

This past year was a very busy one for the Psychology Advising Office. The office has helped over 1700 students so far this 2004-05 school year. Each semester, the office reaches more students.

One of the ways that the office reaches out to students are the busy Advising Nights held each semester. These highly successful programs provide psychology students with an opportunity to walk in and meet with faculty, peer advisors and counselors from the IUPUI Career Center. Advising Night is timed to coincide with fall and spring registration; this gives students a chance to work out their schedule for the upcoming semesters with faculty guidance. This year, about 100 students were seen during the four Advising Nights.

If you have questions about the office, the advisors can be reached at (317) 274-6765 or psyadv@iupui.edu.

## psychology advising office

## top 100 students named

Psychology majors Holly Jackson, Jennifer Phan, and Laura Potter have been named Top 100 Students. This award is 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.



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# building connections:

learning  
educating and  
collaborating  
through  
scholarship



This spring the Psychology Department will undergo a review of its programs. The review team consists of four faculty from universities outside of Indiana, two IUPUI faculty, and a representative from the Indianapolis community. They are charged with evaluating the department's programs, its faculty, and progress since the last review, which occurred in 1997. These reviews are very common in academe and serve as a vehicle for reflecting on the past, and planning for the future. As preparation for the review the department

engaged in a self-examination that resulted

in a written report of more than 100 pages. This report will provide the starting point for the review team, who will visit the campus for three days late in April. By mid-May our self-study will be posted on the department's web site. I encourage you to have a look at what we have been doing for



from  
the  
chair

J. GREGOR FETTERMAN

the past eight years, and directions in which the department may be headed over the next 5-10 years.

The School of Science has a new Dean, Carl Cowen. He replaces David Stocum who stepped down after serving as Dean for 15 years. Dr. Cowen is a mathematician who formerly was a faculty member and department head at Purdue-West Lafayette. Dr. Cowen is busy learning the intricacies of IUPUI (not an easy task) and formulating plans to raise the quality of faculty, students, and programs in the School of Science. You will hear from him in another newsletter.

I am pleased to announce that Dr. John Hazer has been promoted to the rank of Full Professor. John has been a faculty member since 1975, and director of the Industrial/Organizational program since 1986. He was department chair for eight years (1983-1991), and, as I write this column, John is in

Florida on a sabbatical leave at the University of Southern Florida. Congratulations to John on this well-deserved recognition.

Two faculty members, Oliver Tzeng and Roger Ware, are retiring this year. Oliver joined the department in 1976 and Roger joined the department in 1972, together representing 60 years of service to the Psychology Department and IUPUI!!

Dr. Tzeng received his doctoral degree in social psychology from the University of Illinois, where he studied with Charles Osgood, one of the preeminent figures of 20th century psychology. After he joined our department Dr. Tzeng helped to establish a Master's program in Applied Social Psychology, and founded the Osgood Laboratory for Cross-Cultural Research. Oliver was quite eclectic in his interests. He is an expert statistician and earned a law degree during his time here. He studied child abuse and neglect, and the construct of love. He was (and is) involved with writing about the conflict between Taiwan and mainland China. And he once owned a Chinese restaurant.

Dr. Ware received his doctoral degree from the University of Kentucky in a field of study that today goes by the name of human factors. About ten years later Roger found his true calling in psychology in the work on personality types by Carl Jung, and a psychological test based on Jung's theory known as the Myers-Briggs. Generations of students worked with Roger to study personality type as revealed by the Myers-Briggs and its relation to almost every imaginable variable. Roger was a wonderful mentor and regularly took a large group of his students to present their research at the Mid-America Undergraduate Psychology Research Conference. He taught Personality, Capstone Personality Lab, Group Dynamics, and Humanistic Psychology. His approach to teaching was very experiential and had a strong and positive impact on many students. Roger was advisor to the Psychology Club and Psi Chi. Many faculty, staff, and students will remember him fondly for his role as Father Christmas at the department's annual holiday luncheon.

*J. Gregor Fetterman*

Professor Charles Goodlett, has been appointed Editor-in-Chief of the journal *Alcohol*, published by Elsevier Inc., effective January 1, 2005. *Alcohol* is a major international journal devoted solely to biomedical research on the causes and consequences of alcohol abuse and alcoholism. The journal communicates research on all aspects of the biological actions of alcohol, representing many life-science disciplines including cell and molecular sciences, neurosciences, pharmacological and toxicological sciences, and psychological, behavioral, and clinical sciences. It is a leading source both for basic scientists and for clinical practitioners for current research on biomedical factors in the etiology of alcoholism, pathologic effects of uncontrolled drinking, biomarkers of alcoholism, drug development and pharmacotherapeutic strategies of treatment, genetic and neurobiological aspects of alcohol drinking, alcohol addiction and alcohol withdrawal, and the identification, treatment and prevention of problems associated with fetal alcohol syndrome.

