

# Get PSYCHED!

Department of  
Psychological and Brain  
Sciences

Volume 12, Issue 1  
August-September 2016



## NEWS FROM THE DEPARTMENT CHAIR

Dear PBS Students:

Welcome to another fall semester! Believe it or not, I am starting this semester full of hope for the coming academic year. It has been an interesting summer at the University of Louisville, with both negative and positive press coverage and a lot of confusion about the University's leadership. However, in the Department of Psychological and Brain Sciences, we're still doing our jobs trying to provide you the best education we can!

As always at the start of the new academic year, we have changes in faculty. This year we said good-bye to two members of our faculty, Dr. Monnica Williams and Dr. Jay Irby. Dr. Ed Essock also completed his 3-year phased retirement, but you will still see his name on the course listing because he continues to teach his popular Vision and Art seminar. We also welcomed two new faculty members, Dr. Cheri Levinson and Dr. Alison McLeish—you can check out their profiles on our website and I'm sure you will see more about them in this newsletter as well. We're pleased to have them join our group of excellent faculty, and I hope you will enjoy taking classes from them.

While you are looking at our web page, I encourage you to explore all the information you can find there about the undergraduate major, careers, and graduate study in psychology. There's a lot of good information there! <http://louisville.edu/psychology/undergraduate>.

I wish you the best for your new semester, and I really hope you will get in touch or come see me if there's anything I can do to help. I'm always happy to meet with students and hear about their experiences, good or bad, in our Department. You can find me in 317 Life Sciences, feel free to stop by!

Suzanne Meeks, Ph.D., Professor and Chair

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## NEW FACULTY HIGHLIGHT

**Cheri Levinson, Ph.D.**

**Assistant Professor**

**Director of the Eating Anxiety Treatment  
(EAT) Lab**

My research focuses on (a) understanding the high levels of comorbidity between eating and anxiety disorders and (b) applying empirically supported treatments for anxiety disorders, specifically exposure therapy, to the eating disorders. Recently I have also been focusing on using technology (Iphone applications) to assess and treat eating disorders. Finally, I am also interested in using network theory to understand how symptoms of eating disorders interact to maintain this disorder. The ultimate goal of my research is to develop novel, empirically supported treatments for the eating disorders. You can learn more about my research at my lab's website, [www.louisvilleeatlab.com](http://www.louisvilleeatlab.com).

I completed a Ph.D. in clinical psychology at Washington University in St. Louis in 2015. My clinical internship was at the University of North Carolina Center of Excellence in Eating Disorders. I completed a post-doctoral research fellowship at the Washington University School of Medicine. I also treat adults and adolescents with eating disorders using empirically based treatments.

I am so excited to join the University of Louisville Department of Psychological and Brain Sciences! I am a native of Louisville and love being back in my hometown. I am also very excited to bring research, treatment, education, and advocacy on eating disorders to the state of Kentucky.

In my free time I enjoy spending time with my husband and 5-month old daughter. I also enjoy hiking, yoga, cooking, and travelling. Please stop by my office and say hello!

Are you interested in gaining research and service learning experience?

Thinking of a short-term study abroad in May 2017?

**PSYC408: International Service Learning & Research Program**  
(Culminating Undergraduate Experience)



## Northern Ireland



~ *Peace Psychology* ~ *Transitional Justice* ~  
~ *Intergroup Contact* ~ *Conflict Transformation* ~

**Pre-Application meeting: Wednesday, 9/14 from 12:20-12:50  
in 135 Life Sciences**

*Applications are due October 17, 2016 (with \$100 initial deposit)  
International travel dates will be in May 2017*

**Prerequisites: PSYC201, 301 (or equivalent) and 302 (or consent of instructor)  
GPA: 3.0 cumulative and major**

- ◆ **Interview Required:** *Students planning to submit an application will be required to participate in an interview with the ISL&RP Faculty Director during the month of September.*
- ◆ Selected students will be required to enroll and complete PSYC404: Intergroup Contact & Conflict Resolution (1 credit hour) during the Spring term 2017.
- ◆ Selected students will earn **6 credit hours** for PSYC408 (the 3-week Summer Term I - May 2017 course). Although the cost of tuition will be waived and class registration is required, a program fee associated with instruction and travel will apply. The program fee is approximated to be \$4,000 (depending on air fares).

