Social & Behavioral Sciences Poster Symposium

December 9, 2013, was a day of student celebration sharing creative ideas, research, and discoveries during the fall semester. The DuBois Ballroom was filled with posters presenting a variety of psychology topics:

- Cognitive Error During Eyewitness Identification
- Analyzing Depth Perception in the Hunger Games
- Memory Strategies Influence on Long-term Memory
- Does Memory have a Posture?
- Parenting Styles & Criminal Behavior
- Depression in the Digital Age
- And many more.

Many thanks to Dr. Nora Dunbar and her staff for putting together a successful and informational event.

APA Division 14 Program Chair Meeting

Dr. Ann Huffman attended the APA Division Program Chairpersons Training Session in Washington DC in January at the Mayflower Renaissance Hotel. Past and present members of the Board of Convention Affairs led the sessions which included discussions about themes for the 2015 Convention and an introduction to the process for developing collaborative programming ideas. Dr. Huffman had the opportunity to interact with 2015 APA Division Presidents and network with other division program chairs. Dr. Huffman was appointed as the Division 14 (Industrial-Organizational Psychology) Program Chair for the 2015 APA Conference in Toronto, Canada.

Invited Research Collaboration in Chile

Dr. Huffman was invited and funded by The School of Economics and Business at the University of Chile in Santiago to visit and collaborate with faculty on work-family issues. She spent a week in Chile in November 2013 and worked with Dr. Pedro Leivia (University of Chile) and Dr. Hector Madrid (Escuela de Psicología, Pontificia Universidad Católica de Chile) on several work-family research projects. They continued their work in which they proposed a multilevel conditional indirect effect (mediated-moderation process) that attempts to explain why the interaction between WIF and group emotional support is related to job satisfaction. They also developed a research protocol that will examine how work-family experiences and affective events influence challenging work behaviors such as creativity, voice/silence and taking charge. Data collection for this diary study is currently underway.

Fall 2013 Golden Axe Award Winners

Congratulations to Alyssa Bute, mentored by Dr. Andy Walters, and Elinor Priest, mentored by Melișkah Demir, for being awarded the prestigious Golden Axe Award. The Golden Axe Award is a distinguished senior award for outstanding service and commitment to NAU. Each winner automatically becomes a member of the NAU Alumni Association and all the benefits that come with the membership.
Psychology 408c: Fieldwork & Internship

Fall Semester was an exciting time for students enrolled in Psychology 408c (Fieldwork and Internship). Thirteen students secured competitive internships within local agencies and organizations. All together, students completed over 2700 hours of supervised psychological or behavioral-intervention services. Students were placed at a variety of venues including the Coconino County Coalition for Children and Youth, Northland Family Women’s Shelter, Sharon Manor, Coconino County Juvenile Detention, and the Nutrition Program at Fronske/Campus Health Services. Students who enroll in Psychology 408 are placed in a variety of sites where both the client population and the daily tasks for an intern vary from shadowing case managers and counselors, to recording clinical sessions of children in a pediatric clinic, to helping victims abuse through a national hotline. In the Fall 2013 semester, interns worked on targeted interventions to prevent self-injurious behavior among children with autism, provided structured activities and life skill development sessions for women who had experienced intimate partner violence, and developed targeted smoking cessation programs for out-patients at a community mental health center. As their final exam, students presented a PowerPoint™ presentation of their internship experience to faculty from the Department of Psychology, internship site supervisors, and the Deans of the College of Social and Behavioral Sciences. The luncheon celebrates the many accomplishments that psychology interns have completed during an intense – and rewarding – semester applying their psychology course work into an applied setting.

For further information on Psychology 408c (Fieldwork Experience), contact Dr. Andy Walters (andy.walters@nau.edu).

What Are Our Masters Graduates Doing?

Sarah Wyckoff, MA, PhD, BCB, BCN. (MA, Pre-Doctoral Health Psychology, 12/2006). Sarah Wyckoff received her doctoral degree from the Graduate School for Tübingen in 2013 where she studied under Dr. Ute Strehl and Dr. Niels Birbaumer. Her doctoral research focused on the investigation of neurophysiological models of adult ADHD and the efficacy of slow cortical potential (SCP) neurofeedback. Dr. Wyckoff is currently a post-doctoral researcher investigating physiological mechanisms of comorbidity and specificity for generalized anxiety and depression in the Department of Psychology at the University of Pennsylvania. She has 10 years of experience in the psycho/neurophysiological assessments and bio/neurofeedback training of children and adults with ADHD, anxiety, and depression. Dr. Wyckoff regularly provides workshops internationally on Neurofeedback, Quantitative EEGs, and Slow Cortical Potentials for a variety of psychophysiological disorders.

