

MIND OVER MATTER

UNT UNDERGRADUATE PSYCHOLOGY NEWSLETTER



SPRING 2018

Volume 9 Issue 1

Department of Psychology
1155 Union Circle #311280
Denton, TX, 76203
(940) 565-2671

Welcome

02 Note from the Editor-in-Chief

Advice

03 How to Make the Best of Your First Semester
03 More than Just Words of Advice
04 No Limits for Students With Disabilities

Research Labs

06 Tales From a UNT URA
08 Working Towards A More Diverse Future

Future Endeavors

09 What Comes Next?
09 Ask A Grad Student

Resources

12 Newsletter Staff

A Note from the Editor-in-Chief

I am ecstatic to share this edition of Mind Over Matter with you all. This year, the Undergraduate Psychology Newsletter provides students insight into many different resources on campus such as Undergraduate Advising, Office of Disability and Accommodations, and Research Labs. There are also tips and tricks on how to manage your first semester, and tales from former UNT students. Now, these resources are helpful, but this is only the first step. Students should really try and engage with the Psychology Department, especially those seeking graduate careers. So, in addition to reading about the exciting facets of research labs, see how you can get involved in your favorite lab. As always, the Psychology Department is here for you and they want to be successful.

Mind Over Matter will continue to provide students with helpful and engaging resources. Best wishes to the undergraduates as you begin, or continue your college career. College can seem difficult at times, but there are many resources that make it more manageable.

- Brooke Tompkins

HOW TO MAKE THE BEST OF YOUR FIRST SEMESTER

BY HANNAH BOYD



THE FIRST SEMESTER AT SCHOOL IS HARD,

whether you are a Freshman starting college for the first time or you are transferring from a different university. There are several things you should remember when first attending a new university. If you are a new student, keep an eye out for different school and department orientations. If you are transferring to the University of North Texas, there is a required transfer orientation program similar to new student orientation. These orientations introduce students to many valuable resources, from advisors who can help choose classes for the semester, to clubs and organizations that help students get involved on campus. UNT offers different honor societies, fraternities, sororities, and clubs to suit a wide array of different interests.

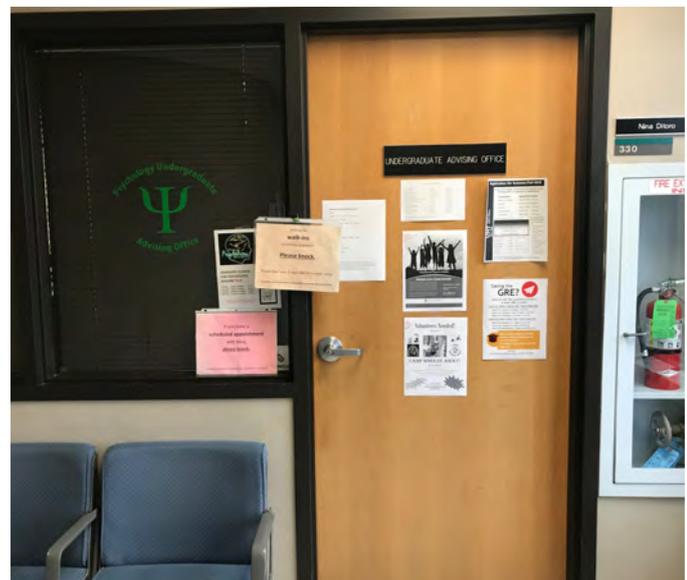
I regret not being social and joining something when I came to UNT. I was a Junior transferring from Texas Woman's University, where I used to play soccer. I had recently switched my major to Psychology and only knew a few people at UNT. I didn't look into clubs and organizations at the beginning, which made me feel a little isolated when I first got here. Learn from my mistake, because all of these experiences help new students get settled! Once you settle in, the easiest way to make friends is to get out and join something. Joining different clubs and organizations makes it easier to start conversations and make friends. There are many types to consider, including academic honor societies, intramural sports teams, and different interest-related clubs. One society of particular interest to Psychology majors is Psi Chi, the Psychology honor society. The

key thing to keep in mind is to just go out there and try something! Attend different club meetings, department talks, and campus events. Find what really fits with your interests and stick with it.

