

Publications and Presentations:

Appleby, D. C. (2003, Spring). Three degrees of separation from original knowledge that challenge psychology students as they enter and progress through their undergraduate programs. *Eye on Psi Chi*, 8, 16-19.

Appleby, D. C. (2003). *The savvy psychology major* (3rd ed.). Dubuque, IA: Kendall/Hunt.

Appleby, D. C. (2003, Winter). What does your transcript say about you, and what can you do if it says things you don't like? *Eye on Psi Chi*, 7, 21-23.

Ashburn-Nardo, L., Knowles, M.L., & Monteith, M.J. (2003). Black Americans' implicit racial associations and their implications for intergroup judgment. *Social Cognition*, 21, 61-87.

Bigatti, S., & Wagner, C.D. (2003). Psychosocial consequences of breast cancer for patients and families. *Psychology Science*, 45, 75-89.

Bond, G. R. (2004). Supported employment: Evidence for an evidence-based practice. *Psychiatric Rehabilitation Journal*.

Bond, G. R., Kim, H. W., **Meyer, P. S.**, Gibson, P. J., Tunis, S. L., **Evans, J. D.**, Lysaker, P., McCoy, M. L., Weitzel, D., Dincin, J., & Xie, H. (2004). Response to vocational rehabilitation during treatment with olanzapine, risperidone, or first-generation antipsychotics. *Psychiatric Services*, 55, 59-66.

Bringle, R. G., Phillips, M., & Hudson, M. (2004). *The measure of service learning: Research scales to assess student experiences*. Washington, DC: American Psychological Association.

Bringle, R. G. (2003, November). *Identifying and developing quantitative scales for service learning research*. Featured presentation at the International Conference on Service Learning Research, Salt Lake City, UT.

Bringle, R. G. (2003). *Integrating service learning into the curriculum*. Workshops presented at South Eastern European University, Tetovo, Macedonia.

Devine, D.J., Habit, J.K., Martin, K.E., Bott, J.P., & Grayson, A.L. (2004). TINSEL TOWN: A top management simulation involving distributed expertise. *Simulation & Gaming*, 35, 94-134.

Salyers, M. P., **Evans, L. J.**, **Bond, G. R.**, & **Meyer, P. S.** (2004). Mental health provider perspectives to identifying barriers to the assessment and treatment of posttraumatic stress disorder and other trauma-related problems for people with severe mental illness. *Community Mental Health Journal*, 40, 17-31.

Fetterman, J. G., & MacEwen, D. (1993). Acquisition and retention in compound matching with hue and peck number elements. *Learning and Motivation*, 34, 354-371.

Foster, K. L., **McKay, P.F.**, Seyourn, R., Milbourne, D., Yin, W., Sarma, P., **Cook, J.M.**, & **June, H.L.** (2004). GABA and opioid receptors of the central nucleus of the amygdala selectively regulate ethanol-maintained behaviors. *Neuropsychopharmacology*, 29, 269-284.

Hazer, J.T. and Jacobson, J.R. (2003). Effects of screener self-monitoring on the relationships among applicant positive self-presentation, objective credentials and employability ratings. *Journal of Management*, 29, 119-138.

Hazer, J.T., Williams, J. R., & Devine, D. J. (2004, April). Assessing curricula: Linking I/O competencies to coursework. In J.L. Kottke (Chair), *Curriculum and outcomes assessment: Does your program work?*. Paper presented within an Educational Forum at the 19th annual meeting of the Society for Industrial and Organizational Psychology, Chicago, IL.

Younger, B. & **Johnson, K. E.** (2004). Infants' comprehension of toy replicas as symbols for real objects. *Cognitive Psychology*, 48, 207-242.

Johnson, K. E., Scott, P., & Mervis, C. B. (2004). What are theories for? Concept use throughout the continuum of expertise. *Journal of Experimental Child Psychology*, 87, 171-200.

Younger, B. & **Johnson, K. E.** (2004). Infants' comprehension of toy replicas as symbols for real objects. *Cognitive Psychology*, 48, 207-242.

Metzner, B.S., **Lauer, J.B.**, & **Rajacki, D.W.** (2003). Predicting persistence among psychology majors at an urban university. *North American Journal of Psychology*, 5, 55-60.

McGrew, J., Pescosolido, B., & Wright, E. (2003). Case manager perspectives Community Treatment: Critical ingredients, clinical ingredients, and variations in implementation. *Psychiatric Services*, 54, 370-376.

Vitaliano, P.P., **Zhang, J.**, & Scanlan, J.M. (2003). Is caregiving hazardous to one's physical health? A meta-analysis. *Psychological Bulletin*, 129, 946-972.

