

Developmental peer academic advising in the Psychology Department at IUPUI is a class, a mission, and an opportunity for student self-identity development. Many academic advisors have been trained in theories of student development, counseling, communication techniques, and application or delivery models of advising. However, at most schools, Peer Academic advisors have very little of this type of training and foundation. In addition, many peer academic advisors are doing very little academic advising and, instead, running an office or facilitating meetings with faculty or professional advisors. Professional advisors know that: "A supportive, or developmental orientation is clearly favored by advisors over an information-sharing, or prescriptive, orientation to advising (Winston & Sandor, 1984)." Advisors also know that "Good academic advising, especially developmental advising, is grounded in philosophical and theoretical perspectives (Carberry, Baker, & Prescott, 1986; Kramer, 1988; Miller & McCaffrey, 1982)." The Psychology Department has created a practicum experience that teaches undergraduate Peer Academic advisors about advising and is based upon a graduate counseling class model.

Because the department's interest in academic advising stems from our advisors' understanding of student development and student success, this peer academic advising course is grounded in college student development and advising theory. Theory into practice is a critical part of this course and the students taking the course read and discuss theories by Gilligan, Perry, Schlossberg, Kolb, Erickson, Kitchner and King. They also read and discuss articles on advising models, practicing developmental advising, and needs of different populations of students. They then present case studies based upon their work in the Peer Academic Advising office and the theories. The

peers facilitate conversations about how the theories inform their work

In addition, the students then go on to create an end of the semester professional project designed to improve the advising and the office. Examples of these projects include individual research on Schlossberg's marginality and mattering theory as it applies to the IUPUI Psychology Department, decision making PowerPoint to help undecided students learn more about psychology, and a web page to help facilitate a variety of student needs. These projects are examples of the connections between the theories and the peer's critical understanding of how to put them into practice.

In addition to serving peers, this course is created to help peer advisors develop their own professional identity. For example, two developmental assessments of the peer advisors growth and performance are given during the semester. The peer advisors own identity development is crucial to this course and to academic advising, the kind based upon student development. To integrate the theories into practice, students need to find themselves within the theories. This part of the class is unusual and based upon Kolb's experiential learning model.

This course continues to grow and expand. The assessment projects that have been run in the office by Industrial/Organizational Psychology graduate student LaRita Jarvis and Jason Averitt as well as the "Mattering Study" by the peer advisors, shows evidence of the need and success for developmental peer academic advising. The data has influenced how this course is taught and keeps the work of the office dynamic. Every semester the department seeks Junior and Senior students wanting this kind of experiential and developmental class. If you are interested in learning more about this class, please contact the class instructor, Cynthia Williams, at: cyclark@iupui.edu.



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building
connections:

learning
educating and
collaborating
through
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The Department of Psychology and University College are strong partners in supporting learning for IUPUI's entering students.

Several years ago, the campus studied its "top 25" courses for entering students—those with the highest enrollments from beginning students. After Math, Writing, and the learning communities required of all students, psychology has the highest enrollment. One semester, when I was trying to get a better understanding of the places where lack of

success in the classroom was problematic for our students, I took home the transcripts of all students who had been dismissed for academic reasons. Psychology B104 (Psychology as a Social Service), by that informal "research," was again very high on the list.

Many, many students take psychology, and many students are not successful.

The Department has taken extraordinary measures to study and to support increased

student learning. The emphasis in B104 is not on teachers delivering lectures but on teachers being coaches for student learning.

Yesterday, I talked with a very bright student from Herron who reported how helpful she finds the Department's approach to the course. With John Kremer's leadership, students are given very precise information on what is required and on what it takes to be successful.

We have jointly offered mentoring sessions for students for many years. Now, with Dr. Kremer's leadership, the Department and University College are collaborating in offering structured learning assistance in all on-campus sections for Fall, 2002. We've found that these mentoring sessions, required for students who are not demonstrating success, provide the context for more students to have improved performance in the class. It's too early to pronounce our new approach as "the" way to support students; we have much research to do. But, Dr. Kremer's innovation, commitment to students, and careful attention to results will continue to result in increased student learning in this very popular class for IUPUI students.



letter
from
dr. scott
evenbeck

Dr. Scott Evenbeck, Dean
University College, IUPUI

Faculty Connections

Harry June recently received a \$875,000 five year grant award to study the brain mechanisms which control alcohol drinking and evaluate new drugs to reduce alcohol drinking at the preclinical level. This new grant employs behavioral neuroscience, medicinal chemistry and molecular biology techniques to investigate the neurobiology of alcohol reinforcement with the primary focus being on the inhibitory neurotransmitter gamma aminobutyric acid (GABA).

