Service with a Purpose: Taking Psychology to the Community

In 2011, Pamela Huth, health services director at Park Place Senior Living in Fort Wayne, sought help for a group of her residents. She needed an activities program for residents with dementia and Alzheimer’s. Huth contacted Psychology Department Chair Carol Lawton about her needs. Lawton was not necessarily looking for a service-learning project, “but because of the College of Arts and Sciences (COAS) service-learning initiatives and fall 2011 professional development program on service-learning, I thought this would be a good opportunity to have a service-learning class.”

The resulting special topics class (PSY 59200, Applied Psychology: Memory Care Research) was co-taught by Lawton and Associate Professor Lesa Vartanian in spring 2012. They took three students whose strengths were complementary: one had service-learning experience elsewhere (Christopher Stebing, B.A. ’12); another had a nursing background and works in a care home (Jennifer Petersen, B.A. ’12); and the third, an alumna working in the field, came back for the experience that the class offered (Bree Murua-Cuney, B.A. ’03).

According to Stebing, “Service-learning classes are always an exciting twist on the traditional class. Instead of being drilled on theories and literature, you get to use what you already know and apply it to the real world. Regarding this class, it is a wonderful feeling to know that your experience as a student is able to help other individuals live a happier life.”

The initial plan was to find a research-based program that would meet Huth’s needs for something that would engage the residents. However, when the students began their literature review, they learned that there was little to no empirically based research on how to help individuals with moderate to severe dementia.

Petersen, who was employed as a licensed practical nurse while pursuing a psychology degree, felt that “the fact that the research we were looking for wasn’t out there was the biggest challenge. I learned a lot about using research that isn’t necessarily a clear-cut answer to the proposed question and being able to put it together into the bigger picture.”

At each stage of the process the students were presented with information or obstacles that caused them to reconsider their approach to the program they were developing. As Stebing pointed out, the lack of research did have its benefits. “Our search of the literature for a perfect program never came to fruition, so we started developing our own plan to help the Alzheimer’s patients. Seeing a plan like this built from the ground up will be experience that I can take to graduate school in the fall.”

When, a few weeks into the course, they visited the center to meet some of the residents, the experience resulted in more shifts in their perspectives. “I think it was quite helpful to the students,” said Lawton, “because I think they saw the very limited ability of some of the residents to communicate.” This realization caused them to rethink how they would be able to assess the residents’ preferences regarding activities that they might enjoy.

Some empirical evidence was found that having choice or autonomy in how patients spend their day is linked to their wellbeing. So, the program includes a slate of activities from which the residents choose activities that appeal to them. The residents start with a quality of life assessment followed by a preference assessment in which they are presented with a list of possible activities and asked if they want to do them or not. Then, using the schedule the students developed in collaboration with Park Place staff, residents participate in as many of their preferred activities as possible. Finally, after this is in place for a period of time, quality of life will be reassessed.

Huth is pleased by the outcome, and having researched this herself, she knows that “Alzheimer’s programs that include activities with high beneficial outcomes are very rare. The students have taken the time to search for the information and put together a step by step program to benefit the memory care residents at Park Place Senior Living.”

Continued on page 9
Chair’s Comments

Sometimes the educational experiences with the most impact on students occur outside the confines of the traditional classroom. This issue of *Just Noticeable News* features stories that demonstrate the variety of ways in which current students and alumni have experienced “psychology in action” outside the classroom.

Our department has long provided the opportunity for undergraduates to work as research assistants in faculty labs. Students experience the behind-the-scenes excitement and challenges of conducting professional research, while at the same time building skills in teamwork and problem solving that will serve them well in future graduate studies or workforce participation. We were especially pleased to have a record number of students attend conferences this year as co-authors on presentations. A team of students also presented their work on a project that examined the role of undergraduate teaching assistants in improving performance in an introductory psychology class. They gained insights into behavior (e.g., the study habits of fellow college students) that simply would not have been possible in a classroom setting.

This year we launched for the first time a class that was devoted to a service-learning partnership with a community agency. A service-learning project ideally teaches students to apply disciplinary knowledge in a real-life setting at the same time as it serves the need of a community partner. Both of these goals were achieved in a project carried out by two current students and an alumna, under the supervision of two faculty members. The purpose of the project was to develop a program of activities to enhance the quality of life for residents in the memory care unit of a local senior assisted living facility. The project is ongoing and may provide opportunities for future students interested in the psychological disorders of aging.

