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Psychology 2220 Learning Lab

Winners of the 2013 Psychology Research Colloquium

First place– Mariam Hussain

Second place– Kelsey Lewis

Third place– Monika Wanis
Carrying on Walt’s Legacy: Interning at the Most Magical Place on Earth

Written by Brianna Badenhop

Brianna is a senior Psychology major and Studio Art – Photography minor, and a member of Golden Key International Honour Society.

Since I was able to walk (and probably before that), I have been visiting the Walt Disney World Resort with my family and have had a passion about the company as a whole. When I found out in high school that there was an internship called the Disney College Program, I decided to apply as soon as I was in college. When I got my acceptance letter to work as a Photopass Photographer in 2011, I thought my dreams had finally come true! While that experience was outstanding, and I’ve still kept in touch with friends and other Cast Members I met on my first internship, my journey in the Disney Company continued as I explored Guest Service as a Guest Relations Hostess.

The Disney College Program is a more generalized internship with opportunities in attractions, merchandise, and entertainment. The Guest Relations internship however, falls under Disney’s Professional Internships which relate more specifically to students’ majors and are more selective. The Guest Relations internship is only available to those who have completed at least one Disney College Program internship, but there are other professional internships in other areas that do not require prior experience with the company. To work in Guest Relations, recruiters look for individuals who are exceptional at Guest Service, are confident with making decisions individually and as groups, have cash handling skills, and are majoring in Public Relations, Communications, Psychology, or a related field. Preferred skills include management experience and speaking a second language.

I started my Guest Relations internship in January of 2013 at the Magic Kingdom Park. I was one of 30 other interns who were accepted just at Magic Kingdom with many more being accepted at the other three parks and at Downtown Disney. I started working as a greeter outside of City Hall where we have our lobby, and at the tipboard to assist guests with general questions about the park and give out maps, time guides, and celebrating buttons. Once we all felt comfortable with the layout of the park and talking with guests regularly, we received our training in City Hall where we learned about the Resort’s dining reservation system, how to log lost and found, sell and upgrade tickets, assist guests with special needs, and on occasion, create magical moments. Besides the phenomenal Cast Members I had the pleasure of working with, the magical moments that we had the ability to create were what drew me into the role and convinced me this is where I want to be. The way a child’s face lights up when you give them a coupon to get some ice cream, or to set up complimentary tickets for a group to come back because a family member is sick, really allows you to make a difference in a guest’s visit. They always say that people come to Disney for the attractions and the characters, but what they remember are the Cast Members who made it all happen.

In mid-May, I was given the opportunity to apply for an extension of my internship, and I was lucky enough to be accepted for a Guest Relations Hostess position at Epcot Center.

While I was disappointed at first to be leaving the Magic Kingdom Park, I was looking forward to meeting a new team as well as having more regular hours (Magic Kingdom has a sporadic schedule). Before transferring, I had the opportunity to receive Window training which entails more knowledge of ticketing and recovery with ticketing (misunderstood entitlements, lost tickets, block out dates, etc.). Only Magic Kingdom Park was offering this training for interns while other parks kept their interns in the Lobby and greeting locations throughout their program. This allowed me to have more variety in my shifts after my move to Epcot Center and to gain more experience working with their full and part-time Cast Members to gain insight from them.

The role of Guest Relations has been evolving since I went back to Disney in January. It now encompasses more areas due to the rollout of MyMagic+. Disney’s new ticketing and vacation planning system. For those that have been in the role for many years, these changes have been somewhat difficult and confusing to learn, but we still pride ourselves in providing excellent Guest Service and recovery for our visitors. For those interested in Guest Relations positions in the future, I recommend having an open mind and being knowledgeable and comfortable with learning new technological systems. Furthermore, in a Service/Recovery type of role, you will get yelled at, even for problems and situations you had no control over. It is always important to not allow someone to get to you, regardless of what they say, and to provide them with the recovery that is most appropriate for their situation. Your fellow Cast Members, Coordinators, and Leaders will always support you as if you were family and at the end of the day, you forget the guests that were upset and remember how amazing it is to work at Disney World.

