

Journey



**Florida Institute
of Technology**

High Tech with a Human Touch

School of Psychology

Spring 2007, Volume 17, No. 1

Through practicum and internship training, the School of Psychology encourages students to gain experience and use their knowledge to assist others.



Practicum and Internship Experience Crucial to Professional Development

Nicki Postma, Graduate Student

Alumni may remember every psychology student has to take part in a practicum to gain more knowledge outside of the classroom. Many of the students in the School of Psychology work at practicum sites around the area, while several venture out of state.

The School believes that in the practicum, students will gain experience and use their knowledge to assist others. This edition of *Journey* focuses on the importance of practicum and internship training. We have interviewed various students in each program of psychology at Florida Tech and asked them what their experiences were and how the practicum has benefited not only them but also those with whom they have come in contact.

Each psychology program handles practicum a little differently. Psy.D. students are required to take approximately 24 credits hours of practicum throughout their stay here, which equates to roughly 1,200 hours! For all students, their first site is Community Psychological Services (CPS) at Florida Tech. Then, based on subgroup placement, they will go through an assigned sequence of external practicum placements prior to internship. Each practicum placement will be for a period of one or two semesters.

Sherri Yoder spent her time at the Brevard County Jail screening inmates for suicidal/homicidal tendencies and responding to inmate requests for service based on complaints of anxiety, inability to sleep or depression. When asked about the most

valuable thing she learned from the experience, she stated, "I learned how to take my clinical skills and tweak them to work for this population by taking what the literature calls 'brief therapy' and making it even briefer. The reality of the situation, and the only recent involvement of mental health in the justice system, calls for such a clinical challenge, and I believe Florida Tech has provided me with a thorough knowledge base on pathology, treatment, etc., so I am indeed able to apply these in a different manner in this setting."

At a very different setting, Justin Koenitzer learned different techniques of administering neuropsychological tests in a private clinical setting. He felt that his work with his supervisor, Dr. Patrick Gorman (Psy.D. 1993), advanced his understanding of how to integrate all the pieces of a complex picture—both test and extratest variables, corroborative and seemingly contradictory information—into a complete and comprehensive picture that informs diagnosis and treatment planning for individuals with cognitive compromise.

Putting in the long hours and hard work in a Psy.D. practicum undoubtedly helps student prepare for the even more intense internships.

Practica for the applied behavior analysis program differ greatly from the highly structured, required practicum of Psy.D. students. The "number of hours" are not set, rather students are supervised for a minimum of five percent of their

continued on page 2

continued from front page

practicum hours, which range from 10 to 30 hours per week (they can work more than 30 hours in the week, but a maximum of 30 will count toward practicum). They do not have a limit on the number of students per practicum, rather it is limited to the number of students at a given site by the number of hours or employees they are willing to support. Sites range from drug treatment centers to schools to agencies built to support individuals who have autism and mental retardation (residentially, vocationally or educationally) and industrial settings.

Danielle LaFrance, a second-year ABA student, went out of state to the New England Center for Children where she was fortunate enough to work in a cutting-edge, highly sophisticated ABA-oriented learning environment. She felt her education at Florida Tech provided her with a solid foundation as well as an

understanding of the basic principles. She drew on this knowledge every day in making clinical decisions, which resulted in major contributions to the New England Center.

Amanda Fixsen, a second-year organizational behavior management (OBM) student, spent her time at Devereux, a facility for children with problem behaviors. Amanda was involved in the formulation, implementation and follow up of safety programs, employee incentive programs and staff development programs. She said her practicum experience helped prepare her for life after Florida Tech by showing her how to utilize what she has learned and translate that to an applied setting. Through applying her knowledge, she feels significantly more confident that she will be prepared for future employment in the field.

Industrial/organizational psychology (I/O) students participate in internships

with organizations both locally and nationally. Students may work for a particular organization in areas such as human relations, training, organizational development, recruitment and selection, or they may work for a consulting firm providing I/O consulting to various organizations. Anywhere from one to 10 students may be participating in an internship at any time, depending on their career goals and where they are in their program plan. Students have worked at a wide variety of internship sites including Intersil, ePredix, NASA Kennedy Space Center, Lockheed Martin, Rockwell Collins, Naval Warfare Center (NAVAIR), Brevard Police Testing and Certification Center, Hartsfield Jackson Airport, Brevard County HR, Target Corp, Becks Brewery and, of course, The Center for Organizational Effectiveness at Florida Tech.

continued on page 7

Florida Tech School of Psychology **Alumni Party** **at APA**

SATURDAY
AUGUST 18
5-7:30 P.M.

Azie's Restaurant

826 Folsom St. (between 4th and 5th Streets)
(415) 538-0918 www.azierestaurant.com

San Francisco

Please join us to visit with old friends and sample San Francisco wines and appetizers. We look forward to seeing you again!

Hostesses:

Allison Waterworth, Psy.D., and Rhonda Lindsey, Psy.D.

Please RSVP and let us know you are coming!

E-mail Jani McCray at jmccray@fit.edu or call (321) 674-8142.



It Takes a Community...

