

building  
connections:  
learning

educating and  
collaborating  
through  
scholarship



The face of IUPUI is changing, in case you haven't noticed. Traditionally recognized as a haven for "older" working adult learners taking one or two courses each semester, IUPUI is becoming a more traditional university in terms of the demographics of its student population. The median age of entering students is now less than 19 years, and the majority of our students attend classes

full-time; one thing

has not changed, however, the great majority of our students work, and they put in a lot of hours at their jobs.

The face of IUPUI is changing in other ways. In concert with the creation of the community college system, IUPUI has begun

raising its standards for admission; these changes in admissions criteria will be phased in gradually over a period of years. The community college system will take on some of the responsibility for remedial course work that has historically been carried out at IUPUI. One likely consequence of this change is that many of our new students may be transfers from the community colleges. The typical transfer student will have completed at least 12 credit hours or university coursework before being admitted to IUPUI, and some of their introductory level psychology courses (e.g., PSY B104) will be taken before they arrive here. Most courses will transfer directly through a series of articulation agreements between the university and the community colleges.



# from the chair

J. GREGOR FETTERMAN

Although the university will ultimately see a better-prepared student body, that student population will be somewhat smaller than the current census of about 27,000, at least in the short run. Already psychology has experienced a decline of about 10% in spring enrollments, partly as a consequence of the aforementioned changes (community colleges and admissions standards), and probably also due to the booming local economy. Because department budgets and faculty positions are closely connected to enrollments, the next few years present a challenge simply in maintaining the status quo.

Many faculty and administrators believe that the downturn in enrollments will be temporary and that the university will, in the long run, emerge as a stronger institution for having changed with the times. But, it is clear that we must respect the current realities and devise strategies that forestall the negative consequences caused by a temporary downturn in enrollments, as these could compromise our ability to develop programs and hire new faculty. A key concern is maintaining our student enrollments (both majors and nonmajors) and an obvious strategy is working to improve our retention rates. Dr. Drew Appleby, Director of Undergraduate Studies in Psychology, is working with other psychology faculty and University College on this problem and we are hopeful that we will see the benefits of his labors over the next few years. A second strategy involves student recruitment. Appleby is working to recruit talented high school students as psychology majors. One example of his efforts in this area is a conference for Indiana high school psychology teachers, which will be hosted at IUPUI on April 28. This meeting will allow the teachers to see our excellent facilities and hear about our programs. We hope the net result will be a larger number of highly-qualified majors. We'll keep you posted as things develop.

A handwritten signature in blue ink that reads "J. Gregor Fetterman".

J. Gregor Fetterman

The Industrial/Organizational (I/O) area hosted a Departmental Colloquium on Friday, February 18th, and the speaker was Dr. Ann Marie Ryan. Dr. Ryan is nationally known for her work in the area of employee selection. She is currently an associate professor of Industrial/Organizational Psychology at Michigan State University and also the president of Employee Research Group, a small consulting firm. Dr. Ryan currently serves on the editorial boards of the Journal of Applied Psychology, Personnel Psychology, and Journal of Management. She has published numerous scholarly articles and chapters and has presented at many national conferences.

The Colloquium was quite a success, attracting a nice blend of 60-70 students and faculty from across IUPUI. Dr. Ryan's talk was entitled "What Applicants See as Fair: Limits on Applying Social Justice Theory to Selection Contexts." She covered relevant research on applicant perceptions, with a particular focus on social justice theory's propositions regarding what influences applicant perceptions of whether a hiring process and decision are fair. Throughout the presentation, she reviewed several of her own studies on applicant perceptions of fairness and discussed her work's theoretical and practical implications.

During Dr. Ryan's visit, there were several chances to interact with her more informally: I/O students and faculty got to speak with her at a party in her honor at a faculty home on the evening before her Colloquium. The next morning, she met with graduate and undergraduate students to answer questions and discuss I/O-related issues. After the Colloquium, all attendees were invited to a Departmental reception and had the opportunity to chat with her (and eat delicious hors d'oeuvres catered by Drew Appleby!).

# industrial/ organizational psychology colloquium



Drs. Bringle and Devine soak up knowledge (and food) at the reception.



