- Do you have someone you consider to be a confidant?

The extent to which people lack social resources in their life will then translate to greater risk for poor health or increased mortality.

The qualities of our relationships are also important. Not all relationships are positive and research shows that the negative aspects of relationships can actually be detrimental to health. Unfortunately, most studies included in the meta-analysis didn’t assess quality of the relationships. Since both the positive and negative aspects of relationships were averaged into the overall odds of survival, the effect of social relationships on health may represent a conservative estimate. The effect of positive relationships may be much larger than original findings showed, if the negative effects are excluded from the study.

As seen on:

TIME  CBS NEWS BBC
WebMD CNN.com REUTERS
Los Angeles Times
The New York Times
Expect the World®

PsychCalendar

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<th>Thursday, November 18</th>
<th>Tuesday, November 23</th>
<th>November 25-26</th>
<th>Friday, December 10</th>
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<td>Chauncey Harris Lecture</td>
<td>Friday Instruction</td>
<td>Thanksgiving Holiday</td>
<td>Reading Day</td>
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<td>Presentation by Dr. Richard Wright</td>
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Don’t know where to start?
Here is the basic 5 step process:

1. Determine which branch of psychology you want to focus on for your internship (developmental, clinical, counseling, social, behavioral, etc.).
2. Send an e-mail to psychinternships@byu.edu, visit the Psychology Internship Office in 1007 SWKT, or use the Family and Social Services Internship resources on the 9th floor of the SWKT. These offices can point you in the right direction and offer you contact information for specific internships.
3. Apply for a position, secure the job, and determine how many hours you will work.
4. Complete the online Student Internship Application (found by typing ‘internship’ into the Quick URL box on Route Y).
5. Meet with Emily Morris in order to have your application approved and register for Psych 399R.

*International internships require a different process, but are still eligible for Psych 399R credit.

Internships for Everyone

S
ome people enter the psychology major with their future as a clinical psychologist mapped out perfectly, while others enter simply because they like people and want to learn more. One of the great things about the field of psychology is its variety of applications in the “real world.”

An internship is the perfect way to get some experience in the field, refine your post-graduation plans, and earn academic credit through enrollment in Psych 399R: Academic Internship.

The internships that are available to psychology majors at BYU cater to all interests. Some of the most popular categories of internships include work in clinical settings, residential treatment centers, human resources, marketing, counseling, etc. Do not feel limited by what you think would count for internship credit or not—just ask! In the past year, students have interned at Utah State Prison, trained animals using operant conditioning, coached basketball for troubled youth, volunteered at an orphanage in Romania, and learned equine therapy (to name just a few). In fact, many students already have jobs that are related to psychology; it is possible to have your current job count for internship credit.

The benefits of participating in an internship are innumerable. Most obviously, you will have the opportunity to take what you’ve learned in the classroom and put it to work. Many students note that the benefit goes both ways—you understand your internship better due to your coursework, and you understand your coursework better due to your internship. At most internships, you will have the chance to network. The people you meet (your supervisor, co-workers, clients) can be very helpful in guiding you to your goal. Working in the field of psychology offers internships the chance to really make a difference, both in the lives of others and their own lives. On a more epic populist note—an internship looks great on your resume! Many employers seek applicants who have dedicated time during their studies to gaining related work experience. Earning internship credit may be simpler than you think. Whether you move home for the summer, travel abroad for a semester, or stick around Provo until you graduate, an internship can be completed from anywhere in the world. The Psychology Internship Office is focused on helping you find an experience that will truly benefit your future.

Here in the Internship Office, I hear some common misconceptions about obtaining internship credit. Some students think, “Internships must be unpaid if I receive academic credit.” While there are valuable experiences that are unpaid positions, many students obtain paid internships that help them earn their way through school. Paid internships often become full-time positions upon graduating! Others say, “I hear ‘internship’ and images of making copies, sitting at a desk, and other equally monotonous tasks fill my mind.” A true academic internship is very different from that image! We only support internships that are related to psychology; it is a variable credit class, meaning that the number of credits you are eligible to enroll for is dependent upon the number of hours you work at your internship. The coursework encourages insight, application, and connecting ideas from your academic studies to your internship. Although the class only meets once every few weeks, between class meetings and coursework, you could expect to spend 3-5 hours every few weeks completing assignments. The class is structured around working with busy interns, so it is flexible in that all assignments can be submitted via e-mail.

