

Journey



*Florida Institute
of Technology*

High Tech with a Human Touch™

School of Psychology
School of Behavior Analysis

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“One of the most effective ways our programs use to develop leadership is by providing students with the opportunities to take the lead on different projects or initiatives.”

Mary Beth Kenkel, Ph.D.

Developing Tomorrow's Leaders

Mary Beth Kenkel, Ph.D.

Dean, College of Psychology and Liberal Arts

Much of our country's attention is now focused on selecting our new leader. We place great hope in our nation's leaders—expecting them to improve the country's health and economy, protect it from foes, unite disparate factions, and lead us on a path of growth and prosperity. That is a tall order and requires a leader with great skills and commitment.

However, good leaders are needed not only for the top jobs in government, business and organizations, but at all levels where groups of people are formed for a common purpose. Leaders are required in order to operate clinical programs, HR services, business teams, educational programs, as well as numerous clubs and organizations, e.g., the PTA and little league teams. Where do people with those leadership skills come from? How are those leadership skills acquired?

A report from the Multi-Institutional Study of Leadership (Dugan & Komives, 2007) detailed the success of developing leadership skills in college students. It showed that certain college experiences can have a significant impact on leadership outcomes. These experiences include discussions about socio-cultural issues where students can hear political opinions and personal values very different than their own. Mentoring by faculty and peers, involvement in campus clubs, community service and holding leadership roles also led to gains in leadership dimensions.

We believe in making the development of leadership skills a central component of all of our academic programs. We provide experience for students to develop leadership skills not only because our society is in grave need of effective leaders, but also because increases in leadership development have many positive effects on the person and community. These

include enhanced self-efficacy and character development, better academic performance and greater civic engagement.

Close mentoring by faculty and peer mentoring are central features of our undergraduate and graduate programs. Many of the faculty mentoring relationships start through the students' involvement with faculty research projects and grow over time to a lifelong bond. As developing leaders, students also need exposure to ideas and views different from their own. Through both formal classes and extracurricular lectures and experiences that involve socio-cultural diversity, students become better aware of their own beliefs and values, and how to collaborate with others with different viewpoints.

One of the most effective ways our programs use to develop leadership is by providing students with the opportunities to take the lead on different projects or initiatives. You can read about many of those initiatives in this and other issues of *Journey*. Our majors in psychology, forensic psychology and ABA often assume leadership roles during their internships, such as teaching job-seeking skills to inmates at the jail. Behavior analysis students plan and hold successful BASA conferences each year. Many clinical psychology students take leadership roles in clinical treatment programs like the Family Learning Program and the Memory Disorder Clinic. The Institute for Cross-Cultural Management has been a tremendous training ground for leaders, with industrial-organizational psychology students assuming key roles in the development of its many initiatives. Through these experiences and more, we ensure that our graduates will be ready for the leadership roles that await them.

Some Meaningful Research for Individuals with Autism

Alison Betz, Ph.D., Associate Professor, School of Behavioral Analysis

Alison Betz, Ph.D., and her graduate students conduct research that targets improving the quality of life for individuals with autism and their families. Her research focuses on the evaluation of teaching procedures, assessment and treatment of problem behavior and food selectivity, and translational studies evaluating commonly implemented treatment procedures.



Alison Betz, Ph.D.

One exciting area of research Betz and her students are working on is the treatment of noncompliance with medical and dental procedures that is common in children with autism. Research suggests that children with co-morbidities and autism itself have more health care visits, more time during visits and more medications prescribed when compared to their neurotypical peers and that children with autism are more likely to be hospitalized with longer stays and higher associated costs.

Hospitalization, or even routine visits to a pediatrician's office, may evoke various challenging behaviors, particularly in children with autism, which may result in more severe medical complications. Thus,

it is not uncommon for medical professionals to use physical restraint or chemical sedation for extreme or emergency cases. Given the level of intrusiveness of restraint and sedation, as well as their potential side effects, it is critical to evaluate the effects of less intrusive options. Thus, Betz and her students are actively evaluating behavioral interventions targeting

noncompliance with medical and dental procedures in children with autism.

In a recent study completed by Betz and colleagues, children who engaged in noncompliance during routine medical and dental procedures were recruited to participate in a study to evaluate stimulus fading and differential reinforcement, similar to traditional desensitization procedures used to treat phobias. During intervention, each medical procedure was broken down into multiple steps, which gradually exposed the participant to stimuli associated with procedures that evoked noncompliance (e.g., stethoscope, thermometer, toothbrush, etc.). If the participant complied with the required step, he/she earned a reinforcer (i.e., reward). If he/she engaged in noncompliance, the procedure was terminated. Overall,

results suggested that the procedures were successful, with four participants showing improvements across both medical and dental procedures with stimulus fading alone, while the treatment package improved performance for the remaining three participants. In addition, compliance generalized to untrained procedures, and to novel therapists suggesting that it may not be necessary to train all medial personnel. Moreover, anecdotal parental reports suggest the treatment improved compliance during medical and dental exams; however, no formal procedures were conducted to assess generalization of compliance during regular checkups or exams.

To even further increase the social validity of behavioral intervention to treatment noncompliance with medical procedures, Betz and colleagues are currently working on two follow-up studies. In one study, more formal pre- and post-test measures in the doctor's office will occur for each participant to determine whether compliance training occurring in a treatment center will improve performance during the exam. In another study, more traditional approaches such as parent coaching and handbooks will be evaluated and compared to the previously described procedures to determine the least intrusive training procedure necessary.

Florida Tech Behavior Analysis Student Association 2016 Conference

David Wilder, Ph.D., On Campus Behavior Analysis Program Chair

The Florida Tech Behavior Analysis Student Association (BASA) recently held its 2016 conference titled Verbal Behavior: Current Research and Implications for Practice. The annual conference, which was held on March 4, 2016, featured presentations by four prominent practitioners and researchers in the field of Behavior Analysis. First, Laura Grow, Ph.D., an assistant professor at the University of British Columbia, presented her research on methods of teaching receptive labeling to young children with autism. Next, Jonathon Baker, Ph.D., a faculty member at



David Wilder, Ph.D.

Western Michigan University, presented his research on working with older adults with dementia. Baker presented some meaningful data suggesting that behavior analytic techniques can be quite effective with this population. April Kisamore, Ph.D., an assistant professor at Caldwell University in New Jersey, then presented her research on teaching problem-solving skills

to individuals with intellectual disabilities. Finally, Tina Sidener, Ph.D., also a faculty member at Caldwell University, presented on establishing conditioned reinforcers for use in teaching procedures for children with autism.