Dr. Ryan shares her expertise during the reception

# 2000 psi chi induction

The IUPUI chapter of Psi Chi inducted the following 21 new members at its 2000 ceremony, which took place from 6:00 to 8:00 on the evening of February 29 in Room 115 of University College. Requirements for induction into Psi Chi are a 3.5 psychology GPA, a 3.0 cumulative GPA, and sophomore status. Dr. Fetterman welcomed the attendees, Dr. Appleby presented a short address entitled "Are You Investing Wisely in Your Human Capital?", and the induction ceremony was planned and conducted by Thakena Talley (President), Erica Bauer (Vice President), Amber Roth (Treasurer), Rebecca May (Secretary), Jaime Huelat (Public Relations), Lynn Newkirk (Student Representative), Donna Pollard and Kim Gatewood.

Sixty-two people attended the ceremony that was followed by a dinner and evening of good fellowship and collegiality. Congratulations to our new inductees and to their guests whose support made their academic accomplishments possible.

Sarah Albrecht  
Veronica Bannon  
Elizabeth Caldwell  
Crista J. Ellis  
Kimberly S. Gatewood  
John Goll  
Terri Hine  
Jerry D. Huff  
Erin Hundley  
Georgina D. Jenkins

Megan Martin  
Krista Jayne Merkel  
Sherry A. Mullinix  
Meghna Kiran Patel  
Marion S. Pope  
Teresa N. Rittmeyer  
Deborah L. Seng  
Rasmy Seying  
Angela L. Stevens  
Jessica M. Stoppenhagen  
Donna M. Sullivan-Clark



Psi Chi officers Thakena Talley (President), Rebecca May (Secretary), Erica Bauer (Vice President), and Amber Roth (Treasurer) take their places in readiness for the induction ceremony to begin.



Thakena receives a well deserved hug of appreciation after the ceremony for a job well done from Dr. Appleby.



Inductees and their guests enjoyed the delicious buffet dinner that followed the ceremony.

The following 87 psychology majors earned a place on the Fall 1999 School of Science Scholars List by earning at a GPA of at least 3.7 or the School of Science Dean's List by earning a GPA of at least 3.5. Congratulations!

SCHOOL OF SCIENCE  
**scholars**list  
 dean's  
 list

**Dean's Scholars List**

Veronica Lee Bannon  
 Erica Kelley Bauer  
 Jennifer Nicole Brown  
 Danny L. Dowers  
 Denise Lynn Duzan  
 Shannon R. Gilmore  
 John C. Goll  
 John Carl Gottfried  
 William Thomas Hankins  
 Lola Ladone Hayes  
 Linda Charisse Holm  
 George Harrison James  
 Charity L. Lifford  
 Rhonda L. Mayhew  
 Carrie Shiras McGinnis  
 Peter F. McKay  
 Patrick Raymond McMahon  
 Stacy Lynn Mineart  
 Rhea Dawn Murray  
 Mary Christine Petrone  
 Amber Lynn Roth  
 Patricia Anne Taylor-Cooke  
 Kara Claghorn Williams

**Dean's List**

Sarah Ann Albrecht  
 Kapri Dion Ames  
 Lisa Anne Anderson  
 Casey Noel Baker  
 Michelle Renee Barker

George Thomas Bergman  
 Kimberly Renee Briggs  
 Michelle Dawn Bright  
 Michael Wayne Brown  
 Phillip David Buchanan  
 Elizabeth Jo Caldwell  
 Jennifer A. Campbell  
 Ada Knight Carr  
 Michelle Renee Carroll  
 Rosa A. Clarkson  
 Travis Jonathan Conner  
 Heidi Leigh Donahue  
 Melanie K. East  
 Erin Kathleen Edick  
 William Robert Enlow  
 Jessica Lynn Fair  
 Allyson Holly Farkas  
 Kimberly S. Gatewood  
 Lindsay E. Gedig  
 Colleen Mary Gordon  
 Susan E. Heare  
 Jaime Marie Huelat  
 Jerry D. Huff  
 Erin Marie Hundley  
 Stephen Andrew Hutcherson  
 Carroll David Jones  
 Kerry L. Keller  
 Victoria Khevnis  
 Gillian R. Mansfield  
 Jennifer E. Mariner  
 Michelle A. Martin