If you’re not sure what you want your life to be when you graduate, that image! We only support internships that provide at least a few candy bars from the Internship Mug!

Internship Resources

On the 9th floor of the SWKT, the Family and Social Services Internship Office has computers set up specifically to help students find an internship. The front desk will set you up on a computer and explain the database software that will allow you to select your interests and then show you relevant internship organizations.

The Psychology Internship Office exists to help students with the entire internship process, from beginning to end. While students are responsible for securing the position on their own, we are available to help you narrow your focus, decide on an internship, make contacts, and then succeed in Psych 399R. Keep an eye out for the “Internship Opportunities” e-mail sent out every few weeks—these messages list available positions. Don’t hesitate to stop by and ask questions, or just grab some candy from the Internship Mug!
Summer of the Monkeys

Students and faculty collaborate together for internship.

Andrea Sorenson
Undergraduate Student

For the past three months, I have had the opportunity, though Dr. Higley, BYU, and the University of California Davis (UC Davis), to work at the California National Primate Research Center. Over the course of this internship, I have been able to participate in the start-up of a pilot study, meet and learn from top primatologists, and discover the wonders of working with rhesus macaques. The majority of my time, usually 50-60 hours a week, was spent working on Dr. Higley’s alcoholism and temperament study, collecting data. It was an amazing experience being an integral part of the research process. This internship allowed me to meet like-minded students, from BYU and UC Davis, as well as lead researchers in the field of primatology. One thing I would recommend to anyone interested in this internship is to have a firm grasp of the research process, as introduced in Psychology 302 and 304, and to have taken Psychology 387 (primate behavior). These classes lay a ground work for everything that is learned on this internship. I would definitely recommend this experience to everyone, it has been a great opportunity for me to explore the research side of psychology, gain practical experience, and meet new people.

Dr. Dee Higley
Professor, Internship Supervisor

The BYU/UC-Davis Primate Summer Internship is designed to teach students about research using monkeys. The students meet early on the first Monday in June and we drive to UC Davis, in Davis, California where we set-up apartments, and quickly become familiar with the Ward and Institute program. June is scheduled for students to learn the fundamentals of working with monkeys and involves some classroom experiences, as well as hands-on training with the monkeys. The theoretical basis of the research is presented in readings and lectures. Students are expected to formulate hypotheses that will prepare them for their final projects. In July, the students join a research team and each day collect behavior and physiological data from the monkeys. Research topics vary from basic neuroscience (learning how to prepare brains for analysis, for example), to studies on temperament, mother-infant behavior, stress and anxiety, health psychology, and alcohol abuse. As the students become familiar with the unique individual differences in the monkeys and use what they learned in June, by the end of the July they submit a testable proposal (a hypothesis) that they can test using the data that they are collecting. They continue in August to work daily with the monkeys collecting data and entering it each day into the computers. As they refine their hypotheses, they are invited to test them with data that has been collected. Their findings are used to formulate an abstract that is to be the basis of a poster that they will present at the Mary Lou Fulton Undergraduate symposium in the following winter semester.

While the working days are long and the discoveries are intriguing, there is also time to enjoy the area. Davis has a vigorous LDS Institute group which becomes the center of the internship students’ social lives, with family home evenings, and many week-night and weekend activities, including beach trips, bonfires, swimming parties, and barbeques. Davis is in one of the major agricultural areas of the country, with fresh fruit and nuts from June – September. The Farmer’s Market is a must, and the local cuisine is varied and tasty. Culturally, we live on the edge of campus and San Francisco and Sacramento are nearby, which allows for indulging in both educational and cultural experiences. The students enjoy the student ward, and the temple is close enough that temple activity is another aspect of the cultural and spiritual experience. All in all, the students enjoy a rigorous research experience with a lot of fun mixed in as well.