**If you meet the prerequisite requirements and plan to apply, please attend the 9/14 meeting. If unable to attend, please contact Dr. Leonard at [melinda.leonard@louisville.edu](mailto:melinda.leonard@louisville.edu) before the end of September for an interview.**



PSYC408: International Service Learning & Research Program: Northern Ireland

# *Forever Changed*

**By: Katie Dick, Psychology Major**

This short-term study abroad to Northern Ireland is a once in a lifetime opportunity. I never dreamed I would have an opportunity like this in my undergraduate career. As I began this journey I had so many assumptions about what an experience like this would mean to me and how it would impact me; those assumptions didn't come close to the true impact and lasting impression it left on me. Prior to going to Northern Ireland I think I had the unconscious opinion that the whole world revolved around America. It is very clear to me now that it does not. People have their own problems and issues; they don't care about what is going on here. I had no prior knowledge of the violence and bloody history that surrounds Northern Ireland. This trip really helped me to take a step back and look at the big picture. I was reminded on this trip that I am only a very small part of this world.

The problems Northern Ireland is facing are not simple or easily solved. There are many factors that contribute to the current troubles in Northern Ireland. When there is conflict that goes on for as long as it has in Northern Ireland, there isn't just one cause or key problem. It is a very dynamic situation. Many of the issues are also interconnected and overlap. Some of these problems include the large mistrust between the Protestant and Catholic communities, segregation between the groups, and not letting go of the past. The people of Northern Ireland are searching to find a balance between remembrance of their past and moving forward united.

The problem of the large mistrust between the two groups is what led us to Northern Ireland. The purpose of the Northern Ireland Cross-Community Involvement Research Project is to gather information about why the rift between the two groups still exist, conduct workshops to bring the communities together, and to implement social change. This project looks at the community of Northern Ireland and their troubles. We worked to bring the communities together by playing trust building games in our workshops with adolescence around the age of 15. The workshops are a series of games that promote building trust, communication skills, and cooperation. On the surface the games played seem simple and meaningless. It goes to a deeper level when we debrief the game. These are students that already have an interest in building trust and working toward peace. I went into this expecting that what I did over there (the workshops and games) would produce immediate change; that wasn't the case. Change is slow; progress is slow. It may be slow but its there, and that made it all worth it.

No words can accurately tell you how positively this experience affected me. I feel this trip caused me to grow so much as person. I now feel that I am apart of the global community. My eyes were opened in so many ways that could never have happened without this program. I want to emphasize that this is not an individualistic type program; you are with 8-12 other students. I believe that the other students on our trip impacted me just as much as Northern Ireland did. We began as strangers, went to classmates, then friends, and by the end of it all we were family. I am so thankful to the university and to Dr. Leonard for presenting me with this opportunity of a lifetime, and I would encourage everyone to do it.

I am forever changed by my experience in Northern Ireland.

PSYC408: International Service Learning & Research Program: Northern Ireland

# Exposing Differences

By: Todd Lucas, Psychology Major



As a psychology major, I have been learning theories and statistics since my freshman year. My teachers have tried to expose me to circumstances where I would apply these theories. These scenarios kept these theories in mind but the International Service Learning & Research Program (ISL&RP) literally put me in situations where I need to apply my previous knowledge and learn more as I went.

The United States has a common mindset of going to middle school then high schools then college then possibly graduate school or a doctorate program. Now imagine that same ambition but each time someone met a new person they would have to ask a series of questions to determine which religion the person is from or how they stand between the nationalists (people who want a unified Ireland) and the loyalists (people who want to stay under British rule). If a new person either in high school or in college does not have the same views you do not trust them at all and they almost instantly become someone you do not like. Now think about what caused this type of discrimination, a religious dispute from two kings back in the late 17<sup>th</sup> century. The dispute between the people was not as heavy until the 1970s when Bloody Sunday, a peach march for equal rights that ended up with British soldiers killing 13 Catholic (nationalist) protestors, occurred and then the two sides completely split and the troubles started. There were bombings, shootings and no one was truly safe until the Good Friday Agreement of 1998, which was an agreement for the Catholic paramilitary groups to give up their arms and an answer to some political problems in Northern Ireland.

