



Research on Human Development Takes Center Stage

If you asked someone on the fourth floor of DeGarmo what developmental psychology is all about, the first word would probably be: research.

That's what the department is known for—research that is joined to teaching. Every member of the faculty is involved, and students work alongside them in labs that compete with some of the top universities in the country.

It's no surprise that faculty are published in the best of journals, and students find their way into outstanding doctorate programs. Last year developmental psychologists at Illinois State published more than fifteen journal articles, book chapters, and books, and made more than thirty presentations at local, national, or international conferences.

Seven faculty members are affiliated with the Developmental Psychology Sequence, and the department is adding an eighth faculty member in fall 2009 to fill a need for an expert in the areas of adult development and aging. The developmental faculty is committed to a lifespan perspective, which acknowledges that psychological development is a lifelong process spanning all ages from birth to old age. As a result of this perspective, undergraduate and graduate students at Illinois State are exposed to courses and research experiences that cover the full spectrum of life.

A number of faculty members focus on early childhood development in their work, researching such topics as how children develop spatial awareness, children's memory, how parental beliefs influence development, and the development of ability to think scientifically. Several others are interested in adolescence and early adulthood.

The study of adolescence is perhaps the largest developmental research enterprise at the University, with six faculty members in developmental and school psychology studying adolescence in relation to such matters as media influences, intimacy and romantic relationships, sibling and dating violence, peer relationships and academic performance, and young parenthood.

Rocío Rivadenyera and TV's role in sexual socialization of Latinas

Assistant Professor Rocío Rivadenyera is studying television's role in the sexual socialization of Latino youth, looking at whether the messages delivered through English and Spanish TV differ, and whether they affect sexual attitudes and behaviors.

When she researched the viewing habits of Latinas 16 to 24 years old, she found the language did make a difference, but she also found that their viewing experience varied based on whom else was in the room watching.

From the new chairperson: Greetings and a first report

By Michael Leippe

I am proud and pleased to be the new chairperson of the Illinois State Psychology Department. I am a social psychologist. I did my undergraduate work at the University of Rochester, and earned my Ph.D. from Ohio State University in 1979. My research interests include the psycho-legal topics of eyewitness testimony and jury decision-making, and the social influence processes by which people change their attitudes and beliefs.



My academic career has included tenures at several universities. For many years I was at Adelphi University on Long Island, and then spent a decade at St. Louis University. It was at St. Louis University that I served my first term as department chair.

Most recently I was a professor at John Jay College of Criminal Justice. It was from Manhattan, New York, that I arrived at Illinois State this past summer, with my 12-year old daughter, Sammi, and spouse, Donna Eisenstadt, who is also a social psychologist and now an associate professor in the department.

My personal interests include traveling, golf, tennis, running, reading novels, and participating in the local arts culture. I am a major sports fan, already rooting passionately for the Redbirds!

What compelled me (us) to come to Normal? It was the reputations of the department, University, and community that drew me here. I heard great things about psychology at the Illinois State University for many years.

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Illinois State is exactly the kind of place where I had always wanted to be. When the opportunity came to join as chair, I jumped on it. And you know what? It's all true!

The Psychology Department is a marvelous organization, filled with bright, energetic, and caring people. The faculty delivers a splendid teaching product, and does a great deal of important and cutting-edge research that is known far and wide in many fields of psychological science. What I am most impressed with is how well we manage to integrate teaching and research. I have never been anywhere with this much involvement of both undergraduates and graduate students in research in their courses and in faculty research programs. I have inherited the stewardship of a wonderful enterprise, and will work hard to maintain and advance it. I have great admiration and gratitude for the accomplishments of the department faculty, and especially my predecessor as chair, David Barone.

The excellence in teaching and research continues to be recognized by the university. In 2008 several faculty members received university awards, including Gary Creasey, CAS Outstanding Teacher; Scott Jordan, CAS Outstanding Researcher; and Michael Stevens, University Outstanding Researcher.

A new undergraduate psychology curriculum was introduced this year, and tweaks what was already an outstanding program. The revised major incorporates, as requirements, many of the opportunities that psychology majors in the past made sure they took advantage of. It requires exposure to more of the foundational areas of psychology in 200-level courses, and creates even more opportunities to take smaller, more specialized 300-level courses within foundational areas from faculty experts. The new major, I believe, should be a national model for what a psychology major should be.

In DeGarmo Hall, work was completed on the upgrading and remodeling of DEG 48. We now have a smart and spiffier seminar room for teaching and meetings. New laboratory space was built and equipped in the lower-level of DeGarmo Hall as well.

Psychology at Illinois State continues to build on its tradition of excellence. I feel privileged to be a part of it and to have the opportunity to help it keep moving forward.



Rocio Rivadenyera's research lab

"Whether they watched it with their mom, boyfriend, or by themselves, it was a very different experience," she said. "It was very rich data."

One thing English and Spanish programming had in common was that women were presented as sexual objects, and dressed more provocatively than men. English programming treated sex more casually, with more open and explicit conversations. Spanish media's sexual content was perceived as more implicit, with sexual innuendos, double entendres, and "visual sexuality."

