



building
connections:

learning
educating and
collaborating
through
scholarship



An academic department at a university is defined by the people involved in carrying out its mission—students, staff, and faculty. I want to focus this piece on our faculty, particularly on a few faculty who have achieved significant career milestones.

Faculty in the Psychology Department can be grouped in different ways—by area of expertise (e.g., Clinical, Industrial/Organizational, Psychobiology, Developmental, Personality, Social)—by program emphasis (e.g., undergraduate teaching versus graduate teaching)—or by the years spent with the department. Many faculty are hired, tenured, promoted and, eventually, retire from their faculty position; they spend their entire career, or most of their career at a single institution. Some faculty spend just a few years with a department and then move on to positions at other institutions, or find a new career outside academe; these faculty are in the minority in the Psychology

Department at IUPUI.

The Psychology Department has had a remarkably stable cadre of faculty over the years, some of whom have been with the department for 25 years or more, dating back to the creation of IUPUI. By my count, 7 of 24 faculty in the department have been with us for at least 25 years. Now,


two of the “veterans” are retiring. The recently or about to be retired faculty are Bob Davis and Carlos Goldberg.

Bob Davis received his doctoral degree in Rehabilitation Counseling from the University of Maryland in 1968. After receiving his degree, Bob spent 8 years at Penn State University, where he served as coordinator of Rehabilitation Counselor Education. Bob joined the Psychology Department at IUPUI in 1976, and quickly became involved in developing and seeking ICHE approval for a new graduate program in Rehabilitation Psychology. Our efforts were successful, and Bob became the first Director of the Rehabilitation Psychology program in 1979. He served an important role in nurturing

the program in its early years. Dr. Davis taught graduate courses in Vocational Rehabilitation, and undergraduate courses in Introduction to Psychology as a Social Science, and Life-Span Development, among others. Bob is well-remembered for a mellifluous voice that was made for radio, a gentle personality, and his love of gardening and Indianapolis Indian’s baseball. Many of Bob’s colleagues have enjoyed baseball and beer with him at afternoon games, courtesy of Bob’s generosity with his season tickets.

Carlos Goldberg was hired in 1969, the year that IUPUI was created. Carlos had just received his doctoral degree in Social Psychology from CUNY. He was hired by Robert Neel, the first chair of the Psychology Department at IUPUI. Although trained in social psychology, Dr. Goldberg also had a strong background in research methodology and statistics, and developed an expertise in clinical psychology, especially cognitive behavior modification, over his career. He has published several papers on agoraphobia and cognitive behavioral methods for treating it. Carlos served for a time as director of the MS program in Applied Social Psychology. His major contribution in teaching has been in undergraduate statistics, where Carlos has been the mainstay for the department over the last 10 or 15 years; this will be a difficult void for us to fill. Many students know Dr. Goldberg primarily through this course, and remember him for his easygoing style in the classroom. He will enjoy the luxury afforded by retirement to spend additional time at one of his favorite locations, Deer Isle in the state of Maine.

Gary Bond is not retiring, but he deserves mention because he received important recognition from IUPUI for his distinguished research record. Last year, Dr. Bond as one of three IUPUI faculty receiving the title of “Chancellor’s Professor.” This is a new distinguished rank at IUPUI, and identifies Gary as one of the most accomplished faculty at the university. Dr. Bond joined the department in 1983, replacing Bob Davis as head of the Rehabilitation Psychology program. Gary remained as director until 1997. Gary saw the program through some difficult times and was one of the key personnel involved in getting APA approval for the program. Congratulations Gary!


J. Gregor Fetterman

from
the
chair

J. GREGOR FETTERMAN



childhood epilepsy

Children with epilepsy are at risk for academic underachievement

(lower scores on standardized tests, repeated grades, learning disability, special education services) and for emotional maladjustment (about one-third have diagnosable psychiatric disorders). I am working with Joan Austin, DNS (School of Nursing) and David Dunn, MD (School of Medicine) to test a comprehensive model of electrophysiological, neuropsychological, and psychosocial functioning to explain these adverse outcomes.

In one study (funded by NIH/NINR), we are testing hypothesized relationships among these many complex variables in children with chronic epilepsy. In a second series of studies (funded by Epilepsy Foundation and NIH/NINDS), we are modeling the evolution of these outcomes over the course of the disorder (from onset). We expect to identify mechanisms that will classify subgroups of children who are most at risk for adverse outcomes and to develop focused early interventions to minimize the impact of the disorder on cognition and emotion.

Our pilot data have indicated that the impact of seizures on nervous system development and function occurs very early, even prior to the onset of the first seizure. For example, unaffected siblings (sharing a genetic predisposition in some subtypes) show mild disruption of attention, even though they have never had a seizure. Within the first year of onset, children with epilepsy show moderate deficits in attention, together with mild deficiencies in memory, visual-motor skills, receptive language, and academic achievement.

As a consequence of these findings, last year I was invited to the National Institutes of Health to participate in a White House sponsored meeting to bring together established investigators and young investigators to set an agenda and to initiate collaborative, multidisciplinary studies to find a cure for epilepsy. Already at the December, 2000, meeting of the American Epilepsy Society, the impact of the new agenda was apparent. Thus, although it sounds ambitious, I am encouraged from our meeting that a cure is in sight.