Northern Ireland is under England's rule since the 17<sup>th</sup> century, when it was separated from the rest of Ireland. The country is small and from my experiences the residents were close. This closeness of the community was deeply affected by the troubles and violence. Whenever a car bomb went off or someone was injured the impact was felt all of the nationalists or loyalists depending on which side the person was on. The effect of the violent acts truly mounted a mistrusting behavior and a genuine dislike between the nationalists and loyalists. Each side promotes themselves by doing marches in the month of July. This month is particularly dangerous for the young people, teenagers, because they are growing into themselves and developing their own opinions about the world. This is where the Ulster project came in and gave them a chance to get out of Northern Ireland and visit the United States during this stressful time. The Ulster project also brings both sides of the conflict together in a peaceful way to help them find common ground so when the students get older they can make a positive impact on both loyalist and nationalist communities.

We were selected by Dr. Leonard to go over to Northern Ireland and to teach workshops to these at-risk teenagers. We helped them see that even though we may have different religious and/or political beliefs we are still more similar than we are different. We would participate in group activities and conversations to help guide the teenagers and allow them an outlet. This positive environment showed that we could all get along and work together to finish the tasks assigned to us.

Throughout the trip and the workshops I learned about the different degrees of impact the conflict had on each of the kids during our workshops. Some kids would come in laughing and talking but whenever we split them up into different groups they would not talk to anyone that they did not know. Others would continue to talk and be proactive and try their best to do what we asked of them. ~ Continued on page 5 ~



*Exposing Differences ~ cont. ~* By: Todd Lucas, Psychology

2016 UofL ISL&RP participants at Dunluce Castle, Northern Ireland

There were a few kids however that did not try and communicate with us or participate in the games. When this happened I had trouble providing an answer to why they might act like this. I learned later from watching the teenager's parents, when they came to pick up their child, that they did not want to cooperate or be open to this type of workshop and this could have had an impact on the teenager's participation. This reiterated a point that Dr. Leonard had told us earlier in the semester, the main problem now is that the children are learning their history by intergenerational means. Learning their history by intergenerational means would cause them never to be able to move on from their current viewpoints of the side they grew up with. But with this project and creating friendships or at least mutual understanding of the other person's situation these kids could grow up to create a less hostile environment and a more unified Northern Ireland where everyone can live peacefully.

I knew that creating relationships between both sides was the reason why we were going over to Northern Ireland and that it had conflicts many years ago. I did not take into account the gravity of the situations these people lived in and how unsafe they felt just living within walking distance of people who did not think as they did. I can say that this was an eye opening experience to what other people in this world go through and how fortunate some of us are to where we do not have to grow up in those situations. It also showed me

that we have some work to do. Some people in the United States live in similar conflicted areas and should not have to live in a place where they do not feel safe enough to walk down the street.

Although the psychology and relationship building was the main focus of the trip, we were also able to divulge Irish culture. We heard some original Irish music and at a restaurant in Belfast we got a lesson in traditional Irish dances. We were able to get a true taste of Ireland while being able to participate in some important work.

The most influential part of the trip was Derry/Londonderry; it is called Derry by the nationalists and Londonderry by the loyalists. This is the place that I learned the most about the history of the conflict in Northern Ireland as well as how much it has impacted the people who live there. This is where we met Big Jon, a public figure in Northern Ireland, and he gave us personal tours of the castle, churches, and the Bogside (Catholic/Nationalist side of the castle). I learned about how the castle is a neutral zone and both sides try to respect each other and avoid bringing disputes there. After learning more about the history of this city from Big Jon, we learned that this is where the Battle of the Boyne occurred, which was the battle that started all of the problems between the nationalists and loyalists, and the conflict started. This is one of many places where participants from both sides perform their yearly marches.

Besides learning about the history of Northern Ireland and participating in the workshops, I truly enjoyed the places that we were able to visit on our trips around the country. We were able take tours around some local castles, including Dunluce Castle, which was my personal favorite. We also spent some time visiting tourist areas in Northern Ireland, including Giant's Causeway and Grianan of Aileach. Giant's Causeway was made naturally and it was extremely fun climbing the rocks and hearing the legend behind the phenomenon. Grianan of Aileach was incredibly interesting. I have always been intrigued by history and going to this fortress was great. We learned about how the people who built and they defended it and how it was not overran for hundreds of years. Here we also learned more about the legends behind the fortress. The view on top of the wall was amazing, you could see for miles, and we were able to distinguish the city of Derry/Londonderry and another city from the top of the fortress. The picture included is one that I took while there.

