

Journey



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High Tech with a Human Touch™

School of Psychology

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Teaching, Researching and Implementing Evidence-Based Practices

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

Is psychology practice a science or an art? This question long has been debated in the field with strong advocates on each side. But as evidence-based practice (EBP) is becoming both the standard and the norm, the answer to this long-standing question is finally clear. Psychology practice is BOTH science and art. The American Psychological Association defines Evidence-Based Practice in Psychology as "the integration of the best available research with clinical expertise in the context of patient characteristics, culture and preferences." Substantial research evidence attests to the effectiveness of psychological practices. Psychological interventions for pressing individual, organizational and social issues are being developed and researched at a rapid pace. These empirically supported methods, this science, form the basis of psychological practices. However, individual situations may require interventions not directly addressed by available research. This is where the art of psychology comes into play. Here the skill, experience and expertise of the psychologist are used to integrate the best research evidence with the more particular information about the client. For an individual client, that might mean the person's age, race or values; for an organizational client, it might include the organization's culture, goals or structure. So the scientific findings and the artistic skill merge to create effective interventions for particular clients and situations.

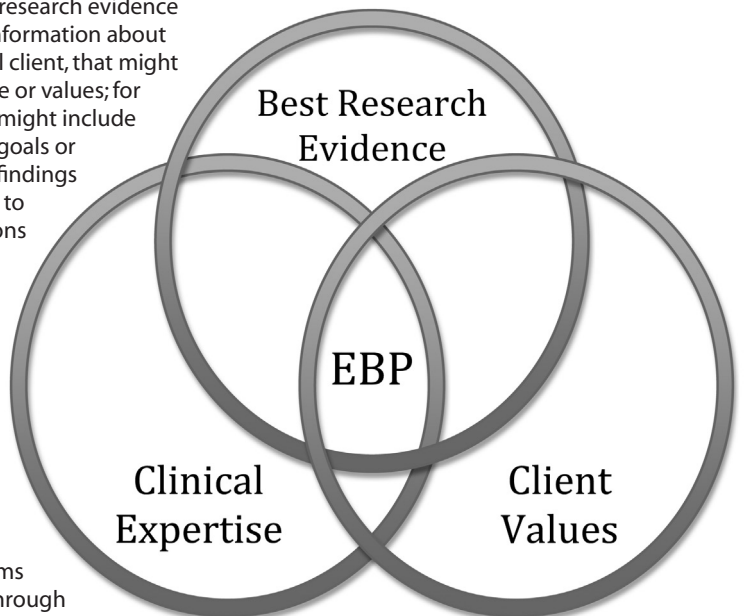
This issue of *Journey* describes how faculty and students in the School of Psychology are learning and applying the art and science of EBPs. The articles detail how faculty are researching EBPs, employing them in all of our service programs and disseminating them through



Mary Beth Kenkel, Ph.D., Dean,
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classroom teaching, practicum training and consulting work. We believe the use of EBPs is the gold standard of care, ensuring the most effective services for clients. So we employ EBPs in our work and make certain that our students are well-versed in them and ready to adopt them in their future work.

Psychology practice as both science and art.



Navigating the Treatment Wars: Evidence-Based Practice at The Scott Center for Autism Treatment

Alexandrea Wiegand, M.S., BCBA, Behavior Analyst, and Katie Nicholson, M.S.

The Scott Center for Autism Treatment is dedicated to providing the highest quality treatment, training and applied research to improve the quality of life for children with autism and related disabilities. This is achieved by incorporating evidence-based interventions into our practice. But people often ask, "what is evidence-based practice and why is it so important?"

According to Sacket et. al (2000), evidence-based practice involves the integration of research findings with clinical judgment and client values. As scientists, we know that using evidence-based interventions are in the best interest of the client because they are more likely to produce positive outcomes for children with autism.

There are hundreds of different treatments for autism, but very few of them are evidence-based. Many of them are packaged with slick marketing tricks such as pseudo-scientific bar graphs and charts, heartwarming testimonials or unrealistic promises of "magical cures." With so many options to choose from, families find it difficult to identify effective treatments. Some commonly used treatments include gluten-casein free diet, equine

therapy, hyperbaric oxygen chamber and vitamin supplements. However, those treatments have little, if any, research to demonstrate their effectiveness in treating the symptoms of autism. On the other hand, interventions based on the science of applied behavior analysis (ABA) are treatments that have been empirically validated for improving the clinical features of autism. A growing body of research indicates that a substantial percentage of children with autism can achieve intellectual, academic, communication, social and daily living skills associated with typical development. And all children make at least some progress, regardless of their level of functioning.