The Behavior Analysis Student Association consists of a group of M.S. and Ph.D. students in behavior analysis at Florida Tech. The purpose of the Behavior Analysis Student Association is to provide opportunities for students to generate, discuss and exchange ideas on the practice and research of issues in behavior analysis. The group meets regularly and holds an annual conference each spring on various topics within the field of behavior analysis. The conference is often well-attended by the community of Board Certified Behavior Analysts (BCBAs) and Board Certified Assistant Behavior Analysts (BCaBAs), teachers, parents, students and faculty.

A New Approach to Treat Dog Phobia in Children with Autism

Shannon Tyner, M.A., BCBA

An estimated 30% of individuals with an autism spectrum disorder also receive a diagnosis of a clinical phobia. Such phobias range from avoidance of medical routines to clowns and the family pet. Phobias can elicit/occasion signs of distress in the form of elopement, crying, screaming, aggression, as well as increased heart rate, blood pressure and cortisol levels. These phobia-induced behaviors can disrupt daily functioning in medical and social contexts. For example, a child who displays phobic behavior in the presence of a doctor or dentist may be unable to receive a routine medical exam and procedures that may be necessary for their health. Another common example is that parents/caregivers of a child with dog phobia might not be able to attend a birthday party because there is a chance of encountering a dog. The standard approach to treating phobias is to prescribe anxiety-reducing drugs.



Shannon Tyner, M.A., BCBA

Taking a different approach to treatment of phobias, FIT faculty and students Tyner, Brewer, Helman, Leon, Pritchard and Schlund (2016) evaluated the effects of a behavioral treatment, known as Contact Desensitization combined with positive reinforcement, on dog phobias in children with autism. Parents and caregivers reported their child's escape and avoidance of dogs was a major problem. Prior to treatment, a therapist asked each child to walk as close as they could to a dog that was located on the opposite side of the gym with a trainer. Children never approached the dog. During treatment, the therapist escorted the child toward the dog. The therapist rewarded the child's gradual approach toward the dog with his/her favorite snack. Following treatment, the therapist asked the child to walk as close as they could to the dog without the help of the therapist. The results showed that, due to the behavioral treatment, that two of the children

were able to pet, play with and walk the dog on a leash for up to 20 minutes. The third child was able to approach within 9 feet of a dog, which met his parents' treatment goals. Moreover, follow-up assessments conducted several weeks after treatment, showed that these children were able to interact with new dogs that were not used during treatment—an exciting and robust therapeutic outcome!

By implementing a simple-to-conduct behavioral treatment in just a few short months, these children are now in a position to own a family pet and freely take part in outings to public places such as their neighborhood, parks and playgrounds without the potential for negative emotional behavior such as disruptive tantrums. Many doors have been opened for the families who will no longer have to carefully plan their child's day to avoid events that could result in the problem behavior associated with dogs.

Shannon Tyner, M.A., BCBA, is a recent graduate of Florida Institute of Technology's Professional Master's Program in Behavior Analysis in the School of Behavior Analysis.

References: Tyner, S., Brewer, A., Helman, M., Leon, Y., Pritchard, J., & Schlund, M. (2016). Nice Doggie! Contact Desensitization Plus Reinforcement Decreases Dog Phobias for Children with Autism. *Behavior Analysis in Practice*, 9, 54-57.

Florida Tech School of Psychology Students Present in Colorado

Marshall Jones, M.S., Director, College of Psychology and Liberal Arts Online Programs

Members of the Center for Applied Criminal Case Analysis (CACCA) in the School of Psychology attended the Academy of Criminal Justice Science's (ACJS) annual conference in Denver, Colorado, in late March. CACCA was founded in the fall of 2014 to further facilitate academic-practitioner research opportunities. Members of the team presented one full panel presentation, two independent papers, two open seminars and five posters. The main emphasis of these presentations was on research conducted to address The National Coordination Committee on the American Indian/Alaska Native Sexual Assault: Nurse Examiner Sexual Assault Response Team Initiative Report put forth to U.S. Attorney General Eric Holder.

The questions proposed by the report include identifying the characteristics of victim-offender relationships in sexual assault cases in Indian Country (IC). It also seeks to

quantify the various kinds of sexual assaults that occur in IC. Current literature on the topic is lacking support in empirical studies due to the fact that most studies are based on self-report surveys. The research done by CACCA countered these claims by using federal criminal case files garnered through a Memorandum of Understanding (MOU) with the Federal Bureau of Investigation (FBI). The academic-practitioner relationship is beneficial to both parties as it expands the limited amount of current research while providing practitioners with useful tools and information to better serve the population.

Some of the research topics addressing these points that were presented at the conference included a panel which discussed general information surrounding IC including jurisdiction, the types of sexual assault that occur, victim-offender relationships, and factors considered in whether or not the U.S. Attorney's

Office decides to decline a case. The seminars spoke to the importance of developing academic-practitioner relationships as well as establishing a team dynamic before introduction to a novel task with techniques such as a leaderless work group.

The posters discussed a wide array of topics, including the use of alcohol and weapons by the offender in sexual assault cases. Some of the poster topics expanded on various points that were presented in the larger panel talk, including a look at comparing CACCA's research directly with other widely accepted research in the field. The team continues to work with exploratory data analysis of the data collected and is currently working toward expanding the dataset through new partnerships. In addition, CACCA plans to submit manuscripts containing results, some of which are to be unveiled at ACJS, later this year.

So Long, Farewell ...

Sanchita Sharma, M.A., M.S., Clinical Psychology Doctoral Student; Saloni Taneja, M.A., M.S., Assistant Editor, Journey

Thomas Harrell, Ph.D.

The clinical psychology Psy.D. program bids adieu to Thomas Harrell, Ph.D., who is retiring after 37 years of training clinical psychologists at Florida Tech. Harrell received his bachelor's and master's degrees from East Carolina University and eventually his doctoral degree in clinical psychology from the University of Georgia. He completed an internship at the University of Texas Health Sciences Center at Dallas and the Dallas VA Medical Center. He is currently a licensed psychologist in Florida. Harrell also has several years of experience in working with police departments in Melbourne, Florida. His research interests included cognitive-behavioral approach to treatment, integrated behavioral health, chronic illness and fatigue management.

During his time at FIT, Harrell created the Fatigue Management Institute (FMI) along with a national survey of parents caring for chronically ill children. FMI is currently flourishing in its eighth year and provides community-based self-management training for adults with chronic illness. FMI has grown from having three to four students from its beginning to currently having 25 doctoral students and allows them to develop their research interests in integrated behavioral health and gain experiences with this population.