Harry also recently received a provisional patent on two potential pharmaceutical agents (benzodiazepine-like) to reduce alcohol addiction and dependence in humans. The technology is currently being marketed to drug companies through Advanced Research and Technology Institute (ARTI) here at IUPUI.

Kathy Johnson has been named a recipient of an IUPUI Trustees Teaching Award.

Jane Williams has been appointed to the editorial board of the Journal of Vocational Behavior.

Phil Fastenau is this year's recipient of the Bynum Mentor Award.

Bob Bringle is one of this year's selections for an IUPUI Chancellor's Professorship. This a great honor for Bob, for the department, and for the School of Science.

Bond, G. R., Drake, R. E., Mueser, K. T., & Becker, D. R. (1997). An update on supported employment for people with severe mental illness. *Psychiatric Services*, 48, 335-346.

This paper is an integrative review of the emerging research on supported employment. It was the first review of its kind on what was later designated as an "evidence-based practice." The interest in the psychiatric field is that, over the last 40 years, many different approaches have been used to helping people with severe mental illness attain employment. Prior to the development of supported employment, none of these were consistently effective. Supported employment has proven to be a practice and generalizable intervention approach. A large national demonstration project of supported employment completed last year has corroborated the findings of the review article.

The Gateway Program here at IUPUI was awarded a Certificate of Excellence in the TIAA-CREF Hesburgh Award selection process. This is a prestigious national award to recognize excellence in faculty development that enhances undergraduate teaching and learning. Among those responsible for the Gateway Program are Psychology faculty **Kathy Johnson** and **Vic Borden**.

Drew Appleby was selected as a fellow of the American Psychological Association. The criteria for selection to fellow status of a division of the American Psychological Association are "outstanding and unusual contributions to the science and profession of psychology." Drew has been a fellow of Division Two of APA (The Society for the Teaching of Psychology) since 1993. Division One is the Society for General Psychology. It is composed of psychologists who are concerned with creating coherence among psychology's diverse specialties by encouraging members to incorporate multiple perspectives from psychology's subdisciplines into their research, theory, and practice.

Charley Goodlett has been appointed to the Board of Reviewing Editors (numbering 27 current appointees) of *Alcoholism: Clinical and Experimental Research*. He continues as a member of the Editorial Board (a separate entity, serving mainly as a voice in the administration of the journal and an obligation to perform reviews when solicited by Review Editors). The Review Editors are responsible for handing the peer review process for manuscripts delegated to them by the Editor-in-Chief (Dr. T.-K. Li).

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The English word “savvy” is related to the French word *savoir*, which means “to be aware of, to understand, or to know how” (Dubois, 1971, p. 243). When the French add the word *faire* (“to do”) to *savoir*, the result is *savoir faire*, a phrase used to describe people who are both (a) knowledgeable and (b) willing and able to use their knowledge to accomplish their goals. Savvy psychology majors possess *savoir-faire*. This means they are aware of the importance of the following questions, they are eager to discover and understand their answers, and they are willing and able to translate their newly acquired understanding of these answers into success-producing actions.

- How can I survive my first year in college?
- How can I become a successful student?
- What can I do with a degree in psychology?
- How can I accomplish my occupational goals?

Unfortunately, not all psychology majors are savvy. The media often portrays today’s college-bound generation as clueless slackers who lack the knowledge (i.e., are clueless) and the motivation and/or ambition (i.e., are slackers) to achieve their goals. Research reported by Schneider and Stevenson (1999) in their book *The Ambitious Generation* refutes the slacker component of this portrayal with data collected from current college-age students and their peers from the 1950s. When these two groups are compared, the results are clear. Today’s students are far more ambitious and motivated than their peers in the 1950s because many more want to earn a college degree (90% vs. 55%) and many more strive to obtain professional careers as physicians, lawyers, and business managers rather than machinists, secretaries, or plumbers. However the data related to the clueless component of this portrayal were less clear-cut. What Schneider and Stevenson found was that current college-bound students fall into two groups, those possessing aligned ambitions and those whose ambitions are misaligned. Those who possess aligned ambitions have complementary educational and occupational goals and are likely to construct educational plans that enhance their chances of successfully attaining their desired occupations. Students with aligned ambitions understand how they must change to reach their occupational goals (i.e., the knowledge and skills they must acquire) and are more thoughtful when they make decisions about which courses to take, which organizations to join, and how to spend their time. Those with misaligned ambitions are equally ambitious, but often find it difficult to fulfill their dreams because they are unaware of the steps that will enable them to achieve their ambitions. Their ambitions are “dreamlike and not realistically connected to specific educational and career paths. Regardless of how hard they try, they