We feature another story in which several of our alumni were involved in “continued” experiential learning when a faculty member presented a series of workshops on memory and learning at their workplace, where they provide tutoring for children with learning difficulties. Other examples of experiential learning could have been featured in this issue (e.g., the field experience course, service-learning options available in other courses) but there simply wasn’t space. I look forward to seeing such opportunities for our students continue to grow along with the appreciation that an education in the science of psychology extends beyond the classroom walls.

---

**Learning by Teaching:** Undergraduate Teaching Assistants in Introductory Psychology

During the 2011–12 academic year, Josh Gerow, Ph.D., led a team of seven undergraduate teaching assistants in an effort to improve student grades in a section of PSY 12000 Elementary Psychology. Each undergraduate teaching assistant was assigned a cohort of 20 students and was responsible for emailing the students regularly, offering online review sessions, and providing individual tutoring upon request. Gerow states that the overall impact of the undergraduate teaching assistants on the class climate was beyond his expectations. “To say that the teaching assistants became engaged in the process is quite an understatement.”

Throughout the year, Gerow had support from Graduate Aide Susan Johnston (B.A. ‘10). Below, Johnston expresses her perspective on the impact of the experience on the teaching assistants.

---

**I experienced was the process of good students moving beyond being passive learners into the role of motivated activists on behalf of the psychology department and our university—trying to reach students in their cohorts to help them learn and adhere to classroom deadlines. I saw the pride on the undergraduate teaching assistants’ faces when they worked with students and their test grades improved, as well as the confusion when struggling students did not seem to want help. I felt their frustration when students would throw away points by not doing assignments that were designed to help them succeed and balance any low test grade that they might receive.**

**I observed the willingness of the teaching assistants to meet with students in person and online to help answer questions and prepare for the tests, and their disappointment when few students took them up on the offer. I witnessed their relentless hope that they could reach more students, as well as the inevitable reality that they cannot make students want to learn.**

---

**We’d love to hear from you!**

*Just Noticeable News*  
Department of Psychology  
IPFW  
2101 East Coliseum Boulevard  
Fort Wayne, IN 46805-1499  
260-481-6403  
petersej@ipfw.edu  
ifw.edu/psychology

*Just Noticeable* refers to the “just noticeable difference concept” from the early experimental study of perception; the smallest amount of difference between two stimuli that can be detected half of the time.
Remembering the Special Things

Office talk—believe it or not, it’s not always a bad thing. When Michael Bendele, Ph.D., overheard psychology alumna and part-time Department Secretary Sara Simpson (B.A. ’90) talk about her other job at a local not-for-profit tutoring center, Specialty Tutoring, he was intrigued by what she shared about their research-based approach to tutoring. Then when Simpson mentioned that Specialty Tutoring wanted to bring someone in for additional staff development, he offered to present a series of workshops on memory.

Prior to the first workshop, Bendele and Simpson consulted with Specialty Tutoring’s executive director to discuss the memory and learning struggles that the staff of 30 learning specialists observed when working with their students. Bendele then created a presentation for Specialty Tutoring’s learning specialists.

Specialty Tutoring provides one-on-one services for reading, math, comprehension, and writing, and specializes in helping children with learning difficulties, such as ADHD, dyslexia, and processing problems. And three psychology alumnæ work part time at the center: Simpson, Amanda Lange (B.A. ’98; M.S.Ed ’02), and Julia Miller (B.A. ’09).

At the workshops, Bendele covered the theory and practice behind memory and remembering so that the learning specialists better understood not only how people move information into their long-term memory but also what can help information “stick” in their memory. The overview of how memory works provided the learning specialists with a greater depth of understanding of the challenges faced by the children they work with. After the presentation, the participants brainstormed about how to convert the information into strategies they could use with clients. As Miller shared, “Every child and every session brings new demands and challenges; the information that Professor Bendele presented gave us additional tools to cracking these codes and addressing any hurdle presented.”

One week after the first workshop, a learning specialist commented to Simpson that she had tried a memory technique from the workshop with a student and it worked. “And most importantly, the student understood why the technique worked and how she could apply this technique again.”

After the workshops, Bendele suggested that Simpson attend the College of Arts and Sciences Second Annual Symposium on Teaching and Learning presentation, “Teaching to How the Mind Works,” by Linda B. Nilson. She also participated in a brown bag series throughout the spring 2012 term to discuss Nilson’s book, Teaching at Its Best: A Research-Based Resource for College Instructors. Then, in May 2012, Simpson organized a brown bag luncheon for the Specialty Tutoring staff at which she presented the material on memory and learning she gathered at the COAS conference and brown bag discussions. So as Simpson put it, “The benefits keep on keepin’ on!”

