

Journey



**Florida Institute
of Technology**
High Tech with a Human Touch™

School of Psychology
Fall 2010, Volume 20, No. 2

Psychology and Technology

Mary Beth Kenkel, Ph.D., Dean, College of Psychology and Liberal Arts

When High Tech with a Human Touch became the new catchphrase for Florida Tech, I immediately embraced it. It captures so well the value of personal connections as we pursue innovative technologies in higher education and society. In addition, since the programs in the College of Psychology and Liberal Arts—psychology, humanities and communication—clearly give a human touch to the university, I felt the motto vividly reflected how integral CoPLA is to the university. And finally we had a quick and concise answer to that often asked question “What’s a School of Psychology doing in a technological university?”

In this issue of *Journey*, we will explore the nexus of technology and personal connection from a different angle. Instead of High Tech with a Human Touch, we will concentrate on how the School of Psychology is extending the Human Touch with High Tech.

At first, this might sound a little strange. Common wisdom often regards technology as a barrier to the formation of close personal connections. A spate of recent commentary forecasts that the high use of the social media and other technologies among our younger generation will handicap their ability to create meaningful relationships and true friendships.

But we know that technology is being incorporated into all fields and all aspects of human life and that trend will only accelerate in the future. So the challenge for psychology is determining how this technology can be used to build and strengthen connections among people. Furthermore we need to explore how to reap the efficiencies and broad scope inherent in the use of technology without neglecting individual needs and wants.

The articles in this *Journey* describe how we are using technology in psychology teaching, supervision, services and research. We have discovered that technology can help us



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more carefully observe the behavior of clients and therapists and intervene in more helpful ways. Technology is enabling us to extend the reach of our psychological services across the miles and provide services and consultation to those who could not easily access services on campus. Through technology, our Florida Tech students are gaining global competence by learning from instructors throughout the world and interacting with psychology students who are overseas. In addition, our psychology researchers are studying the impact of the new technologies on human behavior and finding ways to adapt those technologies to be more useful to the people who employ them. We are showing that the human touch can be extended through technology and are investigating ways to do that even more effectively. In recognition of this work, we just might create a new moniker for Florida Tech’s School of Psychology—Human Touch with High Tech.

Internationalizing Technology

William Gabrenya, Ph.D., Psychology Faculty Member

How wrong we were when we thought that computers were for computing. From Jacquard's 19th-Century punch card-controlled loom to truck-sized mainframes that could run a t-test, we used computers to control things and crunch numbers for a long time. The computer's niche expanded a gazillion times beginning with the invention of ARPANET in 1969 and its transformation into the Web 20 years later; the release of the generation-corrupting computer game Pong in 1972; and the advent in 1978 of a sort of primitive social networking on "electronic bulletin board systems." For me, the transition from mere computing to international communication hit home in 1990 when I received this e-mail message through XCUL, the first cross-cultural psychology discussion list:

Date: Thu, 11 Oct 90 17:47:46 EDT

*From: "Herbert A. Huston"
<XRHAH@SCFVM.GSVC.NASA.GOV>*

Subject:

*Czechoslovakia connects to EARN today
Czechoslovakia's international node
(CSEARN) connected to Austria's interna-
tional node (AEARN) earlier today. About
14:15 I was carrying on a brief conversa-
tion with an evening-shift operator there
named Ljuba using TELL commands ...*

Thus the Cold War (and subsequently Czechoslovakia) ended.

At Florida Tech, it was somewhere in the mid-1990s, after the "Interweb" arrived, that most of the discussions, issues and arguments facing the university's Academic Computing Committee no longer had much to do with computing. Opening the link between Czechoslovakia and Austria at the end of the Cold War seems trivial viewed in the light of how intensely we use the Internet for domestic and international communication—as I now correspond nearly daily with colleagues in former and still nominally Communist countries.

The School of Psychology has actively explored educational applications of the Internet-based international communication. In a 2007 experiment, the I/O program used Internet conferencing technology to arrange a colloquium by a Turkish psychologist in which she spoke to us from her desk at Koc University. Then in November, 2010 we successfully conducted a joint seminar



between the I/O programs at the University of Silesia, Poland, and Florida Tech involving about 20 participants. The technological challenges that must be met to successfully pull off these kinds of events cannot be underestimated, not the least of which are ensuring adequate Internet bandwidth and good tech support at both ends of the wire. Differences in wealth and infrastructure that divide nation-states also divide universities, often within the same nation, so not all universities can participate yet in international education initiatives.

In my own classes, I have undertaken three international education experiments that involved communication via Skype between my students and students in China and Taiwan. These experiments were ... highly experimental, and not everything went well. With my collaborators Chien-Ru Sun and Wenhua Yan, we organized a colloquium at the recent Australian congress of the International Association for Cross-Cultural Psychology in which we revealed the lessons learned in carrying out these projects. We discovered that intercultural group assignments can be hampered by more than the obvious technology, language and time zone issues. Cultural differences are naturally a big deal, but the most vexing problem that we faced in all of these experiments was differing classroom cultures: How good is "good enough" on a team project? What

does "on time" mean? Where ought one draw the line between "I appreciate my partner's English language difficulties" and "my partner just can't talk"? "How come we Chinese must use English, but you Americans don't need to learn a word of Chinese?" "You are spending how many hours a week being paid to play on some kind of sports team?" (So you're never available ...) As much as we should have known better, we discovered that exotic exercises of this sort are highly time-consuming on our part, and I wonder if they might best be organized or at least supported at the university level by dedicated international education staff.

Whether international education efforts using new technologies are a passing fad or provide real educational benefits should be discussed as our experience accumulates. Cross-cultural psychologists begin with the basic assumption that these innovations must be intrinsically good, but as a social scientist, I need to see the data. After each of our classroom experiments, we administered comprehensive evaluation questionnaires in both countries. For the most part, students reported that they learned something useful and thought the experience was worthwhile, if perhaps too much work. But, check my Interweb site in 2014 for a possibly improved assessment and photos of my antique computer collection.

Technology and Scott Center Psychological Services

Shawn McManus, M.S.W., and Naseem Dezhkam, M.A., Second-Year Psy.D. Students

Graduate students in the Clinical Psychology Program of the School of Psychology provide psychological services at the Scott Center to the Brevard County community. Technology is booming at Scott Center Psychological Services! In addition to computers used by faculty and staff, the spacious second floor graduate workroom provides six computers for the students' use with five more Dell computers recently purchased to accommodate the computer administered testing and outcome measures.