The mission of The Scott Center for Autism Treatment is to create treatment programs that address an array of domains of functioning, are individualized to the unique needs of each client, and are based on sound scientific findings. Another important mission is to educate parents and caretakers about the use of these evidence-based treatments. In addition to educating families about what works, it is also valuable to let them know what the research has to say about non-evidenced-based



Evidence-based practice is the key piece to addressing the autism puzzle.

interventions. This is a valuable service because it can help prevent families from sinking their resources into ineffective treatments, saving them from the sting of lost time and money. Moreover, ineffective treatments may actually interfere with a child's learning and developmental progress. It is important to educate the community as well about the benefits of using evidence-based practice, so that more families can seek out intervention during the critical early stages of development to help improve the skills of children with autism.

Evidence-Based Treatment at Community Psychological Services

Wilma Fernandez, B.A.

Community Psychological Services (CPS) is the on-site practicum of the second-year graduate students in the five-year clinical psychology doctoral program at Florida Institute of Technology. CPS is a service program within The Scott Center for Autism Treatment. We are dedicated to providing the highest quality treatment, training and applied research procedures established according to the APA Standards for Providers of Psychological Services.

The mission of CPS is to enhance the functioning and improve the quality of life of children, adolescents, adults and families in Central Florida as well as provide supportive, innovative training to enhance graduate students' development.

The program leading to the Psy.D. is based on a practitioner/scientist model; a service-oriented degree based upon scientific knowledge. It is necessary that students transfer scientific foundations learned in classes into their clinical practice.

The OQ[®]-45.2 is an outcome/tracking instrument designed for repeated measurement of client progress through the course of therapy and following termination. It is administered before each therapy session at CPS and results are used in client feedback and in supervision. The OQ-45.2 has been extensively researched; its validity is supported by high correlations with other measures of psychological distress, interpersonal functioning and social role. Its test/retest reliability is in the range of .78

to .84, indicating that persons with stable psychological and functional status tend not to change from one administration to another. Finally, the OQ-45.2 is also sensitive to changes that occur over short periods of time as a result of psychological intervention.

After the intake session at CPS, every client completes an objective personality measure in an attempt to further explore the client's main sources of distress. Through these valid and reliable assessment tools, the clinician utilizes research-supported data and formulates a case conceptualization and treatment plan. Using evidence-based treatment ensures the client will receive the most effective intervention.

By providing the graduate students of the clinical psychology doctoral program

Implementing Evidence-Based Trauma-Focused Treatment in the Family Learning Program

Erica Johnson, M.S.

The Family Learning Program (FLP) is a sexual abuse treatment program that provides group therapy services to sexually abused children and their families living in Brevard County. As research indicates the importance of including the entire family in the treatment of sexual abuse victims, FLP offers a number of groups to accommodate various family members such as the non-offending caregivers, teen victims, pre-teen victims, young victims and siblings. Graduate student therapists in the Psy.D. program facilitate each group therapy session, utilizing the Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) model. TF-CBT is an evidenced-based treatment program first developed by Cohen and Mannarino (1998) then later adapted for applicability in the group setting by researchers at the Medical University of South Carolina. A great deal of research has demonstrated the effectiveness of this program in treating sexually abused children, in addition to those who have experienced various kinds of trauma. Drawing from tenets of cognitive behavioral therapy, this treatment model focuses on identifying and challenging cognitive misconceptions, developing adaptive coping strategies and processing

events associated with the trauma. Additional services such as individual and family therapy may also be offered to families to further support progress toward TF-CBT goals or assist with individual treatment goals that may not be sexual abuse specific.

