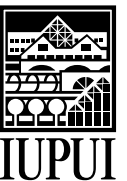


building  
**connections:**  
learning  
educating and  
collaborating  
through  
scholarship



I always look forward to preparing my contribution to our newsletter. It provides a forum for me to promote the accomplishments of our faculty, students, and staff, and to keep our constituency current on what is going on in the department. However, things are different this fall in the wake of the events of 9/11/01. Although the department continues to excel on all dimensions of its academic mission, the events of last



from  
the  
chair

J. GREGOR FETTERMAN

September have given us all pause for reflection on matters that are not connected with the business of the university, and our academic pursuits.

Following the disaster, the Psychology Department received quite a few calls from reporters from various media seeking expert opinions.

We were asked to lend our expertise on the “psychological makeup” of a terrorist, on the experiences of passengers on hijacked planes, and on the trauma experienced by survivors, families and friends of the victims of the attack. Needless to say, we did our best to lend our expertise. The questions caused me to realize that, although psychology has become quite sophisticated as a science, we still have a way to go to understand and predict reliably human behavior. This is not a surprise, because the subject matter of human thought, emotion, and behavior is probably the most complex subject matter in all of science.

I am ceding most of my space to William Plater, Dean of the Faculty at IUPUI. In his article, Dean Plater writes eloquently about the events of last September and about their impact on the role of public universities in our society. He also speaks to the place of the Psychology Department at IUPUI and, in a larger context, the place of IUPUI in the city, state, and world. Bill Plater is an articulate spokesperson for IUPUI and has been a strong supporter of the Psychology Department. Please give close attention to his comments

*J. Gregor Fetterman*



letter  
from  
william  
plater

While most of us have a sense that the world, and our place within it, has changed in significant if yet uncertain ways since the events of September 11, we should give thought to the place of universities in our society—especially public institutions located in and engaged with cities such as Indianapolis and its surrounding communities. We thus need to think about the future expansively.

This is an important period of reflection for IUPUI, as well as its individual schools and departments. Already committed to improving ourselves as an institution and to enhancing our capacity to advance the quality of life in central Indiana, the faculty, students and staff at IUPUI now have a greater sense of both the fragile nature of our work and its essential qualities.

The Department of Psychology is a microcosm of the university in its range of educational responsibilities—from Gateway courses to Ph.D.’s, from clinical research to pedagogical studies, from serving students to helping agencies in the region become more effective. Moreover, the Department of Psychology is a leader in helping the campus think experimentally and creatively about new approaches to old problems and in helping us see that some of the problems really are new—and thus require new methods and approaches. The department’s early studies of the ways to orient courses more to student learning than to convenience for faculty helped IUPUI launch a new era of quality improvements and attention to results. The faculty have experimented with alternative pedagogical approaches—leading in such nationally recognized innovations as service learning—and with new procedures—making advising more central to teaching. By breaking down distinctions between secondary education and college studies, the department is connecting IUPUI with the community in important ways. And psychology faculty have contributed to numerous interdisciplinary ventures and to collaborative research, helping IUPUI emerge as one of the state’s three research campuses.

As we think about the place of IUPUI in the city, state, and world, there is no doubt that we need a new paradigm or metaphor to explain who we are and how we are connected. The medieval image of the ivory tower has long been obsolete, just as the idea of a walled city in a remote location has given way to other ideas about the immediacy of learning and its involvement with the problems and the people of the day. IUPUI’s future will have to be based on its ability to be simultaneously a part of the community where it is located—in the time and space of today—and yet to be a part of the world whose peoples may remain unknown and whose events may be remote. This tension of engagement and distance, of application and discovery, of immediacy and theoretical will define not only how we must conduct our affairs but who we are as an institution.

The Department of Psychology has in the past distinguished itself by its internationality and sense of purpose. It has developed a sense of self-awareness that firmly roots the department in the School of Science, yet it has played a critical role as a provider of services to the whole campus. It has a sense of purpose and ambition—and in its commitment to be ever better it has developed a recognizable style. There is risk in setting high expectations and refusing to be complacent—but there are also enormous rewards. Through embracing the values of excellence, service, and innovation, the department can lead IUPUI in creating, using and disseminating knowledge to serve the world through our success in advancing central Indiana.