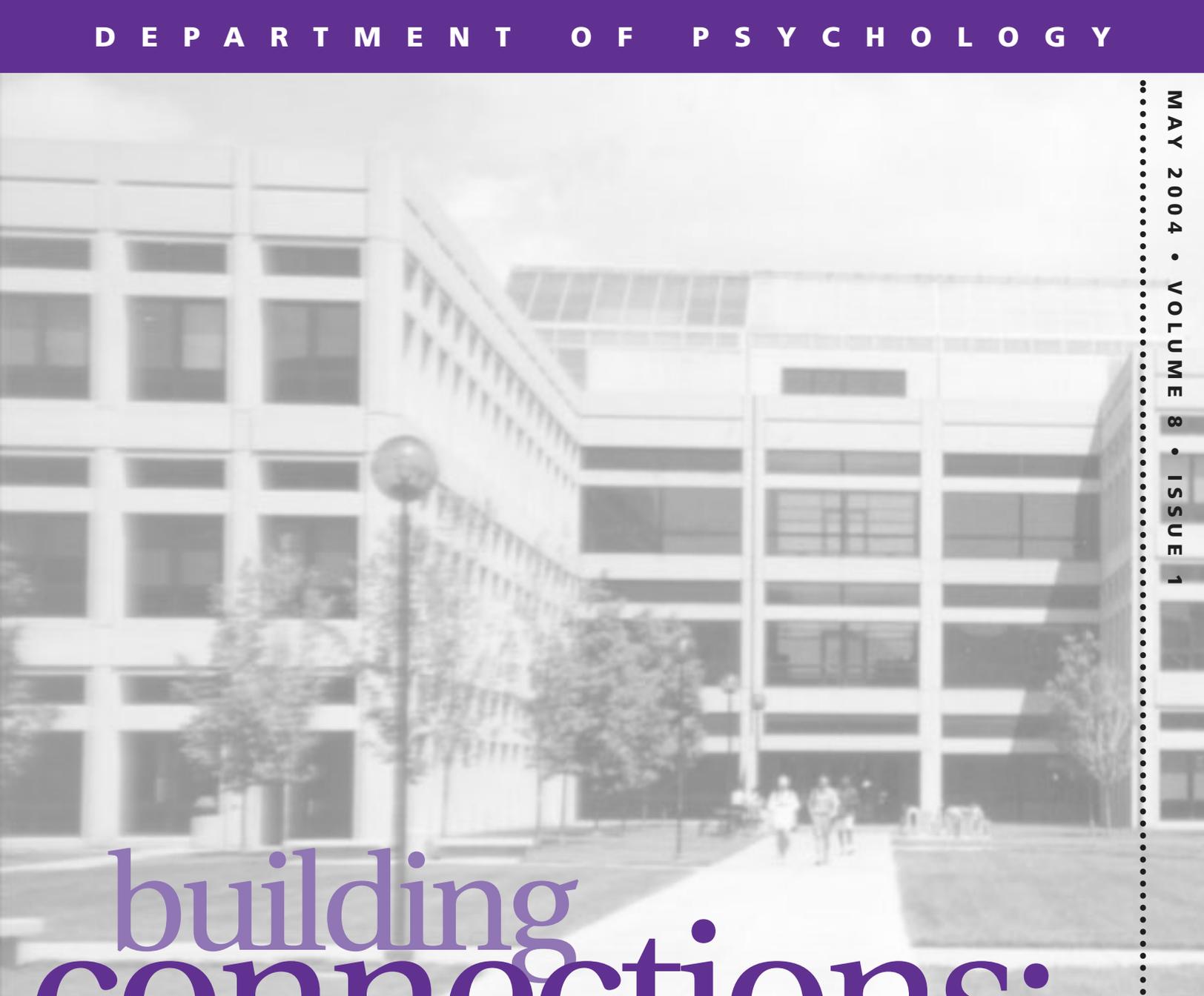
*Bold face denotes faculty and bold/italic denotes students.



INDIANA UNIVERSITY
PURDUE UNIVERSITY
IUPUI INDIANAPOLIS

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

Non-Profit Org.
U.S. Postage
PAID
Indianapolis, IN
Permit # 4245



building
connections:

learning
educating and
collaborating
through
scholarship





from the chair

J. GREGOR FETTERMAN

I am ceding most of my comments in this newsletter to David Stocum, who is retiring as Dean of the School of Science after 15 years as Dean. David arrived in 1989 when IUPUI and the School of Science were in a very

different place, both physically (38th Street location), and in terms of the accomplishments of the faculty and staff of the School. It is not an overstatement to say that the School has been transformed during David's tenure as Dean, and that the transformation was in large part due to his vision and support for the departments and their faculty. Faculty publish more articles and books, are more successful in getting external funding, and are more productive in accomplishing the teaching

mission of the School, as evidenced by the increase in the quantity and quality of our students.