Mary Beth Kenkel, Ph.D., Dean and Professor

You have heard the saying that it takes a village to raise a child. The same concept could be applied to psychology education. It takes a community to educate a psychology student. While classroom learning and library work are central elements in psychological education, the lessons learned in those places come to life only when they are taken out into the community. An integral part of the learning experience is applying in the field (i.e., “real-life”) what one has learned in the classroom. For psychology students, that real-life application of skills is generally achieved through the practicum and internship experiences. The School of Psychology is very fortunate to have so many community agencies, organizations and businesses that serve in that capacity.

While student enthusiasm for classes may vary, there is a uniformly positive view of practicum and internship experiences. In fact, it is tough to keep our students from signing up for practicum as soon as they enter the program. The students’ desire to work with people (or animals, for our students in the animal behavior concentration) and do good things for individuals and organizations were key motivations for entering the field of psychology. It is not surprising then that most cannot wait to get out in the field and determine if the things they are learning really do work in actual clinical and organizational settings.

But in practicum settings, students not only apply what they know from class work, but also acquire a great deal of new knowledge—about settings, clients, techniques, teamwork, leadership and policy. They learn the realities of what happens when budgets are cut, when organizational priorities change, when

staff leave or when a new boss comes in. They learn how to communicate what they know in real language, rather than “psychologues,” in order to collaborate with others outside the field. They see organizational leaders in action and learn the skills, trials and processes of leadership. They experience firsthand the needs of clients—be they individuals, families or organizations—and learn there are no simple remedies for problems in the real world.

Supervisors at the practicum and internship sites are the central ingredient in the students’ learning. With their guidance, students set their learning goals and



activities and are introduced to the organization’s mission. Then they serve as the teachers, mentors, coaches, experts, facilitators and any number of other roles to enhance the students’ learning. There is a big gap between textbook learning and real-world application. Supervisors fill that gap by coaching the students on all the methods, techniques and strategies that do not get

included in their classes, and by “customizing” interventions so that they fit with the particular needs of the clients. We appreciate the very important and influential role of the supervisors in the students’ education and realize that the supervisory duties contribute to the supervisors’ already heavy workload. However, what I hear from supervisors is that like many of us in academia, they have a great passion to share their knowledge and expertise to eager and inquiring minds and find great pleasure in seeing the growth and progress that students make over the course of the practicum. And students, in recounting the great learning experiences during their education, are sure to include their practica and their supervisors.

continued on page 7

“It takes a community to educate a psychology student... An integral part of the learning experience is applying in the field what one has learned in the classroom.”

Doctoral Student Earns Child Abuse Prevention Award

Community Based Care of Brevard in collaboration with the Child Abuse Prevention Task Force held the 11th Annual Child Abuse Prevention Awards Banquet on April 27. Michelle Prell, M.S., was awarded the Education Award honoring an individual in higher education working in the field of child welfare who has promoted efforts toward strengthening and supporting families, specifically in the prevention of child abuse. Prell is a master's level graduate student at Florida Tech, working toward her doctorate degree. She is the associate director of the Family Learning Program (FLP) at Florida Tech, a program which uses a group approach to treat sexually abused children and their family members. Her task has been complex in coordinating the 22 therapists, four supervisors and one office manager to work together to provide sexual abuse treatment

services. The services are geared toward healing the negative impact on the families but also focused on preventing future child sexual abuse from happening.



Congratulations

Justin Koenitzer and Sherri Yoder deserve recognition as they both received prestigious awards on April 27. Koenitzer was honored with the Elizabeth B. Wolf Outstanding Clinical Student Award, while Yoder was recognized with the Merit Award. Congrats!

Military Scholarships Awarded to Psychology Students

Several students in the clinical psychology program have been awarded military scholarships through the Air Force and the Army. The scholarships allow the students to gain valuable experience in the armed forces while applying what they have learned from their program at Florida Tech.

Donna Burrowes was commissioned into the United States Air Force on July 31, 2006, in the reserve medical corps, as part of the Health Professions Scholarship Program. With the scholarship, she is paid to go to school, and tuition is covered for up to two years under the condition that she will become active duty as a captain and work as a psychologist for three years in the Air Force. She became interested in applying for several reasons. Given that her husband has been in the Air Force for 10 years, she is quite familiar with military life and has grown to appreciate the hard work and dedication these men and women give to our country. In addition, she has experienced the hardships connected with loved ones being sent overseas. She believes that joining the Air

Force will enable her to give back needed assistance and support, which was many times shown to her. Working as an Air Force psychologist will open many avenues for her career. The training provided by the military is unlike any other, and she will be exposed to a wide variety of populations and issues. She views this scholarship as a great way for her to receive superior training in the field, and it is an honor to be able to serve her country while doing so.

Edan Critchfield was also awarded a scholarship and chose to pursue a career with the Army. He was fueled by the challenging experiences ahead that he anticipates will define him both personally and professionally. He is excited about the variety of opportunities that working as a psychologist in the military offers and is also honored to assist this country.

Joy Mobley chose the military route for many reasons. The most obvious is funding for school, however more importantly, she grew up in the military and has always seen

herself working with this population in some form or another. She has also been working at Patrick AFB, which has provided her with experience that has confirmed her desire to work with military populations. She is most excited about the wonderful experience and training, as well as the ability to travel that the Army allows.

Ashley Franklin applied for the military scholarship because she had always wanted to serve in the military but chose to stay in school instead. She thinks this scholarship is the perfect opportunity to have the best of both worlds (serve the country and be educated in a field she loves). Also, she is very much into the "adventure" aspect of the military, and is looking forward to the traveling, weapons training and wants to attend airborne school (i.e., jumping out of airplanes!).