When you have issues, talk to your professor during office hours. Going out of your way to ask for help shows professors that you care about doing well in their classes. If office hours are not an option, there are often TAs who are available to help. Above all else, remember that you are getting your degree for a reason. Whether you are going into graduate school or straight into a job, you have an end goal. Keep it in mind, and keep your grades as high as possible, because regardless of who looks at your application, they will notice your GPA. If grad school is what you plan for, talk to an academic advisor and make a plan -- it will make everything easier. Look into different graduate schools you would consider going to, what different specialties they offer, how much they cost, and how good their programs are. Know what you need to stand out in your applications and what you want to specialize in or where you want to work. UNT Career Services also offers many valuable services for students preparing to enter the workforce.

MORE THAN JUST WORDS OF ADVICE

BY BROOKE TOMPKINS



One of the many resources available to Psychology undergraduates is the advising office. In an interview, advisor Alexa DeLisle notes that the advising office is useful in many different ways, such as, "considering when a student graduates, making sure they are on track, help a student plan classes, declare minors, etc."

The advising office is split into two sections: the front office consists of general Psychology advisors like DeLisle; the back office is where the class advisor is. "[Nina] works for the College of Liberal Arts and Sciences, and she is an actual class advisor. [She] can do more official things like change things on your audit, do official graduation checks, etc. To see her, it is by appointment only, unlike my end where we take walk-ins".

huge learning curve for her because, "[she] had to learn all the requirements and things like that.

Emily, the other general psychology advisor, I think this is her third year doing this, so she's been doing it for a while. And Nina has been here for a while as well," DeLisle says.

Everyone in this office is here to help students along their academic path. They encourage students to not be shy and stop by with their questions. They are there to help with answers about graduate school, degree types, course information, and more! You can also find out more about the office and what they do at their website:

<https://psychology.unt.edu/undergraduate-program/advising>

BACHELOR OF ARTS	BACHELOR OF SCIENCE
2.0 GPA in overall coursework	3.0 GPA in overall coursework
2.5 GPA in psychology courses	3.5 GPA in psychology courses
Required Psychology Classes:	Required Psychology Classes:
PSYC 1630: General Psychology 1	Same classes as B.A., and two additional courses:
PSYC 1650: General Psychology 2	PSYC 3630: Psych Measurement
PSYC 2317: Quantitative Methods	PSYC 4950: Honors Thesis
PSYC 2950: Experimental Methods	4 Psychology Elective Classes
PSYC 4600: History and Systems	
6 Psychology Elective Classes	

The advising office on the third floor of Terrill Hall (Room 330) is available for scheduled appointments as well as walk-ins. Walk-in hours vary weekly, but are always posted on the Department of Psychology's website under the Undergraduate Advising tab. To schedule an appointment, contact the office by phone at 940-565-2051. The advising office is not the only resource on campus available to Psychology undergraduates. The General Academic Building (GAB) hosts more class advisors that can be seen by appointment.

"I also refer a lot of students over to Chestnut Hall, which is where they have career counseling. In the career center they will do a little evaluation on you and you'll get a print out and it'll tell you what might be some good career options for you. This service is also free, which is really nice. They also provide free counseling over there as well," DeLisle says. One of the main things DeLisle does is help guide undergraduate students, especially transfer students. "Some of the big things that we can do [for transfer students] is evaluate transfer courses. We can see if that would count for anything here," DeLisle says. Although DeLisle did not attend UNT as an undergraduate, she said it's been a

NO LIMITS FOR STUDENTS WITH DISABILITIES

BY ANDALUSIA HINOJOS

In accordance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, the Office of Disability Accommodations (ODA) offers UNT students services to prevent discrimination based on disability. Established in 1890, the ODA helps students gain independence and learn strategies for academic success.