Veronica Renee Miller  
 Sherry Anne Mullinix  
 Kelly Eileen Murphy  
 Lisa Ann Myers  
 Kelly Marie Narmore  
 Donna S. Pollard  
 Sherrie L. Rickelman  
 Teresa Nikole Rittmeyer  
 Guy R. Rogers  
 Amy Michelle Roseboom  
 Teresa Maureen Sasher  
 Cathy M. Schmitz  
 Lauren Kathleen Seecof  
 Deborah Lynn Seng  
 Richard Reynolds Shank  
 Anna Michelle Shirely  
 Jared Matthew Sigler  
 Ann Margret Simon  
 Erin H. Smith  
 Brenda I. Smither  
 Jessica Marie Stoppenhagen  
 Donna Michelle Sullivan-Clark  
 Thakena Talley  
 Johelen Faye Whitaker  
 Darlene Rae Williams  
 Tiffany Ann Wills  
 Dawn M. Wright  
 Dale Ernest Zigler II

Career day: the simple words create a flashback to school days when Tommy met Fireman Joe, and Suzy discovered how to become Betty Crocker. Well, the historical textbook career day has been re-written, as the School of Science proved this past month by

# what do you want to be when you grow up?

VERONICA BANNON  
PSYCHOLOGY MAJOR

sponsoring a joint Biology, Chemistry, and Psychology career information extravaganza. The people were great... the information plentiful... and the number of science careers presented vast - nothing like those boring, routine lectures of career days past.

Many different occupations were presented at this year's career day for the sciences. The "A to Z" of occupations were brought straight to the heart of the IUPUI campus at the University College: everything from

addictions counseling to forensic chemistry to genetic counseling to zoo keeping... even some fields you may not have known existed. Personally, I got to speak with several professionals, and I found that I was getting so much good information from each one that it was difficult to move on to the next booth. Each person I chatted with was enthusiastic about his or her career and willing to honestly and openly discuss and answer any questions - no matter how simple or complex.

Even more helpful were the leads I got on undergraduate and graduate classes to take and connections to make for internship and



research opportunities. Overall, Career Exploration Day with that science twist turned out to be a helpful tool. The informal setting for interaction and the availability of such a diverse group of science careers really made getting useful information friendly, comforting, and inviting.

For me, the minutes dedicated to diving into career information were a real dose of reality to some careers I have been considering and a couple I have only thought about in passing. I was able to get a good idea of the technical and interpersonal requirements of many of these jobs. It was interesting not only to learn about the overt parts of each career - tasks, roles, responsibilities - but also the covert aspects of why it is necessary to have certain experiences going into a specific job and why certain tasks are involved once you get going in the field.

To an undergraduate like myself, Career Exploration Day reinforced the idea of life-long education, learning, and openness to change and new experiences. In regard to the field of psychology and associated professional careers, many suggested that a general undergraduate career is the best option for a good beginning foundation to build upon in graduate studies, in jobs right out of undergraduate school, and in life itself. A key point was made: undergraduate education is a very important stepping-stone to a future of professional success. Hard work, commitment, and dedication along with good decision-making, critical thinking, and problem-solving skills are all being refined in undergraduate programs. These are all crucial components for further accomplishments and development.



An overriding theme extended by the people with whom I spoke was the need to be able to sacrifice and move to find the work you really want. It is the fit with a career and the open opportunities you should seek, not necessarily the convenience or location of a job. It comes down to finding your passion and doing what it takes to reach your goals... and what better source than the people who are accomplishing these goals — possibly the same ones you hold. Career Exploration Day really helped put that idea in motion by laying out what it really takes procedurally and personally to “get the job done”.

Therefore, whether you just popped in, or stayed for a while, whether you wanted a complete synopsis on a career, or only stopped by to check it out, Career Exploration Day was a success. My advice to you: next time around, come by. You just may find that there is something out there that you have never considered. You could even convince yourself of a career or find your niche. Save yourself some legwork by exploring a vast array of science careers right on campus. Make use of the people who do “your job” from day to day. Do not be shy — feel free to ask a lot of questions and get advice from those who know what it takes to get into and be successful in a science field that you’re interested in. What can you lose?