Fastenau is an assistant professor in the Department of Psychology at IUPUI. pfastena@iupui.edu <http://www.psynt.iupui.edu/pfasten/fasten.htm>

BY DR. PHIL FASTENAU

THE ARNOLD QUITTNER DISSERTATION AWARD

Dr. Robert Glueckauf, a former faculty member in the Psychology Department, and his wife, Dr. Alexandra Quittner, have recently created an endowed dissertation award for PhD students in the Psychology Department. The award, the Arnold Quittner Dissertation Award, is named in honor of Alexandra's father, a prominent attorney who teaches lawyers from different countries about bankruptcy law in the US. He also works for the World Bank helping countries that have suffered economic problems, like Malaysia. The annual award is a \$1000 stipend to be used to support dissertation research by a graduate student in the Clinical Rehabilitation Psychology program. The first recipient of the Quittner Award was Sandra Resnick, who is now on her clinical internship at Dartmouth Medical School. Rob and Alexandra travelled to Indianapolis to present the award to Ms. Resnick at the Honors Convocation last spring.

The bottleneck to reconstruction and development of civil society in South Africa lies no longer at the level of policy but at the capacity to implement policy. Critical to the implementation of policy in South Africa, is building partnerships between communities, higher education institutions, and the public, non-governmental and private sectors.

Dr. Robert Bringle was part of a team of 10 faculty from the United States who consulted with the Community-Higher Education-Service Partnerships (CHESP) project in South Africa during Spring break.

building in connections south africa

BY DR. ROBERT BRINGLE, Ph.D.

The ultimate aim of CHESP is the reconstruction and development of South African civil society through the development of socially accountable models for higher education, research, community service, and development. Central to these models is the development of partnerships between developing communities, higher education institutions, and

the service sector (i.e. public, private and NGOs) to address the priorities of participating communities and, through focusing on these priorities, transform higher education institutions.

While in South Africa, Dr. Bringle conducted workshops at the University of the Free State in Bloemfontaine for teams from that university, Technicon Free State, and the Qwa Qwa campus of the University of the North. The workshops focused on developing service learning classes and the scholarship of engagement. Each team that was working on a service learning class consisted of a faculty member, a service provider, and a resident of the community. The workshops were held in the community of Manguang, a traditionally black community outside Bloemfontaine.

Dr. Bringle also consulted with administrators at the University of the Free State on using community-based sites for student learning/teaching, research and service and for faculty development. He also discussed the importance of service learning to curriculum development, institutional assessment, and broader institutional transformation.

Multi-source feedback (MSF) systems have been implemented in organizations as a way to facilitate employee development. In these systems, a manager receives feedback from his/her subordinates, peers, supervisors and completes a self-evaluation, which results in a fairly costly (e.g., time and money) system to implement. Interestingly, there is little empirical research documenting the effect of this type of feedback on employee behavior. This issue is compounded by suggestions that due to the developmental nature of the systems, there is a lack of accountability mechanisms to ensure behavioral change, which has been termed the "Achilles" heel of MSF systems (London, Smither, & Adsit, 1997). Our current research sought to further understand the effect of accountability perceptions on developmental activities (e.g., training, self-directed learning, feedback seeking) following MSF.

London (1997) developed a model of accountability within feedback systems, and defined accountability as defined as, "accepting and meeting one's personal responsibilities for using feedback within a MSF systems, being and /or feeling obligated to oneself, or one's peers, supervisor, or the organization, or having to justify one's actions to others within the organization". London identified two factors, forces and mechanisms, which he proposed would lead to higher levels of accountability. Forces are the motives that prompt individuals to feel accountable and can be internal or external to the individual (e.g., self-efficacy and job security). Mechanisms are the ways in which individuals can be held accountable when they activate the forces (e.g., linking feedback to pay raises). In brief, London's model suggests that forces and mechanisms influence employees' perceptions of accountability, which in turn influence engagement in developmental activities (i.e., mediated model).

Our study was the first empirical examination of this model within a MSF system. We examined two forces (self-efficacy, need for achievement) and three mechanisms (supervisor support, situational constraints, and supportiveness of the work environment), accountability perceptions, and four measures of developmental activities (e.g., self-ratings of participation in, intentions towards, and frequency of developmental behavior, and supervisor ratings of developmental activities). Our hypotheses proposed that individuals who have higher self-efficacy and need for achievement, perceive strong supervisor support, low situational constraints, and a positive work

does 360° feedback facilitate employee development

BY DR. JANE WILLIAMS

environment will also report having higher perceptions of accountability, which in turn are related to developmental activities. We gathered data, longitudinally, from 104 employees within two organizations.

