

Program Review Cover Page

Academic Unit/Department:

Undergraduate or Graduate:

Department Chair:

Program Director:

Person(s) Responsible for Preparing the Self Study:

Response Date:

Please attach your self-study that includes your responses to the items on the template. When appended material is necessary and/or appropriate, please label the appended material with then letter of the item. Please provide an appendix to your Self-Study that contains

- 1) Faculty Survey Data,
- 2) Graduate or Undergraduate Student Survey Data,
- 3) Faculty Vitae and
- 4) Program Assessment Plan.

TRANSMIT: <u>One hard copy to the Office of the Provost, Box 1021, and one electronic copy to Jessica C. Harris (jesharr@siue.edu)</u>.

A. Table of Contents

B.	Response to the Recommendations from Previous Review	2
C.	Eight Year Status Report	6
D.	Student Learning Outcomes	12
E.	Program Information	16
F.	Program Resources	20
G.	Survey Data	22
H.	Program Market Demand	24
I.	Strengths	24
J.	Areas for Improvement	25
K.	Appendix	25

B. Response to the Recommendations from Previous Review

a. List the recommendations & Describe Actions

Recommendation 1: Advising

1. The concerns regarding the current advising process were reflected in all student focus groups, most faculty interviews, and identified in the program's self-study report. Everyone requested that another individual be hired to either be an advisor, or assist the current advisor, yet everyone was cognizant that in these tough economic times such a recommendation would be difficult at best.

2. Short of the ability to hire, there were several suggestions as to how to improve the process which our Review Team believes are reasonable to consider, and should be shared and explored by the program.

a. First, consider assigning a Graduate Assistant (GA) to the advisor to assist with routine paperwork and filing. This person could also do some record review to help prepare the advisor for appointments.

b. If not a GA, then perhaps a student worker could be considered for this role.

c. Another option for the program to consider would be a course release for an identified faculty member to provide "back-up" for the advisor.

d. The program should review whether allowing students to request advising appointments based upon class rank would improve the process, and perhaps also consider putting a different advising process in place for seniors who state they simply want a graduation check and final PIN.

e. The program may want to consider if allowing advising by some on-line method would be feasible.

f. The program should assure that the advisor is supplied with adequate information concerning pre-requisites.

Response

In 2013 added a second full time advisor for the department and have moved advising into the SEHHB advising office. The addition of Starfish for the use of the advisors has also helped to improve the advising experience for our students.

Recommendation 2: Mentoring

The program's self-study commented that faculty mentoring of students was one approach identified to assist with the ongoing advising issue, yet no faculty interviewed were aware of any mentoring assessment. To build upon that foundation, the Review Team recommends that: 1. The program consider sharing assessment results of student satisfaction with the mentoring

process with faculty to obtain suggestions for improvement, if any, and provide clarification of the function of faculty mentors to students.

2. The program provide this education for both students and faculty.

3. The program should consider requesting that faculty send out invitations via e-mail to assigned students introducing themselves and providing clarification regarding what a mentor can offer a student.

4. The Review Team recommends that the Psychology Club, and Psi Chi, also be utilized to distribute the information.

5. The program should consider adding language to the existing Orientation/Welcome letter to incoming majors to highlight the mentoring process, particularly adding a contact person, since students indicated that not all take the Careers course early in their psychology study and 6. Offer an alternative route to a mentor other than through Careers in Psychology course.

Response:

Efforts have been made to get the psychology club and Psi Chi more heavily involved in marketing and sponsoring mentoring efforts made by the program. For example, orientations for transfer students and for prospective field study students, held at the start of each semester, are run by the program director and sponsored by the Psychology club.

We have added additional programs to increase mentoring such as the Psychology Book Club, where students and faculty read a book related to current issues in psychology and then get together to discuss it. This provides more opportunities for students to connect with faculty. We have also added a yearly "Applying to Graduate School in Psychology Boot Camp" to help students in their graduate school application process.

A mentoring program for at risk students was created in 2017, targeting both students on department probation and those on the verge (GPA 2.4 to 2.25). These students are identified and contacted by the program director at the beginning of each semester and provided resources for success and an offer to meet with the program director for additional advising. Initial data from this program has been used to make improvements to our mentoring for students in danger of being removed from the program.

Students are strongly encouraged to take PSYC 491, Research with a Professor. This direct contact with a professor provides mentoring to students in the field of Psychology as well as with the program.

Recommendation 3: Space

Space, or more precisely, the lack thereof, was mentioned in all faculty interviews, and many student focus groups. This issue is difficult to easily solve since allocation of additional space at this time is probably not viable. However, the Review Team recommends that:

1. The program explore, with the support of the School of Education, if there is classroom space available anywhere on campus that can accommodate 90 plus students;

2. The program be placed on any potential waiting list if a reallocation initiative is undertaken within Alumni and/or Founders Hall;

3. The program consider locating improved space for the PSYC 494 senior assignment; And

4. Since space is at such a premium in the University community at large, and the program has such a large number of majors (and a growing number of minors), the Review Team further recommends that the program engage in strategic planning to assess if additional growth in the program numbers is needed/warranted/possible, and if so, how such growth could/should be accomplished.

Response

To help address space concerns, we have added larger PSYC 111 sections (up to 175 students from approximately 90) by sharing priority scheduling with Applied Health for a larger classroom. We also teach more classes on Friday now, freeing up a small amount of classroom space during the week. In general, we have worked to fine tune our offerings and section sizes to reduce wait lists.

We have moved the poster session at the end of Senior Assignment to the MUC in the spring semester, allowing for more space for students to present their research. Lastly, there has been a shift towards conducting research online for student projects since 2010, reducing the demand somewhat upon scheduling rooms for collecting data.

Recommendation 4: Courses

The Review Team recommends that, as part of the aforementioned strategic planning process, the program consider how to accommodate student requests for a broader range of courses, class scheduling times, and a limited review of course sequencing.

Response

Since the last program review, the following courses have been added to our curriculum: Lifespan Development (205), Health Psychology (303), Psychology of Sustainability Behavior (411), Data Analysis with SPSS (422), Judgment and Decision Making, Pseudoscience in Psychology (413), and Criminal Psychology. These courses greatly expand our elective offerings and provide more opportunities for engaging student interest.

To help with course sequencing we have added an accelerated option for taking our two statistics and research methods classes in a single 16 week semester.

Recommendation 5: Website

The Review Team recommends that the program consider conducting student focus groups in order to better understand student concerns regarding the navigation, content, and accuracy of the existing Psychology webpage.

Response

University Marketing and Communications has taken over the responsibility for our website organization. We are currently working with that office to overhaul our website and are making continuous improvements. Also, we have expanded our use of social media to communicate, including Twitter and Facebook.

Recommendation 6: Transfer Students

The Review Team recommends that the program:

1. Review the process by which transfer students are allowed to declare a psychology major and are able to access the Careers in Psychology course.

2. Consider waiving or finding an alternative solution to increasing transfer students' access to that course, and ultimately increased access to faculty mentors, and psychology career path information.

Provide specific language in the existing Orientation letter addressed to transfer student issues.
 Consider dedicating program website space to provide specific information for transfer students.

Response

Since the last review, we have changed our policy to allow transfer students to directly admit to our program with a 2.25 GPA from their University of Origin. This has made it much easier and faster for a transfer student to be admitted to our program. We have also added an additional section of Careers in Psychology (PSYC 200) and added an accelerated statistics sequence (PSYC 220/221) to address demand for these core classes from transfer students. The accelerated statistics sequence reduces the number of semesters required to complete these required classes from two to one, freeing up more time for transfer students to take other classes in their more limited time in the department. To help with the transition to SIUE we have added a "Transfer Student Orientation Night", held once a semester in the evening and run by the Program Coordinator and supported by advising.

Recommendation 7: Diversity

The Review Team recommends that, while the current student population in the program is representative of the SIUE Community, the program is encouraged to continue reviewing this important issue, and to continue with any outreach efforts for both students and faculty (e.g. identification of best practices when advertising for any new/replacement faculty hires, changes to the website pictures to reflect the current student diversity, etc.). The hiring process would utilize existing incentives offered through the School of Education and the Provost's office.

Response

An intense and concerted effort was made in all faculty searches since the last review to hire a minority faculty member. For our hire in 2018, the person we did hire (Dr. Carlee Hawkins) has expertise in cross cultural and social psychology and should help to improve our class offerings in these areas. In 2019, with the support of the Department Chair and the Dean of SEHHB, we submitted a request to use Faculty Strategic Hire Initiative (FSHI) funds to hire two under-represented faculty for the 2019-2020 academic year. Should that request not be granted, we intend to continue to submit requests in subsequent years.

Recommendation 8: Field Study

The Review Team recommends that the program review the current Field Study program to determine if the director can be provided additional resources to assist with obtaining contracts, increasing the number of potential Field Study sites, and to work toward providing an updated

and expanded list of Field Study possibilities, with such resources to possibly include either course release time, or a GA assignment.

Response

An electronic database of all past field study sites including contact information and brief descriptions has been created and made available to our undergraduates using a Microsoft Teams site. Students can now search the database to find existing sites that fit their interests. I add new sites to the list every semester as they are found. I have also moved applications for field study online and made all of the necessary documentation and support files available in Teams. Moving our information online has increased access to sites and also resulted in many students rediscovering sites we have not used in many years. Since moving to this system in Fall 2017 (Teams was added in Spring 2019), we have averaged 11.2 students in field study per semester, and currently have a database of 117 sites available to students. Further, 67 students have participated at 34 unique site locations.

C. Eight Year Status Report

a. Describe the program (include degree information, curriculum, admission standards, academic standards, graduation requirements, course sequence and course descriptions)

The following information, which is current, is adapted from our Undergraduate Student Handbook and the University Catalog. Most of this information was not authored by the current program director:

Requirement	B.A.	B.S. hours
	hours	
General Education (May not include PSYC 111)	50	48
Psychology Major	36	36
Introduction to Psychology (111)	3	3
Careers in Psychology (200)	3	3
Foundations (one of 201, 203, 204, 205, and 206 and	9	9
208)		
Statistics and Research Methods (220 & 221)	6	6
Department Electives (any 300 & 400, with at least 6	12	12
credits at 400)	2	2
Capstone in Psychology (494, fulfils requirements for	3	3
Senior Assignment)		
Minor Field	21	21
General Education Electives	13	15
Total Requirements	120	120

NOTES:

- PSYC 111, 220, 221, and 494 must be taken in sequence.
- PSYC 494/senior assignment must be taken while of senior standing (90 hours or more).
- Students may count no more than 9 credit hours of PSYC 491 (Research in Psychology), 493 (Field Study in Psychology), and 496 (Undergraduate Teaching Assistantship in Psychology) toward their degree requirements (additional hours of these courses can count toward general education electives). No more than 6 of those hours can come from any single designation.
- All psychology majors must take PSYC 494 at SIUE unless they are members of the university's URCA associate program (not the URCA assistant program), in which case their URCA associate project will count as their senior assignment project and the PSYC 494 requirement is waived.
- PSYC 220/221 may not be transferred in to satisfy SIUE Psychology requirements unless you are a transfer student just beginning your curriculum (in which case the comparability of your previous statistics and research methods courses will be evaluated on a case-by-case basis).
- Community college transfers must complete at least 15 hours of 300 and 400 level courses at SIUE (or another accredited institution and SIUE combined).
- To be admitted to the psychology program as a major, students must have at least a 2.25 cumulative grade point average overall at SIUE or (for transfer students) at the university of origin.
- Majors earning below a 2.25 cumulative grade point average at SIUE for two consecutive semesters will be dropped from the psychology program. A grade of C or better is required for a psychology course to count toward the major. In addition, a student will be dropped from the psychology program after two unsuccessful attempts of PSYC 200, 220, 221, or 494. Unsuccessful attempts are defined as receiving the grades of W, WF, WP, WR, UW, U, D, or F in a class.
- Complete course descriptions can be found in the Undergraduate Catalog

b. Describe how students in the program are advised and/or mentored

Psychology has two full-time advisors with whom students are required to meet prior to registering for classes. Additional mentoring is provided to transfer students in the form of an orientation at the start of the semester directed by the Undergraduate Program Coordinator, as well as by other programs hosted in conjunction with the Program Coordinator, the Psychology Club, and Psi Chi.

c. Describe the Senior Assignment

All undergraduate psychology majors are required to complete PSYC 494, Capstone Seminar in Psychology, unless they have participated as Associates in the Undergraduate Research and Creative Activities program, in which case their URCA Associate project counts as the senior assignment and the PSYC 494 requirement is waived. There are regular sections held in Fall, Spring, and Summer as well as an honors section of PSYC 494 in the Fall semester.