When you hear the word "disability," what image comes to mind? A physical disability, such as confinement to a wheelchair? In reality, most of the disabilities the ODA accommodates are not physical conditions. While the ODA does accommodate students with physical disabilities such as vision impairment, deafness or hearing loss, mobility

problems, and chronic and temporary illnesses, they also serve students with psychiatric conditions such as major depression, bipolar disorder, and post-traumatic stress disorder (PTSD), learning disabilities, and ADHD. Accommodations available to students range from extended time for exams, quizzes, and in-class assignments, to distraction-free environments in which to take tests. To file for ODA accommodations, a student must:

- 1. Fill out an ODA Request for Services Form, which asks for demographic, disability, and academic information, and is submitted to the ODA either in person or via email/fax upon completion.**
- 2. Once the student's documentation is reviewed, they receive a call from the ODA to schedule an appointment. At the appointment, the student discusses the accommodations they qualify for and, if necessary, completes intake procedures.**
- 3. After the appointment, the student receives a letter of reasonable accommodation for their instructors. Letters of accommodation must be provided to instructors early in the semester.**

Devin Axtman is a Student Services Coordinator at the ODA. He helps students seeking services, whether they are registered or simply curious about what the ODA is, and represents the ODA at various events, such as freshman orientation and preview days. An interview with Devin follows:

What are the benefits of registering at the ODA?

"Our goal is to provide qualified students with disabilities a level playing field. An equal shot at success. Another benefit is being connected with another place on campus. We all know that UNT is a big place and it can be kind of scary sometimes and if you have an issue come up we can help you find a resolution."

Side note: Another benefit of registering with the ODA is the ability to join Delta Alpha Pi., an international honor society for students with disabilities. DAPI was founded in 2004 to raise awareness about students with disabilities -- not only is it a great opportunity to get involved on campus, but it looks great on a resume!"

How does the ODA ensure confidentiality?

"If a student submits documentation to us, it is subject to FERPA, which is the Family Educational Rights Privacy Act, and will follow those confidentiality requirements. That means that we only disclose things to people that have an educational need to know, and part of that is only what they need to know. Generally speaking, we don't disclose a diagnosis. The only person that will know about your accommodations is your professor. Your fellow classmates will not know your accommodations unless you disclose that information to them."

Is there any way for students who do not need services to volunteer to help those who do?

"We do accept volunteers on a semester-by-semester basis depending on what we need. In the past, we have had students complete their practicum or internship with us. Students can also volunteer to be a notetaker, which is a great option for volunteering because you are helping another student in the class."

Is there a stigma surrounding disability services?

"I think for some students there is. A lot of students want to try things on their own if they had accommodations in high school. Speaking from personal experience, I have never experienced any kind of discrimination or negative comments. I also think that many students don't realize that psychiatric conditions are our number one category by quite a bit. Sometimes people think that it's for people who use wheelchairs, but that is not always the case. We try our best to combat this stigma by being present and open."

Registering with the ODA can also qualify students for several scholarships, such as the Chuck Fisher Memorial Award, the Dallas Association for the Blind Scholarship, the Fred Coffey Scholarship, and the Joe K. Emrick Memorial Scholarship.

For more information about the Office of Disability Services, contact them at 940-565-4323 or walk in any time Monday through Friday between 8:00 a.m. and 5:00 p.m. in Sage Hall, located north of the Union near Sycamore Hall. More information can be found at

<http://disability.unt.edu/>



Feeling Stressed?

Contact the Counseling and Testing Services Center
Chestnut Hall, Suite 311
(940) 565- 2741
www.studentaffairs.unt.edu/counseling-testing-services

TALES FROM A UNT URA

BY BROOKE REYNOLDS

As an undergraduate, the prospect of getting involved in research labs may seem nerve wracking at first; you have finally decided on a major and now you hear that if you want to go beyond a bachelor's degree, you need research experience! Fret not, there are many resources available to you through UNT and, at the end of the day, everyone wants you to succeed.