Since its inception in 1994, the Psychobiology of Addictions program has been successful in supporting and mentoring undergraduate research in the Psychology department. Faculty-mentored research provides hands-on experience in analytical thinking and integration of knowledge, two of IUPUI's guiding Principles of General Education. Undergraduate research can also help crystallize career goals, giving students an opportunity to experience the research process and the day-to-day undertakings of a research laboratory. Dr. Bethany Neil-Beliveau was recently awarded an Academic Research Enhancement Award (AREA) grant from the National Institute on Alcohol and Alcoholism to fund an Undergraduate Alcohol Research Training Program (UARTP). The overall goal of the UARTP is to increase opportunities for IUPUI undergraduates to engage in high-level, faculty-mentored research on the effects of alcohol on brain and behavior.

Because IUPUI is an urban university serving both traditional and non-traditional students, many students must work outside the university support their education. One of the major obstacles to providing research experience to undergraduates is the financial sacrifice imposed in exchange for time needed to do research. The UARTP will overcome this obstacle by providing stipends so that students can immerse themselves in collaborative projects with Dr. Bethany Neal-Beliveau (Program Director) and other Psychobiology faculty (Drs. Charles Goodlett, Harry June and Robert Stewart). One project examines the consequences of developmental exposure to alcohol and stress in order to study factors that may potentially affect fetal alcohol-induced damage, i.e., exposure to stressful conditions concurrent with binge-like patterns of developmental alcohol exposure. The second project compares the effects of the psychomotor stimulant amphetamine on brain stimulation reward, a powerful tool to evaluate the reinforcing properties of drugs of abuse, in rats genetically selected for alcohol preference. The third project examines the effects of chronic amphetamine treatment on alcohol drinking. Students are expected to spend at least 10 hours per week in the laboratory during the school year, and work full-time during the summer. Students will also have significant interactions with the Psychobiology faculty and other participants to learn

more about the different types of alcohol-related research being conducted within the group. They will also be required to write a paper (or manuscript) describing their research, and present their findings at either a regional or national conference. It is expected that these students will apply to graduate or professional programs in psychobiology or neuroscience in academic or medical schools, with the goal of becoming research

scientists in the field of alcohol abuse and alcoholism.

Along with the enhanced funding opportunities for undergraduate research, the psychobiology area has instituted a new track in behavioral neuroscience for psychology majors interested in rigorous fundamental training in behavioral and life sciences. An integral part of the new track is research experience, and each student will be required to conduct an individual research project with one of the faculty members. The UARTP should be an excellent vehicle for attracting and funding high-caliber students interested in studying and pursuing a career in behavioral neuroscience. Students will be recruited at the end of the sophomore or beginning of the junior year, and preferably spend 1-2 years in the laboratory. Letters will be sent to eligible students midway through the spring semester, describing the training program, mentors, and research projects. Candidates will be asked to write an essay describing their interests in behavioral neuroscience and alcohol research, their career goals, and choice of mentor, and types and purpose of research experience sought. The Program Director will be responsible for choosing the student participants and assigning them to a project, with input from the other mentors and Dr. Drew Appleby, Director of Undergraduate Studies. Please contact Dr. Neal-Beliveau at 274-6751 or [bnealbe@iupui.edu](mailto:bnealbe@iupui.edu) for more information.

academic  
research  
enhancement  
award for  
psychobiology  
BY BETH NEAL-BELIVEAU

The Internet is a means of transporting a vast amount of information to a large group of people, and provides a base for interactive activities among students, faculty, and learning materials. In the Department of Psychology at IUPUI the faculty recognizes the potential in using this media

to convey their knowledge to students. The Department of Psychology has for some time been an innovator in using the

Internet to deliver instructional services. In the past few years websites and online applications have

been developed to enhance student learning and to increase the efficiency of the faculty in tracking grades and providing course information. Our department employs a full-time Internet Applications Developer, Scott Comer, whose primary job is to develop tools to enhance student learning.