"One of the messages I gathered from this data is that they saw on Spanish language TV that it's OK to be provocative but not engage in sexual activities," she said.

That has implications when it comes to contraceptive use and the explicit conversation and negotiation that a sexual relationship requires.

"You have to be able to sit with a partner and say you're planning on having sex and what if you're saying, 'I want you to use a condom.' Is that a sign of disrespect? A lot of this has implications for sexual risk and health implications for Latinos."

She hopes a larger study could result in a media-based sexual risk intervention program. So far her study has been limited to young women because she wanted to focus on one gender at a time.

"It's not that I think boys aren't being influenced by media portrayals. I just think it's happening earlier for girls," she said. "They are getting mixed messages about sexuality."

Rivadenyera is working on grant funding that will allow her to explore the viewing context issue in more depth, finding out what conversations are taking place between those watching and how that might impact the messages that are taken away.

To learn more about other research interests, from autism to memory, job stress to romantic relationships, visit Psychology.ilstu.edu/research.

Marla Reese-Weber and society's attitude toward violence

Growing up, it may have been OK to hit your brother or sister, but the message is dramatically different when you're in a dating relationship.



Marla Reese-Weber's research lab

That paradox is one of the research interests of Marla Reese-Weber, associate professor of psychology. In the past she studied how couples resolve conflict and the role of family dynamics. Watching parents argue can affect the way you treat your partner, but there was little evidence as to how sibling violence influenced behavior.

In her latest research she looked at how sibling violence is perceived and she found it's more likely to be shrugged off. In the research lab, she played two DVDs with actors getting into an escalating argument that becomes violent. The male is the initiator in the first video and the female in the second. Some of the viewers were told the actors were a dating couple and some were told they were siblings.

"It was much more acceptable for them to be hitting each other and screaming at each other if they were siblings than if they were dating couples.

She also looked at gender issues and found that when the female was the initiator of violence, viewers found it more acceptable than when the male was the aggressor.

Her findings could be used for educational programs, targeting prevention of dating violence, as well as family therapy.

"People do not take sibling violence seriously, however, when we look at outcomes, how depressed or anxious or aggressive people are if they've been a victim of sibling violence, all the outcomes are similar to other types of violence."

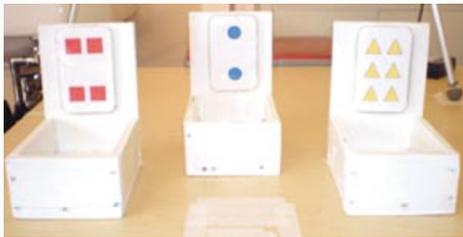
Reese-Weber is also conducting an observational study of college students' conflict behaviors, with their romantic partners. She asks them to discuss one of 22 issues where they disagree, using a computer software program that videotapes them when they're disagreeing on anything from spending excessive time with friends, to cheating. When the tape is played back, one partner evaluates her behavior, rating her feelings before rating her partner's and then the roles are reversed.

Eventually the researcher hopes to merge her two projects, asking couples to watch videos depicting couples arguing and fighting, assess their attitudes toward it and then have them rate themselves having a disagreement.

Reese-Weber co-authored a textbook, *Ed Psych*, which came out in November 2008 and is being used in a spring semester education psychology classes at Illinois State and universities across the country.

Alycia Hund and location memory

Alycia Hund's work is centered on location memory, how we organize information and remember where things are. Simple tasks such as organizing a closet, making out a grocery list, getting to work, or preparing a snack would be difficult without the ability to remember locations.



Boxes used in Alycia Hund's memory experiments

The assistant professor of psychology's current research focuses on how children and adults form spatial categories, such as groups of locations, to help their memory. In a lab setting, children and adults learn the locations of 20 miniature objects in an open box. As a researcher places the objects on dots in the box, they watch. Then the objects are removed and they have to place them on the correct dots. When the box is

organized differently the next day, adaptability is measured. Age appears to increase adaptability, but Hund is still looking at what other factors might increase it.

"Children are particularly good at organization, but they get much more adaptable when they're 7 to 11 years old," she said. "Older kids and college students are more adaptable to a change in location, which is good news for adults."

Hund is also working with preschool children and spatial language, studying how they learn to talk about location, a significant milestone in their development. She recorded parents and researchers giving prompts to children, using terms such as "by, near, and between." Parents were taped giving verbal cues, some giving direct prompts, others giving little feedback. When direct prompts were used, including using the terms, the children learned location more quickly and modeled the language.

Her current and future projects will continue to examine the cues people use to organize locations into groups, and how organization and memory processes evolve and differ among children and adults with and without attention difficulties.

"My research is very basic in trying to understand processes, but it does apply in how teachers and parents interact with children," she said. "I'm also looking at how memory work applies to children with and without ADHD, hoping someday of finding a better way to help them succeed. The bigger picture is to really understand how children are learning as they're developing. It's all about space; what factors are important; how experiences are important; how they interact with the world; where things in the world are, their hats, shoes; and how they're going to find those things."