Professor Goodlett has been a faculty member in the Department of Psychology at IUPUI since 1993. His research on brain damage



# goodlett appointed editor in chief of alcohol

and behavioral and learning disorders induced by alcohol exposure during specific periods of early brain development, funded over the last decade by the National Institute on Alcohol Abuse and Alcoholism (NIAAA), has gained national and international recognition for identifying factors that determine the type, risk, and severity of deficits associated with fetal alcohol syndrome. His current research continues to study the neurobiological basis of learning deficits induced by prenatal alcohol exposure, as

well as behavioral approaches to therapeutic rehabilitation of prenatal alcohol-induced brain damage. Recently, Prof. Goodlett was also funded from NIAAA as part of the Collaborative Initiative on Fetal Alcohol Spectrum Disorders, an international consortium of clinical and basic scientists engaged in collaborative, cross-cultural studies to develop effective means of identification, treatment and prevention of alcohol-induced developmental disorders in populations with high risks for fetal alcohol syndrome. Prof. Goodlett will establish the journal office in the Department of Psychology, School of Science, IUPUI.

The clinical rehabilitation psychology program at IUPUI has been accredited by the American Psychological Association (APA) as a program in clinical psychology since 1996. Recently the program was re-reviewed by the APA. This accreditation is important to the program because it provides evidence of program breadth and quality, provides confidence to students that their education will meet contemporary professional standards, and it provides the program a degree of national recognition.

# clinical rehabilitation psychology program is re-accredited

As background, the APA program of accreditation is well established and the primary standard of doctoral level education in professional psychology. This accreditation process involves two broad components. The first is the development of standards of education and training in professional psychology. This is an ongoing process done by the APA involving a large number of professional psychologists, mostly drawn from university-based training programs, but also including those in clinical settings, and the goal of this process is to develop a set of educational standards that reflect the necessary and desired components in the education of clinical, school and counseling psychologists. The second component involves translating these educational standards into a set of standards and procedures that can be applied to individual programs and allow for review and accreditation.

During the 2003 fall Semester, we received our second full review and site visit. Our initial accreditation was for 7 years. For us, this site review began a year or so before as the faculty and Susie Wiesinger, the administrative

assistant for graduate studies, began a review of program activity since the previous accreditation. Data were compiled on all sorts of program activities and accomplishments, the purpose of which was to develop a detailed picture of the students, faculty, and resources that comprise the program. Then we began a detailed self-study that first presented our program philosophy, objectives, and goals, and then proceeded to demonstrate how program and university resources are used to reach these goals and objectives, and the degree of success experienced. This aspect of program evaluation detailed all students admitted to the program, their program progress, milestones, practicum placements, internships, dissertations, and subsequent positions after graduation. As quick snapshot, since our previous accreditation we had admitted 32 students, or about 4-5 students per year, and awarded 31 MS degrees and 17 PhDs. Students have consistently been admitted to outstanding internship sites, and many have gone on to excellent professional positions, often within university medical centers around the country.

This self-study document then became the foundation of the site visit that lasted for two days and involved three visitors. The Chair of the site visit committee was Juris Draguns, Professor Emeritus from Pennsylvania State University, and he was accompanied by Robert Simmons from the University of Delaware and Susan Dutch from Westfield State College. They had a grueling two day visit during which they met with all core faculty, most of the faculty in other areas, most of the current graduate students, several of our program graduates, and several administrators including the Dean of the School of Science, and Vice Chancellor Trudy Banta. We are very pleased to continue with full accreditation as a program in clinical psychology. The next accreditation review will be in 2010.



In October, 2004, Professor Robert Bringle received an honorary doctorate, Doctor Philosophae (honoris causa), from the University of the Free State, Bloemfontein, South Africa. Prof. Bringle was one of 12 doctorates awarded as part of the University of the Free State's centenary celebration. The other recipients, all South Africans, were politicians, scientists, authors, musicians, statesmen, and scholars of high achievement. Prof. Bringle, who is Chancellor's Professor of Psychology and Philanthropic Studies and Director of IUPUI's Center for Service and Learning, was selected for the doctorate because of his scholarly work associated with service learning and civic engagement as well as the ways in which his work has contributed to the University of the Free State's development.



# bringle receives honorary doctorate

Professor Bringle has collaborated with the University of the Free State since 1999, when he and his colleagues at IUPUI hosted a group from UFS. Since then he has annually visited South Africa and presented workshops and held in-depth discussions on community engagement and service learning. In recent years, UFS has placed an increased focus on the development and implementation of integrated community service learning and research. In this regard Prof. Bringle has played a major role to ensure that a cross-disciplinary academic approach is the backbone of the development and integration process in the faculties. At the ceremonies, UFS said of Bringle: "He has made a valuable contribution to the conceptual framework of UFS's unique community service policy and more recently to the advancement of a research culture regarding community service."

# UPDATES

## Fastenau Named Fellow



In 2004, Professor Philip Fastenau was named a Fellow of the National Academy of Neuropsychology.

This is a national honor that recognizes individuals "who have contributed significantly to the science and/or profession of neuropsychology." Letters from nationally renowned neuropsychologists in support of the nomination recognized his contributions in research, service, and teaching. Prof. Fastenau has published over three-dozen articles in peer-reviewed journals and has presented extensively at national scientific meetings of neuropsychology, neurology, and clinical neurosciences. He has obtained external funding from federal agencies such as the National Institutes of Health and from private organizations. He has demonstrated his leadership in the profession through his service on national committees for the National Academy of Neuropsychology, American Psychological Association, International Neuropsychological Society, and American Epilepsy Society. Also noted by the Academy were the successes of Prof. Fastenau's students, who have obtained national awards, published in reputable journals, and obtained nationally competitive training placements and faculty appointments in academic medical centers.