Recalling his time and significant experiences at FIT, Harrell said, "Having strong relationships with my students, especially for the past eight years has been the best and significant part of being at Florida Tech." Harrell fondly recalls being able to be more than a professor to students, especially in cultivating a mentor and caring relationship which helped him feel energized in his role as an educator. He said, "I am most proud of becoming a mentor to students, becoming able to guide without forcing students into preconceived notions of how they should or need to be. I had to learn how to do that for myself before I could do that with others, and that was the hard part."

Harrell has a quite a fan club amongst his students in the clinical psychology doctoral program at Florida Tech. Sanchita Sharma, a student who worked with Harrell for the past four years, said, "Dr. Harrell's was my doctoral research project chair, mentor, professor, supervisor and I also worked as his teaching assistant during my time at FIT. I am lucky



Thomas Harrell with some of his current Psy.D. students, from left, Kendra Bartel, Stephen Lupe and Thomas Recine.

enough to have worked with him in various settings and I couldn't have made it in the past four years and matched to my internship without his unrelenting support and encouragement. My time at Florida Tech was made easier because of Dr. Harrell, who made sure to be there for his students, especially me, no matter what and having that unconditional support made this doctoral journey smoother."

One of his current students Tom Recine shared his memories with Harrell and said, "Dr. Harrell is more than just a professor and academic advisor. He is a mentor and role model. All the wonderful opportunities I have had so far in this program have been thanks to his dedicated guidance. His passion for the students is truly inspiring and touching."

Concurring with Tom, Mary Kate Miller added, "Dr. Harrell has been such an integral part of my experience in the Psy.D. program at Florida Tech. His passion for his job and students is apparent in his willingness to always provide support and guidance to ensure his students are well equipped and competent in clinical practice. He has brought so many opportunities for students in the integrated behavioral health field and has been a role model for students interested in health psychology professions."

Harrell shared some of his favorite memories about his time at Florida Tech. He said, "When I interviewed in 1979, Florida Tech put me on a houseboat in the marina on Front Street instead of in a hotel. That was a rather cool and different experience. On

my very first day of work at Florida Tech, I flew from Melbourne to NYC to attend the APA Convention. It was a great way to start a job, it was also the first time I visited NYC." In regards to his relationships with other faculty members, he said, "The first year we awarded the Elizabeth B. Wolf Outstanding Student Award was very touching for me. Betty Wolf was a mentor and a good friend, and I was so happy she was being honored in that way, and that we continue to honor her by giving this award each year." As usual bringing it back to his students, he said, "Having lunch on interview day with Randi Johnson (now Randi Mackintosh, Psy.D.), Randi and I talked throughout the lunch and I subsequently selected her as my first University Graduate Scholar, and that was the beginning of the Fatigue Management Institute." He explained the impact of students on him during his journey. "My first few students at Florida Tech were for the most part older than me. But when I was teaching they took me seriously, and then in turn they helped me take myself less seriously. Then and now, the students are what have made it all worthwhile, and they have always given my professional life a meaning." His advice to FIT students is, "You're never too old to learn from others, and never too young to teach something you know well."

He and his wife Pamela, along with two dogs Jazz and Angel, are looking forward to retirement, spending more time on their hobbies of music, pottery and visiting New York City as much as they want.

Kevin Mulligan, Psy.D.



Kevin Mulligan, Psy.D.

Another faculty member leaving us is Kevin Mulligan, Psy.D. Mulligan, who specializes in neuropsychology, joined the School of Psychology in 2008 as a professor after serving the Air Force in various capacities for 16

years. His résumé boasts of positions such as the Mental Health Flight Commander, Chief Consultant for Biomedical Sciences Corps Clinical Services, Chief, Community Behavioral Health Division among many other similar feathers in his Air Force cap! Here at Florida Tech, Mulligan taught all the neuropsychology courses. He functioned as the clinical director at the East Central Florida Memory Disorder Clinic (ECFMDC) where he provided clinical supervision to students who provided

neuropsychological evaluations to patients. He served as a member of the clinic's Clinical Advisory Committee and Research Committee and as a consulting neuropsychologist to the Florida Tech Athletic Department's Concussion Management Program. Mulligan also functioned as the chair of clinical psychology program from 2008 to 2011 and chaired many doctoral research projects during his tenure at the School of Psychology. When asked what his most significant experiences were, Mulligan, who is a man of few words, said, "The important things have been working with students—in the classroom as well as clinically and research-wise. I will miss that."

Mulligan seems to have left a deep impact on his students. One of his current students, Eugenia Boozer, described her experience of learning from him and said, "I have had the good fortune of working with Dr. Mulligan in many different aspects of the program. He has been my advisor, professor, supervisor and

now the chair for my doctoral research project. I'm always impressed by his knowledge and passion for neuropsychology, and his witty sense of humor certainly keeps the learning process interesting. I feel lucky to have had him as a mentor throughout my time here in the Psy.D. program."

Another student Christina Eguizabal Love spoke very highly of him and said, "I am so thankful to have had the opportunity to learn from Dr. Mulligan. He has been a huge influence in my training in neuropsychology. I learned many of the guiding principles of brain-behavior relationships from him during my time at Florida Tech. Not only is he a fantastic neuropsychologist, he is also a great person and I look forward to being his friend and colleague for many years to come. Dr. Mulligan, thank you for helping me reach my goal of becoming a neuropsychologist!"

We wish Mulligan all the best as he ventures into private practice!

Linda Maria Garcia-Shelton, Ph.D.



Linda Maria Garcia-Shelton, Ph.D.

The School of Psychology also bids farewell to Linda Maria Garcia-Shelton, Ph.D., who is retiring after serving as the Psy.D. clinical psychology program chair for the past four years at Florida Tech.

Garcia-Shelton brought an impressive 47 years of experiences in psychology and integrated behavioral health to FIT. During her time at Florida Tech, she served in many roles which included being a clinical psychology program chair, director of clinical training, professor and serving as chair for six doctoral research projects. Her research interests include integrated co-located practice in primary care, population health outcomes, behavioral medicine in primary care, increasing the

numbers of underrepresented minorities in health education programs risk reduction in capitated health systems (HMOs) and health improvement through redesigned systems of care.

Garcia-Shelton played a vital role in submitting the APA re-accreditation self-study and coordinating the site visit which resulted in the program being reaccredited for the next seven years. Recalling her time and significant experiences at FIT, she said, "I think that the very most important thing I did was to work on the self-study and assure that, in the end, we got the longest and the fullest accreditation. It was important for me to leave a foundation behind."

Garcia-Shelton fondly discussed her memories teaching the courses of cultural psychology and said, "The fun, learning through teaching, the literature that I read ... Teaching about cultural and personal variables was the most meaningful. People need people. Part of it is

skills. Part of it is what they bring as people. In order to help people, you must know how people and their contexts affect you."