Currently clients may take some computer administered psychological tests. This eliminates data input error and is an expedient way to score assessments as well. Electronic scoring has been useful for many types of assessments such as intelligence tests (Wechsler tests and Woodcock-Johnson tests of achievement and cognitive ability), objective psychological tests (Minnesota Multiphasic Personality Inventory, Second Edition (MMPI-II), Millon Clinical Multiaxial Inventory, Third Edition (MCMI-III), Sixteen Personality Factors (16PF), Personality Assessment Inventory (PAI), Adaptive Behavior Assessment System (ABAS), Child Behavior Checklist (CBCL) and the Rorschach Inkblot Test). In addition to testing, clients are given the computer administered Outcome Questionnaire (OQ45) measure prior to each session to assess progress. The results remain in the client's chart and are used in supervision

to determine the efficacy of the treatment as well as data for doctoral research projects.

The camera system at Psychological Services is an amazing asset not only for student clinicians but for academic training as well. A minimum of one camera is discreetly placed in each of the 11 treatment rooms. Microphone systems are placed through the ceiling, assuring good sound recordings from every area, even within the largest group room. The camera system is computerized and user friendly for students and faculty. Sessions may be taped (upon written consent of the client) and labeled for supervisors to retrieve specific sessions. Student clinicians are encouraged to view the recording of their sessions for their professional development. Supervisors have access from their office computers and can view live sessions as well as taped sessions. Furthermore, the camera system is utilized for courses such as clinical skills.



From left: Danielle Schuster, Shawn McManus, Rebekah Travis

The future of technology at Scott Center Psychological Services is exciting. Psychological Services plans to be paperless by the end of summer semester! At this time, Psychological Services is working with IT to develop an electronic appointment book. Although the clients' financial accounts have been managed through Therapist software for the past five years, the accounts will soon be transferred to a new software package that encompasses scheduling, accounts and psychological records. Future clinicians at Scott Center Psychological Services have a lot to be excited about as newer technology becomes implemented in the near future.

Family Learning Program Implements Technology in Family Therapy

Rachel Oppenheimer, M.S., Fifth Year Psy.D. Student

The Family Learning Program (FLP) has recently implemented a new service, with the help of technology available at the Scott Center for Autism Treatment. FLP's Family Therapy Team offers a reflective family therapy approach, where clinicians are able to observe and give feedback on processes and systemic issues directly to families using the cameras and live video feed available in each therapy room at the Scott Center. The team is made up of doctoral trainees from the Clinical Psy.D. program and a licensed supervisor. These clinicians work in pairs as either "reflectors," viewing the session via the cameras and video feed or as co-therapists conducting treatment directly with families. At various points in the session, the co-therapists are able to consult with the reflective team, as well as invite the reflective

team into the room to consult with the family, offering immediate and salient feedback on communication, family structure, cohesion and adaptation to interventions offered. This reflective approach to family therapy provides

not only an important and evidence-based service for families recovering from sexual abuse but also demonstrates how technology can be used effectively to train students in family therapy approaches.



From left: Paula Wolfeich (supervisor), Rachel Oppenheimer, Erica Johnson, Jessie Giglio, Nicole Grace, Ashley Hoffman, Amber Hasty

Technology: A Catalyst for Supervision and Training

Alexandrea Wiegand, M.S., Behavior Analyst

The use of educational technology has grown tremendously, affecting various aspects of our lives. Recently, there has been an increase in the use of technology in relation to higher education such as web-based classes and online testing. However, some warn of the possible harmful effects, as it has been criticized that we will become dependent on the technology to learn and students could lose their ability to relate to others. Appropriately used, technology could enhance experiences and provide additional learning opportunities. For instance, the Scott Center for Autism Treatment has taken the use of technology and established real-time, web-based

supervision for ABA graduate students working with children in their homes. Currently, one child receives 15 hours per week of intensive behavioral treatment in his home from two clinicians. Faculty and supervisors are able to watch the clinicians conduct the treatment and give feedback real-time, via Skype, a software application that allows voice calls via Internet. The system includes a laptop computer equipped with a camera and a wireless communication device ("bug in ear"). Two additional children will be receiving a portion of their treatment sessions in their home by the end of the semester.

This form of supervision has allowed the Scott Center to expand its services into several areas. Supervisors are now able to provide immediate feedback and support while clinicians are off-site through the "bug in ear," and supervise multiple sessions simultaneously. This will allow the center to service not only more families, but families that may otherwise not be able to receive such treatment because they are in a rural area. Supervisors will be able to monitor treatment sessions across settings, including the home and school. Most importantly, this system allows students to gain clinical experience in different settings, accomplishing the university's motto, "High Tech with a Human Touch."

Taking the Subject Pool Digital

Vanessa A. Edkins, Ph.D., Assistant Professor of Psychology

Research in psychology has historically depended on undergraduate student participation and Florida Tech's School of Psychology is no exception. Today's undergraduate students have grown up online and have developed an expectation that if something is important, they will be able to access it on the Internet. An Academic Information Technology Committee (ACITC) mini-grant was secured to move Florida Tech into the realm that many larger educational institutions have already entered—online

subject pool management. Sona Systems is a secure site used by hundreds of universities all around the world to easily manage research study sign-ups and record participation. Students enrolled in Introduction to Psychology classes can log in to Sona Systems to see what studies are available and to sign-up for online or in-person study sessions. The system will also keep a record of their participation and send credit accumulation reports to their instructors. For researchers using QuestionPro or other online questionnaire

sites to run their studies, Sona Systems can be easily linked to the study site and can assign each participant a unique identification number to track participation. Our integration of Sona Systems could not come at a better time since, come Spring 2011, our subject pool will be growing exponentially with the addition of the Applied Psychology online students. The online students are a great opportunity to collect data from a much more diverse sample than on-campus Introduction to Psychology courses generally provide.