## New Faculty



Crystal Harold will be joining the faculty at IUPUI this coming fall. She is an Industrial-

Organizational Psychologist, currently completing her Ph.D. at George Mason University. Crystal has recently been working with various faculty throughout GMU's Psychology and School of Management disciplines. She has also been working as a Consultant for a small strategic Human Resource firm, Federal Management Partners, Inc., which provides consulting services to agencies for Federal and State Government. This assortment of research and applied experiences has helped shape her approach to research and teaching. Ms. Harold is most interested in tackling research topics and theoretical issues that have implications for Organizational practices.

Her primary research areas focus on ways to enhance recruitment and selection theory and practice. Crystal is interested in exploring the impact of applicant faking of selection tool validity, methods to deter faking, and the consequences of such methods. Additionally, her recent projects have focused on the role of applicants' perceptions of fit with organizations in influencing organizational attraction and job-related decisions. The goal of this research is to understand the types of organizational information applicants' use when determining whether they fit well with an organization, and how these psychological processes may change at various points throughout a recruitment cycle. She is also interested in issues surrounding telework and other alternative work

arrangements. She is very excited to have undergraduate and graduate students get involved with her research and also to mentor and encourage students to develop their own research projects.

As a current graduate student, free time is pretty scarce. But in those rare moments that work subsides, Crystal enjoys dining out with friends, watching independent movies and documentaries, going to live music events, and rooting for her home-town Philadelphia sports teams (Go EAGLES!). Though she'll always be a Philadelphia fan at heart, Crystal is excited to also root for the local Indy teams and attend local sports events (stipulating the players keep their arrests to a minimum the rest of the season).

## Bringle Recognized for Contributions to Service Learning

Professor Robert Bringle was the second recipient of the international recognition award for Outstanding Lifetime Contributions to the Field of Service-Learning Research, which was given at the International K-H Service-Learning Research Conference and Association. The award recognized Prof. Bringle's contributions to the field of service learning through his distinguished record of publications of both rigorous studies and tools to promote better research quality in the field; and as a contributor to a strategic agenda for building the field and for mentoring a new generation of researchers.



## Presentations

**Ashburn-Nardo, L.** (2005, January). *Sticks and stones may break my identity: The impact of stigma on the implicit self-concept*. Poster presented at the annual meeting of the Society for Personality and Social Psychology, New Orleans, LA.

**Bigatti, S.M.** (2004). *Effects of illness on husbands: Examples from breast cancer and fibromyalgia*. Presentation at SDSU MARC Research Colloquium Group, San Diego, CA.

**Bond, G. R.** (2004, October 4). *Lessons learned in implementing supported employment*. Paper presented at the Trimbas Institute, Utrecht, The Netherlands

**Bringle, R. G.** (2004, August). *The scholarship of civic engagement*. Keynote presentation at the American Association of State Colleges and Universities, Albuquerque, NM.

**Brothers, B.M., Wogner, C.D., & Bigatti, S.M.** (2004). *Demographic variables and role strain in husbands of women with fibromyalgia*. Poster presented at the 25<sup>th</sup> Annual Meeting of the Society of Behavioral Medicine, Baltimore, MD.

**Fairbanks, J. M., Cunningham, N. C., Fastenau, P. S.,** Austin, J. K., & Dunn, D. W. (2004, December). *ADHD Classification in Children with Chronic Epilepsy: Discrepancies Between Measures of Attention and School Classification*. Paper presented at the Annual Meeting of the American Epilepsy Society, New Orleans, LA. Abstract, *Epilepsia*, 45(Suppl 7), 351-352.

**Fetterman, J.G.** (2004, May). *Time and number: Learning, psychophysics, stimulus control and retention*. Invited paper given at Midwestern Psychological Association, Chicago.

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

**Goodlett, C.R.** *Translational Neuroscience in Fetal Alcohol Syndrome: Can Animal Model Research Guide Effective Interventions?* Department of Neurosciences, University of New Mexico Health Science Center, Albuquerque, NM, October 1, 2004.

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

**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 19<sup>th</sup> annual meeting of the Society for Industrial and Organizational Psychology, Chicago, IL.

**Johnson, T.B.** and **Goodlett, C.R.** Timing of neonatal binge ethanol exposure and Purkinje cell loss in adult Long-Evans rats. Presented at the Society for Neuroscience, October 27, 2004, San Diego, CA.

**Lauer, J. B., Rajecik, D. W., & Minke, K. A.** (2004, July). *Course mapping the psychology major: An examination of 784 transcripts of graduates of four universities*. Poster presented at the Third Annual Hawaii International Conference on Social Sciences, Honolulu.

Levy, P.E., and **Williams, J. R.** (2004). The Social Context of Performance Appraisal: A Review and Framework for the Future. *Journal of Management*, 30, 881-905.

Neitzel, C. L., **Johnson, K. E.**, & Alexander, J. M. (2004, July). *Children's Early Play Interests and Subsequent Information Pursuits in School*. Paper presented at the meeting of the American Psychological Association, Honolulu, HA.