Looking back on the trip, I had an amazing time. There was a perfect mixture of work for the class and free time to be able to see new places and truly get a sense of Northern Ireland and their traditions. This experience changed me for the better and helped expose me to the differences between where people grow up and their living situations. I would go again if I was able to and I know that I would learn so much more and hopefully continue to make a difference.

## 2016 PSYC408—ISL&RP: Northern Ireland Participants



**GIANT'S CAUSEWAY**

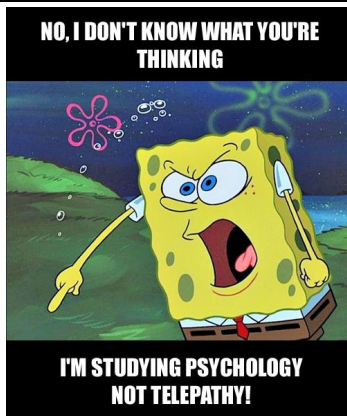
Front: Morgan Wells, Airelle McGannon, Jenna Conway, Katie Dick, Anna Kelecy Back: Todd Lucas, Dr. Leonard, Ashley Swope, and Jessica Sproles



**COOPERATIVE GAME PLAYING WORKSHOP:  
CASTLEDERG**



**COOPERATIVE GAME PLAYING WORKSHOP:  
BELFAST**



# Something to think about..'

***A failure is not always a mistake, it may simply be the best one can do under the circumstances. The real mistake is to stop trying.***

*~ B.F. Skinner ~*

## LIFE AS A GRADUATE STUDENT:

*Ryan DeLapp*



I am my fifth year as a Clinical Psychology PhD student and will be spending this year as a clinical psychology intern at Montefiore Medical Center in the Bronx, NY. Here, I am working on the Child and Adolescent rotation where I am learning to work with children/adolescents experiencing severe anxiety and mood difficulties. As a graduate student at the University of Louisville, I have had the pleasure of working in the Center for Mental Health Disparities where I had opportunities to study unique presentations of anxiety among ethnic minorities, to examine efforts by African Americans to cope with racial discrimination, and to design a rehabilitation program for at-risk Louisville youth. Additionally, I have had wonderful clinical mentors who have helped me develop a passion for providing empirically-supported yet culturally-sensitive interventions for child/adolescent mental illnesses. I have found that my training at UofL has effectively prepared me for the professional challenges I have begun facing as an intern at Montefiore!

Life as a graduate student, in my opinion, is best described as a strategic juggling act. At first, the many responsibilities (e.g., juggling classwork, clinical work, and research) of the clinical psychology program seemed daunting. However, with great mentorship and the support of my classmates and family, the juggling act became less challenging and, at some point, it became second nature. As a grad student, I have met amazingly talented people, developed professional and friendly relationships, and grown as a professional in more ways that I could have ever imagined. Some of my best memories include working alongside my lab mates in the Center for Mental Health Disparities and experiencing how we all intertwined humor, intellect, and our passion for eradicating health disparities to cultivate a fun and lively work environment.

Also grad life has taught me about the importance of a healthy work-life balance. The seemingly countless responsibilities of being a doctoral student can make you feel as-if a life outside of school is impossible. But with the help of our newfound Louisville family, my wife and I were able to create space of new adventures, such as eating at Louisville's amazing restaurants, taking advantage of Louisville's great parks, attending free events and concerts, and getting plugged into an amazing local church. Ultimately, the most important lessons grad life has taught me is that developing good relationships and maintaining a balance of work and play is as, if not more, important than the actual coursework. I believe these lessons have allowed me to maintain good health and sanity while taking full advantage of UofL's many opportunities!

# Congratulations!

**To our clinical psychology graduate students who successfully matched with internships sites for the 2016-2017 academic year!**

*NICK AFFRONTI*: University of Illinois at Chicago—Psychiatry

*RENE BAYLEY-VELOSO*: VA North Texas Health Care System

*RYAN DELAPP*: Albert Einstein College / Montefiore Medical Center

*MARA HART*: University of Massachusetts—Worcester





## UNDERGRADUATE STUDENT SPOTLIGHT

**Leslie Hodges**

**Psi Chi President (2016-2017)**

My journey at the University of Louisville started in January 2013. I was pursuing a bachelor's degree in psychology with a minor in sociology. Psychology has been my passion for as long as I could remember. I made sure to make every moment count. I knew I wanted a rich experience as a psychology undergraduate, so I became an undergraduate research assistant for U of L's Aging and mental Health lab. For me, studying depression in older adults has always been fascinating, but I never realized how much I would fall in love with it until I joined the lab. I absolutely love working with our older residents in our projects.

