143089 NL 7/24/06 3:51 PM Page 3

DEPARTMENT OF PSYCHOLOGY

JULY 2006 • VOLUME 10 • ISSUE 1

building connections: learning educating and collaborating through scholarship

143089 NL 7/24/06 3:51 PM Page 4

from the chair

J. GREGOR FETTERMAN

This chair article is mostly about people in the department and the School of Science. As I reported in the last newsletter, Roger Ware retired in the Spring of 2005. But, Roger continues to teach his Theories of Personality course as a part-time instructor, and spends a lot of time in the department. Students still hover outside his office and Roger continues to engage students with his philosophy of psychology and personal counseling.

Joan Lauer retired this spring after spending 33 years in the Psychology Department at IUPUI. Joan was hired in 1973 to teach courses in her area of expertise—physiological psychology. Joan's primary research focus was on weight control, emphasizing "weight cycling." If you know Joan, you know that she is a personal expert on weight control. The weight cycling concept involves the study (typically with rats) of what happens when weight fluctuates repeatedly over time—as in binges of eating and binges of dieting. In the 1980s, Joan "retooled" and acquired expertise in clinical psychology, including the completion of a clinical internship. She taught one of our clinically-oriented courses—Abnormal Psychology. Joan Lauer also collaborated with D.W. Rajecki (now a retired faculty member) and Barbara Metzner (from University College) on projects related to student retention, the path to the psychology major, and success after graduation. In recent years Joan assumed a primary responsibility in teaching and developing PSY B311 (Introductory Laboratory). She was a mainstay in this course for almost 10 years. In retirement, Joan plans to travel more frequently (she often spends summers in Hawaii) and spend quality time with her partner, Al Rudman.

Two psychology faculty, Scott Evenbeck and Kathy Johnson, were promoted to the rank of Full Professor this year. As many of you know, Scott is the Dean of University College, but he also holds a tenured appointment in Psychology. Scott joined the department in 1972 and soon thereafter moved up the administrative chain of command. Kathy joined the department in 1992. Since that time she has excelled in all the domains of her academic responsibilities, excellence that earned her the promotion at an early stage of her career. Currently she is the only female faculty member in the School of Science to hold the rank of Full Professor. We are very proud of the accomplishments of both Scott and Kathy.

Carl Cowen, Dean of the School of Science, recently announced that he is resigning his position as Dean. His resignation is effective July 31, 2006. Carl will spend a good part of the remainder of this year fulfilling his duties as president of the American Mathematical Society, and then return on a full-time basis as a member of the Department of Mathematical Sciences at IUPUI. Chancellor Bantz has appointed William Bosron from the School of Medicine as the interim Dean.

Finally, as reported elsewhere in this newsletter, the department received a $75,000 course transformation grant from the Office of Professional Development. The purpose of the grant is to enable the department to revamp PSY B105 (Introduction to Psychology as a Biological Science) along the lines of PSY B104 (Introduction to Psychology as a Social Science). PSY B104 has long been recognized as a creative and innovative approach to undergraduate instruction. See the details of the proposed reorganization of B105 in another section of the newsletter. And, have a good summer!

J. Gregor Fetterman

143089 NL 7/24/06 3:51 PM Page 5

can a pigeon, a rat, or a monkey do math?

BY J. GREGOR FETTERMAN

Some years ago I read a book about innumeracy in America. The premise was that elementary and high school students were "math phobic" and, apparently, unwilling and/or unable to learn mathematical concepts beyond the very basics, such as counting to some number or learning basic algebra. But, this article is not about the lack of numeracy in the human species, but instead about the presence of numeracy in nonhuman animals. That is, there is evidence that many species can "do the math."

The story begins with the famous case of Clever Hans. Hans was a horse who, purportedly, could count on command from his questioner and perform more complicated calculations, such as addition and multiplication. The questioner would instruct Hans to count to some number (e.g., 10) and Hans would tap his hoof the proscribed number of times. However, once the horse's performance was examined by an experimental psychologist under controlled conditions it was discovered that Hans was not a mathematician, but that he was responding to subtle (and unintentional) cues from his trainer (e.g. a subtle nod from the trainer could serve as a cue that Hans should stop tapping his hoof when asked to count to 10). So, Hans was not as clever as everyone thought.

However, more recent research, using sophisticated methodologies, demonstrates that many species can do simple math, and this ability has some functional (i.e., evolutionary) utility. Examples involve keeping track of the number of offspring, or knowing one's place in a complex dominance hierarchy. Both of these examples involve an ordering of events, which is a math problem.

In the lab, work by Sally Boysen, a faculty member at Ohio State, (a colloquium speaker last fall) has demonstrated that chimps can be taught to count, and more interestingly, that they can be taught to use Arabic numerals to represent quantities. For example, a chimp might be shown a cup with seven pieces of candy and asked to select among various numeric symbols, only one of which represents the correct quantity. The chimps are very adept at this task. In a more interesting task two chimps play a game in which the "selector" has two bowls of candy in front of it; one bowl has a small number of candies and the other a much larger number. If the selector points to the bowl with the smaller number of candies, it receives the larger number, but if it points to the bowl with the larger number, it receives the smaller number and its partner receives the larger number. With the bowls in front of it the selector invariably points to the "larger" bowl. However, if the candy bowls are replaced with symbols that signify the quantities, the selector will behave "rationally" and point to the symbol that signifies the smaller quantity; and the consequence is that the selector will receive the larger quantity of candy.

