



One Prof Plus One Course Produced Extensive Benefits



David Young, professor of psychology, believes it all started about 15 years ago when he saw a need for students to get out in the community and apply psychological principles in a new way. He developed the Field Experience in Psychology course (PSY 48000) to fill this need. Ever since then, students have been integrating theory and practice in a supervised volunteer setting at an approved agency in the community.

Young recalls, “PSY 48000 actually began as a hospital course. I was affiliated with Charter Beacon, now Parkview Behavioral Health, and thought this setting would be a great way to immerse the students into the psychology field. Later, Jeannie DiClementi, associate professor of psychology, began teaching sections of 48000 where students could volunteer at a community agency other than the hospital.” By expanding the agency placements beyond the hospital, the department was better able to meet the diverse interests and goals of psychology majors. Young now teaches PSY 48000 with community placements during the fall and spring semesters and a hospital section of the course during the summer.

The benefits for students who enroll in PSY 48000 go beyond integrating theory and practice. Students learn the importance of professional preparation, behavior, and communication. “To find a placement, students need to present themselves professionally, including preparing a résumé, answering interview questions, dressing professionally, being on time, and passing background and drug screens. Once the placement has begun, students will need to learn to work as part of a team and communicate any concerns or issues to their supervisors.”

Students also learn responsible documentation by submitting a daily electronic log to Young. For each entry, students report on the day’s activities and evaluate their own performance. Students must also tie these observations to psychological principles and develop hypotheses about ways to improve the activities.

STUDENTS OFFER FRESH PERSPECTIVES

It is obvious that students benefit from this real world immersion, but Young believes that the community also wins. “Countless volunteer hours have been donated in service to many areas of the community. Agencies

report they really benefit from an injection of the fresh viewpoint of our students. I know the hospital loves it when our students come, because their energy, willingness, and positive spirit can really help in an often difficult setting.”

There’s someone else who benefits, and it’s the prof who started it all. “It is like a beneficial shot in the arm each semester when I read the logs about their efforts, successes, and even frustrations. I have learned that our students are truly sincere in their approach to a career in the helping professions.”

In order to see the benefits of PSY 48000 up close and personal, we’ve included four stories from students who have taken the course. We were amazed at the diverse outcomes and think you will be too!

WIN-WIN FOR STUDENT AND COMMUNITY

Robert Reyes (B.A. ’15), first learned about his PSY 48000 agency while talking with his sports psychology professor, Michael Scherbinski, Ph.D. “Dr. Scherbinski works at the Allen County Juvenile Center (ACJC), and he told me that they were accepting students for field placements. This was a perfect opportunity for me because of the varied hands-on experiences.” Reyes was able to observe the court intake process, field probation, psychological testing, and individual/group counseling. He also observed and assisted with classes to improve parenting skills of family members. Below are excerpts from Reyes’ PSY 48000 log, which focus on his interest in the role of parent education as a means of helping the youth at ACJC.



10/30/14: Today I had the opportunity to observe another parenting class. The instructor highlighted many interesting topics, such as the value of family meetings and the development of problem solving skills ... If the court system is expecting changes from these parenting classes, I think that ... assignments must be given to parents. For example, a parent could be required to host a family meeting at home and then report to the class how it went. This would allow the class to have an opportunity to use critical thinking skills to evaluate what was done well and what could be improved on by the parent.

11/21/14: I talked with the parenting class instructor about some more of my ideas for the parenting class. We talked about revising the pre-test

Chair's Comments

In this issue, we focus on psychology and the community. Psychology involves the production of new knowledge about human behavior and the evaluation of information about behavior in a scientific manner. It is well known that psychology involves the treatment of individuals with behavioral problems and disorders. Perhaps less widely known is that psychology has much to contribute to the functioning of community organizations, especially those that provide social services. Psychologists' knowledge of human behavior may benefit programs of local agencies that seek to help individuals adopt new behaviors to improve their lives, and psychologists' skills in data analysis can be used to help assess the programs' effectiveness. With an undergraduate training in psychology, there are many ways in which our students and alumni have helped to make our community a better place, and in this issue we feature several individuals who have done just that.

In our front page story, we highlight current and former students who have taken our field experience course, which involves a commitment of 6-9 hours per week of volunteer service to a community agency. Students are required to keep a log about how psychological principles may apply to behaviors observed at their agency and how the agency's program might be tweaked to increase its effectiveness. We also offer a special summer version of the field experience course in which the course supervisor, Professor David Young, works on site with students at a local mental health facility. The rewards to agencies and students are mutual. Not only do agencies benefit from students' contributions, but students themselves gain valuable job skills and experiences that help guide their future careers. Indeed, field placements have sometimes led to offers of employment after graduation.