The regular sections require students to learn about a specific area in psychology (e.g., individual differences in task skill, effects of stress on cognitive performance), develop a set of hypotheses related to the area they have studied and then test those hypotheses in a study and present the results at a "mini-conference" (i.e., poster session) held within our department. The students work on all aspects of their research projects in teams of approximately four students. The primary differences in the honors section of PSYC 494 are that honors students work on their research studies individually, write manuscript-style theses rather than posters, must propose and defend their theses in front of a three-professor committee, and, on average, design more complex studies.

All students enrolled in PSYC 494 review research literature, design hypotheses, collect data (or retrieve the data from archival data sets), analyze their data, write about their results and present their results (in either a poster session or a thesis defense). As a result, all PSYC 494 students are expected to use the technology, reading, reasoning, statistical and analytical tools they developed in their general education and psychology courses. Many of these students from both traditional and honors sections of 494 go on to present their work at the annual meeting of the Midwestern Psychology Association, with funding provided by the department to support their trip.

d. Does the program provide students with opportunity to apply their knowledge and skills? If so, describe.

In addition to our regular classroom courses which require students to apply their knowledge and skills, several of our 400-level classes allow students to apply their skills outside the classroom. PSYC 494 (Capstone Seminar in Psychology) allows students to apply their research design, statistical and communication skills as they design, conduct, analyze and present a research study. Approximately 150 undergraduates take this course each year. PSYC 491 (Research in Psychology) allows students to apply their research design, statistical, library and communication skills as they collaborate on lab- or field-based research studies directed by a professor. The headcount for this course each year is approximately 120. PSYC 493 (Field Study in Psychology) is an internship course which allows students to apply what they have learned about industrial/organizational psychology, mental health services or other topics in a work setting. PSYC 493 is a particularly important elective for students who plan to enter the workforce with their bachelor's degree. The headcount for this course each year is approximately 50, including summer. PSYC 496 (Undergraduate Teaching Assistantship in Psychology) allows students who are interested in learning more about teaching to participate in a class as a teaching assistant. This is valuable experience for students who are thinking of pursuing a career in academia. In addition to the course opportunities just mentioned, our students may also choose to apply their knowledge and skills by presenting research at conferences. Each year approximately 30 undergraduates (students who have completed PSYC 494 or PSYC 491) present their research at undergraduate or professional conferences such as the annual meeting of the Midwestern Psychological Association (a division of the American Psychological Association).

e. To what extent does the program demonstrate a rigorous course of study and learning experience for students?

Subject/Level	Number of Students	Average Grade
PSYC 111	1987	2.51
All 200 level	3725	2.88
Statistics and Methods (PSYC 220 & 221)	755	2.79
All 300 level	1342	3.22
All 400 level	2323	3.34
Overall Average	9377	2.97

Using the grade distributions provided for psychology classes from Spring 2017 to Fall 2018, we calculated the following average grade based on course level:

Overall, the pattern of the grade distribution demonstrates the rigor of the program by showing that the average grade awarded ranges from 2.51 for intro students to 3.34 for upper level students. Our statistics and methods classes are an important part of the rigor of our program and demonstrate our commitment to training our students in the scientific study of behavior. The average grade for these classes reflects the high standards to which we hold students as they progress through our program.

In the survey of psychology students (n = 65) conducted in 2018 for this review, responses to questions asking about rigor had means of 1.57 out of 4 for required classes and 1.66 for electives, with lower scores indicating stronger agreement that the classes were appropriately challenging. Further, students felt that faculty largely uphold "challenging-but-achievable" academic performance standards (m = 1.45 out of 4) and "create classroom experiences that require me to think critically" (m = 1.43 out of 4). In terms of experiences that denote classroom rigor, when asked about participating in activities such as oral presentations, exams, research papers, student journals, and group projects, students indicated that they encountered them often (53% of responses) in their classes. For a typical psychology course, 75% of the students surveyed indicated that they spend 4 to 5 or more hours per week on work outside of class.

In the survey of faculty (n = 5) and full-time instructors (n = 2) also conducted in 2018, all responded strongly agree or agree to the question pertaining to the rigor of the undergraduate program (m = 1.57 out of 4). Similarly, faculty felt strongly that the program prepares students for graduate studies (m = 1.43 out of 4) and that the quality of the core/required classes in the program was high (m = 1.14).

f. Explain how the program sets a standard of excellence

Our major is designed to be open to a wide variety of students, so we maintain a relatively low GPA requirement of 2.25. (Students whose GPAs fall below this threshold for two semesters are barred from taking further psychology classes until their overall GPA rises above 2.25.) In spite of this relatively low GPA requirement, we hold our students to a standard of excellence in a variety of ways.

As previously noted, the senior assignment completed in PSYC 494 (Capstone Seminar in Psychology) requires all of our undergraduate majors to complete an empirical research project (including a literature review, hypothesis generation, data collection and analysis and presentation of a research poster). In the honors section of this course (typically between 10 and 20 students a year), the degree of difficulty is greater because students must work on and present their research project independently. Students who have completed any kind of research project are regularly encouraged by our faculty to present their research projects at psychology conferences and many do. We are especially proud of how often students co-author conference presentations and even publications with our faculty.

Preparing students to conduct research helps us set a standard of excellence for all of our students. All students are required to complete a two-semester sequence of research design and statistics (The statistical and methodological material in these courses is covered in a blended format) and we have added a 400 level statistics class for students interested in further developing their skills. Students are required to achieve a C or better in these and all other courses required for the major and are allowed to re-take a course only once.

We also set a standard of excellence through public recognition of our students' achievements. We highlight student achievements and both their senior assignment and laboratory research with faculty at the yearly Psychology Expo. Displays of student work or awards can often be seen in our hallways, student recognitions are posted on our web site, and members of the Psychology Honors Academy and Psi Chi are given cords to wear at graduation. We also highlight student and faculty achievements on Twitter and Facebook.

g. Describe outstanding program achievements of recent and current students

- Every year since 2010, approximately 30 of our undergraduate students make peer-reviewed presentations of their research at the annual meeting of the Midwestern Psychology Association in Chicago, IL.
- Since 2010, at least 33 of our undergraduates have been accepted to Ph.D., Ed.D., M.D., or Psy.D. Programs.
- Six students have been selected as URCA research Associates since 2011, and three students have won the URCA Research Assistant of the Semester award.

h. Describe outstanding achievements of faculty

- In 2019...
 - Dr. Sarah Conoyer received the URCA Vaughn Vandegrift URCA Research Assistant Mentor Award and the New Advisor of the Year award from the Kimmel Leadership center.
 - Dr. Dan Segrist received a Teaching Recognition Award from the Office of the Provost
 - Dr. Laura Pawlow won the Phenomenal Woman award from the SIUE Office of Institutional Diversity and Inclusion
- In 2017...
 - Dr. Jeremy Jewell and SIUE Photographer Howard Ash won the Best Representation of Research Impact award in the Visualizing Research Impacts Competition
 - Dr. Andy Pomerantz won a Textbook Excellence Award from the Textbook and Academic Authors Association.
 - Dr. Elizabeth McKenney won the Phenomenal Woman award from the SIUE Office of Institutional Diversity and Inclusion
- In 2016
 - Dr. Eva Ferguson received the Adlerian Psychology Teaching Award, bestowing upon her the title of "Distinguished Scholar"
 - Dr. Joel Nadler received the Vaughn Vandegrift URCA Research Assistant Mentor Award
 - o Dr. Jeremy Jewell won the SIUE Hoppe Research Professor Award
 - Dr. J.T. Meeks was given the Friend of Student Affairs Award
- In 2015...
 - Dr. Steve Hupp received the SIUE Alumni Association's Great Teacher award
 - Dr. Jeremy Jewell was named a 2015 Mental Health Hero by WellSpring Resources.
- In 2014...
 - Dr. Eva Ferguson received the Lifetime Achievement Award from the North American Society of Adlerian Psychology
 - Dr. Elizabeth McKenney won the Extra Effort award from the Edwardsville Community Unit School District #7
 - Dr. Elizabeth McKenney won an Early Career Scholarship from Trainers of School Psychologists
- In 2013...
 - Dr. Cathy Daus received the Excellence in Teaching Award from Sigma Alpha Pi, the National Society of Leadership and Success
 - Dr. Betsy Meinz received the Vaughn Vandegrift URCA Research Assistant Mentor Award
 - Dr. J.T. Meeks was given the SIUE Kimmel Faculty Community Service award

- In 2012...
 - Dr. Jeremy Jewell received the Vaughn Vandegrift URCA Research Assistant Mentor Award
 - Dr. Andy Pomerantz was awarded the Paul Simon Outstanding Teacher-Scholar Award
 - Dr. J.T. Meeks was named the SIUE Housing Faculty Fellow of the Year
- In 2011...
 - Dr. Steve Hupp received a Teaching Recognition Award from the Office of the Provost
 - $\circ~$ Dr. J.T. Meeks was named the Sigma Xi Researcher of the Year

i. Describe any external recognition of the program as a whole

• In 2014, the SIUE department of Psychology won the American Psychological Association's Departmental award for Culture of Service in the Psychological Sciences.

D. Student Learning Outcomes

a. How do program learning goals and outcomes fit with the SIUE Objectives for the Baccalaureate Degree?

We believe that the program learning goals and outcomes are a good fit with the SIUE objectives for the Baccalaureate degree, as well as with the guidance from the American Psychological Association for learning goals for undergraduate programs. All of our goals specifically provide preparation in the academic discipline of psychology, as well as education in scientific literacy and ethics. Further, we have specific goals to mentor oral and written communication skills and critical thinking.

b. List student benchmarks or learning outcomes

GOAL 1: Knowledge Base of Psychology

Students should be familiar with the major concepts, theoretical perspectives, empirical findings, and historical trends in Psychology, as reflected in our required Psychology curriculum.

GOAL 2: Methodological and Statistical Skills

Students should understand and apply basic research methods in Psychology, including research design, data analysis, and interpretation.

GOAL 3: Critical Thinking Skills in Psychology

Students should respect and use critical and creative thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and mental processes.

GOAL 4: Application of Psychology

Students should understand and apply psychological principles to personal, social, and organizational issues.

GOAL 5: Information and Technology Skills Specific to Psychology

Students should demonstrate information competence and the ability to use computers and other technology for uses specific to Psychology.

GOAL 6: Communication Skills Specific to Psychology Students should communicate effectively in a variety of formats.

Goal 6a: Written communication

Students should communicate effectively in writing.

Goal 6b: Oral communication

Students should communicate effectively when speaking.

