



SPC NEWSLETTER

SPRING 2022



INTRODUCING THE SPRING 2022 SPC NEWSLETTER!

Welcome! We are excited to present the Spring 2022 edition of the School of Psychology and Counseling (SPC) Newsletter at Fairleigh Dickinson University (FDU). We hope that distributing this newsletter each semester will help keep everyone informed and involved in the ongoing of our department.

If you would like to join our newsletter team, please email Dr. Georgia Winters at gwinters@fdu.edu.

FDU SPC
NEWSLETTER

TABLE OF CONTENTS

Meet Your New Faculty P. 2

.....
Taking the Next Step P. 3

.....
Alumni Spotlight P. 4

.....
Entertainment P. 5

.....
Student Spotlight P. 6-7

.....
Conferences & Events P. 8

.....
Publication Opportunities P. 9

.....
Scholarships & Grants P. 10

.....
Meet the Team P. 11

MEET YOUR PROFESSORS

BY: KELSEY PARODI

Dr. Gregory Tortoriello is an Assistant Professor of Psychology at Fairleigh Dickinson University- Metropolitan Campus. He has published multiple research articles and has years of experience teaching psychology.

What made you choose FDU when it came to being a professor?

I wanted to work at a "student-centric" university. In my view, this means that the students are the most precious resource at the university. All other resources—faculty, staff, infrastructure—are designed to support and serve the student's educational experience. Some universities have this model reversed, which is not necessarily wrong, but that didn't appeal to me. I have a very personalized teaching and mentorship style, so I enjoy knowing my students, having one-on-one meetings with them regularly, and helping them throughout their undergraduate journey. Further, I appreciate the diversity of the student population at FDU. Meeting so many students from different backgrounds and cultures makes teaching considerably more interesting and keeps me learning new perspectives. FDU also offered me a job, which was nice.



Dr. Gregory Tortoriello

What were you doing before FDU (research, education background, intern experiences)?

My background is a bit chaotic, so I'll try to simplify it (in reverse chronological order). Before FDU, I was completing my Ph.D. in experimental-social psychology at The University of Alabama. My dissertation investigated the relationship between psychopathy and empathy. During this time, I was also teaching courses in general psychology, research methods, and personality. And I was concurrently doing some consulting for Mercedes-Benz, but imagine my disappointment when they never gave me a car! Before graduate school, I worked at an educational consulting firm outside of Chicago. Basically, I ran statistical models which projected academic growth for K-12 students. The experience, knowledge, and quantity of doughnuts I acquired at this firm was tremendous. Before this job, I was completing my bachelor's degree at Miami University in Oxford, Ohio. I was originally a finance major. Then a quantitative economics major. Then a psychology major, which I declared in the second semester of my junior year. I was elated and relieved that I finally discovered an academic discipline I loved. Before college, it was high school, which is probably an assortment of regrettable and embarrassing moments for most. I'll stop here then.

What made you choose to be a psychology professor as a profession?

Interestingly, I entered graduate school without aspirations of becoming a professor. If I'm being honest with myself, I really had no concrete vision for my career. All I knew was that I had a penchant for psychology. I had a vague interest in doing something related to consulting or perhaps doing research for a government agency. That interest gradually shifted after I started graduate school. I was becoming seduced by the culture of academia. I loved the intellectual stimulation and emphasis on freethought. Then, I taught my first course—a research methods course—and I was hooked. I wanted to be a psychology professor.

What courses do you teach at FDU?

At the undergraduate level, I teach Social Psychology, Psychological Statistics, and Research Methods. I am a social psychologist by training, so I love teaching about social psychology—how our thoughts, feelings, and behaviors are heavily influenced by others. Students commonly pity me when they learn I teach Statistics and Research Methods. But actually, I enjoy teaching these courses as much as Social Psychology. In my opinion, Statistics and Research Methods are the two most underappreciated courses in the psychology curriculum. They might seem technical and daunting, but they teach students how to understand their social worlds in more intelligent and objective ways. Humanity seems to struggle with this. At the graduate level, I teach Applied Social Psychology. Basically, this course examines real-world problems, with an emphasis on clinical topics, through the lens of social psychological concepts. For example, we might discuss how phobias can be reduced using social psychological principles of attitude change.