Even pigeons can count, and do what appears to be complicated math. In fact, they do the complicated math better than college students. In one of my experiments pigeons were shown red and green lights in a sequence; one light lasted for some period of time and the other light lasted for another period of time. After the sequence of lights ended the pigeons were asked to say (by choosing between two pecking disks) whether the ratio of the time periods was more than or less than a ratio of 2:1. In other words, the pigeons were required to do a division problem. This was an easy discrimination for the pigeons, easier than it was for college students tested on the same task.

The main theme of this piece is that we tend to underestimate the cognitive abilities of nonhuman animals. There tends to be a belief (called anthropocentrism) that anything a pigeon, rat, or monkey can do, a human can do it better. This isn't always true. At the very least many abilities that are viewed as uniquely human abilities, are present in other species.

143089 NL 7/24/06 3:51 PM Page 6

grant awarded to department

BY BETH NEAL-BELIVEAU

The Psychology department was recently awarded an academic course transformation grant from the IUPUI Center for Teaching and Learning for the B104 and B105 introductory sequence. Dr. Bethany Neal-Beliveau and Dr. Lisa Ehrmann will work closely with the Center and Digital Media Specialists over the next two years to redesign B105 and begin an integration of the two courses, with a target implementation date of Fall 2007. One exciting aspect of the transformation will be the creation of a cast of animated characters that will be introduced to students at the beginning of each course. Throughout the semester, these characters and their "real-life" problems will form a context for students to apply concepts and test their knowledge.

In addition to forming the foundation of the introductory sequence for psychology majors, B104 and B105 are the largest service courses the psychology department offers, where at least 50% of students enrolled are not psychology majors. Whereas B104 focuses on the psychosocial aspects of behavior and mental processes, B105 addresses the biological and neurophysiological substrates of behavior. Approximately 3500 students take B104 each year, comprising 40% of the department's annual credit hours. B104 has a history of course redesign and improvement over the past 15 years. The course philosophy places the student at the center of a web of resources that include computer-based exercises and testing, practice tests, and peer mentoring, all of which take place outside of the classroom. For each new chapter, students begin as independently responsible learners who prepare themselves for the challenges of in-class application exercises designed by the core course faculty.

Approximately 1000 students take B105 each year. The course has traditionally been taught as a traditional lecture course. The goals for the B105 transformation include: converting the traditional lecture style into a more active learning approach; adding computerized testing, which would increase consistency across sections and free up class time for engaging students in active learning; incorporating more technology to help students master the material; and assessment of reasoning and writing skills. B105 has used a course structure that supports student-as-passive-recipient-of-knowledge. The redesign replaces traditional pedagogies with active, problem-focused applications resulting in greater interaction between faculty and student. Outside the classroom, students will be responsible for a proportionately greater share of initial exposure to and mastery of concepts previously presented in class by faculty. This encourages, and even requires students to engage with course material before coming to class, which fosters responsibility as a learner. Faculty will meet with students once a week to introduce students to a topic, with a second meeting per week serving as a laboratory or active participation session wherein the students will work together on active learning exercises. Converting B105 from a traditional lecture-style course to a course that focuses on active learning is expected to produce large improvements in learning.

The transformation grant also provides opportunities for other faculty in the department, along with Drs. Neal-Beliveau and Ehrmann. Creation of course materials, including but not limited to the textbook, study guides, and computer exercises encourages collaboration among faculty with varied interests. Furthermore, there will be additional opportunities for peer mentors in B104 and psychology graduate and advanced undergraduate students in B105. The redesign will modify the current B104 Structured Learning Assistance program administered through University College. Peer mentoring programs have successfully addressed issues of retention, student satisfaction, and need for group affiliation at large urban universities. A cohort of peer mentors in psychology is also a positive factor in developing our majors. Graduate and advanced undergraduate students will work directly with students during the B105 laboratory sessions, providing teaching opportunities for our students under the tutelage of core faculty.

143089 NL 7/24/06 3:51 PM Page 7

website has whole new look

BY DREW APPLEBY

The Psychology Department's website has a whole new look. Please go to www.psych.iupui.edu to view our new site and take some time to become familiar with its new organizational structure. The site is arranged into four main sections: Department, Graduate, Undergraduate, and Research. Each section is further divided into sub-sections, such as an Events Calendar, Faculty, Staff, and Job Opportunities, which comprise the Department section. The Graduate section describes each of our three graduate programs, provides a list of graduate course descriptions, and supplies application materials. The Undergraduate section is organized developmentally with a series of pages that presents information and provides resources for students who are at different stages of their undergraduate career (e.g., Getting In, Getting Started, Getting Involved, Applying to Graduate School, and Applying for Jobs). The Research section contains information about specific research programs that exist in the department. Although the renovation of the website has been a major undertaking for the past two years, the results appear to be well worth the time and energy that have been expended. One of the advantages of the new site is that it has been constructed in a way that will make it very easy to edit and update the information it contains. This should produce a more dynamic site whose information will be considerably more accurate and up-to-date than the old site.

kisses of death graduate school application process

If you are thinking about applying to graduate school, you might want to read Dr. Appleby's article titled Kisses of Death in the Graduate School Application Process, which you can access at http://www.leaonline.com/doi/pdf/10.1207/s15328023top3301_5. It will provide you with a wealth of examples of the things you should ***NOT*** do when you apply to graduate school. His co-author is his daughter Karen, who is a sport psychologist in the Idaho State University Sport Science Department. This was Karen's first professional publication, and that makes it a family tradition because Dr. Appleby's first publication was with his father.