Her message to the students is, "I really think it's important for satisfying life to have things that you care about. Make choices that both are consistent with the things that you care about and that contribute to other people in ways that those people want from you. Have a sense of obligation, a need to care for people. Life is wonderful and also miserable. I see psychology as one of the very few great professions that allows you to make contributions to other peoples' lives. Care about people. Be responsible about them."

A woman of many talents and varied interests, Garcia-Shelton is looking forward to retirement and cultivating her hobbies of cooking and playing musical instruments with her husband.

2016 Cross Cultural Management Summit: Strategic Global Talent

Jessica L. Wildman, Ph.D.

Rapidly developing technology and a globalizing economy have made culture a hot topic in organizations, and Florida Tech in particular is incredibly aware of the importance of global and international issues. In an effort to continue moving the conversation forward, the Institute for Cross Cultural Management (ICCM) at Florida Tech School of Psychology began the Cross Cultural Management Summit in 2014 and hosted the 2nd biennial event at the Crowne Plaza Melbourne-Oceanfront Feb. 18–20, 2016.

The 2016 Cross Cultural Management Summit, with the theme of “Strategic Global Talent,” brought together experts from academia, government, military and the corporate world to discuss the cultural challenges facing global organizations and to create real-world solutions to those problems. The event consisted of two and a half days of expert presentations, interactive Q&A panels and hands-on active problem-solving sessions. The opening night kicked off with a dinner and a highly entertaining keynote presentation from the world-renowned Dutch-French cultural and organizational theorist, Fons Trompenaars,



Jessica L. Wildman, Ph.D.

Ph.D. Trompenaars was also presented with the ICCM Service Award in recognition of his role as a pioneer in the field of cross cultural management.

Day two of the event continued to showcase fantastic speakers from a wide range of academic and professional backgrounds such as Sandy Harris, vice president of corporate diversity strategy and internal operations at Sodexo; Stanley Litow, IBM vice president of corporate citizenship and corporate affairs and president of the IBM Foundation; and Mansour Javidan, Ph.D., director of the Najafi Global Mindset Institute at Thunderbird School of Global Management. Day two was capped off with a unique “Learning and Libations” poster session and networking event in which attendees browsed a number of research posters and engaged in meaningful, intimate conversations about cross cultural management issues.

Day three featured several more wonderful speakers, including our own Richard Griffith, Ph.D., executive director of ICCM, and Paula Caliguri, Ph.D., Amore-McKim Distinguished Professor of International Business at Northeastern University. Caliguri was

presented with the ICCM Applied Science award just after her presentation. Finally, the entire summit was wrapped up in a small group case study session supported by Feena May, DBA, of the International Committee of the Red Cross, who provided some compelling commentary regarding the importance of considering culture when engaging in humanitarian aid missions across the globe.

All in all, the 2016 summit was a successful, enjoyable and productive event. Griffith stated, “The 2016 Cross Cultural Management Summit was a great success. The expertise and energy were both at a high level, and it was fantastic to watch our participants walk away with actionable ideas on how to improve their international effectiveness. I believe we made some excellent friends and took a step forward in making ICCM and FIT the center of excellence in culture and organizational effectiveness.” Jessica L. Wildman, Ph.D., the summit planning chair, remarked, “I thoroughly enjoyed the 2016 Cross Cultural Management Summit and seeing all of our attendees make friends and engage in meaningful, lively discussions. I heard nothing but praise for our fantastic speakers, and I think we set quite a high bar for our next event in Spring 2018. I can’t wait to see what we deliver the next time around!”



Honoring Veterans

**Drema Grippa, M.A., and Megan Hart, B.S.,
Clinical Psychology Students**

Space Coast Honor Flight (SCHF) is an all-volunteer organization whose mission is to take World War II, Vietnam War and Korean War veterans to visit the War Memorials in Washington, D.C., constructed in their honor. This is a unique opportunity to show gratitude to these heroes who made it possible for us to enjoy the freedom we have today. The SCHF officials were quoted as saying, "Space Coast Honor Flight is privileged to honor veterans whose service and sacrifices made possible the freedoms that all Americans enjoy today! There are thousands of World War II/Korean veterans living in Brevard County who are eligible to travel on an Honor Flight trip to Washington, D.C. Space Coast Honor Flight is supported by generous donations from individuals, businesses and grants. They provide a one-day, all expense paid trip to give vets an opportunity to visit their memorials, exchange experiences with fellow vets and reflect upon their service. This is a unique opportunity to show our gratitude to these heroes who made it possible for us to enjoy the freedoms we have today," (Space Coast Honor Flight).

Drema Grippa and Megan Hart, clinical psychology doctoral students and members of the Veterans' Team at Florida Institute of Technology, volunteered as guardians to escort two veterans on the flight. They shared the following:

"This past March, I had the privilege of participating in a Space Coast Honor Flight as a guardian for Harry Bartolin, an incredible WWII veteran who served in the Army Airborne. In roughly a 22-hour time period, an amazing group of veterans, Honor Flight board members, guardians and medical personnel flew round trip to Washington, D.C., to assist these men in an endeavor to experience the memorials constructed in their honor in our nation's capital. In that short period of time, I was fortunate to share the lives of many of these veterans, as I eagerly listened to their stories and recollections, some happy and some not. Memories of adversity and adventure, camaraderie and sacrifice, tragedy and triumph; but regardless of the story or storyteller, there seemed to be a common thread between all of them . . . a sense of duty to our country and a quiet dignity and respect for comrades lost all those years ago. This love of country and sense of duty is what drove these individuals to volunteer for military service 70 years ago. It was the most incredible experience to be with these veterans as we stood marveling at the solemn yet awe-inspiring memorials. These men who served in the military through one of the most turbulent and difficult periods of time in our history deserve every American's respect."

—Megan Hart

"From the moment I arrived at the Washington memorial, I felt an instant rush of warmth and love. I have never experienced so much passion and recognition. The Space Coast Honor Flight showed so much appreciation, gratitude and respect to the veterans. As I spent the day, side by side with the veteran I was a guardian for, Bill Andrews, I learned a lot about him, his life experiences and how the military changed him. I felt honored to be surrounded by such dignified men throughout the day, listening to their stories and trying my best to understand what serving our country was like for them. This day wasn't just for them to be heard, honored and appreciated, but for them to feel the military comradery. This was an experience of a lifetime and I am so grateful I had the opportunity to give back to the veterans and be a part of such a special and memorable day for them."

—Drema Grippa



Clinical psychology Psy.D. students with WWII veterans, U.S. Navy, from left, Drema Grippa, Bill Andrews, Harry Bartolin and Megan Hart.

Clinical Psychology Psy.D. Students are Going Places!