What is some of the research you are doing currently?

My research examines how antagonistic personality traits can be beneficial in certain social contexts, ranging from helping situations, moral dilemmas, romantic relationships, and beyond. Basically, I study how seemingly "bad" people can produce "good" outcomes. My graduate students and I are currently working on several projects which embody this perspective. One project examines how psychopathic people may have unique ways of repairing situations in which they have caused others harm. Another project examines how psychopathic people actually want to feel more anger, which can yield psychological benefits for them such as greater life satisfaction.

TAKING THE NEXT STEP: 4+1 PROGRAMS

BY: STEPHANIE BART

One of the great things about FDU is the opportunity to expedite the process of receiving a Master's degree. The 4+1 programs offered at FDU give students an advantage among other candidates in a career setting, prepares students for further education, and most importantly, it gives students the opportunity to work within their field.

With the spring semester coming to a close, it's important for those who are rising sophomores or incoming freshmen to understand the opportunities FDU has and how they can take advantage of them. FDU offers more than 5 combined degree programs that are set up in a way that allows students to complete both graduate and undergraduate level classes and only have one additional year. Some popular programs include the Forensic Psychology program, the Industrial Psychology Program, and the combined Bachelors and Master's in Social Work program connected with NYU.

Applying for a master's program as a sophomore is not easy and can be extremely stress inducing, but words of encouragement from individuals who've applied to 4+1 programs may subside the fear.



Take Advantage Of Your Opportunities

What made you apply for the 4+1?

Stephanie Bart (SB): I applied to the 4+1 forensic psychology program because I want to have an advantage over other candidates in my career and go into my field faster. The 4+1 gives me the opportunity to externship at a job that could give me future career opportunities. In addition, it sets me up to go for my PhD in psychology after.

Cynthia Kosicky (CK): I chose to apply for the 4+1 program because I want to receive my master's in under 2 years. I have a goal of working with people one-on-one and with the master's degree, I'd be able to do that sooner. Also, I have the opportunity to take graduate level classes as an undergrad which further prepares me for future coursework.

How was the application process?

SB: Applying for the 4+1 wasn't as scary as I thought. Though I was nervous to send in my application, once I did it I felt good about myself. The first part of the application process wasn't as difficult as I thought it was going to be and it gave me the opportunity to express what I want to do with the program.

CK: One positive experience I had while applying to the 4+1 was having support from my peers. Having support while applying to a master's program in sophomore year is extremely important and can make or break a person. I got a response in a timely fashion from the master's program once they received my application and it showed me how serious this program truly is.

What are your goals for the program

SB: My goal for the 4+1 program is to be able to have the skills to work with juvenile offenders. My dream job would be working in a juvenile facilities and advocate for therapy over incarceration. I'm most interested in the graduate level classes offered for forensic psychology students in the program.

CK: My goal for the 4+1 program is to have the skills I need to start part of my career. My career plan is to become a forensic nurse so the 4+1 program would give me a masters degree when I decide to go to medical school.

ALUMNI SPOTLIGHT: STEPHANIE PETARDI

BY: KELSEY PARODI

Stephanie has spent her professional career in Training & Development, teaching new hire employees how to do their jobs and making them feel valued at work. Recently, she moved organizations, and is now the Senior Manager of Talent Development at Valley Bank in New Jersey, specializing in leadership development and employee career pathing. She is passionate about mentoring and coaching students and employees to find the career and next steps that make the most sense for them, driven by their unique motivations.

In addition to the subject matter, she adores the campus and environment of FDU. Stephanie still gets excited each time she drives onto campus or stops in Madison for lunch. She also finds the Florham campus to be always so welcoming, both the people and the scenery.