Psychology Research Expo

The Psychology Research Exposition, "Applying the Science of Psychology," was held Friday, March 16, in the Hartley Room at Florida Tech. Faculty, staff and students from several areas of the university attended, as well as several members of the community. It was a great chance to showcase the rigorous and exciting research being conducted by faculty and students in the School of Psychology. The expo is held annually and is sponsored by the research committee. This year's committee members included Drs. Celeste Harvey, Mark Harvey, William Gabrenya, Thomas Harrell and Erin Richard (chair). The expo began with a welcome from Dean Mary Beth Kenkel, followed by a line-up of conference-style presentations and poster sessions. The following multimedia presentations were given by faculty members and graduate students:

Buddy Comprehensive Healthcare Monitoring System: Help for Alzheimer's Patient Caretakers and Sport-Related Concussion
Frank Webbe, Ph.D.

Individual Cognitive Deficits in Virtual Team Collaboration and their Implications for Computer Interface Design
Susanne Bahr, Ph.D.

A Tale of Two Tasks: Exploring Boundary Conditions on the Self-regulatory Resource Depletion Effect
Patrick Converse, Ph.D.

A Functional Analysis of Non-Vocal Verbal Behavior of a Young Child With Autism
Erica Severtson

Emotions and Personality: Do They Facilitate Positive or Negative Work/Life Balance?
Kelly Jacobs and Kizzy Parks

The Role of Applicant Faking in Hiring Decisions Involving Multiple Predictors
Mitchell Peterson

The Effects of Frequency of Feedback on Accurate Spelling Responses
Jericho MacDonald

Predicting Emotional Display Rule Deviance
Erin Richard, Ph.D.

Faculty and students participating in poster sessions were as follows: Shikha Arora, Charlene Bogle, Patrick Converse, Stacey Fehir, William Gabrenya, Heather Lincicone, Kelsey McCoy, Paul Merlini, Joy Mobley, Erin Moeser, Mitchell Peterson, Josh Quist, Iris Rivera, Marinus van Driel, Julie Warren, Erin Whitford and Byron Wine.

OBM Graduate Student Earns Grant

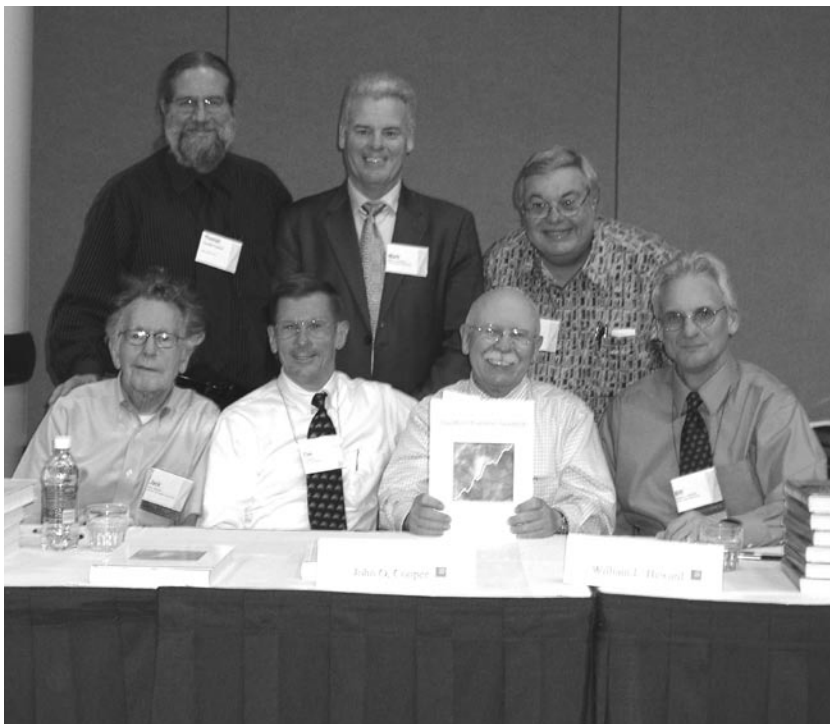
With the assistance of Dr. David A. Wilder, Nicki Postma, a first-year graduate student in the organizational behavior management program, has been awarded a \$500 grant from the Organizational Behavior Management Network, a special interest group of the Association for Behavior Analysis, International. The money will be used to fund Postma's master's thesis research titled "Improving Safety Procedures through Training and Feedback in a University Residence Hall." She will be conducting her research in the Florida Tech residence halls and anticipates great results.



Nicki Postma accepting her grant from John Austin, director of the OBM Network, at the Annual ABA Conference in San Diego.

Association of Behavior Analysis Annual Conference

At this year's annual conference of the Association of Behavior Analysis, held in San Diego, the long awaited second edition of the most widely used graduate textbook in the field of ABA, *Applied Behavior Analysis*, by Cooper, Heron and Heward, was officially presented by the authors at a formal book signing event. The text not only updates all chapters formerly included in the first edition with recent experimental advancements, but adds five new chapters on various topics by leading scholars in the field, including a full chapter on ethics. This chapter highlights the ever increasing contributions to the field by the Florida Tech Behavior Analysis Program, having been written by Dr. Jose Martinez-Diaz, program chair, with co-authors Tom Freeman, M.S., BCBA, and Dr. Matthew Normand. Tom is an ABA program alumnus who holds the position of area behavior analyst for the State of Florida and is a co-instructor in the Florida Tech ABA Professional Development Program; Dr. Normand is an associate professor in the behavior analysis program.