find themselves running in place and unsure of where to go” (p. 4). They are, according to Schneider and Stevenson, the drifting dreamers who have limited knowl-

edge about four crucial aspects of their futures:

- their proposed occupations
- the educational requirements of their schools
- the educational opportunities that can help prepare them for their occupations
- the future demand for their proposed occupations

The word clueless comes to my mind when I think of these students who Schneider and Stevenson classify as possessing misaligned ambitions. My wish for you is that you will become just the opposite. That is, I urge you to use your undergraduate education to become a “clueful” (i.e., savvy) psychology major who knows what you want to do with your life and how to use your undergraduate education to get what you want. I have three favorite quotations that can help to illuminate your path toward cluefulness

The first part of your journey to the land of cluefulness requires you to do what Socrates suggested more than two thousand years ago when he said, “Know thyself.” Begin the process of serious self-examination to determine your skills, characteristics, goals, and values. That’s one of the primary purposes of an undergraduate education.

The second leg of your journey involves the famous advice Polonius gave Laertes in the second act of Shakespeare’s *Hamlet*, “To thine own self be true.” Once you begin to know yourself, the next steps are (a) to discover who you would like to become and (b) to create a plan of action to reach your aspirations that fits your own unique set of skills, characteristics, goals, values, and resources.

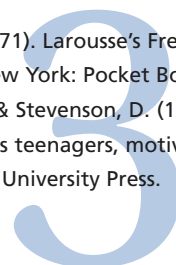
The third part of your journey involves putting your plan into action. I can think of no better way to state the urgency of this crucial component than by quoting Nike, the Greek goddess of victory, (speaking through her 21st Century commercial namesake) who says, “Just do it.” This final step will put the “faire” into your “*savoir-faire* and transform you into a truly savvy psychology major.

References

- Dubois, M. (1971). *Larousse’s French-English English-French dictionary*. New York: Pocket Books.
- Schneider, B., & Stevenson, D. (1999). *The ambitious generation: America’s teenagers, motivated but directionless*. New Haven, CT: Yale University Press.

the savvy psychology major

BY DR. DREW APPLEBY



Several students and I have explored factors that influence success in courses at IUPUI. The long-term goal of these projects is to develop an explanatory model of course success that includes individual characteristics such as motivation and study skills, previous school success, course effort, and extra-curricular activities, among others. Projects have included over 700 students, and we have examined questions such as how strong is the influence of emotional adjustment on school success, and to what extent do study skills and motivation have an effect on final grades.