The first web-tool in psychology was IQuiz, an online testing program (<http://test.psych.iupui.edu/examples/>). We were the first on any IU campus to develop and use such a tool. Students in Introductory Psychology (B104), Life Span Development (B310) and Abnormal Psychology (B380) use an on-campus computer lab to take all of the class tests on a website. The tests are electronically graded and stored in a database for easy access by the professors and students. This saves professors and teaching assistants valuable time and effort. Also IQuiz allows students to take a test at any time during the day, and over several days, instead of during a specific class meeting. This provides substantial scheduling flexibility to our students, many of whom work outside the university and have family responsibilities. This Web-based testing system is well-liked by our students who appreciate its flexibility, ease of use, and the ability to easily retrieve test results and scores. Course testing is usually done in the Psychology Testing Lab, and quizzes can be done from any computer on the Internet. We also use IQuiz to administer surveys that allow the faculty to receive additional input from their students.

The Department of Psychology has also been developing a series of interactive learning sites for Introduction to Psychology as a Social Science (B104) (<http://psych.iupui.edu/b104/>). Introduction to Psychology as a Social Science has one of the largest and most diverse student enrollments on the campus.

Under the direction of Dr. John Kremer, three learning sites have been developed. First, *3InARow* (<http://test.psych.iupui.edu/3InARow/>) is a resource that quizzes students on material found in each chapter while recording their responses and scores. Second, *Applying Psychology to Life* (<http://boss.psych.iupui.edu/applyingpsych/>) is an interactive tool using Macromedia Flash graphics to tell a story and to encourage students to use the class material. This site encourages students to apply the terms and knowledge to real life rather than using rote memorization to learn the concepts. Lastly, *Compare and Connect* (<http://boss.psych.iupui.edu/candc/>) is a website that allows students to match terms with definitions. Students feel this site is a great study aid for the tests.

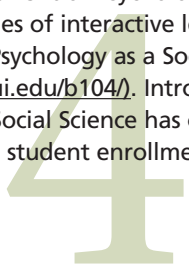
Several of our classes also keep an updated online gradebook for student and faculty use. The gradebook allows the students to see their up-to-date test scores, homework scores, and attendance points at anytime. It also shows them their current grade in the class. The professors use the gradebook to keep track of homework scores and to automatically compute the student's grades. The gradebook eliminates confusion in grades, provides students ready grade access, and simplifies the grading process for teachers and students alike.

Our *Gateway* (<http://boss.psych.iupui.edu/gateway/>) site allows users from across the Internet who teach gateway (introductory) courses to share information on how they teach their classes and solve problems. The Departmental website (<http://psych.iupui.edu/>) has been newly updated and features a tremendous amount of information about our department. It includes overviews of all of our programs, as well as useful information for students, vitae of all of our faculty, course syllabi, and a department calendar. We have also automated our tracking of students through Advising. Paper forms used for gathering information for helping advisors track students through their journey at IUPUI have been replaced with a website.

Finally, we have recently begun offering several courses that are delivered on the web. A section of Abnormal Psychology taught by Soren Svanum and a section of Introduction to Psychology as a Social Science taught by John Kremer allow users to attend class when they want, through the Internet. Abnormal Psychology offers a set of digitized lectures and a film that are integrated with graphics and can be accessed online through streaming audio and video. All course work and quizzes are done within a web environment, available 24 hours a day, and the student needs to come to the campus only five times per semester. Student course progress is monitored and maintained

# technology in the department of psychology

BY SCOTT COMER



in a database, and readily available to the instructor and the student. This course is particularly suitable for students who have strong learning skills, are efficient managers of time and effort, and can benefit from the high flexibility that the course offers. An initial standardized survey helps students determine their learning strengths and weaknesses, and helps them make an informed decision about this web-based course. In the Spring we will offer a web-based version of Child and Adolescent Psychology (B360) taught

by Professor Kathy Johnson for the first time.

As you can see, our use of technology in the Department of Psychology enhances and simplifies the learning experience. We feel that we have only scratched the surface of the potential of the Internet as a learning tool. We have made great strides that put us well ahead of others in this area, and we have plans to go much further.



# what's that? discovering what infants object concepts are really like

BY KATHY JOHNSON

If you're like most people, you probably instantly thought "dog" when you saw the picture at the top of this page. But maybe when you were 10 months old, your concept of "dog" may have been more like "brown furry thing with four legs that moves" or even "animate thing that's not human." Of course, babies don't represent their concepts with fancy phrases like these (only researchers talk like this!), but they may respond indiscriminately to all 4-legged mammals in a sorting task, or they may proudly proclaim "doggie!" when shown pictures of cows, horses, and goats.