Top row, from left: Thomas Freeman, Mark Sundberg, Jose Martinez-Diaz
Bottom row, from left: Jack Michael, Timothy Heron, John Cooper, William Heward

Faculty and Students Presentations at the Society for Industrial and Organizational Psychology

The 22nd Annual Society for Industrial and Organizational Psychology (SIOP) conference was held April 27–29 at The Marriott Marquis in New York City. The conference included a wide variety of presentations, seminars, workshops and other activities related to organizational behavior. The I/O program had one of its best years in terms of submissions accepted. Faculty and students were involved in more than 20 posters presentations and symposia during the three-day conference.

Faculty members in the industrial/organizational psychology program include Richard Griffith, Ph.D., program chair; Patrick Converse, Ph.D.; William K. Gabrenya Jr., Ph.D.; and Erin Richard, Ph.D.

Dr. Richard Griffith and Students

Burkevich, S.M., Jenkins, M.S., & Griffith, R.L., Lying down on the job: Applicant faking and dependability.

Dew, R., & Griffith, R.L., Equal opportunity efforts: Public personas and private attitudes.

Frei, R.L., Peterson, M.H., Isaacson, J.A., Griffith, R.L., & Jenkins, M., Exploring the relationship between academic dishonesty and applicant dishonesty.

Griffith, R., & Malm, T., Examining old problems with new tools: Statistically modeling applicant faking.

Isaacson, J.A., Frei, R.L., Quist, J.S., & Griffith, R.L., The effects of behavioral intentions and opportunity to fake.

Isaacson, J.A., & Griffith, R.L., Sex and faking: Implications for selection decisions.

Isaacson, J.A., & Griffith, R.L., The effects of behavioral intentions and opportunity to fake.

Malm, T., & Griffith, R., A measurement invariance and method bias model of applicant faking.

Peterson, M.H., Burkevich, R.L., & Griffith, R.L., Locus of control and applicant and convergent evidence.

Peterson, M.H., & Griffith, R.L., Applicant faking behavior and hiring decisions involving multiple predictors.

Quist, J.S., Arora, S., & Griffith, R.L., Social desirability and applicant faking behavior: A validation study.

Young, R.L., Griffith, R.L., Malm, T., & McFadden, M., Hero or goat: Effects of catastrophizing on performance under stress.

Dr. Patrick Converse and Students

Converse, P.D., Exploring the use of forced-choice personality measures in personnel selection.

Converse, P.D., & DeShon, R.P., Self-regulatory depletion and adaptation across tasks.

Converse, P.D., & Oswald, F.L., Brief note on the r-to-z transformation in meta-analysis.

Schlacks, E.M., Converse, P.D., Gotlib, T., Quist, J.S., & Merbedone, M., Exploring mediating mechanisms in self-regulatory behavior across tasks.

Dr. William K. Gabrenya Jr. and Students

Gabrenya, W.K., Van Driel, M., & Fehir, S.M., Understanding Project GLOBE: Exploratory scale reconstruction at an individual level.

Dr. Erin Richard and Students

Diefendorff, J.M., & Richard, E.M., Developing a theory of prescriptive and contextual emotional display rules.

Richard, E.M., & Diefendorff, J.M., Breaking the rules: Examining predictors of display rule deviance. In Barger, P., & Gillespie, J.Z. (Chairs), When smiles are required: Understanding display rules and emotional labor.

Graduate Students

Kosarzycki, M.P., Mangos, P., Johnston, J., Isaacson, J., McCoy, C.M., & Ogreten, S., What will they be thinking?: Developing cultural situational judgment tests.

Mangos, P., & Isaacson, J., Cut score development as an extension of the validation process.

Vignovic, J.A., Thompson, L.F., Bresnahan, L.M., & Behrend, T.S., Other-group orientation moderates influence of perceived diversity on organizational attractiveness.

Warren, J.A., & Van Driel, M., Knowledge management: How organizations manage their knowledge and overcome barriers.

Practicum and Internship Experience Crucial to Professional Development

Continued from page 2

Justin Isaacson, a third-year doctoral student is currently at NAVAIR where he works with a team of research psychologists on projects involving job analysis, test development, selection, training and training evaluation for various positions in the Navy. When asked about his in-class training versus on-the-job learning, he said, "Often times, I have learned through this experience, there may be an 'ideal' way of doing things, but unforeseen obstacles get in the way. I suppose we are taught the ideal, but what you learn in the real world is how to do the best with what you've got."

Kovia Hamilton also had similar learning experiences when working at Target Corp. She said there were several lessons to take away from the internship, but of particular value was the reality that projects are sometimes not as clear cut as one-two-three. There are times that the steps may not follow the sequence to which students are accustomed or some of the steps may be eliminated altogether for the sake of time or due to budget constraints.

At the undergraduate level, internships serve a different purpose. They are intended to place undergrads in positions that will give them a taste of the overall professional environment. Every undergraduate is required to complete an internship. In forensic psychology, students get practical experience with law enforcement agencies, probation offices, juvenile assessment centers or other agencies using the skills and tools they learned in class. In general psychology, internships involve working in applied psychology settings such as a mental hospital, social service agency, human resources department, aquarium, police department or school.