As Chair, I have worked with Dean Stocum for seven years. I am most grateful for the support that he has given to the Psychology Department and to me. I have tried to be a forceful advocate for the department, and there have been occasions when David and I have not had the same vision for what was in the best interests of Psychology. To his credit, David never held a grudge after we had a disagreement about some matter of policy or finance. This is a rare and admirable trait that I aspire to emulate. I will miss our bi-monthly meetings at the Sports Bar, where the serious business of the department and the school often was resolved. David, I wish you the very best as you move to the next stage of your career.

appleby lobbies at capitol hill

Drew Appleby was one of 100 psychologists nationwide invited to APA's 2003 Education Leadership Conference in Washington, DC from Sept 5-8. Appleby reports that one of the most interesting aspects of the conference was the lobbying training he and other participants received during their visit to Capitol Hill. He practiced his new skills by lobbying the offices of our state senators and local representatives to support a section of the Higher Education bill that advocates increased federal support for campus mental health services for college students.



At the end of June, 2004, I will complete fifteen years as Dean of the School of Science. What a ride it has been! I have watched the School grow in every way, from student enrollment to external funding, but especially in spirit and pride.

That growth hasn't come easy. When I arrived on July 1, 1989, it was at the Krannert Building at 1125 38th St., directly across from the state fairgrounds and six miles away from the main campus. A more ghastly environment in which to teach and do science would be difficult to imagine. And there was a distinct possibility that the Science, Engineering and Technology Complex II and III, which were so crucial to improving our academic and research environment, would not materialize after working their way up the capital projects list for years.

Furthermore, I did not understand the political complexity of IUPUI prior to taking the job. I assumed, wrongly as it turned out, that everyone was on the same page in their desire to advance the academic and research aspirations of the School and the campus. It soon became apparent that both Purdue West Lafayette and IU Bloomington saw progress toward achieving those aspirations as a threat rather than an asset. And so did others. I recall our Dean's Advisory Council being told by a public higher education official that the general academic schools at IUPUI weren't supposed to aspire to excellence and that the School of Science "shouldn't be hiring all those good faculty".

Many of these problems were rooted in our lack of identity as a campus. The palindrome, IUPUI, was the butt of jokes everywhere. Students were ashamed to say that their IU or Purdue degree was obtained at Indianapolis. The university was called by the derogatory name "Ooie Pooie." This phonetic creativity was actually the brainchild of an IU president; you can read the story in the Ruth Lilly Special Collections and Archives of the University Library. The only thing to be done under these circumstances was to ignore the jokes, focus on our enormous potential as a campus, and move forward. Our former Chancellor, Jerry Bepko, led the way, and IUPUI blossomed into one of the finest urban universities in the nation. Today, IUPUI is a major public university recognized for its advances in research, teaching and learning, and civic



reflections on the school of science and the department of psychology 1989 - 2004

DAVID L. STOCUM, DEAN

engagement, and gaining well-deserved admiration and respect. Nevertheless, it doesn't take a rocket surgeon to see that the academic and research development of schools like Science cannot progress as rapidly under our hybrid stem as they could in a normal university, because we lack the kind of autonomy that allows us to move nimbly and decisively in response to the needs of our constituents.

"Go slow" has never resonated with our faculty, because their aspirations and talents have always been far above what was judged allowable. In the 1970s, then Chancellor Glenn Irwin encouraged the development of research across the campus. The School of Science was seeded during that time by a nucleus of young, research-oriented professors. They had virtually no internal resources, but they worked hard to secure external funding for their research and succeeded in establishing a solid research presence in the School. What impressed me the most about School of Science faculty during my interviews for the deanship were their resourcefulness, toughness and resilience. They had the one philosophy that guaranteed success for the future—to grow in capability and stature by hiring people better than themselves. My contribution to that philosophy was to raise starting salaries, determine what strategic directions to move in, develop those areas that were going to be important in the future and figure out ways to provide competitive start-up

CONTINUED ON PAGE 4

DAVID L. STOCUM

CONTINUED FROM PAGE 3

funding and incentives to write grants. A decade later, these activities were formalized in the first strategic plan of the School of Science, designed to cover the period 2000-2005. A look at the data in the following table shows how far the School came between 1989 and 2003, even under conditions of severe fiscal constraint that inhibited growth in numbers of tenure-track faculty, though it should be noted that as of this writing, the School has an additional 25 lecturers and is attempting to fill thirteen vacant tenure-track positions.