Were there any programs that gave you an advantage or connections?

The Bachelor's/Master's 5-year program in Industrial/Organizational (IO) Psychology was the best use of my time and my tuition while at FDU. When I graduated, I was able to speak about this unique credential I held in interviews and to my coworkers, giving me immense credibility for the work I was about to embark on. Throughout the program, I was exposed to real-life examples of workplaces, connected with alumni and adjunct professors who worked directly in the field of human resources, and was able to build my skills in presentations, consulting, and solving workplace problems.

Did a specific professor have an impact?

Dr. Diane Wentworth was not only a wonderful professor but an extremely helpful advisor throughout the IO Psychology program. She brought in her own experiences in external consulting into the classroom and taught us all about the professionalism we would need in the field. Above all, she was always willing to work through problems or connect me with trusted additions to my own network

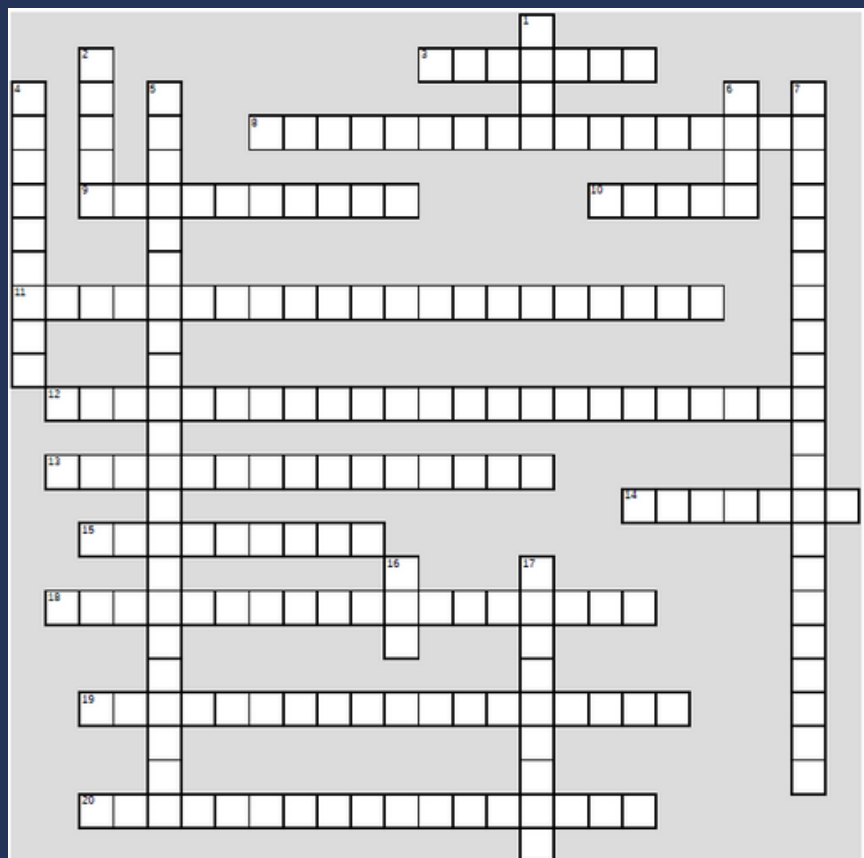
How has your experience at FDU impacted your current career?

My experience at FDU has given me the tools and the confidence to help others in my current career. While at FDU I was a Resident Assistant, President of the Psychology Alliance, and a member of Psi Chi, as well as Colleges Against Cancer. These groups and experiences helped me to network, hone my leadership skills, and make a difference on campus.

Anything else you want FDU Psychology students to know about you?

I am now an Adjunct Professor at the Florham campus. I teach undergraduate Industrial Psychology, and graduate-level courses in IO psychology. I am also the Director of the IO Psychology program – the same one I graduated from! We are always looking for new students and those who are interested in making a difference in the employee experience in the workplace! Reach out to me if you are interested in learning more (stephanie_petardi80@fdu.edu).