GOAL 7: Psychology-Related Career Planning and Development

Students should be familiar with psychology careers and graduate school opportunities and have ideas concerning what they will do with their degree after graduation.

c. In what ways do you analyze student learning

Student progress on each of our benchmarks/learning goals is assessed by more than just grades in classes. Learning gains are assessed through questionnaires such as the Senior Assignment Poster Evaluation (completed by multiple faculty raters), judgments of writing quality by faculty teaching senior assignment, and our Undergraduate Assessment Test. The Undergraduate Assessment Test is administered to all psychology majors during the last two weeks of their capstone class and is used to evaluate how well we are meeting our student benchmarks for learning. It includes items specifically designed to test for learning across the core classes we teach along with additional demographic and self-report exit information. We have been using this test for around 8 years now and are planning to update it at the beginning of the next 8-year review period. The indicators that we use for goal evaluation are provided below. GOAL 1: Knowledge Base of Psychology

Scores on Undergraduate Assessment Test items reflecting knowledge acquired in PSYC 201, 203, 204, 206, and 208 and from specific items on the senior assignment poster evaluation.

GOAL 2: Methodological and Statistical Skills

Scores on Undergraduate Assessment Test items reflecting knowledge acquired in PSYC 220 and 221 and self-ratings of understanding the research process from the same test.

GOAL 3: Critical Thinking Skills in Psychology

Scores on Undergraduate Assessment Test Critical Thinking subtest and from specific items on the senior assignment poster evaluation.

GOAL 4: Application of Psychology

Self-ratings of ability to apply knowledge from students completing a Field Study along with a specific item from the senior assignment poster evaluation.

GOAL 5: Information and Technology Skills Specific to Psychology

Self-ratings of competence on the use of SPSS and Power Point from the Undergraduate Assessment Test along with a specific item from the Senior Assignment Poster Evaluation.

GOAL 6: Communication Skills Specific to Psychology Students should communicate effectively in a variety of formats.

Goal 6a: Written communication

Scores on Undergraduate Assessment Test Writing subtest and a writing evaluation based on the required final paper in Capstone courses.

Goal 6b: Oral communication

Evaluations from Field Study supervisors of communication skills along with specific items from the senior assignment poster evaluation.

GOAL 7: Psychology-Related Career Planning and Development

Scores on Undergraduate Assessment Test items from PSYC 200 along with student self-ratings of the influence of Field Study from the Undergraduate Assessment Test.

d. Description and assessment of major changes in the program.

Since 2010 our program has remained mostly stable. Major changes include adding an accelerated statistics and methods class (PSYC 220 & 221 in a total of 16 weeks), continued refinement of our elective course offerings to reflect the research interests of our current faculty and student interest (i.e., Psychology of Sustainable Behavior; Judgment and Decision Making), and an ongoing effort to update our course offerings to include the correct designations for the University general education breadth requirements.

To meet demand for the major, we have moved towards offering larger sections of our Introduction to Psychology class (PSYC 111). We have also made an effort to offer online versions of many of our classes in the summer and winter semesters. In 2015, one class was offered online in the summer. In 2019, 19 online summer classes were offered, and all 8 winter session classes were online as well. Further, all required classes are now made available in a summer format (online and traditional) to help aid time to completion.

e. Description of Evidence of Learning Outcomes and Program Improvement

Since 2010, the data that we use to evaluate our learning outcomes has shown that the majority of our students meet or exceed our standards for all objectives. The percentage of students meeting or exceeding our goals from Summer 2010 to Spring 2018 can be seen in the table below.

Goal10-1111-1212-1313-1414-1515-1616-1717-18Average181.70%85%86.6%80.378.7%70.3%74.8%65.3%77.84%286%90%89.9%90.987.3%83.2%78.1%80%85.68%377.7%79%80.1%69.566.9%59%61.6%58%68.98%4100%98%100%10092%100%94.7%100%98.09%595.7%97%95.9%89.490%90.1%95.4%94.4%93.49%6a63%62%64.4%55.556.5%59.9%45%55.5%57.73%6b100%99%100%100100%100%98.9%94%98.99%784.3%88.50%88.2%84.384%80%72.2%83.07%	n om Su	nom Summer 2010 to Spring 2018.									
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Goal	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	Average	
3 77.7% 79% 80.1% 69.5 66.9% 59% 61.6% 58% 68.98% 4 100% 98% 100% 100 92% 100% 94.7% 100% 98.09% 5 95.7% 97% 95.9% 89.4 90% 90.1% 95.4% 94.4% 93.49% 6a 63% 62% 64.4% 55.5 56.5% 59.9% 45% 55.5% 57.73% 6b 100% 99% 100% 100 100% 98.9% 94% 98.99%	1	81.70%	85%	86.6%	80.3	78.7%	70.3%	74.8%	65.3%	77.84%	
4100%98%100%10092%100%94.7%100%98.09%595.7%97%95.9%89.490%90.1%95.4%94.4%93.49%6a63%62%64.4%55.556.5%59.9%45%55.5%57.73%6b100%99%100%100100%98.9%94%98.99%	2	86%	90%	89.9%	90.9	87.3%	83.2%	78.1%	80%	85.68%	
595.7%97%95.9%89.490%90.1%95.4%94.4%93.49%6a63%62%64.4%55.556.5%59.9%45%55.5%57.73%6b100%99%100%100100%98.9%94%98.99%	3	77.7%	79%	80.1%	69.5	66.9%	59%	61.6%	58%	68.98%	
6a63%62%64.4%55.556.5%59.9%45%55.5%57.73%6b100%99%100%100100%100%98.9%94%98.99%	4	100%	98%	100%	100	92%	100%	94.7%	100%	98.09%	
6b 100% 99% 100% 100 100% 100% 98.9% 94% 98.99%	5	95.7%	97%	95.9%	89.4	90%	90.1%	95.4%	94.4%	93.49%	
	6a	63%	62%	64.4%	55.5	56.5%	59.9%	45%	55.5%	57.73%	
7 84.3% 88.50% 88.2% 84.3 84% 80% 72.2% 83.07%	6b	100%	99%	100%	100	100%	100%	98.9%	94%	98.99%	
	7	84.3%	88.50%	88.2%	84.3	84%	80%	72.2%		83.07%	

Percent Meeting or Exceeding Department Standards for Department Learning Goals from Summer 2010 to Spring 2018.

Overall, while the majority of our students meet or exceed our learning goals, there are several trends in the data that should be addressed. First, this percentage has been declining for Goal 1 (Knowledge base in

Psychology) since '12-'13. We believe this reflects the fact that our assessment test was designed to assess the class offerings of our department around 2010. Since then, both the classes we offer and the content offered in our classes have changed over the years. In the next year, the program will evaluate the exam to see what questions pertaining to knowledge are still relevant to our curriculum and to determine what we may need to add to the test.

Second, scores on goal 6a (Written Communication) have consistently lagged behind our other indicators. The main indicator for this assessment is a set of multiple-choice questions pertaining to grammar and comprehension of typical writing in a psychology journal article rather than a direct assessment of writing skills. Our other indicator involved assessments of writing the capstone poster by faculty. While these ratings are typically very high (near 100%), they are based on a group project and thus do not assess individuals. To help address this, in Spring 2016 we asked capstone professors to provide a rating of writing quality for each student based upon the individual final paper that all students are required to produce. For the two years we have data on, the average percentage of students who meet or exceed our standards was 99%. We believe this is a better indicator of written communication, but we will work on improving our assessment when we re-evaluate our undergraduate assessment test.

E. Program Information

a. Describe enrollment data

Starting with the data proved in 2014, the following table represents # of majors across the last 6 years. Data from Spring 2019 was pulled from BB analytics.

Year	Majors
2014	468
2015	488
2016	453
2017	421
2018	412
2019 (Spring)	450

Mean enrollment from 2014 to Spring, 2019 was 448, with a standard deviation of approximately 26 students.

b. Enrollment and recruitment plans- Describe optimal enrollment, maximum enrollment goals, and current activities and future plans for achieving these marks.

Based upon the current level of resources for our Department, we believe that our optimal level of enrollment is around 425 to 450 students. In general, the

majority of our undergraduate classes have their seats filled very quickly, with students who register late being shut out of required classes. 200 level classes consistently have waitlists. At our peak in 2015, the department was strained to offer enough seats in required classes such as statistics and methodology. This sequence is a bottleneck when enrollment rises because only a subset of our faculty teach these classes (usually 4 to 5). Growth in majors is constrained both by this limitation and by the lack availability of classrooms that can seat larger enrollments. Because of these limitations, maximum enrollment would likely be around 500 majors.

Currently, we are working on plans to recruit & retain underrepresented minorities in conjunction with the advising office of the School of Education, Health, and Human Behavior. We also assisted in an initiative from the Provost's office aimed at African American men involving the creation of a new 100 level African American psychology class taught by Dr. Courtney Boddie, the director of the SIUE Counseling Center. It is hoped that this class will expose more minorities to the study of psychology and may lead them to declare as majors. We recently hired a new faculty member (Dr. Carlee Hawkins) with the intent of offering more classes that address diversity topics.

c. Describe demographic data

	Non- Resident Alien	Hispanic/ Latino	American Indian/ Alaska Native	Asian	Black / African American	White	Two or more/ Unknown	Total	SIUE
Males	0	7	1	2	17	70	5	102 (24%)	47%
Females	2	12	1	4	58	219	14	331 (76%)	53%
Total	2 (.4%)	19 (4.4%)	2 (0.4%)	6 (1.3%)	75 (17.3%)	289 (66.7%)	19 (4.4%)	433	
SIUE	1.4%	4.6%	0.2%	2.3%	13.4%	73%	4.7%		

As of Fall 2018, demographic information for Psychology majors was as follows:

Overall, the department matches University demographics with a few exceptions:

- 1. The majority of our majors represent themselves as female (no data for genders other than male and female was provided).
- 2. Our department draws a larger Black and African American representation than the university average.

In terms of national trends, according to the American Psychological Association in 2017, 11.7% of undergraduates earning a bachelor's degree in psychology were classified as Black/African American, 17.7% as Hispanic, 6.3% Asian, and 53.5% classified themselves as White. Thus, while we have a lower population of minorities than is reflected in the national data, this is primarily due to a lack of Hispanic and Asian students that reflects the population of the region. In terms of gender, 78% of graduates classified themselves as women- a number very similar to our own.

d. Describe Recent Trends in graduations/completionsi. How long do students take to complete the program?

Unfortunately, we have limited direct data on time to completion for our students. In the future, we can add a question to our assessment test to try to measure this. The survey of baccalaureate graduates (Alumni survey) does ask a question about completion. In 2014, the most recent year we have data for, 157 Psychology graduates responded. For time to degree, 63.2% of those responding reported finishing their degree in four years or less, with 21.8% indicating that it took them 5 years. Only 15% of respondents reported taking more than 5 years to earn a degree. All of these numbers exceed the average for all responding graduates (n = 2169), with only 57.6% reporting completing their degree in four years or less, and 26.2% taking 5 years.

For transfer students, 33.3% reported graduating in 2 years, 25.8% in three years, and 40.9% taking longer than four years. These numbers are comparable to the university averages of 29.9%, 36.5%, and 33.6% on average, but do reflect a slightly longer time to completion overall for transfers.

ii. Do there appear to be concerns with retention and/or completion?

Utilizing the EMSI data + data from SIUE for 2018, the psychology department has granted an average of 157.44 degrees a year since our last review (2010), with a low of 129 in 2011 and a high of 179 in 2014. As noted elsewhere in this report, this makes our program the largest producer of undergraduate psychology graduates in the region over an 8 year time period.

Overall, we do not have any current concerns with retention and completion. In Fall 2018, we produced the 3rd most degree completions (162) in the University, behind only the much larger programs of Nursing (480) and Business Administration (295). Further, our completions appear to generally be steady or slightly increasing across the last 8 to 10 years.

To be proactive, in 2017 we created a program to work on retaining our students whose GPA falls below the department limit of 2.25. Overall, the number of students who drop below 2.25 in a given year was small, on the order of 10 to 20 in a program of 400+. Of those who drop below 2.25,

the majority were transfer students in the 1st semester or two of attending SIUE. In the future, we plan to do more to target those students and help them when they first arrive in the department. We also targeted a second group of students with GPAs between 2.25 and 2.4. For the year we kept track of these students and worked with them, their average GPA increased by the end of the semester, and only a very small number had their GPA drop below 2.25. Also to aid retention we have implemented a policy where any student who fails PSYC 220 or 221 will be added to a section of that class in the next semester even if the class is full. As many of our required classes are full by the time a student finds out that they need to retake it, this helps them from losing additional time to completion.