Our results provided very strong support for both our hypotheses and London's model. In general, forces and mechanisms were significantly related to perceptions of accountability, which were related to higher levels of both self and supervisor ratings of developmental activity. These findings support London's proposition that to instill changes in behavior following feedback, employees must perceive responsibility or feel accountable for doing so. These findings also provide fairly concrete applications for practitioners regarding ways to increase perceptions of accountability. For example, organizations can facilitate higher levels of development by increasing supervisory support, making developmental activities known to employees, and ensuring employees that using developmental resources will be supported. Similarly, if organizations can reduce the constraints employees perceive regarding development (e.g., time, resources), the results suggest that perceptions of accountability will increase, as will employees' developmental behavior. In addition, the research supported self-efficacy and need for achievement as important predictors of accountability perceptions. In future research efforts, we hope to more carefully understand accountability perceptions that originate from within an individual (e.g., self-instilled accountability) and those that are influenced from external sources (e.g., responsibility to others). In particular, we hope to identify if these two types of perceptions are influenced by independent or unique forces and mechanisms and, further, whether each type of accountability perception influences specific types of developmental activities. Findings such as those may help organizations to elicit specific types of developmental behavior from employees to meet organizational goals.

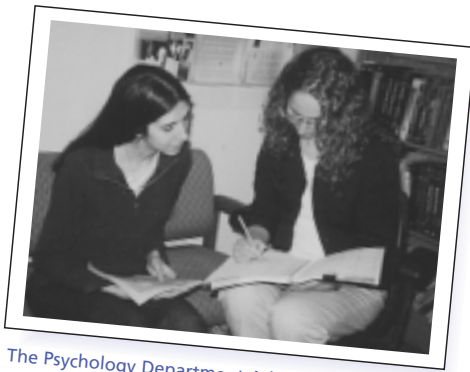
Note: This study was completed by Emily Leonard for completion of her Master's thesis under the supervision of Jane Williams.

REFERENCES

- London, M. (1997). *Job feedback : Giving, seeking, and using feedback for performance improvement*. Mahwah, NJ: Lawrence Erlbaum Associates.
- London, M., Smither, J. W., & Adsit, D. J. (1997). Accountability, Group and Organization Management, 22, 162-184.

does one size fit all?

BY DR. KATHY JOHNSON



The Psychology Department Advising Office busy as usual with Peer Advisors helping a student.

An academic advisor can play a complex assortment of roles: course selector, translator of the (often cryptic) requirements for graduation stipulated in the campus bulletin, confidante, career counselor, and mentor. While some departments (including our own!) are fortunate to be able to hire trained staff to assist with academic advising, the majority of the academic advisors in the psychology department are also professors, who generally choose to serve as advisors on top of their teaching and research responsibilities because they enjoy working with undergraduates and helping them to navigate through their college careers. In 1998 the Psychology Department decided to conduct a research project to compare two different styles of academic advising in terms of their effectiveness. We were fortunate to receive \$15,000 from the National Academic Advising Association (NACADA) to fund this three-year project, which is currently in its final year.

One of the most beneficial first steps we implemented through support from the NACADA grant was the creation of the Psychology Advising Office (on the first floor of the Science Building, in LD 123). We have made this office "central headquarters" for the data collected during the three years, and have staffed the office with several graduate students who have each served for one year as a project coordinator. A true fleet of peer advisors have contributed in numerous ways to the project and have come to play an invaluable role in our delivery of advising services. Indeed, 77% of 200 students surveyed this spring indicated that the Psychology Advising Office was a useful resource to them, and 85% indicated that peer advisors seemed quite knowledgeable. Most importantly for our project, the advising office staff has helped us to document and maintain a database of every single advising appointment or advising "contact" (e.g., telephone and email responses to students' advising questions) that have occurred between Fall, 1998 and Spring, 2001.

If you have been admitted to the major since Fall, 1998, you have probably been part of our research project. At the time of admission, we randomly assigned students to either an Intrusive Advisor or a Nonintrusive Advisor. Intrusive advisors, in a nutshell, are intrusive! They go out of their way to make sure that they make contact with their students each semester (regardless of how certain students are that they do not need any academic advising!). They write letters to their advisees each semester, take detailed notes on the short- and long-term goals expressed by students, and continually attempt to apply developmental practices in their interactions with students. Nonintrusive advisors focus on providing students with efficient and accurate information concerning course requirements and career planning. They meet promptly with students who seek their advice, but they do not chase down students who choose not to take advantage of advising services. Intrusive advising, as you can probably tell, is more costly and more time-intensive than nonintrusive advising. However, we anticipate that certain types of students (e.g., beginning students who attend IUPUI full time) might benefit far more from intrusive advising than other types of students (e.g., nontraditional students). In the final 6 months of our study we will be conducting statistical analyses to help us determine which students tend to benefit most from each of the two types of advising. Our goal is to use our results to strategically match incoming students with the academic advisor that is most apt to be the "best fit" for their particular needs. When it comes to something as important and as complex as academic advising, we're pretty convinced that one size does not fit all!

Please stop by and check out the resources in the Psychology Advising Office, LD 123 (274-6765; psyadv@iupui.edu).

6

DONALD A. SCOTT, 1976

Donald went on in school and received a Master's of Science in School Psychology at Butler University in 1979. He is currently working as the president of a company that makes foundry patterns.

MARINELLA FARROW MORGAN, 1980

Marinella is currently working at Indecor Inc. where she recruits technical people for IT positions.