HEALTH PSYCHOLOGY!



ACROSS

- 3 Slower, more deliberate, and more logical thinking
- 8 A person's estimation of the level of challenge of social, personal, environmental, and economic obstacles to a specified behavior or their desired goal status on that behavior
- 9 The sum of influences that the surroundings, opportunities, or conditions of life have on promoting obesity in individuals on populations
- 10 The immediate environment of an individual
- 11 A continuum including mentally unwell, mental health conditions, and mentally healthy
- 12 Clinical diagnosis for depressed mood
- 13 Convenience availability factors, environmental, ecological factors, physical limitations
- 14 Fast, instinctive, and emotional thinking
- 15 Humans possess an innate tendency to seek connections with nature and other forms of life
- 18 1. autonomy 2. to demonstrate competence/mastery
- 19 To obtain an external reward for behavior or to avoid punishment
- 20 1. undertake difficult/impossible self-change task 2. experience some success in the beginning 3. ultimately fail 4. interpret failure as inevitable; with some adjustments, they will be successful 5. renewed effort

DOWN

- 1 A disorder that can occur after experiencing a traumatic event
- 2 The larger societal forces of the environment that affect the microenvironment
- 4 Chronic form of depression with an increased susceptibility to major depression
- 5 The degree to which people believe they have control over the outcomes of events in their lives
- 6 Community level of the environment
- 7 The study of the interaction between psychological processes and the nervous and immune systems of the human body
- 16 Obsessions, such as recurrent thoughts or images, followed by compulsions that elicit anxiety
- 17 A factor that explains the relationship between an IV and a DV



TAKE A CHILL
PILL!

CLINICAL INTERVIEW
COGNITIVE BEHAVIORAL
COMORBIDITY
DIAGNOSIS
DIATHESIS STRESS

DIRECT OBSERVATION
INTELLIGENCE TEST
PARADIGM
PERSONALITY INVENTORY
PLACEBO EFFECT

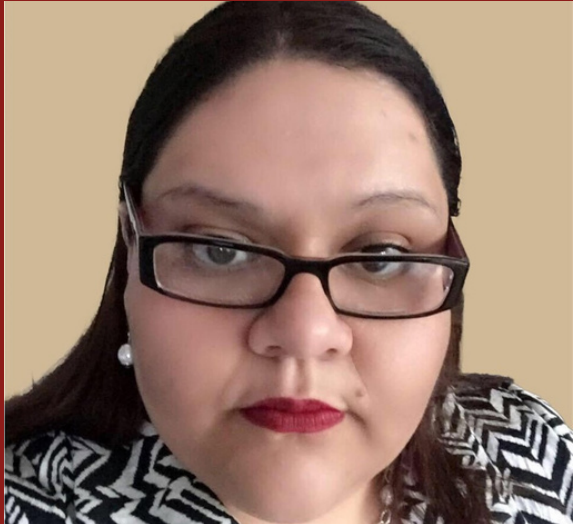
PSYCHOPATHOLOGY
RORSCHACH INKBLOT TEST
STIGMA
STRUCTURED INTERVIEW

ABNORMAL
PSYCHOLOGY
WORDSEARCH

STUDENT SPOTLIGHT: AUDREY ERAZO-TRIVINO

BY: MARTA BETTINELLI, BUSHRA SHALTOT, & STINE-OKSANA SOOMAI

Audrey Erazo-Trivino is Psy.D student focusing on school psychology. After previously earning her M.A in Clinical Psychology and working in the field for 26 years, Audrey decided she was in a place to truly appreciate the doctoral process and combine her passion, experience, and “hustle” factor into her research.



Would you describe yourself as an introvert or an extrovert?

Those who know me would describe me as an extrovert based on my role and (the fact that) my whole life is based around talking to people and making connections. For my own thoughts, I am an introvert at heart. I love to be on my own, with my thoughts, and feelings.