Her work also involves understanding the dynamics of the way finding process, particularly how people give and follow directions to get from place to place and whether it helps to have left, right, or landmark directions. The goal is to understand direction giving and following, which is critical to helping us find our way.

Alumni profile

Derek Reed '04 is an assistant director of clinical services-research and training with Melmark New England in Adover, Massachusetts. Reed is also an



adjunct professor for the University of Massachusetts-Boston and Endicott College's behavior analysis course sequences. A board certified behavior analyst, Reed received his master's and doctoral degrees in school psychology at Syracuse University.

Reed's research interests include choice and decision making, assessment and treatment of severe behavior, self-control, and the translation of basic behavioral research to school settings. Reed resides in the Greater Boston area with his wife Florence DiGennaro Reed Ph.D., BCBA.

Reed is a member of Division 25 (behavior analysis) of the American Psychological Association, American Psychological Society, and Berkshire Association for Behavior Analysis and Therapy.

When describing his experience as an undergraduate in the department of psychology at Illinois State, three faculty members left an especially lasting impression—Tom Critchfield, Karla Doepke, and Valerie Farmer-Dougan. Reed had this to say about them, "I learned to appreciate the science of human behavior and the benefits of animal research. Doepke's supervision of my work in the Autism Services program at the Psychological Services Center generated my interest in the assessment and treatment of developmental disabilities, as well as child behavior therapy and school psychology. And through my research under the advisement of Critchfield, I learned how to translate findings from basic laboratory research to human populations. All three individuals were paramount in shaping my current research and clinical interests."

When asked how psychology at Illinois State prepared him for his career and life goals, Reed said, "Psychology at Illinois State offered me the opportunity to obtain experience in all facets of psychology due to the diverse interests of the talented staff and faculty. I learned to appreciate multidisciplinary approaches to societal problems through the many collaborative projects which involved faculty from various programs within the department. In addition, through Psi Chi, I learned numerous leadership and supervisory skills, which have helped me in the management of staff in my current professional position, and gave me an appreciation for public service and charity which I continue to pursue in my personal life."

By Marla Reese-Weber

The developmental program has seen growth in its students, faculty, and program scope in the last year. Here are just a few of the highlights of our ever-growing program. In fall 2008 four new students joined the developmental program—Derek Herrmann, Rebecca Nemecek, Katie Sheehan, and Shauna Summers.

Our sequence is pleased to announce that Gregory Braswell, Corinne Zimmerman, and Renée Tobin were granted tenure and promoted to associate professors.



Gary Creasey



Renée Tobin



Corinne Zimmerman



Alycia Hund

Several faculty members received awards: Gary Creasey, Arts and Sciences Outstanding College Teacher Award; Renée Tobin, University Research Initiative Award; Corinne Zimmerman, University Research Initiative Award; and Alycia Hund, University Teaching Initiative Award.

Congratulations to Kathleen Vivirito, Katelyn Kanwischer, and Jamie Koenig who completed their degrees in 2008.

In the past year our sequence faculty members have collectively published 17 articles and book chapters. We made 34 presentations at local, national, or international conferences. Marla Reese-Weber had the first edition of her co-authored textbook, *EdPsych Modules*, published in November 2008.

In addition to our hard work, we have also found time to enjoy ourselves. At the biennial conference of the Society for Research on Adolescence in Chicago during March, over 20 alumni, current students, and faculty gathered for dinner at Weber Grill.

Students beginning fall 2008 gathered at Greg Braswell and Rocío Rivendeneira's home in May 2008 to enjoy Mexican cuisine prepared by the faculty members.

Finally, the social event in the fall was planned by our second-year graduate students. We had a wonderful lunch together at Kobe Japanese Steak House in Bloomington.

Illinois School Psychology Internship Consortium:

A Partial Solution to the Under-production of School Psychologists

By Brenda Huber

From 1997–2002 50 percent of doctoral students from Illinois State went out-of-state seeking internships because there were no accredited internships available to school psychology students in Illinois. In 2002 Illinois State University, Loyola University at Chicago, National-Louis University, and Northern Illinois University collaborated to form the Illinois School Psychology Internship Consortium (ISPIC), which became accredited in March of 2005. Since accreditation the program has doubled in size and currently has 20 Partnering Sites from Springfield to the northern suburbs.

ISPIC has successfully reversed the loss of Illinois talent to other states. This trend is particularly important in light of the dire shortage of school psychologists in Illinois. The 2007 ISBE Educator Supply and Demand Report indicated that school psychologists are one of the four most under-produced educational professionals in the state.

Since 2002 ISPIC has provided an accredited doctoral internship for 42 Illinois doctoral students, and has attracted 35 additional interns from other states. Twenty percent of ISPIC interns, in contrast to only 7 percent of school psychologists nationally, are from racially/ethnically diverse backgrounds.