MARK BLACKSTAD, 1985

Mark went on in school and received a Master's of Science in Clinical Rehabilitation Psychology. He currently works for Charles Schwab as a stockbroker. He has been married for 15 years and has two children.

FRANCES ROLAND-LEE, 1986

Frances currently works at Fraunhofer U.S.A. in Marketing and Business Development. Frances just completed designing his first annual report – cover to cover.

class notes



NAME _____

YEAR OF GRADUATION _____

OTHER DEGREES _____

CURRENT EMPLOYER _____

WHAT DO YOU DO? _____

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

FOR THE RECORD BOOKS (This will be kept confidential)

ADDRESS _____

CITY, STATE, ZIP _____

WORK PHONE _____

HOME PHONE _____

EMAIL _____

CHECK HERE IF YOU ARE INTERESTED IN SHARING YOUR CAREER STORY

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

Or e-mail to: cyclark@iupui.edu

We Need Your Help With A New Newsletter Format!

We are trying to kill fewer trees and use more technology by offering the Newsletter online, but we need your help to determine how many of you prefer to receive it online, how many would prefer to receive it as you have in the past as a hard copy in the mail, and how many would no longer like to receive it. Would you please e-mail or send us your response to the following question at your earliest convenience?

Question: Would you prefer to continue receiving a hard copy of your Newsletter by mail or would you prefer to receive an email copy?

If you would prefer not to receive the Newsletter in the future, just ignore our question and we will remove you from our mailing list.

Please email your answer (along with any news you would like to share in an upcoming issue of the Newsletter) to Cynthia Williams at cyclark@iupui.edu. Or send it to: Cynthia Williams, Psychology Dept. IUPUI, 402 North Blackford St. LD 124, Indianapolis, IN 46202. Your response will also help us construct an alumni e-mailing list we can use to communicate more quickly and economically with you in the future.

CONNECTION

Donna Pollard '00 Since graduating from IUPUI, Donna has been attending Christian Theological Seminary in the Master of Arts in Pastoral Care and Counseling program (MAPCC). Now that her first semester of graduate work is complete, she would like to offer some feedback about how she feels the IUPUI Psychology Department fared in serving to prepare her for graduate school.

One benefit that has been very obvious is the strong foundation in scientific research methods she gained through her studies at IUPUI. The level of training that Donna acquired in this area is considerably beyond the experience of the vast majority of her classmates. The opportunities to work with professors on various projects was a valuable part of that education.

She also found that she left IUPUI with a very solid understanding of psychological theories, with the exception of studies in the mechanisms of family systems. Donna feels that family system theories are a significant aspect of work that is being missed or, at best, glossed over in the Psychology Department.

Most beneficial of all of her studies at IUPUI were the courses that emphasized practical application and experience, such as Dr. Devine's "Intro to I/O Psychology" and Dr. Guare's "Intro to Counseling and Community Psychology Practicum" courses. Of these classes, "Intro to Counseling and the Community Psychology Practicum" was the most valuable to her in terms of providing clarity of vision regarding the direction of her graduate work as well as offering a base of experience that proved very necessary to her success as a graduate student. She has found herself at a decided advantage over many of her peers because she took these classes and she strongly recommends that the department continue to make classes like these available to those students who wish to enter the fields of counseling and clinical psychology. She felt that it was good to have these opportunities, especially knowing that the primary emphasis in the Psychology Department at IUPUI has been research. She feels that our willingness to remain open to other aspects of the field of psychology is a great asset to our program.

Stephanie Rackley '92 Following Stephanie's graduation from IUPUI in 1992, she received her Master's Degree from Butler University School of Psychology in 1994. Butler no longer has a School

Psychology program, however for those interested, IU, ISU, and Ball State offer programs in School Psychology in the area. Stephanie entered the field in 1995 (following her licensure), and has been working in it ever since.

To undergraduates interested in School Psychology she offers the following recommendation. She advises students to develop a strong appreciation of statistics, tests and measurements, child development, exceptionalities, and education. Schools are almost always seeking classroom assistants for special education programs, and for those students interested in this area, this would be a great way to become involved with children in a school setting. Stephanie feels that School Psychologists have to draw from a wide knowledge base, including statistics, psychology, counseling, education, educational law, medical issues/terminology, child development, behavior management, interpersonal skills, and leadership skills. It can be a very challenging and demanding field, and one that she still enjoys.

Phil Legere '95 Phil went into the job market immediately after graduation in 1995. He completed the I/O option in the Psychology department which has been relevant and helpful in his career. He is currently the Branch Operations Manager at TIP, GE Capital in Indianapolis, and is currently attending the Kelly School of Business MBA program here at IUPUI.

Phil's responsibilities at GE Capital include the total management of the Indianapolis TIP Branch. He has nine direct reports and is responsible for the profitability of the location including human resources issues such as: performance appraisal, hiring, discipline and termination of employees.

