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Important Dates

- ◆ Last class: 4-27-2015
- ◆ Spring Finals: 4-28-2015
- ◆ Commencement: 5-9-2015
- ◆ Graduation Application Deadline (for expected summer grads): 6-22-2015
- ◆ Fall Semester: 8-24-2015
- ◆ Labor Day: 9-7-2015
- ◆ Drop Deadline: 10-24-2015
- ◆ Last Day for W: 10-30-2015
- ◆ Spring Registration: 11-2-15
- ◆ Fall Break: 11-23-2015



New Program Announcement: Masters in Counseling Psychology

The Department of Social Sciences is pleased to announce a new Master of Science in Counseling Psychology program beginning in May of 2016.

Graduates of the program will meet the core educational requirements for professional counselor licensure (LPC) in the Commonwealth of Pennsylvania.

The 2-year cohort program will prepare students for graduate-level careers in professional psychology or counseling. The design of the program is such that students will attend two evening classes per week for six semesters (summer, fall, spring).

The program will require 60 graduate

credits, which is substantially more coursework than other graduate programs at RMU. However, the credits are required for Pennsylvania licensure and the program requirements are consistent with those offered by other universities.

Graduate counseling programs provide the advanced clinical training necessary to move ahead in the mental health field.

Potential earnings depend on the industry and location, but, according to The Bureau of Labor Statistics, counselors with a master's degree can make as much as \$70,000 a year.

"Students know that they can make a difference by becoming a psychologist and many of our graduates have sought to become state-licensed counselors to maximize their impact and enhance their career opportunities."

<u>Year One</u>	<u>Year Two</u>
Summer <ul style="list-style-type: none"> • Advanced Developmental Psych • Counseling Psychology: Orientation & Ethics Fall <ul style="list-style-type: none"> • Theories of Counseling • Counseling Skills • Advanced Psych Assessment • Psychopathology Spring <ul style="list-style-type: none"> • Research & Program Evaluation • Assessment, Appraisal, & Treatment Planning • Counseling Psychology Practicum • Career Development 	Summer <ul style="list-style-type: none"> • Foundations of Multicultural Counseling • Foundations of Addiction Fall <ul style="list-style-type: none"> • Group Counseling • Advanced Counseling Skills • Counseling Psych Internship I • Child & Adolescent Counseling Spring <ul style="list-style-type: none"> • Grief and Bereavement • Supervision and Consultation • Counseling Psych Internship II • Couples and Family Counseling

Psi Chi FYI

Famous members of Psi Chi include B.F. Skinner, Albert Bandura, Jon Stewart, Dr. Phil, and Philip Zimbardo!

Contributions from Carl Rogers

By Alexxis Palumbo

Carl Rogers, best known for his pioneering work in the humanistic approach to Psychology, was also known for his extensive work in Psychotherapy.

His approach to person-centered therapy was the first of its kind to have the therapist impose less, while the client has increasing flexibility in forming treatment (Hollersall, 1995).

Rogers focused on the importance of self-actualization, personal awareness and phenomenological thinking during therapy. He emphasized therapists having a view of human nature and empathizing with patients. He said there was good in everybody, even if it seemed there was none; Rogers believed this is where therapist/client relationship developed trust to eventually grow into a warm and comforting environment.

A main point of his theory was self-actualization (to realize fully one's potential) where he examined two aspects, the *real-self* and the *ideal-self*.

The real-self is who one truly is, how the perception of oneself is at the current moment, whereas the ideal-self is how one most wants to see oneself.

"Am I living in a way which is deeply satisfying to me and which truly expresses me?"

The ideal-self is where words such as, "I should have...", "I ought to...", or "I must..." constantly run through the mind. Rogers suggests that the closer you are to a balanced combination of real-self and ideal-self, the closer you will be to a self-actualized person.

Another aspect of Rogers' groundbreaking work was the importance of genuineness, empathy and warmth during therapy sessions.

He created an environment that fosters acceptance and growth of the client's self and less emphasis of therapist imposition.

The therapist is to show genuineness through being true to one's self to a certain point before it becomes in-genuine.



Next, Rogers emphasized therapists' ability to empathize with the client. To empathize with a client would require putting one's self in the client's shoes and living the experience as they would; leaving all judgment aside.

Finally, warmth constitutes the therapists' ability to provide a sense of comfort and understanding to the client's experience. It is here where the client can begin to grow and realize their own potential

"The good life is a process, not a state of being. It is a direction not a destination."

through their own realization.