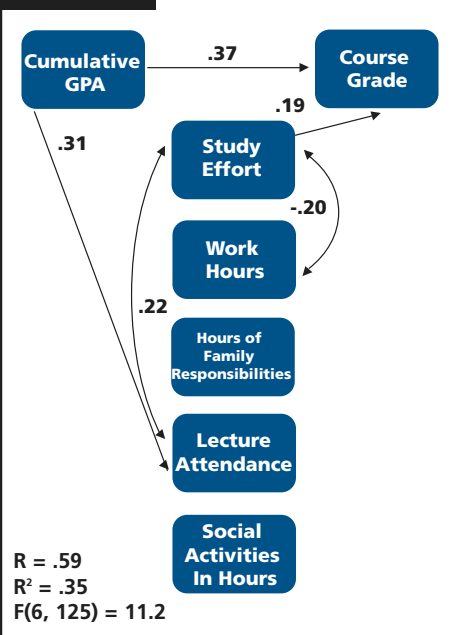
finding success in courses at IUPUI

BY DR. SOREN SVANUM

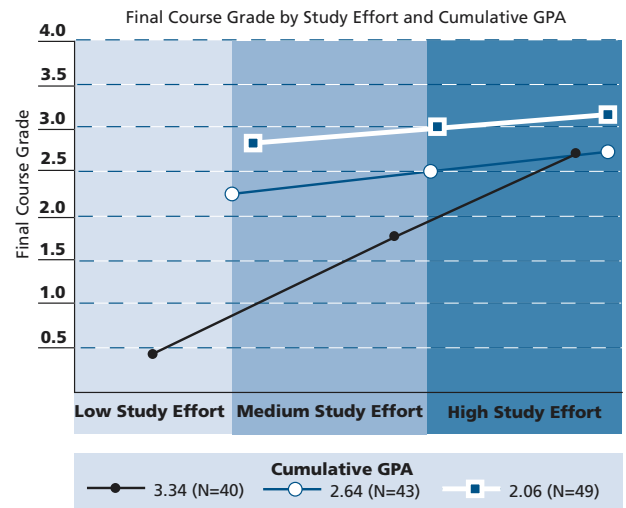
Recently an undergraduate student (Marion Greene) and I examined the influence of outside activities on grades. Students at IUPUI tend to be older, more likely married, and more likely employed than their student counterparts attending residential campuses. These outside demands of work and family are potential sources of diminished school performance. The purpose of our study was to prospectively explore the extent to which outside activities influence success in a college course.

Students enrolled in two sections of abnormal psychology served as study participants. University records provided cumulative GPA. Course performance was assessed by five computer-based exams administered on-line in the Psychology Testing Laboratory. Following each exam students responded to survey items that assessed their self-reported study effort and lecture attendance, and the amount of time during the week just prior to the exam they spent at a paid job, with family responsibilities, and with social activities.

FIGURE 1



One hundred female and 32 male students completed the course. Most were juniors or seniors (60%), and averaged 26 years of age. Survey responses were averaged across the exams to provide estimates of study effort and the extent of outside activities over the semester. Students reported 75% lecture attendance and completion of 75% of assigned reading material. Textbook review and study guide use was less extensive. Students reported an average of 9 study hours for each exam. All but 15 students (11%) reported that they worked



at a paid job, with a mean of 25 hours per week. All but 4 (3%) reported family responsibilities, averaging 17 hours per week. Social activities averaged 8 hours per week.

Survey items were aggregated as needed to index study effort (reading assigned material, review of text, study hours, and study guide use), hours of work, family responsibilities, and social activity, and lecture attendance. A recursive path-analysis was then used to examine the relations among these variables, cumulative GPA, and course grade, the criterion variable. The path diagram is presented in Figure 1. Path diagrams are useful to represent hypotheses about causal relations between variables, and help understand the way variables influence each other and the criterion. Significant path coefficients are presented in Figure 1 and they indicated that cumulative GPA and study effort had a direct association with course grade. Increasing cumulative GPA also was associated with increasing lecture attendance, which in turn was associated with more study effort. Work hours were inversely related to study effort. Students who worked more studied less, and this indirectly and negatively influenced their course grade. Hours of social activity and family responsibilities were not associated with course grade. The overall model accounted for 35% of course grade variation.

Another way to examine these data is to graphically illustrate the relations among cumulative GPA, study effort, and course grade. To achieve this, students were categorized into thirds on study effort and previous GPA, and then plotted against course grade. Figure 2 presents these results, and you can readily observe the main effect for GPA. Students with a higher previous GPA generally do better, as do those who report more study effort. The most striking effect in this figure, however, is the interaction between study effort and previous GPA. Students who have been least successful by GPA standards (average GPA of 2.1) profit most from

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effort during the semester. Most in this group who exerted low effort failed to pass the course and earn a grade of 'C,' whereas most of those in the high-effort, low previous GPA group earned a grade of 'A' or 'B.'

We continue to examine course success and have several projects underway. We hope that this work leads to a better understanding of how

students succeed in a college course. We also hope that it has a practical impact and helps faculty, advisors and students understand what factors influence course outcome, and how course goals and performance might be optimized. Over many separate analyses, most factors that were found to influence grades were malleable and changeable, and in some degree under student control. Even cumulative GPA is a changing factor, and those students who had low GPAs and exerted high effort, achieved high grades, and, consequently, increased their cumulative GPA. Thus, they had more favorable prospects for success the next semester. Students are active causal-agents in school progress, and accurate feedback about determinants of school success can lead to more purposeful and effective student behavior.