His advice to students at IUPUI concerns the job search process. Phil hopes that students explore management opportunities with their Psychology degree. Using resources at IUPUI like the Career Employment Center helped Phil find the career he now has. He also suggests that students call a potential employer, because this shows determination, resourcefulness, and puts a voice to a resume. Skills that he thinks students should develop if they want to enter into management are time management and organization. As a person looking at potential employees, Phil says that interview skills and GPA are important and relate to the level of accomplishment students have in time management and organization. He emphasizes that these skills can be learned as an undergraduate Psychology major.

Jeff Stanley '93 After Jeff graduated in 1993, he went on to pursue a master's degree in social work from Indiana University. He also entered the full-time workforce in an entry level position for a child welfare organization, the Villages of Indiana, Inc. The position did not require a college degree, but it should be noted to current students that having a college degree did raise his salary based on the scale used by the organization. However, even with the adjusted scale, the salary was still an entry level salary and he was working in excess of 60 hours per week.

Jeff continued in the position until he received his MSW in 1995. His focus in his master's work was program planning, development, management, and policy development. In 1995 he began full-time employment with IUPUI in the Office of the Vice Chancellor for Undergraduate Education as a Research Associate. His primary responsibility was conducting a five year self-study of the office, but he was also responsible for grant writing, community program development and policy development. He then went on to become the Associate Director for Campus Interrelations and assisted the Director in pushing forward changes in the Student Affairs Division. In 1999, he transitioned to the IUPUI Alumni Office as the Assistant Director. Currently Jeff is the Program Coordinator in the Indiana Commission for Higher Education and is responsible for federal programs as well as research and policy development.

Jeff's advice for students is to not look at their Science degree with a major in Psychology as a terminal degree. It should be viewed as an educational foundation. If advanced degrees are not the student's interest, he would strongly encourage the student to have a double major. Students should always be looking at ways to enhance their skills in areas that are different than the current market, he suggests. For instance, Jeff has a friend who has an undergraduate and master's degrees in social work. He was always looking for ways that he could stand out from his competitors in the marketplace. He has furthered his education by obtaining a MBA and is now pursuing a certificate in fund raising from the Fund Raising School at IUPUI. When a person looks at all of his degrees and skills, one sees how marketable in the social work and business profession he is. Jeff believes that the same would hold true for Psychology majors.

psi chi induction 2001

IUPUI PSI CHI CHAPTER

ADVISORS:

DR. ROGER WARE &
CYNTHIA WILLIAMS

CHAPTER PRESIDENT:
VERONICA BANNON

Indiana University-Purdue University Indianapolis Psi Chi inducted 27 members into its chapter on the evening of February 8, 2001. This was a special occasion and celebration of students' academic excellence. Parents, peers, and IUPUI Psychology Department faculty and staff filled the room trimmed with decorations of blue and gold. After Veronica Bannon, chapter president, greeted the guests, Dr. J. Greg Fetterman, the Psychology Department chairperson and Professor of Psychology, presented some opening remarks and encouraged new inductees to make the most of this opportunity by becoming actively involved in their Psi Chi chapter. He honored the current officers and members present with his kind words about how well the chapter is doing currently and encouraged incoming members to strive to continue this energy and enthusiasm in the upcoming year. Then, Dr. Shenan Kroupa, the keynote speaker, inspired students with her timely words about the Top 10 Principles of Learning. She called students to take the lead and to make the initiative to not only learn and challenge one's self but also to reach out and make a difference in one's capacity as a student and Psi Chi member.

During the candlelight ceremony, inductees received a warm welcome to the chapter with each new member receiving his or her certificate, membership card, a carnation, chapter information packet, and congratulations by Dr. Kroupa and all the officers involved in the induction. The night was concluded with picture-taking, mingling, and a feast of international foods, including treats like Swedish meatballs, Mexican bean dips and French fondue. It was surely an evening to remember for faculty, staff, student volunteers, and Psi Chi members—old and new.



Dr. Fetterman, Dr. Kroupa, current Psi Chi Officers (President, Vice President, and Secretary), and present inductees—What a great looking group! Full of smiles, achievement, and potential.



Dr. John Guare and alumna, Donna Pollard, along with a line of hungry people, enjoying the festive food.

psychology faculty

RECENT PUBLICATIONS & PRESENTATIONS

Drew Appleby, Ph.D.

Appleby, D. C. (2001). Where did I hear that before? Creating a deja vu experience. In P. A. Jarvis, C. R. Nordstrom, & K. B. Williams (Eds.). *In-class activities manual for instructors of introductory psychology*. (pp. 59-61). New York: McGraw-Hill.

Appleby, D. C. (2001, Spring). The covert curriculum: Lifelong learning skills you can learn in college. *Eye on Psi Chi*, 5, 28-31, 34.

Silvia Bigatti, Ph.D.

Bigatti, S.M. & Cronan, T.A. (2001). Correlates of psychological adjustment to illness in a spouse among husbands of women with fibromyalgia. Paper presented at the 22nd Annual Meeting of the Society of Behavioral Medicine, Seattle, Washington, March, 2001.

Bigatti, S.M. & Cronan, T.A. (2001). Physical health, mental health, and health care use of spouses of people with fibromyalgia. Poster presented at the 22nd Annual Meeting of the Society of Behavioral Medicine, Seattle, Washington, March, 2001.