Another way in which psychology students contribute to the community is through our Psi Chi student organization, which engages in service work both on campus and in the community. Many psychology students also contribute to community organizations and businesses as employees, volunteers, and board members after they graduate. The department is working to further strengthen ties between students and area employers. In one such effort, described later, we conducted a survey of area employers that showed how much they value in their employees the types of skills we promote in the psychology major. There is much to celebrate in the relationships between our students and the community, and we look forward to expanding opportunities to showcase psychology's contribution to the community.

Carol A. Lawton

Just Noticeable News

is a publication of the Department of Psychology College of Arts and Sciences Indiana University-Purdue University Fort Wayne.

"Just Noticeable" refers to the "just noticeable difference concept" from the early experimental study of perception; the smallest amount of difference between two stimuli that can be detected half of the time.

We'd love to hear from you!

Just Noticeable News
Department of Psychology
IPFW
2101 East Coliseum Boulevard
Fort Wayne, IN 46805-1499

260-481-6403
simpsosa@ipfw.edu
ipfw.edu/psychology



Psychology Major Thrived as a Student, Then in Our Community

If it hadn't been for getting her blood drawn at a doctor's appointment, Stephanie Faor (B.A. '13) might have never majored in psychology. A pre-nursing major at the time, Faor remembers, "I began to panic and cry and became very irate with the nurse. I even attempted to pull the needle out of my arm." Faor then realized that she had a fear of needles and intravenous procedures and could no longer picture herself in the nursing field. However, she still had a strong desire to work with people. Faor evaluated her options at IPFW and decided psychology was the best fit for her.

During her junior year as a psychology major, Faor sought out experiences in the community to round out her coursework. She volunteered at Erin's House for Grieving Children and at Camp New Happenings. At Erin's House, she participated in the school night and summer camp programs. Faor discovered that she enjoyed working with children and "had an interest in helping them connect with and work through their trauma." She

also gained insight into the grief process in young people and ways to cope with grief. At Camp New Happenings, a summer program that focuses on families affected by the loss of a parent or family member due to incarceration, Faor learned that children are "surprisingly resilient when faced with difficult challenges."

During her senior year, Faor enrolled in PSY 48000 Field Experience in Psychology, which allowed her to earn college credit for her experience in the classroom and in our community. She completed her field experience at the YMCA of Greater Fort Wayne Childcare Services Branch. Faor's main task was to help develop a structured recess pilot program for students at a local elementary school. She worked closely with the Childcare Services executive director and, as a result of this connection, Faor now serves as a member of the YMCA Childcare Services board. She says, "Being on the board allows me to connect with the staff working directly with children in our local school system and the children

Stephanie Faor emphasizes developmental milestones during her interaction with a family. Using Play-Doh as a tool, Faor is able to provide learning opportunities on communicating, problem-solving, sharing and taking turns, and manual dexterity.

attending the before- and after-school care programs. I also get to help with fundraising so that area families who can't afford the fee can receive scholarships, allowing their children to be a part of the program."

EXPERIENCES LEND INSIGHT TO JOB SEARCH

Faor believes that these experiences gave her more insight into the community, which then allowed her to see how her skills and interests best suited the needs of our area. Armed with this knowledge, Faor began her job search. She used IPFW's Career Services for résumé and cover letter critiques and searched Job Zone for job postings. She gives credit to the insight gained from the community experiences and Career Services for helping her land a position at SCAN as a family support worker with the Healthy Families department.

At Healthy Families, a voluntary support program for parents, Faor works with area families with children from prenatal to age three. "I visit with them in their home weekly to assist in strengthening the parent-child relationship through parenting skills and case management. I also help optimize the home environment to reduce safety risks and protect children at risk for abuse/neglect."

Faor says that her psychology education has enabled her to work with families from all different backgrounds, cultures, and experiences. She may deal with behavioral issues, developmental delays, autism, addiction, and parenting based on trauma. "To better understand each family's unique situation, I have used knowledge from classes like child psychology, stereotyping and prejudice, abnormal psychology, and cognitive psychology. Knowing how drugs can affect the brain and ways to better teach parents to cope with their children's behavioral issues have helped tremendously in being successful with the parents."