	1989	2003
Tenure-Track Faculty	98	109
Staff	30	62
UG Majors	882	1333
Grad Enrollment	135	306
MS	125	239
PhD	10	67
Degrees Awarded	185	304
UG	145	211
MS	40	84
PhD	1	9
Publications	172	206
Presentations	175	403
External Funding (Annualized)	\$1,784,613	\$6,198,199
F/A	\$200,000	\$1,400,000

The Department of Psychology is a good reflection of the growth in talent and drive that has impelled the School as a whole. When I arrived on 38th St. in 1989, the department was housed in the basement of the Krannert building. I recall that the department felt some discomfort with its location within a School of Science. Psychology has traditionally been viewed as a soft science by "hard science" departments, even though the research done in psychology departments is just as rigorous and interesting as it is in physics or biology. However, I have believed since my undergraduate days, when I was a dual major in biology and psychology, that psychology belongs with the sciences. And over the years, our department has borne out that belief. The next table shows the development of the Psychology department from 1989-2003.

This table next shows the rapid rise in the Psychology Department of undergraduate enrollment (up 56%) and research intensity, as evidenced by a 224% increase in professional presentations, a shift to a preponderance of PhD students over MS students, and a nearly 400%

increase in annualized external funding, tops in the School of Science!

	1989	2003
Tenure-Track Faculty	21	23
Lecturers	0	3
Staff	4	6
UG Majors	314	489
Grad Enrollment	59	55
MS	53	20
PhD	6	35
Degrees Awarded	76	105
UG	70	93
MS	6	7
PhD	0	5
Publications	32	36
Presentations	33	107
External Funding (Annualized)	\$506,636	\$2,515,557

While there was clearly more than one reason for the explosive rise of the Psychology Department in research, I firmly believe that a major factor was the decision by the department to invest in the development of two graduate areas, clinical rehabilitation psychology and biological psychology. Leadership for Clinical Rehabilitation was provided by Chancellor's Professor, Gary Bond, a remarkable man who has generated millions of dollars in external funding and built the clinical rehabilitation program into one of the best in the nation. He's had plenty of help from Soren Svanum and John McGrew, as well as from a bevy of recent hires—Jovier Evans, Phil Fastenau, Silvia Bigatti, and Jianping Zhang. The Clinical Rehabilitation program is the only stand-alone PhD program in the School of Science and recently underwent another successful accreditation by the American Psychological Association.

I'd like to take some credit for the biological psychology program. I took a dual undergraduate major in psychology and biology and would have stayed in psychology had there been any way then to more closely connect it to biology. Today that connection is through neuroscience, but this was the early 60s and the brain was mostly a black box. When I became dean, I pushed the Psychology Department to add biological psychology to its repertoire. The department already had a start in this direction in the persons of Greg Fetterman and Jim Murphy, who joined the Department the same year I became Dean. Under the leadership of John Kremer, the department came up with a brilliant

strategy, which was to focus on the psychobiology of addictions. Addictive behavior is one of the most scientifically interesting problems plaguing society today and is of great national concern. The program fit well with the focus of the alcohol research center established by Dr. T.K. Li in the School of Medicine, with which Jim Murphy already had an established link. Several excellent young faculty—Charles Goodlett, Harry June, Beth Neal-Beliveau and research scientists Rob Stewart and Nancy Badia-Elder were brought into the program. The group as a whole has since generated millions of dollars in federal funding for their research.

The third graduate program in Psychology is Industrial-Organizational, consisting of the founder of the program, John Hazer, Jane Williams and Dennis Devine. While small, the research of this group is of considerable interest, related as it is to the variety of issues encountered by organizations of all types. This group, particularly Dennis Devine, will play a key role in the development of a psychology component of our new program in forensic and investigative science.

The research foci of the remaining faculty of the department falls outside the three areas mentioned above, although several of these faculty support the existing graduate areas by mentoring graduate students, teaching graduate courses and serving on thesis and dissertation committees. These faculty are Bob Bringle, John Kremer, Oliver Tzeng, Joan Lauer, Kathy Johnson, Roger Ware, Drew Appleby and Leslie Ashburn-Nardo. Their research spans a wide range of issues within experimental and applied psychology. This group is responsible for a significant component of the core undergraduate psychology curriculum. This is a heavy responsibility that underpins the success of the department as a whole, because Psychology has more majors (almost 500) than any other department in the School of Science.

The department has had three chairmen during my tenure as dean, John Hazer, John Kremer and Greg Fetterman. Each of these men has been devoted to the advancement of the quality of the department and to the success of its students. I am proud to have worked with each of them.

What does the future hold for the School of Science and the Department of Psychology? The campus and the School have placed a heavy emphasis on the life sciences as an intellectual and economic development tool for Central Indiana.

Bio Crossroads is the new name of the Central Indiana Life Sciences Initiative. IUPUI, as the third largest research university in the state (in terms of numbers of students) and first in the generation of external research funds, will play a major role in this initiative through schools such as Medicine and Science. The Department of Psychology should play a strong part in the contributions of the School to life sciences through its clinical rehabilitation and biopsychology programs. The 21st century will belong to the life sciences, and psychology as a discipline will be a major part of the advances in life sciences. Aside from those areas represented within the department, there is a tremendous potential for expansion into new areas of psychological research, such as evolutionary psychology, cognitive science and social cognition.

