Psychology and Student Engagement

Like most universities and colleges, Michigan State University asks departments to provide students majoring in our various disciplines to provide an “active engagement or capstone” experience in their major, usually toward the end of their undergraduate career. The intent of these classes is to provide the student with an opportunity to experience psychological research and practice in ways that require that they integrate what they have learned across their various courses in Psychology and elsewhere and bring that knowledge to bear on some project. They are usually required to engage in some writing or oral presentation of their work as well. In Psychology, we have somewhere between 300 and 350 students graduating with a BA or BS each year. Needless to say, these engagement classes require relatively intense faculty involvement and time; if we assume one faculty member can handle 20 students in these classes, we need close to 20 sections a year. As a result, we have experimented in a variety of ways to provide such an experience given limited faculty resources. I thought you would find it interesting to read of the variety of ways in which we are providing these experiences to our undergraduate students.

Perhaps the most persistent and long term offering of this type in Psychology is a course titled the Adolescent Diversion Project (PSY 371/372). In the first semester of this two-semester course students engage in traditional classroom learning and training devoted to learning about youth and the manner in which the Ingham County court treats juvenile offenders. Taught from a Community Psychology perspective, students learn to understand youth behavior in the context of their larger social environment, and to incorporate this understanding in their intervention. Students learn basic behavior modification techniques, as well as how to help their youth access community resources they might need (such as employment, education, or extracurricular activities).
In the second semester students are assigned a youth offender who has been “diverted” from other possible court sentences to one of our students. This student then works with the youth, their family, and the other important people in their lives to reduce the risk of the youth having additional contact with the courts. The MSU student provides a mid and final semester report to the court. Since the course began in 1976, over 4000 youth have been diverted from the local juvenile court with dramatic reductions in repeat offenses, and over 4000 undergraduates have participated in the class.

Another similar course is titled the Human Service Internship course (PSY 381/382). Designed primarily for students who intend to go into direct human service work after graduation, the course provides students with theoretical and conceptual groundings in human behavior, communication skills, effective help-provision, and ethics. Students take the didactic portion of this course in the spring semester, wherein they also receive intensive guidance in locating and securing an internship for the summer. Students then work at their internship placements during the summer months while registered for the second semester of the course. The summer semester is an online course so that students can intern anywhere in the world. During the online portion of the course students report on their experiences, connect their theoretical understanding of human behavior with their practical experience, and receive feedback from their instructor. In addition to these two courses, each term we also have approximately 100 students enrolled in independent study projects (PSY 490 or 491). Usually these students are working in a faculty lab or on a research project in which they collaborate with faculty, graduate students, and other undergraduate students. These students may do literature reviews, collect and analyze data, and write reports on the project. Occasionally they share authorships on papers that are presented at conferences and in journal articles. A sample of these projects available to students this fall term includes a project on which the investigators use eye-tracking and other behavioral methods to examine how attention to a task is influenced by emotionally charged information and long term and working memory. On another project students will be collecting data on how social group membership (e.g., gender or race) and social group identity influence behavior and interaction with others. In another research team, the focus is on the gene-environment interplay in the development of anti-social behavior. A fourth project is directed toward the determination of how sleep affects memory consolidation.
In yet another approach to the 490 experience, students can assist a faculty member in teaching an undergraduate class. To be considered for this project, students must have at least a 3.5 overall GPA and have earned a 4.0 grade in the course for which they want to serve as an assistant. These students serve a variety of roles in these classes, including tutoring students with problems, answering email requests, holding office hours and record keeping.

Finally, Honors students now have two options for completing their “thesis requirement.” They can write a major integrative paper summarizing some area of research or they can do an Honors thesis. If they do an Honors thesis (students planning on graduate work in Psychology are strongly advised to exercise this option), they conduct an independent research project under the supervision of two faculty members. Before proceeding with work on this project, they must write and defend their proposal orally, and after the research is complete they also engage in an oral defense. These Honors theses are presented at an Honors fair poster session at their conclusion.

We believe these various experiences provide a variety of ways for students to get engaged in Psychology and see the manner in which knowledge in our discipline is generated and used in developing and delivering interventions that help people. I also think the quality of the experiences available to our undergraduates is the real “value-added” that comes with earning an undergraduate degree at a large research-based institution like MSU. While we do not require one of these courses, they are available to all our students and most, if not all, take advantage of one or more of these opportunities.