EXPERIENCES WERE ENLIGHTENING

She says that the three community experiences have provided her with a better understanding of all the ways grief, incarceration, and poverty can affect the families she sees at SCAN. "I love meeting with the families and hearing about what's going on in their life. It's interesting to see how outside factors affect the parent-child relationship. It's great to see so many mothers who may be going through a lot of stress and challenges still thrive as parents."

Remember how Faor experienced a high level of stress at the doctor's office and how this challenge caused her to reconsider her major? It is great to see that she was able to thrive as a psychology student and even greater to learn that Faor continues to thrive as an alumna, while also helping our community thrive!

Want to participate in an externship or internship in our community? Searching for a job? Check out Career Services in Kettler Hall, Room 109, or at ipfw.edu/career

Keep in touch! Department of Psychology - Alumni Contact Details

Name: _____ Previous Name (if used at IPFW): _____

Degree: _____ Year of Graduation: _____

Mailing Address: _____

Email: _____ Preferred Contact: ☐ Email ☐ Mail ☐ Either

Personal and Professional News (please print):

Return to: Department of Psychology, IPFW, 2101 East Coliseum Boulevard, Fort Wayne, IN 46805-1499

Or Email: simpsosa@ipfw.edu

One Prof Plus One Course Produced Extensive Benefits - continued from front page

and post-test administered to parents and using the results to determine the effectiveness of the classes. This course's core goal is to teach parents that their role as parents is to ... help their children learn how to become independent, responsible, and competent. However, this course administered to the parents does not have any standardized test to test if the parents understand these concepts ... For example, if a parent received an A+ in the course, I would predict that this should generally reduce the probability of their child returning to the courts. A researcher can begin to correlate what is the significant grade needed to efficiently reduce the amount of trouble juveniles cause. Any parent who does not receive a certain grade should be forced to take the course over again. By doing this, court systems can effectively educate parents who lack the necessary skills to be effective parents.

Even though his field placement ended in December, Reyes continued to volunteer for the eight-session parenting course offered in January. He was able to observe the implementation of some of the suggestions that the instructor and he had discussed earlier. Reyes stated, "For example, the prior parenting classes were taught with the instructor primarily lecturing; however, I had made the suggestions to use a round table for the seating and to encourage more elaborate participation and critical thinking discussions. It appeared that there was more rapport built between the instructor and students, and a sense of comradery was established between the parents. Parents stayed after class and spoke with each other, whereas last semester they left immediately after." Reyes' involvement at ACJC not only helped to improve the parenting classes, but also helped him realize that he wants to work with adolescents—a win-win for our student and our community!

MAKING A DIFFERENCE IN SOMEONE'S LIFE

During fall 2014, senior psychology major Elisa Hernandez began her field placement at Specialty Tutoring, where she volunteered in the small-group tutoring program at the Boys & Girls Clubs. "I wanted to do a field placement that would get me out of my comfort zone," said Hernandez. "Working with kids has never been my specialty, so it was challenging. I stretched myself to do things that I didn't know I could do before."

Hernandez assisted Specialty Tutoring's learning specialists as they worked with students in grades 1–5. "I learned about helping kids get and stay engaged in learning. I believe these children were encouraged strongly by getting individual attention. The best thing was seeing how excited the kids were to come in and get their work done—that really made it feel like I was making a difference in someone's life."

Because Hernandez loves gaining all the experiences and knowledge she can, she enrolled in the hospital section of PSY 48000 during summer



2015. She believes that a field placement at a mental health hospital will make her grad school application stand out. Hernandez also wants to learn everything she can about people, and believes that the more people she meets, the better. "Interacting with the patients and staff at Parkview Behavioral Health has further reinforced in my mind the fact that people are people. We all have the same basic needs and desires, no matter how difficult a stage of life is for us."

Hernandez says that a huge benefit in completing the field placements has been Young's guidance. "That's something you can't get if you just volunteer in the community." She is very grateful for the opportunity to have completed two sections of PSY 48000, and said, "Honestly, if I had time, I'd be interested in doing another one."

GETTING A FIRST-HAND LOOK

After researching various agencies, Matthew Swick (B.A. '14) decided that he wanted to pursue a field placement at Second Steps Autism Resource Community Center. Swick said he took the same approach as he would for employment. "I tailored my résumé to be specific to the position, set up an interview, and followed through in gathering relevant information about the agency and position."

Second Steps accepted Swick for a field placement during fall 2014; however, he actually started volunteering in June for one 6-hour day each week. The time spent during the summer allowed him to begin interacting with the client he would be assigned to during his field placement. Then in the fall, Swick began working on specific goals established by the Applied Behavior Analysis (ABA) consultant. He also spent time observing therapists and clients to better understand ABA therapy.