So why do this extra work? Bendele strongly agrees with former American Psychological Association President George Miller’s belief that practitioners need to “give psychology away.” He saw this as...
News from Our Alumni

Joshua Fiechter (B.A. '09) has been admitted to the Ph.D. program in cognitive psychology at the University of Illinois—Urbana Champaign.

Michelle Fiechter (B.A. '07) graduated in May 2012 from the University of Iowa College of Law. Her note, Extraterritorial Application of the Alien Tort Statute: The Effect of Morrison v. National Australia Bank, Ltd. on Future Litigation, was recently published in Volume 97 of the Iowa Law Review. She will be taking the Illinois Bar Exam.

Dennis Junk (B.A. '00) has completed his thesis, which explores the role of narrative in the evolution of human cooperation, for the master’s program in English at IPFW and graduated in May 2012.

Dustin Pifer (B.A. '04) is very near completion of the Ph.D. program in social work at Indiana University–Purdue University Indianapolis (IUPUI). He is currently collecting data for a project on same-sex behavior in college-age men. Dustin has also been working as a medical social worker at St. Vincent’s Hospital in Indianapolis for the last five years while working on his Ph.D.

Lindsay Roberts (B.A. '11) has been admitted to the Ph.D. program in social psychology at the University of Toledo, where she plans to continue her research in stereotyping and prejudice and normative influence. At Toledo, she’ll also be working with IPFW alumnus and Assistant Professor of Psychology Jason Rose.

Yukti (Ahuja) Singh (B.A. '95) has authored a second novel, Fresh Off the Boat: Diary of a FOB and is continuing to pursue a master’s in counseling psychology at Santa Clara University.

Jessica Sordelet (B.A. '11) was promoted to rehabilitation coordinator at Bowen Center and is very happy with her job.

Nicholas Todoran (B.A. '09) began his graduate studies in the master’s of social work program at IUPUI in the fall of 2011.

Leading the Way: Using the Psychology B.A. at Work

Rebecca (Fitzgerald) Stephens (B.A. '04) took full advantage of the opportunities within the Psychology Department as an undergraduate at IPFW. Her psychology classes provided the knowledge and theory she was seeking about how the human mind works. Her research assistant experiences allowed her to see the scientific method in action. Being involved in “both the development and execution of a study was a tremendous experience in my undergraduate work.” And her involvement with the Psychology Club built a network with students of similar interests, some of whom Stephens is still in contact with today. “It has been great to track our professional and personal lives over the years.”

After graduating with a B.A. in 2004, Stephens worked full-time for three years. Because she found herself increasingly interested in leadership within the business industry, she decided to go back to school and obtained an M.B.A. from Taylor University. The mix of her two degrees, psychology and business, is a perfect match for her job as a store team leader for Target Corporation. Moving up the ranks in Target leadership, Stephens is currently leading 120 team members at a Waukegan, Ill., store, which delivers an average of $20 million in sales a year.

Stephens says that her psychology degree has “helped me with team leadership and development. The knowledge that I gained has aided me in counseling executives and team members to reach their full potential, creating cohesive teams that consistently meet our goals, and being a great ambassador to our guests.” Another ambassador role for Stephens—being an ambassador for a B.A. in psychology at IPFW!
an opportunity to share his area of expertise with a local not-for-profit organization. Furthermore, presentations like this allow him to consider theory versus practice more carefully. “I saw this as an opportunity to work with people who are actually applying various principles of memory. Results in the lab and those in the real world settings (which are often more complex and you do not have full control over all of the “variables”) sometimes do not match up.”

Learning Specialist Lange also believes that outreach by faculty and staff is extremely beneficial because it models for students the idea of giving back and working collaboratively within the community. Continued contact with university professors after graduation is helpful because “it makes our professors become more than just past educators—they become resources.” Another great example of how the faculty contributes to our community and to the lives of students even after graduation!

Contributed by Cathleen M. Carosella
A full version of this piece is available in the fall 2012 issue of Collegium, the College of Arts and Sciences’ alumni magazine. See ipfw.edu/collegium/, “Caring, Sharing, And Educating: Community Outreach and COAS” on page 14.
2011–12 Psychology Awards

Outstanding Senior in Psychology
This award encompasses outstanding academic performance as well as involvement in department/campus/community service and in research or clinical applications.