Donna Pisano, MA, DBH, LAC (MA, Pre-Doctoral Health Psychology, 12/2009). Donna Pisano received her doctoral degree in Behavioral Health from Arizona State University, Phoenix, Arizona in May 2012. Dr. Pisano has since worked for NAU as a Behavioral Health Supervisor, is a Behavioral Health Care Provider and Pain Specialist for a Multidisciplinary Pain Management Center, Phoenix, Arizona, and is on a private practice Clinical Internship toward licensure in Arizona as a Licensed Professional Counselor (LPC).

Noel Larson Ford, MA, BCB, BCN (MA, Pre-Doctoral Health Psychology, 12/2010). Noel Larson currently works as Adjunct Faculty, Neurofeedback Clinician, and Technical Products Manager, teaching Neurofeedback and providing clinical services at the Southwest Center for Naturopathic Medicine, Phoenix, Arizona, and at Neurotopia Peak Performance (athletic, cognitive, etc.) Training, Santa Barbara, California. Noel is also presently working with the Association for Applied Psychophysiology and Biofeedback (AAPB) on the update of the 2008 Evidence-Based Practices in Biofeedback and Neurofeedback.

James Murray, MA (MA, Pre-Doctoral Health Psychology, 5/2011). Jimmy Murray currently works as a Neurofeedback Clinician and Technical Products Manager at the Scottsdale Neurofeedback Institute, Scottsdale, Arizona.
What Are Our Masters Graduates Doing? (Cont)

Melissa Griffin, MA, CAGS (MA, Pre-Doctoral Health Psychology). Melissa Griffin is the Health Promotion Manager for Campus Health Services, Northern Arizona University.

Bryan Gest, MA, LPC (MA, Clinical Health Psychology). Bryan Gest is an Arizona Licensed Professional Counselor (LPC) presently working as a counselor for The Guidance Center, Flagstaff, Arizona. Bryan is also the very proud father of two beautiful baby girls.

New Grant Awards

K. Laurie Dickson, PhD and Melissa Birkett, PhD were awarded a grant from the Society for Teaching Psychology Promoting Partnerships program. The grant will be used to facilitate a year-long partnership between community college psychology faculty and international faculty interested in working together to develop lessons to enhance international perspectives.

Ann Collier, PhD has been awarded a grant entitled Developing a Culturally-Sensitive Obesity Intervention for Pacific Island Families Using a Community-Based participatory Research Paradigm. The grant is being funded by the Faculty Grants Program.

Ann Collier, PhD is a coinvestigator on a grant entitled Native Americans Exploring Global Health Disparities. The grant has been funded by the National Institute on Minority Health and Health Disparities, a Minority International Research Training Grant. Dr. Catherine Propper and Dr. Leslie Schulz are the principal investigators and will cover a five-year period. The grant will allow Native American or minority students to go to Palau to work with Dr. Collier on obesity interventions.

REMEMBERING ONE’S COMPASSIONATE SELF CAN HELP WITH STRESS. Heidi Wayment and NAU colleagues Ann Collier, Melissa Birkett, Rob Till, and Tinna Trausadottir (Biology) were awarded a TRIF Pilot grant in Fall 2013 to examine the psychological and physiological effects of Quiet Ego Contemplation on coping with stress in first year college students and, in addition, to examine the types of stressors students faced, and how they coped with those stressors. The study was designed to teach participants how to make their compassionate goals salient, through three 15-minute session (with one control group). The eight-week longitudinal experimental study revealed that among female first-year college students, having more compassionate goals relative to their self-image goals were more likely to cope better with stress in general, reported more self-efficacy and proactive coping when stressed, and reported slightly higher grades. Directly following a 15-minute quiet ego contemplation, participants showed less physiological reactance (using cortisol and heart rate) to an in-lab stressor and were more cognitively focused (using SART procedure). Preliminary findings add to a growing literature about the benefits of compassion.

Publications


NAU Basketball Shoot Out

The second annual NAU College Basketball Shoot Out was on January 3rd, 2014 during half time of the NAU-Weber State men’s basketball game. SBS’s free throw shooting team consisted of two psychology professors (Ann Huffman and Laurie Dickson), 2 advisors (Ryan Wurzell, Matt Pavich) and one CCJ instructor (Kasey Ragan). This first time SBS team competed against other colleges (WA Franke College of Business, College of Education) with the winners determined by which college team could make the most free throws in 45 seconds. Although SBS came in third, they had a great fan base and look forward to the competition next year!

Facilitating International Networking for Community College Faculty at the 6th International Conference on Psychology Education

Melissa Birkett, PhD and K. Laurie Dickson, PhD
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Introduction: As evidenced in The APA Guidelines for the Undergraduate Psychology Major version 2.0, APA recognizes the importance of embedding international perspectives in the teaching of psychology, enhancing student learning of ethical and social responsibility in a diverse world (Goal 3), and ensuring curricular continuity. The Foundation Indicators of the revised Guidelines were intended (in part) to promote an increasingly diverse and global curriculum for students of psychology at two-year institutions. Community college faculty play a critical role in meeting these outcomes for the psychology major, however resources and opportunities for international collaboration are often limited. Although published resources to promote a diverse and globally inclusive learning experience exist, we believe the opportunity to work closely with colleagues over an extended period is essential to effectively implementing changes in courses or programs.