Nationally, according to the American Psychological Association, after a long upward trend, production of bachelor's degrees in psychology peaked in 2014 at 125,087. Since 2014 the trend has been flat, with a small decline in 2017 (the most recent year data was available) of about 500 degrees from peak production. This seems to agree with both our degree production data and our enrollment at SIUE. The years of strong growth in Psychology bachelor's degree production enjoyed during the 1st decade of the 2000's has largely ended.

iii. How does SIUE's completion data over the past 8 years compare to other institutions in the region?

In 2017, the last year of data provided in the EMSI completion data, SIUE led the region in degree completion in Psychology (172), with only UMSL (140) and Washington University (131) in a similar range. Across the period of 2010 to 2017, SIUE had an average rank of 1.63 within the 16 institutions measured, making our department the largest producer of psychology undergraduate degrees in the region. Both UMSL (avg. rank = 2.5) and Washington University (avg. rank = 2), our two closest competitors, rank below us for degree completions. We also lead the region in total degrees completed (1252) for that 8 year time span, compared to UMSL (1155) and Washington University (1198).

iv. Describe trends by race/ethnicity, international students, male/female, and ability status.

Demographic data for degree completions was only made available to us for FY 2018. Based upon that data, please see the table below to compare completions across race and gender.

	White	Black/ African American	Other	Non- Resident / Unknown	Total
Males	22	4	7	0	33 (20%)
Females	93	22	12	2	129 (80%)
Total	115 (71%)	26 (16%)	19 (12%)	2 (1%)	162

Completion rates for FY 18 were similar to the demographics of enrolled majors in Fall 2018 as shown in section E.c., suggesting that completions are relatively unbiased in comparison to race and gender.

v. What does the program do to facilitate student completion while maintaining rigor?

As mentioned above, as of Spring 2017 we have implemented a retention plan for students near and below our department minimum GPA of 2.25. Both students below 2.25 and between 2.25 and 2.4 are notified at the beginning of the Fall and Spring semesters of their status and are encouraged to come talk to the Undergraduate Program Director or an advisor about what we can do to help. We then target these students across the semester with e-mailed nudges and in-person programs to try to help them succeed.

We have also made efforts to facilitate student completion by offering winter term classes and increasing the number of online classes we offer in the summer terms. Both of these efforts should increase the availability of our classes for non-traditional students as well as those who may need to retake a failed class in a timely manner. All online classes follow the SEHHB guidelines for online undergraduate courses.

F. Program Resources

a. Describe facilities/resources your program has or needs to achieve program goals, including goals related to diversity.

Our program uses classrooms across the university. Scheduling classroom space is often challenging because of the size of our classes and because many rooms across the university are being used at full capacity. To some extent, the maximum enrollment for our program is limited by classroom space as our program has grown since the last 8 year review. Further, 20% of our student survey sample reported being either dissatisfied or very dissatisfied with classrooms assigned for psychology classes.

Our department maintains nine laboratories which will be shared by 20 tenure track faculty by Fall 2019. Students and faculty use the laboratories primarily to collect and analyze data for research purposes. The sharing of laboratory space (in two cases, three faculty share one lab) limits our ability to conduct research and makes future expansion of tenure track faculty difficult. Our faculty and students often have to resort to scheduling classrooms to collect data for their projects. Additional laboratory space would be required to support future expansion of the program and to help involve more undergraduates in research.

Our department's Resource Center is an area where testing materials are stored (e.g., IQ test kits), teaching assistants grade tests and assignments, research-related books are stored for check-out and students analyze data on one of four computers. The department also manages the Attention and Behavior Clinic, a small clinic which provides treatment to families and practical experience to graduate students (but not undergraduates). The clinic also serves as the laboratory of clinic-affiliated faculty, including the Department Chair and a full-time Associate Professor.

b. If the program has enrollments under the optimal level, what is the program doing to redirect resources to other areas of the department, school/college, or university?

As our enrollments are robust, we have not engaged in this activity.

c. If the program has enrollments exceeding the optimal level, what is the program doing to accommodate this growth.

Our enrollment, at times, has increased to a point where it creates a strain on the program. We have worked to reduce that strain in several ways. To help reduce the strain caused by offering enough sections of PSYC 220 and 221 (our stats and methods sequence), we now offer the class both in a traditional, 16 week across two semester format as well as in an accelerated 8 week + 8 week in a single semester format. We have also increased max enrollments in those classes, but we are wary to increase it more due to the intensive nature of teaching stats and methods. We have also shifted some of our sections of PSYC 111 to "mega sections" with an enrollment cap of approximately 175. We are prevented by availability of large classroom space from increasing it further. Lastly, we would like to add additional faculty lines to help with offering more elective classes that would be of benefit to our students, such as cross-cultural psychology and black psychology. Our faculty is currently underrepresented by minority faculty, and the addition of a faculty line where we could potentially hire a diverse candidate would help the undergraduate program in many ways.

G. Survey Data

- a. Summarize data from student and faculty questionnaires designed and implemented by the program for review.
 - i. Student Surveys

Strengths

Sixty-five undergraduates responded to the program survey. For questions pertaining to the program and class offerings, the sample reported highly favorable opinions, with no responses below a mean of 2 on a 4 point scale with lower scores indicating a more positive response. In particular, 97% of students sampled indicated that they enjoyed the psychology classes that they take while still finding both the required (98% agreement or better) and the elective classes (100% agreement or better) challenging. Further, 97% feel satisfied or very satisfied with the quality of instruction. Likewise, questions about psychology professors in the undergraduate program (Question 7) and communication with students (Question 12) were highly favorable, with all mean ratings again below 2 on a 4 point scale.

Despite increasing class sizes over the last 8 years, most students seem relatively satisfied with class sizes (M = 1.89). Possibly as a function of these changes, they are also mostly satisfied with the availability of both required classes (M = 1.88) and electives (M = 1.82) and with the total number of classes scheduled per semester (M = 1.71).

Overall, students seem satisfied or highly satisfied with the undergraduate program as a whole. In particular, ratings of items pertaining to how the program has helped students grow are uniformly strong and reflect the focus upon the student that we have in our department.

Areas for Improvement/Concern

Overall, there are a few areas for improvement that should be considered. The first is the general level of satisfaction with undergraduate advising. While the majority of students are satisfied or better with both availability (66%) and quality (67%) of advising, a significant proportion of the sample was dissatisfied or worse. These proportions are very similar to the survey analyzed in our 2010 self-study, suggesting that these are persistent issues that are difficult to completely address in a large major like Psychology.

Second, there is some dissatisfaction among students with the classrooms assigned to psychology (20% dissatisfied or worse) and with the research space (17% dissatisfied or worse).

Third, there is some dissatisfaction with our evening (24% dissatisfied), summer (16%), and winter (25%) course offerings. It should be noted that a large percentage (> 25%) of our sample responded that these questions did not apply to them, inflating the numbers reported above. We have been increasing the number of online classes we offer in both winter and summer sessions over the last two years, and this increase should help to reduce dissatisfaction over time.

ii. Faculty Surveys

Five tenure track faculty and 2 full time instructors responded to the faculty survey. This limited sample makes it difficult to make inferences from the results given that the population of department faculty and fulltime instructors at the time of the survey (2018) was around 21. Strengths for the program seem to be in the collegial environment (M = 1.29 out of 5), that faculty work together (M = 1.0), and the quality of secretarial support (M = 1.14). The sample also seems to be largely happy with their assigned teaching schedules (M = 1.29), the scheduling process (M =1.57), and the evaluation of teaching (M = 1.57). All ratings for questions about the undergraduate program were below 2.0, reflecting satisfaction with the current state of affairs. Potential areas of concern are faculty morale (M = 2.29) and the need for more diversity in the faculty and more diversity related classes in general. Faculty also noted some concerns with the availability of meeting space (M = 2.29), the quality of the physical environment in which they work (M = 2.57), and support for professional development (M = 2.14). Overall, the survey data seems to reflect a healthy program that has the support of its faculty.

b. Summarize alumni survey data

The most recent year we have alumni survey data is for 2014, with 28 psychology majors who were 1 year out from their degree responding. Overall, their responses were highly favorable for the program. Excellent was the modal response for all questions of program quality, with good being the second most frequent response. The majority of alumni responded "very often" or "often" to all questions about the teaching practices of faculty. When asked about their present attitude towards their major, the modal response (51.9%) was "strongly positive", with 96.3% of the total sample having some kind of a positive attitude overall. Further, 72.7% of the sample reported that the degree prepared them "adequately" or better for their job, and of those employed (n = 22), only 13.6% were working in an unrelated field not by choice.

H. Program Market Demand

- a. Summarize data from EMSI program market demand report provided by ESRA
- b. Summarize job attainment indicators including total jobs attained by alumni and geographic distribution of job attainment by alumni using EMSI reports provided by ERSA

The undergraduate psychology degree is largely a liberal arts degree in terms of labor market prospects (See below for data). To be classified as a psychologist requires graduate training in a masters, specialist, or Ph.D. program. The EMSI data was compiled based on three job descriptions that all require graduate degrees and thus does not capture the direct labor market for our graduates. EMSI measured 38 graduates working in the occupations of "Clinical, Counseling, and School Psychologists", "Industrial-Organizational Psychologists", and "Psychologists, All Other". Without more information about the individual alumni, I would expect they also have a graduate degree. For this reason, there is little to be gained by exploring this dataset. Alumni surveys would be a better method to attain information about where our alumni are working and what jobs they tend to acquire, but the university no longer administers those on an annual basis.

According to research by the American Psychological Association based upon data from 2017, only 14% of psychology undergraduates obtain a higher degree in psychology, while 30% obtain a higher degree in other fields. Fifty-six percent did not obtain higher degrees at all. Of those who do not obtain a higher degree, 74% of graduates with a bachelors in psychology report being employed full time, and only 30% report having a certification or licensure in any field. In terms of employment sector, 38% report being employed in the private for-profit sector, 19% at an educational institution, 18% were self-employed, 14% were in the private not-forprofit sector, and 11% reported working government. When asked to describe their primary work activity, 32% reported management, 19% professional service, 18% sales and marketing, 14% teaching, 6% research, and 11% reported "other".

I. Strengths

Overall, the undergraduate program in the Department of Psychology excels at providing a high quality, rigorous, and research-intensive experience to a large number of students. Our faculty are highly engaged with our students both in and out of the classroom, as demonstrated by high levels of student satisfaction with the program (e.g., 97% student satisfaction with quality of instruction), by high rates of student participation in experiential coursework such research with a professor (PSYC 491) and Field Study (PSYC 493), and by the productivity of student-faculty, co-authored research at the Psychology Expo and external conferences.

J. Areas for Improvement

Our areas for improvement mirror those from our 2010 report--advising and space. Despite considerable efforts to improve access to advising and mentoring over the review period, some students (< 36%) are still unsatisfied with access to major-specific advising. These numbers should be considered in the context of the large number of majors (> 400 per semester) that we are serving with only two dedicated advisors. Given the size of our department, increasing access to advising may require the addition of a third advisor. There is also no clear solution to our space issues. The classrooms traditionally used by the program in Founders and Alumni halls are aging and our research laboratory space has not increased significantly since the last review. Additional laboratory space would improve both student access to research experiences, enhance our capstone classes, promote faculty productivity, and increase the attractiveness of the University to future hires.

Additional faculty lines may also be required both to support overall growth in students as well as to better support their diversity. New lines would allow us to better cover core classes (220, 221, & 494) and potentially provide new course offerings related to topics of diversity.