"The 48000 experience was essentially my first-hand look at how many of the principles from my psychology classes are applied in a real-life

(Continued on next page)

One Prof Plus One Course Produced Extensive Benefits - continued from page 5



therapy environment,” Swick states. “I have always been fascinated by the different applications of operant conditioning and shaping, and these principles are a large part of ABA therapy. As the semester moved along, I felt much more confident in my ability to apply these principles with my client. I also felt a growing desire to gain employment at an agency like Second Steps, since I am truly passionate about helping others.”

During Swick's PSY 48000 end-of-the-semester performance evaluation with his supervisor, he inquired about a full-time position at Second Steps, now Child's Play Behavior Analysis. Swick completed the application process, and a month after he earned a B.A. in December 2014 he was offered a full-time behavior technician position at the Fort Wayne location of Child's Play. He works one-on-one with clients and works closely with program coordinators and board certified behavior analysts to ensure that each client receives the proper individualized services. Swick works with clients on communication (gestural and verbal), social skills, and life skills (cooking, cleaning, shopping, and hygiene). Swick states, “Therapy is provided both in the clinic and in the community, the latter of which is referred to as Natural Environment Training. Going into the natural environment is a good way of assisting clients in generalizing skills learned in a clinical setting to their everyday world.”

Swick has no doubt that his PSY 48000 experience helped him land a job that he loves and that the services he provides at Child's Play are of great benefit to Fort Wayne.

WORKING IN A TEAM ENVIRONMENT

During fall 2013 Heather (Rosbrugh) Dye (B.A. '13) completed her field placement at Turnstone, a center for children and adults with disabilities. “I had been on the client side of Turnstone for 13 years as a parent of a child with a disability, and now I had the opportunity to work with four different social workers who enlightened my perspective on their roles.” As a result of this experience, Dye says she learned how to work in a team environment and evaluate potential career avenues. Little did she know that she would be using both of these skills after graduating in December 2013.

In August 2014 Dye began working full-time at STARBASE Indiana, which provides students in grades 5–8 opportunities to participate in challenging “hands-on, minds-on” activities in Science, Technology, Engineering, Arts, and Math (STEAM). Students are encouraged to explore STEAM careers. As office manager, Dye not only assists with this career exploration, but also works with local schools, military entities, youth agencies, and government officials to coordinate scheduling, documentation, programming, and funding.

Dye describes herself as a “fortunate recipient of a supervisor in my PSY 48000 course that was excited to mentor me and lead me toward a career.” As a result, she decided to “pay it forward” and invite IPFW students to partake in the college student mentoring program at STARBASE. And that's exactly what Dye did; she contacted Young about establishing STARBASE as a PSY 48000 agency. By spring 2015, two psychology majors, Sheleaha Egly and Jacob Gerondale, were approved to complete their field placement at STARBASE.



Dye challenges IPFW psychology alumni to pay it forward to psychology students and to the younger students in the community. “I have been the recipient of great mentoring and education from professors in the IPFW psychology department. My hope is to be the instigator of a new ripple effect that begins here at STARBASE. By reaching back to IPFW, we can make a positive impact on the university and the community. Truly the young people of our community benefit from the shining examples of all IPFW alumni who share their success stories.” Challenge accepted?

Want to share your alumni success story? Contact Sara Simpson at simpsosa@ipfw.edu. Want to help grow this positive impact? Contact Professor David Young at young@ipfw.edu if you work at a community agency that would be a superb field experience for our psychology students.

News from Our Alumni

Melody Bledsoe (B.A. '14) finished her first semester at the Indiana University McKinney School of Law in the top 20% of her class. She has been a summer associate at the Indianapolis office of Faegre Baker Daniels LLP, where she was named their 2015 scholar for the Leadership Council on Legal Diversity.

Kasi Browning (B.A. '13) was employed upon graduation until February 2014 as a wilderness therapy instructor at SUWS of the Carolinas. She led backpacking trips with at-risk youth while teaching them coping skills as well as primitive survival skills. Next, she completed a 10-month term for AmeriCorps National Civilian Community Corps, where she worked on community service projects in Washington, Texas, and California. Currently, she works as a direct support staff at RHA Health Services in North Carolina, where she assists individuals with developmental and intellectual disabilities with their life goals and daily living tasks. She believes that the experiences she gained from her psychology coursework have enabled her to work with such diverse populations.