Solving Drug Abuse

Andrew Chaffin
Graduate Student

During spring/summer term, I did an internship as a Summer Fellow with the Neuroimaging Branch at the National Institute on Drug Abuse (NIDA) on the Johns Hopkins campus in Baltimore, Maryland. NIDA is a branch of the National Institutes of Health (NIH), which pays all of its interns. The compensation rates can be found online, but based on the amount of education received the pay ranges from about $500-$600 a week. I made my own housing arrangements with LDS students in the area prior to my arrival. My work at NIDA consisted of training marmosets in specific tasks, collecting and analyzing data, creating systems for testing and development of new studies.
The day-to-day grind of working at NIDA consisted of being there when I needed to in the morning and working until I felt like I had accomplished everything that I needed to or wanted to for that day. I did not have a specific schedule, but I was expected to do my work and do it well. I was also allowed some leeway to reach out into other areas that interested me. The staff that I worked with was extremely friendly and I developed a pattern of working like those around me. It was not overly strenuous, but I was definitely engaged. The internship was fantastic and I think what really helped me get there was having a personal relationship with faculty members at both BYU and BYU-Idaho. I worked on research projects outside of normal classwork at BYU-Idaho and worked as a TA as well. I also did some tutoring. This allowed me to become more familiar with a few faculty members during my time there and provided me an opportunity to learn from them. While working on my master’s degree here at BYU, I have continued to do research and create strong relationships with key faculty members that have helped guide me into opportunities that would not have otherwise been available. Previous to this experience, I also did an internship at the Idaho National Lab in Idaho Falls, which again, was due to research and a previous working relationship with a key faculty member. This internship provided me with several tools that I would not have otherwise gained. But, most importantly, it widened my pool of key people that know, trust, and value me and my abilities. The most beneficial thing I learned from this internship experience was that ordinary people do great research and that I, as well as anyone else that is willing, can work in a great lab and be successful. Don’t think it was all work and no play—I had a fantastic summer as well. I created some lifelong friendships in and out of the workplace. It really was a lot of fun.

Editors Note:

Andrew was working on non-human primate research in this NIH study. The study used classical conditioning methods (pairing a specific odor with rewards—marshmallows) to create an odor preference. Researchers were in the first stages of studying odor preference in marmosets, which had not been done previously. Andrew went through an initial training phase, and then he was charged with gathering data regarding the number of marshmallows eaten by marmosets and the amount of time spent in contact with the target odor. He also gathered data during tests to see if an odor preference had been developed. This study was trying to answer the question of whether an odor preference could be developed in marmosets.}

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**Mind and Brain**

Chris Gibson  
*Undergraduate Student*

This past summer I completed an internship at Harvard Medical School’s Center for Neuroimaging located in Boston, Massachusetts with Dr. David Tate. My wife and I contacted several LDS bishop’s in the area and were able to locate an apartment to sublease for the summer. We were able to fund the internship through stipends from the Psychology Department, FHSS College, Honors Department, and funding from Dr. David Tate’s research grants. Because I am participating in the Honors Program, the Honors Department was able to help us with moving costs as well.

The coursework I have completed in the Psychology program was immensely helpful in preparing me for my internship experience. It was necessary for me to complete advanced coursework in statistics and research methods (*Psych 301 & 302*). In conjunction with lab and classroom experience, my current employment provided extra experience in utilizing statistical software such as SPSS, SAS, and mrStudio, which increased my ability to analyze and interpret data. I have also completed coursework in chemistry, general biology, infectious diseases, and physiology which has provided a firm technical foundation that was helpful in my internship as well.

The main project that I worked on in Boston dealt with white matter hyperintensities. One of the primary imaging findings in patients with cardiovascular risk factors are white matter hyperintensities (WMH) or white matter signal abnormalities (WMSA). These WMSAs appear in typical aging, though the incidence and the degree of white matter involvement are much higher in patients with cardiovascular risk factors. Interestingly, the WMSA are also associated with abnormal cognitive findings, especially attention, speed of processing, and/or executive function. My honors thesis focused on the following hypothesis: patients with increased cardiovascular risk factors will have increased WMSA volumes that disproportionately affect cognitive performance.