So, what do you want to be when you “grow up”? Thinking science? If so, I hope Career Exploration Day helped answer your questions and reassured any doubts. Getting the information now, early as an undergraduate, can open your eyes to the options out there and help you plan for the future.



## Graduate Student News

**Tim Johnson**, a PhD student in the psychobiology of addictions program, received the Sandra Weiner Student Investigator Award from the International Society for Developmental Psychobiology. Tim was one of three recipients selected from a strong pool of applicants. The award reflects the high quality of his research and provides \$700 for travel to the annual meeting.

**Michelle Salyers**, a Ph.D. graduate of the Clinical Rehabilitation Program spent the last two years at Dartmouth Medical School. The first year she completed her clinical internship, and the second year she was a post-doctoral research fellow. She applied for (and was awarded) a two-year fellowship through the National Association of Mental Health Program Directors (NASMHPD), which supports her research in mental health services. The focus of her research the past two years included (1) the examination of the prevalence, correlates, and treatment of PTSD and trauma in persons with severe mental illness and vocational rehabilitation issues and (2) the examination of the prevalence and correlates of HIV and Hepatitis B and C in people with SMI. Michelle returned to IUPUI to finish her fellowship with Dr. Gary Bond. She will be the project director for his NIMH-funded, 5-year study of vocational interventions for people with severe mental illness in Chicago.

Five Clinical Rehabilitation students (**Theresa Powrozek, Jennifer Koop, Tom Ventura, Brad Hufford, and Kerry Keller**) presented papers as first authors at the annual meeting of the International Neuropsychological Society in February. The abstracts will be published in a peer-review journal. The citations are as follows:

**Koop, J. I., Fastenau, P. S., Austin, J. K., Dunn, D. W., & Huster, G. A.** (2000, February). Neuropsychological correlates of electroencephalograms in children with epilepsy. Paper to be presented at the Annual Meeting of the International Neuropsychological Society, Denver, CO. Abstract under consideration for publication in the *Journal of the International Neuropsychological Society*, 6.

**Powrozek, T. A., Fastenau, P. S., Austin, J. K., Dunn, D. W., & Huster, G. A.** (2000, February). Presence of cognitive impairments in children with prior unrecognized seizures (PURS). Paper to be presented at the Annual Meeting of the International Neuropsychological Society, Denver, CO. Abstract, *Journal of the International Neuropsychological Society*, 6.

**Hufford, B. J., Fastenau, P. S., Austin, J. K., Beckley, A.** (2000, February). Development and validation of a self-awareness questionnaire for children and its application to epilepsy. Paper to be presented at the Annual Meeting of the International Neuropsychological Society, Denver, CO. Abstract, *Journal of the International Neuropsychological Society*, 6.

**Ventura, T. G., Fastenau, P. S., Austin, J. K., Dunn, D. W., & Huster, G.A.** (2000, February). Sociodemographic factors in treatment adherence for pediatric epilepsy. Paper to be presented at the Annual Meeting of the International Neuropsychological Society, Denver, CO. Abstract, *Journal of the International Neuropsychological Society*, 6.

**Keller, K. L., & Fastenau, P. S.** (2000, February). Comparisons between visual encoding and visual-motor encoding on the Rey: Support for using Extended Complex Figure Test (ECFT) norms for the Motor-Independent ECFT (MI-ECFT). Paper to be presented at the Annual Meeting of the International Neuropsychological Society, Denver, CO. Abstract, *Journal of the International Neuropsychological Society*, 6.



# class notes

NAME \_\_\_\_\_

YEAR OF GRADUATION \_\_\_\_\_

OTHER DEGREES \_\_\_\_\_

CURRENT EMPLOYER \_\_\_\_\_

WHAT DO YOU DO? \_\_\_\_\_

WHAT WOULD YOU LIKE TO SHARE WITH US?  
(Wedding/anniversary, children, promotions,  
retirements, other accomplishments)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

FOR THE RECORD BOOKS (This will be kept confidential)

ADDRESS \_\_\_\_\_

CITY, STATE, ZIP \_\_\_\_\_

WORK PHONE \_\_\_\_\_

HOME PHONE \_\_\_\_\_

EMAIL \_\_\_\_\_

**CHECK HERE IF YOU ARE  
INTERESTED IN SHARING YOUR  
CAREER STORY**

Please mail to: Cynthia Williams Clark  
Department of Psychology  
LD 126  
402 North Blackford Street  
Indianapolis, IN 46202-3275

**JAN R. STRACK (PREVIOUSLY JAN R. HUNTER.) '91**

Jan is employed at Eli Lilly and Company as a Data Management Associate.