K. Appendix

In the following pages, please find 1) Faculty Survey Data, 2) Undergraduate Survey data, 3) Faculty Vitae, 4) Program Assessment Plan, 5) ESRA 8-year Regional Completions Report, 6) Various EMSI Reports

Q3 - Are you

Field	Count
Tenure-Track or Tenured	5
A Full-time Instructor	2

Field	Mean	Responses	Max	Min	Standard Deviation	Variance
Are you	1.29	7	2.00	1.00	0.45	0.20

Q4 - Please indicate the extent to

which you agree or disagree with the following statement regarding the "working

atmosphere" for faculty in the department.

Field	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The department provides a collegial environment for faculty.	5	2	-	-	-
Faculty morale is high.	2	3	-	2	-
Faculty work together to get the program "work" done.	7	-	-	-	-
Contributions in teaching are rewarded.	3	3	1	-	-
Contributions in research/scholarship are rewarded.	2	5	-	-	-
Contributions in service are rewarded.	1	5	1	-	-
I feel valued by my colleagues.	2	3	2	-	-

Field	Mean	Responses	Max	Min	Standard Deviation	Variance
The department provides a collegial environment for faculty.	1.29	7	2.00	1.00	0.45	0.20
Faculty morale is high.	2.29	7	4.00	1.00	1.16	1.35
Faculty work together to get the program "work" done.	1.00	7	1.00	1.00	0.00	0.00
Contributions in teaching are rewarded.	1.71	7	3.00	1.00	0.70	0.49
Contributions in research/scholarship are rewarded.	1.71	7	2.00	1.00	0.45	0.20
Contributions in service are rewarded.	2.00	7	3.00	1.00	0.53	0.29
I feel valued by my colleagues.	2.00	7	3.00	1.00	0.76	0.57

Q5 - Please provide feedback on the

support/resources you receive as they relate to your ability to provide a quality program. How would you rate the

quality of support or resources related to each of the following:

Field	Excellent	Good	Fair	Poor
Office space	5	1	-	1
Meeting space	1	4	1	1
Computing / Technical Resources	3	3	1	-
Travel support	2	3	-	1
Support for your scholarship	2	3	-	1
Support for your teaching	4	2	1	-
Availability of secretarial support	4	3	-	-
Quality of secretarial support	6	1	-	-
Support for professional development	2	3	1	1

Field	Mean	Responses	Max	Min	Standard Deviation	Variance
Office space	1.57	7	4.00	1.00	1.05	1.10
Meeting space	2.29	7	4.00	1.00	0.88	0.78
Computing / Technical Resources	1.71	7	3.00	1.00	0.70	0.49
Travel support	2.00	6	4.00	1.00	1.00	1.00
Support for your scholarship	2.00	6	4.00	1.00	1.00	1.00
Support for your teaching	1.57	7	3.00	1.00	0.73	0.53
Availability of secretarial support	1.43	7	2.00	1.00	0.49	0.24
Quality of secretarial support	1.14	7	2.00	1.00	0.35	0.12
Support for professional development	2.14	7	4.00	1.00	0.99	0.98

Q6 - Please indicate the quality of the following resources or sources of support:

Field	Excellent	Good	Fair	Poor
Buildings, physical environments, and facilities in which you teach.	-	4	2	1
Equipment and supplies	1	4	2	-
University computing resources	2	4	1	-
Smart classrooms	3	3	-	1
Availability of computer labs	1	2	2	1
Web access from campus computer terminals	2	2	2	-
Web access from off campus computers	2	3	1	-
Faculty development workshops for teaching	4	2	1	-
Faculty development/ learning workshops for technology	3	3	1	-

Field	Mean	Responses	Max	Min	Standard Deviation	Variance
Buildings, physical environments, and facilities in which you teach.	2.57	7	4.00	2.00	0.73	0.53
Equipment and supplies	2.14	7	3.00	1.00	0.64	0.41
University computing resources	1.86	7	3.00	1.00	0.64	0.41
Smart classrooms	1.86	7	4.00	1.00	0.99	0.98
Availability of computer labs	2.50	6	4.00	1.00	0.96	0.92
Web access from campus computer terminals	2.00	6	3.00	1.00	0.82	0.67
Web access from off campus computers	1.83	6	3.00	1.00	0.69	0.47
Faculty development workshops for teaching	1.57	7	3.00	1.00	0.73	0.53
Faculty development/ learning workshops for technology	1.71	7	3.00	1.00	0.70	0.49

Q7 - To what extent are you satisfied or dissatisfied with the following aspects of your department:

Field	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Does Not Apply
The process by which teaching loads are made	4	3	-	-	-
Your teaching loads (i.e., the amount of teaching required).	1	5	1	-	-
The process by which courses are assigned to faculty.	4	2	1	-	-
Your teaching assignments (i.e., the courses to which you are assigned).	3	4	-	-	-
The process by which teaching schedules are made.	5	2	-	-	-
Your teaching schedule (day/time assignments only).	5	2	-	-	-
The process by which service assignments are made.	3	3	1	-	-
The amount of service required.	1	5	1	-	-
The process by which the effectiveness of the program is determined.	2	5	-	-	-
The process by which the effectiveness of courses is evaluated.	3	4	-	-	-
The process by which the effectiveness of teaching is evaluated.	3	4	-	-	-
Field	Me	an Responses	Max Min	Standard Deviation	Variance

Field	Mean	Responses	Max	Min	Deviation	Variance
The process by which teaching loads are made	1.43	7	2.00	1.00	0.49	0.24
Your teaching loads (i.e., the amount of teaching required).	2.00	7	3.00	1.00	0.53	0.29

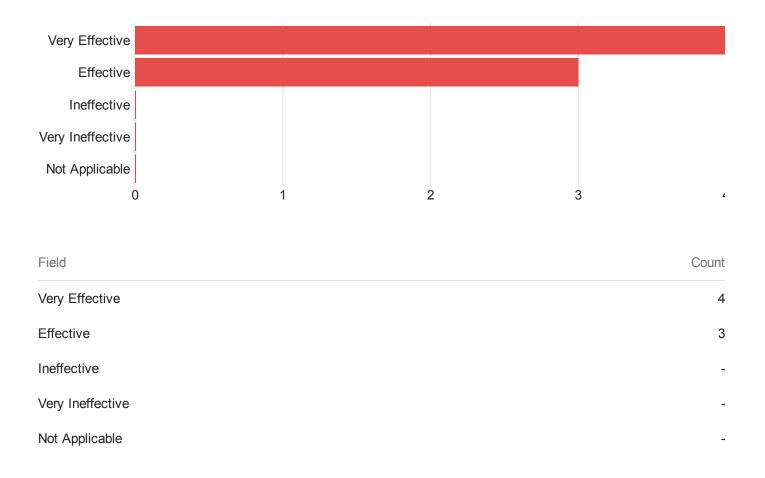
The process by which courses are assigned to faculty.	1.57	7	3.00	1.00	0.73	0.53
Your teaching assignments (i.e., the courses to which you are assigned).	1.57	7	2.00	1.00	0.49	0.24
The process by which teaching schedules are made.	1.29	7	2.00	1.00	0.45	0.20
Your teaching schedule (day/time assignments only).	1.29	7	2.00	1.00	0.45	0.20
The process by which service assignments are made.	1.71	7	3.00	1.00	0.70	0.49
The amount of service required.	2.00	7	3.00	1.00	0.53	0.29
The process by which the effectiveness of the program is determined.	1.71	7	2.00	1.00	0.45	0.20
The process by which the effectiveness of courses is evaluated.	1.57	7	2.00	1.00	0.49	0.24
The process by which the effectiveness of teaching is evaluated.	1.57	7	2.00	1.00	0.49	0.24

Q8 - Please indicate the extent to which you are satisfied or dissatisfied with the following procedures, policies, or practices.

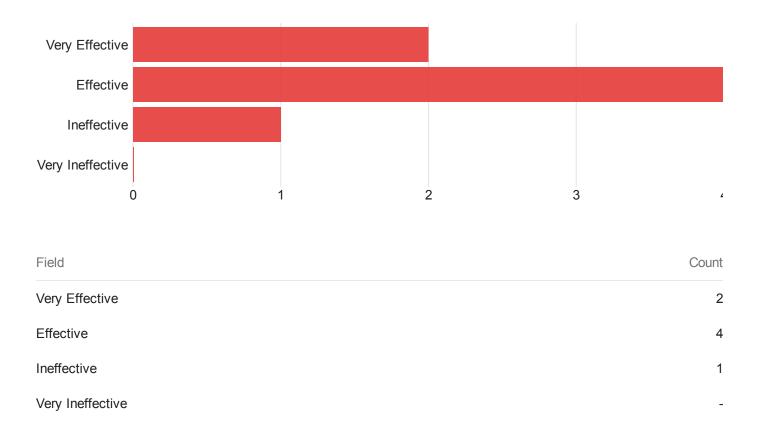
Field	Very Satisfied	Somewhat Satisfied	Neither Satisfied Nor Dissatisfied	Somewhat Dissatisfied	Very Dissatisfied
The policies and procedures with respect to determining departmental ratings of teaching	5	2	-	-	-
The policies and procedures with respect to determining departmental ratings of research	2	4	1	-	-
The policies and procedures with respect to determining departmental ratings of service	1	5	1	-	-
The policies and procedures regarding tenure	3	3	1	-	-
The policies and procedures regarding promotion	4	2	1	-	-

Field	Mean	Responses	Max	Min	Standard Deviation	Variance
The policies and procedures with respect to determining departmental ratings of teaching	1.29	7	2.00	1.00	0.45	0.20
The policies and procedures with respect to determining departmental ratings of research	1.86	7	3.00	1.00	0.64	0.41
The policies and procedures with respect to determining departmental ratings of service	2.00	7	3.00	1.00	0.53	0.29
The policies and procedures regarding tenure	1.71	7	3.00	1.00	0.70	0.49
The policies and procedures regarding promotion	1.57	7	3.00	1.00	0.73	0.53

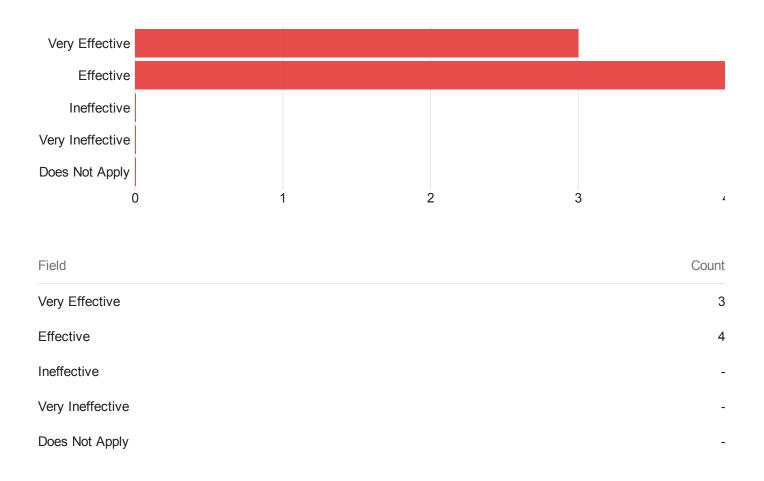
Q30 - How effective are the policies and procedures with respect to faculty recruitment?



Q31 - How effective are the policies and procedures with respect to faculty collegiality?



Q32 - How effective or ineffective are the policies or procedures with respect to end-of-the-semester student evaluations of teaching?



Q9 - How important are the following in the department's assessment of the quality of YOUR teaching?