**Stark, M. & Ware, R.** (2004, April). *Relationship between personality type, self-consciousness and empathy*. Poster presentation at the 23 annual Mid-America Undergraduate Psychology Research Conference, University of Southern Indiana, Evansville, IN.

**Tzeng, O.C., & Wooldridge, K. A.** (2004, May). *Overall, Ideal and Faith Loves for the Development and Maintenance of Intimate Relations*. Symposium presentation by Kim Wooldridge at the 3rd Biennial International Conference on Intercultural Research, Taipei, Taiwan.

**Zhang, J., Vitaliano, P. P., & Dyer, J. R.** (2005, March). *Higher life satisfaction is associated with faster blood pressure recovery from a stressful task among older people*. Poster presented at the 2005 Annual Meeting of the American Psychosomatic Society, Vancouver, B.C., Canada.

## Publications

Alexander, J. M., **Johnson, K. E.**, Leibham, M. E., & DeBauge, C. (2004). Constructing domain-specific knowledge in kindergarten: Relations among knowledge, intelligence, and strategic performance. *Learning and Individual Differences*, 15, 35-52.

Bell, R.L., Rodd, Z.A., **Murphy, J.M.**, and McBride, W.J. (2005). Use of selectively bred alcohol-preferring rats to study alcohol abuse, relapse and craving. In:

*Comprehensive Handbook of Alcohol Related Pathology*, pp. 1517-1535, V.R. Preedy and R.R. Watson (Eds), Academic Press, Elsevier Science: New York.

**Bond, G. R.** (2004). Supported employment: Evidence for an evidence-based practice. *Psychiatric Rehabilitation Journal*, 27, 345-359.

**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.** (2004). Teaching tips: Service learning and education on aging. *Adult Development and Aging News*, 31, 12-14.

Buran, C. F., Sawin, K. J. Brei, T. J., & **Fastenau, P. S.** (2004). Adolescents with myelomeningocele: activities, beliefs, expectations, and perceptions. *Developmental Medicine & Child Neurology*, 46, 244-252

**Devine, D.J., Olafson, K.M., Jarvis, L., Bott, J.L., Clayton, L.D., & Wolfe, J.T.** (2004). Explaining jury verdicts: Is leniency bias for real? *Journal of Applied Social Psychology*, 34, 2069-2098.

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

**Gilpin, N.W.**, Stewart, R.B., **Murphy, J.M.**, and Badia-Elder, N.E. (2004) Neuropeptide Y (NPY) in the paraventricular nucleus of the hypothalamus increases ethanol intake in high- and low-alcohol-drinking rats. *Alcoholism: Clinical and Experimental Research* 28: 1492-1498.

**Johnson, K. E.**, Alexander, J. M., Spencer, S., Leibham, M. E., & Neitzel, C. (2004). Factors associated with the early emergence of intense interests within conceptual domains. *Cognitive Development*, 19, 325-343.

**Kirsh, K., McGrew, J., Dugan, M., & Passik, S.** (2004). Difficulties in screening for adjustment disorder, Part I: Use of existing screening instruments in cancer patients undergoing bone marrow transplantation. *Palliative and Supportive Care*, 2, 23-31.

**Koop, J.**, Rollins, A. L., **Bond, G. R.**, Salyers, M. P., Dincin, J., Kinley, T., Shimon, S., & Marcelle, K. (2004). Development of the DPA Fidelity Scale: Using fidelity to define an existing vocational model. *Psychiatric Rehabilitation Journal*, 28, 16-24.

Marrero, D.G. & **Guare, J.C.** (in press). Diabetes mellitus. In M.G. Eisenberg and H.H. Zaretsky



(Eds.), *Medical aspects of disability: A handbook for the rehabilitation professional* (2nd edition). New York: Springer Publishing Co.

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

Ployhart, R.E., & **Harold, C.M.** (2004). A theory of applicant attributional processing in the formation of applicant reactions. *International Journal of*

*Selection and Assessment*, 12 84-98.

**Rajeci, D. W.**, Williams, C. C., **Appleby, D. C.**, Jeschke, M. P., & **Johnson, K. E.** (2005). Sources of students' interest in the psychology major: Refining the Rajeci-Metzner model. *Psychology Research Journal*, 1(1). 13-20.

Taylor-Cooke, P. A., & **Fastenau, P. S.** (2004). Effects of test order and modality on sustained attention in children with epilepsy. *Child Neuropsychology*, 10, 212-221

Tran, T.D., Jackson, H.D., Hom, K.H., and **Goodlett, C.R.** (2005) Vitamin E does not protect against neonatal ethanol-induced cerebellar damage or deficits in eyeblink classical conditioning in rats. *Alcoholism: Clinical and Experimental Research*, 29, 117-129.

Vitaliano, P. P., Young, H., & **Zhang, J.** (2004). Is caregiving a risk factor for illness? *Current Directions in Psychological Sciences*, 13, 13-16.