143089 NL 7/24/06 3:51 PM Page 8

UPDATES

FACULTY • STAFF • F... F • FACULTY • STAFF

Nick Graham II

I first became interested in Psychobiology, the interface between mind and brain, in high school, which is when realized that I wanted to study this field in college. I went to Vassar College, which has a Psychobiology major, and took coursework in chemistry, biology, and psychology. Vassar didn't have a lot of research going on, but I was able to work with rats on a project I developed to study the behavioral effects of caffeine, a drug I found interesting due to its widespread use. I also was able to be a teaching assistant in lab courses. All of these experiences helped me when I was applying to graduate programs and made me more certain of my future direction. That being said, in my junior year, I remember thinking, 'how can I now be certain what I want to do for the rest of my life?' It seemed very intimidating. That being said, I also enjoyed the teaching and research opportunities that I found.

When choosing a graduate program, I felt that I wanted to learn about how conditioning and learning affects responses to drugs. So I chose a school - Binghamton University – and a lab that has learning and memory as its main focus, the laboratory of Dr. Ralph Miller. He was an excellent mentor, helping me to learn how to write and to think scientifically. In addition, Binghamton University is a lot like IUPUI, being a big state school with mostly undergraduate teaching going on. I felt at home in their psychology department, and enjoyed the teaching opportunities that I had there, which included teaching my own classes (learning laboratory and drugs and behavior) as well as being a teaching assistant in introductory psychology. Though my dissertation work was on pure learning theory, I tried to keep my options open by doing some experiments in which rats had a chance to learn about when drugs would be given, because I was interested in figuring out whether they were, to put it anthropomorphically, looking forward to their drug administration. But I found these experiments difficult to do in a lab where people had little experience with this work.

I got my Ph.D. in 1992, and wanted to use my degree in a postdoctoral fellowship that would allow me to get back to studying behavioral pharmacology, and especially how learning affects the responses to drugs. I was fortunate to obtain a postdoc with Christopher Cunningham at Oregon Health and Science University, in Portland. I can't begin to say how much I enjoyed the 4+ years I spent as a postdoc. I was largely free to research topics I was interested in, and because of the strong faculty interest in behavioral genetics there, I acquired an interest in how our genes influence our response to drugs, and how that can interact with the way in which environment affects the behavioral responses to drugs. I learned how study mice self-administering cocaine and ethanol intravenously, and to measure how genes would alter the amount of drug they preferred to take. I also learned how to work with genetically defined animals, including knockouts and transgenics, which are mice that have been altered genetically in the laboratory. Finally, I got to hike in the mountains of Oregon a great deal, and climb some of the volcanoes out there on the west coast. I also met my wife there, at the end of my postdoc, just before moving to Indianapolis.

I moved to Indianapolis because I was offered a good position working with mice selectively bred to drink alcohol. I could have my own lab, though it would be small, and some funding to get research started. It was an opportunity I couldn't refuse, though it was difficult to leave my friends in Portland, and the mountains and trees of Oregon, and my colleagues there. But it has been extraordinarily gratifying to develop my own research here, and in my position at the School of Medicine, I could learn from colleagues good ways to write grants – mostly for the Federal Government – to fund my research on measuring ways in which mice that liked to drink alcohol differed from mice that avoid it. This work has been interesting because of the amazing number of ways in which there are parallels between the mice and humans who are, based upon their family history, likely to develop a problematic relationship with alcohol. Some of these similarities are that both humans and mice who like alcohol also have a sweet tooth, and that both are likely to become behaviorally excited when they drink on repeated occasions, a behavior called locomotor sensitization. Some of my work has been to try to understand which brain regions are responsible for these behavioral differences, and some of it has been to study how to better measure behaviorally how much the high drinking mice want to drink. Recently, working closely with one of my graduate students, my laboratory has been attempting to study the genetic relationship between impulsive behaviors and high drinking behavior, which are strongly related in humans through mechanisms that are as yet unknown.

Last year, I decided to join the Department of Psychology at IUPUI due to a number of reasons, including the fact that I would be able to spend more of my time teaching. I enjoy sharing my ideas with others, and enjoy seeing students acquire new skills in useable ways. I feel that I have been lucky enough to have had great mentors, and that teaching the scientific method and scientific reasoning, which I feel is so important to my every day life, is an important part of what I need to do to give back the community that taught me these skills. I'm also excited about joining a department of like-minded researcher – mentors, and I feel more at home in this department than I did at the School of Medicine, perhaps because it feels more like the place where I earned my Ph.D. Finally, I genuinely feel that the IUPUI School of Science is on the boundary of an important transition, in which teaching and research excellence will be closely tied, at a time when these two are unfortunately becoming more and more separated in the School of Medicine. I'm excited about my new home here, and look forward to working with new graduate and undergraduate students.