I've been asked on numerous occasions what changes could be made in the department that would have an immediate positive impact? I would try to create a structure in which all faculty are affiliated with a graduate research area by creating a fourth division of graduate training. I would use positions vacated by retirements to make both the industrial/organizational and psychobiology divisions a bit larger and to build up the fourth area of graduate training. If the fourth area is carefully selected, this will assure a strong presence of the department far into the future in areas of high scientific significance and national importance. Finally, I would take steps to strengthen the multidisciplinary connections between these divisions and other units on campus, such as the Center for Regenerative Biology and Medicine in the School of Science and the Institute for Neuroscience in the School of Medicine.

The School of Science and the Department of Psychology have come a long way since the days on 38th St. The evolutionary forces that have changed the face and nature of IUPUI and all of its schools and departments will continue to operate to fulfill the potential and the aspirations of this campus and its constituents. I sense that much of the traditional opposition to the development of IUPUI is weakening under the growing realization that this campus has much to contribute to the intellectual and economic development of the state. This will enable the School of Science and the Department of Psychology to flourish and serve its constituents with maximum effectiveness. I believe we can say with confidence that "the best is yet to come!"



Jianping Zhang
Assistant Professor

As a native Chinese, Jianping Zhang has been in the U.S. for almost ten years. Within the ten years, he has studied and lived in the Midwest, Pacific Northwest, and New England. He came to Indy to join the IUPUI psychology department in August, 2002, after completing his graduate studies in clinical psychology at University of Washington in Seattle and a predoctoral internship at Brown University in Providence, RI. Jianping currently teaches the graduate statistics series: Statistical Inference (Psy600) and Experimental Design and Data Analysis (Psy601). He also teaches the undergraduate statistics class (B305) and Behavioral Intervention in Health Psychology (Psy618).

Jianping's research interests include health psychology, aging, and Asian American mental health. In the newly established Stress and Health lab, his students and he are conducting research on cardiovascular behavioral medicine. They are interested in how stress, personality, and negative emotions influence changes in cardiovascular and other physiological systems in relation to the development of heart disease and hypertension, the leading cause of

death in the United States. "It is good to be here to study health psychology because several large hospitals around the campus provide opportunities for collaborating with other health researchers. As a clinical psychologist, I'm interested in using psychotherapy and behavioral methods to help people cope with chronic disease and anxiety problems," says Jianping. Jianping is also an Adjunct Assistant Professor in the Psychiatry Department of IU Medical School.

Jianping lives in Carmel with his wife and two children. Ryan, is nine year old, and they just had a lovely daughter, Michelle, last year. "Ryan and Michelle are the sunshine of our life."



Leslie Ashburn
Assistant Professor

Leslie joined the faculty as an Assistant Professor in August 2003. She is a social psychologist with research interests in stereotyping and prejudice. In her research she attempts to address these important social issues from the perspectives of those who are prejudiced as well as those who are stigmatized. She is particularly interested in the ways in which stereotypic information affects both types of individuals without their conscious awareness. This focus has led her to explore questions such as

- what are the origins of bias
- how can people gain control over their biases, and
- what impact does stigma have on individuals' self-concepts and well-being.

Leslie is excited about getting students involved in research. She is currently mentoring one student through the SPUR program and has recruited three others to work in her lab in the spring. She hopes that her enthusiasm for research rubs off on her B311 students! Her training in experimental research methods serves her well in this course, Introductory Lab in Psychology.

Leslie earned her Ph.D. in May 2003 from the University of Kentucky. A native North Carolinian, she is convinced that she is destined to move from one basketball-obsessed state to another. Fortunately, she loves hoops. She had recently accepted her job offer when IUPUI met UK in the first round of last year's NCAA tournament. As a UK graduate student with an IUPUI job offer, deciding for whom to root was, in psychology terms, an approach-approach conflict!

Leslie's husband, Mark, is an assistant principal at Crispus Attucks Middle School and makes a mean linguine with brie. They enjoy spending time with their cat, Leo, despite his intolerance of others (the vet charged \$15 for "fractious cat handling"). Besides these two guys, Leslie's loves include reading, music (hip-hop, bluegrass, disco—you name it!), ethnic foods, and good haircuts.

In the summer of 2001, Indiana Division of Mental Health and Addiction launched an initiative to create Assertive Community Treatment teams in Indiana and in 2002 committed to implementation of Integrated Dual Disorders Treatment programs throughout the state. To help support these new service initiatives, DMHA funded a technical assistance center, ACT Center of Indiana, which is a collaboration of the IUPUI Department of Psychology and Adult & Child Center of Indianapolis.