Faculty connections continued from page 2

Robert Bringle was invited to participate March 2nd in the 19th Annual Claremont Symposium on Applied Social Psychology, Claremont, CA. This year's theme was "Processes of Community Change and Social Action." Professor Bringle presented a paper on Designing Interventions to Promote Community Involvement, which described research conducted at IUPUI and in Indiana on the motives of students to engage in various forms of community service, including service learning.

Professor Bringle attended the Research Meeting of the Community-Higher Education-Service Partnerships project in South Africa. As a member of the Research Advisory Group, he consulted with representatives from 6 campuses about research being conducted on implementing service learning classes on each campus. He then made visits to the University of Free State, University of Witwatersrand, and the University of West Cape to consult with faculty members teaching service learning classes, staff supporting the implementation of service learning, and administrators on each campus.

Professor Bringle participated in a "Symposium in Conjunction with the Celebration of Science" at Hanover College, sponsored by The Center for Free Inquiry at Hanover College. The topic of the symposium was, "Expert, Advocate, or Critic?: The Scientist as Citizen in the 21st Century."

Portraits of three IUPUI multidisciplinary university centers that exemplify the scholarship of engagement were presented in a panel at the 10th AAHE Conference on Faculty Roles and Rewards in Phoenix, AZ. Moderated by Dean William Plater, the panel included **Robert Bringle**, Director of the Center for Service and Learning, **David Bodenhammer**, Director of POLIS, and **Kirsten Gronbjerg**, Efrogmson Chair in Philanthropy.

Public citizens, political advocates, social scientists, and legal practitioners have long debated the issue: To what extent are jury decisions influenced by factors other than the quantity and quality of the evidence presented in court? Broadly speaking, bias can be viewed as any influence on jury decision making that is not related to the evidence – including such things as the size and racial composition of the jury, the attractiveness and socioeconomic status of the defendant, the demeanor of the judge, the strategies and statements of the attorneys, the nature of the jury instructions, as well as the verdict options and penalties available. Between 150,00 and 200,000 jury trials occur each year in the United States in the criminal and civil court systems combined, and the lives of tens of thousands of people are affected by the outcomes of jury trials, so there is every reason as a society to be concerned about the fairness and accuracy of jury decisions. There is a strong public perception that jury decisions are often influenced by these biasing factors and there has been a good deal of research showing that biasing factors do influence jury decisions, but very little of that research has examined the impact of bias while controlling for critical variables related to the strength of evidence.

Along with the help of several undergraduate and graduate students, I am conducting a large field study of jury decision making that involves surveying some of the major participants in jury trials in both the criminal and civil arenas. Specifically, questionnaires have been created for judges, lead attorneys on both sides, and jurors, and distributed to 23 courts in three Indiana counties with large metropolitan areas (Indianapolis, Gary, Fort Wayne). The questionnaires are distributed by the participating judge at the conclusion of each jury trial, and participants are asked to voluntarily and anonymously complete their questionnaire and return it to IUPUI in a business reply envelope. Data collection began on January 1, 2002 and will continue until we have usable

information on 300 jury trials; thus far, we have data on about 85 juries. Data analysis will begin this summer and will focus on three specific issues:

(1) Determining what characteristics of the trial and evidence are associated with participant perceptions of "strong evidence," (2) Determining if biasing factors (e.g., the racial composition of the jury) are related to jury verdicts after the strength of the evidence is controlled, and (3) Determining how juries go about reaching consensus during deliberation. Contrary to the public perception, we anticipate that most jury decisions will be consistent with the weight of the evidence and that the impact of bias will be limited primarily to "close" cases in which the evidence does not clearly favor either side. To the extent this is true, the problem of "bias" may be more manageable than we might have feared.

In terms of next steps, we will be seeking funding this summer from the National Science Foundation to add another component to the study: in-court observers. If funding becomes available, trained research assistants will be placed in the public observation area of participating courts to observe jury trials in their entirety and code detailed information about the participants, trial and evidence – more than can be easily and reliably gained from participant surveys. Combined with the information provided by participants, this data should further our understanding of how and when jury decisions are biased — which is the first step towards finding ways to prevent it.

are jury verdicts biased?