The non-offending caregiver is directly involved with the victim's therapeutic process in FLP. In addition to receiving information about sexual abuse and sexual development, non-offending caregivers are provided with behavior management strategies specifically aimed at handling problematic behavior of traumatized children. Coping resources and techniques are also discussed in order to alleviate feelings of distress experienced by the non-offending caregiver. Research has shown many benefits of including treatment for the non-offending caregivers of sexually abused children using the TF-CBT model, including an increase in positive parenting practices and a higher degree of improvement in the child's depressive symptoms and behavior problems in comparison to child-only treatment. The impact of sexual abuse is undoubtedly far-reaching, as parents and children work to process the trauma and cope with the



The Family Learning Program incorporates the arts and other play therapy techniques when working with young clients.

changes that may have occurred in the family structure. The goal of FLP is to provide the highest standard of psychological services to all members of these families, basing therapeutic practice on the latest research and empirically supported treatment methods.

continued from page 2

at Florida Institute of Technology with Community Psychological Services practicum, the faculty closely monitors students' application of their knowledge base and guides them through the phases of treatment. The students benefit from the experience under the watchful eye of the supervisor. Most importantly, CPS clients are provided with treatment that has been proven successful and the success of treatment is tracked by a measure that has high validity and reliability.



The Scott Center for Autism Treatment, which is also home to Scott Center Psychological Services.

Evidence-Based Practice in I/O Psychology

Lisa Steelman, Ph.D., Associate Dean College of Psychology & Liberal Arts, Associate Professor & Program Chair I/O Psychology

Many fields and professions claim to use evidence-based practice, from the family practitioner to the psychic. The hallmark of a profession is an agreed upon core of knowledge and a means for knowledge generation. It is the quality of this knowledge and how it is implemented in practice that distinguishes a true evidence or science-based practice from a snake-oil salesman. The core of evidence-based practice is the integration of research-based information with a practitioner's expertise.

I/O psychology is fundamentally an evidence-based field. I/O professionals strive to use data-based solutions to enable organizations and individuals within organizations to be successful. Florida Tech's I/O program is pursuing a number of evidence-based initiatives. I will briefly mention two here—projects in cross cultural competence and a multirater feedback program.

In collaboration with the Defense Equal Opportunity Institute (DEOMI) at Patrick Air Force Base, our Institute for Cross Cultural Management is working on better definition and utilization of cross cultural competence for military personnel. Key team members include: Rich Griffith, Bill Gabrenya, Rana Moukarzel and Marnie Pommerance. Cross-cultural competence refers to the constellation of skills and abilities that enable an individual to quickly understand and effectively act in a culture different from one's own. Cross-cultural competence of the U.S. Military has become an increasingly important concern. In August of 2011, Secretary of Defense Leon Panetta released a memorandum detailing the importance of cultural skills for global mission readiness. Secretary Panetta stated, "Our forces must have the ability to effectively communicate with and understand the cultures and coalition forces, international partners and local populations." Secretary Panetta described the importance of cross-cultural competence for military personnel and urged commanders to provide cross-cultural training to deploying units and



DEOMI Principal Director Ronald Joe and Florida Tech President Anthony J. Catanese sign a partnership agreement.

leaders. Our group is working on a number of fronts to help measure and train cross-cultural competence in military personnel. We are also using the knowledge and expertise gained in these activities to develop training programs for global leaders and other expatriates for our corporate and civilian clients.

A second evidence-based project we are currently working on is a multirater (or 360 degree) feedback project. Our Center for Organizational Effectiveness is working with a local organization to develop and deploy a 360-degree feedback program for individuals in top leadership positions in the company. Key members of this project team include: Lisa Steelman, Jim Gallo, Rob Kopp and Mike Tocci. We are using the latest research findings to develop survey items that tap key leader competencies and manage program logistics (including identifying raters and collecting ratings from an online system). We are also developing a feedback workshop to walk participants through their results and help

them set development goals and achievable action plans. In all phases, we are using the most up-to-date research to guide our actions. For instance, we have developed items to assess key leadership competencies such as innovation, change management, developing others and enabling teams. We also developed a workshop for the leaders to improve the feedback environment (the climate associated with the provision and utilization of feedback), which should improve the company's return on investment for the 360 program itself by cultivating acceptance and use of the 360-degree feedback. Finally, we are collecting some research data during the course of this project to contribute to knowledge in the field about antecedents to the effective use of 360-degree feedback.

Evidence-based practice is alive and well in Florida Tech's I/O program. Our program provides students with opportunities to learn both how to conduct research and how to apply research to solve organizational problems.

European Partnership Synopsis

Richard Griffith, Ph.D., Professor I/O Psychology

Dr. Richard Griffith, Director of the Institute for Cross Cultural Management at Florida Tech, recently returned from a European trip to solidify partnerships with the international I/O

psychology program. Florida Tech's I/O psychology program is recognized by the National Research Council and ranked second in the U.S. by Kraiger and Abalos (2004). While there,

he met with partners at Humboldt-Universität zu Berlin (Germany), The University of Valencia (Spain) and The University of Silesia (Poland) to discuss faculty student exchanges, virtual

continued on page 5

Is there proof? Evidence-Based Practice in the Undergraduate Program

Julie Costopoulos, Ph.D., Assistant Professor, and Rebecca Howes, B.A.