Until recently, it's been very difficult to establish a satisfying account of infants' early object concepts because researchers typically use very different tasks when studying infants of different ages. For example, babies who can produce and understand language might engage in tasks that involve labeling pictures of objects. Very young infants might be tested through habitu-

ation tasks in which the time they spend looking at pictures of objects is carefully measured. Recently, Dr. Kathy Johnson and Dr. Barbara Younger of Purdue University, West Lafayette, have received a grant from the National Science Foundation to develop a new procedure for measuring the contents of infants' concepts. The procedure involves preferential looking, and promises to provide a

stable metric of infants' conceptual development during both the preverbal period of early infancy and then throughout the toddler years, as language is acquired. In the procedure, an experimenter shows the baby a model, or models a particular action with a toy object. The baby is then shown a pair of videotapes, one on either side of the toy object, and the time that the baby spends looking at each videotape is precisely monitored. By manipulating the relationship between the toy replica and the objects depicted in the videotapes, the researchers can precisely map out the scope of the infants' concepts, and gauge the degree to which that scope changes as a function of development. Numerous experiments are planned throughout the two years of the project, and infants from the metropolitan Indianapolis region are currently being recruited for participation. Former psychology major, Carrie McGinnis, is serving as project coordinator, and current psychology majors Raven Cuellar and Hajra Parveen have been helping out in numerous ways as research assistants. As you can see from the picture, the Cognitive Development Laboratory has recently undergone renovations to create a separate room to accommodate the preferential looking apparatus. Feel free to stop by and check out the new infant testing area inside the Cognitive Development Laboratory, LD 107, or email the lab at [inflab@iupui.edu](mailto:inflab@iupui.edu).



The child identifies the cup in Kathy Johnson's lab

## Student Comings and Goings

The Psychology Club and Psi Chi in the Psychology Department at IUPUI had a strong finish in the spring last year and a strong start this fall. Last spring ended with a wonderful faculty and staff recognition and appreciation luncheon sponsored by the clubs. There were wonderful

food, awards, and speeches along with a tropical luau theme. About 60 people attended this event and applauded the efforts of past presidents Veronica Bannon '01 and Tracy Stogsdill. At the appreciation luncheon, Dr. Beth Neal-Beliveau was awarded the Psychology Department's new award: Outstanding Faculty Academic Advisor.



At the Faculty Staff Appreciation Luncheon, Psi Chi President, Veronica Bannon '01 thanks Sherry Mullinix '01, Psi Chi Vice President, for excellent service to the clubs.

So far this fall, the clubs have had two training retreats on leadership. They have also collected money for the Red Cross Twin Tower relief fund, purchased a new popcorn popper for fundraising, volunteered at IUPUI's Day of Caring, sponsored walks with Dr. Roger Ware of the Psychology Department, sponsored a table for Chili for Charity (the Id, Ego, and Superego Chili with Dr. Drew Appleby) helped with Career Exploration Day, and put together a Haunted Hay Ride for Halloween. The clubs are very busy and planning for the rest of this semester and next semester. If you are interested in club activities you can contact Tracy Stogsdill, Psi Chi President at [tstogsdi@cs.com](mailto:tstogsdi@cs.com) or Crystal Henderson, Psychology Club President at [crhende@iupui.edu](mailto:crhende@iupui.edu).

iupui psychology  
department  
**fire fighters  
fund**

The following 100 students in my classes donated a total of \$563.30 to the Fire Fighters' Widows and Orphans Fund. These donations serve the three following important purposes.

- Helping those directly affected by the September 11th tragedy
- Enabling the donors to experience a small sense of control over the results of a catastrophic event
- Providing a sense of community in the department by engaging in a group effort with a common goal

The Psychology Club and Psi Chi—under the able and enthusiastic leadership of Crystal Henderson and Tracy Stogsdill—added another \$500 (\$250 from their B parking permit raffle and \$250 from club funds) to this \$563.30 to bring the grand total to a whopping \$1,063.30. Thank you to all who participated in this most worthwhile effort. I am proud and honored to be the teacher of so many caring students.