MSU Students are the best!!
I am a proud alum of another Big Ten University – Penn State University – and am glad to be back in the Big Ten after completing my graduate work at the University of Delaware. I’ve been interested in Psychology since my early days as an undergraduate acting major at a local community college in central Pennsylvania. I transferred to PSU and received my bachelor’s in Psychology and then moved to another university in PA – the University of Pennsylvania – to work as a research assistant in an anxiety disorders clinic. After a chance meeting with a psychophysicologist at Penn, I enrolled as a graduate student at the University of Delaware to work with him and have focused on biological bases of behavior ever since. I received my Ph.D. in August, 2009 after completion of my clinical internship at the Boston Consortium in Clinical Psychology, doing most of my work at the National Center for Posttraumatic Stress Disorder at the Boston VA. I’m a lifetime east coaster, but excited to be in such a warm, friendly, academically rigorous department to begin my mid-west adventure.

I am broadly interested in psychophysiological – including neuroscience – approaches to understanding emotion and cognition. With this interest in basic affective and cognitive psychophysiology/neuroscience, I’m dedicated to translating laboratory findings into clinical assessments and treatments, specifically as they apply to anxious and depressed populations.

My research interests can be broken down more specifically into two interdependent content areas, wherein I use psychophysiological methods – both autonomic and central measures – to tackle relevant questions:

1) **Attention and cognitive control**
   Here, I am interested in how healthy and anxious/depressed populations sustain attention during and manage difficulty and react to mistakes in simple reaction time tasks. Typically, anxious/depressed individuals have difficulty paying attention during reaction time tasks because of distracting worrisome thoughts, and that as a result such individuals overreact when they make mistakes. Brain waves called event-related brain potentials (ERPs) can be used to better understand how healthy and anxious/depressed brains pay attention and react to mistakes differently. Using such methods can help inform ways of assessing for anxiety (including social anxiety disorder, posttraumatic stress disorder, and obsessive – compulsive disorder) and depression and ultimately in developing more fine-grained and effective treatments for these conditions. I am interested in both using these methods for assessment as well as developing new treatments for anxiety and depression in the form of more refined therapies and adjunct laboratory-based treatments.

2) **Emotion and emotion regulation**
   Here, I am interested in how healthy and anxious/depressed individuals process emotional stimuli such as scenes and faces as well as how these different populations regulate their emotional responses to such stimuli. Better understanding how emotion processing and regulation occurs in healthy individuals can aid in more clearly articulating how anxious and depressed individuals struggle with emotions. In general, anxious and depressed folks tend to pay extra attention to and get stuck on negative stimuli and pay relatively less attention to positive stimuli. In addition, when negative emotional reactions occur in such individuals, they tend to try and avoid them. By using laboratory-based experiments while recording psychophysiology and brain activity, I aim to clarify healthy and abnormal emotion processing and regulation. With these findings, again, the aim is to advance assessment and treatment of anxiety and depression as mentioned above.

I’m extremely excited to be a part of such a great department and the larger, rich MSU environment! Go Green, Nittany Lions 😊
New Faculty - Jenna Neal (Eco/Community Psychology)

I discovered the field of Community Psychology while completing dual undergraduate degrees in Psychology and Sociology at the University of Arizona. The field’s emphasis on ecological approaches to addressing social problems fit well with my interdisciplinary orientation and interests in improving educational settings for kids and teachers. Intrigued, I applied and was accepted to the Ph.D. program in Community and Prevention Research at the University of Illinois at Chicago (UIC) where I focused on the influence of the classroom and peer context on childhood behavior and gained valuable experience working with urban schools. After graduating in August 2008, I completed a one-year NIMH post-doctoral fellowship at the Institute for Juvenile Research at UIC, which allowed me to expand my interests to consider the dissemination of school-based interventions among teachers.

Broadly, my research focuses on the role of social networks in educational contexts. More specifically, I have three main lines of study:

First, I am interested in the relationships between peer social networks and children’s classroom social behavior. In this area, I’ve examined how network features like size and density influence children’s levels of relational aggression (e.g., rumor-spreading, social exclusion). I’ve also explored how teacher-student interactions in the classroom influence the relationship between social network position and classroom aggressive and prosocial behavior. In the future, I hope to use results from these studies to explore new methods for intervening on children’s behaviors that target social networks through modifications to the classroom environment.