**Bold Color** = faculty member color underlined = student

**O**n October 15, 2004, Robert V. Kail, Professor of Psychological Sciences at Purdue University, gave a talk entitled "Why does speed of information processing increase in childhood and adolescence? Why should you care?" According to Kail, researchers

## purdue professor speaks about childhood information processing study

have long known that cognitive processes become faster during childhood and adolescence but the cause of this change has been a mystery. One explanation is that more rapid processing reflects practice and children's growing experience with tasks. There's much truth to this account, but Kail argued that it is not a complete explanation of age-related increases in processing speed. Instead, he claimed that global or systemic change also contributes. Just as personal computers have gotten faster over the past generation due to faster central processing units, children are able to execute cognitive processes faster as they get older, independent of experience or practice with particular tasks. To support this claim, Kail

showed that speeds of many distinct processes change at the same rate with development: All of them get substantially faster during childhood and reach adult-like speeds in middle adolescence. He also argued that more rapid processing has widespread impact on cognitive development because increased processing speed allows other processes to be completed more efficiently.

To learn more about the nature of developmental change in processing speed, Kail recently launched the Purdue Study of Youth Development. This is a longitudinal study to be conducted over 30 months in Indianapolis at the Purdue Institute of Behavioral Science (8465 Keystone Crossing, near the Fashion Mall). In this study, 6- to 12-year-olds will be tested every six months on tasks that measure processing speed, working memory, and inductive reasoning. Kail hopes to discover how increases in processing speed translate into greater memory capacity and more efficient reasoning.

Children between the ages of 6 and 12 are being recruited for this study. In addition, students at Purdue and IUPUI will be used as research assistants. Individuals interested in learning more about the Purdue Study of Youth Development can contact Sherry Fetterman, project coordinator, at 850-9560.

# psychology club and psi chi wrap up the year

The 2004-2005 year for Psychology Club and Psi Chi has been exceedingly successful. We began our year with an open discussion that concerned the hot topic of Civic Engagement led by Dr. James Perry. Then we volunteered at Conner Prairie's Headless Horseman event during Halloween, which allowed us a great opportunity to connect with our members as well as aid our community. Next, with an impressive turn out, we hosted a talk by Dr. Robert Kail, a developmental psychologist from Purdue University. Through this event Chris Beauchamp, the current Psi Chi President, and Megan Rockwood, a new Psi Chi member, were both selected to be research assistants in Dr. Kail's laboratory. In October, we sponsored a meaningful movie night with Dr. Roger Ware featuring the film *Big Fish* that was a campus wide attraction. We also renovated our website which will continue to make information about our club more accessible to our members, the campus, and the community. In December, our focus was volunteering our time to charity. We gave our time to Wheeler Mission; and with the help of several faculty members, we sponsored a family through the Christamore House's Holiday Assistance program. We ended the semester with an open discussion led by Dr. Debra Burns who delighted the group with interesting stories about music therapy.

The spring semester proved to be just as eventful. We have found ourselves with a large number of active psychology club members – quite possibly the largest in years – who have helped to make our club a great success. This spring, in lieu of the worldwide tragedy, we began our charity work by donating one hundred and fifty dollars to the tsunami relief campaign at IUPUI. We would like to thank all those who helped to collect and all those who donated. Our first two open discussions concerned important academic topics: Cindy Williams' "How to get involved in research," and Dr. Appleby's "Kisses of Death." We have quite a few more activities planned for the remainder of the semester including golfing at Rustic Gardens, camping, a silent auction, and

doing volunteer work at Wheeler

Mission. Our final open discussions will include information about the Occupational Therapy Program here at IUPUI from Dr. Fisher, and we are planning to host a therapist to discuss the role of hypnotism in psychology.

The most memorable event this year was the Psi Chi inductions. This year we had thirty-three new members inducted- the largest group in four years! This event commemorated the students' accomplishments and was enhanced by our speakers Dr. Appleby, Dr. Roger Ware, and Dean of School of Science – Dr. Cowen. Congratulations again to the new inductees and thank you to all who helped make this night so special.

We hope that our success as a club this year will be carried on into next year. Elections are approaching and it seems that for the second year in a row we have a full list of new officers. Good luck and keep up the good work!

On a final note, the club would like to thank the psychology department for being so supportive this year. Not simply in moral support, but especially when we encountered difficulty with our popcorn stand the department did everything they could to assist us. We believe this hardship has made us stronger as a club and as part of this department. Thank you again for all you have done.

## New officers for 2005-2006

### Psi Chi

President: Ashley Downey  
Vice President: Julie LaFollette  
Treasurer: Amanda White  
Secretary: Sharon Ricketts  
P.R.: Steve Roach  
Historian: Milissa Turner

### Psychology Club

President: Erin Chappell  
Vice President: Elizabeth Fullen

Treasurer: Kim Ernsberger

Secretary: Margarita David

P.R.: Ryan McConnell

Historian: Heather Ford

### Student Council

#### Reps:

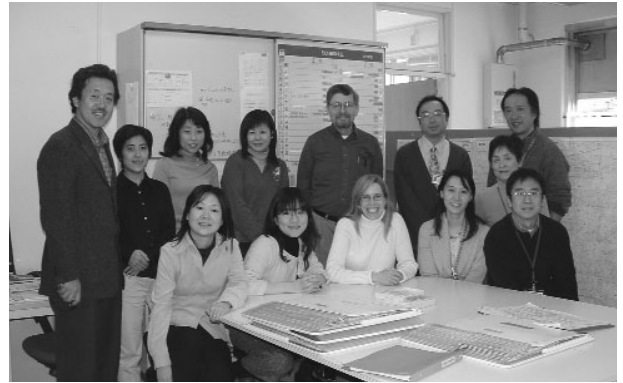
Chris Beauchamp, Margarita David, Laura Platt, & Milissa Turner