What is your caffeinated beverage of choice?

If you look in the dictionary under the definition of diet coke, you will find a picture of me with a cold diet coke drinking it out of a straw. One a day, it has to be cold and with a straw. The colder the better. I don't know why with a straw, but it is my guilty pleasure.

What are your plans for the summer break? (If you get one)

I am officially graduating this year (to which we say congratulations Audrey)! However, studying is not over just yet, as I still need to complete her licensure exam. In between studying, I have planned a trip to the Dominican Republic to reconnect with people and let them know I finally have time to get brunch!

What do you think is the most important skill to have in your field?

I think one thing is the “hustle” factor. I don't know how to describe it any other way. I think for the field of school psychology, you really need to be able to advocate for the needs of your students. Sometimes you might not know what to do. This is where you have the “hustle” factor. You need to get the information to help your students and their families. Along with that, you have to recognize you can't do this job alone. You have to coordinate with others and (use) collaborative skills.

What is your research focus?

Trauma is just my gem. I have been working in foster care for well over two decades. The students I have worked with over the years are coming into the school with a significant trauma history that really impacts and plays a role in their development. My dissertation topic is the educational mental-health experience of homeless youth.

Why did you decide to focus on this area?

I was really interested in the prior research that Dr. Linda Raffaele Mendez had done and wanted to extend the literature in that area. I wanted to understand: how did they become homeless? What was their trauma? And then, given their early childhood traumatic experiences, how did that affect them participating in educational or mental health services?

What is something you wish you knew more about before getting into research?

One of the most eye-opening things for me was taking off my school psychologist administrator hat and embracing being a researcher without any bias. As a qualitative researcher, you really become a part of the research through your experience. My experience with this student population had been on the opposite end of the spectrum, so my assumptions and biases were that everybody is traumatized, and everybody has a hard time. I had to put those experiences aside and be open to the stories of success that I might hear. I worked hard prior to engaging in research to eliminate that bias.

How do you think your research will impact the field of psychology?

As all qualitative researchers, I want to say that my research brought to light a few things that, even if I've been in the field for decades, I didn't know. One of these is that although homeless youth tend to be described as resistant or unwilling to be in therapy, I discovered that it is about being treatment-distrustful and treatment-afraid. There are so many things that homeless youth revealed to me throughout this research process that suggested they think that therapists and schools work in tandem to separate families. I've also learned that there is an entrenched stigma about accepting help: they were taught very early on from their families that what happens in their house stays in their house. So, besides stigma, there is also distrust and fear.

In what way should professionals approach homeless youth instead?

I hope human service professionals can help engage them in a way that wins their trust and shows that we, as psychologists and educators, are human. In this study, it was fascinating how participants described connecting the most with the teachers and therapists who self-disclosed. There was a real connection through that vulnerability, and I also think it might have given the youth some hope. It was such an illuminating process.

Any advice for psychology students who are interested in getting into research?

Look for mentors who may have interest in areas that you have emerging interests in. Every time I've reached out for mentorship in this program, it has been met with eagerness. So, don't be shy and really seek out those faculty who have similar interests to yours. The second piece of advice is to do your own research. If you have an interest, what are other people seeing, saying, or finding? What more do you think we need to add to the literature? And my final piece of advice is, don't discount qualitative research! I know everybody wants to find statistically significant findings, but there is such a value in the qualitative research process. I would give it as much credence as quantitative research and encourage students to put themselves in the research role as a qualitative researcher.

STUDENT SPOTLIGHT: CORDELIA CHOU

BY: MARTA BETTINELLI, BUSHRA SHALTOUT, & STINE-OKSANA SOOMAI

How has your experience been at FDU so far?

It's been really long and very tiring, but also really good. There are a lot of good opportunities and you meet a lot of great people. So, it definitely has been enjoyable.

What is your educational background?