Assertive Community Treatment is a team-based approach to providing services to people with severe mental illness in the community and includes important elements such as multidisciplinary staffing, shared caseloads, and community (rather than office) based outreach and care. Integrated Dual Disorders Treatment involves combined treatment of substance use and mental illness from one team of clinicians. Assertive Community Treatment and Integrated Dual Disorders Treatment are two of six clearly-defined evidence-based practices. Research evidence has shown that these practices are proven effective and will lead to better outcomes like reduced hospitalizations, better quality of life, and higher employment rates for persons with severe mental illness. In Indiana, with the help of the ACT Center, 15 Assertive Community Treatment teams and 5 Integrated Dual Disorders Treatment programs are already showing progress towards better outcomes for those they serve, and with continued dedication, this adult population with severe mental illness should be on the road to better recovery.

At the ACT Center of Indiana, we strive to integrate research and practice to promote implementation of and continued commitment to high-quality, recovery-focused evidence-based practices for adults with severe mental illness. Our center is comprised of a team of researchers, clinicians, consultants, educators, consumers, and family members who all have experience in evidence-based practices. The ACT Center team includes several faculty members from the IUPUI Psychology Department as well as experienced clinicians, graduate assistants, and an IUPUI Social Work professor. Psychology faculty members Dr. John McGrew, Dr. Jane Williams, Dr. Gary Bond, and Dr. Michelle Salyers along with Veronica Pedrick, a Psychology Department alumnus, and a number of graduate students from the department are all key players in making the ACT Center highly successful and effective. This professional diversity contributes to the breadth of knowledge and experience of our center.

The ACT Center of Indiana not only provides training and resources, but also applies a hands-on, systematic approach to helping service providers implement evidence-based practices throughout the state.

Throughout our training, we maintain our dedication to ongoing program evaluation and research. We work with multiple stakeholders including state mental health administrators, executive directors, supervisors, practitioners, consumers, and family members who are all critical to the implementation process and the success of new services. Through literature and such activities as conferences, trainings, and classroom presentations, the ACT Center makes every effort to educate community members at all levels-including students on various campuses like IUPUI-about evidence-based practices. In addition to our work in Indiana, we have consulted with visitors from the Netherlands, Japan, and from a half dozen states, such as Iowa, California, Utah, New Hampshire, Ohio, Minnesota, and Illinois.

Along with Indiana DMHA, we are also working at the national level through the National Implementing Evidence-based Practices Project to help systematically prompt the use of evidence-based practices for adults with severe mental illness. Despite the clear evidence-based practice models and the strong body of evidence supporting them, a nationwide survey showed that most mental health centers were not offering these services. The National Implementing Evidence-based Practices Project originated in response to this discrepancy, and it is hopeful that the products of this project-training and consultation resources-will help facilitate faithful evidence-based practices implementation and allow us to learn how to improve our effectiveness in educating others. In addition, the ACT Center has been very successful in securing additional grant funding to further explore putting into practice Assertive Community Treatment and Integrated Dual Disorders Treatment as well as to venture into implementation of other evidence-based practices such as Illness Management and Recovery, a structured approach to helping adults with severe mental illness manage their illnesses more independently.

For more information about the ACT Center of Indiana and our work, please visit psych.iupui.edu/ACTCenter/

assertive
community
treatment (act)
center serves local
community

Another productive academic year has passed for Psychology Club and Psi Chi. We have worked as one team throughout the year and have continued to build on the successes of last year's officers in accomplishing many goals directed towards fundraising, volunteering, and campus involvement. These accomplishments were due in large part to the Psychology Department's generosity and support.

This year we have participated in numerous campus events. At Chili for Charity we sponsored our first chili with Amy Miller's wonderful family recipe. At United Day of Caring, I led a team of eleven people from our club to participate in cleaning out the basement of a public counseling center for troubled youth. We sponsored a family from the Hispanic Center through the IUPUI Holiday Assistance Program and had amazing success with the Psychology Department donating just over \$200 and the club contributing \$300. Ann Willoughby and I bought much needed food,

psychology club
and psi chi report
on successful
year

BY JESSICA L. WISLER

clothing, and toys for our needy family and dropped it off at the Hispanic Center over Christmas Break. The officers and active members also represented the Psychology Club and Psi Chi at the Student Activity Fair, Explore IUPUI, and Campus Day.

We collaborated with other School of Science clubs such as Chemistry Club, Geology Club, and Computer Science Club to put on events like movie night in the fall and spring as well as bowling at Jillian's in the spring.

Amy Miller, Psi Chi Secretary, coordinated several Wheeler Mission trips throughout the year where we volunteered at the new women and children's shelter in the fall and at the men's shelter three times in the spring.