Field	Very Important	Somewhat Important	Somewhat Unimportant	Not at all Important
End of the semester student evaluations of teaching	5	2	-	-
Faculty/ Colleague classroom visits and observations	1	4	1	-
External Evaluations	-	3	-	2
Faculty Teaching Portfolios	-	2	-	1
Other	1	1	-	-

Field	Mean	Responses	Max	Min	Standard Deviation	Variance
End of the semester student evaluations of teaching	1.29	7	2.00	1.00	0.45	0.20
Faculty/ Colleague classroom visits and observations	2.00	6	3.00	1.00	0.58	0.33
External Evaluations	2.80	5	4.00	2.00	0.98	0.96
Faculty Teaching Portfolios	2.67	3	4.00	2.00	0.94	0.89
Other	1.50	2	2.00	1.00	0.50	0.25

Q12 - In which of the following ways

does the department inform YOU of its program goals, objectives, expectations,

and standards for faculty and student performance?

Field	Yes	No	Does Not Apply
Handbook (web or paper based)	6	-	1
Handouts or Fact / Policy Sheets	5	2	-
Faculty meetings	7	-	-
Informal discussions with colleagues	7	-	-
Informal discussions with chairperson or director	7	-	-
Email / list-serv discussions	7	-	-
Mentoring Meetings	7	-	-
Other	2	-	4

Field	Mean	Responses	Max	Min	Standard Deviation	Variance
Handbook (web or paper based)	1.29	7	3.00	1.00	0.70	0.49
Handouts or Fact / Policy Sheets	1.29	7	2.00	1.00	0.45	0.20
Faculty meetings	1.00	7	1.00	1.00	0.00	0.00
Informal discussions with colleagues	1.00	7	1.00	1.00	0.00	0.00
Informal discussions with chairperson or director	1.00	7	1.00	1.00	0.00	0.00
Email / list-serv discussions	1.00	7	1.00	1.00	0.00	0.00
Mentoring Meetings	1.00	7	1.00	1.00	0.00	0.00
Other	2.33	6	3.00	1.00	0.94	0.89

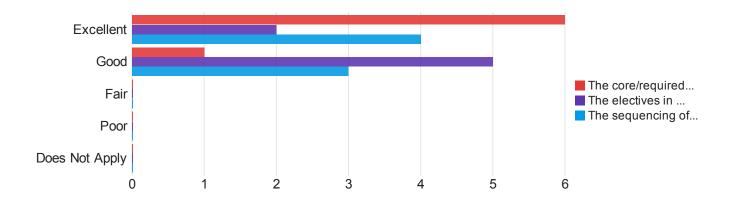
Q15 - To what extent do you agree or disagree with the following statements:

In general, our undergraduate program ...

Field	Strongly Agree	Agree	Disagree	Strongly Disagree
Is timely / up to date	-	7	-	_
Is rigorous	3	4	-	-
Utilizes professional standards	2	4	-	-
Accurately reflects student learning via student grades	2	5	-	-
Prepares students so they come to your courses with adequate background knowledge	2	5	-	-
Prepares students for graduate studies in this field	4	3	-	-
Provides adequate opportunities for mentoring of students regarding career opportunities	5	2	-	-
Provides adequate opportunities for mentoring of students regarding educational opportunities	4	3	-	-

Field	Mean	Responses	Max	Min	Standard Deviation	Variance
Is timely / up to date	2.00	7	2.00	2.00	0.00	0.00
Is rigorous	1.57	7	2.00	1.00	0.49	0.24
Utilizes professional standards	1.67	6	2.00	1.00	0.47	0.22
Accurately reflects student learning via student grades	1.71	7	2.00	1.00	0.45	0.20
Prepares students so they come to your courses with adequate background knowledge	1.71	7	2.00	1.00	0.45	0.20
Prepares students for graduate studies in this field	1.43	7	2.00	1.00	0.49	0.24

Provides adequate opportunities for mentoring of students regarding career opportunities	1.29	7	2.00	1.00	0.45	0.20
Provides adequate opportunities for mentoring of students regarding educational opportunities	1.43	7	2.00	1.00	0.49	0.24



Q33 - How would you rate the quality of the following:

Field	Excellent	Good	Fair	Poor	Does Not Apply
The core/required courses in the program	6	1	-	-	-
The electives in the program	2	5	-	-	-
The sequencing of courses	4	3	-	-	-

Q16 - To what degree are you knowledgeable of the senior assignment in your department?

Field						Count
Very knowledgeable						7
Somewhat knowledgeable						-
Not very knowledgeable						-
Not at all knowledgeable						-
Field	Mean	Responses	Max	Min	Standard Deviation	Variance
To what degree are you knowledgeable of the senior	1.00	7	1.00	1.00	0.00	0.00

assignment in your department?

Q17 - How active have you been in terms of the evaluation and assessment of senior assignments in your department?

Field						Count
Very Active						5
Active						1
Somewhat Active						-
Not Active						1
Field	Mean	Responses	Max	Min	Standard Deviation	Variance
How active have you been in terms of the evaluation and assessment of senior assignments in your department?	1.57	7	4.00	1.00	1.05	1.10

Q18 - How active have you been in designing/revising senior assignment in your department?

Field						Count
Very Active						4
Active						2
Somewhat Active						1
Not Active						-
Field	Mean	Responses	Max	Min	Standard Deviation	Variance
How active have you been in designing/revising senior assignment in your department?	1.57	7	3.00	1.00	0.73	0.53

Q19 - How active have you been in the program's discussions of senior assignment results?

Field						Count
Very Active						3
Active						3
Somewhat Active						1
Not Active						-
Field	Mean	Responses	Max	Min	Standard Deviation	Variance
How active have you been in the program's discussions of senior assignment results?	1.71	7	3.00	1.00	0.70	0.49

Q20 - How active have you been in discussions of programmatic changes related to senior assignment results in your department?

Field						Count
Very Active						1
Active						3
Somewhat Active						3
Not Active						-
Field	Mean	Responses	Max	Min	Standard Deviation	Variance
How active have you been in discussions of programmatic changes related to senior assignment results in your department?	2.29	7	3.00	1.00	0.70	0.49

Q21 - How satisfied or dissatisfied are you with the current senior assignment?

Field						Count
Very Satisfied						4
Somewhat Satisfied						3
Somewhat Dissatisfied						-
Very Dissatisfied						-
Field	Mean	Responses	Max	Min	Standard Deviation	Variance
How satisfied or dissatisfied are you with the current senior assignment?	2.29	7	4.00	1.00	1.48	2.20

Q26 - Please take this opportunity to explain or elaborate on any of your answers on this survey.

Please take this opportunity to explain or elaborate on any of your answers on this survey.

I think our programs (both undergraduate and graduate) are doing well. I think, like most other departments, we are working hard to strive with somewhat limited resources. That being said, I think most areas of improvement would be supported with more faculty and resources. Even so, I believe the faculty are very collegial and cooperative in terms of improving our programs.

Faculty morale has been impacted by factors largely outside the control of the department. While I do believe the department and ongoing issues in the department have contributed slightly\somewhat to the decline in morale, I do not consider it to be the primary contributor.

Q27 - Have we overlooked something? Is there something else the university should know in order to assist in the delivery of this program?

Have we overlooked something? Is there something else the university should know in order to assist in the delivery of this program?

I believe that we could use more diversity in terms of faculty. I think this would help with our retention rates. I also believe the department could use more communication with advisors.

As a psychology department, we need to be offering more diversity-related courses. But we have no faculty member who specializes in multicultural psychology; we lost the faculty member who specialized in this area. It is vital that we replace that faculty member and increase our offerings in that area. Our gender and multicultural courses are currently being taught by call staff, which is unacceptable.

Remember that while almost all faculty in our department contribute to the undergraduate program, many contribute primary to graduate teaching. Only a handful of faculty, at this point, teach primary undergraduate classes. The undergraduate program would benefit from an increase in faculty who's primary responsibility is undergraduate education.

Initial Report

UG Psychology Student Survey August 15, 2019 2:00 PM MDT

Q1 - Are you a:

#	Field	Choice Count				
1	Psychology Major	82				
2	Psychology Minor	0				
3	Neither if neither, you do NOT need to complete the rest of the questionnaire.	0				
		82				
	Showing rows 1 - 4 of 4					

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you a:	1.00	1.00	1.00	0.00	0.00	82

Q2 - Please indicate the extent to which you agree or disagree with the following

statement regarding the program and program courses.

#	Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
1	I can enroll in the courses I need.	47	29	3	0	79
2	I achieve the objectives (stated on the syllabi) for my required courses in Psychology.	50	29	0	0	79
3	I achieve the objectives (stated on syllabi) for my elective courses in Psychology.	47	29	1	0	77
4	The required courses in Psychology have been appropriately challenging.	40	37	1	0	78
5	The elective courses in Psychology have been appropriately challenging.	37	40	0	0	77
6	I enjoy the Psychology classes I take.	53	23	3	0	79

Showing rows 1 - 6 of 6

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I can enroll in the courses I need.	1.00	3.00	1.44	0.57	0.32	79
2	I achieve the objectives (stated on the syllabi) for my required courses in Psychology.	1.00	2.00	1.37	0.48	0.23	79
3	I achieve the objectives (stated on syllabi) for my elective courses in Psychology.	1.00	3.00	1.40	0.52	0.27	77
4	The required courses in Psychology have been appropriately challenging.	1.00	3.00	1.50	0.53	0.28	78
5	The elective courses in Psychology have been appropriately challenging.	1.00	2.00	1.52	0.50	0.25	77
6	I enjoy the Psychology classes I take.	1.00	3.00	1.37	0.56	0.31	79

Q3 - Please indicate how satisfied or dissatisfied you are with each of the following:

#	Field	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Total
1	Class sizes	17	49	4	2	72
2	The individualized attention you receive from professors in the program	31	31	11	2	75
3	The times at which courses are offered	19	41	11	3	74
4	The availability of required courses	24	37	13	1	75
5	The availability of electives	28	39	6	1	74
6	The total number of courses scheduled per semester	27	44	4	0	75
7	Daytime course offerings	33	33	8	0	74
8	Evening course offerings	13	27	13	0	53
9	Summer course offerings	23	27	8	1	59
10	Winter course offerings	14	24	11	2	51
11	Opportunities to work with faculty on research	27	29	9	1	66

Showing rows 1 - 11 of 11

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Class sizes	1.00	4.00	1.88	0.62	0.39	72
2	The individualized attention you receive from professors in the program	1.00	4.00	1.79	0.79	0.62	75
3	The times at which courses are offered	1.00	4.00	1.97	0.75	0.57	74
4	The availability of required courses	1.00	4.00	1.88	0.73	0.53	75
5	The availability of electives	1.00	4.00	1.73	0.66	0.44	74
6	The total number of courses scheduled per semester	1.00	3.00	1.69	0.57	0.32	75
7	Daytime course offerings	1.00	3.00	1.66	0.66	0.44	74
8	Evening course offerings	1.00	3.00	2.00	0.70	0.49	53
9	Summer course offerings	1.00	4.00	1.78	0.74	0.54	59
10	Winter course offerings	1.00	4.00	2.02	0.80	0.65	51

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
11	Opportunities to work with faculty on research	1.00	4.00	1.76	0.74	0.55	66

Q4 - Thinking about the courses in Psychology you have taken, how frequently did

professors use the following techniques :

#	Field	Often	Occasionally	Never	Total
1	Lecture from the professor	73	1	0	74
2	Class discussion	41	29	4	74
3	In-class activities	22	46	5	73
4	Group work	23	48	2	73

Showing rows 1 - 4 of 4

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Lecture from the professor	1.00	2.00	1.01	0.12	0.01	74
2	Class discussion	1.00	3.00	1.50	0.60	0.36	74
3	In-class activities	1.00	3.00	1.77	0.56	0.32	73
4	Group work	1.00	3.00	1.71	0.51	0.26	73

Q5 - How satisfied are you with the kinds of approaches or techniques used by your

professors in the Psychology courses you've taken?