Although many different schools of thought differ in opinion of how treatment should be conducted, there is an overall understanding of the type of environment a client should experience during therapy: One consisting of genuineness, empathy and warmth.

Carl Rogers devoted most of his life to research in Psychotherapy and client-centered treatment.

After a long and prestigious career, Carl Rogers died in 1987 at the age of 85. He left an impression in the field of Psychotherapy and on the world of Psychology in general.

He truly lived his life in a way which satisfied him and he was able to express that through his contributions to society.

References

- Hall, K. (1997). *Carl Rogers*. Retrieved from: <http://www.muskingum.edu/~psych/psycweb/history/rogers.htm>
- Hollersall, David. 1995. *History of Psychology*. New York: McGraw-Hill.

"In my early professional years I was asking the question: How can I treat, or cure, or change this person? Now I would phrase the question in this way: How can I provide a relationship which this person may use for his own personal growth?"



The Marshmallow Test

How much self-control do you think you have? If your favorite snack is placed right in front of you, can you control your urges to devour the treat if another treat would be given to you in a certain amount of time? What if I told you that whether or not you could wait to eat the snack was a predictor of your life success?

A 1972 study by Walter Mischel took 600 children, aged four to six, in a room where a marshmallow was placed on a table directly in front of them. Before exiting the room, the examiner stated that the child would

from immediately devouring the treat. What cognitive styles did they use? Well, Mischel found that the children distracted themselves by thinking about something else and that when the treat was not in view it made it easier for the child to longer delay gratification (Novella, 2013).

What was concluded from the study was that some children had better strategies to control their impulses, which helped them to receive the longer term reward (Novella, 2013). There is no reason to think that this could not be used to show self-

Charlsia Davenport



Humans have a difficult time ignoring eyes. We are naturally drawn to them.

<http://www.redorbit.com/news/science/11127237/04/eyes-gaze-monsters-are-people-too-110112/>

RMU Psychology Club Update

Diane Gorog

The focus this semester for Psychology Club has been on professional development.

Students were given the opportunity to attend a GRE Prep and Graduate School Workshop lead by Stacy Dempsey of the Career Center in order to help them prepare for the future.

Another event that was provided for students was the 2nd Annual Practicum Workshop. This event featured a student panel as well as advice from Dr. Monda on how to choose a practicum site and the things you should expect during the process.

Other topics discussed this semester included, *Fact or Fiction? Common Myths in Psychology* as well as the *Psychology of Illusions*. We hope to end the semester with a volunteer opportunity with *Hope Grows* and a fun event to close the semester. Please stay tuned and look for fliers announcing these events!

Psychology Club Officers for next year are:

President: Diane Gorog

Vice President: Megan Miller

Secretary: Breanna Zurman

Treasurer: Lindsay Schirra

Publicist Chair: Amber Hall

Interested in joining? Please contact Dr. Monda (monda@rmu.edu)!

Psi Chi FYI

Psi Chi participates in six regional and two national conventions each year and Psi Chi offers over \$350,000 in grants and awards to members annually.



receive a second marshmallow if the first marshmallow was still present after 15 minutes (Reyes, 2012).

After recording the amount of time it took for each child, the results showed that one-third had enough self-control to wait and receive the second marshmallow.

In a follow up study, those that were able to delay gratification were found to be significantly more competent and received higher SAT scores than their peers. The follow up study also showed that they coped better with stress and frustration and were successful in their careers, marriages, and lives (Novella, 2013).

This demonstrated that a characteristic of self-control might be something that remains throughout a person's life (Reyes, 2012).

You might ask yourself how these young children stopped themselves

control at any age.

Given the study, how do you think you would do if put in the same situation as these children?

Do you believe in the idea that those who want things in life quick and immediate have a lack of a work ethic? Or, what about that phrase "*slow and steady wins the race*?"

A lack of impulse control or the inability to delay gratification in life can make it difficult to work at a goal or receive rewards.

References

- Novella, S. (2013, March 18). NeuroLogica Blog: *The Marshmallow Test*. Retrieved April 6, 2014, from <http://theness.com/neurologicablog/index.php/the-marshmallow-test/>
- Reyes, M. (2012, June 5). *List25*. Retrieved April 6, 2014, from <http://list25.com/25-intriguing-psychology-experiments/>

What Do You See?



Most people believe they are in control of their own senses. This could not be farther from the truth. Our brain is always processing incoming stimuli even if we are not aware of it at the time.

Our brain processes certain information automatically and is wired, with experience, to automatically recognize some things and immediately apply meaning to them.