Gary Bond, Ph.D.

Bond, G. R., Becker, D. R., Drake, R. E., Rapp, C. A., Meisler, N., Lehman, A. F., Bell, M. D., & Blyler, C. R. (2001). Implementing supported employment as an evidence-based practice. *Psychiatric Services*, 52, 313-322.

Bond, G. R. (2000, October 24). Work integration programs for people with severe mental illness in the United States. Paper presented at the Seminario: Integración laboral de personas con trastorno mental severo, Universidad Internacional Menéndez Pelayo, Seville, Spain.

Robert Bringle, Ph.D.

Bringle, R.G., Games, R., Ludlum, C., Osgood, R., & Osborne, R. (2000). Faculty Fellows Program: Enhancing integrated professional development through community service. *American Behavioral Scientist*, 43(5), 882-894.

Bringle, R. G., & Hatcher, J. A. (2000). Institutionalization of service learning in higher education. *Journal of Higher Education*, 71(3), 273-290.

Philip Fastenau, Ph.D.

Fastenau, P. S., & Hermann, B. P. (2000, February). Childhood epilepsy: Diverse perspectives for modeling adverse neuropsychological outcomes. Symposium presented at the Annual Meeting of the International Neuropsychological Society, Denver, CO. Abstract, *Journal of the International Neuropsychological Society*, 6, 227.

Fastenau, P. S., Evans, J. D., Johnson, K. J., & Bond, G. R. (in press). Multicultural training in clinical neuropsychology. In F. R. Ferraro (Ed.), *Minority and Cross-Cultural Aspects of Neuropsychological Assessment*. Lisse, The Netherlands: Swets & Zeitlinger.

J. Gregor Fetterman, Ph.D.

Fetterman, J.G. (2000). Relational timing: A thermomorphic perspective. In D. L. Medin (Ed.). *The Psychology of Learning and Motivation*, 39, (pp. 73-96). New York: Academic Press.

Fetterman, J. G. (2000). Biases in pigeon working memory. *Animal Learning & Behavior*, 28, 68-79.

Charles R. Goodlett, Ph.D.

Green, J.T., Rogers, R.F., Goodlett, C.R., and Steinmetz, J.E. Impairment in eyeblink classical conditioning in adult rats exposed to ethanol as neonates. *Alcoholism: Clinical and Experimental Research*, 2000, 24:438-447.

Zhou, F.C., Sari, Y., Zhang, J.K., Goodlett, C.R., and Li, T.-K. Prenatal alcohol exposure retards the migration and development of serotonin neurons in fetal C57BL/6J mice. *Developmental Brain Research*, 2001, 126:147-155.

Michelle Salyers, Ph.D.

Mueser, K. T., Salyers, M. P., Rosenberg, S. D., Ford, J. D., Fox, L., & Auciello, P. (2001). A psychometric evaluation of trauma and PTSD assessments in persons with severe mental illness. *Psychological Assessment*, 13, 110-117.

DEPARTMENT OF PSYCHOLOGY

Rosenberg, S D., Goodman, L. A., Osher, F. C., Swartz, M., Essock, S. M., Butterfield, M. I., Constantine, N., Wolford, G. L., Salyers, M., & the 5 Site Health and Risk Study Research Committee. (2001). Prevalence of HIV, Hepatitis B and Hepatitis C in people with severe mental illness. *American Journal of Public Health*, 91, 31-37.

Oliver Tzeng, Ph.D.

Tzeng, OCS (2000). Functions and inherent dangers in psychological test and measurement. Special lecture series of Oliver Tzeng, sponsored by National Taiwan Normal University, Chinese Educational Association, Chinese Psychological Association, Chinese Counseling Association, Chinese Testing Association, and Chinese Gifted Education Association. Taipei, Taiwan.

Tzeng, OCS (2000). Resolution of China-Taiwan and US deadlock in the Taiwan Strait. Special lecture series of Oliver Tzeng, sponsored by National Taiwan Normal University, Chinese Educational Association, Chinese Psychological Association, Chinese Counseling Association, Chinese Testing Association, and Chinese Gifted Education Association. Taipei, Taiwan.

LIST OF "A" CONVOCATION AWARDED STUDENTS. CONGRATULATIONS ON YOUR "A" IN ONE OF THE INTRODUCTORY COURSES IN PSYCHOLOGY FALL 2000