Breta Koester

In November 2005, Breta Koester joined the Department of Psychology as the Graduate Program Administrative Assistant. Her background includes providing executive support to Attorney's General Carter and Modisett, the School of Education at IUPUI and the Global Marketing team at Eli Lilly and Co. Breta will return to undergraduate status this summer in Psychology. Breta and her two children, Madelyn (7) and Jack (4), reside in Brownsburg, IN. Madelyn is a Junior Prep Cheerleader at Dance Legacy and Jack likes to ride his pony at his grandfather's farm.

Journal Articles

Bice, P.J., Foroud, T., Carr, L.G., Zhang, L., Liu, L., **Grahame, N.J.**, Lumeng, L., Li, T.-K., and Belknap, J.K. (2006) Identification of QTLs influencing alcohol preference in the High Alcohol Preferring (HAP) and Low Alcohol Preferring (LAP) mouse lines. *Behavioral Genetics* 36: 248-260.

Bond, G. R. (2005). Commentary: Fidelity measurement and the CSI. *Psychiatric Services,* 56, 1592.

Engleman EA, Ingraham CM, McBride WJ, Lumeng L, **Murphy JM** (2006) Extracellular dopamine levels are lower in the medial prefrontal cortex of alcohol-preferring (p) rats than wistar rats. *Alcohol*, 38: 5-12.

Ferrari, J. R., & **Appleby, D. C.** (2006). Psi Chi alumni: A national survey of psychology honor society graduates. *College Student Journal*, 40(2), 457-466.

Fetterman, J.G. (2006). Duration ratio discrimination in pigeons: A criterion-setting analysis. *Behavioural Processes*, 71, 330-335.

Gilpin NW, Stewart RB, **Murphy JM**, Badia-Elder NE. (2005) Sensitized effects of neuropeptide Y on multiple ingestive behaviors in P rats following ethanol abstinence. *Pharmacology Biochemistry and Behavior* 81: 740-749.

Lysaker, P. H., **Bond, G. R.**, Davis, L. W., Bryson, G. J., & Bell, M. D. (2005). The Indianapolis Vocational Intervention Program: A cognitive behavioral approach to addressing rehabilitation issues in schizophrenia. *Journal of Rehabilitation Research and Development*, 42, 673-681.

McFarland, L.A., Yun, G., **Harold, C.M.**, Viera, L., Moore, L.G. (2005). An examination of impression management use and effectiveness across assessment center exercises: The role of competency demands. *Personnel Psychology*, 58, 949-980.

McGrew, J. & Griss, M. (2005). Concurrent and predictive validity of two scales to assess the fidelity of implementation of supported employment. *Psychiatric Rehabilitation Journal*, 29, 41-47.

McGrew, J.H, Johannesen, J.K., Griss, M.E., Born, D., & Hart Katuin, C. (2005). Performance-based funding of supported-employment: A multi-site controlled trial. *Journal of Vocational Rehabilitation*, 23, 81-99.

Ployhart, R.E., & **Harold, C.M.** (2005). Computational modeling. In J.M. Cortina (Ed.), The Encyclopedia of *Behavioural Statistics.* Wiley.

Rajecki, D. W., **Appleby, D. C., Clark-Williams, C., Johnson, K., & Poynter-Jeschke.** (2005). Statistics can wait: Career plans activity and course preferences of American psychology undergraduates. *Psychology Learning and Teaching*, 4(2), 83-89.

Rajecki, D. W., Johnson, K. E., Poynter-Jeschke, M., Appleby, D. C., Williams, C. C., Daniels, K. E, Eiler, W. J. A., & Brokering, J. R. (2005). A brief career intervention: Psychology students' changed views of life beyond a baccalaureate. *Journal of the Scholarship of Teaching and Learning*, 5(1), 19-34.

Stewart, J.C., Janicki, J.L., & Kamarck, T.W. (2006). Cardiovascular reactivity to and recovery from psychological challenge as predictors of 3-year change in blood pressure. *Health Psychology*, 25, 111-118.

Stewart, J.C., France, C.R., & Suhr, J.A. (2006). The effect of cardiac cycle phase on reaction time among individuals at varying risk for hypertension. *Journal of Psychophysiology*, 20, 1-8.

Book Chapters

Bond, G. R., Campbell, K., & DeLuca, N. (2005). Psychiatric disabilities. In M. G. Eisenberg & H. H. Zaretsky & E. F. Richter (Eds.), *Medical aspects of disability: A handbook for the rehabilitation professional* (3rd ed., pp. 509-541). New York: Springer.

Bond, G. R., & Jones, A. (2005). Supported employment. In R. E. Drake & M. R. Merrens & D. W. Lynde (Eds.), E*vidence-based mental health practice: A textbook* (pp. 367-394). New York: WW Norton & Company.

Bringle, R. G. (2005). Designing interventions to promote civic engagement. In A. Omoto (Eds.), *Processes of community change and social action* (pp. 167-187). Mahwah, NJ: Erlbaum.