The School of Psychology feels fortunate to have so many community businesses and agencies willing to have our students as practicum students and interns. These partnerships between the school and the practicum sites provide wonderful learning opportunities for the students and great benefit to the clients and customers served by the agencies.

It Takes a Community... *Continued from page 3*

A wonderful phenomenon is that many of those former students, now alumni, are the supervisors of a whole new generation of psychology trainees. What they so profited from during their education, they now give back to current students, and do it with zest and pleasure and dedication. We are deeply appreciative of your contributions.

While students are learning much from the practicum experience, they also are contributing much to the organizations and their clients. Trainees play central roles in increasing the number of clients that an agency can serve, by developing new programs for the community, or by improving organizational processes. We calculate that in any given year, our students are providing over 85,000 hours of service in community agencies, organizations and businesses, and an additional 40,000 hours in psychological services in internships throughout the country. That translates into a major positive impact on the community. The lead article in this issue of *Journey* describes our practicum and internship sequence and gives you a sampling of students' views and experiences. You will see how vital the practicum training is in the program, and how much pride we take in the services our students provide in the community. The partnerships between the School of Psychology and community practicum sites and internships bring great benefits to the student, the school, the business or organization, and the community. It takes a community to educate a psychology student. It is an investment that the community can benefit from now and in the future.

Psy.D. Internships 2007–2008

*Christine Cooper—Broughton Hospital,
Morganton, NC*

*Edan Critchfield—Brooke Army Medical
Center—DC, Washington, DC*

*Martie Fernandez—Clayton Center—Behavioral
Health Services, Jonesboro, GA*

Tim Fortner—Park Center, Inc., Ft. Wayne, IN

*Amanda Grossenbacher—University of South
Florida Counseling Center, Tampa, FL*

*Justin Koetnitzer—Eastern Virginia Medical School,
Norfolk, VA*

*Heather Lincicome—Wright State University,
Dayton, OH*

*Kelsey McCoy—Reading Hospital and Medical
Center, West Reading, PA*

*Joy Mobley—Walter Reed Army Medical Center,
Washington, DC*

*Scott Muhs—Tri-City Community Mental Health
Center, East Chicago, IL*

*Michelle Prell—Broughton Hospital,
Morganton, NC*

*Krista Puente—Northeast Florida State Hospital,
Macclenny, FL*

Amy Wolf—St. Anthony's Point, Franklin, PA

*Sherri Yoder—Southern Louisiana Intern
Consortium—LSU, Baton Rouge, LA*

Faculty Kudos

Baker, J. (in press). A Comprehensive Approach to Sexual Offending? A review of Attachment and Sexual Offending: Understanding and Applying Attachment Theory to the Treatment of Juvenile Sexual Offenders by Phil Rich. *Contemporary Psychology: American Psychological Association review of books*.

Gabrenya, W.K., Jr., Kung, M.C., & Chen, L.Y. (2006). Understanding the Taiwan Indigenous psychology movement: A sociology of science approach. *Journal of Cross-Cultural Psychology* 37(6), 597–622.

Gabrenya, W. served on a panel discussion at the Lipscomb Park Community Center, "Knowledge of Diversity, Building Bridges to Peace," hosted by the Islamic Development Group.

Gutman, A. had two items accepted for the SIP conference in New York City (April 2007):

- Adverse Impact: The Experts Discuss What Employers Need to Know (panel member)
- New Standards for Retaliation Claims: What I-O Practitioners Should Know (chair and participant)

Kenkel, M.B. (2006) Professional psychology: Expanding its discoveries, reach, and impact. *Professional Psychology: Research and Practice*, 37, 587–589.

Emmons, L., **Kenkel, M.B.**, Newman, G.H., Perl, R., and Mangione, L. (2006). A framework for half-time internship training in psychology. *Professional Psychology: Research and Practice*, 37, 643–650.

Krishnamurthy, R. (2006, November). Using the MMPI-2 for therapeutic intervention. Workshop presented to the Brevard/Indian River counties chapter of the Florida Psychological Association, Melbourne, FL.

Krishnamurthy has been elected 2008 president of Section IX (Assessment) of Division 12 (Society of Clinical Psychology), American Psychological Association. Her term as president-elect begins in January 2007.

Normand, M. (2006, October). Why nature vs. nurture should just go away. Invited Address at the 11th Annual Conference of the Tennessee Association for Behavior Analysis, Nashville, TN.

Normand, M., Beaulieu, L., **Wilder, D.**, Marcus, A., & Zonneveld, K. (October, 2006). Improving child compliance: An evaluation of antecedent-based interventions. In D. Wilder (Chair), Recent Research on Improving Child Compliance. Symposium Conducted at the 11th Annual Conference of the Tennessee Association for Behavior Analysis, Nashville, TN.

Peake, T. was made a Fellow in The Society of Clinical and Experimental Hypnosis.

Peake, T. presented to the Psychology Club of the University of Central Florida on Psychology and Cinema.

Parks, K.M., & **Steelman, L.A.** (in press). Organizational wellness programs: A meta-analysis. *Journal of Occupational Health Psychology*.