Scott Center Hosts Successful Outreach Events

Colleen Middlebrooks, Outreach Coordinator, Scott Center for Autism Treatment

Aces for Autism Event a Resounding Success

Florida Tech's tennis teams helped raise more than \$13,000 at the Aces for Autism exhibition Sept. 12 at Kiwi Tennis Club. All of the proceeds earned will offset some of the costs for families in social skills classes at the Scott Center for Autism Treatment, located on the Tech campus. As part of the festivities, the Panthers conducted a mini-court tennis clinic for children and siblings of the Scott Center. They also showcased their skills in a pro-am tournament with members of the community. Tech head coach Bill Macom joined in on the fun as he and Fred Sutton squared off against Ed Scott and Glen Outlaw in a doubles match.

"The Kiwi Tennis Club did a great job with this event," Macom said. "I have to thank their members and everyone from the community who participated. The kids and families

of the Scott Center for Autism Treatment had a great time and will significantly benefit from this event. I hope our teams show even more serving improvement this year and we produce more aces for autism!"

Money raised through entry fees and by a supporter, who offered to donate \$1,000 for every ace achieved by the players, went to the Macom Scholarship Fund, which benefits families of the center. The exhibition kicked off the Aces for Autism initiative, which will last the entire 2010-11 school year.



Fred Sutton and Ed Scott, Aces Playoff participants and community supporters of the Scott Center

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Scott Center at Florida Tech Hosts Annual Autism Conference

The last weekend of October marked Florida Institute of Technology's fourth annual Autism Conference entitled "Stepping Stones to Excellence." The conference was hosted by the university's School of Psychology and Scott Center for Autism Treatment. With over 150 people in attendance, the conference presented comprehensive, evidence-based information and featured noted autism experts speaking on a variety of related topics. Educators, health care and social service providers, and families were presented a variety of information on developing effective educational and therapeutic programs for individuals with autism spectrum disorders. Parent Trista Patten had this to say, "I never thought rewarding would be a word I could apply to a conference. Each presentation was more of an experience than a speech. I think they will affect how our family learns and grows." The conference was held on Friday, Oct. 29, at the Gleason Performing Arts Center. Featured speakers included Vince Carbone, Ed.D., BCBA; Mary Lynch Barbera, BCBA; Anita Miller Sostek, Ph.D.; and Amiris Di Puglia, M.D., BCBA. Carbone gave the keynote address, "The Effects of Pace Instruction on Problem Behavior and Skill of Children with Autism." Barbera's topic was "The Verbal Behavior Approach: Home Programming for Children with Autism." Author and parent of a child with autism, she has served as a behavior analyst with the Pennsylvania Verbal Behavior Project. Also an international speaker, she published *The Verbal Approach: How to Teach Children with Autism and Related Disorders*. Sostek, vice president of Scientific Review and Operations at Autism Speaks, presented a research update on the recent prevalence of autism spectrum disorders. Di Puglia presented "Large-scale Implementation of an



Jose Martinez-Diaz; Amiris Di Puglia, M.D., BCBA; Mary Lynch Barbera, BCBA; Vincent J. Carbone, Ed.D., BCBA; Ivy Chong; Fran Warkomski; Mary Beth Kenkel

ABA/Verbal Behavior Model within the Public Education System." Parent of a child with autism, Di Puglia is currently an educational consultant for the Pennsylvania Training and Technical Assistant Network. A Saturday Workshop was also held at the College of Aeronautics Skurla Hall auditorium on campus. The workshops, with Vince Carbone, were entitled "Increasing Vocal Productions of Children with Autism" and "The Role of the Conditioned Reflexive Motivating Operation (CMO-R) During Discrete Trial Instruction of Children with Autism."



Joseph Mazzella, art contest winner



Alumni Spotlight: Tim Fortney, Psy.D.

Since coming to the UCF Counseling Center in September of 2008, I have had the opportunity to act as the liaison to the UCF Athletic Department. My services to the Athletic Department fall into three categories: the individual level, team level and then department-wide services.

I work with athletes on an individual level who are struggling with a variety of concerns. In terms of improving athletic performance, I help athletes overcome performance anxiety and fears of failure, learn to manage the stress associated with being a student-athlete at a Division I school, and facilitate the transition from being a successful high school athlete to being a successful college athlete. I utilize my specialized skills and training in hypnosis to help athletes learn to connect with their inner sense of confidence, pride and power to overcome mental roadblocks such as doubts and fears. I often work with athletes to address their doubts and fears associated with returning to competition following an injury. I work to help the athlete recognize and embrace their inner resources and strengths to overcome any doubts and hesitations they may have about their ability to come back. Finally on the individual level, I work with athletes to address the variety of mental health concerns that all college students face. These concerns may include: depression, anxiety,

family and relationship concerns. In working with student-athletes on these concerns, they often require help not only in addressing their mental health concern, but also to help to minimize that concern's impact on their athletic performance.

The second level of my work with the athletic department includes interventions aimed at the team level. In working on the team level, my efforts generally fall into one of two categories: presentations/seminars and ongoing workshops. Ongoing workshops allow me to have repeated contact with a team throughout their competitive season. Having more regular contact with the team allows them to develop a greater sense of comfort with the idea of utilizing psychological concepts to improve their performance as well as normalizes seeking help from a psychologist.

On the department level my greatest accomplishment so far has been in helping to form the Athletic Care Management Team, which is a multidisciplinary team consisting of members of the Counseling Center, Sports Medicine Department, Athletic Student Services and Academic Services for Student-Athletes. The team works to identify student-athletes who may be having difficulties and coordinate care to ensure that the athlete's needs are met while maintaining their confidentiality and dignity. This is a new program



Tim Fortney

that we put into action last year and has been an invaluable tool in the coordination of a student-athlete's care. The Athletic Care Management Team allows me as a psychologist to educate the various other departments of the psychological considerations that may be impacting various student-athletes.

Working with student-athletes at UCF has been an incredibly enriching experience on both the personal and professional level. It has allowed me to develop new skills and learn to work within complicated systems effectively.

Aces for Autism continued from page 4

During the year, Macom and the Panthers will provide tennis instruction to children with autism. The community may participate in the Aces program by pledging a set amount for each ace the team earns during the season or providing a designated amount.

Aces for Autism addresses the specific needs of children with autism and their families by providing coordinated recreation; this assists in social skills, physical movement and activity. "Aces" also offers an opportunity for Scott Center families to enjoy a leisure activity together. The Scott Center at Florida Tech is dedicated to providing the highest quality treatment, training and applied research to enhance the functioning and improve the quality of life of children with autism and related disabilities in Central Florida.