Second, I am interested in how elementary school teachers’ advice networks influence the diffusion of interventions. Specifically, I am currently examining whether teachers’ time to adoption and frequency of use of three classroom-based strategies are influenced by the adoption and use of those they receive advice from (network cohesion) and those in similar network roles (structural similarity). Results will be used to build a new model for selecting influential teachers to help spread intervention components among their peers, and are expected to inform the future dissemination of school-based interventions.

Third, I am interested in improving methodologies for the collection and analysis of social network data. I have advocated the use of Krackhardt’s cognitive social structures (CSS) technique as a solution to the problem of missing data in school-based research. CSS methods allow researchers to build a complete picture of the classroom network structure by triangulating perspectives of the entire network from a subset of children with parental consent. Continuing this line of research, I am currently exploring the congruence of three methods of social network data collection (i.e., CSS, social cognitive mapping, and self report).

I am thrilled to be a part of the Eco-Community division and the larger Psychology department at MSU.
New Faculty - Devin McAuley (Cognition and Cognitive Neuroscience)

I am very excited to be joining the department and also happy to be back at a Big Ten school for the first time in a number of years. Within the department, I will be a member of the Cognition and Cognitive Neuroscience area and will also be stepping in as the Director of the Interdisciplinary Cognitive Science Program.

I completed both my undergraduate and graduate education at another Big Ten school, Indiana University, receiving a B.A. in computer science and mathematics, a M.S. in computer science, and a Ph.D. in 1995 in cognitive science and computer science. Following graduate school, I took a post-doctoral position in Australia in the Department of Psychology at the University of Queensland. While in Australia, I became quite accustomed to year round warm weather, kangaroos and parrots, and spending the Christmas holiday at the beach. This much fun was bound to end and after my stint in Australia, I joined the Department of Psychology at the Ohio State University as a Music Cognition Postdoctoral Fellow. Although I missed the tropical weather and found it harder than I had in the past to endure Midwestern winters, my return to the U.S. was a good move for my career wise and important for my development as a psychologist. After my time at the Ohio State University, I spent 10 years on the psychology faculty at Bowling Green State University, where I also served for the latter portion of the time there as the Director of the JP Scott Center for Neuroscience, Mind and Behavior. During my tenure at BGSU, my work took on more of a neuroscience emphasis, which now plays a significant role in my thinking.

In broad terms, my research interests are the areas of auditory perception, attention, and cognition, timing and rhythm, the relationship between music and language processing, and dynamic systems approaches to brain and behavior. My fascination with music perception and cognition is most certainly influenced by early exposure and study of music. I began violin instruction at age 4 through the Suzuki method and continued formal violin instruction through college. My first plan when attending Indiana University was to major in music performance. However, I soon found that I had too many other interests and that pursuing a career in music performance would require all of my attention or at least more than I wanted to dedicate. Eventually, my studies led me to discover the interdisciplinary field of cognitive science, which enabled me to integrate a broad range of interests in computer science, psychology, music, linguistics, and neuroscience.

One line of work that I am particularly interested in aims to understand the neural machinery that we use to time our behavior, so that this knowledge can be applied to the assessment and treatment of individuals with developmental disorders and age-related neurological diseases that evidence timing difficulties. In this respect, research in my lab approaches the problem of understanding timing and temporal processing on three fronts. First, we design and conduct behavioral experiments with human subjects to determine constraints on the functional mechanisms involved in temporal processing and to determine the normal developmental changes that occur in timing ability across the life span. Second, we are engaged in investigations of the neural bases of timing and temporal processing using neuroimaging methods. Third, we develop and test mathematical models of timing that help direct future empirical studies at both the behavioral and neurobiological levels. Our research efforts on the topic of timing have received support from the National Institutes of Health, the National Science Foundation and the GRAMMY Foundation.

To learn more about on-going projects in the Timing, Attention, and Perception (TAP) lab at MSU, I invite you to contact me by email at dmeauley@msu.edu or by phone at 517-353-9069. You can also learn more about the activities of the Cognitive Science Program at MSU by visiting: http://www.cogsci.msu.edu/.
Linking Faculty Research and Undergraduate Students: Professorial Assistants

By Kevin Ford, PhD, Co-Coordinator of Psychology Honors Program

The Psychology Department has a long history of involving undergraduate students in the research of our faculty. This article highlights one way in which our undergraduate honors students are linked to psychology faculty research through a program focused on incoming freshman.