If you have any questions about Disney internships, or just want to hear more about my personal experiences, please feel free to email me at Badenhop.17@buckeyemail.osu.edu. If you are interested in pursuing a career at Disney, please check out DisneyCareers.com and follow the Students/Recent Grads tab for internship opportunities. Thank you for reading and, as always, Have a Magical Day!
A Summer at Duke TIP

Written by Emily Weichart

Emily is a Spring 2013 graduate with a degree in Psychology and English and a minor in Neuroscience. Emily was also part of the University Honors program.

I applied to work at Duke TIP out of spite. In what was an unprecedented (and ultimately unrewarded) bout of confidence, I had applied to graduate school in clinical psychology and answered “Nonsense! I’m going to get in!” to questions of, “What’s your backup plan?” Suddenly, it was April of my senior year of receiving my undergraduate degree, and I’d opened my mailbox to find one final ‘Dear Ms. Weichart, we regret to inform you … ‘ I needed something. I needed something heavy and impressive to wield in those dreadful conversations that inevitably led to the world’s worst sentence: “So, what are you going to do?” I found my answer at Duke TIP.

‘TIP’ stands for ‘Talent Identification Program,’ and it is essentially a two-week taste of college for America’s teenage geniuses, prodigies, and high-achievers. These high school elites can choose from several intimidatingly specific academic courses, including global finance, medical ethics, and nuclear science. I’d heard about Duke TIP in an ‘in case you’re interested’ email I’d initially ignored, came across it again in my time of need, and applied for a job immediately thereafter. Nursing a heart left broken by my phenomenal graduate school failure, I had the good fortune of being hired as a teaching assistant for two terms of the clinical psychology summer institute hosted by Duke University.

The Duke campus in Durham, North Carolina was nothing short of magical. Few Quad—the temporary home for TIP staff and students—was appropriately nicknamed ‘Hogwarts’ for its gothic-style spires, vaulted archways, and oak doors surmounted by rich carvings of angels and gargoyles. Every building was its own stone castle complete with Ivy and etched facades, such that the entire campus rang with the spirit of the Golden Age. Inside the classrooms, everything was state-of-the-art: next-generation SMART boards, high definition projectors and sound systems, and a laptop for each student.

The first two-week term was preceded by three days of training with a heavy focus on how to ‘handle’ gifted students—change topics frequently because they will otherwise lose interest almost instantaneously, be prepared for when they inevitably ask a slew of questions you don’t know the answers to, don’t be intimidated if they know more than you about what you’re teaching, etc. Needless to say, I was completely terrified on the day the instructional staff and I met our students. I had prepared myself for a room full of condescending hellions waiting to rip apart my every thought and word, probably in multiple languages while playing concert cellos. Instead, I met thirty regular kids who wanted to learn about psychology. Who could have seen that coming?

These kids were every teacher’s dream—what every bright-eyed education major naively expects before getting slapped in the face with the reality of a typical high school classroom. Duke TIP students were engaged. Insightful and inquisitive. They delighted in critical thinking and were genuinely, unequivocally, excited to learn. The course instructor, Abby, was equally impressive; I’ve had some great teachers and professors in my time, but Abby was positively magnetic.

Every lecture was a performance. All the psychology classics that I’d learned a thousand times myself were suddenly more alive and more colorful when I saw them again through the eyes of those bright, young students hanging on Abby’s every word.

I was one of two TAs for the psychology summer institute, and my tasks were to help supervise the class, contribute to Abby’s lectures whenever possible, lead small group discussions, provide feedback on assignments, answer questions, and proctor evening study. Essentially, the TAs were there to provide support for Abby and additional resources for the students. Easily, the best part of my job was reading and responding to the students’ daily journal reflections. Though they were told they could write about ‘whatever they want,’ the students initially wrote summaries about what they had learned in class the day before—a common assignment in high school classes, as I recall. As time went on, however, they began to use their journals as an outlet to share their thoughts and opinions on the material as well, relate it to their own lives, and to logic their way through philosophical questions of ethics, relationships, and the future. Some of them truly did ‘write whatever they want,’ and crafted poems and short stories more beautiful than I thought could be possible in just fifteen minutes.