#	Field						Choice Count
1	Very satisfied						35
2	Satisfied						37
3	Unsatisfied						2
4	Very unsatisfied						0
							74
	Showing	rows 1 - 5 of 5					
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied are you with the kinds of approaches or techniques used by your professors in the Psychology courses you've taken?	1.00	3.00	1.55	0.55	0.30	74

Q6 - Now, we would like to know more about your perceptions of teaching within the

program. In general, how satisfied or dissatisfied are you with the following:

#	Field	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Total				
1	Quality of instruction	44	26	2	0	72				
2	The feedback you receive from Psychology professors about your academic progress	26	37	10	0	73				
3	The concern professors show for your learning	33	28	11	0	72				
4	The availability of professors during office hours	37	29	4	0	70				
5	The availability of professors outside of their office hours	33	29	4	0	66				
Showing rows 1 - 5 of 5										

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Quality of instruction	1.00	3.00	1.42	0.55	0.30	72
2	The feedback you receive from Psychology professors about your academic progress	1.00	3.00	1.78	0.67	0.45	73
3	The concern professors show for your learning	1.00	3.00	1.69	0.72	0.52	72
4	The availability of professors during office hours	1.00	3.00	1.53	0.60	0.36	70
5	The availability of professors outside of their office hours	1.00	3.00	1.56	0.61	0.37	66

Q7 - Please indicate the extent to which you agree or disagree with the following

statements. The Psychology professors I have taken classes from:

#	Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
1	Motivate me to learn	34	32	5	0	71
2	Help me to succeed in the program	37	30	4	0	71
3	Are good role models for the profession	45	22	3	0	70
4	Accept/encourage differences of opinion	39	30	2	0	71
5	Provide helpful feedback on work submitted	27	37	7	0	71
6	Uphold "challenging-but-achievable" academic performance standards	41	29	1	0	71
7	Effectively use technology to enhance my learning	33	28	8	0	69
8	Create a classroom environment that reflects mutual respect	46	23	2	0	71
9	Create a classroom environment where I feel comfortable asking questions	42	22	7	0	71
10	Create a classroom environment where I feel safe expressing my views	41	27	2	0	70
11	Create a classroom environment where respectful behavior (or civility) is expected	48	22	1	0	71
12	Create classroom experiences that require me to think critically	43	25	3	0	71
13	Create a classroom environment where students and professors work together to address issues posed	35	28	8	0	71
14	Create a classroom that acknowledges and promotes diversity of ideas	42	26	3	0	71

Showing rows 1 - 14 of 14

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Motivate me to learn	1.00	3.00	1.59	0.62	0.38	71
2	Help me to succeed in the program	1.00	3.00	1.54	0.60	0.36	71
3	Are good role models for the profession	1.00	3.00	1.40	0.57	0.33	70
4	Accept/encourage differences of opinion	1.00	3.00	1.48	0.55	0.31	71
5	Provide helpful feedback on work submitted	1.00	3.00	1.72	0.63	0.40	71

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
6	Uphold "challenging-but-achievable" academic performance standards	1.00	3.00	1.44	0.52	0.27	71
7	Effectively use technology to enhance my learning	1.00	3.00	1.64	0.68	0.46	69
8	Create a classroom environment that reflects mutual respect	1.00	3.00	1.38	0.54	0.29	71
9	Create a classroom environment where I feel comfortable asking questions	1.00	3.00	1.51	0.67	0.45	71
10	Create a classroom environment where I feel safe expressing my views	1.00	3.00	1.44	0.55	0.30	70
11	Create a classroom environment where respectful behavior (or civility) is expected	1.00	3.00	1.34	0.50	0.25	71
12	Create classroom experiences that require me to think critically	1.00	3.00	1.44	0.57	0.33	71
13	Create a classroom environment where students and professors work together to address issues posed	1.00	3.00	1.62	0.68	0.46	71
14	Create a classroom that acknowledges and promotes diversity of ideas	1.00	3.00	1.45	0.58	0.33	71

Q8 - How satisfied are you with the availability of the undergraduate advisors for

Psychology?

#	Field						Choice Count
1	Very satisfied						14
2	Satisfied						31
3	Unsatisfied						15
4	Very unsatisfied						10
							70
	Showing	rows 1 - 5 of 5					
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied are you with the availability of the undergraduate advisors for Psychology?	1.00	4.00	2.30	0.95	0.90	70

Q9 - How satisfied are you with the quality of the academic advising you receive from the

undergraduate advisors for Psychology?

#	Field						Choice Count
1	Very satisfied						17
2	Satisfied						28
3	Unsatisfied						17
4	Very unsatisfied						8
							70
	Showing	rows 1 - 5 of 5					
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied are you with the quality of the academic advising you receive from the undergraduate advisors for Psychology?	1.00	4.00	2.23	0.94	0.89	70

Q12 - How satisfied or dissatisfied are you with the following:

#	Field	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Total
1	Communication regarding student organizations in the department	27	32	11	1	71
2	Communication regarding field study/ undergraduate internship opportunities	33	25	11	2	71
3	Communication regarding the availability of opportunities to work with faculty on research	28	29	12	2	71
4	Communication of the department's general policies that affect students	29	33	6	1	69
5	Communication of the university's plagiarism policy	46	22	2	0	70
6	Communication of the policies regarding withdrawals	34	30	5	0	69
7	Communication of the policies regarding incompletes	32	32	6	0	70

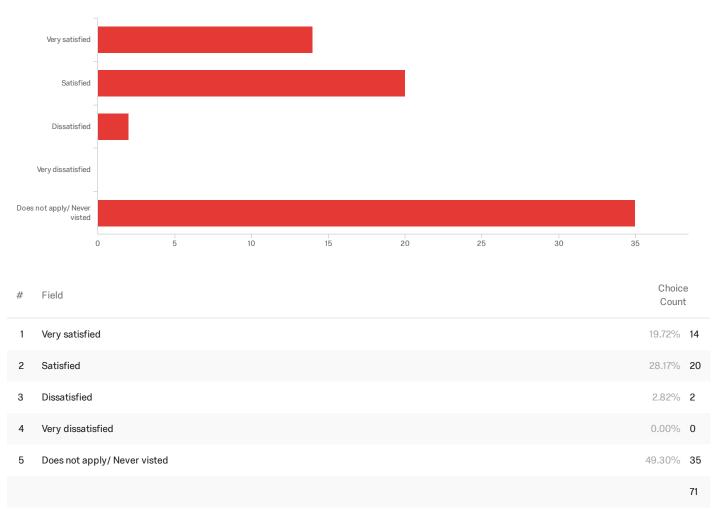
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#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Communication regarding student organizations in the department	1.00	4.00	1.80	0.74	0.55	71
2	Communication regarding field study/ undergraduate internship opportunities	1.00	4.00	1.75	0.82	0.67	71
3	Communication regarding the availability of opportunities to work with faculty on research	1.00	4.00	1.83	0.80	0.65	71
4	Communication of the department's general policies that affect students	1.00	4.00	1.70	0.69	0.47	69
5	Communication of the university's plagiarism policy	1.00	3.00	1.37	0.54	0.29	70
6	Communication of the policies regarding withdrawals	1.00	3.00	1.58	0.62	0.39	69
7	Communication of the policies regarding incompletes	1.00	3.00	1.63	0.64	0.40	70

Q13 - How satisfied are you with the department website?

2	Satisfied						34
3	Dissatisfied						4
4	Very dissatisfied						0
5	Does not apply/Never visited the website						14
		Showing rows 1	6 of 6				71
		Showing rows i	- 0 01 0				
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied are you with the department website?	1.00	5.00	2.38	1.40	1.95	71

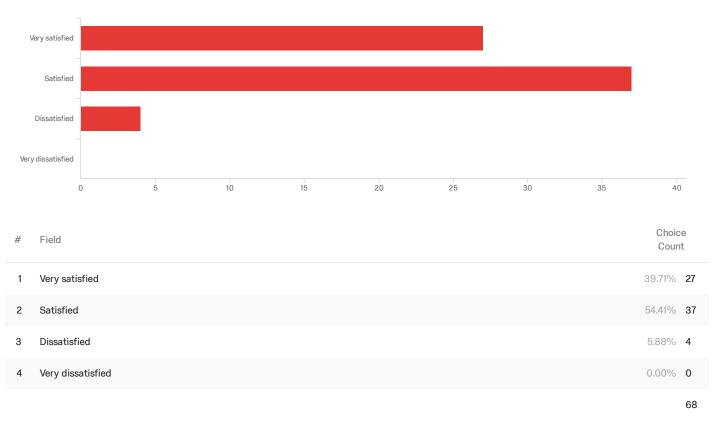
Q36 - How satisfied are you with the department's communication on social media



(Facebook/twitter)?

Showing rows 1 - 6 of 6

Q37 - How satisfied are you with the department's listserv communication (i.e., email



listserv)?

Showing rows 1 - 5 of 5

Q14 - How satisfied or dissatisfied are you with the following facilities and services:

#	Field	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Total
1	The Psychology classrooms	23	34	11	3	71
2	Laboratory (research) space	17	27	9	0	53
3	Lovejoy Library's resources that are relevant to Psychology	21	32	4	0	57
4	Availability of computing resources relevant to Psychology students	27	33	6	0	66

Showing rows 1 - 4 of 4

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The Psychology classrooms	1.00	4.00	1.92	0.80	0.64	71
2	Laboratory (research) space	1.00	3.00	1.85	0.68	0.47	53
3	Lovejoy Library's resources that are relevant to Psychology	1.00	3.00	1.70	0.59	0.35	57
4	Availability of computing resources relevant to Psychology students	1.00	3.00	1.68	0.63	0.40	66

Q15 - In an ordinary week, how much time do you spend (Please round to the number

that best represents your investment of time):

#	Field	0 to1 Hour	2 to 3 Hours	4 to 5 Hours	6 to 7 Hours	More than 7 Hours	Total
1	For all work in a typical course in Psychology.	3	14	35	12	5	69
2	For a typical Psychology assignment	10	43	14	2	0	69
3	For a typical exam in Psychology	12	21	19	11	6	69
4	For a typical final paper or project in Psychology	1	6	23	22	17	69
		Showi	ing rows 1 - 4 of	f 4			
#	Field	Mini	mum Max	timum Mea	n Std Deviatio	n Variance	Count
1	For all work in a typical course in Psychology	<i>y.</i> 1.0	00 5.	.00 3.03	3 0.92	0.84	69
2	For a typical Psychology assignment	1.0	00 4.	.00 2.12	0.67	0.45	69
3	For a typical exam in Psychology	1.0	00 5.	.00 2.68	3 1.19	1.41	69
4	For a typical final paper or project in Psycholo	igy 1.0	00 5.	.00 3.70) 0.98	0.97	69

Q16 - In an ordinary week, how much time do you spend:

#	Field	0-5 Hours 6	to 10 Hours 11 to	15 Hours 16	to 20 Hours More	than 20 Hours	Total
1	Employed at an off-campus job	25	6	4	8	26	69
2	Employed at an on-campus job	54	4	4	6	0	68
3	In organized student activites	49	9	5	3	2	68
			Showing rows 1 - 3	3 of 3			
#	Field	Minimu	m Maximum	Mean	Std Deviation	Variance	Count
1	Employed at an off-campus job	o 1.00	5.00	3.06	1.78	3.16	69
2	Employed at an on-campus job	o 1.00	4.00	1.44	0.95	0.89	68
3	In organized student activites	1.00	5.00	1.53	1.01	1.01	68

Q17 - Which of the following activities have you completed in your courses?

#	Field		Often	Occasiona	lly 1	Never	Total
1	Oral Presentations (whether of a paper or poster)		16		47	6	69
2	Exams		65		4	0	69
3	Research papers		48		19	2	69
4	Student journals or self-reflective papers		28		21	19	68
5	Group projects		28	3	38	3	69
	Showing rows 1 - 5 of 5						
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
#	Field Oral Presentations (whether of a paper or poster)	Minimum 1.00	Maximum 3.00	Mean 1.86	Std Deviation	Variance 0.30	Count 69
1	Oral Presentations (whether of a paper or poster)	1.00	3.00	1.86	0.55	0.30	69
1 2	Oral Presentations (whether of a paper or poster) Exams	1.00	3.00	1.86	0.55	0.30	69 69

Q18 - Have you participated in the following activities?