I got my bachelor's degree in cognitive science in UC Irvine in California. I worked for a year and then got accepted to the master's program at John Jay College in Manhattan where I got my master's in forensic psychology with the aim of later getting my PhD. Right after graduation, I got accepted to the FDU PhD program and I am currently studying clinical psychology with a concentration of forensics.

In your opinion, what are the most relevant skills needed to succeed in the field?

I always say [for forensic psychology] you need to become a clinician before you become a forensic psychologist. You need a bare bone set of knowledge and skills before you specialize. One important skill is being open to feedback. Accepting that you are still figuring things out, this is your place to learn, and there are other people who have more experience than you who can help. Also, I would say if you are going into clinical psychology, you have to really want it; you are investing many years of your life and directly impacting other people's lives.

What are some of your interests outside of school?

I am really into sports. I played volleyball in college. When I have free time, I like to go hiking. I am from California and I love the outdoors; it's always been a big part of my life.

What is a fun fact people don't know about you?

I'm really afraid of snails.

What is your research focus and why did you decide to focus on this area?

Broadly forensic psychology. I have done a variety of research since undergrad trying to figure out my main interests. In my master's program I was really interested in psychopathy. My thesis looked at the influence of childhood environment on factor 2 traits of psychopathy. Now, I am looking at overall violence risk assessment. Specifically, my dissertation is focusing on how psychologists and psychiatrists communicate violence risk to legal decision makers.

What were some setbacks you've had to deal with your research?

One set back is that some forensic populations are incarcerated, thus considered to be a "special population." For ethical reasons, and also to ensure the safety of the patients or study sample, there are a lot of hoops we have to go through in order to get access to work with these individuals. Therefore, it's been difficult getting data and information from this specific population. For my research specifically, it has also been difficult because there is a lack of previous research on the topic.

What is something you wish you knew before getting into research?

It can take a long time; a lot of drafts, revisions, and so forth. However, it's a thousand times better when you have a great advisor who will mentor you while also provide you with enough independence to follow your own interests. Research is also really great because you can collaborate with so many other scholars and also meet other students/professionals at conferences.

Why is the research you are conducting important?

The term we are using for the dissertation, "risk communication," is the ability to communicate violence risk findings to other people and populations. Risk communication is really important because the purpose of doing a risk assessment is to accurately and clearly convey the findings to another person. Whether it is to another psychologist, social worker, a specific team, judge, or to an attorney. If the person conducting the assessment isn't able to share the results in a way that's going to be understandable or legible, it renders to be useless. It's important to understand that how you are communicating the risk(s) is just as important as the results on the assessment or the test.

How do you think your research will impact the field of psychology?

I'm hoping that the research about risk communication can expand beyond the psychology field because that is how change can be made. Everyone in the psychology field knows we should be doing these prevention programs, but if no one outside the profession knows that, then it's never going to happen. So, I'm hoping my research goes outside of just the psychology field to influence people with the power to implement changes.



CONFERENCES & EVENTS

CONFERENCES

Association for Psychological Sciences

5/26-5/29

Chicago, IL

\$249

Annual Conference of the International Society for Bipolar Disorders

6/10-6/12

Virtual

\$125

American Psychological Association

8/4-8/6

Minneapolis, MN & Virtual

All access: \$195

Virtual only: \$75

CALL FOR ABSTRACTS

International Conference on Psychopathology and Testing

Deadline: 7/1

Society for Personality and Social Psychology

Deadline: 7/20

International Conference on Humanities, Psychology and Social Science

Deadline: 7/15

FREE VIRTUAL EVENTS

Communication Skills to Increase Family Acceptance of LGBTQ Youth

5/6

Understanding Schizophrenia

5/17

Understanding Borderline Personality Disorder

5/24

Training on Assessment of PTSD and Suicide Risk Management in Veterans

7/26-7/27

Event registration can be found on [eventbrite.com](https://www.eventbrite.com)

PUBLICATION OPPORTUNITIES: SPECIAL JOURNAL ISSUES

MAY

5/31: *International Journal of Forensic Mental Health*—Equity, Diversity, & Inclusion in Forensic MH Services

JUNE

6/30: *Group Dynamics, Theory, Research, & Practice*—Data Analytic Methods in Group Psychology & Psychotherapy

JULY

7/1: *Translational Issues in Psychological Science*—The Impact of Digital Media on Child Development

7/1: *Psychiatric Rehabilitation Journal*—How Can the Humanities and Arts Contribute to Recovery?