**ZANITA B. ZODY, '98**

Zanita is completing her M.S. in Marriage and Family Therapy at Purdue University this semester and starting her Ph.D. in the same department.

**MICHELLE BAKER '99**

Michelle currently works for Roche Diagnostics, a large medical diagnostic and pharmaceutical company as a Process Scientist within the Process Improvement Department.

**AMBER COFFMAN '96**

Amber currently works as a Therapeutic Foster Care Case Manager — Adult and Child Mental Health Center where she monitors the placements of children in therapeutic foster care homes.

**PENNY BODENHAMER '94**

Penny is a freelance writer and editor now, which gives her the wonderful freedom of working from her home.

# class notes

The Psychology Department table was very busy during IUPUI's recent Campus Day, with 50 prospective psychology majors and their parents stopping to talk and pick up information about majoring in psychology at IUPUI. Although I'm new to the department, I believe I did a good job of answering their questions about what courses they will take, our faculty's research interests, and the types of academic support available at IUPUI (e.g., the Psychology Advising Office, the Writing Center, University College, etc.). However my answers were far less impressive when they asked me about what our students do after they graduate. I told them our alumni either enter the job market immediately after graduation or continue their professional education in graduate school. When they asked me what kinds of jobs our alumni obtain and what kinds of graduate programs they enter, my answers become much less impressive. I'm beginning to realize that I can't answer these types of questions-that I'm sure I will continue to receive during future Campus Days-without your assistance. Would you be willing to help me by E-mailing me the following information about your professional activities since you graduated from IUPUI with your psychology degree?

If you went immediately into the job market after you graduated, please supply me with the following:

- your job title(s) and employer(s)
- a brief description of what you do on-the-job, with an emphasis on the specific skills you use
- advice you would give to current psychology majors about how to take advantage of their undergraduate opportunities in order to develop the skills they will need if they wish to enter and succeed in your occupation

If you went to graduate school after you graduated, please give me the same information about your occupation, but also include the following information about your graduate education:

- where you went to graduate school, what program you entered, what degree you received, and when you received it
- advice you would give to current psychology majors about how to take advantage of their undergraduate opportunities in order to develop the skills they will need to (1) enter and graduate from a graduate program similar to yours and (2) enter and succeed in your occupation

I will use the information you send me to construct an information sheet entitled "What Do IUPUI Psychology Majors Do After They Graduate?". I will use this sheet to answer the kinds of questions I know I will receive during future Campus Days. I would also appreciate receiving two of your business cards so I can create a collage of these cards to use as a visual display of the versatility of an undergraduate degree in psychology. Please send them to me at the address on the back of this newsletter.

Thank you for your help. I sincerely appreciate it.

Dr. Drew Appleby  
 Director of Undergraduate Studies  
 dappleby@iupui.edu

alumni  
 i need  
 your help!

The idea for hosting the first IUPUI Psychology Department Family Meals occurred after panels of graduate students talked to the B103 Introduction to a Major in Psychology classes about graduate school issues. These discussions were animated and well received by the B103 students. After class, several students

# first psychology department "family meals"

stated they would appreciate an opportunity to continue talking with the panel members about graduate school in a more informal setting.



Sherry Mullinix fills her plate at the buffet

The classes were polled about the possibility of scheduling a lunch and a dinner at which they and graduate students could sit down together to discuss graduate school in a relaxed, family-style setting. Their response was enthusiastically positive, so the department's main conference room were reserved and the event was publicized through the department's listserv and the Graduate Program Coordinator's office.