How can we encourage creative thinking to solve cold cases with the police department? Can we help the Mental Health Court prove that treatment and housing reduces recidivism? Are innovative treatments to improve language skills in children with Autism Spectrum Disorders effective? These and other questions are being explored by undergraduates who are recommending evidence-based practices at internship sites in our community. Not only do students become better aware of the science that underlies the practice of psychology, but the community benefits from their projects.

Through classes, as well as internships, Florida Tech psychology undergraduates leave with a strong foundation in the process of research, as well as its application. A three-course internship sequence builds on the skills learned in Research Methods. Students formulate a research question, search databases for relevant new findings, and create a summary of empirically supported results for sites that are useful, and then present their findings at the School of Psychology Research Colloquium. Other interns collect data at ongoing research projects at their sites.

In addition, many students format research to fit the needs of their site and have the opportunity to create evidence-based projects and techniques that benefit their site and communities in which they operate. Examples of such instances are best practices for juvenile delinquency prevention by Brevard

police agencies and the efficacy of outpatient treatment to reduce substance abuse relapse. Additionally, many faculty have students on their research teams collecting data and possibly co-authoring an article that will aid in evidence-based practice.

For example, Dr. Vanessa Edkins' students are analyzing homicide charges in each Circuit in Florida to see if there is a discrepancy between how police officers and prosecutors view the same incidents. Dr. Julie Costopoulos' students are demonstrating the efficacy of re-entry programs such as teaching inmates job search skills before release, in the Brevard County Jail. Dr. Mark Harvey is exploring evidence-based practice in educational settings by examining the effect of behavioral momentum on math acquisition, the effect of teacher training on student behavior, and the fidelity of treatment for consequence-based interventions. Undergraduates working with Marshall Jones are trained by FBI agents to analyze criminal case materials to identify data that describe circumstances and trends among sexual assault offenses in Indian Country.

Undergraduates leave Florida Tech's Undergraduate Psychology programs equipped to formulate their own research questions, and follow through from start to



Undergraduate student Nailah Ford-Burrell collecting data on Lemur behavior at the Lemur Conservation Foundation during her internship.

completion, expanding databases to enable further evidence-based practice. Students have confidence that they can contribute on a significant and intellectual level to projects they may encounter in the work force, by applying their research skills to create evidence-based practice.

continued from page 4

classroom experiences and joint professional development programs. In Berlin, Dr. Griffith met with Matthias Ziegler to discuss ongoing research collaboration between their research teams. Dr. Griffith also met with the work psychology faculty members to facilitate collaboration between faculty members of the two programs. At the University of Valencia, Dr. Griffith met with Dr. José Maria Peiró, president of the International Association of Applied Psychologists (IAAP) and chair of the Erasmus Mundus Work and Organizational Psychology consortium. These discussions centered on a formal collaboration agreement between the Erasmus Mundus program and the FIT I/O program, encouraging faculty and student exchanges. While in Poland, Dr. Griffith met with the rector and vice rector (Wieslaw Banyś and Barbara Kozusznik) of the University of Silesia to discuss collaboration on an Atlantis program grant and the establishment of a professional development program for Eastern European executives. As a whole, these discussions solidified existing partnerships in Europe, opened avenues for future collaborations with other European organizations and enhanced Florida Tech's reputation as a global leader in I/O psychology.



From left: Rector Wieslaw Banyś and Vice-Rector Barbara Kozusznik of the University of Silesia, and Professor Richard Griffith from Florida Tech.

Spreading Evidence-Based Practice Beyond FIT

Florida Tech Faculty and Administration Spread Behavior Analysis to Dubai

David Wilder, Ph.D., Interim Program Chair, Behavior Analysis Professor

Four faculty members and administrators visited Dubai, United Arab Emirates (U.A.E.) in late March 2011 to help spread the use of behavior analysis to treat children with autism and related disabilities to that nation. David Wilder, Ph.D., and Ivy Chong, Ph.D., faculty members in the behavior analysis programs, along with Fran Warkowski, Ph.D., former executive director of The Scott Center for Autism Treatment, and Mary Beth Kenkel, Ph.D., dean of the College of Psychology and Liberal Arts, were in Dubai for one week to consult with the Dubai Early Childhood Development Centre (DECDC), a government-run early intervention center serving young children with disabilities. The purpose of their visit was to teach the staff at the center about behavior analysis and about the services offered at The Scott Center, an on-campus early intervention center at Florida Tech.