Stephanie Lochbihler (1) was honored for roles as a teaching assistant, research assistant, and Psi Chi president, as well as being a standout in the classroom. She co-authored three research posters with faculty and one Psi Chi student research poster. She will be pursuing a Ph.D. in social psychology at Indiana University, where she will be working on intergroup emotions theory. She also hopes to further investigate the findings from her senior honor’s thesis, which explored the relationship between social reward and nicotine in designated smoking areas.

William James Award
This award is given to a graduating senior who has shown special initiative, participation, and/or accomplishments in the classroom, with research, or application. The award is named after the eminent psychologist/philosopher, William James.

Chris Stebing (2) demonstrated outstanding creativity and critical thinking skills in the classroom and research lab. Already armed with a degree in management and finance, but dissatisfied with the corporate world, he returned to school and amassed an impressive array of experiences in one year. He participated in a service-learning course in which he worked closely with a local memory care facility, and he also worked as a research assistant on a study of perceptions of personal disclosures in social networking. He has been accepted into Indiana State University’s clinical psychology Psy.D. program.

Senior Excellence in Psychology
This award honors students who have shown academic excellence as well as involvement in either the campus or the community.

Natalie Bruick (3) was honored for her dedication to the classroom and the department; she has been a teaching or research assistant for six different professors. She co-authored three research posters and participated in one roundtable discussion. She was also very active as the vice president of Psi Chi. Bruick plans to continue her studies in psychology in the area of clinical psychology.

Alexandra Forsyth (4) received the Senior Scholarship last year, and continued her excellence this year not only in the classroom and as a research assistant, but also as captain of the IPFW women’s tennis team. She will attend the University of Indianapolis to earn a Psy.D. in clinical psychology. Upon finishing graduate school, she hopes to explore the option of being a professor while also practicing as a clinician.

Dawn Renner (5) received the Senior Scholarship last year, and her outstanding performance is again being recognized. Her contributions to the classroom and department as both a teaching and research assistant have been exceptional. Dawn hopes to work for a university student success program to help at-risk college students be successful in their collegiate journey.

Jennifer VanPatten (6) was honored for her drive and dedication as a teaching assistant and a research assistant. During the past two years, she has co-authored three research posters, one of which is based on her own original research regarding the stigma of mental illness for children. She will be pursuing a master’s in psychology at St. Francis University while working as a Behavioral Health Technician at Park Center.

Elizabeth Zwierko (7) was honored for her roles as a teaching and research assistant. She co-authored two research posters on interpersonal violence. She will be moving to Oklahoma to begin a Ph.D. program in industrial/organizational psychology at the University of Tulsa. Her ultimate goal is to find a faculty position while also building up her own consulting firm.

Senior Scholarship
This award is given to psychology majors for use in the senior year. It goes to students who demonstrate both academic excellence and involvement outside the classroom in research or application.

Lindsay Dixon was chosen for this scholarship because of her engagement in the classroom, her top-notch research, and her constant involvement in important service activities.

Janae Webb is a model undergraduate student who excels in the classroom and as a research assistant. She has assisted with projects on computer-mediated communication and the online classroom.
Research Abounds:  
Record Number of Student Presentations at Conferences

Our students were busier than ever during 2011-2012 doing research online and in the Neff Hall labs, classrooms, and Fort Wayne community. Their hard work is evidenced by the record-breaking number of students presenting at conferences with department faculty. Twenty-two students and recent graduates co-authored 15 research poster presentations and participated in one roundtable discussion at four conferences in 2012. Our students are proving they rock at research!

Left-Wing Radicalism, Anti-Semitism, and Other Liberal Prejudices—Daniel A. Miller, Kenneth S. Bordens, and Stephanie L. Lochbihler