A total of 46 students (28 undergraduates and 18 graduate students) attended these meals, 22 for the lunch held on Tuesday, November 9 and 24 for the dinner (held the next day). The menu for both meals included sausage lasagna, vegetarian lasagna, tossed salad, Italian bread, mocha cake with cappuccino cream, and assorted soft drinks. The meals progressed smoothly, conversations among the graduate and undergraduate guests were animated,

and everyone appeared to have an enjoyable time. A questionnaire distributed at the end of the meals yielded the following results.

- The meal was an "extremely enjoyable" experience (mean rating of 4.5 on a 5-point scale).
- The meal succeeded in making its participants feel "much more" like a member of an academic community," (mean rating of 4.4 on a 5-point scale).
- All 33 guests who completed the questionnaire indicated that these meals should be continued in the future.
- When asked "What were the two most important things you learned about graduate school while you were at this meal?", the most common responses given by undergraduates were (1) how important research is for undergraduates who are contemplating graduate school and (2) how hard it is to manage time during graduate school.
- When asked "to describe other activities that would help you feel more like a member of an academic community," guests made the following suggestions.
  1. Schedule "lab days" so undergraduates can shadow graduate students when they do research.
  2. Arrange a way for psychology majors to assist graduate students with their research.



LaRita Jarvis (graduate student) provides some quality mentoring during the meal to Elisabeth Farnsworth (undergraduate).

3. Have undergraduate/graduate student pizza parties.
4. Have faculty/student dinners.
5. Have an outdoor event or casual outing (e.g., softball game) in the Spring.
6. Host a "support person" dinner where students invite a person who has supported their education.
7. Take field trips.
8. Set up an e-mail network so undergraduates can ask graduate students questions.

An unexpected benefit of these events was that several graduate students invited undergraduates to assist them in their research. This type of connection may also lead to research opportunities with faculty for undergraduates who have proven themselves to be competent research collaborators with graduate students. These meals appear to be inexpensive, uncomplicated, and enjoyable ways to enable psychology majors to learn more about graduate school from a very credible source (i.e., graduate students) and to develop a stronger sense of community within the Psychology Department. They will be continued in the future.

*These meals appear to be inexpensive, uncomplicated, and enjoyable ways to enable psychology majors to learn more about graduate school from a very credible source*

- When asked for suggestions to improve the quality of the meals in the future, the most common response was, "I wouldn't change a thing."



*The conference room was filled with good people, good conversation, and good food.*



# are you investing wisely in your human capital?

In a recent article that appeared in the *Journal of the National Academic Advising Association*, Leigh Shaffer stated that “Human capital is created when people acquire transferable skills that can be applied in many settings and that can inform many different occupations.” He used the phrase “investment in human capital” to refer to any actions taken by individuals that can increase their productivity. Without developing human capital, a person can neither enter nor succeed in a career that requires complex skills. Without a sufficient number of individuals who possess the appropriate human capital (e.g., the ability to read, write, deal with diversity, and make ethical decisions), a society cannot provide its members with an environment that is conducive to their health, productivity, and sense of well-being.

Shaffer noted that a college education is a prime example of an investment in human capital. He stated that many of the skills employers seek in prospective employees can be acquired during an undergraduate education. The following is a partial list of these skills.

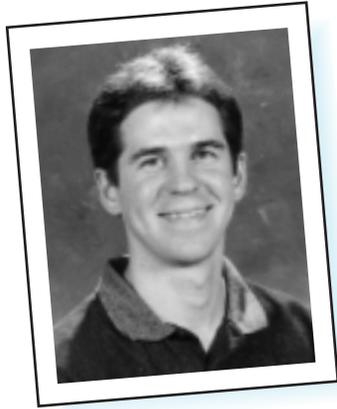
- comprehending key points from written material
- listening carefully and accurately
- writing clearly and convincingly
- speaking articulately and persuasively
- working productively as a member of a team
- dealing effectively with a wide variety of people
- exhibiting effective time, stress, and conflict management

- using computers to store, organize, and analyze information
- planning, organizing, and carrying out complex projects
- holding high ethical standards and expecting the same of others
- gathering, interpreting, organizing, and evaluating information from multiple sources