BY DR. DENNIS DEVINE

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interview with a psychology graduate

BY DR. DREW APPLEBY

I attended several Jaguar basketball games this year, and I was amazed at the improvement in our “athletic support troops” (i.e., the cheerleaders and the dance squad). Imagine my joy when I discovered that one of our very own 2001 psychology graduates, Brooke Costidies, was their coach! I decided to use this opportunity to interview Brooke and to share her responses to my questions in our newsletter. Please notice how our interview centers around the skills that are making her so successful in her job and the ways that she developed these skills as an IUPUI psychology major.

Would you please describe your position, and explain your responsibilities?

I am the coach of the cheerleading squad, the dance squad, and Jinx the Athletic Department mascot. I am responsible for choosing students to represent the university in these positions, scheduling and holding practices, choreographing routines, overseeing game performances, fundraising, researching suppliers and prices, ordering supplies, and keeping a budget.

What specific skills must a person possess to succeed in this position?

A person must be very organized and possess excellent communication skills for dealing with students, administrators, and outside contacts. Cheerleading coaches should have strong decision-making and problem-solving skills, as well as initiative, creativity and good time-management skills.

How did you acquire these skills? Did you acquire any of them during your undergraduate education as an IUPUI psychology major? If so, can you give me some specific examples of how you acquired them.

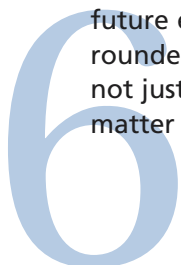
One of the most important skills I learned during my undergraduate education was time management. In Dr. Ware’s personality class, I had multiple assignments, and I learned to prioritize and schedule my work in order to stay up-to-date on my notebook, worksheets, and projects. My capstone class taught me to apply the skills I had been working on in other classes (e.g. research, report writing, analysis) to real-life career situations.

What are your future plans?

I plan to finish my master’s degree and hopefully get a position at a university where I can teach and coach.

What advice do you have for current psychology majors that will help them to take full advantage of their undergraduate education at IUPUI to prepare them for their occupational futures?

IUPUI is full of exceptional resources. Don’t be afraid to ask your professors or counselors for help in using these. Our Career Center offers numerous internships and contacts with major employers. Get involved with research; even if it is not the field you ultimately choose, it will still be a great experience. Participate in extracurricular activities. Sports and clubs are a great way to meet people on campus and your participation shows future employers and graduate school committees that you are well rounded and involved in your university. Finally, remember that you are not just learning facts for tests, but skills to use throughout your life, no matter what career direction you choose.



psychology student connections

Congratulations to our active Psych Club and Psi Chi Members who have made IUPUI's Top 100 Students list for 2002!

Raven Cuellar
Katherine Dullaghan
Dave Jones
Tiffany McCall
Jennifer Wallpe
Tracy Stogsdill

Also congratulations to 2001-2002 Psi Chi inductees. To be inducted in Psi Chi, the national honor society in psychology, these students earned at least a 3.0 overall G.P.A., at least a 3.0 G.P.A. in psychology courses, and at least 9 credit hours in psychology courses. Well done!

Lana Alexander
Angela Anderson
Brandi Beck
Heather Benich
Hillary Berglund
Deidre Bingham
Stephanie Bowling
Laura Buccini
Carrie M. Courtney-Stanley
Jennifer Cuellar
Raven E. Cuellar
Melissa Frost
Roxana Fuentes
Rachael Garcia
Lisa Gilleu

Joshua Goergen
Linda Holm
Kristin Kidd
Tina Laurila
Nicole Manning
Tiffany McCall
Ryan McKay
Ruth Pollert
Cassie Schafstall
Amanda Smith
Rebecca Smith
Jennifer Wallpe
Barbara Warner
Jessica Welch
Kyle Windisch

College Bowl Championship

Shanit Lall, a biology/physics senior, is among the four-member IUPUI College Bowl Team which will compete in the College Bowl National Championship Tournament April 26-28 at Kansas State University.

The IUPUI team won the regional competition and in the process beat the University of Notre Dame (twice), Purdue and IU-B. IUPUI was the only team in the quiz competition to beat Notre Dame.

Lall and team members Dan Bruson, Eric Overpeck, a former Psychology Club member, and Annie Sauer represented Region 9 (which includes all of Indiana and Illinois, except Chicago).



New Psi Chi Inductees



New Columbus Psi Chi Inductees with Professor Gary Felston



Fun at the reception.



Guests enjoying food at the Psi Chi Induction