Fetterman, J.G. (2006). Time and number: Learning, psychophysics, stimulus control, and retention. In E.A. Wasserman & T.R. Zentall (Eds.). *Comparative cognition: Experimental explorations of animal intelligence.* (pp. 285-304) .Oxford University Press.

Marrero, D.G. & **Guare, J.C.** (2005). Diabetes mellitus. In H.H. Zaretsky, E. R. Richter and M.G. Eisenberg (Eds.), *Medical aspects of disability: A handbook for the rehabilitation professional* (pp. 241 – 265) (3rd ed.). New York: Springer Publishing Co.

McBride, W.J., Bell, R.L., Rodd, Z.A., Strother, W.N., **Murphy, J.M.** (2005) Adolescent alcohol drinking and its long-range consequences: Studies with animal models. In *Recent Developments in Alcoholism*, Vol. 17 Alcohol Problems in Adolescents and Young Adults (M. Galanter, ed) Kluwer Academic/Plenum Publishers, New York.

Conference Presentations

Appleby, D. C. (2006, August). *I always wanted to be a college professor.* Invited paper presented at the annual meeting of the American Psychological Association, New Orleans, LA

Appleby, D. C. (2005, May). *Career-related skills that can be developed by Psi Chi officers.* Invited address at the Psi Chi annual meeting at the Midwestern Psychological Association, Chicago, IL.

Ashburn-Nardo, L., & Johnson, N. J. (2006, January). *African Americans' implicit racial biases: System justification or mere preference?* Poster presented at the annual meeting of the Society for Personality and Social Psychology, Palm Springs, CA.

Bond, G. R. (2005, November 4). *Implementing evidence-based practices with high fidelity: Lessons learned in a national project.* Paper presented at the International Society for Traumatic Stress Studies, Toronto, CA.

Bond, G. R. (2005, May 19). *Employment of people with a mental illness.* Paper presented at the CRS Australia Workshop, Canberra, Australia.

Bond, G. R. (2005, January 8). *Building a supportive team culture.* Paper presented at the Kohnodai Clinical and Research Team, Ichikawa, Japan.

Bringle, R. G. (2005, March). *International trends in service learning and civic engagement.* Invited keynote address at Exploring Community Service Learning in Higher Education: Learning in, from, and for the field, Johannesburg, South Africa.

Carroll MR, Rodd ZA, McBride WJ, **Murphy JM**, and Simon JR. Chronic *EtOH consumption increases DA uptake in the ACb of female HAD-1 rats. Alcoholism: Clinical and Experimental Research* 30: 181A, 2006.

Fetterman, J.G. (2005, February). *IUPUI, IACUC, Animal Research, and Me*, Invited presentation at Council of Graduate Departments of Psychology, Tucson.

Fogel, M. H., & **Hazer, J. T.** (2006, May). *Group attachment and the big five predicting group tightness.* Poster session presented at the 21st Annual Conference of the Society for Industrial and Organizational Psychology, Dallas, TX.

Bold Color = faculty member color underlined = student

Harold, C.M., & Holtz, B.C. (2005). *An Exploration of Procedural Justice Perceptions Across the Recruitment Cycle.* Poster presented at the 20th Annual Conference of the Society for Industrial Organizational Psychology. Los Angeles, CA.

Harold, C.M. & Ployhart, R.E. (2005). *Elucidating "This Thing Called Fit:" Toward A Multidimensional Approach.* Symposium presented at the 20th Annual Conference of the Society for Industrial Organizational Psychology. Los Angeles, CA.

Hazer, J. T., Williams, J. R., & Devine, D. J. (2005, May). Content validation of an I/O master's curriculum. In R.A. Roe (Chair), *Competences and curricula in Work &Organizational Psychology.* Symposium presented at the 12th European Congress of Work and Organizational Psychology, Istanbul, Turkey.

Oberlin, B.G. and **Grahame, N.J.** *Discounting of delayed saccharin rewards by High Alcohol Preferring mice.* Research Society for Alcoholism, Baltimore, MD, June 2006.

Plater, W. M., Chism, N., & **Bringle, R. G.** (2005, February). Revising promotion and tenure guidelines. Panel presented at the meeting of the American Association of State Colleges and Universities, San Diego, CA.

Stewart, J.C., Janicki, D.L., Muldoon, M.F., Sutton-Tyrrell, K., & Kamarck, T.W. (March, 2005). *Depressive symptoms predict more rapid progression of carotid atherosclerosis.* Paper presented at the 63rd annual meeting of the American Psychosomatic Society, Vancouver, BC, Canada.

Wright, D. E., Wright, E. R., & **Bond, G. R.** (2005). *Sex-related discussions between treatment staff and clients with schizophrenia.* Paper presented at the American Psychological Association, Washington, DC.

Guest Speakers

Waghorn, G. (University of Queensland, Australia). (2005, September 27). *The Development and Use of Scales Measuring Subjective Experiences and Self-efficacy of People with Severe Mental Illness in the Workplace.* Paper presented at the Psychology research seminar, Indianapolis, IN.

Waghorn, G. (University of Queensland, Australia). (2005, September 28). *Workplace Disclosure Strategies for People with Mental Illness: Dealing with Stigma.* Paper presented at the IUPUI Department of Psychology Colloquium, Indianapolis, IN.