These are the same skills required in undergraduate classes that require psychology majors to read assignments, listen to lectures, research and write papers, give oral reports, collect and analyze data, learn ethical principles, and work on individual and group projects. Shaffer emphasized that teachers and academic advisers should enable students to identify their values, interests, skills, and life goals. When teachers and advisers help students think about their education in this manner-rather than as a temporarily unpleasant situation that must be endured in order to receive a diploma-the next logical step is to bring them to the point where they begin to ask themselves the following question when they find themselves faced with educational choices: "How will the results of this choice contribute to the building of my human capital?" Shaffer stated that this approach is useful for students who must decide among classes that have higher and lower probabilities of helping them to develop transferable skills. For example, a psychology major who understands that the ability to write clearly and persuasively is a valuable career skill should choose classes that involve substantial writing assignments rather than those that require only objective tests, even if it means more work to earn the same grade. Although this decision will probably sound foolish to many, psychology majors who comprehend the value of investing in their own human capital understand that classes should not be taken because they are easy or to simply get them out of the way. They should be taken in order to develop the crucial skills that could mean the difference between entering and thriving in a desirable and fulfilling occupation or simply settling for the next available job that comes along.

Shaffer concluded his article by saying, "Each time the principle of maximizing human capital is considered, students are actively engaged in considering their futures and the preparatory role of their current educational activities." Because the average worker now changes careers four to six times during a lifetime, it is imperative that students understand they can no longer earn a diploma and assume that their education has ended. Their teachers can help them to develop this wisdom by emphasizing that transferable skills-not grades-are the most important outcomes of their classes. Psychology majors must learn to become wise investors in their own human capital if they wish to attain their occupational goals, and it is the responsibility of their teachers and advisers to help them learn this valuable lesson.

The American Psychological Association states that psychology is a science, a profession and a means of promoting human welfare. This means that psychologists use the scientific method to investigate behavior and mental processes and then use the results of their research in a professional manner that will have a positive impact on their fellow



# how do juries reach their verdicts?

*Spotlight  
on  
Research  
to  
Promote  
Human  
Welfare*

humans. Sometimes the real-world applications of scientific research are overlooked or under-emphasized. A perusal of the following description of the research being performed by Dr. Dennis Devine, Assistant Professor of Psychology in the IUPUI Psychology Department will help to bring the value and relevance of scientific psychological research into the spotlight.

Juries are an important part of our society. More than 150,000 jury trials occur each year in the United States, often forever changing the lives of their participants. Most of us have served on a jury or will do so at some point. Juries are often portrayed in the media as representing the convergence of reason, eloquence and common sense in the pursuit of justice (e.g., the 1957 movie "Twelve Angry Men").

There are growing concerns, however, that the jury system has problems. In particular, jurors are sometimes biased by a host of irrelevant factors such as the defendant's race, gender, socioeconomic status, as well as pretrial publicity. Other controversial issues include the fairness and representativeness of the juror selection process, the ability of jurors to understand complex technical evidence, and the depth with which juries consider the evidence in reaching verdicts and awarding damages.

I am conducting research on the following four topics in order to better understand how juries reach their verdicts: (1) Factors that determine jurors' perceptions of guilt/innocence going into deliberation; (2) The impact of defining "reasonable doubt" in different ways; (3) The effect of charging defendants with secondary crimes in addition to a primary (more serious) crime; and (4) Evidence discussion, interpersonal dynamics and voting procedures/patterns in deliberation. Because access to the deliberation room is legally restricted, I have used mock juries composed of IUPUI students to examine topics 2 and 3 above, and I have also given questionnaires to Marion County Superior Court jurors to study topics 1 and 4. Hopefully, this research will help identify ways that juror selection, instruction and interaction, can be improved to yield a higher likelihood that justice is served by jury verdicts.