Dubai is one of seven emirates (states) in the U.A.E. It is known worldwide for its oil wealth and booming real estate development. Like the United States, Dubai and the U.A.E. have seen a large increase in the number of children receiving a diagnosis of autism or other pervasive developmental disorders in recent years. However, unlike the U.S., Dubai has no training programs in behavior analysis. In fact, only a few board-certified associate behavior analysts or board-certified behavior analysts reside in Dubai, making access to behavior analytic services impossible for the vast majority of families who have children with autism or related disabilities.

The Florida Tech group delivered some brief presentations on behavior analysis and behavior analytic assessment and treatment techniques for working with young children with disabilities. They also observed a number of center-based and in-home therapy sessions with young children in Dubai. The group made recommendations to the center, which included the adoption of behavior analytic training for many staff members and the use of behavior analysis to teach children skills and address their problem behavior.

Although the official language of the U.A.E. is Arabic, English is widely spoken and used. In fact, most of the therapy sessions the group observed were conducted in English. The staff members at the Centre and the families in the homes visited were very welcoming. They also appreciated the exposure to behavior



The Florida Tech team in Dubai. From left: Ivy Chong, Ph.D., BCBA-D; Mary Beth Kenkel, Ph.D.; Fran Warkowski, Ph.D., BCBA-D; and David Wilder, Ph.D., BCBA-D.

analysis. Florida Tech signed an agreement with the Dubai government to establish a long-term relationship with the DECDC.

A small group is scheduled to return to Dubai in December 2011 to further develop the relationship. Dr. Chong, who is now serving as interim executive director of The Scott Center, and Josh Pritchard, a behavior analysis program faculty member, will be training DECDC staff to work directly with children with pre-academic and social skills deficits. They will also train staff to work with children who have feeding problems such as food selectivity or food refusal.



The Burj Khalifa, the world's tallest building, as seen from outside of the hotel where the Florida Tech team stayed.

Florida Tech Well-represented at State Behavior Analysis Conference

David Wilder, Ph.D., Interim Program Chair, Behavior Analysis Professor

Faculty and students from the behavior analysis programs at Florida Tech attended the 31st Annual Conference of the Florida Association for Behavior Analysis recently. The conference, held at the Daytona Beach Oceanfront Hilton Sept. 21–24, 2011, attracted over 800 behavior analysts from around the state. Florida Tech was well-represented as David Wilder, Ph.D., a professor in the behavior analysis programs, gave the presidential address and a number of other faculty members, including Mark Harvey, Ph.D., Celeste Harvey, Ph.D., Meagan Gregory, Ph.D., Jose Martinez-Diaz, Ph.D., and Josh Pritchard delivered talks. In addition, a number of behavior analysis program graduate students delivered talks and presented posters at the conference.

Dr. Wilder's address, titled Science-Based Practice: Why Behavior Analysts should Maintain Contact with the Research Literature,

described the dangers involved in the use of unsupported interventions and urged practitioners to get their assessment and intervention techniques from the published research in behavior analysis and related fields. The presentation traced the history of the science-practice split in psychology. Finally, Dr. Wilder described a number of techniques that practitioners could use to access the current research literature.

A number of graduate students and faculty members won awards for their poster presentations at the conference. For example, Leny Velasquez, Scott Miller and Celeste Harvey won best research design. Lina Majdalany, Emily Meyer, Melissa Fenske, Sandy Deluca and David Wilder also won best research design. Danielle D'Antona, Eb Blakely and Josh Pritchard won best display and Nikki



David Wilder, Ph.D., BCBA-D giving the Presidential address at the 2011 Florida Association for Behavior Analysis conference held in Daytona Beach in late September.

A. Rudy, Andrew C. Morgan, Alison M. Betz and Jessica H. Sparling won best overall poster. Florida Tech won more poster awards than any other behavior analysis program.