7/15: *Couple and Family Psychology*—Interpersonal Sexual Health Following Trauma Exposure

AUG

8/1: *Psychiatric Rehabilitation Journal*—Community-Based Participatory Research and Psychiatric Rehabilitation

8/1: *Psychology of Consciousness*—Sensory Consciousness, Subconsciousness, Self-consciousness, and the Arts

8/15: *School Psychology*—Adopting Global Perspectives

SEPT

9/1: *Psychological Assessment*—Clinical Assessment in the Time of COVID

FEATURED TRAINING

Mental Health First Aid (MHFA) Training

Mental Health First Aid is a globally recognized, groundbreaking public education program. The 8-hour course uses role-playing, videos, discussions, and games to illuminate the material and equip participants to assess a mental health crisis, select interventions, provide initial help, and connect neighbors to professional, peer, social, & self-help care.

NYDIS and The Salvation Army collaborate to offer FREE, one-day MHFA training for community & faith leaders.

June 15th from 9am–5pm

Register at eventbright.com

Note: Additional MHFA trainings are regularly offered for a fee.

SCHOLARSHIPS & GRANTS

MAY

The Clara Mayo Grants

Supports masters' theses or pre-dissertation research on aspects of sexism, racism, or prejudice.

Amount: Max. \$1,000

Deadline: 5/15

Violet and Cyril Franks Scholarship

For work in stigma related to mental illness.

Amount: \$1,000

Deadline: 5/15

JULY/AUGUST

APF Sharon Stephens Brehm Undergraduate Scholarship

Awarded to outstanding undergraduate psychology students who demonstrate financial need.

Amount: \$5,000

Deadline: 7/1

JUNE

APF/ Division 18 Grant

Available for graduate students contributing to public service psychology

Amount: \$750

Benton-Meier Scholarships

Available for a graduate student in neuropsychology.

Amount: \$2,000

Deadline: 6/1

John Santos Distinguished Program Development in Clinical Gerontology Award

Awarded to individuals who have had a positive contribution on older persons in their work.

Amount: \$1,500

Deadline: 6/1

Gordon Allport Intergroup Relations Prize

Given to "the best paper or article of the year on intergroup relations."

Amount: \$1,000

Deadline: 6/15

AP-LS Award for Best Undergraduate Paper

To be eligible, the student must be the major contributor to a project on a topic relevant to psychology & law.

Deadline: 6/30

APF Graduate Student Scholarships

21 scholarships awarded based on research proposals.

Amount: \$2,000-\$5,000

Deadline: 6/30

SEPTEMBER

The Grant in Aid for Graduate Students MacArthur Award

Funding for research in the area of criminal competence.

Amount: Max. \$2,000

Deadline: 9/15

Grants in Aid for Graduate Students

Funding to support empirical graduate research that addresses psycholegal issues.

Amount: Max. \$1,500

Deadline: 9/15

Bruce and Jane Walsh Grant in Memory of John Holland

To support the investigation of how personality, culture, and environment influence work behavior and health.

Amount: \$18,000

Deadline: 9/15

David H. and Beverly A. Barlow Grant

To support innovative research on anxiety-related disorders.

Amount: Max. \$7,500

Deadline: 9/15

Janet Hyde Graduate Student Research Grant

To support doctoral psychology students to support feminist research on the psychology of women and gender.

Amount: \$500

Deadline: 9/15

Steven O. Walfish Grants

Submit manuscripts on clinical, practical, or research innovations that address evolving standards, practices, and methods in psychological practice.