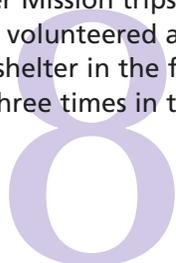
Our open discussions were also very well attended this year thanks to the amazing work of Ann Willoughby, Psi Chi Public Relations, and the thorough coordinating efforts of Keli Floyd, Psi Chi Vice President. There have been five open discussions to date representing interests in: Victimology and Criminology, presented by Wendy Osborne, Kisses of Death in the Graduate School Application Process, presented by Dr. Drew Appleby, How to Get Involved in Research, presented by Cynthia Williams, The New Occupational Therapy Program starting in 2005, presented by Dr. Fisher, and FBI Profiling, presented by Rocky Donaldson.

We have progressed remarkably in our fundraising capabilities due to both the shortage of food on campus and the ingenuity and work ethic of the club. Erin Chappell was a staple at our popcorn stand ensuring it was up and running every Wednesday and keeping it properly stocked by doing all the Sam's club shopping. Erin received the clubs Most Valuable Psychology (MVP) Officer Award for her consistent effort and contributions to the club as Psychology Club Treasurer. She will continue on in this position next year.

Psi Chi held annual inductions February 12th and inducted thirty new members. This was an entire club production with Psychology Club helping raise over \$2,000 to cater and produce the event. Dean Stocum, Dr. Fetterman, and Dr. Appleby all spoke and many faculty members attended to witness the induction of the top psychology students into Psi Chi.

Most importantly was the growth of Psychology Club. This year we committed to keeping the door to the office open as much as possible and welcoming any help whenever and however to encourage involvement. We were successful and there were times we had so much help at popcorn stand we were tripping over each other's feet!

With growth comes diversity and with diversity can come conflict. Our group struggled through it to develop a greater sense of unity, personal growth, and understanding of each others strengths and weaknesses. We became a



team where everyone had a task, did it well, and helped each other when it was needed. I am extremely happy with the experience I have had with the club and proud of what we have accomplished. I know I am not alone when I say we have not only developed our team work skills, but many of us have developed skills that have carried over into our personal lives making our lives better not only at school, but at home as well.

I will be graduating in May and moving on, but there is a full slate of officers for next year

PSI CHI	PSYCHOLOGY CLUB
President: Chris Beauchamp	President: Michelle Marsch
Vice President: Michael Hendrix	Vice President: Ashley Nottingham
Treasurer: Aarika Vannatter	Treasurer: Erin Chappell
Secretary Amy Miller	Secretary: Emery Chen
Public Relations: Rose Cropper	Public Relations: Ruben David
Student Council: Michael Hendrix	Student Council: Margarita David
USG Rep.: Cecilia David	

I would also like to recognize each of the officers that committed themselves to the club throughout this year. Thank you once again for a job well done. The officers for this academic year were:

PSI CHI	PSYCHOLOGY CLUB
President: Jessica Wisler	President: Monica Liang
Vice President: Keli Floyd	Vice President: Diego Hererra
Treasurer: Heather Barnes	Treasurer: Erin Chappell
Secretary: Amy Miller	Secretary: Michelle Marsch
Public Relations: Ann Willoughby	Public Relations: Alana Disney
tudent Council: Keli Floyd	Student Council: Heith Hurst
USG Rep.: Chris Beauchamp	

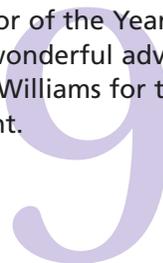


Phil Fastenau receiving the Advisor of the Year Award from Ann Willoughby



Psi Chi Inductees

We concluded our year with a Faculty Appreciation Luncheon where we recognized Joe Thompson, Tenille Bullock, and Kathy Zappia from the Dean's Office for their support of the club. We also recognized Brenda Meredith, Susie Wiesinger, and Kim Wooldridge from the Psychology Department for their outstanding support. Dr. John Guare and Dr. Drew Appleby were recognized as both Outstanding Faculty Members for the year of 2003-04. Dr. Phil Fastenau was recognized as Outstanding Advisor of the Year. Last, we thanked our two wonderful advisors Dr. Roger Ware and Cynthia Williams for their support and encouragement.



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 four 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.

Clarian Health Network

Human Resources Department

Krista E. Jansen

This summer I worked in the Human Resource Department of Clarian Health Network on the IUPUI Campus. My main project concerned analyzing data from a pilot study of a specific pre-employment assessment tool. Applicants for several entry-level positions had taken this assessment as part of the hiring process for the past year. My work involved conducting an adverse impact analysis, calculating turnover rates for the pilot period, and writing a project summary.

In addition, I had the opportunity to work on the staffing plan for the new Clarian West hospital due to open in October 2004. This project allowed me to witness first-hand the considerable effort and planning required to create a successful new organization.