New Faculty In School of Psychology Appointments

Jessica L. Wildman, Ph.D.
Assistant Professor,
I/O Psychology



Jessica Wildman

Dr. Wildman joined the I/O psychology faculty at Florida Tech and will play a major role in the new international concentration in the I/O program. Dr. Wildman completed her Ph.D. in I/O psychology at the University of Central Florida in 2011. While there, she conducted research in the Institute for Simulation and Training. Her main research interests concern the influence of cultural values and beliefs on performance, interpersonal trust development and team performance. She sees the results of this research as influencing training to improve intercultural interactions and collaborative outcomes in government, military and civilian organizations. Dr. Wildman's research also includes work on managing and training teams in a virtual environment and creating self-directed work teams. She was a research consultant to Navy Personnel Research, Studies, and Technology (NPRST) in their efforts to develop a literature-based taxonomy of Navy teams.

Robyn Tapley, Psy.D.: Active Minds Advisor of the Year

Sara Hirsch, M.S.

Active Minds is a national organization that works to raise awareness about mental health on college campuses across the country. The club is responsible for holding campus-wide events and programs to help reduce the stigma that many individuals hold about mental illness and the misconceptions that come with it. Florida Institute of Technology's chapter is a five-star Active Minds chapter, which is the highest rank a school can hold. During this year's conference, Dr. Robyn Tapley was granted the Robert Garrett Advisor of the Year award. Dr. Tapley (Psy.D. Class of 2005 alumna) is the director of Florida Institute of Technology's student Counseling and Psychological Services and is also the wonderful advisor to this very successful student group. Not only does she support the chapter's ideas and activities, but she plays a crucial role in encouraging initiative and creativity in its leaders. Florida Tech's former chapter president Nicole Gassman stated, "We would not be a five-star chapter without such an amazing advisor."



Dr. Tapley (second from right) receiving the Advisor of the Year Award as Florida Tech's Active Minds Advisor.

The Scott Center for Autism Treatment and School of Psychology Host 5th Annual Conference

Ivy Chong, Ph.D., BCBA-D, Acting Executive Director, The Scott Center for Autism Treatment

This past month (Oct. 28–29, 2011), The Scott Center for Autism Treatment and the School of Psychology hosted the 5th Annual Conference, “Taking Science-Based Practice from the Ivory Tower to the Troops in the Trenches.” The annual conference is sponsored on location at Florida Tech as a way of educating teachers, health and treatment professionals, family and community members, and students about autism spectrum disorders and the newest, research-based treatments.

This year’s single-track conference focused on a critical issue in autism treatment—ensuring that the most recent research discoveries about autism treatment are known and applied in real-world settings. Research on effective interventions is increasing at a rapid rate; however, the payoff really occurs when researchers are able to educate teachers, clinicians and caregivers on how to implement the new strategies in their day-to-day work. The conference brought together four expert speakers from across the country with a theme of “life” after one-to-one early intervention.

The keynote speaker was Dr. Cathy Watkins of California State University at Stanislaus; she presented on direct instruction, teaching the audience how this type of instruction differs from other types of explicit instruction. Dr. Watkins is the current president of the Association for Direct Instruction and co-director of the Center for Direct Instruction, which provides services to children and adolescents experiencing difficulty in reading, writing and math. Dr. Watkins also presented the full-day workshop on Saturday, Oct. 29, titled “Making Direct Instruction Work with Students with ASD.” The workshop examined the “Language for Learning” program in detail and practiced instruction delivery techniques for small group instruction. The workshop was attended by 30 students, parents and



Selected attendees of the 5th Annual Florida Tech Conference on Autism (From left): Drs. Mary Beth Kenkel, Ivy Chong, Caio Miguel, Bill Ahearn, Linda LeBlanc, Jose Martinez-Diaz and Cathy Watkins.

professionals. An additional 17 participants attended via live web broadcast.

Topics such as transitioning into education settings (e.g., group instruction), teaching advanced language skills, and reducing problematic behavior (i.e., stereotypy) were also covered. Dr. Linda LeBlanc, professor and director of the applied behavior analysis graduate program at Auburn, discussed “Teaching complex skills to facilitate success after early intensive behavioral intervention.” Dr. Caio Miguel, assistant professor and coordinator of the master’s program at California State University in Sacramento, presented “Research on Verbal Behavior and its Clinical Applications.” Finally, Dr. Bill Ahearn,

director of research at The New England Center for Children in Southborough, Mass., presented “Tutorial: A comprehensive review of the assessment and treatment of stereotypic behavior.”