Since 1998, Chancellor's Professor Gary Bond has collaborated with a group of researchers in the area of mental health services as part of the National Evidence-Based Practices Project. This project, Bond explains, aims at helping state departments of mental health foster the most effective treatments for adults with severe mental illness. (Severe mental illness includes schizophrenia and bipolar disorder). This national project involves 8 states: Indiana, Ohio, Maryland, New York, Vermont, New Hampshire, Oregon, and Kansas. The evidence-based practice movement is part of a larger trend in medicine to ensure that individuals with health problems receive the

# spreading the word about evidence-based practices for individuals with severe mental illness

very best treatments available, based on the available research. For people with severe mental illness, practices that have been identified as evidence-based include assertive community treatment (an intensive case management approach), supported employment (an approach to helping clients get jobs), and integrated dual disorders treatment (an approach for helping individuals who have a substance use problem in addition to mental illness). "The evidence-based practice movement has caught the attention of other countries as well," says Bond. "Over the last few years, those of us identified with the evidence-based practice movement have been increasingly asked to help spread the word about evidence-based practices to mental health leaders outside the U.S." Over the last year, Bond has made 4 trips outside the U.S. for this purpose.

In June, Professor Bond traveled to Vancouver to give the keynote address to a national organization in Canada for psychiatric rehabilitation agencies. His presentation, Making it happen: The American experience in



Gary Bond and Michelle Salyers (center) with their Japanese Hosts.

implementing evidence based practices, aimed at providing an overview of strategies that program planners could use for enhancing implementation of evidence-based practices. "Although Canada has a progressive mental health system with universal health care, my impression is that they face some of the same challenges found in the U.S. concerning the difficulties ensuring that effective treatments are incorporated into routine care."

In October, Professor Bond was invited for a 10-day visit to the Netherlands by a group of mental health planners and researchers from the Trimbos Institute in Utrecht and Erasmus University Medical Center in Rotterdam. His trip was prompted by an earlier visit to Indiana by Dutch researchers to learn how Bond's research group assesses implementation of assertive community treatment in the U.S., so that they could evaluate how closely their programs emulate the assertive community treatment model. Unlike some European countries, Bond explains, the Netherlands has a well-funded mental health system with innovative leaders, but surprisingly has lagged behind in the dissemination of evidence-based practices. In addition to meetings with Dutch mental health leaders, Bond gave a series of 5 seminars, culminating in the keynote address at the 2nd Dutch ACT Conference held in Rotterdam.

In November, Professor Bond was invited by the Spain's Ministry of Labor and Social Affairs to give a plenary address in Valencia at a

national congress entitled, *I Congreso las Salud Mental Es Cosa de Todos* ("Mental Health Is Everyone's Business"). Spain has historically had a very family-oriented mental health system with paternalistic attitudes towards the care of clients with day care, group homes, and sheltered employment, all of which we are trying to supplant in the U.S. with evidence-based practices. Bond's plenary address was entitled, *El Empleo con Apoyo Promueve Autonomía* (Supported Employment Promotes Autonomy). (To help bridge the language barrier, Bond asked Professor Silvia Bigatti, a colleague in the Psychology Department, translated his PowerPoint presentation into Spanish.) The congress provided input into a developing national mental health plan, a draft of which was presented at the meetings.

In January, Professor Bond completed a two-week fellowship in Japan at the invitation of Professor Iwao Oshima from the University of Tokyo. Bond's colleague, Michelle Salyers, who received her Ph.D. in clinical rehabilitation psychology from IUPUI in 1998 and is Co-Director of the ACT Center of Indiana, accompanied him as part of a separate fellowship program. "Several of our Japanese colleagues, including Dr. Oshima, had previously visited us in Indiana," explains Bond. Interestingly, Japan has the highest rate of psychiatric hospitalization of any nation in the world (over 8 times the rate of the U.S.!), not because of a higher rate of mental illness, but because of governmental policies originating after World War II aimed at increasing

productive activity. These policies sought to reduce family burden of mental illness by providing incentives to private hospitals to provide inpatient care. "Dr. Salyers and I met with officials from the National Institute of Mental Health and provided intensive consultation to ACT-J, which is the first assertive community treatment team in Japan, and to a second team developing in Kyoto. During our visit we met with researchers, clinicians, administrators, program planners, consumers, family members, and policy makers." Bond gave a total of 5 seminars, including two major presentations at the University of Tokyo.

Finally, Professor Bond has accepted an invitation in May by the Mental Illness Fellowship of Australia to provide a series of lectures promoting supported employment. He will be presenting in Melbourne, Adelaide, Canberra, and Sydney, as part of a whirlwind 12-day trip.

"These international trips have blossomed into collaborations and continuing exchanges," explains Bond. "For example, the ACT Center is sponsoring meetings with an additional group of Japanese visitors this spring, and our group is writing a paper with our Dutch friends."