Becker, S.A., & **Webbe, F.M.** (2006). Use of Handheld Technology by Older Adult Caregivers as Part of a Virtual Support Network. Presented at ConnectingHealth Workshop, Innsbruck, Austria.

Silva, D.M., & **Webbe, F.M.** (2006). A neuropsychological interpretation of differences on the Rorschach among patients with possible dementia of the Alzheimer's type. *Archives of Clinical Neuropsychology*, 21, 514–515.

Webbe, F., & Becker, A. (2006, October). PocketPC Technology to Promote Quality of Life for Alzheimer's Patients and Caregivers. Presented at Second Annual Everyday Technologies for Alzheimer Care Symposium, Chicago, IL.

Webbe, F.M. (2006, December 6). Practical approaches for dementia caregivers: Ideas from the trenches [Review of the book Reducing Stress-related Behaviours in People with Dementia]. *PsycCritiques—Contemporary Psychology: APA Review of Books*, 51(49), Article 15.

Squires, J., **Wilder, D.**, Fixsen, A., Hess, E., Rost, K., Curran R., & Zonneveld, K. (in press). Antecedent-based descriptive assessment and improvement of employee performance. *Journal of Organizational Behavior Management*.

Scherrer, M., & **Wilder, D.** (in press). The use of training to increase safe tray carrying among cocktail servers. *Journal of Applied Behavior Analysis*.

Goubboth, D., **Wilder, D.**, Booher, J. (in press). The effects of signaled stimulus return during treatment with noncontingent reinforcement. *Journal of Applied Behavior Analysis*.

Wilder, D. (2006, October). Assessment in organizational behavior management: Applications in human service settings. Invited Address at the 11th Annual Conference of the Tennessee Association for Behavior Analysis, Nashville, TN.

Wilder, D., Atwell, J., Wine, B. (October, 2006). The effects of varying levels of treatment integrity on child compliance during treatment with a three-step prompting procedure. In D. Wilder (Chair), Recent Research

on Improving Child Compliance. Symposium Conducted at the 11th Annual Conference of the Tennessee Association for Behavior Analysis, Nashville, TN.

Wilder, D., Atwell, J., Harris, C., Rasey, R., & Reagan, R. (October, 2006) The functions of noncompliance among preschool children. In D. Wilder (Chair), Recent Research on Improving Child Compliance. Symposium Conducted at the 11th Annual Conference of the Tennessee Association for Behavior Analysis, Nashville, TN.

A recent study published by **David Wilder** was featured in *Medical News Today*, an online magazine:

www.medicalnewstoday.com/medicalnews.php?newsid=52957

Florida Tech Receives Bounty of Clinical Hypnosis Books

Florida Tech's Evans Library just received a donation of more than 200 clinical hypnosis and other psychology books, many of them very old and rare. Jordan Zarren, an adjunct faculty member in the School of Psychology, psychiatric social worker and noted authority on clinical hypnosis, contributed the books from his personal collection. He began acquiring them more than 60 years ago.

"Jordan wanted the university to have them because he knew our students could use them," said Richard Elmore, Florida Tech professor of psychology. "We are one of the few universities offering training in hypnosis and have offered a hypnosis course here annually for at least 30 years." Elmore has taught the course for the last 25 years.

Some of the books date from the mid-19th century. Although most of the books will be in the circulating collection, the rarer ones will be reference items. "I believe the books represent one of the largest clinical hypnosis library holdings in the country," said Elmore.

Zarren appeared at Evans Library's unveiling ceremony in late June, prior to teaching a seminar for the university's doctoral students titled "Brief Cognitive Hypnosis." The seminar was based on a book by Zarren of that name.

Zarren is a past president and a fellow of the American Society of Clinical Hypnosis and the first recipient of the Lifetime Achievement Award from the Florida Society of Clinical Hypnosis. He is also an editorial consultant for the *International Journal of Clinical and Experimental Hypnosis*. He began collecting the books at 11 years old when he was first exposed to hypnosis and magic at a boardwalk carnival and side show during summer vacation.



Jordan Zarren, fourth from left, poses with the plaque of appreciation given to him for his contribution of more than 200 books on hypnosis and other psychology topics to Florida Tech's Evans Library. Also pictured, from left: Richard Elmore, psychology professor; Mary Beth Kenkel, dean of the College of Psychology and Liberal Arts; Lillian Zarren; Celine Lang, Evans Library director; and Sarah Weinsten, clinical psychology doctoral student.

Alumni Updates

1984

Eric A. Zillmer, Psy.D.

In November 2006, Dr. Zillmer was invited by the Pentagon as a Distinguished Visitor to visit the naval base at Guantanamo Bay, Cuba, to evaluate the detention facilities and interrogation procedures used on detainees. This group included the presidents of the American Psychological Association, American Psychiatric Association, American Nurses Association, as well as policy makers from the Department of Defense (DoD) and several high-ranking members of the military, including the Surgeon General of the Army. During the daylong visit to GTMO, he attended briefings, visited JTF headquarters and several of the detention camps and medical facilities. Dr. Zillmer learned that about 430 detainees are currently held as "enemies of the nation." It was underscored that these are not innocent bystanders, but are considered guilty, since they are "terrorist trainers, master bomb makers, would-be suicide bombers, Bin Laden's bodyguards and terrorist financiers." Psychologists stationed at GTMO play an important role at the base.