One relatively new and innovative program developed by the Honors College is called the Professorial Assistant program. Professorial Assistantships (PAs) are offered to Honors College invitees whose academic records place them in the top one percent of entering college freshmen nationwide (i.e., an ACT composite score of at least 33, an SAT total score of at least 1500 in critical reading + math sections, or semifinalist standing in a National Merit program). Freshman PAs interested in Psychology are placed by our department with faculty so they can immediately begin working on research or other scholarly activities. PAs work about eight to ten hours per week, are paid a stipend of about $2300 for the first year, and may be reappointed for a second year.

Each year, approximately 150 freshmen are appointed as Professorial Assistants by the Honors College. A number of these PAs seek work with psychology faculty. This year, we are excited to have 21 first and second year PAs in our department – an impressive number! They are conducting research with faculty on a variety of topics across our program areas of clinical, behavioral neuroscience, cognition and cognitive neuroscience, social, organizational, and ecological/community psychology.

Some example projects include the following. Two students, Nate Anderson and Holley Lewis are working with Dr. Kimberly Finn on issues on sleep, including the role of sleep in enhanced visual attention capacity and the role of sleep in math learning in secondary school classes. Two new PAs – Prashanth Rajarajan and Krista Bur are studying with Dr. Devin McAuley on psycholinguistic issues. In particular, they are helping in research focusing on the connection between processing of language and music. The research builds on findings form the psychological study of language, neural processing of language and music, linguistic phonetics and speech science. Dana Gradl and Allison Melkonian are working with Dr. Cheryl Sisk who is studying how pubertal hormones influence development of the adolescent brain and social behaviors. Kelley O’Masta is working on a project with Dr. Anne Bogat on intimate partner violence and its damaging and prolonged effect on women’s and infants’ physical health, mental health, and neurobiological functioning.

As you can see from this brief sampling, our PAs are immersed in cutting edge research from the very beginning of their undergraduate studies. Their duties range from being trained to collect data, recruiting participants, helping input data, conducting data analysis, participating in weekly or bi-weekly lab meetings and helping in the design of follow-up studies. When asked for feedback about their PA’s the faculty has been overwhelmingly positive in describing the enthusiasm, dedication and cognitive skills of the PAs. PAs have also provided feedback about the value of engaging in research and getting to know faculty and graduate students on a personal basis so quickly in their undergraduate studies. It helps make a large university such as MSU seem like a smaller community of scholars!

This is just another way of linking undergraduate students to research within the Psychology Department. For more information about the PA program, you can contact Kevin Ford at the Department of Psychology or the Honors College at Michigan State University.
Psychology to Host Student Multicultural Conference

Psychology undergraduate advisor Françoise Bigelow applied for and received a $20,000 grant from MSU’s Office for Inclusion and Intercultural Initiatives to put on a Student Multicultural Conference in the spring. Diversity is an integral part of getting a degree, especially for those desiring to work with people and in the community. This conference aims to introduce and highlight research, practices and issues in the area of multicultural psychology to undergraduates as well as graduate students in Psychology and Behavioral Sciences. Students will see the breadth and depth of multicultural issues in the areas they wish to pursue. The proposed presenters have demonstrated their knowledge and skills through their active engagement in multiculturalism in their research, publications, committee work and public service. This conference is the first of its kind at MSU for undergraduates and graduate students. Check our website for upcoming information, registration, presenters list, etc… [http://psychology.msu.edu/Undergrads/]

Psychology Multicultural Student Conference
Touching and Transforming Lives
Saturday, April 17, 2010
MSU Union – 2nd Floor
8 am – 4pm

Keynote Speakers: Dr. Laura Morgan Roberts
Luncheon Speaker: Dr. Isis Settles

Focus areas of the conference will include:
· Social and cultural identity’s influence on world view
· Culture and self
· Multicultural issues in clinical psychology
· Mental health and well being in different ethnic groups
· Mental health disparities: prejudice and discrimination
· Racial identity
· Discrimination & adolescent
· Culture and mental health
· Conception of mental illness in different ethnic groups
· History of racial and ethnic minority psychology

We hope you can join us for this exciting event!
Assistant Professor Alex Burt is the principal investigator of *Gene-environment Interactions in Childhood Conduct Problems*, a project funded through the National Institutes of Mental Health from 2008-2013. With collaborator and co-Investigator Kelly Klump, the study intends to comprehensively examine gene-environment interplay in childhood conduct problems (i.e., aggressive and rule-breaking behaviors), evaluating how risky and protective parent-child relationships may activate or suppress genetic influences on these behaviors.