Bold Color = faculty member color underlined = student

psychology club and psi chi update

BY CYNTHIA WILLIAMS

2005-06 was a terrific school year for the psychology clubs. The clubs hosted open discussions about Marriage and Family Therapy with alumnus John Goll, Undergraduate Research with Cynthia Williams, Clinical Alcohol Research with Dr. Dena Davidson, and PET Brain Imaging with Dr. Evan Morris. They also held a number of "Meet the faculty lunch discussions with Psychology faculty members. Over 175 people came to the club events this past year.

In another notable club success, Psi Chi had a beautiful induction this year on March 9, for their 25th chapter anniversary. There were 30 new members inducted this year, as well as Rebecca Anderson, the 500,000th national Psi Chi member.

Rebecca Anderson, Psi Chi's 500,000th member being presented her certificate by Sharon Ricketts, Psi Chi secretary and Ashley Nottingham, Psi Chi President.

New members of IUPUI Psi Chi 2006

143089 NL 7/24/06 3:51 PM Page 11

i/o internships: summer 2005

BY JOHN HAZER

Industrial/Organizational Summer Internships

The curriculum of the M.S. Program in Industrial/Organizational (I/O) Psychology is structured to progress from surveys of broad concepts, to in-depth study of important issues, to opportunities for skill application. This occurs for both the scientist and practitioner training goals. Hands-on research opportunities begin with first-semester involvement in faculty research projects, continue throughout, and culminate with conducting a thesis. Hands-on practitioner opportunities occur during an optional internship in the summer between the first and second years, a semester-long practicum elective, and/or a required application-based seminar in the final semester. Below are the descriptions of the internship experiences last summer of five I/O graduate students who are now in their second year. The I/O program has partnered with many organizations in Indianapolis to provide applied experiences for students

Eli Lilly and Company

Workforce Partnering Department, Jenny Banner

I was hired as an academic contractor by Candice Lange, the Director of Workforce Partnering at Eli Lilly, to work with Nancy McMillan in the development of a diversity training pilot. I was presented a possible training model for Lilly's new diversity training initiatives. One level of the model included seven cultural awareness training modules (e.g., African-American, Sexual Orientation, Age). I was given the task of developing the Hispanic diversity training pilot. I worked with cultural experts, training experts, outside contractors and Nancy McMillan to develop the content and objectives for the course. In addition to developing and coordinating the training pilot, I was responsible for leading Lilly's Cultural Celebration planning committee. This was a month-long series of events to educate and expose Lilly employees to other cultures within the organization. These events were the most visible display, to date, of Lilly's 2005 objective (commitment to diversity) and were supported and attended by senior management. Some of the duties of this internship included, preparing and delivering presentations, creating surveys using Lilly's internal tools, coordinating volunteers, leading planning and discussion meetings for groups as large as 20 people and creating planning processes for use after my departure. This internship gave me exposure to the inside of a Fortune 500 company, allowed me to work with and lead employees of all levels (associates to vice presidents), increased my interest in diversity issues and allowed me to network. I utilized my academic knowledge and grew professionally through this internship. I would recommend an internship at Eli Lilly to anyone in the program.

Clarian Health Partners

Human Resources, Kelly Lawson

This summer I worked as an intern at Clarian hospital. My summer project was assisting with the implementation of a new "no smoking policy." The policy change was a huge initiative for Clarian, as an employer of more than 10,000 people. Implementation of the new no smoking policy was essentially a culture change for the organization. My main responsibility was to develop a "smoking rounds calendar" to help enforce the policy. I was responsible for managing the calendar and making sure all leadership (directors and above) had the essential knowledge and resources to fulfill their duty as a smoking patroller. Managing the calendar resembled managing a paper route; basically all the smoking "hotspots" at Clarian were mapped out and covered by the patrol routes. Leadership would then sign up for routes on the calendar. As part of this project, I had to prepare a PowerPoint presentation for a series of orientation programs to familiarize leadership with the new policy, and explain the purpose and procedure of making the smoking rounds. In addition, I created a toolkit for all leadership involved. The tool kit consisted of the new policy, directions for making smoking rounds, palm cards (business cards explaining the policy and asking smokers to please extinguish their cigarettes), a resource reference guide, and mints and gum to hand out to smokers. The internship was a very valuable experience and completely changed my perceptions about working in a healthcare institution.

HDG Mansur Capital Group, LLC

Human Resources Department, Stephanie Parcus

This past summer, I was employed as an intern for the Human Resources Department of HDG Mansur. I had the opportunity to work on several interesting projects during the summer. My main project, however, entailed updating all the job descriptions on file for the company, mainly to make sure the duties required of employees were accurate. It was at this stage that I got to see where academic and practitioner methods meet, as my method of 'job analysis' was to pull each position's job description and necessary knowledges, skills, abilities and others (KSAOs) from O*NET or the Society of Human Resource Management and then meet with each employee. Then, combining input from the employee, management and myself, we created updated job descriptions including current duties, necessary KSAOs and other qualifications for each position within the company. Once this process was completed, I worked with my supervisor to research and begin creating a point-factoring method of job evaluation to determine appropriate pay levels. The extended vision for the project I started is to create a point-factoring method of job evaluation so that the jobs can be classified by their comparative worth within the company. From that information, Mansur hopes to create pay scales and complete a salary survey to ensure their pay structure is in line with similar sized Mid-Western companies in their field. It was very rewarding to know the work I started would have such lasting after-effects!