The conference and ongoing work at The Scott Center for Autism Treatment would not be possible without the hard work of the Community Advisory Board, the newly formed Professional Advisory Board and the assistance of our community sponsors. This year, registration and coordination of CE credits was remarkably seamless due to the hard work of staff from the Continuing Education office and volunteers from BASA (Behavior Analysis Student Association).

FIT Psi Chi Chapter Receives Prestigious Award


Maria J. Lavooy, Ph.D., Associate Professor, Undergraduate Psychology Program

Psi Chi, the International Honor Society in Psychology, was founded in 1929 in an effort to encourage and stimulate excellence in scholarship and to advance the science of psychology. To date, there are over 1,100 chapters at colleges and universities in the United States, Canada, the Caribbean, Ireland, New Zealand and Egypt, with applications from Russia, Guatemala, India, Australia and South Africa currently under review. Psychology majors and minors who meet the rigorous academic standards can become members by joining the chapter at the school where they are enrolled. The College of Psychology and Liberal Arts at Florida Institute of Technology is proud to have maintained a chapter in good standing since 1981. Over the past 30 years, the Florida Tech Psi Chi chapter has inducted over 300 members. This speaks to the caliber of our students!

In addition to a healthy membership, our chapter was recognized, this year, as one of only 36 model chapters! Model Chapter Awards are presented, annually, to chapters that maintain outstanding records of membership inductions, chapter correspondence, service projects, grant applications and student attendance at conferences. Florida Tech's chapter was active, this year, in offering talks by psychology professionals, participating in volunteer projects and attending and presenting at conferences. Two of our members were awarded Psi Chi travel grants in order to present their research at the annual meeting of the Southeastern Psychological Association. Additionally, a most successful induction ceremony was held in April, with guest speaker, Dr. Alvin Wang, past-president of Psi Chi.



Dr. Alvin Wang, past president of Psi Chi and dean of the Honors College at the University of Central Florida, with 2010–2011 Florida Tech Psi Chi officers. From left: Dr. Wang, Ashley Catlin, vice president; Bethany Stevens, treasurer; Angela Zeng, secretary; Elisabeth Beasley, president.



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Proceeds to benefit



The Scott Center
for Autism Treatment

Florida Institute of Technology
150 W. University Blvd.,
Melbourne, FL 32901-6975

Opened Fall 2009, the center provides research, training and service for persons with ASD and their families. The multidisciplinary treatment services offered focus on implementing research-based practice, partnering with schools and families, and collaborating with other professionals in a world-class facility.

*Suggested Donation/no purchase or contribution is necessary
Need not be present to win. If not present, then a representative from Florida Tech will notify the winner.

PY-960-1111

Daniel C. DeRosa Nov. 11, 1977–Sept. 29, 2011

Dan DeRosa, a behavior analysis Ph.D. student, passed away suddenly Thursday, Sept. 29, 2011, at the age of 33. Dan made a big impression on everyone he met. His gregarious personality was matched with a wit and intellect few others could equal. Dan was a true renaissance man with interests ranging from poetry (Dan was the first Haiku slam champion of Connecticut) to working with kids with special needs to martial arts. Dan received his master's in applied behavior analysis and organizational behavior management from Florida Tech last spring and entered the Ph.D. program this fall. He was the president of the Behavior Analytic Student Association (BASA), organized the SPM conference, ran the social skills groups at The Scott Center for Autism Treatment and served as a teaching assistant for this fall's undergraduate course, Introduction to ABA. Dan's passing is a tragic loss. He will be greatly missed by all who knew him. A memorial service was held to celebrate Dan's life on Friday, Oct. 21, 2011, at The Scott Center.



Dan DeRosa

Dan's parents have started a fellowship in his honor. To donate to the Dan DeRosa scholarship fund, please go to <https://give.fit.edu/sslpage.aspx?pid=1849> and click on "other" and add in Dan DeRosa Memorial. To donate by check, please make the check out to Florida Institute of Technology and write memorial to Dan DeRosa in the memo section and mail it to Office of Development, 150 W. University Blvd., Melbourne, FL 32901.

Alumni Updates

Attention Alumni, please help the School of Psychology keep in contact with you. Many contact listings are out of date. If you have changes to your contact information, including preferred email addresses, please send that information to Janine McCray at jmccray@fit.edu.