Look at the image on the

left. What do you see? Most people will answer this by saying they see a person of some sort. Some see a woman; others a man, but a person is what most people seem to report seeing.

What if I told you there is a word in that picture? Do you see the word? If you cannot see the word, try tilting your head to the right. See it now?

This is an example of your brain processing the image

automatically as a face, while neglecting to see the word that is equally as present. This type of illusion is more commonly known as a “flip-flop” illusion because the brain will flip back and forth between the two images in the picture.

For more information go to:
<http://www.mindmotivations.com/resources/free/optical-illusions-test-2>

Psychology in a Box - 2015!

Andrea Bracken

On February 27th and March 27th, the RMU chapter of Psi Chi with help from the Psychology Club (and a few other volunteers), successfully hosted our third Psychology in a Box event!

This event brings local high school students to campus to learn about psychology. This year's schools were Moon, Avonworth, Southside Beaver, and Cornell. The fields in psychology included: Gender, Social, Perception, Clinical, Sport, and Cognitive.

The social psychology session explored the concept of obedience and how susceptible we are to demands from authority figures.

In the sport psychology session, students learned about the importance of communication in teams and how different personalities can affect a team dynamic.

In perception, special goggles

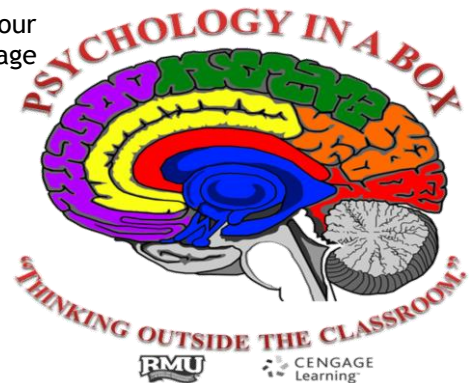
changed how students saw the world. Taste illusions were experienced, and students tried to fish safety-pins out of rice. All experiences were designed to show the interactions of our senses and our ability to adapt.

In the gender session, students explored varied opinions about romantic partners. Issues of gender differences were also examined.

The cognitive box included a card trick that demonstrated a common failing of attention and other activities that emphasize how our thoughts affect the ways we interpret the world.

Finally, the clinical box explored the field of clinical psychology by demonstrating a type of projective assessment test.

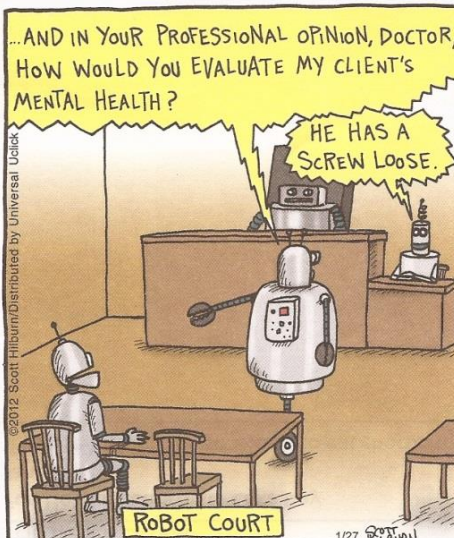
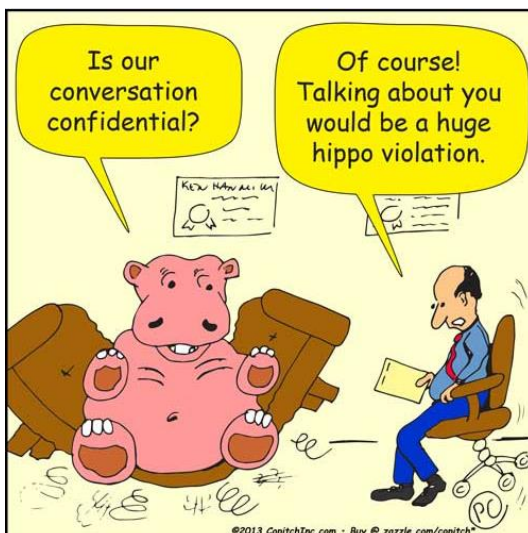
RMU junior Bre Zurman helped with sport psychology. She agreed that the event can be extremely educational for



the high school attendees. “They get to learn things they never even knew existed! A lot of them didn’t know what sport psychology was, but after participating in our activities and discussing what was learned, they had a better understanding.”

The event was also a learning experience for RMU students. They learned how to work with high school students, take charge of large groups, and teach others. Presenting topics to others also helped to reinforce what they had learned in class.

In the end, the high school students walked away with a better understanding of psychology, and a really awesome tee shirt!



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