Florida Tech tennis team members teaching Scott Center children and their siblings

Welcome New Psychology Faculty



Alison Betz, Ph.D.

Assistant Professor, Behavior Analysis Programs

Dr. Betz comes to Florida Tech after completing a post doctoral fellowship at The Munroe-Meyer Institute of the University of Nebraska Medical Center. There, she supervised cases in the severe behavior treatment center, conducted and assisted with grant funded research projects, and supervised behavior technicians. The majority of Dr. Betz's research focuses on evaluating treatment protocols and teaching procedures for people with disabilities. She is now concentrating on the assessment and treatment of severe behavior with individuals with disabilities, examining interventions that produce positive behavior changes in young children with autism, and evaluating staff and parent training methods. Dr. Betz has taught both undergraduate and graduate courses in behavior analysis, including a research design distance education course via live web broadcast. As a certified behavior analyst, she also has substantial clinical experience, ranging from working one on one with children with disabilities to being behavioral consultant for residential facilities and schools where she trained teachers, speech and language pathologists, occupational therapists and behavioral consultants. Dr. Betz has been an active presenter at ABA conferences and serves on the editorial board of *Journal of Applied Behavior Analysis*.



Maria Lavooy, Ph.D.

Program Chair and Associate Professor, Applied Psychology Online Program

Maria Lavooy earned an undergraduate degree in biology, with biopsychology as her main area of interest and study. It was this interest that led her to the Behavior Genetics Mouse Lab at Miami University, Ohio, where she earned an M.A. and Ph.D. in Psychology. She brings to Florida Tech almost 25 years of psychology teaching experience—at the College of St. Elizabeth in New Jersey, then at Brevard Community College, and most recently at the University of Central Florida. She has been involved in online teaching for 11 years and has focused her scholarly work on pedagogy in the online environment. She has been an active member of Psi Chi, The International Honor Society in Psychology, since her undergraduate years and is currently serving on the board of directors in the capacity of vice president of the Southeast Region. She also has been very involved with the Council of Undergraduate Research (CUR), the Southeastern Psychological Association and the Honors College at UCF. Her recent research interests, in addition to online teaching and learning, include confronting behavior and diversity, with a primary focus on gender issues.



Joshua K. Pritchard, Ph.D.

Instructor, Behavior Analysis Program

Mr. Pritchard is returning to Florida Tech where he earned his baccalaureate and master's degree in applied behavior analysis after completing his Ph.D. in behavior analysis at the University of Nevada at Reno. His research interests focus on verbal behavior, complex human behavior, q-methodology, dissemination and behavioral theory/philosophy. Mr. Pritchard is a Board Certified Behavior Analyst and has worked as a behavior analyst at Devereux (Florida), leading ICF/MR interdisciplinary teams in Kentucky and Tennessee, as well as within his own behavioral consulting firm. Mr. Pritchard has substantial teaching experience, focusing on undergraduate psychology research and applied behavior analysis courses. Mr. Pritchard has been very active in state-wide and national behavior analytic professional associations, and serves at the co-editor of the newsletter *Science in Autism Treatment*.



Meagan Gregory, Ph.D., BCBA

Visiting Assistant Professor, School of Psychology

Dr. Gregory comes to Florida Tech after completing her Ph.D. at the University of Florida. Dr. Gregory has a variety of clinical experiences including working with both children and adults with developmental disabilities (DD) in various settings including an inpatient hospital unit for individuals with severe behavior disorders, an adult day training program, a special education school and community group homes. She is interested in continuing to conduct research with individuals with DD and behavior disorders. Other areas of interest include medical compliance, caregiver implementation of treatments for problem behavior and topics related to skill acquisition (e.g., functional communication training, discrete trial training, developing social skills for individuals diagnosed with autism).

Faculty Kudos

Felipa Chavez received a grant which will fund some of her research for summer 2010.

Chong, I. M., & Allison, J. (2010, June). Treatment of Food Refusal & Selectivity in Children with Autism and Related Disabilities. Workshop presented at Children's Medical Services, Viera, FL.

Chong, I. M., & Lugo, A. (2010, July). How to Deal with Tantrums and Other Problem Behaviors. Workshop presented at Children's Medical Services, Viera, FL.

Chong, I. M., & Carr, J.E. (in press). Failure to demonstrate the differential outcomes effect in children with autism. Behavioral Interventions.

Burger, A., & Chong, I.M. (2010). Receptive vocabulary. In S. Goldstein & J. A. Naglierei (Eds.), Encyclopedia of Child Behavior and Development (pp. xxx-xxx). New York, NY: Springer.

Burger A., & Chong, I.M. (2010). Language acquisition. In S. Goldstein & J. A. Naglierei (Eds.), Encyclopedia of Child Behavior and Development (pp. xxx-xxx). New York, NY: Springer.

Chong, I.M. (2010). Behavioral assessment. In S. Goldstein & J. A. Naglierei (Eds.), Encyclopedia of Child Behavior and Development (pp. xxx-xxx). New York, NY: Springer.

Chong, I.M., & Wolfteich, P. (2010). Mustism. In S. Goldstein & J. A. Naglierei (Eds.), Encyclopedia of Child Behavior and Development (pp. xxx-xxx). New York, NY: Springer.

Johnson, M., & Chong, I.M. (2010). Positive practice. In S. Goldstein & J. A. Naglierei (Eds.), Encyclopedia of Child Behavior and Development (pp. xxx-xxx). New York, NY: Springer.

Johnson, M., & Chong, I.M. (2010). Overcorrection. In S. Goldstein & J. A. Naglierei (Eds.), Encyclopedia of Child Behavior and Development (pp. xxx-xxx). New York, NY: Springer.

Husband, J., & Chong, I.M. (2010). Behavior modeling. In S. Goldstein & J. A. Naglierei (Eds.), Encyclopedia of Child Behavior and Development (pp. xxx-xxx). New York, NY: Springer.

Prichard, J., & Chong, I.M. (2010). Aversive stimulus. In S. Goldstein & J. A. Naglierei (Eds.), Encyclopedia of Child Behavior and Development (pp. xxx-xxx). New York, NY: Springer.