The internship also gave us an opportunity to travel all over the east coast. We visited historical sites in Concord, Lexington, swam in historic Walden Pond and attended the Hill Cumorah pageant in Palmyra. We even got to listen to Neil Diamond at Fenway Park.

My time at Harvard was extremely productive and we were able to get enough accomplished in ten weeks to have two manuscripts prepared for publication. This has helped jump start my future career and has opened many doors for other opportunities. The skill set I learned as an intern this summer has allowed me to set up collaborations with a radiation oncologist and the Chief of Radiology at the University of Utah Medical School. We are working on three separate research projects that have also been accepted for publication.

I knew my internship was a rich learning experience for me, but after I attended the recent grad school fair in the Wilkinson Center I realized just how influential it will be for achieving my future goals. I am considering a dual PhD/Medical degree and the medical schools that I talked to at the grad fair really took notice when I mentioned my research experience not only at BYU, but also my internship experience away from BYU campus. My internship experience will help differentiate my medical school application in a positive way.
Adventures Teaching Afrikaans

Jacqueline du Plessis
Undergraduate Student

I changed my major to Psychology last summer. I immediately took all the core classes. Then this past summer, I was offered a paid job teaching Afrikaans (one of 11 official languages in South Africa) at Michigan State University (MSU) for an 8-week African language institute called SCALI. I had just completed Psych 210 (History of Psych), and as a result, the more I thought about it, the more I realized I could relate teaching to psychology. I decided to talk with the Psych Internship Coordinator (1007 SWKT) to see if this opportunity would qualify for internship credit (Psych 399R) and I was elated to discover how easy it was to set up an internship and how helpful the coordinator was.

When I arrived at MSU, I was intimidated at first, as I was the only language instructor that did not have a Masters or Doctoral Degree and my students were all PhD candidates. However, I felt I was prepared to handle the rigors of this academic setting because of my experiences at BYU, the fact that I was a senior, classes I had taken, and the opportunity to teach Afrikaans at BYU. I was especially glad for the classes I took that had strong written requirements, such as Advanced Writing and Political Science 472. I felt confident in my professional writing abilities as a result.

The 8-week language program was the equivalent to “one year of African language instruction with cultural exposure” (http://africa.isp.msu.edu/scali/) and it was intensive for both me as an instructor, and for my students. However, this facilitated rapid learning and language acquisition. It was a lot of hard work and organization, but I was used to hard work as a full-time student and part-time employee at BYU. Additionally, I felt that knowledge gained from Psych 304 (Psychological Testing) was useful as I constructed tests used to evaluate student performance in each area of communication (reading, writing, listening, speaking). I was also involved with government testing, called OPI (Oral Proficiency Testing), since much of the funding for this program came from government FLAS scholarships and fellowships. Furthermore, I felt Psych 301 (Psychological Statistics) helped me interpret the statistics I came across during out weekly evaluations.

After the 2 months of hard work, I realized I learned a great deal, even though I was the teacher. There were highs and lows during the two months, but I was able to learn from the strengths and weaknesses that both the program and I exhibited. It was extremely rewarding to see my students successfully communicating at the end of only two months. Furthermore, I felt I grew in two areas: confidence and professionalism. Even though I was intimidated at first, and I was the youngest and technically the least qualified employee, my contributions were welcomed and even praised. I was a faculty member regardless of the fact that I was still an undergraduate myself. It was also a wonderful opportunity to meet academics and professionals from all over the United States. The networking opportunity was wonderful and it was an impressive addition to my resume. I had the best time of my life while working hard!

School Supplies Create Opportunities

Dustin Jones
Graduate Student

Ever once and a while, fate takes us in unexpected directions . . . and our lives are forever changed. In the remote rainforests near the border of Panama and Costa Rica lies the village of Sixola. Quietly tucked away on a hillside rests a small school for 120 students. A great number of these children live in extreme poverty, with less than four dollars a day to survive. With a lack of schooling, hygiene training and medical care, there is an ever fading hope for a better tomorrow. Many of the children do not come to school because of a lack of self-worth and embarrassment of not having basic supplies like paper or pencil. Due to the lack of educational material and visual aids in the classrooms, more and more children are becoming illiterate. There is little hope for opportunity and achievement.