Christina Eguizabal Love, M.S. Clinical Psychology Psy.D. Student

During my time at Florida Tech, the neuropsychology and child/family concentrations provided me a solid foundation in knowledge of brain-behavior relationships and child development. Together with the generalist clinical psychology training and excellent research mentorship I received, I felt well prepared when seeking an internship placement. I was ecstatic when I secured an internship at Children's Hospital Colorado (CHCO) in the Pediatric Neuropsychology track, a highly sought after and competitive placement. At CHCO, I have had the opportunity to continue honing evidenced-based treatment skills with diverse children and families with psychological and medical conditions. I have also had the pleasure to work in a variety of settings including outpatient individual and group treatment work, as well as outpatient and inpatient psychological assessment. In the Neuropsychology Track, I have had the wonderful opportunity to engage in



Christina Eguizabal Love, M.S.

clinical work and research under the tutelage of several board-certified neuropsychologists. I completed a rotation in the Neurology Department, providing neuropsychological evaluations in English and Spanish for children with a wide variety of neurocognitive presentations. I also had the opportunity to engage in rapid neuropsychological consultation in a multitude of specialty medical clinics including genetic, auto-immune and oncological conditions. Currently, I am working within the Rehabilitation Neuropsychology program, providing neuropsychological evaluations for children with acquired and traumatic brain injuries. I also provide evaluations in the CHCO Concussion program, assisting with determinations of return to play and transition to school. My excellent internship training prepared me well for a post-doctoral placement in neuropsychology. I am happy to report that I will continue

my journey in Pediatric Neuropsychology as a two-year Postdoctoral Fellow at the Kennedy Krieger Institute/Johns Hopkins University School of Medicine where I will be completing rotations in outpatient specialty medical clinics, neurorehabilitation services and interdisciplinary settings. My internship and fellowship experiences will allow me to pursue a position as a Pediatric Neuropsychologist in an academic medical setting and specialty board certification. Looking back at the last five years, I am so glad that I chose the Doctor of Psychology (Psy.D.) program at Florida Tech to complete my graduate studies. I am eternally grateful to the mentorship and support I received in the program, especially by Drs. Frank Webbe and Kevin Mulligan, who always encouraged me to pursue my dreams and interests in neuropsychology. I look forward to contributing to the success of the program by mentoring other students interested in neuropsychology or serving diverse populations.

The Importance of Giving

Jeffrey T. Spoeri, J.D., Director of Development

According to the U.S. Department of Education's National Center for Educational Statistics, private universities in the United States derive less than 40% of their revenue from tuition and fees. Roughly equal portions (around 12% or so) come from government grants and contracts, private gifts and grants, and hospital revenue (the latter of which Florida Tech, of course, does not have, along with the expenses that correspond to that hospital revenue), and even less from other sources. The bottom line is that tuition and fees alone cannot fully support a Tier One research university like ours.



Jeffrey T. Spoeri, J.D.

Tuition and fees tend to pay for costs that directly affect students: instruction, housing, student services, health and so on. In order to conduct first-rate research, develop new programs and outreach, and produce the level of output expected of a university of our caliber, we rely largely on charitable gifts from our alumni and friends. Never has this been more true than today, when even modest gifts—\$10, \$25, \$50—from people like you can be leveraged into much larger donations from funders whose motivation to give increases when they learn that our own alumni are willing to step up and support what we do. In other words, the amount of your gift is

less important than the fact that you give something.

In the last *Journey* issue, you read about the success of Florida Tech's inaugural "Day of Giving," and you will hear and read more in other publications about the great achievement of our "Create the Future" campaign university-wide. We hope that these efforts, and those yet to come, will create an enduring spirit of giving among our alumni and friends. All of us at the School of Psychology sincerely thank our donors for investing in our future. If you haven't already given this year, we encourage you to use the form in this newsletter and make whatever commitment you can to help give our students, our clients and our community the very best psychology education, services and facilities available anywhere.

Surf City Industrial and Organizational Psychology '16!

Lisa Silva Moore, M.S., ABD

Anaheim California served as host to the 31st annual conference of the Society of Industrial and Organizational Psychology. Florida Tech I/O psychology faculty, students and alumni were in good company along with nearly 4,300+ industrial/organizational psychologists from around the country and the globe. With hundreds of sessions, including invited speakers, panel discussions, master tutorials, communities of interest and posters—needless to say, this year's conference was busy! The I/O psychology faculty and students contributed over 30 presentations, posters and symposia to the conference this year.



Trevor Fry, Sara Trané, Michael Beverage & Lisa Moore present their Motivation Research Team study.



FIT Culture Research Group Tessley Dieguez, Hairong Jiang & Yumiko Mochinushi .

Before we wrap up and prepare for SIOP17 in Orlando, let's hear from some of our SIOP16 attendees:

"This was my second SIOP experience. Knowing a bit more about what to expect and how to best manage my time and energy, I was able to really absorb the information presented at the sessions I attended. I caught up with FIT alumni and other colleagues outside of the program, which is always a great opportunity to network and generate new research ideas. My favorite part of the conference was speaking to other attendees and nerding-out about everything new we learned!"

—Chelsea LeNoble, ABD

"SIOP was pleasantly overwhelming. I attended cutting-edge symposia and panels discussing leadership systems in the workplace. I discussed shared interests with researchers and graduate students from around the country (and world). My team and I presented two symposia on shared leadership, diversity and global virtual teams. Between research and making new connections, SIOP Anaheim was really successful and I'm really excited about seeing new (and old faces) next year in Orlando."

—Charles Scott, ABD

See everyone next year!