1994

Kellie Conn, M.S. Personnel Psychology

I have been working for Paradigm Group in Nashville, Tenn., for the last five years and head our HR Consulting division. I work mostly in strategic planning, job analysis, performance evaluation system design, management coaching and employment law compliance (thanks Dr. Gutman!). I'm the volunteer director for the Tennessee SHRM organization for 2011–2012 and am happy to network with any alumni looking for connections in Tennessee. I live near downtown Nashville with my boyfriend Paul and our dog, Wesley.

1997

Allison Waterworth, Psy.D., Clinical Psychology

Allison Waterworth continues to be happily married to Robert Tarleton, having celebrated their 20th anniversary this summer. They have two lively boys, Jack and Collin, ages 11 and 10. Allison has a private practice in San Francisco with a specialty practice in the assessment of learning disabilities and high stakes testing. She also serves as the secretary on the Couple and Family Psychology Board for the ABPP. In her free time, she enjoys fine wines, flying with Robert and playing the fiddle. She offers many thanks to the wonderful professors at FIT!



2000

Catherine Adams, M.S. Engineering Psyc; M.S. I/O, 2002

I am still a research psychologist at NASA Langley Aeronautical Research Center in the Hampton Roads area, and living in Williamsburg, Va. I am currently working on display design for a conflict detection decision tool, design of a traffic alerting electronic flight bag and designing a ground control station for Unmanned Aerial Vehicles.

2005

Anita Sahgal, Psy.D., Clinical Psychology

I'm the clinical director of USF St. Petersburg counseling center (as of 2009), and my husband and I just had our first child, our daughter Maya on July 26.

2006

Mindy McCollough Craft

We are happy to announce that Drew is a big brother! We welcomed Dillon Maddox Craft into the family on April 18, 2011, at 11 a.m. Dillon weighed 9 lbs., 1 oz. and was 21 1/4 inches long. He is now a very healthy five month old at 21 lbs.! I'm still enjoying the perks of working part-time and being home with my boys. Much love to my FIT family!

2008

Shikha Arora, ABD I/O Psychology

Getting married in India on Dec. 17, 2011, to Arish Bharucha. Enjoying working as a Talent Management Consultant with Development Dimensions International in Pittsburgh, Penn. Go STEELERS!!!



Jennifer Cisowski, B.S. Psychology

I am currently working as a forensic case manager for people suffering from mental illness in Fort Lauderdale, Fla. Our program is a jail diversion program that helps to keep the mentally ill out of jail and in treatment instead. It has been very interesting and rewarding work. I love what I do and I love the opportunity to have a positive influence on others. I recently got engaged and am very excited about the future!

2008 *continued*

Stephanie Link, B.S. Psychology

Since graduation in 2008, I have moved to beautiful Fort Walton Beach where I work at Florida's Gulfarium as a marine mammal trainer. I am responsible for the daily care of our resident Atlantic Bottlenose Dolphins, California Sea Lions, Pacific Harbor Seals, North American River Otters, African Penguins and a variety of Sea Turtles (both resident and many rehabilitation animals!).



Interestingly enough, every day I am at work I apply all the principles I learned in my ABA classes as an undergrad. They really help train the animals! I am very involved in IMATA (International Marine Animal Trainer's Association) and just recently attended the annual conference. Since my return from the conference, we have implemented new policies and I am in the process of training a completely voluntary Intervertebral Plexus blood sample from one of our female African penguins. Voluntary medical work makes life as a trainer much easier!

Krista P. Trefz, Psy.D., Clinical Psychology

Krista and her husband Greg Trefz are delighted to share the good news about the birth of their daughter Kaya Taylor Trefz, 7 lbs., 7 oz., on June 16, 2011. Krista is currently working as an adjunct professor teaching online classes for Florida Institute of Technology and seeing clients part time at Circles of Care. I am happy I am able to work from home most of the week so I can be home with my little one. Whenever anyone from our class is in town give us a call, as we'd enjoy visiting and catching up.



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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 email—call them, email 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.

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In this issue

Teaching, Researching and Implementing Evidence-Based Practices	1
The Scott Center	2
Community Psychological Services	2
Family Learning Program	3
I/O Psychology	4
European Partnership Synopsis	4
Undergraduate Program	5
Spreading Evidence-Based Practice Beyond FIT	6
State Behavior Analysis Conference	7
New Faculty	7
Robyn Tapley: Active Minds Advisor of the Year	7
5th Annual Autism Conference	8
Psi Chi Receives Prestigious Award	9
Daniel C. DeRosa	9
Alumni Updates	10–11



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