Drew Appleby

Amanda Smith	Denitra Kitchell	Lena Goffinet	Rosalind Short
Amanda Williams	Devon Lohr	Leslie Mize	Ryan Hopper
Amy Jennings	Eboni Jamssens	Lisa Williams	Sara Baize
Amy Kiefer	Emily Hull	Margaret Smith	Sarah Leonard
Andrea Maley	Erin Vickery-Swalley	Mary Hofmeister	Sarah Ventimiglia
Angela Schafer	Felicia Glinsey	Megan Steinway	Scott Canotsey
Anita Ahluwalia	Hilary Osborne	Melissa Tingle	Scott Goergen
Anonymous	Holly Jackson	Mike Madaaj	Shane Bivens
April Lucas	Holly Wade	Mona Zamber	Shante Menser
Ashley Jones	Ian Peers	Nancy Browne	Stacey Speshyoch
Ashley Males	Ian Shannon	Nate Lynch	Stacy Jordan
Behzad Shariati	Isabella Onyewuchi	Nathan Johnson	Stephanie Dougherty
Brandy Chandler	Jason Noyan	Kara McGrew	Stephanie Nichols
Brittany McDonald	Jennifer Reed	Karen Mitchell	Steve Love
Carla Fraley	Jessica James	Kassie Nullmer	Steve Toroni
Chris Alyea	Jessica Lieland	Kathy Inman	Summer Smith
Chris Compton	Jessica Welch	Katie Hughes	Ta-Kia Smith
Christine McLeish	Joe Kitchell	Keindre Tucker	Tanya Gilbert
Christy Haynes	Joe Poynter	Kevin Stage	Thais Terkhorn
Claire Squires	Joe Shaffer	Krystal Velez	Tim Monday
Clare Helphinstine	Joel Kinger	La'Shaun Williams	Tonya Darr
Cristina McNamara	Josh Goergen	Pam Holstein	Trisha Ree
Daniel Young	Josh Lantz	Phillip Goul	
Dave Smith	Julie Bates	Preston Ray	
Dave Snyder	Lacy Rex	Ralph Stevens	
Dawn Underwood	Lauren Forthofer	Raven Cuellar	

**Industrial/Organizational Summer Internships**

The curriculum of the M.S. Program in Industrial/Organizational (I/O) Psychology is structured to progress from surveys of broad concepts, to in-depth study of important issues, to opportunities for skill application. This occurs for both the scientist and practitioner training goals. Hands-on research opportunities begin with first-semester involvement in faculty research projects, continue throughout, and culminate with conducting a thesis. Hands-on practitioner opportunities occur during an optional internship in the summer between the first and second years, a semester-long practicum elective, and/or a required application-based seminar in the final semester. Below are the descriptions of the internship experiences last summer of two 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.

**Kathryn E. Daniels: Organizational Learning and Effectiveness Intern at St. Vincent**

My internship in the Organizational Learning and Effectiveness Department at St. Vincent Hospital was a wonderful experience. I was given many opportunities and made to feel like a true member of the department. St. Vincent was in the process of changing to a pay-for-performance compensation system from a pay for seniority system, and I was able to aid in that change. I co-facilitated three manager training session regarding the pay-for-performance system, or Performance Management. I also co-facilitated two training sessions to managers on how to disseminate the Associate Satisfaction Survey results to their associates. Other responsibilities of mine included collecting and collating participant expectations from both the Performance Management sessions and the Survey sessions. I was also able to develop surveys and administer them via the Web through Group System's Team Focus software. My final projects consisted of conducting a personnel file audit at the Carmel facility to obtain pre-Performance Management pilot data on the occurrence and quality of interim reviews and also conducting some best practices research on new employee orientation. I was given every opportunity to attend various trainings and leadership meetings. I was also allowed time to shadow a Human Resources Consultant for a period of two days. Throughout the summer I had many valuable experiences, and I could not have asked for a better internship.