Annual Meeting of the Midwestern Psychological Association—May 3–5, 2012, Chicago
Adult Attachment and the Form and Function of Interpersonal Aggression
—Jody M. Ross and Elizabeth Zwierko
Anticipated Intergroup Contact and Personality Traits
—Jay W. Jackson, Natalie Bruick, and Jerry Etnier
Exploring Relations among Separation-Individuation Concerns, Imaginary Audience Ideation, Narcissism, and Social Networking Site Usage in Emerging Adulthood
—Lesa Rae Vartanian, Jared Sell, and Jennifer VanPatten
Gender Differences in Use of Color to Aid Wayfinding in a Virtual Building
—Carol A. Lawton, Suining Ding, Ashlin M. Long, Jennifer B. Petersen, and Shaquile C. Coonce
Phantom Vibration Syndrome
—Michelle A. Drouin, Daren H. Kaiser, Daniel A. Miller, Stephanie Lochbihler, and Michelle Smith
Searching to Optimize the Role of Undergraduate Teaching Assistants (UTAs) in the Introductory Psychology Course
—Josh R. Gerow, Jordan Bledsoe, Madison Brown, Natalie Bruick, Chris Gunderson, Rachel Hedstrom, Susan Johnston, Megan Tritch, and Andrew Whitlow
SES and Fathers’ Scaffolding Effectiveness: Depression and Mind-Mindedness as Mediators?
—Brenda L. Lundy, Martin Myers, Amanda Gotschall, and Tony Tran
 Sexting among College Students in Different Types of Romantic Relationships
—Michelle Drouin, Kimberly Jewell, Julie Stills, Elizabeth Jenkins, and Alisen Surbey

Social Norms and Social Reward Associated with Designated Smoking Areas
—Stephanie Lochbihler (Daniel A. Miller, faculty sponsor)

Text or Facebook? It Depends on the Content and Target
—Michelle Drouin, Shima Bazazzadeh, Aixandria Doran, Janae Webb, and Jenna Sturges

To Label or Not To Label: Could Labeling Reduce Stigma Toward Children with Psychological Problems?
—Jennifer VanPatten and Lesa Rae Vartanian

24th Annual Convention of the Association for Psychological Science—May 24–27, 2012, Chicago
Gender Differences in Survey Knowledge of a Color-Coded Environment
—Carol A. Lawton, Suining Ding, Jennifer B. Petersen, Ashlin M. Long, and Shaquile C. Coonce

The Big 5, Intergroup Contact, and Prejudice
—Jay W. Jackson, Jennifer Dumford, Stephanie Lochbihler, and Natalie Bruick

Exposure to highly controlling parenting and perpetration of partner aggression: The role of self-control and depressive symptoms
—Jody Ross and Elizabeth Zwierko

Motives for intimate partner violence and their relation to forms and consequences of aggression
—Jody Ross and Natalie Bruick

Psychology majors Ashlin Long and Shaquile Coonce presented a research poster at the Midwestern Psychological Association’s Annual Conference in Chicago.
Dear Grad School Hopefuls:

Just as I wish someone had told me that neon parachute pants were NOT cool after the 90’s or that my high school relationship break-ups were not the end of the world, I wish I had had someone write me a letter to prepare me for applying to graduate school. (Okay, well the former aren’t as life-changing and time-sensitive as preparing for graduate school, but at the time, they seemed so important...)

Here are the most important pieces of advice, based on my experience from my undergraduate career and graduate school application process:

**DO RESEARCH.** This is even for you “I just want to do clinical/counseling” majors. Research is by far the best way to build a relationship with professors (letters of recommendation, anyone?), but research is of the utmost importance to grad schools. Your CV will thank you. And the only way you can get the Holy Grail of Curriculum Vitae Credits (a.k.a. being published)—or even the all-important poster co-authorships and/or thesis advisor—is to establish a good research relationship with a professor.

I was recently asked, “Who should I be a research assistant for?” Most people immediately look to interest similarities, and while that is definitely a great indicator, most psychology majors (especially early ones) don’t have their graduate school research foci completely locked down. In fact, my interests are still somewhat broad, but they are much more specific than in earlier years. I made it a point to do research in different disciplines in psychology to truly have an idea of what I wanted to study. It is research experience that counts, and building that relationship with the professor. You may end up being completely in love with research you never imagined you’d be interested in, or you may find it isn’t your favorite topic. Either way, you are still gaining valuable information/experience/CV credits, and it is helping you pinpoint your true interests. If you aren’t sure what you’d like to study, choose a professor that you have some familiarity with already (classes, advisor, TA, etc.); the more they can write about you, the better! Or just pick someone you know you’d get along with and enjoy working with. Sometimes, it’s not so much about what research you do, just that you have a lot of experience with it, build that relationship, and learn, learn, learn!