I realized that my passion for psychology could be used to help abused and neglected children at Uspiritus, so I became a mentor for a year and a summer intern. I used this experience from being an intern and undergraduate research assistant and applied it towards becoming Psi Chi president for 2016-2017. Since I became president, we have focused on helping organizations such as NAMI and Walk to End Alzheimer's. This was a huge opportunity for me and I wasn't sure if this was something I'd really be able to do. I have my mom and dad to thank for giving me the courage to run for president and I am so glad I did. I have never been more proud to be a psychology student and the Psi Chi President at the University of Louisville.



### **Psi Chi: The International Honor Society in Psychology Achieves Model Chapter Award Eight Consecutive Years!!!**

For the eighth year in a row, the University of Louisville Psi Chi Chapter #59 was awarded the Model Chapter Award. The UofL Chapter was one of only 40 out of 1,180 international chapters that achieved this status. The Chapter received a \$100 award and a certificate noting their achievement.



The purpose of the Psi Chi Model Chapter Award is to recognize and reward annually those chapters that consistently maintain outstanding records of membership inductions, chapter correspondence, service projects, and other criteria associated with being an outstanding chapter.



## Become a Member of Psi Chi: The International Honor Society in Psychology



### FALL RECRUITMENT ~ JOIN TODAY!!

#### Psi Chi: The International Honor Society in Psychology

Membership in the University of Louisville Psi Chi Chapter is open to those students who plan to major or minor in psychology, and who have earned a Psychology GPA of 3.3 and cumulative overall GPA of 3.0 (on a 4.0 scale). **Undergraduate and graduate students** who meet the criteria below are eligible for membership. Membership in Psi Chi is open to qualified candidates of any age, sex, sexual orientation, race, handicap or disability, color, religion, and national and ethnic origin.

**Benefits:** Psi Chi is a wonderful opportunity to build your resume, connect with other Psychology majors, receive information about graduate school, apply for travel and research grants, and learn more about your field. **Besides, members are eligible to wear the honor cord at commencement ceremonies!!!**

#### Undergraduate Membership Requirements

- \* Psychology GPA of at least 3.3 and cumulative GPA of at least 3.0
- \* Must be at least a second-semester sophomore
- \* Must be enrolled as a major or minor in a psychology program or a program psychological in nature that is equivalent to a psychology major
- \* Must have completed at least 9 semester hours of psychology courses

#### Graduate Membership Requirements:

- \* Must be enrolled as a graduate student at UofL in a psychology graduate program
- \* Must have established a GPA at UofL
- \* Must have an overall GPA of a 3.0 out of a 4.0 in all graduate courses

**Procedure to join:** Students must submit an application form on the international website at [www.psichi.org](http://www.psichi.org). Hover over the **JOIN** link in the upper left area of the page and click on **Become a Member**. Scroll down and click **APPLY NOW**. Once you read the statement, scroll down and click on **APPLY NOW**. Complete the form and click on **SUBMIT**. Once you have completed the application, please send an email to Dr. Leonard, Psi Chi Faculty Advisor at [maleon04@louisville.edu](mailto:maleon04@louisville.edu) with **Psi Chi Membership** in the subject line and she will review your transcript and get back to you regarding your membership status.

**Cost:** **\$80.00** (International Membership fee - \$55.00 + U of L Chapter fee - \$25.00)

***This is a one time fee for a lifetime membership!!***

***New members will be invited to attend the New Member Induction and Awards Ceremony during the spring semester.***

#### **For further information, please contact:**

Leslie Hodges, Psi Chi President at [lesliehodges81@gmail.com](mailto:lesliehodges81@gmail.com)  
Dr. Melinda Leonard, Psi Chi Faculty Advisor at [maleon04@louisville.edu](mailto:maleon04@louisville.edu)