Gary Bond (left) sightseeing in Valencia with colleagues from England and Denmark.



### **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

# i/o internships: summer 2004

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

### **St.Vincent Health Organizational Development Department Christopher K. Cramer**

My main project with the OD Department at St.Vincent concerned a leadership competency model. The Department was attempting to build a new competency model that was comprised of information from various sources such as The Center for Creative Leadership, O\*NET, and Ascension Health while adding in a spiritual component reflecting the nature of the organization. Throughout the course of the summer, we worked from a list of

230 competencies and categorized them into various formative and functional competencies before mapping them onto the existing system of core competencies that were present at St.Vincent. I also worked in the Benefits and Compensation Department where my various activities included doing audits of employees and organizing information that was needed for ongoing projects. The experience in this Department was very beneficial in learning different facets and information about benefits and compensation administration. Overall, my internship with St.Vincent Health was a very educational experience.

### **HDG\_Mansur Group Human Resources Department Dalia L. Diab**

I worked as a Human Resources Intern at HDG\_Mansur Group for about 4 weeks during the summer of 2004. I wanted a brief internship experience to complement the work I was doing on campus for the Office for Professional Development. Although my internship was very brief, I had the chance to work on two different projects. For the first project, I started a personnel policies manual. I created an outline/table of contents for the manual, and then I developed a few of the needed policies. I spent more time working on the second project with the goal of beginning to develop a wage structure for the company. For this project, I compared salaries given to employees at HDG to salaries given in other similar real estate organizations. Based on these comparisons, I wrote a list of recommendations that could improve the wage structure of HDG. Overall, I enjoyed working on these two projects; however, my supervisor was extremely busy and could not provide lots of guidance. Also, I only worked about 8 hours per week for 4 weeks; I could have gained much more out of this work experience if I could have devoted more time to it.



**PCSi Consulting Inc.**

**Human Resources**

**Stephanie A. Houp**

During the summer of 2004, I was employed as a Human Resources Management Intern for PCSi Consulting Inc. My main responsibility was to assist with day to day HR functions for one of PCSi's clients, who was located in Georgetown, IN (right outside of Louisville, KY). I assisted with the client's selection and recruitment process by reviewing resumes, calling applicants, performing phone interviews, and subsequently scheduling prospective applicants for a face-to-face interview. I was solely in charge of cleaning and organizing employees' files and developing a database to keep track of all employees, which I did in Microsoft Access. I learned about various aspects of HR including insurance, and workers' compensation claims. I tried to get the client up to date on its employee requirements (e.g., including TB testing and current CPR/First Aid training) and its employee performance appraisals. Additionally, the client was having problems with its current organizational structure and culture, so I spent time helping to generate solutions (e.g., including a new organizational structure). Finally, I helped to create job descriptions for the new and changing positions caused by the new organizational structure.

**Performance Assessment Network (pan)**

**Consulting & Sales**

**Jocelyn M. Courtney**

During the summer of 2004, I assisted both the consulting and sales departments at pan. My main responsibility was to develop a competency model to serve as a training tool for new sales employees and to provide a bridge between the I/O consultants and the account representatives with whom they partner. The competency model included a comprehensive classification and description of more than 300 web-enabled employment tests that pan offers. I also developed an exhaustive

competency matrix, which matched each test to the knowledge, skills, abilities, interpersonal characteristics, personality traits, interests, motives, values, preferences, and work needs that it measures. The competency categories were compiled from a number of sources, including O\*NET, Hogan Assessment Systems, Inc., and the Fleishman Job Analysis Survey. Finally, a refined matrix was created which included only the knowledge, skills, and other areas that at least one pan test measures. Beyond the competency model project, I assisted in editing the newly developed online version of the Fleishman Job Analysis Survey. I also created and revised structured interview items and behaviorally anchored rating scales according to 9 leadership dimensions and 36 corresponding facets that dominate one client corporation's selection, training, and appraisal systems. Overall, my experience at pan was both educational and highly enjoyable. I know that the skills and knowledge that I developed will help me throughout the remainder of my education and my future career.

# student awards

This year's recipients of the Department of Psychology's awards are as follow:

## Undergraduate Awards

### Robert I. Long Award

The Robert I. Long Award is given to a graduating senior who has made considerable contributions through leadership, and service to other psychology students, the department, or the School of Science. The recipients for this award this year are **Christopher Beauchamp** and **Michelle Marsch**, the presidents of Psi Chi and Psychology Club respectively. Together they have led the clubs in a year with lots of changes both financially and in terms of policies. They have organized many activities including speakers, social events, and philanthropic events, and have created an atmosphere in the clubs that encourage higher officer and member participation in events then the year before. The clubs are better off this upcoming year financially and in terms of membership due to their leadership.

### Undergraduate Research Award

This award is given to a graduating senior who has made considerable contributions in research as measured by total papers accepted for publication, papers accepted for presentation, or amount of contribution by the student to research, especially in generating research ideas and in writing papers. This year the award goes to **Jason Cook**. Cook has worked in Dr. Harry June's lab for 2.5 years, and works at the level of a graduate psychobio student. Cook is a former SPUR student presented at several SPUR meetings and obtained a UROP grant. He presented 3 abstracts at the National Research Society on Alcoholism Annual Meeting in Vancouver, Canada. Cook has co-authored 6 published abstracts, 2 to major Alcohol journals in the field, and co-authored 3 in preparation papers.