Prichard, J., & Chong, I.M. (2010). Radical behaviorism. In S. Goldstein & J. A. Naglierei (Eds.), Encyclopedia of Child Behavior and Development (pp. xxx-xxx). New York, NY: Springer.

Sparling, J., & Chong, I.M. (2010). Feeding problems. In S. Goldstein & J. A. Naglierei (Eds.), Encyclopedia of Child Behavior and Development (pp. xxx-xxx). New York, NY: Springer.

Sparling, J., & Chong, I.M. (2010). Naturalistic observation. In S. Goldstein & J. A. Naglierei (Eds.), Encyclopedia of Child Behavior and Development (pp. xxx-xxx). New York, NY: Springer.

Zonneveld, K., & Chong, I.M. (2010). Discrimination learning. In S. Goldstein & J. A. Naglierei (Eds.), Encyclopedia of Child Behavior and Development (pp. xxx-xxx). New York, NY: Springer.

Converse, P. D., Gotlib, T., Pathak, J., & Merbedone, M. (2010, April). Proactive Personality, Self-Control, and Career Success. Presented at the 25th Annual Conference of the Society for Industrial and Organizational Psychology, Atlanta, GA.

Converse, P. D., & DeShon, R. P. (2010, April). A Within-Person Evaluation of the Regulatory Resource Model. Presented at the 25th Annual Conference of the Society for Industrial and Organizational Psychology, Atlanta, GA.

Edkins, Vanessa (March, 2010). Defense attorney recommendations and client race: Does zealot representation apply equally to African American and Caucasian clients? Paper presented at the annual meeting of the American Psychology-Law Society, Vancouver.

Vanessa Edkins was awarded a Florida Tech mini-grant to create an online subject pool site for on-campus and online psychology student research participation. The site will be housed by Sona Systems.

Vanessa Edkins recently presented a paper at APA—psychology and law division.

Trame, E., Turner, S., van Driel, M., Pathak, J., Fehir, S., & Gabrenya, W. (2010, April). Validating the Cultural Intelligence Scale: What Does It Really Measure? Poster presented at the 25th annual meeting of the Society for Industrial and Organizational Psychology, Atlanta, GA.

Gabrenya, W. K. Jr. (2010, July). Are Taiwanese becoming (ever more) modern? A 21-year longitudinal study. In W. K. Gabrenya (convener), On becoming "modern": Quantitative and qualitative studies of societal and individual change. Symposium presented at the 20th Congress of the International Association for Cross-Cultural Psychology, Melbourne, Australia.

Gabrenya, W. K. Jr., van Driel, M., Trame, E., Turner, S., & Pathak, J. (2010, July). The cultural intelligence scale: What does it measure? Paper presented at the International Congress of Applied Psychology, Melbourne, Australia.

Gabrenya, W. K. Jr., (2010, July). The future of IACCP: A panel discussion and open meeting. Workshop conducted at the 20th Congress of the International Association for Cross-Cultural Psychology, Melbourne, Australia. (Participants: Kwok Leung, Hazel Markus, Heidi Keller, Patricia Greenfield)

Yan, W.-H., & Gabrenya, W. K. Jr. (2010, July). Cross-cultural collaborative teaching experiment: China and the U.S.A. Paper presented at the 20th Congress of the International Association for Cross-Cultural Psychology, Melbourne, Australia.

Gabrenya, W. K. Jr., & Sun, C.-R. (2010, July). A cross-cultural collaborative teaching experiment and a proposal for IACCP involvement in international education. Paper presented at the 20th Congress of the International Association for Cross-Cultural Psychology, Melbourne, Australia.

Gabrenya, W. K. Jr. (2010, July). Cybersex: Looking for the cultural dimension. School of Social Science and Humanities Lecture Series, Victoria University of Wellington, New Zealand.

Gammon, A. R., & Griffith, R. L. (2010, April). Identity incongruence: Construct definition and scale development. Poster session presented at the 25th Annual Conference of the Society for Industrial and Organizational Psychology, Atlanta, GA.

Griffith (2010, April). Applicant Faking Behavior: Prevalence, Consequences, and Remedies. Master Tutorial presented at the 25th Annual Conference of the Society for Industrial and Organizational Psychology, Atlanta, GA.

Griffith (2010, April). Current Issues in Personality. Community of Interest at the 25th Annual Conference of the Society for Industrial and Organizational Psychology, Atlanta, GA.

Merlini, P., Sudduth, M. M., Ricci-Twitchell, M., Kung, M.-C., & Griffith, R. L. (2010, April). The smart or right choice: Exploring job-related intelligence and faking. Poster presented at the 25th

annual meeting of the Society for Industrial and Organizational Psychology, Atlanta, GA.

Lee, L. M., Piccone, K. A., Isaacson, J. A., Trejo, B. C., & Griffith, R. L. (2010, April). Profiling the faker: The individual differences behind applicant faking behavior. Poster presented at the 25th annual meeting of the Society for Industrial and Organizational Psychology, Atlanta, GA.

Julie Gross presented four efficacy studies currently in process to the Brevard Commission for Mental Health and Community Solutions (studies conducted in partnership with Circles of Care, Public Defender's Office, State Attorney's Office, Brevard County Jail and our undergraduate interns).

Gutman, A. (2010, April). Legal issues in job analysis:

Avoiding pitfalls without breaking budgets. Panel Discussion presented at the 25th annual meeting of the Society for Industrial and Organizational Psychology, Atlanta, GA.

Gutman, A. (2010, April). Thugs and Drugs in the workplace: Debating employment prescreening procedures. Debate presented at the 25th annual meeting of the Society for Industrial and Organizational Psychology, Atlanta, GA.

Gutman & Dunleavy (2010, April). Legal update: Ricci, OFCCP enforcement and implications for selection. Master Tutorial presented at the 25th annual meeting of the Society for Industrial and Organizational Psychology, Atlanta, GA.

Thom Harrell was voted "Outstanding Clinical Psychology Faculty Member" for 2010 by the graduate students in the Clinical Psychology program.

Celeste Harvey was awarded a Florida Tech mini-grant for data collection system.

DeLeon, P. H., Kenkel, M. B., Garcia-Shelton, L., & VandenBos, G. R. (2010). Psychotherapy from the 1960s to the present. In J. C. Norcross, G. R. VandenBos, & D. K. Freedheim, History of psychotherapy (2nd Edition). Washington, DC: American Psychological Association.