One of the first steps in making prog-
Animal Assisted Therapy

Trisha Markle
Undergraduate Student

My interest in psychology began when I saw my results for one of those career aptitude tests you take in middle school. One of the professions that I was supposedly a match for was a counselor or psychologist. I did some more research into those professions and they seemed like something I would really be interested in. From that point on I was determined to pursue psychology. Although I had my mind set on psychology, I wasn’t immune to the “major” crises that many students go through once they start college. I started to wonder if maybe I should choose a career path that was more lucrative and change my major to business. I started to imagine myself as a wedding planner or a flower shop owner but in the end I realized my heart was in psychology.

I wanted to get involved with a research team for the same reason most students do. I wanted the experience and wanted to beef up my graduate school application.

There were several things that prepared me for the position that I have now. The foundation was the core “skill” classes in the undergraduate psychology major: Psych 301, 302, and 304. Although these classes were work intensive and boring at times, they really teach you skills that are imperative to have as a
successful research assistant, I would advise other students to not goof off in those classes and to make sure they are actually learning and understanding the material. Another thing that prepared me for this position was just developing general time management, attention to detail, and organizational skills.

In working for Dr. Burlingame and working at the state hospital, I have to stay on my toes and balance my research responsibilities with my classes, school work, social life, church responsibilities, and other things. And of course working as a research team member, prior to becoming Dr. Burlingame’s undergraduate project manager, showed me how the research process works firsthand and helped me to understand Dr. Burlingame’s teaching and leadership style.

I started working for Dr. Burlingame the fall of my sophomore year. He had an undergraduate project manager in place that coordinated his research and mentored me. As a member of the team, I took on assignments such as doing a literature review, writing an ORCA grant, and brainstorming research design ideas. When the project manager graduated and Dr. Burlingame was looking for a replacement, I asked to be considered. I got the position and my responsibilities have greatly increased. I attend weekly Treatment and Research Coordination Committee meetings with Dr. Burlingame at Utah State Hospital with the discipline heads and the directors of the hospital. I keep the minutes and agenda for that meeting as well as representing my own animal-assisted therapy project there. I also attend weekly 5C meetings with Dr. Burlingame and his graduate students where we discuss the current research and writing projects in the queue. In addition to those meetings, each of Dr. Burlingame’s project managers must pick their own research project at the hospital that they want to work on. I chose to work with an occupational therapist at the hospital on a study of animal-assisted therapy with children who have reactive attachment disorder. I am now the head of an undergraduate team of psychology students for that project. We meet weekly to work on the animal-assisted therapy research as well as other rolling assignments that come in from the hospital.

Last year, four of us applied for ORCA grants. We also worked on a nationally funded grant from the WALTHAM foundation. One ORCA grant and the WALTHAM foundation grant were funded.

When I first started working on Dr. Burlingame’s research team I probably spent two to three hours a week working on the research. Currently as project manager I average about ten hours a week.

Working as Dr. Burlingame’s undergraduate project manager has benefited me in many ways. I have the very unique opportunity of working in tandem with professionals in the field to design a research study from beginning to end. That is quite a different experience than just entering data into a computer. Although it is challenging and frustrating at times, it has given me a realistic view of what research is really like. I have learned that research is messy and it doesn’t always go right the first time. But I enjoy the challenge. Also, the things I have learned working on this research project at the state hospital have helped me in my psychology classes. This research position is also going to greatly benefit me in the future. It is great preparation for graduate school in psychology. Since I have been able to work so closely with Dr. Burlingame and other professionals at the hospital, they have gotten to know me and my work in depth enough that they would be able to write a more detailed (hopefully positive) letter of recommendation.

I have had the opportunity to work on one other research team as well. This past spring and summer term, I worked for Dr. Tim Smith in the Counseling Psychology and Special Education Department. He is working on a meta-analysis of multicultural psychology literature. As his research assistant we searched for and coded research manuscripts for the meta-analysis.