Although typically thought of as fixed and unmalleable, more recent research has suggested that genetic influences can be effectively “turned on or off” by particularly environmental experiences. In the animal literature, for example, Francis and colleagues (1999) found that pup licking and grooming (high levels of which are characteristic of good maternal care among rats) suppressed both psychophysiological and behavioral responses to stress in the offspring. Moreover, these effects of maternal care were largely a function of changes in gene expression; indeed, Weaver and colleagues (2006) subsequently identified more than 900 genes that were stably regulated by maternal care. Gene expression thus appears to be far more influenced by the individual’s environment than was previously believed.

Prominent scholars have postulated that this sort of psychosocial moderation of genetic influences (referred to as a gene-environment interaction; GxE) represents a fundamental etiologic component in human outcomes as well. A small empirical literature has thus far supported this conjecture. The current study builds on available empirical work to examine GxE as they relate to the development of childhood conduct problems. We are specifically examining the possible moderating role of parenting, as conflictive parenting is a known risk factor later conduct problems. We are also examining the role of warm and supportive parent-child relationships in suppressing genetic influences for child conduct problems. The sample will consist of 500 community-based, same-sex twin pairs and their parent(s), a design that enables us to evaluate the moderating roles of both protective and risky parent-child relationships. Our investigation thus combines state-of-the-art ideas and methods to examine GxE, and accordingly, has the potential to significantly advance our understanding of the origins of child conduct problems.
Recent Faculty Grants

**Rebecca Campbell** received a $311,000 contract from the Michigan Department of Community Health to conduct a state-wide evaluation of the implementation of the new federal Violence Against Women Act legislative mandate that all sexual assault survivors are entitled to receive a medical forensic exam at no cost.

**Bill Davidson** received $29,000 from Ingham County for the Risk Assessment Project.  
**Bill Davidson and Sean Hankins** were awarded $164,000 from Ingham County to fund The Adolescent Diversion Project.

**Pennie Foster-Fishman, Hiram Fitzgerald, and Holly Barnes** received $149,400 from the Early Childhood Investment Corporation for *An Evaluation of the Great Start Collaboratives and Systems Change Efforts*.  
**Pennie Foster-Fishman, Hiram Fitzgerald, and Miles McNall** received $127,487 from the Michigan Department of Community Heath for *Evaluating Michigan’s Project Launch*.

**Dan Ilgen** and John Hollenbeck received $524,000 across two US Air Force grants: “Squadron Officer School (SOC) Leadership Education and Research Partnership: A Continuation,” and “Leadership Education and Research Partnership: Air Force Senior NCO Academy and Michigan State University.”

**Kelly Klump** received an American Recovery and Reinvestment Act Administrative Supplement for her NIMH R01 grant: “A Twin Study of Ovarian Hormones and Disordered Eating.”

**Steve Kozlowski, Rick DeShon, Neal Schmitt, & S. Biswas** were awarded $1.2 million from the National Aeronautics and Space Administration for their project “Developing, Maintaining and Restoring Team Cohesion.”

**Frederick Leong** received a $40,000 contract from CDC/NIOSH to organize the second MSU Symposium on Multicultural Psychology which will be focused on Occupational Health Disparities among Ethnic Minorities. The MSU Symposium is an invitational conference/book series organized by the department’s Center for Multicultural Psychology Research.

**Alytia Levendosky, Anne Bogat, Joe Lonstein, and Alex von Eye** received a $100,000 National Institute of Child Health and Human Development grant to study the effects of pre- and postnatal intimate partner violence on infant behavior and physiology.

**Devin McAuley** received a $275,000 grant from the National Science Foundation to study mechanisms of timing and temporal processing.

**John Schaubroeck** received a $145,000 contract from the United States Military Academy for the project, “Professional Identity Development and Role and Non-Role Behavior during OSUT and BOLC Training.”
Recent Faculty Awards

The Adolescent Diversion Project (faculty leader Bill Davidson) won the W.K. Kellogg/Peter McGrath Award for Outreach Scholarship for the North Central Region for 2009.

Alex Burt received the Fuller and Scott Early Career Award from the Behavioral Genetics Association.