DeLeon, P. H., Kenkel, M. B., Oliveira Gray, J. M., Sammons, M. T. (2010). Emerging policy issues for psychology: A key to the future of the profession. In D. H. Barlow (Ed.), Handbook of clinical psychology. New York: Oxford University Press.

Mary Beth Kenkel participated in the Mental Health Subject Matter Expert Work Group, Florida Department of Elder Affairs, 2010.

Maria Lavooy participated in INTEL International Science and Engineering Fair Psi Chi Senior Judge, San Jose, CA.

Radhika Krishnamurthy's invited comments were included in an article, "Postgrad growth area: Assessment psychology," gradPsych magazine, A publication of the American Psychological Association, Vol. 8, No. 2, March, 2010.

Archer, R. P., & Krishnamurthy, R. (2010). Minnesota Multiphasic Personality Inventory-Adolescent (MMPI-A). In I. B. Weiner and W. E. Craighead (Eds.), Corsini's Encyclopedia of Psychology (4th ed., pp. 1006-1007). New York: Wiley.

Krishnamurthy, R. (2010, March). Rorschach structural variables and response verbalizations: The continuum of interpretive choices and decisions. In M. L. Silverstein (Chair), Clinical interpretation of the Rorschach: Using the Comprehensive System and content analysis. Symposium presented at the annual meeting of the Society for Personality Assessment, San Jose, CA.

Radhika Krishnamurthy served as a co-examiner for the American Board of Assessment Psychology (ABAP) diplomate examination conducted in March 2010.

Radhika Krishnamurthy was elected Fellow of the American Psychological Association, Division 12 (Clinical Psychology).

Krishnamurthy, R. (2010, August). Integrating multiple informants' reports in child and adolescent assessment. In V. R. Brabender (Chair), Integration of Psychological Assessment Data – Learning it, Teaching it. Symposium presented at the 118th convention of the American Psychological Association, San Diego, CA.

Cummings, T. L., King, L. A., Krishnamurthy, R., Privett, A. R., & Day, D. O. (2010, March). External test correlates of the MMPI-2 and MMPI-2-RF: A comparative study. In T. R. Young (Chair), MMPI-2-RF Studies. Paper presented at the annual meeting of the Society for Personality Assessment, San Jose, CA.



Frank Webbe receiving the Dean's Service award from Mary Beth Kenkel. The award recognizes outstanding work in mentoring and promoting the development of junior faculty.

Congratulations to the College of Psychology and Liberal Arts students who received a degree and/or graduated in the past year

Summer 2009

Master of Science, Applied Behavior Analysis

Oneina Elizabeth Abellon
Hsing-Hsiu Hsieh

Doctor of Psychology, Clinical Psychology

Davina Ann Bedsole
Claire E. Blankemeier
Donna Marie Burrowes
Ronald James Daugherty
Deborah Denise Gambles
Kyle Joseph Goodwin
Jill Corine Nicolino
Donald Reeves Respass

Doctor of Philosophy, Industrial/Organizational Psychology

Mitchell H. Peterson
Iris Daliz Rivera

Fall 2009

Bachelor of Science, Communication

Jessica Marie Brown

Bachelor of Science, Psychology

Amber M. Ebberts
Staci Ann Stafford

Bachelor of Arts, Psychology

Yesenia M. Castillo
Jamie Cara Kennedy
Lauren Michelle Lester
Sun Kyung Park
Bonnie Andrina Phillips

Bachelor of Arts, Forensic Psychology

Rebecca Anne Austin
Alexandra Novak
Jessica Rachel Scharf
Veronica Lin Wong

Master of Science, Psychology

Laura Emily DeMarzo
Nicole R. Gassman
Jessie Jenny Giglio
Krista Elizabeth Hansen
Jennifer Nicole Jimenez
Joanna Kopec
Michelle Melissa Miller
Kristy Quackenbush
Maria F. Rheäume
Matias Rodriguez
Veronica Beth Rubenstein
Anna Christine Schmieg
Nicole Danielle Shepherd
Maria C. Silva
Anisha Talati
Stephanie Jo Tiedemann

Master of Science, Industrial/Organizational Psychology

Chen He
Stephanie Irene

Master of Science, Applied Behavior Analysis

Amy Michelle Burger
Jessica Hart Sparling

Spring 2010

Bachelor of Arts, Humanities

Kathryn Ann Broderick

Bachelor of Science, Communication

Jennifer K. Dubin
Kimberly D. Fulks
Allison Rose Glunt

Bachelor of Science, Psychology

Brittany Marie Gobish
Michael John Lucido
Benjamin T. Stewart

Bachelor of Arts, Psychology

Cara Jane Bortz
Rebecca Lynn Werle

Bachelor of Arts, Forensic Psychology

Amanda Rose Anderson
Jonathan David Baker
Tiffani Rebecca Bishop
Joseph George Guccione
Alison Kaitlin Koenig
John Michael Novak
Danitra J. Porter

Master of Science, Technical and Professional Communication

Shaun J. Alf
Rolanda Hatcher Gallop

Master of Science, Psychology

Monica L. Cline
Natalie Christina Fala
Nicole Elizabeth Grace
Erica Lynn Johnson
Isaac Armand Levinsky
Nikki Jo Stypa
Rebekah Paige Travis
Rachel Song Unger

Master of Science, Industrial/Organizational Psychology

Daniel Patrick Divine
Amy Rose Gammon
Cassandra Ann Hirsch
Maria Ricci Twitchell

Master of Science, Applied Behavior Analysis

Meighan D. Adams
Alishia Marie Bonasera
Angela Briana Buford

Corrina Carotti
Lyret Carrasquillo
Genevieve Katherine Coxon
Nicole Elizabeth Geiger
Brittany Naomi Johnson
Alexander Lorenzo
Tara Olivia Loughrey
Jaime Leigh Loyd
Chrystal Munoz
Oliver Karl Nofuente
Stephanie A. Rasbach
Mathew Charles Wentworth
Alexandrea Hope Wiegand
Aaron Hunter Williams

Master of Science, Organizational Behavior Management

Edna Jamie Albury
Jonathan Dominguez
Mai-linh Christine Pham
Catalina Nadine Rey

Doctor of Philosophy, Industrial/Organizational Psychology

Mitchell H. Peterson
Stacey Marie Peterson
Joshua Steven Quist
Patrice Apollonia Reid
Iris Daliz Rivera