Psychology B104 "A" students: Erin K. Albrecht Anthony O. Allen Catherine L. Allen Vaughn R. Allen Jesse L. Amonette Danita R. Anderson Kandace L. Andrews Kerry L. Ashton Terrika S. Atwood Amos A. Auberry Kristine C. Aufmann Jessica L. Augsburg Margaret A. Banchy Heather A. Barnes Beth E. Barr Amy L. Bault Audrey G. Belmonte Heather N. Benich Lisa A. Bennett Michael K. Berg Kimberly A. Berger Elizabeth A. Berthold Rene E. Bettcher Elizabeth A. Black Jared W. Bloehs Lori A. Blue Christawanna R. Boone Amber N. Boulianne Osha L. Bradshaw Amanda J. Bratton Christopher P. Brooks Lorelei M. Brower Laura D. Buccini Erin E. Buchanan Christina M. Buckhorn Todd M. Bunch Andrew W. Burr Amanda K. Carman Matthew A. Carmichael Jaclyn P. Carroll Erin R. Chapman Vanessa F. Chatham Elizabeth C. Clay Shayla L. Cleaves Erika L. Cole Virginia M. Coleman Jeffrey D. Corder Holly R. Cox Amber N. Cravens Tricia L. Crockett Wendy A. Danielson Beth M. Delambo Darlinda A. Devore Benjamin C. Dobbs John M. Dunham Keli G. Durbin Stefanie K. Dyson Tracey L. Ebert Lana R. Elam Sherese E. Elliott Ashlee M. Elmore Nelda J. Farrar Brian D. Fenoglio Kimberly E. Fields Mark L. Figg Eric D. Fisher Amy M. Foley Mathew R. Foley Cheyenne M. Ford Shannon G. Ford Deanna D. Foster Erin R. Fuller Justin R. Furgason Pamela A. Gama Joshua J. Garrigus Rodney W. Geno Anna B. Gibbs Lateca S. Glass Jessica J. Glover Keven A. Gornik Erica N. Grant Jason P. Gray Sue A. Gregory Janine A. Gunn Kathryn J. Gunn Jeremy W. Haas Kasey C. Hacker David W. Hair Ashley M. Hamby Jennifer S. Hamilton Stephanie F. Hancock Christopher W. Hanes Mary D. Hanza Brian C. Harbert Melissa F. Harbridge Mary P. Harrison Sarah K. Henderson Michelle L. Hendren Thaddeus L. Hendricks Klya R. Henke Craig T. Hensley Arline Hill Tracy L. Hill Kristin M. Hlovek Erica S. Hocking Matthew A. Hogan Benjamin T. Horsman Lisa M. Hudgins Joseph C. Hulse Heath C. Hurst Emily V. Hutton Benjamin E. Isanogle Christopher R. Jamell Brandi L. Jenkins Melissa K. Jenkins Sarah A. Jenkins Sue C. Jeschke Matthew J. Jimison Holly M. Johnson Johanna E. Johnson Kimberly M. Johnson Abigail Judd Ricki L. Kaiser Nadezhda L. Kasatkina Jennifer M. Kelley Mathew E. Kent Julie A. Kiesler Sarah M. Kincaid Dorothy M. King Amy N. Kirsch Natalie C. Kissane Mica D. Kleber Benjamin A. Konowitz Carrie J. Korne Courtney J. Kramer Stacy A. Lane Jonathan M. Lawlis Keely D. Lee Daniel S. Lo Cascio Brenda S. Lovold Cari D. Ludwick Aimee M. Lynch Victoria R. Maddox Stephen T. Magill Jackie L. Maish Andrea J. Mann Jessica M. Marte Erica L. Martinez Hayley J. Matkins Jocelyn M. McCamey Crystal M. McCleary Shelley C. McDonough Lindsay N. McCamey Goye B. McKinney Courtney L. McManus Kathleen L. McRee Patrick N. McGrann Joyce D. Meier Melissa W. Melton Adrian L. Mimmis Karen D. Mitchell Laura J. Monahan Andrea K. Moore Deborah L. Morris Jennifer M. Morrow Edward A. Morton Leah R. Music Craig S. Myers Jonathan L. Neal Jonathan R. Neal Anne M. Nelson Eden T. Nguyen Amy M. Nightengale Alisa A. Nordholt Eric J. Nowak Amber N. O'Day James D. Oakes Lara R. Osborn Amy L. Otey Myranda L. Ott Rebekah A. Pallikan Kristi L. Pardue Brandie M. Pauley Ian R. Peers Diana L. Pence Aimee E. Penn Brenda M. Perry Sarah E. Perry Mykolaj J. Petruniwn Jennifer A. Pfeiffer Jennifer S. Phelps Matthew A. Phillips Susan Ping Megan F. Platt Elizabeth A. Plew Ann N. Posick Keri M. Preston Cynthia A. Pydik Gary A. Rainey Roy J. Raj Katharine J. Ransdell Amy B. Rardon Patrick D. Ratliff Michelle L. Reed Jennifer L. Renner Kristi M. Rice Jae-yoon Rim Susan J. Rivera Jeanine N. Robbins Lori M. Roberts Tracy L. Robinson Tracy A. Rodda Lisa K. Rudat Lori A. Russell Jared C. Rust Jaclyn P. Sage Adrienne L. Satterfield Shannon J. Schaaf Angel D. Schaefer Charlotte A. Schmelzer Kenny J. Scott Blaire M. Sederoff Stephanya A. Shankel Kathleen E. Shaw Jonathan R. Sheidler Daniel G. Sidwell Dale M. Sigler Crystal R. Sisson Eric S. Sitrler Erin A. Smith Mandy L. Smith Rachael A. Staudt Leah G. Sutherland Melanie J. Tauber Sharon L. Taylor Stephanie L. Terry Nathan S. Thomas Nicole R. Thomas Marsee A. Thompson Andrew B. Tramonantona Jennifer N. Truran Amy S. Trusty Mariah A. Turney Danielle L. Underwood Heather L. Wade Jonathan R. Wade Lucas J. Weasner Stacy J. Webber Scott A. Wheelchel Lindsay M. White Rachel H. Wiesjahn Beverly D. Williams Charisse R. Williams John D. Williams Donna D. Wilson Klye Windisch Robin N. Winebarger Kimberly D. Wise James W. Woodruff Laura A. Woods Kimberly A. Wooldridge Mary E. Yagelski Michelle M. Yagelski Angela M. Young Lindsey M. Zander