I feel like the BYU Psychology major has prepared me well and provided me with several rich research experiences that will benefit me greatly in getting into a good graduate program and in being successful in my future career.

Editor’s note:
Trisha was featured on the BYU homepage (http://byu.edu) in October for her impressive work on the animal-assisted therapy project she is coordinating. Trisha, in conjunction with her research mentor (Dr. Gary Burlingame), was also awarded a prestigious $15,000 grant from the Waltham Foundation in recognition of her research pursuits.
**Spicing Things Up**

**A closer look at “the man you wish your grades could be like.”**

Stephen Jones, current Psychology undergrad major, drew national attention during the summer when the Harold B. Lee Library promotional video he starred in went viral. Stephen grew up in Tallahassee, FL where he enjoyed a variety of activities. He played the snare drum in the marching band and was a member of the prestigious drum line at his high school. He also loved all of the performing arts, including free-style dance and hip-hop and also played soccer throughout his high school years.

Stephen served a mission in the Brazil, Porto Alegre North mission. Afterwards, he wanted to live somewhere other than Tallahassee and several fellow missionaries had talked about how much they liked the Provo area. He ended up moving to Provo, lived here for awhile, and then decided to apply to BYU.

He had always been interested in psychology (even in high school); he wanted to understand more about why people think and behave the way they do. Even with his interest in psychology, Stephen was not sure he was cut out to listen to people’s problems and work as a therapist. He was more interested in an applied psychology direction like organizational behavior or advertising; he even thought about becoming a seminary teacher at one point. Now, he is planning to get some work experience after he graduates in April, and then get his MBA with an emphasis in Organizational Behavior.

Stephen has been a part of Humor U here on campus throughout his BYU experience and currently serves as vice president this organization. Humor U is a BYUSA performance group and they put on about 8 performances each year. Their next campus performance is scheduled for November 12th and 13th and you can get more information about their group from their website: http://humoru.org/

When asked if his Psychology major has benefitted him with his performing Stephen said, “Oh yeah! I use it all the time. All principles in psychology help with coming up with funny material, whether its gender differences, or other things. I just highlight things that people naturally do and when they recognize that what I’m saying or acting out is true-to-life, they relate to it and think it’s funny. I have also benefitted a lot from the sports psychology class that I took. It helped me to work on having the right mind set to perform; it helped me a lot in peaking performance and overcoming anxiety.”

“I’ve learned more about myself than anything as I have studied Psychology” Stephen said. “It helps me in all areas of my personal life: performing, relationships, family, work, etc.” Stephen hopes to eventually be able to be in a position of influence where he can help large numbers of people by providing sound principles that they can apply in becoming their best selves.

When asked, Stephen did have a few gems of wisdom to share with current Psychology majors:

- Have a long term game plan; plan on graduate school.
- Start thinking about grad school earlier in your program, because the longer you wait the harder it is to develop reasonable strategies.
- Do the graduate test (GMAT, GRE, etc.) prep stuff while you are still in college mode, rather than waiting until after you graduate.

If you are one of the few people left on the face of the earth that has not seen the HBLL promotional video starring Stephen Jones, BYU Psychology major, go to this link: http://www.youtube.com/watch?v=2ArIj236UHs.

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**Success with Psi Chi**

**Students Win Prestigious Research Award**

Dr. Niwako Yamawaki’s research assistants, Rachel Bradford, Monica Shipp, Drew Harlos, and Craig Pulipher, received the Psi Chi research paper award from the National Psi Chi Honor Society at the Rocky Mountain Psychological Association’s annual conference in Denver, CO. Their study examined individuals’ perceptions of a domestic violence victim when she has decided to return to her abuser. They all were awarded the Mary Lou Fulton Travel Grant as well as money from the Psi Chi Honor Society.
Tell us...

Your story!

Do you have a story to tell or a contribution to make to Psyched Out? We welcome submissions from current undergraduate and graduate students, alumni, and faculty. Please send submissions to psychology@byu.edu.