There are several different ways to go about finding the right lab for you. First, if you are unsure of what kind of research you are interested in, consider filling out an undergraduate research assistant (URA) application form on the UNT Psychology website. The application asks for your research interests and where you see yourself after graduation. It is okay to be a bit vague (e.g. you only know that you want to work with children versus adults)- no one expects you to know your exact career path yet. Applications are kept on file for whenever labs need URAs, in which case professors and grad students browse applications to select suitable candidates for their lab.

If you already know what research you are interested in, you can go to the Psychology faculty page to browse research interests as well as find their lab pages. Once you find a lab that interests you, contact that professor by either sending an email or attending their office hours. Finally, and this seems like one of the most common ways, you may find yourself in a class that you really enjoy with a professor who you would like to work with. In this case, it is still a good idea to research that

professor's research interests and lab, but otherwise, go talk to the professor after class or during their office hours and don't hesitate to reach out and express your interests.

After you have decided what lab you would like to work in, there are some important things to note: 1) The professor you want to work with may not work with undergrads. 2) A lab may be full at the time you apply. Don't let this deter you -- keep an eye on

Get to know the graduate students -- they were in your position not long ago and are a wealth of knowledge for you to utilize.

that lab and apply again once there is an opening. 3) If you are in a class with a professor or graduate student you want to work with, be an active student. Professors notice and will be more receptive to someone they already know has a good work ethic. 4) Make sure you have adequate time to devote to a research position before joining a lab. Most research labs require a year commitment at minimum and up to ten hours of lab time per week. Some labs expect you to be available on weekends, nights, and/or over long breaks, others won't. This is important to find out before you commit yourself if that could be a problem for you. It is much better to wait a semester or two until you have time to fully commit yourself than to jump into a lab and burn out.

Once you have chosen a lab, applied, and have been given an interview, you can expect several things: During the application process, most professors will ask for a CV (your academic resume) and a personal statement, so expect some questions to be based on your experiences. Graduate students will usually conduct the interviews, and if they think you are a good match, you may be scheduled a final confirmation interview with the professor. During the initial interview, it is good to ask a lot of questions. As much as the lab is interviewing you, you are interviewing it. This is the time to learn about time requirements (e.g. nights, weekends), is it possible to work remotely, what kind of work the URAs are responsible for, if there is opportunity for posters and publications, etc. If you feel you may be unable to fulfill certain requirements for any reason, perhaps you have a job on top of classes or you commute a longer distance, so you can only be on campus certain days, make sure they are aware and willing to accommodate your schedule. These are the people who will be writing your letters of recommendation if you want to pursue grad school, or maybe even another lab, so it is extremely



important to make a good impression and be an awesome URA by finding the right lab fit for you.

Once you have joined a lab, it may seem overwhelming at first with all the new information being thrown at you. Most labs have multiple projects going on simultaneously, so you will probably start with just one project, then take on more once you are familiar with the lab environment. You will meet with different graduate students and senior URAs in charge of different tasks to decide what work you will do. Meeting schedules vary greatly from lab to lab. Some labs have meetings bi-weekly or once a month, while others meet weekly and may have separate team meetings in addition to the main lab meeting. These meetings are required, and times are established before the start of each semester. Important information is discussed during meetings, and for some labs, this may be the only time you see the professor, so you do not want to miss these meetings.

Lab experience offers many other opportunities for professional growth. Get to know the graduate students -- they were in your position not long ago and are a wealth of knowledge for you to utilize. Ask questions and treat them with the same respect as the professor. If you make a good impression on the graduate students, they will be more inclined to work with you and offer you authorship on posters and manuscripts. After you have been involved in the lab for usually at least a semester, inquire about how to get your name included on a poster, first as a latter author, then as a first author. Posters are a great way to get involved in research and can even allow you to attend regional or national conferences and meet prospective mentors. Find out how to move up in the lab. Most labs are hierarchal, with the professor at the top, followed by graduate students, senior URAs and

Research labs should be a great experience for you, and on top of everything you learn, they are a great place to meet friends and create lifelong connections with future colleagues.

postbacs, experienced URAs with no leaderships positions, and then new URAs. Being able to manage your own team of URAs is great experience and offers valuable opportunities for growth.