Michael Cooper (A.A. '07) graduated from the Albert Einstein College of Medicine in May and started a psychiatry residency at NYU-Bellevue in July. Before medical school, Michael studied bioethics and worked as a neuroscience research technician at the University of Pennsylvania. While in medical school he studied abroad in Peru, Sweden, Lithuania, and Italy. He lives in New York City with his girlfriend and is looking forward to spending another four years there for residency.

Joseph Graham (B.A. '11) works as a rehabilitation services provider at Bowen Center in Albion, Ind. He loves his job and credits a psychology degree for helping

him better understand his clients' mental illnesses.

Allison Haag (B.A. '14) has completed her first year in the applied developmental psychology master's program at George Mason University. Her thesis examines the predictors of gifted and talented identification in a large ethnically-diverse, low-income, longitudinal sample from Miami Dade County.

Amy Hart (B.A. '14) has been admitted into the master's program in counseling education in the clinical mental health track at Ball State University. She is excited about starting graduate school this fall and would like to thank the faculty and staff at IPFW for helping her throughout her undergrad career.

Susan Johnston (B.A. '10) completed a Master of Science in Education in the counseling education program at IPFW in 2013. She is now employed at IPFW as an advisor in the College of Arts and Sciences and continues to work toward full licensure as a marriage and family therapist.

Stephanie Lochbihler (B.A. '12) had an article accepted for publication based on research she conducted for her honors thesis in psychology under the supervision of Daniel Miller, associate professor of psychology. Lochbihler, S., Miller, D. A., & Etcheverry, P. (2014). "Extending animal models to explore social rewards associated with designated smoking areas on college campuses." *The Journal of American College Health*.

Allyssa (Cook) Mattes (B.A. '13) will begin her graduate coursework in August 2015 in the Ph.D. clinical psychology program with a concentration in neuropsychology at Wayne State University in Detroit. She and her new husband, Phillip,

are looking forward to being in the middle of the Detroit revitalization process.

Mark Miller (B.A. '13) worked as a rehabilitation service provider at Bowen Center from February 2014 to February 2015. Since March 2015, he has been employed as a preadmission screening case manager at Aging and In-Home Services. In June of 2014 he returned to IPFW and began his graduate studies in the marriage and family counselor education program.

Manaal Sajid (B.A. '14) will begin her graduate coursework in the Psy.D. clinical psychology program at Wright State University this fall. Her area of interest is family and child development.

Jenna Sturges (B.A. '12) received an MBA with a concentration in human resources management from Indiana Wesleyan University in 2014. Since then, she has moved a few times due to her husband's job, and is now in Evansville working at the corporate office of ProgressiveHealth as the human resources generalist/payroll coordinator. Her plans are to continue to gain experience and network within professional organizations so she can poise herself for HR management. She says that the critical thinking skills gained from her psychology degree have helped so much in the business world.

Rachel (Kiser) Thomas (B.A. '10) completed a Master of Arts in theology in August 2014. She and her husband Christopher welcomed their daughter, Keziah Grace Thomas, on August 11, 2014. Rachel is currently staying at home with Keziah while Christopher continues his education. She has plans to pursue a Ph.D. in psychology within the next few years.

Our Students Shine at Research: Student Research Presentations during 2013–15

With the guidance of their faculty sponsors, 47 students during 2013–14 and 50 students during 2014–15 presented research at the following meetings: Midwestern Psychological Association, Society for Neuroscience, American Society for Gravitational and Space Research, International Conference and Summit on Violence, Abuse, and Trauma; Association for Psychological Science, and IPFW Student Research and Creative Endeavor Symposium.



Senior psychology majors Samantha Anderson and Gracee Fyfe discuss their research with symposium judge Pam Reese, assistant professor of communication sciences and disorders, at the 2015 IPFW Student Research and Creative Endeavor Symposium April 27. Anderson and Fyfe won first prize in undergraduate research for their poster on Preschoolers' Mind-Related Comments: Stepping Stones to Early Theory of Mind (faculty sponsor, Brenda Lundy).