**Susan L. McHenry: Compensation Intern at Clarian Health**

I spent my summer as a compensation intern at Clarian Health. One of the primary duties of the compensation team is to review employee pay to ensure that it is in line with the market. As a result, I spent a great deal of time doing market survey research. This task first required familiarizing myself with the job via the job description. Then, I went to the various compensation surveys and looked for a "match" for that job. The closer the actual job description was to the survey job definition, the better the match. The survey provided a general idea of the value of the position in question and pay issues could then be dealt with accordingly. However, other factors affecting equity (like experience and tenure in the position) had to be considered as well. Another important issue about which I learned concerned the rippling effect that occurs when one position's compensation is changed: Similar positions found in different departments across the organization have to be adjusted too. While these types of issues filled most of my summer experience, I also was able to help with reorganizing a couple of departments, where compensation worked in conjunction with other HR areas. With these reorganizations, it was compensation team's job to make sure pay reflected the new positions appropriately and to keep within the approved budget. Meeting and communicating well with management in each of the departments was an essential function of the compensation team's job, regardless of the project. During the summer, I was exposed to many different kinds of situations and learned through observing the different team members. Finally, I helped collect some custom survey data. When questions arose and no existing survey adequately addressed them, contacting hospitals across the country was needed. Given these hospitals' answers, policies/practices at Clarian could be determined. Without a doubt, my summer experience was one full of lessons that will help me in the future as I begin my own HR career.

internships

## THE CAPSTONE CLASS

advisee's questions  
and an  
advisor's answers

DREW APPLEBY

DIRECTOR OF UNDERGRADUATE STUDIES

Although page 530 of the 2000-2001 IUPUI Campus Bulletin provides an accurate description of the psychology capstone requirement, it fails to provide answers to several questions I often receive from my advisees about their capstone classes. This article will provide answers to those questions.

### What is a capstone class, and why am I required to take one?

In an architectural context, a capstone is the top-most stone that completes a building. In an academic context, a capstone is the final class that completes a student's curriculum. Capstone classes provide students with an opportunity "to demonstrate comprehensive learning in their major through some type of product or performance" (Palomba & Banta, 1999, p. 124). In other words, a capstone is a class in which senior psychology majors are required to pull together what they have learned in their previous classes and use this integrating experience to demonstrate they are capable of doing what they should be able to do as they graduate from the program (e.g., think critically, perform research, and write in APA style). This process serves a dual purpose. It allows psychology majors with a final opportunity to practice and demonstrate the skills they will need to succeed after graduation on the job or in graduate school. It also provides the Psychology Department with a final opportunity to assess whether or not it has been successful in its mission to produce competent psychology majors.

### What kinds of capstone classes are available?

Most psychology departments offer only one capstone class, and a few offer no capstone at all. The IUPUI Psychology Department offers its majors the three following types of capstones.

An empirical research project can be conducted (a) in a laboratory class dedicated to the study of a particular sub-discipline of psychology (e.g., social, developmental, or personality psychology), (b) in an individual research class, or (c) in an honors research class. The classes that will satisfy the research capstone requirement are B423, B425, B431, B445, B457, B461, B471, B497, and B499.

An on-the-job practicum allows students to apply what they have learned about a particular sub-discipline of psychology (e.g., industrial/organizational or clinical rehabilitation psychology) in the workplace. The classes that will satisfy the practicum capstone

requirement are B382, B462, and B482.

A scholarly seminar provides students with the opportunities to (a) perform an in-depth examination of a sub-discipline of psychology in which they have an occupational interest, (b) engage in a collaborative research project with their classmates, and (c) create a professional planning portfolio designed to facilitate their transition to life after college (i.e., employment or graduate school). The class that will satisfy the seminar capstone requirement is B454.

### What capstone class should I take?

The answer to this question is dependent upon your answer to the following questions.

What degree are you seeking? If you are pursuing a Bachelor of Arts (BA) degree, you may satisfy your capstone requirement by completing any of the classes described in the preceding section (i.e., a research project, a practicum, or the seminar). If you are pursuing a Bachelor of Science (BS) degree, you must complete an empirical research project.

(Important note: Unless you specifically chose the BA option when you applied for acceptance into the School of Science, you were automatically assigned as a BS student. If you would like to change your degree program, you may do so by completing the appropriate forms available in the School of Science Office (LD 222).