A goal of the program has been to increase the number of doctoral-level school psychologists in Illinois, especially those interested in working in rural or urban areas and having diverse racial/ethnic backgrounds. After completing their training 70 percent of ISPIC graduates have remained in Illinois to address the many educational and mental health needs facing Illinois students and families; 35 percent of those remaining are in high-need areas, and 23 percent are from diverse backgrounds.

Districts in rural and urban areas that are interested in recruiting an ISPIC graduate to a school psychologist position are encouraged to contact the Brenda Huber at bjhuber@ilstu.edu to acquire more information.

ISPIC relies solely on soft money, which is scarce in the current economy; if you wish to make a donation to ISPIC, please make checks payable to the Illinois State University Foundation, and mail them to Campus Box 4625, Normal, IL 61790.

Through the combined efforts of dedicated faculty members, passionate practitioners, and committed administrators, ISPIC will continue to meet the training needs of Illinois doctoral students, to retain Illinois graduates in long and satisfying careers within Illinois, and to attract diverse and highly trained practitioners from other states to our professional community. Ultimately the goal is the highest quality educational and mental health services for Illinois students, a goal that cannot be reached when school psychology positions remain vacant across the state.

CLINICAL-COUNSELING PSYCHOLOGY

By Karen I. Mark

We currently have 27 students in the program. Congratulations to the new alums who completed their master's degrees in Clinical-Counseling Psychology in 2008: Katy Adler, Leslie Davis, Emily Gardner, Kevin Hegi, Becky Hoerr, Arusha Sethi, Ruth Stanton, and Pia Zeinoun. We continue to receive applications from many strong individuals, and the current first-year class reflects an especially diverse group. Among the class entering fall 2008 are several nontraditional students; students with current or recent military status, Scott Baird, Katherine Kereszturi, and Scott Zaehler; and an international student from Hungary, Nora Bunford.

As mentioned elsewhere in the newsletter, the fall 2008 Alumni Day events held by the Psychology Department featured three honorees with connections to the clinical-counseling area. Kristofer Hagglund was the recipient of one of the Alumni of the Year awards.

Two individuals received Practitioner Supervisor Awards, which provided the department with an opportunity to honor people in the community who have demonstrated commitment to the training and development of our students. Glenn Covert, director of adult chemical dependency treatment services at Chestnut Health Systems, received the Practicum Supervisor Award in clinical-counseling psychology. Kim Williamson '05, director of services at Circles Behavior Consultation Services, received the Practicum Supervisor Award for Undergraduate Internships.

We continue to be grateful for partnerships with community agencies that provide valuable training practica for students in the second-year of the Clinical-Counseling program.

We are pleased to have re-established the McLean County Center for Human Services as a practicum placement site for our students. Eleven other students are completing their practica at Chestnut Health Systems (Intensive Outpatient Substance Abuse and Counseling & Family Services), Institute for Human Resources, DeWitt County Human Resource Center, Heritage Behavioral Health Center, and Mental Health Centers of Central Illinois-Springfield. Four first-year Clinical-Counseling students are completing prepracticum internships at Chestnut Health Systems (residential treatment center), Catholic Charities, and Chestnut Global Partners.



Michael Stevens

Michael Stevens is the recipient of the 2008 Illinois State University Outstanding Researcher Award. This is an honor awarded to faculty members for their research productivity and contributions to their profession and discipline. Stevens has become renowned for his scholarly work and expertise in international psychology.

Jef Kahn is taking a sabbatical in Spring 2009. Although he is staying in Bloomington-Normal during the semester, he will be devoting his time to learning about such emerging research methodologies and statistical techniques as diary studies and hierarchical linear modeling. He will be learning new ways of collecting and analyzing data that he can use to further his research on emotion and graduate research training.

We are delighted to announce two recent additions to the clinical-counseling family. In October 2008 Margie Nauta and Jef Kahn welcomed Alex James Kahn to their household, where he joins 3-year-old Harris. In November 2008 Joel Schneider and Renée Tobin (School Psychology faculty) welcomed their first child, Michael Ryan Tobin-Schneider. We share our happiness for all these parents and family members.

In October 2008 we were deeply saddened by the untimely passing of Steve Morris. Morris had been a member of the counseling psychology faculty from the late 1980s through the late 1990s. During his years at Illinois State, Morris taught such courses as Counseling Practicum, Vocational Counseling, and Personality. He provided supervision for both thesis projects and for students completing practicum placements at Illinois State's Student Counseling Center. He will be missed.



From left, Alex and Ryan.

Clinical-Counseling alumni updates

Michael Baer '66 is currently an independent practitioner living in Venice, Florida. He is affiliated with Argosy/Sarasota University where he is a distinguished visiting professor. He is past chairman of the American Psychotherapy Association, and vice-chair of the American College of Forensic Examiners, International.

Leah Barr '06 has begun the counseling psychology doctoral program at the University of Oregon.

Eric Bergman '78 has spent his time since graduation teaching psychology and English as a second language courses near the San Francisco Bay area. He has taken on leadership roles in organizations whose missions focus on helping the working class. He spends time singing in a labor chorus.