Summer 2010

Bachelor of Arts, Psychology

Nicole Marie Leitch

Master of Science, Industrial/Organizational Psychology

Mary Margaret Sudduth

Master of Science, Applied Behavior Analysis

Janelle Antoinette Allison
Alana Bellizzi
Aimee Elizabeth Collier
Ashley Marie Lugo
Michelle Claire Nielsen Olson

Master of Science, Applied Behavior Analysis and Organizational Behavior Management

Megan Ann Boyle
Rachel Marie Lewis
Catherine Ann Nicholson

Doctor of Psychology, Clinical Psychology

Elizabeth Chadwick Burns
Kristin Day Clarke
Katherine Anne Gifford
Julia Beth Hadricky
Almamarina Robles
Christine M. Salinas
Haya Soya
Sarah Marie Weinstein-Arnett

Alumni Updates

1985

Deborah O. Day, Psy.D.

I graduated in 1985 with a Psy.D. in clinical psychology. I am in private practice at Psychological Affiliates in Winter Park, Fla. I am also currently an adjunct in the Psy.D. program.

Dr. Day recently won the October 2010 "Making a Difference" award. This award is given by the Family Law Section of the Florida Bar and publicly acknowledges those individuals who provide outstanding pro bono services or engage in other types of outstanding volunteer community activities and pursuits that improve the lives of Florida's children and families.



firm's Medical Malpractice Division. I spend my work time consulting with health care providers (mainly doctors) and their lawyers who are involved in medical malpractice litigation. I divide this time between: 1) helping prepare/train doctors and other care providers for deposition and trial testimony; 2) assisting the lawyers with jury selection; and 3) conducting jury research projects (i.e., mock trials, focus groups, etc.) to learn about how jurors make decisions in certain cases and how to develop strategies and themes for the case. I travel quite a bit for work, as my clients are all over the country. My time at home is spent with my wife and kids, and I really enjoy watching my kids grow each day. My son enjoys running around our neighborhood collecting rocks and petting dogs; my daughter enjoys eating, sleeping and smiling.

Gihan Omar, Psy.D.

Gihan is excited to announce that she got married in April 2010. She described her wedding as a "mini reunion" with her former Florida Tech colleagues.



1993

Yolanda C. Leon, Psy.D., ABPdN

This past year, I got Board Certified in Pediatric Neuropsychology. I am one of only three ABPdN Diplomates in Pediatric Neuropsychology in the State of Florida (American Board of Pediatric Neuropsychology—one of the boards recognized by the State of Florida). I am the Bay Region Chapter representative to Florida Psychological Association. I am on the executive board of Pastoral Care at Tampa General Hospital. I'm one of a team of four presenters invited to present a symposium on Autism Related Disorders on Nov. 20, 2010, in the Dominican Republic. I live in Dover, Fla., with my (now) 14-year old daughter, three horses and two donkeys (all in training to become equine therapists) that I hope will work with children who have autism related disorders.

1998

Wendy Nickerson, Psy.D.

Since graduating from the Psy.D. program, I have moved to Arizona. I teach over 20 graduate courses in the Health Psychology specialization at several universities and have founded my personal business, International Health Coaching Enterprises. An accomplishment has been authoring *Wild Women Never Get the Blues! How to tap into your intuition to create your best life*. In this book I merge psychology and spirituality to provide a more holistic view of life, health and happiness.

2000

James McGarity, M.S., I/O Psychology

I am currently living in Atlanta, Ga., with my wife Ericka and our two kids James Russel (2 1/2) and Sofia (almost 3 months). I am jury consultant with R&D Strategic Solutions, and am currently the director of our

2002

Brian and Lauryn Nussbaum, Psy.D.

We both graduated in 2002 with a Psy.D. from the clinical psych program. FYI, Lauryn's maiden name is Sarnes. We are living in Wesley Chapel, Fla., with our 5-year-old son Aaron. We met at Florida Tech, lived together through most of graduate school, had classes together and even had the same clinical supervisor at one time. Now we work together at a satellite clinic of the Tampa VA located in Zephyrhills. Brian also has a part-time private practice. His latest endeavor is taking flying lessons in pursuit of his private pilot's license. Lauryn and Aaron have already gone up flying and survived. Hopefully Brian will have his license next year and we can fly-in for a visit.



2006

Natalia Reiman, Forensic Psych

I graduated law school from the University of Alberta in April of 2009 and commenced private practice in Grande Prairie, Alberta, immediately thereafter. I was called to the Bar and became a Barrister and Solicitor on

July 16, 2010. My work is currently litigation-based with a focus in family law. I also work with various organizations to provide legal assistance to low-income individuals. My immediate plan is to remain in private practice and pursue certification in mediation and collaborative family law.

2007

Tina Malm and Shawn Burkevich, I/O Psychology

Tina and Shawn are pleased to announce the birth of their son Julian Ryan Burke. Born Sept. 30, 2010, he weighed 7 pounds and 1 ounce at a height of 20.5 inches. To prepare him for his successful career in I/O Psychology, we are already reading Art Gutman's new *EEO Law* book to him for his nighttime lecture.



2009

Kristina deBlanc, B.A.

I came to Florida Tech as a transfer student with an A.A. in criminal justice in 2007. I graduated spring 2009 with a B.A. in forensic psychology. For the following year I took temporary jobs working for Florida Tech

as I prepared for graduate school applications. I spent time working in the Counseling and Psychological Services on campus, held a temporary position in the School of Psychology where I took on Lori Sorum's position as clinical training secretary for the summer months of 2009. Lastly, I was hired by both Florida Tech and Dr. Jose Martinez-Diaz in working for Applied Behavior Analysis, online certification. In July 2010 I was accepted to The Chicago School of Professional Psychology. I am currently residing in Chicago working on my Psy.D. in clinical forensic psychology, expecting to graduate in 2014. I am a full-time graduate student, tutoring juveniles in a temporary juvenile detention center as volunteer work.

In Memoriam

Noreen (Nally) Johnston, Psy.D.

This past October, clinical psychology alumnus Noreen Johnston lost her fight with cancer at age 37. The School of Psychology faculty remember her as a wonderful person who will certainly be missed.