1986

Gloria Bullman, Psy.D.

As an executive coach and HR consultant, my work takes me all over. My husband, David Cohen, recently joined me on a business trip to Australia. We took some extra time and traveled around the country. My training in clinical psychology gave me an excellent foundation to do HR work in many different industries. I did both a clinical practice and consulting for most of my career, but had to choose one or the other a few years ago because travel demands made it difficult to maintain a clinical practice. I am with BeamPines, a well-known consulting firm based in New York, which has a mix of senior business people from the HR field and psychologists with business experience. My degree and training have allowed me to work in many different settings, all of them interesting and fulfilling. I'm always looking forward to the next journey.

1987

Pamela Hall (soon to be Green), Psy.D.

I am in the process of going through the ordination process with the United Methodist Church. I am also getting married May 12. Aratha (Franklin, Psy.D., 2000) is one of my bridesmaids.

1989

Lisa Slapa, Psy.D. (B.S. alumni)

I graduated from Florida Tech in 1989 as an undergrad. I live in Hunterdon County, N.J., with my husband and two daughters, Samantha, 8, and Emma, 6. I work in Raritan, N.J., in a small group practice. My clinical interests include working with clients with trauma after brain injury, depression and anxiety. I am also an adjunct professor at the local community college teaching undergraduate psychology. Please say hello to Dr. Kenkel (I enjoyed meeting with her at the Chicago APA a couple of years ago) and to Dr. Webbe for me.

1991

Maureen A. Windle, Psy.D.

I have been working at UNC-Chapel Hill in Counseling and Wellness Services, which is a section of Campus Health Services. I was recently promoted to senior clinical services coordinator. I continue to feel very passionate about working in college mental health.

1992

Jefferson Rogers, Psy.D.

This is my 12th year working as a staff psychologist at Gulf Coast Veterans Health Care System, Biloxi, Miss., in areas including geropsychology, tobacco cessation, supervising interns, whatever else I'm asked to do, and as chairman of the Ethics Advisory Committee(!). Survived Katrina. Married now for five years and playing bass in a rock 'n roll band that works every weekend (and then some).

1997

Dan MacKay, M.S. I/O Psych and Kathy MacKay (Wall), M.S. I/O Psych

Dan and I are doing great. Ethan is amazing (now 2 years old), and we welcomed our latest addition to the clan MacKay on Feb. 23, 2007. Our little girl, Erin, is wonderful and very laid back (which mom and dad greatly appreciate). Last year, we moved to Chesapeake, Va., when Dan accepted a position as an employee development specialist for Norfolk Southern Corporation. He is responsible for the development and implementation of the company's management trainee and operations supervisor trainee programs. He also develops and facilitates leadership development courses for the organization. I'm a project manager for Aon Consulting. It is a fabulous gig in that I can work from home but still enjoy working with Fortune 500 clients. I've led projects in the areas of needs assessment, training development, personnel selection, job analysis, multirater feedback, performance appraisal and test development. Prior to moving to Virginia, we lived in Houston, Texas, and enjoyed working for direct competitors. Although we each gained amazing experiences and the opportunity to work with both national and international clients, it is wonderful to be back on the East Coast where we are close to family, friends, mountains and goodness knows the beach! Feel free to zap us an e-mail at kdmackay@verizon.net. Would love to hear from everyone!

1998

Tom Crosby, B.S.

Tom received his J.D. degree from FSU on May 5, 2007.

Wendy Nickerson, Psy.D.

Since graduation, I have developed my own business, Atlantic Coaching Enterprises (www.drwendynickerson.com), that I operate in Canada and the United States. I have also written and published a book, *Wild Women Never Get the Blues! How to Use Your Intuition to Create Your Best Life*. Most of my present work pertains to life coaching. I also teach online psychology classes at Columbia College and online graduate psychology classes in the health and behavioral medicine track at Northcentral University, Prescott, Ariz. I presently reside in Scottsdale, Ariz.

2000

Thomas R. Freeman, M.S., ABA

Jose Martinez-Diaz, Matt Normand and I wrote on Ethics in ABA, which got into the Cooper Heron and Heward textbook, *Applied Behavior Analysis*. I'm still the area behavior analyst for the State of Florida, Volusia and Flagler County. My biggest accomplishments are that Dave is 9 and Matt is 6 and my wife Kathy is still beautiful (for which I take no credit). Dave drove in a run with a double the other night in little league and is reading at a 6th to 7th grade level in 3rd grade. Matt scored two goals in his first-ever soccer game, calls the airport "the plane station" and sings to himself all the time, little songs he makes up ... and you should see his graph on word acquisition once he was identified by the school as "having a problem" and falling behind. A little ABA, rate-based fluency training (with flash cards, a stopwatch and baseball cards) and he is near the head of his class within six weeks. This stuff really works! He now frequently asks me, "Daddy, can we do our words tonight?" and he doesn't even want the baseball cards anymore. Just likes to see his progress on the graph. Amazing, really. I barely ever need to use it at home, but when I do, it works again. Fast.

2001

Tiffini Sheldon-Morris, Psy.D.

I am currently working full time as a licensed clinical psychologist provider for VeriCare, providing services in skilled nursing facilities in West Texas. My husband Chris and I currently live in Lubbock, and he is a first-year medical school student at Texas Tech Health Sciences Center, doing extremely well in this grueling first year. We have a house and are expecting our first child (a son!) in June. Things are very hectic as always, but we are blessed.