Amount: Max. \$2,250

Deadline: 9/30

MEET THE TEAM



GEORGIA WINTERS, PH.D.
FORENSIC PSYCHOLOGY M.A. PROGRAM
NEWSLETTER FACULTY ADVISOR

Dr. Georgia Winters is an assistant professor and co-director of the Forensic Psychology M.A. Program. Her research focuses on sexual violence prevention. Her hobbies include cooking, baking, and watching her beloved New England sports teams.



ILISSA KAUFMAN
CLINICAL PSYCHOLOGY PH.D. PROGRAM
NEWSLETTER EDITOR

Ilissa is in her 2nd year of the Clinical Psychology Ph.D. program here at FDU. Her research interests include "drunkorexia" as well as LGBTQ+ individuals and their relationship with religion. Her hobbies include watching movies, learning cool dog facts, and being vegan!



CECILIA ALLAN
CLINICAL PSYCHOLOGY PH.D. PROGRAM
NEWSLETTER EVENTS COMMITTEE, EDITOR

Cecilia is in the 2nd year of the Clinical Psychology Ph.D. program. Her primary research interests involve a variety of topics within the field of sexual violence prevention. Her hobbies include traveling, re-watching the same TV shows, and reading celebrity news.



KELSEY PARODI
FORENSIC PSYCHOLOGY M.A. PROGRAM
STUDENTS COMMITTEE

Kelsey is a freshman at FDU. She is currently a Student Ambassador, COMPASS Mentor, and Orientation leader. She is also involved in Global Scholars and the Honors Program here on the Metro campus. She loves to play volleyball and write in her free time.



JENNIFER CILLI
FORENSIC PSYCHOLOGY M.A. PROGRAM
NEWSLETTER EVENTS COMMITTEE

Jennifer is in the last semester of the Forensic Psychology M.A. program. She is most interested in methods to reduce recidivism in our communities. Outside of school, she enjoys spending time with family and pets and being outdoors.



STINE-OKSANA SOOMAI
GENERAL PSYCHOLOGY B.A.-M.A.
FACULTY/RESEARCH COMMITTEE

Stine-Oksana is a senior in the FDU General Psychology M.A. program. Her research interests include the relationship between PTSD and sexual trauma, and the relationship between the law and sexual assault. Her interests include knitting, reading, and playing with her cat Toulouse.



MARTA BETTINELLI
FORENSIC PSYCHOLOGY M.A. PROGRAM
FACULTY/RESEARCH COMMITTEE

Marta is in the second semester of the Forensic Psychology M.A. program. Her research interests include the experience of remorse and emotion management. She is originally from Italy and this is her last season as a collegiate tennis athlete.



NEHA SRINIVAS
CLINICAL PSYCHOLOGY PH.D. PROGRAM
NEWSLETTER ENTERTAINMENT COMMITTEE

Neha is in her second year of the Clinical Psychology Ph. D. program. Her research interests are in global mental health and how stigma affects the risk, prevention, and intervention of psychological disorders in marginalized populations. Her hobbies are kickboxing and photography.



STEPHANIE BART
FORENSIC PSYCHOLOGY M.A. PROGRAM
STUDENTS COMMITTEE

Stephanie is a second-year forensic psychology major with a minor in social justice advocacy. She's most interested in psychopathy, rehabilitation strategies for juvenile offenders, & implementing therapeutic techniques in the justice system. In her free time, she enjoys listening to true crime podcasts and researching serial killers.



BUSHRA SHALTOUT
4+1 PROGRAM
FACULTY/RESEARCH COMMITTEE

Bushra is a criminal justice and psychology major in the 4+1 program for criminal justice. She is a junior and rising senior. She would love to incorporate her background in criminal justice and psychology to try and improve the prison system. She would like to work specifically with juveniles in an effort to improve and develop intervention programs. She loves reading, baking, playing with her cat (KitKat), and punch needling.