Clarian Health Partners (Methodist Campus)

Human Resources Department, Jeff Ruzicska

During the summer of 2005, I served as an intern in the Human Resources Department at Clarian Health. Throughout the course of my internship, I worked on various projects related to the implementation of a new performance management system at Clarian, called Contribution Management (CM). I served on a team charged with continuing the momentum of this newly implemented program. My first project was to assist other HR members in training Clarian employees on how to use the new system. Three traveling training courses (called road shows) were offered to employees: an overview of the CM system, an in-depth look at how to use the CM software, and a course on the value of goal setting. Another project I was in charge of entailed developing a brief appraisal form for each of the seven different job families at Clarian, which supervisors could use as a developmental tool during "off-cycle" periods. A third project I worked on included conducting research on focus groups and developing a proposal for implementation of focus groups in order to collect employee feedback regarding their experiences with the CM system. My final project involved collecting feedback from employees about CM via an online questionnaire. It was my responsibility to develop the database, collect and analyze the survey data, and compile a statistical summary report that included recommendations for improvement. In addition to these projects, I also conducted research sporadically and presented findings on issues such as peer assessment and the reliability of performance ratings. Overall, my experience was very positive. This internship gave me the chance to apply some of the knowledge, skills, and abilities that I have obtained through my coursework in an organizational setting, while also gaining exposure to some of the "real world" constraints that HR professionals face, such as limited knowledge, time and resources.

St. Vincent Health

Organizational Development Department, Katie Stoiber

This summer, I interned at the Organizational Development (OD) Department of St. Vincent Health. I was involved in numerous projects during my time there. For example, I performed a content analysis on comments that managers made concerning a proposed new orientation process. I also developed a survey to assess the selection tools that the various hospitals within the St. Vincent healthcare system were employing. Another project I worked on centered around the implementation of a new computer program to track employee training. My responsibility was to map out the various processes that the hospitals were currently using. An additional valuable experience was posting the results of an employee satisfaction survey to the internet. Overall, I learned about and used several computer programs that I was not previously familiar with and learned about some of the practical considerations when working in an OD or HR department. This experience was enjoyable and very valuable to my future professional endeavors.

After Hurricane Katrina hit the Gulf coast, Dr. Appleby and his students raised $800 to help Barb Myers, one of our alumni who is in graduate school in Applied Developmental Psychology at the University of New Orleans. Here is a letter from Barb to the department that gives her reflections on Katrina and reaffirms our department's sense of community as demonstrated by our willingness to come to the aid of one of our own.

news from an alumna in graduate school in new orleans

BY BARB MYERS

Greetings from New Orleans!

To begin, I want to thank everyone for their generous help and wishes in this very difficult time. I've always felt that the people at IUPUI, and especially in the Psychology Department, are wonderful, thoughtful people. This belief was reaffirmed. I am overwhelmed by the support received from my friends and fellow students at IUPUI. I deeply thank everyone and was overwhelmed by the gesture.

The past few months have been an extremely difficult time for me and the rest of the people affected by the severe hurricane season this year. It is difficult to put this entire experience into words. It began in August with fear and uncertainty as the hurricane struck. The uncertainty continued as we also began to feel a great sense of loss. We had no idea the extent of the damage we would personally face.

Once we learned that our personal losses were minimal, especially compared to others in New Orleans, we began to feel guilty for having been spared the worst. I learned that this is called "survivor guilt."

Now there is a strong sense of depression. To get just about anywhere you need to go, you have to drive through the "war zones" of destruction. Although many neighborhoods received little wind damage and no flood damage, many other neighborhoods were not so lucky. Where I live happens to be a tiny oasis in the middle of the flood zone. All around us are houses with water lines anywhere from two to six or eight feet high. Some houses will probably be okay, but many others have foundations that are now uneven (causing the house to lean significantly), frames that are leaning (these houses now look like parallelograms... I wish our camera still worked so that I could take pictures...), while a few other houses have completely collapsed and the roofs are sitting on the foundations with the house sandwiched in between.

Piles of debris line the streets where people have attempted to gut their houses. Debris includes carpet and other flooring, walls from the houses, furniture, kitchen cabinets, in addition to personal belonging that have been ruined by water and mold. Cleanup crews drive the streets to remove the debris. A street may be cleaned one day only to be piled with more the following day as people slowly return to work on their houses. Where the debris eventually ends up, I'm not really sure. Originally the trucks were dumping the debris into the large medians (called "neutral ground") scattered around the city. I saw one of these dumping grounds that was about three stories high despite the fact that the workers had already started to move this debris elsewhere. It's difficult to drive through this on a daily basis.

And as I drive through the neighborhoods I see house after house after house where no work has yet begun. I wonder who lived in those houses and where they are now. It is estimated that only about 15% of the people who lived here before the storm are living here now. We hope that changes soon.