Judges Elaine Blakemore, interim dean of the College of Arts and Sciences, and Andres Montenegro, assistant professor of visual communication and design, listen to Carrie Serna, Ryan Harvey, Andrew Horton, and Crysta Terry explain their research on Video Game Experience: Perception of Self-Motion and Motion Sickness in the Virtual World (faculty sponsor, Carol Lawton). These four students won second prize in undergraduate research at the 2015 Symposium. At the 2014 IPFW Symposium, Elizabeth Phillips, Hina Batool, Manaal Sajid, and Ashlin Long received second undergraduate prize for their poster on How does having children of both genders in a family relate to children's gender-related behaviors and maternal attitudes about them? (faculty sponsor, Elaine Blakemore)



Psi Chi Chapter Makes a Difference



Psi Chi was one of numerous student organizations giving back and saying "thank you" to the Fort Wayne community at IPFW's The BIG Event on April 11. Psi Chi students volunteered at The Rescue Mission by sweeping the parking lot, sorting clothes, and untangling more hangers than you can imagine.

Pictured above: Kimberley Herzog, Tracy Buit, and Brandon DeArmond.

Psi Chi helped make a difference throughout the entire school year by volunteering at Freshmen Fest, Suicide Prevention Week, Halloween Howl, Great American Smokeout, Northeast Indiana Regional Science and Engineering Fair, National Eating Disorders Awareness Week, IPFW Health Fair, New Tech Academy, High School Dual Credit Day, Reverse Career Fair, and more! Kudos to the 2014–15 officers—President Kimberley Herzog, Vice President Andrew Horton, Treasurer Audrey James, and Secretary Monique Glaspie—for leading our psychology students in difference-making!

Students do not have to be a Psi Chi member to participate in club activities. For more information, "like" IPFW Psi Chi on Facebook or email psichi@students.ipfw.edu

Employers Rate Skills Learned by Psychology Majors

The Psychology Department conducted a survey in 2014 to find out which skills northeast Indiana employers value most in their employees. Employers were asked to rate the importance of 36 skills that faculty believe psychology students acquire in the major. The data from the survey are now being used in PSY 14000, Critical Foundations for Psychology, to educate students on the types of companies in the area hiring psychology graduates and the acquired skills found most useful in the community post-graduation.



Top Rated Skills in Order of Importance by Area Employers

1. Listening skills
2. Apply ethical principles appropriate to the workplace
3. Establish relationships with clients or customers
4. Work effectively with diverse populations
5. Empathy skills
6. Teamwork skills
7. Conflict resolution
8. Behavioral management
9. Deliver clear and concise oral communication
10. Draw conclusions based on information gathered

News from Our Faculty



Elaine Blakemore, Ph.D., was selected as the 2014 College of Arts and Sciences Internal Distinguished Lecturer. Her lecture, “Why do Boys and Girls Behave Differently? What I Have Learned in 30 Years of Studying Children’s Gender Development,” drew a large campus audience on March 21. Blakemore also received the Lowell W. Beineke Award for

Outstanding Contributions to the Liberal Arts and Sciences in 2014. This award was given in recognition of her significant contributions to research on children’s gender development, including publication of a well-regarded textbook, *Gender Development* (2009), as well as her excellence in teaching and outstanding service to the university. Most recently, Blakemore served as the interim dean of the College of Arts and Sciences (February 2014–June 2015).

Jeannie DiClementi, Psy.D., has become a regular contributor to *The Conversation*, a website that seeks to provide academic perspectives on current topics to a popular audience. Among the topics covered by DiClementi in spring 2015 were the impact of Indiana’s religious freedom law on LGBTQ students, individual differences in recovery from trauma, and the syringe exchange to combat the outbreak of HIV cases program in southern Indiana.

Michelle Drouin, Ph.D., was selected for the 2015 Featured Faculty in Teaching program, which recognizes the significance of high quality teaching at IPFW. In association with this honor, Drouin presented a talk to the campus community, “Involving Undergraduates in Research: The Good, The Bad, and The Awesome,” on March 2.



Drouin and Jody Ross, Ph.D., co-authored a study, along with **Elizabeth Tobin (B.A. '14)**, on unwanted sexting as a form of abuse, published in the September issue of *Computers in Human Behavior*. This study, as well as two other recent studies by Drouin on sexting deception (with Tobin and **Kara Wygant, B.A. '14**) and back burner relationships through social media, have received a lot of attention in the popular media, including the *Washington Post* and the *Huffington Post*.

Jay Jackson, Ph.D., was promoted to professor in August 2014.

Carol Lawton, Ph.D., began a collaboration with members of the Information Analytics and Visualization Center (IAV) in the Department of Computer Science to explore the psychological aspects of using 3-D virtual reality devices. Specifically, they are investigating how cues for simulated movement in virtual displays impact the perception that one is moving through the virtual environment and feelings of motion sickness. Four psychology students—**Ryan Harvey, Andrew Horton, Carrie Serna, and Crysta Terry**—have been involved in this research, using a virtual display with 3-D goggles programmed by computer science graduate **Benjamin Aeschliman (M.S. '10)**, application software developer for IAV.