Shannon Chrismore '07 is the clinical coordinator in the Springfield outpatient office for the Illinois Institute for Addiction Recovery.

Suzu (Bilik) Clausen '05 is a head coach in the health and productivity management division of Ceridian in St. Petersburg, Florida. She provides health coaching in the areas of stress management, weight management, tobacco cessation, cardiovascular management, and general health.

Jonathan Lindsey '07 was promoted to the position of coordinator of the adult male residential unit at Chestnut Health Systems.

Rachel Reader '07 accepted a position at the Grundy County Health Department.

Jessica Rudolphi '03 was accepted into the master's of human resources and industrial relations program at University of Illinois at Urbana-Champaign.

Dana Smith '07 is a SASS therapist at the Children's Home in Peoria.

Shona Vas '97 is an assistant professor of psychiatry and behavioral neuroscience, and the director of the Cognitive Behavior Therapy Program at the University of Chicago.

Pia Zeinoun '08 is a psychometrician at the American University Medical Center in Beirut.

Psychological Services Center hosts naming ceremony

By Brenda Huber

From 1931–1945 students in the graduate psychology programs at Illinois State provided services to area schools as part of their practicum requirements. In 1945 Stanley Marzolf developed the Psychological Counseling Service (PSC), an entity that provided diagnostic and counseling services to children and adolescents in area schools, and also served the mental health needs of university students. He served as director for 25 years.



President Bowman, left, and the John Marzolf family

University records indicate that during the 1970s, the PSC was named The Stanley S. Marzolf Center for the Psychological Assessment and Treatment of Children and Adolescents. An official naming ceremony never took place to honor the contributions of Marzolf during his tenure at the University.

On October 17, 2008, this long-overdue naming ceremony took place. It was attended by a number of Marzolf's colleagues who recounted their memories of the campus, the PSC, and Marzolf.

Illinois State University President Al Bowman attended and welcomed guests, which included former students Joe French, Professor Emeritus from Pennsylvania State University; Jim Agner, director emeritus of Four Rivers Special Education District; and Jim Johnson, Professor Emeritus from Illinois State; and former colleague and the first department chair; Walt Friedhoff, Professor Emeritus from Illinois State.

Also in attendance were Professor Emeriti Audrey Grupe, and Doug Lamb, former director of the Student Counseling Center. Marzolf's son, John Marzolf, a professor of geology at Southern Illinois University-Carbondale, who spoke on behalf of the family, also attended with his wife and Marzolf's two grandchildren.

A plaque recognizing the founder's substantial contribution to Illinois State University, our students, and countless clients who have benefited from the services provided over the years within the Marzolf Center will hang in the center's lobby. Contributions to the endowment for the Marzolf Center can be made to the Illinois State University Foundation and mailed to Illinois State University, Campus Box 4625, Normal, IL 61790.

Current program

There are currently fifteen students in the program. We welcomed five new students this year. Amanda Padgitt joins us from Eastern Illinois University, while Andrew Kenning, Erik Nelson, Jonathan David, and Kelly Wystarczk are all Illinois State alumni.

Student updates

Leslie Wise, Pooman Joshi, and Tom Morrison all defended their theses this year. Poonam returned to India and has taken a position as a career counselor. Tom is currently working for Wolfram Research. Also, Stephanie Stilling started a Ph.D. program at Western Michigan University, and is expected to defend her thesis in the near future.

Alumni progress

Three Cognitive and Behavioral Sciences master's alumni received their Ph.D. this year. Jennifer Coane defended her dissertation at Washington University, and has taken a tenure-track faculty position at Colby College in Waterville, Maine. Bascom Raulerson defended his dissertation at St. Louis University, and has taken a tenure-track position at the University of Southern Indiana. Jorie Colbert defended her dissertation at the University of Utah. Dawn McBride was the thesis chair for all three alumni. We are proud of their achievements and look forward to their continuing success.

Faculty notes

CBS faculty members were very productive this last year. Of particular note Alycia Hund was awarded the Illinois State University Teaching Initiative Award, and J. Scott Jordan, the Outstanding College Researcher Award.



Scott Jordan

Jordan also co-organized two international conferences, The Enculturated Body at Bielefeld, Germany; and Varieties of Causation in Consciousness Studies at Illinois State. He also founded the Institute for Prospective Cognition, an interdisciplinary organization devoted to better understanding the forward-looking nature of consciousness, communication, and culture.

Corinne Zimmerman was invited to give a talk at the 2008 International Congress of Psychology. It was titled, "Evaluating Scientific Research in the Context of Prior Belief: Hindsight Bias or Confirmation Bias?" In addition Zimmerman and Jeff Wagman were guests on an episode of the WGLT radio program "Uncommon Knowledge." They discussed their research of the age-old riddle, "Which weighs more, a pound of feathers or a pound of bricks?"