Instead of straight lectures, readings, and videos, Abby had invented a different activity or project for the students every afternoon. They gave presentations about mental illnesses of their choice, performed skits about their favorite psychologists, debated the ethics of the famous Milgram obedience experiment and nature versus nurture in the role of development, made posters to illustrate Maslow’s hierarchy of needs, and more. Even when I thought my expectations for these students could not be any loftier, they continued to amaze me. For their final projects, they got into groups and wrote research proposals for original psychological research studies. Their projects were on topics such as ‘olfactory memory in autism,’ ‘social consturctuals of psychopaths’, and ‘the effects of caffeine on depression-related brain chemistry.’ They conducted literature reviews that were absolutely at a college level, formed logical hypotheses, and presented them in ways that were clear, concise, and knowledgeable.

I left Duke TIP feeling refreshed, even content with the fact that graduate school was perhaps not in the stars for me and no longer regretting all the choices I made during my undergraduate career. I realized that I don’t just want an answer to the question, “So, what are you going to do?”; I want a job that inspires me every single day as much as those kids did. After the summer ended, one of our psychology students wrote a school essay about Duke TIP -- in particular, the essay was about an incident in which she and two other TIP students accidentally broke a tree (yes, broke a tree) due to reckless hammock use. In her conclusion she wrote, “In the long run, the things that end up mattering aren’t the mistakes you made, it’s the people who were there to help you put yourself back together.” Wise words, young Rachael. Wise words.
Working with Primates

Written by Samantha Jones
Samantha is a Spring 2013 OSU Psychology graduate

This past summer I had the amazing opportunity to travel abroad to Africa to volunteer with chimpanzees at a primate preserve in Zambia. This was a gift from my parents for having just graduated from OSU with a degree in psychology with a focus on primate cognition. During my two-week stay at Chimfunshi Wildlife Orphanage, I worked closely with chimpanzees almost daily. There were four large open field enclosures with approximately 130 chimpanzees combined. There were smaller caged enclosures that held four chimpanzees. A typical day would start out with enrichment activities for the smaller enclosure chimps and then progress to helping prepare food for the others. As this was a self-sustaining preserve, most of the food was grown on site, thus working in the fields was part of the experience.

Once a week the volunteers would go on a “bush walk.” This is where we could be in one of the large enclosures with six chimpanzees and walk through the bush with them. This was an indescribable experience! Sitting in class at OSU hearing lectures and watching videos of primates is one thing. Walking through bush country in Africa hand in hand with a chimpanzee is another. I held them, played with them, and even got to hold a three-month-old baby.

I was the only American there at this time. There were six girls all together, two from Denmark, one from Germany, two from Switzerland, and myself representing the USA and of course OSU (which by the way, one of the main volunteer coordinators knew of). After our days in the enclosures or fields, we would often sit around a bonfire and share stories of our love for primates before going to bed. My passion for working with primates has now been stoked even further. I will be returning someday to commune and study further with Pan troglodytes. In the meantime, I plan on pursuing graduate school to study primates. I can highly recommend this experience to anyone wanting to explore this field. The intelligence of the chimpanzee is almost overwhelming to bare witness to.

To learn more about Samantha’s experience or to contact her with any questions, she can be emailed at jones.3522@osu.edu.

What is Comparative Psychology?
Comparative Psychology is the branch of psychology that compares behavior across species. Comparative Psychology examines the similarities and differences among species to understand evolutionary relationships.

Major topics in Comparative Psychology include:
- Evolution
- Heredity
- Adaptation and Learning
- Mating and parenting behaviors
- Primates

Interested in Comparative Psychology? Consider registering for Psychology 5601 (Comparative Psychology.)