**STUDY FOR THE GRE.** The first couple of times I took a practice test before studying, I got a very low score. I studied for months before, every day—vocab flashcards, re-teaching myself the math, and taking countless practice tests were crucial components—and ended up with a competitive score. The key thing here is to study months before. You cannot learn this stuff quickly for it to be effective (remember maintenance vs. elaborate rehearsal?). Do yourself a favor and start this in early spring of junior year, then take the GRE in the summer before senior year (with enough time to retake the test, if necessary).

**START RESEARCHING SCHOOLS EARLY.** Start early (as in spring of junior year), because researching the faculty and writing personal statements takes a long time (start that ASAP, too). Also, start networking early. Go to conferences (even if you don’t have a poster) and introduce yourself to faculty you may be interested in working with—maybe send an email, too. This will definitely help make your application stand out later.

**BE INVOLVED!** It is so beneficial to save a little time to give to others, make a difference, and spend time with fellow psychology students and faculty. There is so much that can be done with the resources we are given at IPFW, and so many students do not take advantage of it! If there is something you feel strongly about, make an event! Work to bring awareness to it! Help others! Sure, you will gain some credits for your CV, but you will gain so much more in confidence, friendships, etc. And that, in itself, is worth it.

I wish you the best in your years as an undergraduate psychology major at IPFW. Enjoy it, and appreciate it. IPFW has prepared me in ways most other universities could not; from the personal interactions with faculty, the research, and the teaching opportunities, the psychology department has given me the unique opportunity to experience what it would be like to be a graduate student. Take advantage of the advice given here, and of all that the psychology department offers!

All the best,

Stephanie Lochbihler
Class of 2012

Stephanie Lochbihler was the recipient of this year’s Outstanding Senior in Psychology Award. See page 6 for a description of the many opportunities that Stephanie took advantage of as a student in the psychology department.
News from Our Faculty

Elaine Blakemore, Ph.D., was the first recipient of a Midwestern Psychological Association (MPA) Presidential Citation. She received the award at the annual MPA meeting in Chicago in recognition of her many contributions to the organization, including her service as president, secretary-treasurer, program moderator, and council member.

Jeannie DiClementi, Psy.D., received a service grant to improve the educational environment for military students, “Operation Diploma,” which was funded by the Lilly Foundation through the Purdue University Military Family Research Institute. She also received a grant, funded by the Substance Abuse and Mental Health Services Administration ($285,393), to develop a campus suicide prevention program that targets LGBTQ, ethnic/racial minority, and military students.

Michelle Drouin, Ph.D., has been tenured and promoted to associate professor of psychology. She also received the 2012 DECCO Innovative Online Teaching Award for the “user-friendly” environment of her online class and her use of individualized feedback to help students achieve learning goals.

Ryan Yoder, Ph.D., was awarded a research grant from the National Institutes of Health–National Institute on Deafness and Other Communication Disorders ($403,431) to determine whether the detection of gravity is necessary for the ability to navigate within the environment. These experiments will use mice that lack the component of the vestibular system that responds to gravity. Results will have important implications for our understanding of cognitive impairments related to vestibular dysfunction. He also received a 2012 IPFW Summer Research Grant to continue his studies of spatial cognition in mice.

In addition, the following faculty published or presented their work in 2011: Bruce Abbott, Ph.D., Michael Bendele, Ph.D., Elaine Blakemore, Ph.D., Kenneth Bordens, Ph.D., Michelle Drouin, Ph.D., Josh Gerow, Ph.D., Craig Hill, Ph.D., Jay Jackson, Ph.D., Daren Kaiser, Ph.D., Carol Lawton, Ph.D., Brenda Lundy, Ph.D., Daniel Miller, Ph.D., Jody Ross, Ph.D., Lesa Rae Vartanian, Ph.D., Ryan Yoder, Ph.D., and David Young, Ph.D.
Psi Chi Scrapbook: A Very Good Year

Led by President Stephanie Lochbihler, Vice President Natalie Bruick, Secretary Julie Stills, Treasurer Tyler Borsa, and Faculty Advisors Jeannie DiClementi, Psy.D., and Daniel Miller, Ph.D., the IPFW chapter of Psi Chi hosted a wide variety of activities this year. Students were asked to walk, laugh, dance, analyze, and say “it gets better.” Take a peek into the Psi Chi scrapbook to see all the good that happened in 2011–12!

Psi Chi Members Elizabeth Zwierko, Stephanie Lochbihler, Natalie Bruick, and Martin Myers participated in the National Alliance on Mental Illness walk hosted by the Fort Wayne Chapter on June 18, 2011.