By Kim Schneider

I/O-Social faculty

This past summer we welcomed two new faculty members to the I/O-S Sequence, Donna Eisenstadt and Michael Leippe. Eisenstadt is a social psychologist conducting research in areas related to the self and social identity, prejudice, and psychology and law (see Eisenstadt's profile in sidebar). Leippe is our new department chair and a social psychologist interested in social influence, persuasion, and psychology and law (read more about Leippe, in his column, on page 1).

New I/O-Social alumni

Terri Hitzke defended her thesis, "How consistent are the NEO-PI-R scores: A reliability generalization study" in March 2008.

Kevin Ramsey defended his thesis, "Implicit and explicit measures of racism and their behavior correlated in a cyberball game" in July 2008.

Conference presentations by faculty and students

John Binning and Kim Schneider were presenters on an SIOP panel on applied consulting activities for undergraduate and graduate students in San Francisco in April.

Second-year student Nick Strong co-authored a poster, "Sexual harassment and coping responses during adolescent work experiences," with Kim Schneider and Patricia Jarvis (developmental sequence). It was presented at the American Psychological Society annual conference in Chicago in May

Phil Getchell co-authored a poster, "Contributions of job uplifts to the prediction of withdrawal thoughts, behaviors, and burnout," with Kim Schneider and John Binning. It was presented at APS in Chicago.

Alumni updates

Robert Kaiser of Kaplan DeVries, Inc. published two articles this year in back-to-back issues of *American Psychologist*: Kaiser, Hogan, & Craig (February/March 2008) "Leadership and the fate of organizations;" and Van Vugt, Hogan, & Kaiser (April 2008) "Leadership, followership, and evolution: Some lessons from the past."

Lane Fraley was promoted to senior practitioner in organizational development at Walgreen's Co.

Veronica Manzella is the human resources director at Baby Fold in Normal.

Three alumni couples added new members to their families. James and Beth LeBreton welcomed, Grace; Tony and Angela Adorno welcomed Joey; and Danita (Eisenbise) and Matt Walsh welcomed Colin.

New I/O-S master's candidates

We have a first-year class of four excellent students this year: Kris Ariyabuddhipongs (Chulalongkorn University, Thailand); Derek Drozd (Loyola University); Tom Hughes (Southern Illinois University), and Smita Srivastava (University of Mumbai, India).

Six second-year students are continuing in the program.



From left, I/O-S students Derek Drozd, Tom Hughes, Smita Srivastava, Donnie Johnson, Michelle Toelle

Department welcomes new faculty member

Donna Eisenstadt is a new associate professor in the Psychology Department. She earned her Ph.D. in psychology from the CUNY Graduate Center. Before coming to Illinois State, she taught at St. Mary's College of Maryland, Adelphi University, and Saint Louis University. Eisenstadt is a social psychologist with research foci in the areas of self and social identity, prejudice and prejudice reduction, and psychology and law. She holds membership in the Association for Psychological Science, Society of Experimental Social Psychology, and Society for Personality and Social Psychology.

From the undergraduate corner

By John Cutting

The undergraduate program in psychology at Illinois State University continues to be a very popular and active. The new psychology undergraduate curriculum proposed last year was approved and has “kicked in” beginning the 2008–2009 academic year. The revisions were designed to encourage broader breadth of psychology for our majors. The newly revised set of required 200-level core courses is already filled and currently underway.

Our undergraduates also continue to be actively involved in our out-of-class experiences. In spring 2008 psychology students co-authored and presented 27 posters at the Illinois State undergraduate research symposium. This past fall over 70 students were engaged as research assistants, and another 30 as teaching assistants. Fourteen of our students presented their work at our annual departmental undergraduate research symposium. Our Student Psychological Association (SPA) enrolled over 60 students in the fall. SPA events included a debate night featuring Drs. Jordan and Cates, psychology jeopardy night (with student teams challenging a faculty team), and a student-faculty picnic at Anderson Park.

Undergraduate alumni updates

Nicole Zurawski '07 began a master's program in forensic psychology at the Chicago School of Professional Psychology. She is interning at DuPage County Juvenile Court Services and Probation.

Autumn Hollenkamp '08 began a master's program in college student personnel at Illinois State University.

Derek Reed '04 earned his Ph.D. in school psychology at Syracuse University in 2008. He is an assistant director of clinical services, research, and training, with Melmark New England in Andover, Massachusetts. See page 3 for a complete profile.

Daniel Diambri '07 will complete his master's degree in educational counseling from Roosevelt University in May 2009. He is currently completing an internship at Kingsley Junior High School in Normal.

By Mark Swerdlik

Welcome to our six incoming specialist students and seven doctoral students. They represent a number of universities from across the nation including Bradley University, University of Illinois at Champaign-Urbana and Chicago, Fairfield University, Albion College, Illinois State University, University of Wisconsin at Whitewater, and Massachusetts Institute of Technology.

Current doctoral interns are completing their internships with the ISPIC-Northern Subur-

ban Special Education District (Sarah Reck), ISPIC-Baby Fold/East Peoria School District (Dan Ebbert), Munroe Meyer Institute (Karyn Erkfritz-Gay), and ISPIC-Westbrook School (Trisha Mann).