Beyond the basics that you should learn, there are many more opportunities for growth that can be taken advantage of. Primarily, get to know the graduate students. They are a wealth of knowledge that can be readily available to you. They were in your position not too long ago and they are currently in a position that you are working for, so use them. Ask questions and treat them as well as you would treat the professor. Professors listen to their graduate students, so if you think you can blow them off when they ask something of you, don't expect a shining letter of recommendation from that professor. Conversely, if

you make a good impression on them, graduate students will be more inclined to work with you and offer you authorship on posters and potentially give you writing opportunities for manuscripts. Secondly, after you have been involved in the lab for usually at least a semester, start inquiring about how to get your name on a poster, if you haven't been asked already, starting out as a latter author, then as a first author. Posters are a great way to get further involvement in research and allows you to attend regional or national conferences where you can meet prospective mentors. Lastly, find out how to move up in the lab. Most labs have a hierarchy of sorts, the professor at the top, then graduate students, senior URAs and postbacs, URAs who have been in the lab awhile but do not hold a leadership position, then new URAs. Being able to manage your own team of URAs is great experience and is a huge opportunity for growth.

As you find your way in the lab, start taking note of how the lab is run. Hopefully one day you will be in a graduate program and it is even more important than to enjoy your lab family. Here are some things to be mindful of: 1) Do you ever see the professor? Some mentors are very hands off and you may only see them once a semester while others attend all the meetings and will regularly be in the lab. 2) How rigid are deadlines? Are you expected to be self-motivated and create them for yourself, or are they given to you with firm expectation? 3) How big is the lab? Some labs will have 20+ URAs while in others you may be the only one. 4) What is the relationship like between the

graduate students and the professor? These are all things to consider when you are finding a program that is best fit

for you. The year that you want to apply for grad school, you will be asking your professor for a letter of recommendation. When you approach your professor, it is important to ask if they are willing to write you a strong positive letter of recommendation. If they agree, it is important to get all your materials to them in a timely manner, so they are able to write the best letter they can. Even if you were their favorite URA, if you turn in your materials too late, they might not be able to write your letters, or they may not be as strong as they could have been with more notice. Keep in mind that you may not be the only person asking for letters and you are probably applying to about 10 schools, so that equates to a lot of work and time on the professor's end. Try to give them at least a month's notice, preferably more. You should

provide your professor with a packet containing a list of the schools you are applying to, including the program, mentors name, deadline, and how to submit their letters, as well as a copy of your CV and personal statement (which should have grown exponentially since your original lab application), your unofficial transcripts with any classes you took with that professor highlighted, and your GRE scores. It is also nice to throw in a thank you note for the professor to read when they reach the end of your packet. Overall, research labs should be a great experience for you, and on top of everything you learn, they are a great place to meet friends and create lifelong connections with future colleagues.

WORKING TOWARDS A MORE DIVERSE FUTURE

BY MICHAEL REYES

Dr. Yolanda Flores Niemann, head of the Critical Race Research Laboratory, is a well-established researcher with over 20 years of multicultural research experience. Dr. Flores Niemann has had an impressive career, ranging from authoring book chapters and a large number of published articles to expert witness testimony. One of the highlights of Dr. Flores Niemann's career came in 2016 when she spoke at Fulfilling America's Future: Latinas in the U.S., a White House event where she served on a four-person panel: Latinas in Education/Reaching our Full Potential.

Dr. Flores Niemann's lab, the Critical Race Research Laboratory focuses on exploring why and how race, racism, stereotyping and other attributions and perceptions of those belonging to different racial, ethnic, and cultural groups effect attitudes and behaviors towards those groups. Fittingly, the students who make up the Critical Race Research Laboratory are rich in diversity themselves. One strength of the lab is the wide variety of backgrounds the students represent. Stemming from this diversity is a wide range of projects including everything from how the strength of ethnic identity affects academic outcomes, to how measurement of sexuality impacts the interpretation of mental health differences and disparities, to studying the effects of racial trauma. Dr. Flores Niemann is open to work with the interests of the individual researchers in her lab, and flexible enough to allow students to pursue their own research ideas while staying in line with the general direction of the lab.