# PSI CHI NEWS

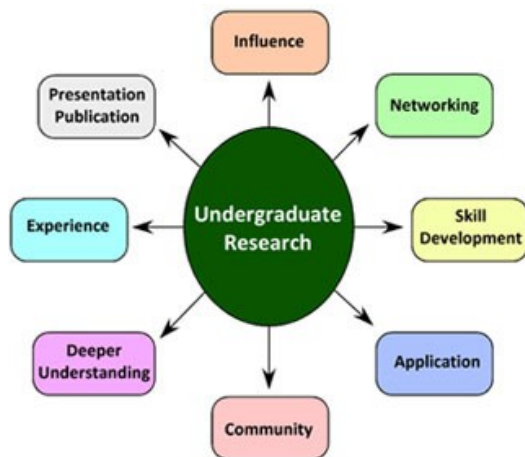


## UPCOMING EVENTS AND GENERAL INFORMATION

### PLEASE MARK YOUR CALENDARS!!

1. Psi Chi general meetings for the upcoming fall semester will be held on Tuesdays from 11:00-12:00 in LF135: September 20, October 11, and November 15.
2. Psi Chi members (along with anyone from the Department of Psychological & Brain Sciences) will be participating in the Alzheimer's Walk, Saturday, 9/10 at the Louisville Waterfront. Meet next to the registration area around 9:30 am.
3. Psi Chi will hold it's annual Fall Food Drive benefiting the Dare to Care Food Bank in Louisville. We will be collecting canned goods from Psychology classes during the month of October.

## Why be an undergraduate research assistant?



- ◆ To master the skills necessary for success in college and beyond.
- ◆ To strengthen graduate school and job applications—graduate programs and employers value research experience.
- ◆ To earn Psychology 401 course credit and/or complete an honors thesis.
- ◆ To experience a fundamental and exciting component of the psychology major.
- ◆ To further scientific understanding of how the human mind works.

## Looking for research opportunities?

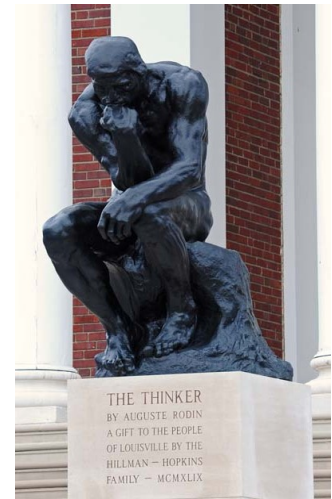
Check out the psychology research opportunities bulletin board  
on the 3<sup>rd</sup> floor of Life Sciences or view current postings at:

<http://louisville.edu/psychology/undergraduate/research>

## GOOD LUCK 2016-2017 HONOR STUDENTS!!

### DEPARTMENT OF PSYCHOLOGICAL & BRAIN SCIENCES UNDERGRADUATE HONORS STUDENTS

<u>Student</u>	<u>Faculty Mentor</u>
Lauren Dale	Dr. Cara Cashon
Leonard Faul	Dr. Brendon Depue
Cibrian Johnson	Dr. Paul Rosen
Phillip Newman	Dr. Marci DeCaro
Melina Ramic	Dr. Brendon Depue
Ha Nguyen	Dr. Keith Lyle



## Department of Special Education launches full time program in **Autism Spectrum Disorder & Applied Behavior Analysis**

The University of Louisville is nationally recognized for its efforts towards improving outcomes for individuals with disabilities. The Department of Special Education in the College of Education and Human Development offers several degree and graduate certificate programs for those interested in working with unique populations (i.e., Autism Spectrum Disorder, Intellectual Disability, Learning Disability, Behavior Disorders). This Fall, the Department introduced a Master's degree in Autism Spectrum Disorder and Applied Behavior Analysis that prepares students to meet the behavioral challenges and needs of the community by delivering a comprehensive curriculum in the philosophical, experimental, and applied domains that inform a natural science of behavior. Through this training, students learn to apply strategies and tactics grounded in the principles of the science to a variety of behaviors and contexts. Specific focus is placed on the assessment and treatment of individuals with Autism Spectrum Disorder (ASD).