2004

Tracy Palm, M.S., BCBA

It's been a big year, and the education and degree I received from Florida Tech have really paid off! I am now the proud owner of my own company, Transformations. We specialize in ABA treatment for people with autism spectrum disorders. I am starting an ABA autism school here in Tennessee this fall as well. It's been challenging but lots of fun! I was also elected as TABA regional representative along with some of our other Florida Tech alumni! Florida Tech has made an awesome showing here in Tennessee in the last year!

2005

Mehreen Arshad, B.S.

I am currently doing my master's in applied behavior analysis at Western Michigan University. My areas of interest in graduate school are autism and organizational behavior management. I have had a great opportunity in my current graduate program to teach 300- and 400-level undergraduate courses and also gain practicum experience working at a school for children with autism and other developmental disabilities. Of course, Florida Tech still holds my fondest memories.

Alexandra Price, Psy.D.

I am currently working as a psychologist at Madison State Hospital in Madison, Ind. The state hospital system has seen a number of changes here, and I am blessed with the opportunity to be at the forefront of many new projects. In the next few months, MSH will become one

of the first state hospitals in the country to implement a full Illness Management and Recovery (IMR) program to meet the needs of all of our 150 patients as well as provide updated training to all direct service staff. In addition to leading the IMR project, I also run the DBT and assessment programs, and act as unit psychologist for two of our ten units. Though I began my work at MSH as a postdoc, I have enjoyed its challenges so much that I intend to remain here full time for a while. Every day, I learn something new and exciting about my patients, my profession and myself. To all of you who influenced my life at Florida Tech, thank you and best wishes!

2006

James Ferro, Psy. D.

Currently I work at the office of Dr. Patrick Gorman (Psy. D. 1993). The practice is primarily involved in neuropsychology assessment, and I assess a wide array of patients from as young as 2 to the geriatric population. I will be presenting alongside Dr. Thomas Peake next week at the 9th Annual Conference of the Florida Coalition for Optimal Health and Aging on the topic of storytelling as a therapeutic and training tool for psychologists. I am currently studying for the licensure exam and am looking at opportunities for my first job post-post-doc year.

Krishna Frassrand, Psy. D.

I will complete my postdoctoral fellowship at the Gainesville VAMC in June 2007. I recently accepted a position through the NF/SG Veterans Health System as a staff psychologist in a VA community-based outpatient clinic in Citrus County, along the gulf coast of Florida. I am enjoying working with some of my classmates in Gainesville and love to hear what everyone else is doing. John and I will finally hear wedding bells in May 2008! After passing the EPPP, I'm back to enjoying all the surf, sand and sun I can on the weekends. I hope everyone is doing well, and I miss my Florida Tech family!

Robert Tillery, B.A.

My family and I moved to Colorado Springs, Colo. I was accepted into the experimental psychology master's program at the University of Colorado at Colorado Springs. I will be attending the Rocky Mountain Psychological Association annual conference April 2007 and will be giving an oral presentation on *Attributions of Social Responsibility: An Examination Across Social Context*, for which I have been nominated for an outstanding research award. I expect to be at UCCS for two more years to gain some publishing credentials and then apply to some social psych Ph.D. programs.

2007

J. Peter Leeds, Ph.D.

I just defended my dissertation and have a brand new Ph.D. in I/O psychology. My dissertation was the longest in the history of the School of Psychology at 289 pages. It is titled *Ego-Defensive and Ego-Promotional Behavior in Socially Desirable Responding and Self-Assessed Job Performance*. It still sounds strange to hear myself addressed as doctor, but I'm getting used to it!



Florida Institute of Technology
High Tech with a Human Touch

School of Psychology
150 W. University Blvd.
Melbourne, Florida 32901-6975

CHANGE SERVICE REQUESTED

Non-Profit Org.
U.S. POSTAGE
PAID
Melbourne, FL
Permit No. 55

Where are they now?

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

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

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

Please renew my support for the coming year.

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

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

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

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

I wish to charge my gift.

Please provide credit card information below or call the school office at (321) 674-8142.

Credit Card: AMEX Visa MasterCard Discover Exp. Date _____

Card number _____ M/C or Visa CV # _____

Name on card _____

Credit card billing address _____

Signature _____

In this issue

<i>Practicum and Internship Experience Crucial to Professional Development</i>	1
<i>It Takes a Community</i>	3
<i>Doctoral Student Earns Child Abuse Prevention Award</i>	4
<i>Military Scholarships</i>	4
<i>Psychology Research Expo</i>	5
<i>OBM Graduate Student Earns Grant</i>	5
<i>Association of Behavior Analysis Annual Conference</i>	5
<i>Faculty and Students Presentations at the Society for Industrial and Organizational Psychology</i>	6
<i>Psy.D. Internships</i>	7
<i>Faculty Kudos</i>	8
<i>Florida Tech Receives Clinical Hypnosis Books</i>	9
<i>Alumni Updates</i>	10



Journey is a semiannual publication of the School of Psychology of Florida Institute of Technology, 150 West University Boulevard, Melbourne, FL 32901-6975
Dr. Mary Beth Kenkel, *Editor*
Nicki Postma, *Associate Editor*
Janine McCray, *Associate Editor*