Specialist student internship placements include public schools in Portland, Oregon, (Brittini Lauinger), Cicero Public Schools (Megan Lyons and Laura Reber), Rural Champaign County Special Education (Lauren Saturnus), Naperville School District 203 (Becky Skupien), and Urbana Public Schools (Allison Whitney).



Conversations with School Psychology alumni and students from Alumni Day 2008.

Student accomplishments

Congratulations to our new doctoral graduates—Leslie Bach, Karen Chmiel, Melissa Padilla Crescenzo, Lynne Ekdale, Dan Fienup, Amy Ogan, Jonathan Stagg, Luisa Stone, and Abby Watson. Congratulations also to our recent specialist degree graduates including Jana Curran, Claire Delahunt, Maya Farhat, Erin Fitzgerald, Steven Galka, Erin Miller, Heather Parker-Stevens, and Jeff Wallis.

Outstanding Dissertation Award Winner



Brent Sylvester Ph.D. '07 was named as a winner of the University's Outstanding Dissertation Award for his dissertation titled, “Exploration of Processes Related to Outcomes of Adolescent Parenting: Caregiving Self-Efficacy among Adolescent Mothers.” The Clarence W. Sorensen Distinguished Dissertation Award provides recognition for completed dissertations judged to be of highest quality in university-wide competitions. Sylvester is currently a school psychologist for the Livingston County Special Services Unit in Pontiac.

School psychology updates

Faculty members Renée Tobin and husband Joel Schneider (Clinical-counseling) welcomed Michael Ryan Tobin-Schneider in November 2008.

Eric Pierson, Ph.D. '01, and his wife Suzanne gave birth to Audrey Ruby Pierson last December.

Tom Forman '93 was presented with the prestigious 2008 Ted Smith Practitioner of the Year Award by the Illinois School Psychologists Association.

Dan Florrel Ph.D. '01, who is on the school psychology faculty at Eastern Kentucky University, returned to campus in September to give a research presentation on cyberbullying, and is the current webmaster for NASP.

School Psychology Institute

The 11th annual Illinois State University School Psychology Institute that was held April 9, 2009, featured a presentation by Karen Stoiber of the University of Wisconsin-Milwaukee titled, "Countering chaos in classrooms with evidence-based practices." Local mental health practitioners, current students, and alumni attended this half-day workshop, afternoon research colloquium, and end-of-the-day informal discussion.



Sixth Audrey J. Grupe Fellow in School Psychology Selected

Amir Jacob is the sixth recipient of the Audrey J. Grupe Fellowship in School Psychology. Jacob is currently a first-year student in the specialist program. He graduated from the University of Illinois at Chicago. Past Grupe Fellows have included Brian Spicer, Jennifer Wierzbicki, Claire Delahunt, Rebecca Skupien, and Kristin Miller. The fellowship includes a full tuition waiver and a monthly stipend equivalent to a graduate assistantship. The school psychology faculty thanks Grupe and cofounder Mary Jane McCarthy for funding the fellowship and contributing to future generations of school psychology students.

School psychology faculty updates

School psychology faculty remain active in contributing to scholarly research through publishing in professional journals, writing chapters for books, and presenting papers at professional conferences. They are also successful in obtaining grants to fund graduate students, providing clinical services and collaborating on research, as well as serving on editorial boards and committees for professional organizations.

Gary Cates has been invited to be a guest editor for a special issue of *Psychology in the Schools* on intervention efficiency as a consideration for data-based decision, and to write an article addressing data-based decision making related to response to intervention for the *Journal of Evidenced Based Practices in the Schools*.

Karla Doepke developed and secured \$250,000 to assist in developing community capacity to provide evidence-based services to children with autism-spectrum disorders, their families, and other care providers.

Kathy Hoff presented four projects with students at national conferences, and co-authored a book chapter on self-management intervention strategies. She also serves on three editorial boards for school psychology.

Steve Landau published two BP5 chapters—one on assessment of ADHD, and the second on school-based sexuality education and pregnancy prevention. He has also published several journal articles.

Adena Meyers authored a BP5 chapter on school-based sexuality education and pregnancy prevention, a NASP handout, and an article in the *Journal of Sex Research*.

Mark Swerdlik completed work on the 7th edition of his measurement textbook, *Psychological Testing and Assessment: An Introduction to Tests and Measurement* published by McGraw-Hill, and a monograph he coedited, *The History of Psychology at Illinois State University: Expanding Opportunities 1857-2000* to be published in spring by University Marketing and Communications.

Renée Tobin earned tenure and a promotion to associate professor. Congratulations, Renee! She has also been selected as associate editor for the *Journal of Psychoeducational Assessment*.

Psychology donor roll 2008

We have tried to ensure accuracy. If your name has been omitted, misspelled, or incorrectly listed, please accept our apologies and contact the editor, Raz Steward at (309) 438-5293 or rlstew2@ilstu.edu.