The program uses a cohort model and can be completed in 5 semesters (2 years). Students enrolled in the 39-credit hour program are given the opportunity to earn the degree, coursework, and experience standards required to sit for their **Board Certified Behavior Analyst (BCBA)** certification examinations after graduation. Additionally, graduates from the Program also are provided with the opportunity to meet all of the requirements necessary to become licensed as a behavior analyst in the state of Kentucky. Those interested may visit the program's webpage (<http://louisville.edu/education/degrees/med-se-a>) or contact Dr. Robert Pennington PhD BCBA-D ([robert.pennington@louisville.edu](mailto:robert.pennington@louisville.edu)).

**UNIVERSITY OF  
LOUISVILLE**  
 COLLEGE OF EDUCATION  
& HUMAN DEVELOPMENT





# Peace Day 2016

**Join Us to Commemorate the United Nations International Day of Peace**

## **Wednesday, September 21:**

- 1:00 Roundtable of student responses to videos demonstrating “positive peace,” the concept referring to the presence of peace and justice rather than the mere absence of violence, Chao Auditorium.  
*Co-sponsored by Honors Student Council.*
- 4:00 “Taking Action,” social justice forum for students and others, Room 205, Bingham Humanities Building.
- 6:00 “Tomas Young’s War,” Chao Auditorium, Ekstrom Library, with reception afterward. Louisville author Mark Wilkerson talks about his book, which examines the efforts of a U.S. veteran to adjust to his Iraq War injuries and advocate for peace. Young, who died in 2014, inspired the documentary “Body of War” and the song “No More” by Pearl Jam’s Eddie Vedder.

## **Thursday, September 22:**

- 5:00 Presentation of *The Syrian Monologues*, Thrust Theater, 2314 S. Floyd St. This free staged reading features nine true stories from Syrians seeking safety in a Jordan refugee camp. *The Syrian Monologues* will be presented around the world this year, culminating in a performance at the United Nations office in Geneva, to foster understanding about refugees and solidarity with them. *Co-sponsored by Anne Braden Institute for Social Justice Research and Theatre Arts Department.*

UNIVERSITY OF  
**LOUISVILLE**



Peace, Justice  
& Conflict Transformation

For more information, contact [rjvand01@louisville.edu](mailto:rjvand01@louisville.edu) or 502-852-8448.



# **Teach English in Japan!**

**All majors welcome  
No language experience required**

**Tuesday, September 27th  
12:30 - 1:30 pm  
SAC Floyd Theatre**



**Guest Speaker: Tye Ebel, JET Program Coordinator**  
**Hosted by UofL Study Abroad & JET**



**Department of Psychological  
and Brain Sciences**

University of Louisville  
317 Life Sciences Building  
Louisville, KY 40292

For newsletter submissions,  
please contact  
Melinda A. Leonard, Ph.D.  
Psi Chi Faculty Advisor  
melinda.leonard@louisville.edu

Sponsored by:  **Psi Chi**

We're on the Web!  
[www.louisville.edu/  
psychology/  
undergrad/psi-chi.html](http://www.louisville.edu/psychology/undergrad/psi-chi.html)

Psi Chi is the International Honor Society in Psychology. It was founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. Membership is open to graduate and undergraduate students who are making the study of psychology one of their major interests. Undergraduate membership requirements for the University of Louisville Chapter include: Completed 9 semester hours in Psychology, second-semester sophomore standing, 3.3 GPA in Psychology, and 3.0 GPA overall.

***Membership applications are available online at [www.psichi.org](http://www.psichi.org). Once your online application has been completed, please email Dr. Leonard at [melinda.leonard@louisville.edu](mailto:melinda.leonard@louisville.edu) for review.***

**PSI CHI IS CURRENTLY SEEKING ENERGETIC AND  
SELF-MOTIVATED STUDENTS.**

For more information, please contact one of the following officers.

**President:** Leslie Hodges at [lesliehodges812@gmail.com](mailto:lesliehodges812@gmail.com)

**Co-Vice President:** Sravya Velingandla at [srveli01@louisville.edu](mailto:srveli01@louisville.edu)

**Co-Vice President:** Courtney Knabel at [cmknab01@louisville.edu](mailto:cmknab01@louisville.edu)

**Secretary:** Ha Nguyen at [hinguy01@louisville.edu](mailto:hinguy01@louisville.edu)

**Treasurer:** Filder Auma at [f0auma01@louisville.edu](mailto:f0auma01@louisville.edu)

**Historian:** Aamina Qadir at [a0qadi01@louisville.edu](mailto:a0qadi01@louisville.edu)