Proposal: To address this challenge, we propose a networking program for community college faculty to partner with international scholars to design and implement learning opportunities in community college courses that facilitate student achievement of these important learning goals.

Project Description: In support of such a program, we have a unique opportunity to facilitate networking at the 6th International Conference on Psychology Education - ICOPE6 (nau.edu/ICOPE) to be held at Northern Arizona University in August 2014. The overall goal of this project is to facilitate developing collaborative relationships between community college instructors and international psychology colleagues to enhance student learning related to diversity and international perspectives. To achieve our goal of engaging 20 community college instructors and 10-20 international scholars in these partnerships, we will recruit community college faculty in the Southwest via email invitations and announcements on a dedicated page on the ICOPE6 website and send email invitations describing the program to the international scholars upon conference registration. Once selected via an application process, faculty and scholars will be matched and an initial acceptance and informational email including a brief, common reading will be sent in advance of the ICOPE6 conference.

Objective 1: To provide an opportunity for community college teachers to partner with international scholars at The 6th International Conference on Psychology Education.
Conference Activities: A catered round table event will be planned for the first evening of the conference (8/4/14). A convener will facilitate the partnerships, share expectations for the program and explain how to include relevant APA Guidelines in the proposed projects. This initial event will include a discussion of common readings and distribution of additional materials (including resources or books such as Teaching Psychology around the World, International Practices in the Teaching of Psychology, or Internationalizing the Undergraduate Psychology Curriculum). Matched participants will meet to discuss initial project ideas. Partners will plan additional times to meet during the remainder of the conference to discuss idea development and integrate new ideas from the conference. A brief closing meeting will be held at the end of the conference for participants to ask questions, provide feedback about their experience and finalize plans for sustained collaboration and project implementation during academic year 2014-2015.

Objective 2: To provide structured support for sustained collaborative work.

Activities for Sustained Collaborative Work: After the conference, emails will be sent to all participants at six- and twelve-month follow-up time points. These emails will ask participants to describe their on-going collaborative projects, implementation, and assessments. Participants will be encouraged to provide narrative descriptions of their on-going work, as well as respond to several standardized items that will be used for program assessment. Participants may also request assistance or collaboration mediation at these points.

Method of Analysis of the Project: Assessment of the anticipated benefits of Community College and international collaborations will include pre- and post-program assessment of the quantity and quality of learning opportunities involving diversity and/or international perspectives offered in participating community college courses. To assist in the assessment process, the sustained partnerships will use or work to develop or modify rubrics (e.g., the Intercultural Knowledge and Competence VALUE rubric) or other assessment practices to evaluate the impact of these opportunities on students’ learning. On-going partnership support will be provided throughout the ICOPE conference and (via email) at six- and twelve-month follow up points (as described in Activities above) which will include items to determine satisfaction with the program and the need for any additional partnership facilitation.

Significance of the Project: The anticipated benefits of this program are to increase (1) the number (quantity) of opportunities; and (2) the quality, depth or complexity of opportunities that community college students have to engage in learning about diversity and international perspectives in psychology.

Budget
1. Conference room reservations: Donated by ICOPE6
2. Round table catering: $40/person x 40 participants (including organizers) = $1600
3. Common readings and books for participants: $400
Total budget: $2000

In the event that this grant is not fully funded, we will pursue additional funding through other sources (e.g., conference sponsors, institutional support).

Networking Program for International Partnerships: Partnering Teaching Scholars from American Two-year Institutions with International Teaching Scholars

We invite teaching scholars from American two-year institutions and international universities to participate in a networking program that is part of the ICOPE6 conference. The purpose of this Society for Teaching Psychology funded networking program is to promote American Psychological Association’s learning outcomes related to the integration of international perspectives in the teaching of psychology and the enhancement of student learning focused on ethical and social responsibility in a diverse world.

Community college faculty play a critical role in meeting APA’s outcomes for the psychology major, however resources and opportunities for international collaboration are often limited. Although published resources to promote...
Networking Program (Cont)

a diverse and globally inclusive learning experience exist, we believe the opportunity to work closely with colleagues over an extended period is essential to effectively implementing changes in courses or programs. The goal of the program is to increase the number of opportunities that community college students have to engage in learning about diversity and international perspectives in psychology. Additionally, this program seeks to foster meaningful international relationships among participants.

Expectations of program members include participating in dedicated programming on August 4, 2014 at the ICOPE conference (dinner will be provided), collaborating with an international psychology faculty member to design and implement projects for your psychology courses, and maintaining electronic contact with partners throughout the 2014-2015 academic year. We will serve as facilitators for the partnerships during the conference and throughout the year.

We encourage you to apply to this networking program by May 30, 2014.

To apply to participate in the Networking Program for International Partnerships to the following web address: http://form.jotform.us/form/40156277479160.