I also worked with the organizational development department on a training program designed to help reduce burnout among employees in care-giving roles. For this project, I

created a database of pre-program and post-program survey scores, and conducted preliminary statistical analyses of the average burnout scores of program participants.

Overall, I found this internship to be very helpful in focusing my career goals, as well as an excellent chance to apply the knowledge I have acquired thus far in the I/O Masters program.

St. Vincent Hospital

Organizational Learning and Effectiveness (OLE)

Melissa B. Morris

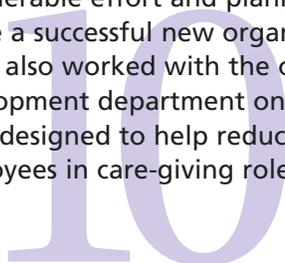
Last summer, I worked as an intern in the Organizational Learning and Effectiveness (OLE) Department at St. Vincent Indianapolis Hospital. I had the opportunity to work on several aspects of the hospital's Associate Satisfaction Survey. My main project dealt with educating managers and supervisors on their survey results and the action planning process. For this project, I developed a needs analysis measure to assess the current capabilities of managers and supervisors and an educational plan for leaders. In addition, I assisted on the item selection phase of the survey and collected information from departmental leaders regarding their experiences with past action planning. Furthermore, my internship gave me the opportunity to meet with several associates from within OLE and learn about topics such as, performance management, performance consulting, competency modeling, and team focus. With the occurrence of a restructuring initiative, I also gained valuable insight in organizational change and operational improvement. Overall, my internship with St. Vincent was a great experience that enabled me to transfer my classroom knowledge to the workplace.

Turning Point Associates

Aaron D. Schartman

Turning Point Associates is a change management consulting firm that specializes in overseeing and guiding organizations through various levels of change and/or development. My responsibilities consisted of using existing resources to develop organization- and area-specific training workbooks. Examples of topics include process mapping, customer service, total performance audits, and quality management. Additional assignments required field research to identify the resources of competing firms as well as identifying industry trends. In addition to

i/o internships:
summer
2003



developing my document presentation and publication skills, the atmosphere allowed for much peripheral learning through discussions and reading various industry literatures. The overall "take-home message" concerning change management is that change is going to occur, but the transition process will determine whether or not the change is viewed as successful.

Eli Lilly and Company

Corporate Business Development

Jennifer A. Vail

This summer, I was employed as an academic intern for Eli Lilly and Company in its Corporate Business Development department under the supervision of Jack Tupman. I was given the challenge of developing a Principled Negotiation training course, in an online format. In order to do this, I conducted

research, interviewed incumbents, and completed a training course in how to implement the training electronically. The main sources of the research came from print sources such as *The Power of Nice* and *Getting to Yes*. I also held monthly meetings to keep the steering committee apprised of progress, and to seek feedback. I considered this internship to be rewarding in that it not only gave me autonomy to develop the program as I felt best, but provided me with valuable contacts and reference people. Also, as an outsider working there for a short time, I was able to witness the strong organizational culture present at Eli Lilly & Company. Once I got situated (e.g., a phone, ID and computer), everyone made me feel valued and welcomed, proving themselves accessible and interested in my project and product.

The students pictured here, with Professor Roger Ware, attended the 23rd Annual Mid-American Undergraduate Psychology Research Conference (MAUPRC) at the University of Southern Indiana in Evansville, Indiana, Saturday April 2nd, 2004. Students attended the conference to present posters of research completed in Ware's Capstone in Personality. Dr. Joseph Palladino at the University of Southern Indiana started the conference in 1982. IUPUI, Franklin College, Thomas Moore and the University of Eastern Illinois have hosted the conference in the past.

students present at undergraduate conference



Pictured here (starting from the right): Jane Gregor, Alea Champagne, Jennifer Dowden, Matthew Greenwood, Melissa Stark, Jessica Tucker, and Roger Ware.

psychology major earns top female student award

Psychology major, Jennifer Phan, earns Top Female Student Award. The Top 100 dinner is an event sponsored by the IUPUI Alumni Advisory Council and the Student Organization for Alumni Relations. Annually they recognize juniors and seniors for their academic achievement, campus involvement and community service. Selection of the top students is made by a panel of alumni, faculty and staff based on nominations by faculty and staff and the various factors mentioned above. To be eligible, students must be a degree-seeking junior or senior on the Indianapolis campus, achieve a minimum cumulative grade point average of 2.7 and complete a minimum of 56 credit hours applicable to their degree, with a minimum of 25 credit hours completed on the IUPUI campus.



Pictured here is Jennifer Phan with David Schwarz, the Top Male Student, and Chancellor Bantz.

The Top 10 Female Students and Top 10 Male Students, along with the Top Female and Male, are recognized at the dinner. The Top Female and Male students receive a \$500 award.