We finally started receiving mail service last week. I was so excited that I actually went outside and talked to the mailman with a big grin on my face. Before this we had to go to the post office and stand in line for about 45 minutes to pick up mail, usually to be told that they had nothing for us yet. They seem to be delivering to us on Tuesdays and Thursdays although it still takes a few weeks for us to receive mail because the mail processing center in New Orleans flooded and is completely

143089 NL 7/24/06 3:51 PM Page 13

ruined. Mail is first sent to Baton Rouge and then to Houston to be sorted. I still haven't received the birthday card that my mother mailed to me three weeks ago.

Trash pickup also resumed last week.

The French Quarter is still there and largely unaffected, but many restaurants are not open and there aren't many people around. Around 75% of the people are males, probably here helping to rebuild. The National Guard still sits in the middle of Bourbon Street to monitor the activities.

The political situation here has never been easy, and that trend continues. No decisions have been made regarding the levee system that protects the city from the water that surrounds us. Before the hurricane hit the levees were supposedly supposed to withstand a category three storm. We have since learned that the levees were not built to those specifications, so they obviously did not hold. The federal government seems to want to restore the levees to withstand another category three storm. Most people who live here aren't satisfied with that and refuse to spend the money to rebuild unless the levees will protect us from a category five storm. This argument has been going in circles for months and no decision has been made. At his rate nothing will be done in time for next year's hurricane season and we'll all be sitting ducks.

We've been putting out cat food to feed the stray cats in the neighborhood. We now have six regulars, the sixth of which just showed up yesterday. They are hungry little guys! We put out about six cups of dried cat food daily. Most of them are very skittish and run away when they see us. Poor things.

Despite all this (and there's so much more I could write about), there does seem to be a sense of hope and community. It helps to turn off the news and just get out and be around people. You meet someone for the first time and the first question is always, "How'd you make out?" It's one topic of conversation that everyone can contribute to. I was in the post office a couple of weeks ago and talked to the guy in line in front of me the entire time, recounting our stories. Pretty amazing for an introvert like me!

One thing about this experience has really struck me. I've learned in a very real way the idea of impermanence. We thought we would lose everything. We had a car, our cat, some important papers, and our computer hard drives. In our minds, because we had no news one way or the other, we had lost everything. Many people did lose everything. On one level, it mattered. But on another level, it didn't matter at all. It's just stuff. We had with us what was important. And our very generous friends showed us what was even more important.

Living here the next few years is going to be difficult. Hopefully the worst of it is behind us and the rebuilding can slowly return the city to some semblance of normalcy. But living here is also going to be very exciting. I can be part of helping the city rejuvenate and witness the transformation. I can contribute to the businesses here and can participate in the vibrant culture. My graduate school experience is definitely going to be more educational that I had originally thought!

Thanks again to everyone for your support. I hope that no one has to go through this sort of upheaval in their lives, but if you must, that you experience the same generosity that I have been lucky to receive.

Best wishes,
Barb Myers

Honors and awards for Psychology students

A psychology student-athlete, **Jennifer Scorniaenchi**, women's soccer player, was recently inducted into Chi Alpha Sigma National College Athlete Honor Society.

To be eligible, a student-athlete must be a junior, senior or fifth-year senior academically and have a 3.4 cumulative GPA.

Lorna Moser, a doctoral candidate in Clinical Rehabiliatative Psychology recieved a personal letter from June R. Husted, who funds the annual APA Todd E. Husted Memorial Dissertation Award in memoryof her son who died as a result of his bipolar illness. In the letter, she thanked me for choosing this area of research (use of coercive tacts in the provision of mental health services), requested that I send the abstract to her, and also stated, "As a former student and professor at Purdue, my husband is also pleased that the award has been won by a Purdue doctoral candidate." Lorna also received an invitation to present the results of my dissertation to the eminent MacArthur Foundation Research Network on Mandated Community Treatment in Boston this May.

143089 NL 7/24/06 3:51 PM Page 2

tri-state conference on animal learning

BY J. GREGOR FETTERMAN

On April 7-8, 2006 the Department of Psychology hosted the 19th annual meeting of the Tri-State Conference on Animal Learning. The meeting was organized by Greg Fetterman and held at the Marten House and Lilly Conference Center. The conference attracts faculty and students from around the Midwest; this year's participants, numbering about 70, came from Indiana, Kentucky, Ohio, Michigan, Minnesota, Missouri, Ontario (Canada) and even Maine. This was the third time the event has been held at IUPUI (1993, 1999, and 2006). The conference rotates among different host institutions, including IUPUI, IU-Bloomington, Purdue, Ohio State, Kent State, University of Kentucky, and University of Windsor (Canada).

The meeting brings together researchers in the field of animal learning and cognition, and recently has included faculty and students with interests in the biological bases of behavior. The presentations covered a variety of topics, including time perception in pigeons, the work ethic in pigeons, cognitive mapping in rats, the development of locomotion in elephants, delay discounting in mice, and social interactions among white rhinos. Most of the presenters were graduate students, a few undergraduates, and a few faculty. The meeting provides the students with the opportunity to present their research in a relaxed setting to a group of specialists in their area. The conference was supported by the Department of Psychology, the School of Science, and the Center for Research and Learning.

INDIANA UNIVERSITY
PURDUE UNIVERSITY
INDIANAPOLIS

School of Science
Department of Psychology
LD 126X
402 N. Blackford Street
Indianapolis, IN 46202