Psi Chi hosted a Comedy Show fundraiser on Aug. 24, 2011. Psi Chi President, Stephanie Lochbihler, was one of the featured comedians.

Promoting good mental and physical health, Natalie Bruick and Tyler Borsa work out to “Just Dance 2” on the Wii at the Psi Chi booth during the IPFW Health Fair on March 21, 2012.

Matt McCrory, a media and public communications major, films as Stephanie Lochbihler interviews Emeritus Chancellor Michael Wartellor for the It Gets Better Project.
Psi Chi hosted an It Gets Better Project taping on Feb. 14, 2012. The video shows IPFW students, faculty, and staff sharing their stories of encouragement to young people in the LGBT community. The video may be viewed at http://www.youtube.com/watch?v=EV2JRUujfM

Faculty Advisor Daniel Miller models a Psi Chi T-shirt. These T-shirts were sold to students and faculty as a fundraiser for Psi Chi activities.

Psi Chi Adds 57 New Members

The following psychology majors and minors became members of Psi Chi, the international honor society in psychology, at the induction ceremony held on April 26. These students met the following minimum criteria:

- 3.0 cumulative GPA
- 3.0 psychology GPA
- Nine credit hours of psychology courses

Janae Arnett  
Kirstie Barbier  
Teresa Barcenas  
Timothy Bolly  
Sarah Brockman  
Jordan Carr  
Heather Collins  
Allyssa Cook  
Shaquille Coonce  
Taylor Crowell  
Lindsay Dixon  
Heather Fairchild  
Kylie Franks  
Brandon Gage  
Elizabeth Goebel  
Ryan Harvey  
Kristine Henry  
Heather Hicks  
Brittany Holler  
Mary Jackson  
Elizabeth Jenkins  
Joshua Johnson  
Julie Kintz  
Seth Kirby  
Grant Kunkel  
Dong-Hyun Lee  
Nicole Lehman  
Ashlin Long  
Arienne Mason  
Ashley McMahon  
Lyndon Miler  
Erin Murphy  
Kristine Myahla  
Taia Paine  
Alyssa Peting  
Elizabeth Phillips  
Marina Poggiali  
Rhea Proctor  
Dawn Rhoad  
Katrina Rice  
Shea Rolf  
Jenna Rosenbury  
Manaal Sajid  
Timothy Saltys  
Taylor Schenk  
Moriah Simonis  
Christopher Streich  
Alisen Surbey  
Sarah Taylor  
Kateri Till  
Daniel Todorovic  
Megan Tritch  
Jennifer VanPatten  
Jean Wene  
Angela Whang  
Andrea Wolfe  
Danielle Workman

Need help around the house? Have a project you just don’t have time for? Rent a Psi Chi Member!

Psi Chi members will do service work for you as a club fundraiser and community service project. Donations for the services rendered will be accepted. Services are first-come, first serve, so book your reservation now. Club members are available:

- Saturday, Oct. 20 from 9 a.m. to noon or 1 to 4 p.m.
- Thursday, Nov. 18 from 1 to 4 or 5 to 8 p.m.

“Rent” any of the time slots or learn more by e-mailing jenkem01@students.ipfw.edu or calling 260-760-0209.
“Health Education Boot Camp”:
College Students Serving Elementary Students

For three Wednesday mornings in November, Jeannie DiClementi, Psy.D., and six students teamed up with Mary Ross, M.S.W., director of the Northeast Indiana Area Health Education Center, to take health education to groups of second graders at Indian Village Elementary School. Armed with a model of the brain, a skull, a set of pig lungs, distortion goggles, a disarticulated skeleton, a variety of other items, and several iPad and iPod programs, the team taught the children how their brains work, the importance of wearing a helmet and what happens to an injured brain, the dangers of smoking, and other information about their bodies. The purpose of this "health education boot camp" was to teach the second graders about their bodies and get them excited about science. Another goal was to reach an ethnically and racially diverse population of students, many of whom are underserved.

Students involved in this project included Stephanie Lochbihler, Seth Kirby, McKenzie Cowart, Elizabeth Zwierko, and Damini Handa, along with graduate assistant Beenne Capre.

Contact Jeannie DiClementi, diclemej@ipfw.edu, if you are interested in participating in this project in the future. It is rewarding and can build valuable experience for a career or grad school. You may be helping to shape future scientists or doctors, and as an extra bonus, it’s fun!