Jody Ross, Ph.D., was tenured and promoted to associate professor in August 2014.

Lesla Vartanian, Ph.D., received the 2014 Downs-Hollander Service Award from the College of Arts and Sciences for her many contributions to the department, college, and campus. Vartanian also gave a talk on April 7, 2015, “When Helpfulness Holds You Back: How Your Parents and Professors Might Be Doing You Wrong,” as part of the College of Arts and Sciences Faculty in Focus series.

In addition, the following faculty presented or published their research or published textbooks in 2013 and 2014: **Bruce Abbott, Ph.D., Elaine Blakemore, Ph.D., Kenneth Bordens, Ph.D., Michelle Drouin, Ph.D., Craig Hill, Ph.D., Jay Jackson, Ph.D., Daren Kaiser, Ph.D., Carol Lawton, Ph.D., Brenda Lundy Jackson, Ph.D., Daniel Miller, Ph.D., Jody Ross, Ph.D., Lesla Rae Vartanian, Ph.D., and Ryan Yoder, Ph.D.**

What Are They Doing Now?

It's been about a year since the 2013–14 psychology department awards were presented to the eight individuals listed below. We were curious, and thought you might be too, about their accomplishments during the past year, how their IPFW psychology education has enhanced their lives, and what goals they have set. Read on to find out how each award recipient responded.

Elizabeth Tobin (B.A. '14) - Outstanding Senior

I am in the cognitive and social master's program at Ball State University (BSU), where I received a full tuition waiver and a stipend associated with my graduate assistantships. For my first year efforts at BSU, I received one of the Recognizable Graduate Student Awards. I recently became the Indiana State Representative for the American Psychological Association of Graduate Students—Advocacy Coordinating

Team and have had my third article published, which was based on research that I did at IPFW. This research is getting a large amount of media attention, which is an amazing honor.

My undergraduate research and teaching experiences have been pivotal in both my acceptance into graduate school and within my current program. I had more experience in these areas than most people in my graduate program cohort. These unique skills that I gained at IPFW have helped me greatly in graduate school. My experiences at IPFW were incredible and I am proud to be an alumna! I often boast about the department, the faculty, and the institution.

I plan to apply to Ph.D. programs this fall and will hopefully start my coursework in fall 2016. I have realized that teaching is a very large passion for me and my long-term goal is to work within a teaching institution much like IPFW.

Sarah Brockman (B.A. '14) - Senior Excellence



I have been working for the past year as a behavioral therapist at Fort Wayne Autism Center. I utilize Applied Behavioral Analysis (ABA) therapy to help children with autism increase their social and communication skills and decrease problem behaviors. At the center, we collect and analyze a wide variety of data to determine if our techniques are working. Because ABA is research-based therapy, my undergraduate experiences as a research assistant



in both human and animal labs helped prepare me for this data collection. We also use the principles of positive reinforcement on an hourly basis with our clients.

This summer I am moving to Indianapolis to work as a claims representative in a career development program at Liberty Mutual Insurance. After gaining a couple more years of work experience, I plan to obtain a master's in counseling and a certification as an eating disorder specialist.

Lindsay Dixson (B.A. '14) - Senior Excellence

I have opened my own business, Pet Concierge, LLC. It is a sitting, walking, and taxi service for pets. I use behavioral psychology daily to diagnose underlying issues that are causing behavioral problems with the animals and to help with the everyday training of the animals.



Without the help and support of the psychology professors, I may never have found my passion for using psychology to better understand and improve our relationships with animals. The organizational skills that I acquired at IPFW have allowed me to be successful at running this business. I have had my LLC for less than a year, and I am already setting goals to hire multiple employees and offer all the services you might need for pet care at your door.

Lucas Miller (B.A. '14) - Senior Excellence



I had initially planned to pursue a graduate degree in psychology in fall 2015; however, while looking for full-time employment, I was hired as a data analyst and report writer by Blackstone Laboratories in Fort Wayne. Blackstone

primarily analyzes used oil from internal combustion engines and industrial equipment. My main responsibilities are to analyze the lab data to determine the oil's physical condition, as well as identify any potential issues with the machine itself. I then write a report explaining the results of the analysis to the customer. It's a far cry from my plans as a of a year ago, but I enjoy the work so much that I have decided to not apply to grad school for the time being.