2016 Clinical Psychology Internship Match Results

David Alexander—

University of South Florida Counseling Center, Tampa, FL

Stephanie Carter—

Northeast Florida State Hospital, MacClenny, FL

Joseph Cirigliano—

Colorado Mental Health Institute at Pueblo, Pueblo, CO

Fabian Consbruck—

Will County Health Department, Joliet, IL

Herschel Isaac Ebner—

Southeast Human Service Center, Fargo, ND

Catherine Leann Hathcock—

Alaska VA Healthcare System, Anchorage, AK

Billine Jourdan—

Lincoln Med & Mental Health Center, Bronx, NY

Brett Robert Kuykendall—

Heart of America Psych Consortium-Central Region, Springfield, MO

Lauren Mazur—Pennsylvania State University Counseling

Center, University Park, PA

Kristen Julin—

Federal Correctional Institution, Fort Worth, TX

Mollie Mulholland—University of Oklahoma Health

Sciences Center, Oklahoma City, OK

Chelsea Anne Page—

VA Medical Center - Battle Creek, Battle Creek, MI

Carlos Luis Salazar—Wright-Patterson USAF Medical

Center, Wright-Patterson AFB, OH

Sanchita Sharma—

Allegheny General Hospital, Pittsburgh, PA

Denise Vagt—North Florida/South Georgia VA Health

System, Gainesville, FL

Amanda Watts—Pine Grove Behavioral Health &

Addiction Services, Hattiesburg, MS

Xiao Dan Zeng—University of Massachusetts-Amherst -

Mental Health, Amherst, MA

The Scott Center for Autism Treatment organizes Evening of Hope 2016

The Scott Center for Autism Treatment's annual Evening of Hope VIII raised \$200,000 for treatment, research and WISH scholarships which provide early intervention treatment for children with autism. Led by co-chairs Greg and Leasha Flammio-Watson and Ted and Melissa Parker, the April 9 event was held at the Port Canaveral's Exploration Tower. Kempf's Jewelers in Indialantic generously donated a Rolex Oyster Perpetual GMT-MASTER II, which was raffled off as a key component of The Scott Center fundraising efforts.



Kudos

Faculty Honors, Awards, Appointments

Demara Bennett has been appointed for a three-year term to The Haven for Children's board of directors, in support of the therapeutic foster group home serving abused and neglected children.

Allison M. Betz was appointed on the editorial boards for *Education and Treatment of Children and Analysis of Verbal Behavior*.

Patrick Converse (PI), **Jessica Wildman (Co-PI)** and **Erin Richard (Co-PI)** were awarded a contract from the Naval Air Warfare Center Training Systems Division (BAA N61340-11-R-0021-0002) in the amount of \$483,462.48 for a project involving cognitive task analysis and performance measure development for a multi-team electronic warfare system. The project will also employ a team of I/O graduate students.

Vanessa Edkins was appointed as the co-chair for the American Psychology-Law Society (APA Division 41) 2016 annual conference.

William Gabrenya was awarded a grant from the Program for Short Term Visits by International Scientists, Ministry of Science and Technology, Taiwan.

Radhika Krishnamurthy has been appointed for a three-year term to the advisory board of the University of Minnesota Press's Test Division. Advisory board members aid the Test Division in setting research and development (R&D) priorities, reviewing R&D grant proposals, and reviewing the Test Division's personality assessment products and publications. She was also elected vice chair of the Women's Issues Committee of the National Council of Schools and Programs of Professional Psychology.

Maria Lavooy was the judge and keynote speaker at University of Central Florida (UCF) Psi Chi Undergraduate Psychology Conference; keynote speaker at UCF Cocoa and Palm Bay Psi Chi Induction Ceremony; moderator at the Midwestern Psychological Association Annual Meeting in Chicago, IL; special awards and senior judge for Psi Chi, International Science and Engineering Fair, Pittsburgh, PA; and invited speaker at the Association for Psychological Science in New York.

Christopher Podlesnik was awarded the 2016 Federation of Associations in Behavior and Brain Sciences (FABBS) Early Career Impact Award for the Association for Behavior Analysis International (ABAI). The purpose of this award is to recognize early-career scientists who have made major research contributions to the sciences represented by FABBS's member societies. This honor is offered to FABBS member societies on a rotating basis.

Erin Richard received the 2015 William R. Jones Outstanding Mentor Award from the Florida Education Fund (FEF) for her mentorship of McKnight fellow Felicia Kaloydis.

Kristi Van Sickle received an APA Presidential Citation from Barry S. Anton, Ph.D., ABPP for "Innovation, Energy, and Leadership in Integrated Primary Care and Rural Health" at the American Psychological Association (APA) Practice Organization's 2015 State Leadership Conference.

Frank Webbe hosted and moderated the all-day "Technology and Dementia" preconference program at the Alzheimer's Disease International Conference held in Washington, D.C., in mid-July. He also completed his presidential duties at the November meeting of the Faculty Athletics Representatives Association.

Zhiqing Zhou joined the editorial board of *Journal of Business and Psychology*.

Faculty and Student Presentations and Publications

Alison M. Betz and Bethany Contreras (2016). Using lag schedules to strengthen the intraverbal repertoires of children with autism. *Journal of Applied Behavior Analysis*, 49, 1-14.

Alison M. Betz, Catherine Martinez, Clair Liddon and Rebecca Werle (in press). A progression to transfer RIRD to the natural environment. *Behavioral Interventions*.

Hysong, S. J., **Che, X.**, Weaver, S. J., & Petersen, L. A. (2015). Study protocol: identifying and delivering point-of-care information to improve care coordination. *Implementation Science*, 10(1), 145.

Rosen, M.A., Goeschel, C.A., **Che, X.**, Fawole, J.O., Rees, D., Ingle, R.C., Gelinis, L., Martin, J.N., Kosel, K.C., Pronovost, P.J., & Weaver, S.J. (2015). Simulation in the Executive Suite: Lessons Learned from Building Patient Safety Leadership. *Simulation in Healthcare*, 10(6), 372-377.

Griffith, L., **Converse, P. D.**, Mochinushi, Y & Ziegler, M. (in press). Applicant faking behavior: The elephant in the room. In U. Kumar (Ed.), *The Wiley Handbook of Personality Assessment* (pp. 387-398). Wiley.

Costopoulos, J. S. (2016) Dissertation Demystified. In Zavattaro, S. & Orr, S. (Eds). *Reflections on Lives and Careers in Academia*. New York, NY: Palgrave MacMillan. (in press)

Costopoulos, J. S. (2015, October). *Psychologist on Trial: Legal Issues Confronting Psychologists*. FPA Brevard/Indian River Chapter invited CE lecture, Melbourne, Florida.

Baker, J. N. & Costopoulos, J. S. (2016). Building moral and social excellence in youth. [Review of the book *Turning the Tide of Male Juvenile Delinquency: The ocean tides approach*, by L.C. Grebstein & J.A. Van Wyk]. *PsycCRITIQUES*, 61(3).

Costopoulos, J. S., & Rock, Rebecca S. M. (2016). Efficacy of an experiential career curriculum on professionalism. *Psychology and Education: An Interdisciplinary Journal*, 53(3-4) (in press)

Ellis, K. M. & Brase, G. (2015). Communicating HIV results to low-risk individuals: Still hazy after all these years. *Current HIV Research*, 13(5), 381-390.

Loschky, L. C., Ringer, R., **Ellis, K. M.**, & Hansen, B. C. (2015). Broadening the horizons of scene gist recognition: A comparison of aerial and terrestrial views. *Journal of Vision*, 15(6):11, 1-29.

Gabrenya, W. K. Jr. (2015, December). *Cross-cultural research methods*. (Short course). Department of Psychology, National Cheng Chi University, Taipei, Taiwan.