Faculty Kudos continued from page 8

Green, J. M., Krishnamurthy, R., & Imhof, E. A. (2010, March). A comparative evaluation of sex offender recidivism risk measures. In A. L. Boss (Chair), *Assessment of sex offenders*. Paper presented at the annual meeting of the Society for Personality Assessment, San Jose, CA.

Roberts, J. N., & Krishnamurthy, R. (2010, March). MMPI-2-RF convergent and discriminant validity: Relationships with the MCMI-III and 16PF. In T. R. Young (Chair), *MMPI-2-RF Studies*. Paper presented at the annual meeting of the Society for Personality Assessment, San Jose, CA.

Krishnamurthy, R. (2010). Assessment of adolescents using the PAI-A. In M. A. Blais, M. R. Baity, and C. J. Hopwood (Eds.), *Clinical applications of the Personality Assessment Inventory* (pp. 55-76). New York: Routledge.

Lavooy, M. J. (June, 2010). Sexism: Who will speak up? Poster presented at the 13th annual Council on Undergraduate Research National Conference, Ogden UT.

Lavooy, M. J. (June, 2010). Confronting prejudice: When silence isn't golden. Poster presented at the 13th annual Council on Undergraduate Research National Conference, Ogden UT.

Osborne, R. E., Young, J. R. & Lavooy, M. J. (August 2010). Psi Chi Symposium: Gaining admission to graduate school. Symposium speaker at the 118th annual American Psychological Association Convention, San Diego, CA.

Lavooy, M. J. (August, 2010). Chair of Undergraduate Poster Session at the 118th annual American Psychological Association Convention, San Diego, CA.

Jim Reynolds presented at the Brevard County Chiefs of Police Association monthly dinner.

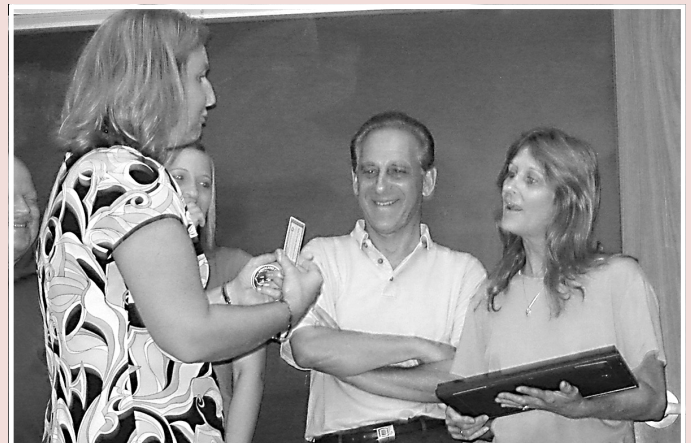
McFadden, M., & Richard, E. (2010, April). Cross cultural differences in business request emails. Poster presented at the 25th annual meeting of the Society for Industrial and Organizational Psychology, Atlanta, GA.

Kristi Van Sickle and Mary Beth Kenkel presented "Developing Integrated Health Care Competencies" at the annual conference of the National Council of Schools and Programs in Professional Psychology (NCSPP) held February 10-11 in Orlando.

Pierce, H., Steelman, L. A., Maszta, J. J., & Pashturro, G. (2010, April) Wellness Programs: Relationship to Job Satisfaction, Manager and Cultural Support. Poster session presented at the meeting of the Society for Industrial/Organizational Psychology, Atlanta, GA.

Schillig, J., Bogle, C., Reid, P., Rivera, I., Steelman, L. A., & Pittman, J. (2010, April). Antecedents and consequences of the feedback environment. Poster session presented at the meeting of the Society for Industrial/Organizational Psychology, Atlanta, GA.

Frank Webbe was elected for a two-year term as treasurer of the Technology Professional Interest Area of the Alzheimer's Association's International Society to Advance Alzheimer Research and Treatment (ISTAART).



Lori Sorum receiving her Most Valuable Panther award

Becker, S. A., & Webbe, F. M. (2010). A Study on Handheld Technology to Promote Better Living and Aging in Place for Older Adult Caregivers. *Issues in Innovation*, 1, 1-26.

Astell, A., Barnes, D., Harinath, L., Jimison, H., Lange, B., Pavel, M., Mahendra, N., Mahncke, H., Simpson, G., Webbe, F., Wild, K., & Zelinski, E. (2010, July). Evidence Review for Technology Assisted Cognitive Training. Presented at the 10th International Conference on Alzheimer's Disease, Honolulu, HI.

David Wilder was invited to give a talk at the 2010 Alabama Association for Behavior Analysis conference, to be held in November 2010.

David Wilder was appointed as an Associate Editor for the *Journal of Applied Behavior Analysis*.

Congratulations to **Lori Sorum** for receiving the Most Valuable Panther Award

Congratulations to **Frank Webbe** for receiving the Dean's Service Award



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Where are they now?

Do you know a former alum who has said to you "I don't ever get a copy of *Journey*." Or "I wonder why so-and-so doesn't write to me from Florida Tech anymore." Well—maybe they are among the missing. Each semester when we send out *Journey*, we receive a multitude of address updates and a goodly number of "return to sender—address unknown." If you know someone who may not have let us know of their recent move, or recent change in e-mail—call them, e-mail them, contact them in some way and ask them to get in touch with us. We are always interested in hearing what our alumni are up to, where they are headed and what wonderful accomplishments they are making. Let us hear from you. We want to expand our alumni update section. Send your information any time throughout the year, not just when you hear from us about the next issue of *Journey*.

Take care, be well and keep in touch. Send your updates to jmccray@fit.edu.

P.S. Your pictures are a welcome addition, please include yourself in the pictures of your children and pets ... after all ... we went to school with you!

Please renew my support for the coming year.

I continue to fully support the Florida Tech School of Psychology's goal of providing graduate research assistantships and resource support for training and research in the department's important programs.

I give my annual support to Florida Tech's School of Psychology for the coming year in the amount of: \$50 \$75 \$100 Other \$ _____

Please make check payable to Florida Tech School of Psychology Endowment Fund and return with this renewal invoice in the enclosed envelope, or mail to:

Florida Tech School of Psychology, 150 W. University Blvd., Melbourne, FL 32901.

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