The skills I learned at IPFW that allowed me to obtain this position and to do it well, were, without a doubt, obtained through the research experience I gained. These skills allowed me to gain a better understanding of statistical analysis beyond that covered in the required degree courses, as well as learn how to collaborate with others on projects. The writing skills I gained as a psychology major are something I use on a daily basis to write reports and correspond with customers. The job itself is beyond the scope of the field of psychology, but the skillset I gained at IPFW has been a great fit for my current employment.

Rachel Zachar (B.A. '14) - Senior Excellence

I have been attending the clinical neuropsychology doctoral program at Nova Southeastern University (NSU) in Fort Lauderdale. Currently I am working on my first directed study (equivalent to a dissertation), which has to be done by the end of next year and which I'm planning on submitting for publication. I used my last year of NCAA eligibility on the NSU cross country and track and field team, where I was named to the Women's All Region Team and Women's All-Academic Team. I have also been involved as a public relations officer for the Gay Straight Student Alliance.



All of my upper-year classes at IPFW, especially psychobiology, helped me succeed in some of my first-year classes at NSU. Had I not had such a fabulous base from the IPFW psychology profs, I would have struggled a lot in these classes. At IPFW, I also learned to always go for the things you really want. With the assistance of my awesome psychology professors at IPFW, I spent countless hours revising grad school applications. Even though it was annoying, and I would have much rather been playing laser tag, I really wanted to go to grad school. With the support of these profs, I was able to keep my motivation high and achieve what I really wanted!

Chris Gunderson (B.A. '14) - William James

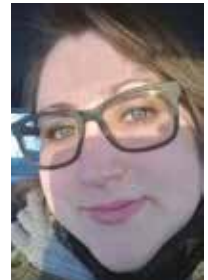


I've been busy going through the graduate school process from beginning to end. In August, I will be moving down to Lexington, Ky., to start my graduate studies in the counseling psychology master's program at the University of Kentucky. I believe that the hands-on research experiences I gained at IPFW helped distinguish me as a great candidate for this graduate program.

The IPFW psychology department has some of the best professors, staff, and students on the campus, and I miss being a part of this fantastic family.

Heather Butler (B.A. '14) - Senior Scholarship

After graduating in December 2014, I began working full time as a nanny. I am also in a graduate transition to teaching program at Indiana Wesleyan University (IWU), so that I may teach psychology at the high school level. There were a lot of valuable skills I learned at IPFW, but right now the most valuable ones that I am utilizing are writing, research, and critical thinking skills. After I complete the transition program at IWU, I plan to teach high school psychology and then I also hope to finish a master's in education.



Audrey James (Senior) - Senior Scholarship

This financial scholarship helped pay for my books, which then allowed me to work a little less and spend more time on my educational goals. Over the past year, I presented a research poster at the IPFW Student Research and Creative Endeavor Symposium and the Midwestern Psychological Association's Annual Conference in Chicago. I was the treasurer of Psi Chi last year and have been elected as the president for 2015–16. I also made the dean's and semester's honors list.



My plan for this next school year is to apply to graduate programs in social psychology. I will also continue as a research assistant for three professors as well as a teaching assistant for the Intro to Personality Theory course. The department presents so many opportunities (i.e., the aforementioned research and teaching) that normally would not be obtainable for undergraduates. I am very thankful for how much the department cares for its students from the little things (such as trying to figure out the copy machine) to the big things (such as preparing for grad school or getting a job after graduating).



DEPARTMENT OF PSYCHOLOGY

INDIANA UNIVERSITY–PURDUE UNIVERSITY FORT WAYNE

2101 East Coliseum Boulevard
Fort Wayne, Indiana 46805-1499

NONPROFIT ORG.

U.S. POSTAGE

PAID

FORT WAYNE, IN
PERMIT NO. 92

  Follow the Psychology Department on Twitter @IPFWPsychDept and “like” our page on Facebook, IPFW Psychology Department.

And the Award Goes To...



What an awesome group of achievers! Eight students received psychology department awards at the College of Arts and Sciences Honors Banquet on April 23. Front Row: Kimberley Herzog (Senior Excellence), Matthew Swick (William James), Andrew Horton (Senior Excellence), Kristina Dammeyer (Senior Scholarship), Gracee Fyfe (Senior Excellence), Laura Geimer (Senior Scholarship). Back Row: psychology department faculty – Michelle Drouin, Jody Ross, Daniel Miller, Brenda Lundy Jackson, and Elaine Blakemore; Elizabeth Phillips (Outstanding Senior). Not pictured: Hailie Ripley (Senior Excellence).