Psychology B105 Lana N. Alexander Helen M. Allen Charles C. Andrew Amber R. Armstrong Jennifer A. Bak Sandra L. Baker Annette Beckner Allison L. Beecham Christine A. Behnke Waylan K. Bessler Melinda M. Binninger Indra M. Bogdanovics Katrina D. Borchers Laticia D. Bornstein Mark P. Briley Bradley P. Broughton Loretta L. Brown Thomas O. Busby Kelly A. Carter Wendy N. Cheek Kristin R. Clements Amy M. Colgan Andrew J. Crookstone Raven E. Cuellar Diane E. Davenport Amber C. Deck Kristy L. Dixon Patrick B. Doolin Laura Dunivan Debra K. Eads Jennifer L. Egelhoff Kerry M. Fitzpatrick Nicholas M. Franklin Colleen B. Frederick Justin T. Geisler Pamela J. Gentry Forensa D. Gerald Allison M. Goodman Lisa G. Gregory Elizabeth A. Hale Suzanna K. Hartzell-Baird Bridget V. Hauser Heather A. Helton Jenny L. Hendricks Andrew K. Houck Julie A. Imel Alia R. Jackson Melissa M. Jackson Kristina V. Johnson Adil M. Kheiri Monica E. Knab Jon-David Kalish Lauren E. Kusro Sherri D. Loso Tina E. Luke Tracey M. Lunsford April D. Malone Nicole L. Manning Christina M. Matthies Tiffany J. McCall Kasi R. McCune Rebekah L. McGee Ryan A. McKay David V. Moore Timothy W. Moriarity Rebecca S. Murphy Miranda L. Murray Daniel J. Napers Donna M. Nielsen Cheyenne N. Natter Scott R. Opal Douglas R. Parks Kristina J. Pullon Regena G. Query Monica L. Ridge Michael L. Rinebold Allison M. Rogers Christine L. Rohl Statia F. Runyan Shannon K. Sartini Shelly L. Schmidt Joshua S. Seitzinger Joshua P. Sherron Amy J. Silcox Jacob M. Simonson David C. Skidmore Andy P. Smith Andrea N. Strossner Jeremy J. Sykes Shannon R. Sykes Kelly L. Thomas Nicole E. Thomas Janetta R. Thompson Valerie F. Tidball Jennifer R. Toussant Lisa G. Turner Gary W. Vandermarks Rebekah B. Waller Jennifer L. Wallace Gregory D. Weber Brandy N. Wesley Jennifer L. Whitesitt Justin D. Wilhere Azella B. Williams Charisse R. Williams Kelly A. Wilson Alyssa S. Wisecup Crystal K. York Jennifer M. Zigler Krista L. Zimmer

“student research”

BY DR. D.W. RAJECKI

SELECTED READINGS

Borden, V. M. H., & Rajecki, D.W. (2000). First-year employment outcomes of psychology baccalaureates: Relatedness, preparedness, and prospects. *Teaching of Psychology* 27, 164-168.

Rajecki, D.W., Lauer, J.B., & Metzner, B.S. (1998). Early graduate school plans: Uninformed expectations? *Journal of College Student Development*, 39, 629-632.

By “student research” I mean studies done by Psychology faculty that focus on our undergraduates (see Selected Readings, below). One aim of these projects is to profile pathways to, through, and beyond the psychology major. Here are my impressions of certain general findings to date.

At IUPUI, introductory psychology courses have a pronounced influence on students’ decision to declare the major. Most new psychology majors are eager to help people. They hope to pursue professional careers, and express decidedly optimistic estimates of their own chances for an advanced degree. These students show an inclination to take human-interest courses (e.g., abnormal, developmental psychology) and a disinclination to take skills courses (e.g., statistics, tests and measurements).

Exit surveys of seniors in their last semester indicate general satisfaction with higher education and the major, but relative dissatisfaction with course and career advising. However, ratings of advising have improved in recent years. A substantial percentage of graduating seniors are pleased with their immediate prospects, but others are not.

Subsequent alumni surveys show that few of our students immediately enter graduate school. Instead, in the first year out, most former psychology majors find employment with a baccalaureate, and—in comparison with other IUPUI alumni—rank relatively low on measures of job satisfaction.

In closing, some of the news from current investigations is good, and some could be better. These findings point to ways the undergraduate program can be strengthened. After all, program evaluation and improvement are the real reasons for doing “student research”.



INDIANA UNIVERSITY
PURDUE UNIVERSITY
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