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Distinguished Alumnus of the Year

Kristofer Hagglund '84 was honored as an alumnus of the year at our Alumni Day ceremonies held last October. He received a Ph.D. in Clinical (Medical) Psychology from the University of Alabama—Birmingham in 1990. Hagglund is associate dean of the School of Health Professions at the University of Missouri—Columbia where he codirects the Center for Health Policy, a research and policy analysis organization committed to improving health care.



Hagglund oversees projects funded by the Missouri Foundation for Health and Health Care Foundation of Greater Kansas City to increase health literacy, reduce healthcare disparities, and expand health equity collaboration.

Hagglund has authored over fifty peer-reviewed publications, served as principal/co-investigator for over twenty-five grants/contracts, given over forty invited presentations at national/state conferences, and coedited a book, *Handbook of Applied Disability and Rehabilitation Research*.

Hagglund's research focus is on health policy. In addition to addressing programmatic and policy initiatives to improve health literacy and racial/ethnic health equity, Hagglund and his colleagues are currently evaluating access and quality of health care under the Missouri Medicaid program.

Hagglund and his wife Lori have been married for twenty-seven years and live in Columbia, Missouri. They have one daughter, Lindsey who is married to husband Cory, and also live in Columbia. In their spare time they maintain a yard that has been certified as a wildlife habitat by the National Wildlife Federation.

Early Career Achievement Award

By Mark Swerdlik

Ara Schmitt '01 was honored as a 2008 Early Career Alumni of the Year at our Alumni Day ceremonies last October. He received a Ph.D. in school psychology at Illinois State in 2001. He completed his post-doctoral residency at Phoenix Children's Hospital with his mentor former faculty member, David Wodrich, and is currently an assistant professor of school psychology with Duquesne University in Pittsburgh. Schmitt worked for four years as a school psychologist with the Tempe Union High School District and the Gilbert, Arizona, Unified School District.



His notable accomplishments include co-authorship of a Guilford School Practitioner Series book titled, *Patterns of Learning Disorders: Working Systematically from Assessment to Intervention*. Authors of these books are the most senior in our field. Schmitt has also published in top school psychology and neuropsychology journals, and has over 15 presentations at national and state level conferences.

Schmitt's research interests include the assessment of and empirically validated interventions for learning disorders, manifestations of chronic illness within the classroom, and the school re-entry of children with chronic illnesses and traumatic brain injuries. Based upon these research interests and the accomplishments and previously noted accomplishments, Schmitt was selected to participate as an early career scholar in the School Psychology Collaboration Conference sponsored by the Society for the Study of School Psychology in March 2007.

Schmitt has also become actively involved with professional service through the editorial board of the *School Psychologist*, the newsletter of the APA Division of School Psychology. He has also served as an ad hoc reviewer for *Educational Measurement: Issues and Practices* and *APA conferences*.

DEPARTMENT HONORS PRACTICUM/ INTERNSHIP SUPERVISORS

By Karen I. Mark, Mark Swerdlik, and Raz Steward

Supervisor awards were given for the second time at Alumni Day ceremonies in October 2008. Three awards were given this year to recognize outstanding supervisors who have displayed excellent supervisory skills and long standing commitment to supervising psychology students. Each supervisor recognized was chosen due to his/her exemplary professionalism, leadership, and passion for his/her work. Awards were presented to Patti Higgins for school psychology, Glenn Covert for clinical-counseling psychology, and Kim Williamson for undergraduate internship.

Patti Higgins

Patti Higgins is a school psychologist with Tri-County Special Education district in Bloomington. She has contributed to school psychology graduate programs for over twenty years. In 2007 she was presented with the prestigious Ted Smith Practitioner of the Year Award, presented by the Illinois School Psychologists Association.

According to Mark Swerdlik, students consistently comment on Higgins' professionalism; her high-level of skill in diagnostics; direct interventions with students, including individual and group counseling and social skills training; and indirect services as a consultant to teachers and administrators. In addition Higgins is the perfect role model for school psychology students as she is highly competent, respected, and appreciated by her fellow school psychologists, teachers, administrators, parents, and students.



Glenn Covert

Glenn Covert is the director of adult chemical dependency treatment services in the Central Illinois division of Chestnut Health Systems. Karen Mark comments that, throughout his long tenure as director at Chestnut, Covert has been a dedicated and vocal advocate of the clinical-counseling program and its students. He goes out of his way to provide support and training opportunities for students. Clinical-counseling students rave about the outstanding training and supervision that they receive from Covert. He serves as a wonderful role model of a caring, devoted administrator and clinician. He continues to impress interns with his genuine interest in their personal and professional development.



Kim Williamson

Kim Williamson is a board certified behavioral analyst who established Circles Behavior Consultation Service in Bloomington in 2005. Circles Behavior Consultation Service is dedicated to providing ABA services for children and adults with autism, behavioral, developmental, and learning disorders. Karen Mark says, Kim has a knack for effectively expressing support, and provides constructive critical feedback to the interns. Students rave about the excellent training and supervision that Kim provides. They have remarked about the joyful, passionate, and intelligent nature that she brings to her work.



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