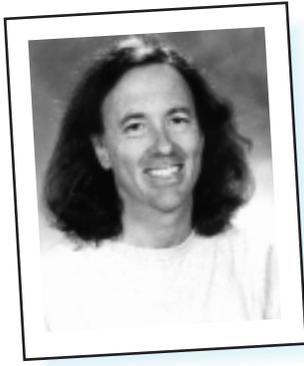
After my graduation from IUPUI with my B.A. in Psychology in 1993, I decided to work for a year before attending graduate school. I was hired by the Roudebush VA Hospital & IU School of Law as a Project Manager, to create clinical treatment guidelines and supervise software development for state-wide implementation for Indiana Area Agencies on Aging — a Robert Wood Johnson project. My psychology education at IUPUI gave me a remarkably strong foundation relative to empirical research methods and statistics, and that foundation served me beautifully in terms of job and graduate school opportunities. I applied to a variety of graduate programs, was accepted at many (among them Women's Studies MA programs), and decided to attend the University of Michigan, Joint Doctorate Program in Social Work and Social Psychology. I secured a Graduate Student Research position at University of Michigan's Institute for Social Research, which supported me financially for nearly five years and also provided me a profound education in field experimentation methodology. I am still an active UM student, living in my hometown of Indianapolis, and currently working on a federally funded research project involving both IU and the Indiana Division of Mental Health.

Here is some advice that I would give undergraduates, much of which pertains to students planning for either graduate school or an occupation: If you can't find good mentoring or support in your home department, find it in your minor area (in my case, this was Women's Studies). Find one or more mentors — people who absolutely believe in you, during your undergraduate years. This is not an easy task, but if accomplished, this mentoring can help you both professionally and personally. Ask your mentors and also faculty who you respect, what graduate programs they attended, or that they would recommend. Find ways to expand your research knowledge and to be academically involved. For instance, be a research assistant, do a practicum for credit in a mental health or research setting, mentor entering students, find and read journal articles on psychological theories about which you can become passionate. In addition, keep your grades stellar, apply for IUPUI's scholarships, get involved as an officer in at least one campus club or group, and start creating your curriculum vitae or resume early in your undergraduate career and work toward seeing it grow. I also recommend saving those difficult "A" papers that you wrote for classes — you may need them when you apply for graduate level fellowships (and if you feel discouraged in graduate school, it doesn't hurt to pull one out and remember that you are a good thinker and writer). If you go to graduate school, keep those important undergraduate faculty contacts — having people in your life who believe in your potential is a wonderful thing.

# spotlight on alumni

PAULA J. BARRICKMAN  
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# 15



Statistics, experimental design, quantitative analysis. These are often viewed as dry topics with no particular relevance to the real world. However, professor Jeff Rasmussen is blending the distant disciplines of Quantitative Analysis with the Fine Arts and Humanities. His latest effort in this area is called "The Stats 600 Project" in which students from Psy600 Quantitative Analysis are to

develop a website that presents a topic in statistics from a Scientific perspective and then an Arts and Humanities perspective. There are two pedagogical bases for this assignment.

First, is that it serves to integrate two of the four major core values of

a university education, which are:

- The Intellectual {Truth}
- The Aesthetic {Beauty}
- The Moral {Goodness}
- The Spiritual {Unity}

Science is primarily concerned with the first value, the Arts and Humanities with the second value. The Stats 600 Project is to encourage students to integrate these two values. (Prof. Rasmussen is meditating on the "morality and gods of statistics", but hasn't come up with a course assignment on that... yet.)

The second pedagogical value can be understood in terms of the late Benjamin Bloom's Taxonomy of Learning. His taxonomy presents learning as progressing from very basic levels such as knowledge of facts and comprehension, through mid level abilities such as application and analysis, to higher levels of synthesis and evaluation. When we learn something at the lower levels, our understanding is minimal and forgetting quickly ensues; when we learn at higher levels the understanding is much greater and much more permanent. Statistics typically focuses on the mid level analysis dimension of Bloom's taxonomy. The Arts perspective should place the learning more at the synthesis level.

Some examples of an Arts & Humanities perspective of Science are seen in a poetry contest concerning Fermat's Last Theorem, chaos theory's fractals images, and a satirical piece called "Ask Dr. Hindenberg" that gives answers to statistics questions in the style of the radio announcer who witnessed the fiery demise of the Hindenberg zeppelin.

Other Arts and Sciences projects by Jeff Rasmussen have been his Sentient Schemata artwork in the hallway of the Psychology Department, artwork concerned with eastern philosophies/psychologies, and his multimedia software company. The Stat 600 project and these other projects can be viewed at <<http://psychology.iupui.edu/Newsletter.htm>>.

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what?!?  
the art  
of statistics?



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