The Critical Race Research Laboratory has a very active undergraduate lab. Undergraduate research assistants

develop a variety of skills that include doing literature reviews, learning methodology, and designing research studies. Students even get exposure to advanced statistical measurement and data analysis. A major focus of the lab is critical thinking and examination, invaluable skills not only for those in the field of psychology, but for all academics and professionals. Additionally, the lab places importance on the ways research is written and presented so as to make it accessible not only to academic audiences, but others as well.

The Critical Research Laboratory's future is bright and it has many exciting things on the horizon. The lab is launching their long-anticipated Comic Study soon. In this study, superheroes of different racial and ethnic backgrounds, as well as varying gender and sexual orientation were created, and participants will be asked to ascribe different attributes and personalities to them. Additionally, the lab has recently partnered with the UNT Department of Housing and Residence Life to provide RAs training on recognizing and handling microaggressions (for the video Microaggressions in the Classroom, visit www.yolandafloresniemann.com). Lastly, there is always ongoing work on theses at both the graduate and undergraduate level. With so many promising opportunities and intriguing research frontiers, it is easy to see why there is so much excitement surrounding Dr. Flores Niemann's Critical Race Research Laboratory.

For further inquiries regarding the Critical Race Research Laboratory, please contact Alvin.Akibar@unt.edu.



WHAT COMES NEXT?

BY ANDALUSIA HINOJOS

AS A PSYCHOLOGY UNDERGRADUATE, HOW MANY TIMES HAVE

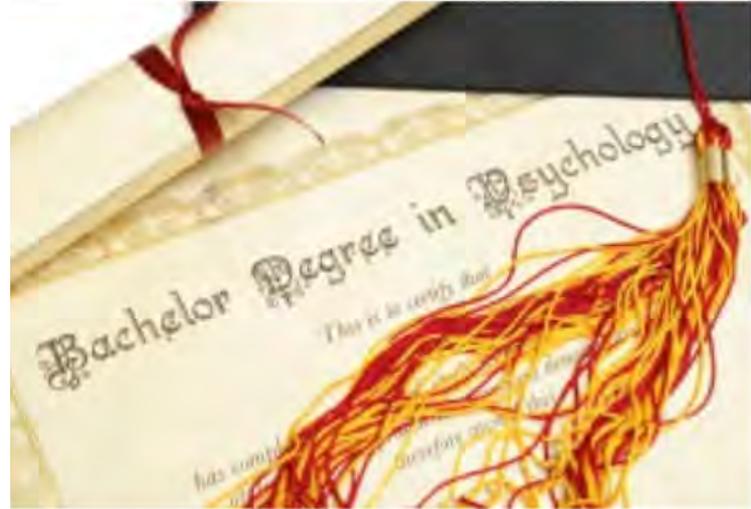
people told you how hard it is to find a job with only a bachelor's degree? Probably many. The truth is, this simply is not true: there are plenty of jobs available for graduates. A degree in Psychology provides you with a wide set of skills needed for most any career.

The first step towards success is planning for your future. What do you want out of a career? Think seriously about what you want out of life and plan from there. What are your long-term goals? What skills do you have? How much money do you need to make? Your answers will provide a foundation for choosing the best career for you. Meet regularly with your academic or career advisors to decide what career interests you. Advisors can help figure out which skill sets would most benefit you and what classes can help you acquire them. Your advisor is there to help, make sure you utilize them! Probably the most important thing an undergraduate student can do is network with professors. Many Psychology professors have labs you could join or might consider supervising your own independent research/thesis. Remember: after you graduate you may need letters of recommendation, so staying connected with professors is essential!