Gabrenya, W. K. Jr. (2015, December). *Modernity and traditionality in Taiwan: A 22-year study in a changing society*. Indigenous Psychology Study Group, National Taiwan University, Taipei, Taiwan.

Gabrenya, W. K. Jr. (2015, December). *Affective processes in overseas sojourner adjustment: Research on international students from Taiwan and elsewhere*. National Cheng Chi University, Taipei, Taiwan.

Triandis, Harry T. with **Gabrenya, W. K., Jr.** (2015). *A cross-cultural life: Autobiography of Harry T. Triandis*. International Association for Cross-Cultural Psychology. <http://iaaccp.org/ebooks>

Gabrenya, William K. Jr., Inoue, Y., & Leung, K. (2015, July). *Memorial in honor of Kwok Leung*. Regional Conference of the International Association for Cross-Cultural Psychology, San Cristobal, Chiapas, Mexico.

Gabrenya, W. K., Jr., & Sun, Chien-Ru. 孫禕如 (2015). *Kuo-Shu Yang: Scholar and Activist*. In G. J. Rich, U. P. Gielen (Eds.). *International pioneers: Portraits and perspectives* (pp. 201-212). Charlotte, NC: Information Age Publishing.

Gabrenya, W. K., Jr. (2015, July). Finally some relief from over-psychologizing culture! The emerging positionalist orientation. In William K. Gabrenya, & Kwok Leung (Convenors), *Our cross-cultural symphony: Borrowing new biological, institutional and positional*

instruments for the contemporary orchestra. Symposium presented at the Regional Conference of the International Association for Cross-Cultural Psychology, San Cristobal, Chiapas, Mexico.

Gabrenya, W. K., Jr. (2015, May). *American culture as seen by a cultural psychologist: The American Experiment*. Invited address, Fo Guang University, Yilan, Taiwan.

Borden, K. A., **Kenkel, M.B., Krishnamurthy, R., Lally, S. J., Lupe, S., & O'Leary, K.** (2016, January). *Research and scholarship mentoring in professional psychology programs*. Presented at the National Council of Schools and Programs of Professional Psychology midwinter conference, Atlanta, GA.

Effective Mentorship: Making the Most of Your Undergraduate Research Experience, **Maria J. Lavooy**, Roxanne Sullivan & Susan Becker, Rocky Mountain Psychological Association Conference, Boise, Idaho.

Salazar, Carlos, Gonzalez, Gabriela, Vagt, Denise, Starr, Nicole, Carlson, Alex, Vallejo-Luces, Tatiana, **Mulligan, K., & Webbe, F.** (November, 2015). Group Differences in the Rey Dot Counting Test among College Student-Athletes. Poster presentation at the National Academy of Neuropsychology Annual Conference in Austin TX.

Salazar, Carlos.L., González, Gabriela.A., Carlson, Alexander.J., **Mulligan, K., & Webbe, F.** (2015, June). Collegiate Athlete Performance for The Rey Dot Counting Test. *The Clinical Neuropsychologist*, 29 (3), 322. Based upon poster presented at the 13th Annual Conference of the American Academy of Clinical Neuropsychology, San Francisco, CA.

Stephens, Bethanie.E., **Mulligan, K., & Webbe, F.** (2015 June). The Clinical Utility of the Cognitive Strategies Employed During Semantic Fluency Tasks in a Memory Clinic Population. *The Clinical Neuropsychologist*, 29 (3), 350. Based upon poster presented at the 13th Annual Conference of the American Academy of Clinical Neuropsychology, San Francisco, CA.

Kuroda, T., Cañado, C. R. X., & **Podlesnik, C. A.** (in press). Resistance to change and resurgence in humans engaging in a computer task. *Behavioural Processes*.

Miranda-Dukoski, L., Bensemann, J., & **Podlesnik, C. A.** (in press). Training reinforcement rates, resistance to extinction, and the role of context in reinstatement. *Learning & Behavior*.

Green, Nicholas, **Sigurdsson, S., & Wilder, D. A.** (2015). Decreasing bouts of prolonged sitting among office workers. Paper presented at the 35th annual meeting of the Florida Association for Behavior Analysis, Daytona Beach, FL.

Moukarzel, Rana, & **Steelman, L. A.** (2015). Navigating multicultural teams: A roadmap to feedback across cultures. In Wildman, J.L., & Griffith, R.L. (Eds.), *Leading Global Teams: Translating the Multidisciplinary Science to Practice*. Springer.

Moukarzel, Rana2, & **Steelman, Lisa A.** (April, 2015). *Asking without asking: The cultural case for indirect feedback seeking*. In M. Sully de Luque & C. Wilson (Chairs) Get what you give: Research advances in cross-cultural feedback seeking behavior. Symposium conducted at the 30th Society for Industrial and Organizational Psychology Conference, Philadelphia, PA.

LeNoble, Chelsea A., **Zhou, Zhiqing E., & Richard, Erin M.** (October, 2015). The power of self-control: Buffering the effects of interpersonal conflict on psychological well-being. In S. Pindek & P. E. Spector (Co-chairs), *Using Diverse Methods in the Study of Stress and Well-being*. Symposium presented at the 2015 annual meeting of the Southern Management Association, St. Petersburg, FL.

Chelsea A. LeNoble*, **Erin M. Richard, & Zhiqing E. Zhou.** (2016) Depletion Today Keeps the Apple Away: Effects of Workplace Resource Processes on Daily Health Behavior and Recovery. Poster Presented at Sunshine ERC Research Poster Session, University of South Florida, Tampa, FL.

Ryan Armenti, Chelsea A. LeNoble*, & **Erin M. Richard.** (2016). Step While You Work: Using Wearable Fitness Devices to Measure Objective Health Behavior and its Relationship with Job Engagement. Poster Presented at Sunshine ERC Research Poster Session, University of South Florida, Tampa, FL.

Shen-Miller, D. S., Schwartz-Mette, R., **Van Sickle, K. S., Jacobs, S. C., Grus, C., Cage, E., & Forrest, L.** (2015). Trainee perspectives of peers

with competence problems: A qualitative investigation. *Training and Education in Professional Psychology*, 9(2), 161-169. doi: 10.1037/tep0000072.

Salinas, Christine M., Dean, P., LoGalbo, A., Dougherty, M., Field, M., & **Webbe, F. M.** (In Press). Attention Deficit Hyperactivity Disorder Status and Baseline Neurocognitive Performance in High School Athletes. *Applied Neuropsychology – Child*.