What is Primate Cognition?
Primate cognition is the study of intellectual and behavioral skills of primates. Some examples of fields that typically study primate cognition are psychology, anthropology, and primatology.

Studies in Primate cognition:
- Theory of mind
- Language
- Tool use
- Problem solving

Interested in primate cognition? Consider taking Psychology 3624 (Primate Cognition.)
Add/ Drop Deadlines Spring 2014:

- Friday, January 10 – Last day to add a class online
- Friday, January 17 – Last day to add a full semester course without a petition.
- Friday, January 31 – Last day to drop a full semester course online.
- Friday, January 31 – Last day to drop without receiving a “W.”
- Friday, March 25 – Last day to drop a full semester course without petitioning.

Scheduling Information for Summer 2014

- Monday, January 27 – Schedule of classes available
- Monday, February 17 – University priority windows open
- Wednesday, February 19 – Graduating seniors’ windows open
- Thursday, February 20 – Seniors’ (rank 4) windows open
- Friday, April 4 – Juniors’ (rank 3) windows open
- Thursday, April 10 – Sophomores’ (rank 2) windows open
- Wednesday, April 16 – Freshmen (rank 1) windows open

Scheduling Information for Autumn 2014

- Monday, February 10 – Schedule of classes available
- Monday, March 24 – University priority windows open
- Wednesday, March 26 – Graduating seniors’ windows open
- Friday, March 28 – Seniors’ (rank 4) windows open
- Friday, April 4 – Juniors’ (rank 3) windows open
- Thursday, April 10 – Sophomores’ (rank 2) windows open
- Wednesday, April 16 – Freshmen (rank 1) windows open

As a Psychology major, you have swipe access to the Psychology Undergraduate Computer Lab (PS 42) and receive 100 free prints each semester.

Spring 2014 Calendar of Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Date and Time</th>
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<tbody>
<tr>
<td>&quot;The Neurochemistry of Social Relationships and its Influence on Health&quot;</td>
<td>Wednesday, 1/15, 5:30 PM PS 35</td>
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<td>Given by: Dr. Way</td>
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<tr>
<td>&quot;Depression, Aggression, &amp; Drugs Oh My! Getting Involved in Research in the Psychology Department&quot;</td>
<td>Monday, 2/3, 4:30 PM PS 35</td>
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<td>Given by: Dr. Alisa Paulsen &amp; Helene Cweren</td>
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<tr>
<td>Stop! And Think! Film Series</td>
<td>Wednesday, 2/12, 5:30 PM PS 35</td>
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<td>Film: Tough Guise</td>
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<tr>
<td>Facilitator: Dr. Cravens-Brown</td>
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<tr>
<td>Stop! And Think! Film Series</td>
<td>Tuesday, 4/1, 5:30 PM PS 35</td>
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<tr>
<td>Film: The Invisible War</td>
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<tr>
<td>Facilitator: Dr. Cravens-Brown</td>
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<tr>
<td>“Positive Psychology: Research and Applications”</td>
<td>Tuesday, 4/8, 5:30 PM PS 35</td>
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<td>Given by: Dr. Cheavens</td>
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Congratulations Psychology majors!

Since the last issue of the newsletter, the following students have been approved for honors in Arts & Sciences, Research Distinction in Psychology, and Honors Research Distinction in Psychology.

Research Distinction in Psychology

Jacob Landers

Do you have something to be proud of that you would like to share? Make sure to tell us about any amazing accomplishments by posting your pride here: http://undergrad.psy.ohio-state.edu/PostYourPride.php
Psychology 2220 Learning Lab

Struggling in Psychology 2220 this semester?

Visit the Learning Lab to receive assistance with:
- Clarifying concepts
- Reviewing notes
- Practicing problems
- Reviewing for tests

Learning Lab Hours for Spring 2014:

Tuesday, Wednesday, & Thursday: 10:00 AM – 4:00 PM
Location: Lazenby room 015
All services are free and no appointment is needed!