What are you preparing to do after you graduate? If you plan to enter a graduate program and/or profession that will require you to perform research (e.g., a thesis or clinical trials), then a capstone research project is your wisest choice. If you plan to apply the principles you have learned as an undergraduate psychology major in the workplace after graduation, then the practicum is your best alternative. If you are unsure of your post-baccalaureate goals or if you would like to leave your options open, the seminar is your most sensible option.

### When should I take my capstone class?

The answer to this question is, once again, dependent upon the answer to two more questions.

How should you prepare for your capstone? Students should have completed the majority of their psychology classes before they enroll in their capstone, and they should prepare themselves for specific capstones by completing certain prerequisites. Research capstones typically require B305 (Statistics) and B311 (Introductory Laboratory) as prerequisites, and those that deal with specific sub-disciplines of psychology also require completion of the appropriate content class (e.g., B424 Theories of Personality is a prerequisite for B425 Capstone Laboratory in Personality). Practicum capstones require the completion of the appropriate content class (e.g., B322 Introduction to Clinical Rehabilitation Psychology is a prerequisite for B482 Capstone Practicum in Clinical Rehabilitation Psychology). It is important to note that these are the minimum prerequisites for these capstones. Students should not attempt to complete

their capstone requirements until they have completed at least 30 of their 40 required hours in psychology. They also should not take their foundation classes just to "get them out of the way." It would be extremely unfortunate for a group of senior psychology majors to attempt a capstone research project if they had forgotten the skills they had developed in their Statistics and Introductory Laboratory classes.

When should you take your capstone? Once a student has chosen a capstone and prepared for it, the next question becomes, "When should I take it?"

Most capstones are offered on a regular basis (e.g., B454 Capstone Seminar is offered every fall semester), but unforeseen circumstances can disrupt this regularity. Students can maximize the probability of enrolling in their preferred capstones during their semesters of choice by (a) becoming aware of when their preferred capstones are usually offered and (b) registering early to insure their capstones will not be cancelled due to low enrollment.

Palomba, C. A. & Banta, T. W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco: Jossey-Bass Publishers.

## faculty and student connection

### Drew Appleby:

Appleby, D.C. (2001, October). Preparing students to perform well on multiple-choice tests. Paper presented at the Mid-America Conference for Teachers of Psychology, Evansville, IN.

Appleby, D.C. (2001, November). A website to identify, organize, evaluate, maintain, centralize, revise, utilize, and communicate the assessment activities of an undergraduate psychology program. Paper presented at the 2001 Assessment Institute, Indianapolis.

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

### Robert Bringle:

Bringle, R. G., Clark, H., Padrick, M.D., & Bringle, J.R. (2001, August). Estrangement between parents and adult children. Paper presented at the American Psychological Association, San Francisco, CA.

Bringle, R.G. (2001, October). Service-learning research as a source of scholarship. Invited featured paper presented at the First Annual International conference on Service-Learning Research, Berkeley, CA.

### Gary Bond

Bond, G.R., **Resnick, S.R.**, Drake, R.E. Xie, H., McHugo, G.J., & Beout, R.R. (2001). Does competitive employ-

ment improve nonvocational outcomes for people with severe mental illness? *Journal of Consulting and Clinical Psychology*, 69, 489-501.

Bond, G.R., Vogler, K.M., **Resnick, S.R.**, **Evans, L.J.**, Drake, R.E., & Becker, D.R. (2001). Dimensions of supported employment: Factor structure of the IPS Fidelity Scale. *Journal of Mental Health*, 10, 383-393.

Crowther, R.E., Marshall, M., Bond, G.R., & Huxley, P. (2001). Helping people with severe mental illness to obtain work: Systematic review. *British Medical Journal*, 322, 204-208.

### Phillip Fastenau

**Sasher, T.M.**, & Fastenau, P.S. (in press). Preliminary child normative data for the Extended Complex Figure Test (ECFT). Paper presented to the American Psychological Association. Abstract, *The Clinical Neuropsychologist*, 15.

**Taylor-Cooke, P.A.**, & Fastenau, P.S., (in press). Effects of test order and modality on sustained attention. Paper presented to the National Academy of Neuropsychology. Abstract, *Archives of Clinical Neuropsychology*, 16.

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### J. Gregor Fetterman

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