Consider what employers look for in workers: critical thinking, problem solving, and communication skills are perhaps the most attractive features. Employers appreciate workers who can "think on their feet" and solve problems that arise in the workplace. Luckily, a degree in Psychology provides you with opportunities to practice those skills. As I am sure you are aware, Psychology students write many papers and presentations, which cultivates effective writing and communication -- essential skills for the workplace. Never forget who you are, though: be creative and unique.

Now the biggest concern for undergraduates: what jobs are available with a bachelor's degree in Psychology? Graduate school is necessary if you want to practice as a licensed psychologist, but the skills you acquire throughout your undergraduate career can lead to some other promising fields. A career in advertising is a good fit for students with knowledge of persuasion and research. Advertising agents develop persuasive advertisements to promote products. Career counselors help students discover their potential -- it can be very rewarding to help someone find what they love to do. Courses such as Quantitative Methods and Research Methods prepare students for careers in market research. Market researchers collect and analyze data and conduct interviews. If you are interested in the

criminal justice side of psychology, consider a job as a parole or probation officer. Parole officers track behaviors, monitor convicts, and make suggestions to the court. In addition to a bachelor's degree in Psychology, you could get a teaching certificate and be qualified to teach at any K-12 school.



Despite popular myths, Psychology is a versatile degree. It offers many different skills that not only help students get noticed by employers, but also allow them to do what they are passionate about.

Read more tips and get other ideas from the APA at: <http://www.apa.org/careers/index.aspx>

From helping search for jobs to offering interview tips, the UNT Career Center is always a resource available to students. Start by checking out their website: <https://studentaffairs.unt.edu/career-center>

ASK A GRAD STUDENT

By Deporah Nyantika

College undergraduates have many questions that graduate students can help answer. We asked some of those questions to doctoral students in the UNT Department of Psychology. However, we didn't just ask just any grad students, we asked UNT alums! Tosha Griggs (class of 2017) and Ethan Lester (class of 2014) both received their undergraduate degrees from UNT. Below, they answer questions about their time here and share lessons they learned as undergraduates.

Q: What do you know now that you wish you knew when you were an undergrad?

Ethan Lester (EL): How many opportunities for research and scholarship are available to you as an undergraduate.

Tosha Griggs (TG): Advancement will come from hard work. Always believe that hard work will pay off eventually. Sometimes hard work will pay off in ways you had not planned for, but follow the opportunities, the payoff may be even better than you could have ever imagined.

Q: How did you come to choose your major, or what was instrumental in that decision?

EL: I came to study music and was taking a psychology class because I enjoyed it in high school. I always felt curious and creative, and psychology seemed to be a great fit. Once I got more interested in research and mentoring, I knew I wanted to go to grad school.



Q: What programs did you take advantage of that helped you as an undergrad?

EL: Peer mentorship program, psychology labs, resident assistant and housing, and Psi Chi

TG: McNair Program and Center for Psychosocial Health Research.

Q: What challenges did you encounter as an undergrad?

TG: Self-doubt was the worst and wondering if all the hard work would pay off.

EL: Financial strains are always hard. It also makes you want to work harder though, I think, when you're paying for it. Also, not getting discouraged when you want something and it doesn't happen right away.

Q: Was there any advice you received that you would like to pass along?

TG: Life begins outside your comfort zone.

EL: Do research that matters

Q: What do you value the most from your experience here as an undergrad?

TG: Being research assistant in the Center for Psychosocial Health Research because of all the research experience I got. Also, the McNair Program helped answer all the questions I had about getting into graduate school and provided funds for me to achieve that.



Q: What changes have you made in the way you study compared to when you were an undergrad?

TG: I do not have time to waste, so I make every minute have purpose.

EL: I have become a more efficient reader and I ask many more questions.

Q: What are some of the advantages of talking to an advisor regarding your major, and what questions should undergrads have in mind while talking to an advisor?

EL: Having been an academic advisor, there are countless reasons for why you should meet with one at least once a year. It is so important to touch base about your coursework and your future.

Q: Did you have a minor? What influenced that decision?