### Robert G. Neal Award

The Robert G. Neal award is given to a graduating senior who has the highest GPA and has completed 60 hours or more at IUPUI at the time of graduation. This year the award goes to **Jennifer Phan** who has a 4.0 and has had 14 "A+" and has been awarded numerous other academic awards and scholarships such as: IUPUI Top Female Student Award, Charles O. McGaughey Leadership Award, IUPUI Outstanding Women's Leadership Award, IUPUI School of Science Scholar's List, IUPUI Academic Excellence Scholarship, IUPUI Distinguished Scholar Scholarship, IUPUI Dean of Science Scholarship, IUPUI Honors Scholarship, IUPUI Dean's List

## Bingham Scholarship

The Bingham Scholarship is awarded to a Psi Chi member who has excelled academically and has shown promise of success in their future career through university-related activities, scholarly achievements, and community involvement. The scholarship was endowed by a generous contribution from Dee and Alph Bingham, and matching contributions from the Eli Lilly and the Psychology Department. This year the scholarship will go to **Ashley Downey**. Downey has been the Vice President of Psychology Club this year, was inducted into Psi Chi this year and was elected Psi Chi President for the next academic year. She is minoring in Criminal justice and looks forward to graduating in May of 2006 and pursuing a Ph.D. in Forensic Psychology. For her senior capstone she will be working with Dr. Devine from the Psychology department and researching the effectiveness of the techniques police interrogators use to detect lying.

## Graduate Awards

### Arnold M. Quittner Dissertation Award

The Arnold M. Quittner Dissertation Award was established in 1999 with a gift from Robert Glueckauf, PhD (a former Psychology Department faculty member) and Alexandra Quittner, PhD. The award honors Alexandra's father, someone who both donors greatly admire for his intellectual prowess and enthusiasm for knowledge. The Quittner award is given to a graduate student in the Clinical Rehabilitation Psychology program. **Brenna LeJeune** is a doctoral candidate in Clinical Rehabilitation Psychology, with a specialization in Neuropsychology. She has had extensive research experience with pediatric populations, including children with epilepsy, and currently has a fellowship in Adolescent Medicine at Riley Hospital for Children. She is receiving the Quittner award for her dissertation project, in which she is examining the effects of attachment and social pragmatic skills on language development in toddlers who have been adopted internationally. She will soon be moving to Detroit, where she will be completing a predoctoral internship in Clinical Neuropsychology at the Henry Ford Health Sciences Center.

### Paul J. McKinley Award

This award is presented to a graduate student in the Psychobiology of Addictions program in Honor of Paul J. McKinley a former psychobiology student, who died too young. **James Woods** is currently a post-doc at Bioanalytical Systems [BAS] in West Lafayette, IN. His dissertation was the first to demonstrate that rats with a genetic predisposition to alcoholism show an enhanced sensitivity to the reinforcing effects of the psychostimulant amphetamine. To accomplish this, he used an electrical brain stimulation model. James played an essential role in developing the brain stimulation model in our laboratory, spending countless hours in designing computer software used in the brain stimulation model. He co-authors 10 published manuscripts and 15 abstracts.

#### Clinical Rehabilitation Psychology PhD Award

We do not select an outstanding student in Clinical Rehabilitation Psychology every year. This award is reserved for students who truly meet the 'outstanding' category. **Jennifer Lydon** is one of these. Lydon has completed all her graduate milestones in a timely manner. Her graduate transcripts show a 4.0 GPA, with 3 A+, 2 of them in our most difficult courses. Lydon has presented a total of 16 posters and 1 oral presentation highlighting her research at national conferences. In addition, she presented her thesis at the IU Cancer Center in January of this year, where she elicited much interest and praise for her work. She not only works with her primary mentor, but has collaborations with other faculty in Psychology and with faculty in the School of Nursing. Lydon is not only an outstanding student, she is an outstanding colleague as well. She has been commended twice in her annual reviews for her collegiality and efforts to create an atmosphere of support and friendship among fellow students. She volunteered to be the student representative at faculty meetings, her time for Explore IUPUI, and for many other academic and social endeavors for the department and the clinical program. We are very proud of Jennifer's accomplishments and excited about rewarding her with this well-deserved accolade.

#### The School Of Science Awards were given to:

**Service Award:** Professor Bethany Neal-Beliveau

**Advising Award:** Cindy Williams, Director of Student Development

## clinical alumni receives national award

In June, 2004, the International Association of Psychosocial Rehabilitation Services' (IAPSRS) recognized Dr. Angela Rollins with its Early Career Research Award. Dr. Rollins received her Ph.D. in Clinical Rehabilitation Psychology from IUPUI in 2002. IAPSRS is a national organization devoted to psychiatric rehabilitation. One such award is made each year, so that this award is quite an honor. Dr. Rollins has been Director of Research at Thresholds, a psychiatric rehabilitation agency in Chicago. In March, she returned to Indianapolis to accept a position at the ACT Center of Indiana.