Love, Christina E., Salinas, Christine, M., **Webbe, F. M., Kim, G., & Lee, K. H.** (2015, June). Comparison of Parent-Reported and Performance-Based Measures of Executive Functioning in the Health-Related Quality of Life of Children with Intractable Epilepsy. *The Clinical Neuropsychologist*, 29 (3), 386. Based upon poster presented at the 13th Annual Conference of the American Academy of Clinical Neuropsychology, San Francisco, CA.

Majdalany, L., **Wilder, D., Smeltz, L., and Lipschultz, J.** (in press). The effect of brief delays to reinforcement on the acquisition of facts in children with autism. *Journal of Applied Behavior Analysis*.

Wilder, D., Lipschultz, J., Kelley, D., Rey, C., & Enderli, A. (in press). An alternative measure of research productivity among behavior analytic graduate training programs: A response to Dixon et al. (2015). *Behavior Analysis in Practice*.

Kelley, David, **Wilder, D., Carr, J. E., Rey, Catalina, Green, Nicholas, & Lipschultz, Joshua.** (in press). Research productivity among practitioners in Behavior Analysis: Recommendations from the prolific. *Behavior Analysis in Practice*.

Carr, James. E., & **Wilder, D.,** (in press). The Performance Diagnostic Checklist—Human Services: A Correction. *Behavior Analysis in Practice*.

Lipschultz, Joshua, **Wilder, D., Gehrman, Chana** (2015). Use of the Performance Diagnostic Checklist—Human Services to assess and increase the teaching of verbal operants. In Y. Leon (Chair), Recent Research on the Assessment and Improvement of Professional Performance. Paper presented at the 35th annual meeting of the Florida Association for Behavior Analysis, Daytona Beach, FL.

Kelley, David, **Wilder, D., Carr, James. E., Rey, Catalina, Green, Nicholas, & Lipschultz, Joshua** (2015). Research productivity among practitioners in behavior analysis: Recommendations from the prolific. In I. DeLeon (Chair) Mining Published and Clinical Data to Guide Practice. Paper presented at the 35th annual meeting of the Florida Association for Behavior Analysis, Daytona Beach, FL.

Lipschultz, Joshua, **Wilder, D., & Enderli, Amy** (2015). The effect of types of instructions on compliance during use of the high-probability instructional sequence. In D. Wilder (Chair), Recent Research on Educational Applications of Applied Behavior Analysis. Paper presented at the 35th annual meeting of the Florida Association for Behavior Analysis, Daytona Beach, FL.

Green, Nicholas, Sigurdsson, Sigg, & **Wilder, D.,** (2015). Decreasing bouts of prolonged sitting among office workers. Paper presented at the 35th annual meeting of the Florida Association for Behavior Analysis, Daytona Beach, FL.

Kelley, David, **Wilder, D., Carr, J. E., Rey, Catalina, Green, Nicholas, & Lipschultz, Joshua.** (in press). Research productivity among practitioners in Behavior Analysis: Recommendations from the prolific. *Behavior Analysis in Practice*.

Allgood, Jesse, Majdalany, Lina, **Wilder, D., Smeltz, Lindsay** (2015, May). Evaluation of a model for the assessment and treatment of noncompliance. In B. Loyd (Chair), *New Approaches to the Experimental Assessment and Treatment of Noncompliance*. Symposium presented at the 41st annual meeting of the Association for Behavior Analysis, International, San Antonio, TX.

Martinez-Onstott, Brandon, **Wilder, D., & Sigurdsson, Sigg** (2015, May). Identifying the variable contributing to at-risk performance: Initial evaluation of the Performance Diagnostic Checklist – Safety. In Alison King (Chair), *Recent Advances in Behavioral Safety*. Symposium presented at the 41st annual meeting of the Association for Behavior Analysis, International, San Antonio, TX.

King, Alison, Ditzian, Kyle, **Wilder, D., & Tanz, Jeanine.** (2015, May). The PDC-HS: A tool to assess and improve performance in human service settings. In J. Vladescu (Chair), *Recent Advances in Staff Training in Human Service Settings*. Symposium presented at the 41st

annual meeting of the Association for Behavior Analysis, International, San Antonio, TX.

Scott, Charles P. R., & **Wildman, J. L.** (in press). Developing and managing team performance. To appear in E. Salas (Ed.), *The Wiley Blackwell handbook of the psychology of recruitment, selection, and team dynamics* (pp. XX-XX). Hoboken, NJ: Wiley Blackwell.

LeNoble, Chelsea A., **Zhou, Zhiqing E., & Richard, Erin M.** (October, 2015). The power of self-control: Buffering the effects of interpersonal conflict on psychological well-being. In S. Pindek & P. E. Spector (Co-chairs), *Using Diverse Methods in the Study of Stress and Well-being*. Symposium presented at the 2015 annual meeting of the Southern Management Association, St. Petersburg, FL.

Anqi Li*, Thomas S. Skiba, **Zhiqing E. Zhou,** & Evan F. Sinar. (2016). Identifying High Potential Leaders: Insight from a Global Leader Survey. Poster Presented at Sunshine ERC Research Poster Session, University of South Florida, Tampa, FL.

Student Honors and Awards

Joseph Cirigliano: Outstanding Psy.D. Student Research Award, 2016

Lauren Mazur: Meritorious Graduate School Performance – Certificate of Merit, 2016

Kristen Moore: Meritorious Graduate School Performance – Certificate of Merit, 2016

Denise Vagt: The Elizabeth B. Wolf Outstanding Clinical Student Award, 2016

At FIT's 2016 Honors Convocation, the following students from the School of Psychology and School of Behavior Analysis were recognized as Outstanding Students:

Undergraduate Students: **Vaughne Chavez-Gray, Britni Surprenant, Jenna Schaffer** and **Cassie Vergason**, Psychology; **Shelby Gregson, Jean Paul Martes** and **Elizabeth Savone**, Forensic Psychology; **Sephanie Keen**, Applied Psychology; **Devon McMahon**, Applied Behavior Analysis; **Branon Ryals** and **Christyn Wolf**, Criminal Justice.

Graduate students: **Kristen Moore, Mollie Mulholland** and **Mara Rowcliffe**, Clinical Psychology Program; **Joshua Bush**, Industrial/Organizational Psychology M.S. Program; **Ryan Kimball**, Organizational Behavior Management M.S. Program; **Yumiko Mochinushi** and **Charles Scott**, Industrial/Organizational Psychology Ph.D. Program; **James Bevacqua, Thuong Ho, Jason Lewis, April Rowland, Gabrielle Trimlett** and **Stephanie Wathen**, Applied Behavior Analysis.



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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 FIT 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.

I continue to fully support the FIT 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 FIT's School of Psychology for the coming year in the amount of: \$50 \$75 \$100 Other \$ _____

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

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