Rebecca Campbell received the 2009 MSU College of Social Science Alumni Association Outstanding Teaching Award; the MSU Counseling Center’s 2009 Teal Ribbon Award for Outstanding Leadership in the Prevention of Sexual Violence; and the 2009 Women of Honor Award for Outstanding Commitment to Ending Sexual Violence Against Women, from Turning Point Inc. in Mount Clemens, MI.

Judith Danovitch was awarded a Michigan Children’s Trust Innovation Award and was chosen as one of 8 Lilly Teaching Fellows at MSU for the 2009-2010 academic year.

Stephanie Merritt (former graduate student) and Dan Ilgen received the Outstanding Paper of the Year Award in the journal *Human Factors* in 2008. The award will be presented at the Human Factors and Ergonomics Society’s annual meeting in San Antonio, TX in October, 2009.

Linda Jackson, Alex vonEye, Hi Fitzgeral, Edward Witt and Yong Zhao received the Outstanding Paper Award from the *International Association for the Development of Information Systems: IADIS International Conference e-Society* for their paper: “Videogame playing, cell phone use and academic performance: Some good news.”

Frederick Leong was the recipient of the 2009 Stanley Sue Award for Distinguished Contributions to Diversity in Clinical Psychology from APA Division 12, as well as the 2009 Distinguished Career Contributions to Research Award from APA Division 45 (Society for the Psychological Study of Ethnic Minority Issues). He is also the founding and Incoming Editor of the *Asian American Journal of Psychology* published by APA for the Asian American Psychological Association: [http://www.apa.org/journals/aap/](http://www.apa.org/journals/aap/)

Cris Sullivan received the Michigan Coalition Against Domestic and Sexual Violence’s 2009 Apple Blossom Award for Outstanding Efforts to End Violence Against Women.
Recent Graduate Student Publications


Salamatu Barrie, Lizeth Camacho, Marina Jackson, Charlotte Powers, and Katherine Thomas are all new graduate students in the department who received MSU University Fellowships.

Giannina Cabral (Ecological/Community) was honored by the Latina-based sorority Delta Tau Lambda during their Salute to Latinas: Fuerza de la Mujer Latina ceremony where they honor Latina women whom they believe help empower other women through their work.

Kristen Culbert (Clinical) received an Associate Member Travel Fellowship from the Behavior Genetics Association (BGA).

Brent Lyons (Organizational) was awarded the Nancy B. Forest and L. Michael Honaker Master’s Scholarship for Research in Psychology.

Molly Nikolas (Clinical) received the Young Scientist Research Award from CHADD (an ADHD advocacy group).

Liz Poposki (Organizational) received second place in the Michigan Association of Industrial Organizational Psychologists Paper Contest this year for her paper “It’s all relative: The role of social comparison in the formation of perceptions of work-family interference.”

Sarah Racine received the Canadian Institute of Health Research (CIHR) Doctoral Research Award for “Impulsivity as a moderator of associations between ovarian hormones and binge eating.”

Sarah Reed (Ecological/Community) received a year-long Interdisciplinary Inquiry and Teaching Fellowship from the James Madison College.

Jessica Shaw (Ecological/Community) was awarded the 2009 Social Justice Award in the Student Category from the McKinley Foundation.

Jennifer Slane (Clinical) received the Blue Cross Blue Shield of Michigan Dissertation Research Award for her dissertation, Genetic and Environmental Factors Underlying Comorbid Bulimic Symptoms and Alcohol Use Disorder Symptoms: A Role for Personality?
PSYCHFEST 2009

PSYCHFEST 2009 was a great success! The event was held at the MSU Spartan Stadium and housed more than 90 different community agencies, MSU resources, and graduate programs from all over the state and Chicago. The event was held on September 23 from 3pm to 6pm. The hundreds of students who attended found PSYCHFEST 2009 to be very informative and they were glad that the department offered such an event. Many students were able to find volunteer experiences, internships, study abroad destinations and great networking with potential graduate programs. Our own PSY faculty attended the event and the students raved about the connections and conversations they had. Thanks to all who helped make this a successful event!
Support Your Alma Mater

Higher education faces a fiscal crisis and MSU is no exception. Now, more than ever, we need the financial support of our friends and alumni. If you visit our web page (http://psychology.msu.edu), you will see a link for Direct Giving. When you click this link, you will be on your way to a secure, encrypted, University Development page that will allow you to make a credit card donation to the Psychology Department at MSU. You can give to the department or to one of the six new funds to support a specific interest group.

Thanks for your generosity.