TG: Yes, I have a minor in English... I chose this minor because I enjoy creative writing and I wanted to learn more about it. When my major classes became stressful, it was nice to have a minor that included classes that I found enjoyable. It helped relieve stress.

EL: Spanish and Substance Use. I came in with credits for it already and I thought it would be helpful for my career.

Q: What advice would you give a first year student?

TG: Even if you do not know what you want to do in your life, keep striving towards something because you might figure it out along the way. Sometimes you learn what you do not want to do with your life by signing up for the class and then finding out it is something that you do not like. This is not wasted time because you learned something about yourself. You may still not know what you want to do, but at least you know what you do not want to do.

EL: Go slow and find your passion.

Q: How did you balance your time?

TG: Keep track with a planner and do not procrastinate.

Q: What was your lab research experience like?

EL: It has been great, like a family

TG: Everything I learned in my lab helped me get into graduate school, and I have used everything I learned in lab as a graduate student. My lab is like my second family.

Q: What is the question you get most from undergrads now?

TG: How do I get into a lab?

EL: How did you get into graduate school, and what do you want to do with your degree?

Q: Did you do an internship as an undergrad?

EL: Yes - three. Two of them were at community mental health sites and one was at a sober living community

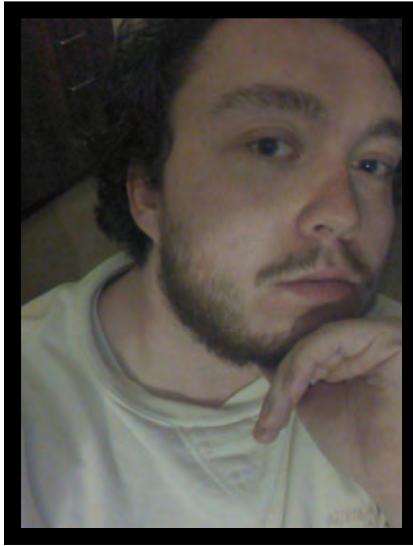
Q: Is there anything else that you would like to share?

TG: If you are an undergraduate student who wants to go to graduate school but has no idea about how to do that, please reach out to a current graduate student. We are always happy to talk about what we had to do to get into the program we are in. We understand your questions and concerns because we all had the same questions and concerns when we were in your shoes.

NEWSLETTER STAFF



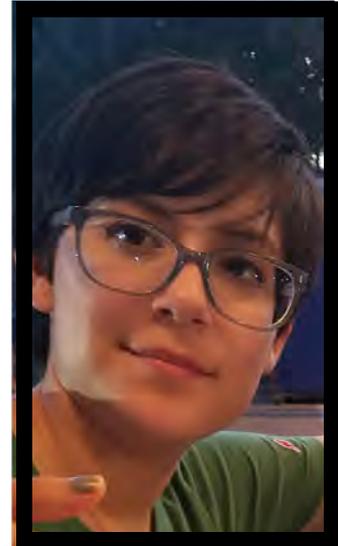
Brooke Tompkins
Editor-in-Chief



Evan Jones
Copy Editor



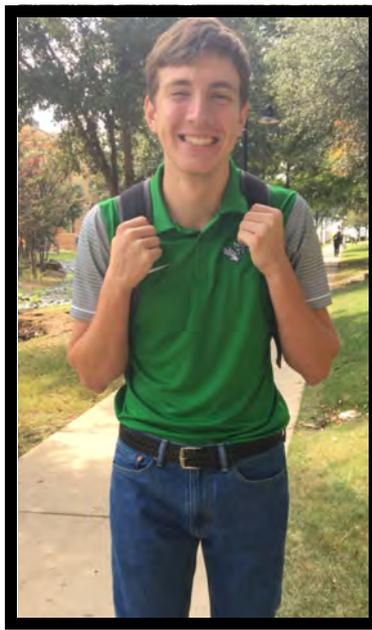
Hannah Boyd
Writer



Andalusia
Hinojos
Writer



Brooke Reynolds
Writer



Michael Reyes
Writer



Deporah Nyantika
Writer