#	Field	Yes	No	Total
1	Assisting faculty with research	25	44	69
2	Presentation or poster at a conference	13	56	69
3	Senior assignment	22	47	69
4	Field Study (undergraduate internship)	20	49	69
5	Psi Chi or Psychology Club	38	31	69
		Showing rows 1 - 5 of 5		

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Assisting faculty with research	1.00	2.00	1.64	0.48	0.23	69
2	Presentation or poster at a conference	1.00	2.00	1.81	0.39	0.15	69
3	Senior assignment	1.00	2.00	1.68	0.47	0.22	69
4	Field Study (undergraduate internship)	1.00	2.00	1.71	0.45	0.21	69
5	Psi Chi or Psychology Club	1.00	2.00	1.45	0.50	0.25	69

Q19 - To what extent has the Psychology program directly helped you grow your

abilities/knowledge in the following areas:

#	Field	Very Much	Moderatley	Slightly	Not at All	Not Sure	Total
1	Basic knowledge of the discipline	47	21	0	0	0	68
2	Critical thinking in Psychology	52	15	1	0	0	68
3	Creative problem-solving	40	24	3	1	0	68
4	Writing in the discipline	48	13	6	1	0	68
5	Speaking knowledgeably about topics in the discipline	46	18	3	1	0	68
6	Explaining Psychology to someone outside of the field	50	13	3	0	2	68
7	Understanding of basic ethical concerns in the discipline	50	14	4	0	0	68
8	Respecting diversity of ideas	48	17	2	0	1	68
9	Preparing you for future graduate work in Psychology	40	23	2	1	1	67
10	Preparing you for a future career in Psychology	38	25	2	2	1	68
11	Building on knowledge of liberal arts and sciences from your general education courses	35	25	7	0	1	68
12	Reading literature (e.g., articles, books, etc.) in the discipline	37	23	5	2	1	68
13	Using statistics and statistical reasoning	34	20	10	2	1	67
14	Being a better student outside of class (studying, making connections between courses and the real world)	46	15	6	1	0	68
15	Encouraging me to think like a professional in Psychology	49	14	4	1	0	68

Showing rows 1 - 15 of 15

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Basic knowledge of the discipline	1.00	2.00	1.31	0.46	0.21	68
2	Critical thinking in Psychology	1.00	3.00	1.25	0.47	0.22	68
3	Creative problem-solving	1.00	4.00	1.49	0.65	0.43	68

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
4	Writing in the discipline	1.00	4.00	1.41	0.71	0.51	68
5	Speaking knowledgeably about topics in the discipline	1.00	4.00	1.40	0.64	0.42	68
6	Explaining Psychology to someone outside of the field	1.00	5.00	1.40	0.82	0.68	68
7	Understanding of basic ethical concerns in the discipline	1.00	3.00	1.32	0.58	0.34	68
8	Respecting diversity of ideas	1.00	5.00	1.37	0.68	0.47	68
9	Preparing you for future graduate work in Psychology	1.00	5.00	1.51	0.76	0.58	67
10	Preparing you for a future career in Psychology	1.00	5.00	1.57	0.81	0.66	68
11	Building on knowledge of liberal arts and sciences from your general education courses	1.00	5.00	1.63	0.78	0.61	68
12	Reading literature (e.g., articles, books, etc.) in the discipline	1.00	5.00	1.63	0.86	0.73	68
13	Using statistics and statistical reasoning	1.00	5.00	1.75	0.92	0.85	67
14	Being a better student outside of class (studying, making connections between courses and the real world)	1.00	4.00	1.44	0.72	0.51	68
15	Encouraging me to think like a professional in Psychology	1.00	4.00	1.37	0.66	0.44	68

Q36 - Please take this opportunity to explain or elaborate on any of your answers on this

survey.

Please take this opportunity to explain or elaborate on any of your answers...

Not all computers have SPSS Professors don't take time to learn their students

I still find it difficult to convey my knowledge to others outside the field, BECAUSE my education here is decently low level for undergraduate studies. I wish I felt like someone who knows more about psychology than anyone else who enjoys the topic and reads often or other professions like sociology who know more real world stuff than psychology majors who graduate barely understanding a correlation statistic.

The professors in the Psychology program, in my opinion, do an outstanding job of making sure their students learn and understand the material to the best of their ability.

Na

When my psych advisor Shawn Brody left in the middle of the semester, we were not informed of what to do in his absence. It was incredibly unprofessional and dentrimental to my schedule. When contacted, he simply stated that he no longer worked here instead of suggesting an alternative.

I really dislike group projects, it seems like everyone wants to wait until the last minute to start projects. This does not reflect on the professors, but more so the students. If possible, I think group projects should be eliminated or at least minimized.

I have really been blown away by the how organized, welcoming, engaging, and individually focused the Psychology department is. There are many truly wonderful professors in the department who I have no doubt genuinely care about their student's success both in the program and after graduation. I'm a nontraditional student, so perhaps I notice it more than some, but it just seems like many of these wonderful people are stretched to their limits trying to juggle teaching, research and mentorship responsibilities alongside a healthy personal life. I want to be a professor someday and it has been really eye opening just how daunting of a career this seems to be as far as being demanding of time and stress (with regard to trying to publish research). So I guess my question is how do you balance the broader needs of the university with the needs of the individuals who (in my experience) are the heart and soul of the university itself? These professors are the reason I love SIUE - really they are SIUE. Are you doing everything you can to support them individually - specifically with regard to promoting and structuring for a healthy home/work balance? Psychology is a publishing heavy field which I know has to put a lot of demand on professors who seem to dedicate almost all of their time to teaching and mentoring (especially those I have gotten to know over the last few semesters). Doing whatever it takes to support the amazing people who make up this department would seem to be integral to any strategy towards maintaining the health (in both a literal and figurative sense of the word) of unquestionably the best department on campus.

The labs and field studies have helped way more with preparing me for being a psychology professional than classroom work.

Elaine Farrar has been my adviser. She has been less than supportive when I talk to her about my goals and has been rude or condescending during our meetings when I register for classes.

I feel that the program could benefit from a refresh.

I think there should be more opportunity for experience. My minor is public health and I have been involved in much more public health related opportunists than I have psychology- service projects do not count as experience in psychology. It is hard to gain experience with this major. The research assistants only apply to certain kinds of people- which I would say is a low population at SIUE. I think this department is very exclusive. SIUE prides themselves to be an inclusive campus, however I do not feel that from my department.

N/A

I'm glad Sean is gone because he was an awful advisor and didn't help me at all. I had to rely on my athletic advisor because he told me to take classes offered at same time. Other than that, I love being a psychology major

Please take this opportunity to explain or elaborate on any of your answers...

I love our Psychology department!!!

I put that I do 0 hours of work in an average week for typical psychology classes and work for them because I am not currently enrolled in a typical psychology class. I am currently completing a field study, capstone, I am a research assistant, and a teaching assistant. I have no psychology lectures this semester. It is not that I do not feel the need to study for psychology classes here or that I just don't, but none of my courses have exams, quizzes, homework, etc.

I have loved most of the teachers that I had in psychology classes. However, I felt like some were more student-friendly and understanding. I think those were the most effective teachers. They gave more respect and truly tried to help students even if it meant a little more work for themselves.

While I understand that psychology is a very popular major, I feel as if the class sizes are consistently too large to me to feel as if I can actually make a connection with my psych professors. I applied for a psychology internship for this upcoming summer and I had to go outside of the department for a letter of recommendation since none of my psych professors could say much about me beyond my grade. I do not blame them for not being able to remember every student they have, but the larger class sizes definitely contributes to this issue.

Overall I learned how to think more critically and diversify my ideas. I've learned how to analyze and process differing view points. Also learned study techniques and learning methods from my cognitive psychology class which carries over to academia as a whole and isn't restricted to psychology.

End of Report

LYNN K. BARTELS

Department of Psychology Box 1121 Southern Illinois University Edwardsville Edwardsville, IL 62026-1121 (618) 650-2569 or lbartel@siue.edu

EDUCATION

- 1991 Ph.D. in Industrial/Organizational Psychology University of Akron, Akron, OH Dissertation: Assessment Center Prediction for Different Levels of Management
- 1990 M.A. in Industrial/Organizational Psychology University of Akron, Akron, OH Thesis: The Effects of Dispositional Self-Focused Attention on Level of Action Identification, Intrinsic Motivation, Attributions of Causality, and Satisfaction

1986 B.A. in Psychology (Phi Beta Kappa) Ripon College, Ripon, WI

TEACHING

2015 – Present	Professor of Psychology, Southern Illinois University Edwardsville.
2012 – Present	University Director of Faculty Development
1997 – 2015	Associate Professor of Psychology, Southern Illinois University Edwardsville
1991 – 1997	Assistant Professor of Psychology, Southern Illinois University Edwardsville

<u>Undergraduate courses taught</u>: Foundations of Psychology, Introduction to Statistics, Introduction to Industrial/Organizational Psychology, Organizational Psychology, Psychological Tests and Measurements, Personnel Psychology, Field Study in Psychology, Honors Sustained Dialog

<u>Graduate courses taught</u>: Seminar in Organizational Psychology, Seminar in Personnel Psychology, Seminar in Employee Development, Seminar in Employee Selection, Practicum in I/O Psychology

Teaching Award: 1995 Dr. Robert McLaughlin Psi Chi Outstanding Faculty Award

1987 - 1991 Instructor, University of Akron

<u>Undergraduate courses taught</u>: Introduction to Psychology, Human Relations, Human Behavior at Work

RESEARCH

<u>PUBLICATIONS</u> (italics indicate students)

- Segrist, D., Bartels, L. K. & Nordstrom, C.R. (2018). "But everyone else is doing it:" A social norms perspective on classroom incivility, *College Teaching*, 66(4), 41-56. doi: <u>10.1080/87567555.2-0.18.1482858</u>
- Pyatt, J. & Bartels, L. K. (2018). Are you man enough to do this job? The impact of applicant gender and sexual orientation on screening decisions. Journal of Organizational Psychology, 18(2), 41-56.
- Meyer, A. M. & Bartels, L. K. (2017). The impact of onboarding levels on perceived utility, organizational commitment, organizational support, and job satisfaction. Journal of Organizational Psychology, 17(5), 10-27
- Nadler, J. T., Bartels, L. K., Naumann, S., Morr, R. L., Locke, J., Beurskens, M., Wilson, D., & Ginder, M. (2015). Sampling strategies in the top I/O journals: What gets published? The Industrial/Organizational Psychologist. 53(2), 139-147.
- Bartels, L. K., Nadler, J. T., Kufahl, K. & Pyatt, J. (2013). 50 Years after the Civil Rights Act: Diversity-management practices in the field. Industrial Organizational Psychology: Perspectives on Science and Practice, 6 (4), 450-456.
- Bartels, L., K., Nordstrom, C. R., & *Pyatt, J.* (2013). Weight discrimination against females of different races. *Psychology Research Journal, 3,* 409-417.
- Nadler, J. T., Bartels. L. K., Sliter, K. A., Lowery, M. R., & Stockdale, M.S. (2013). Research on the discrimination of marginalized employees: Fishing in other ponds? *Industrial Organizational Psychology: Perspectives on Science and Practice, 6*, 66-70. DOI: 10.1111/iops.12009
- Bartels, L. K. & Nordstrom, C. R. (2013). Too big to hire: Factors affecting employment weight discrimination. *Management Research Review*, *36*, 868-881.
- Bartels, L.K., & Nordstrom, C.R. (2012). Examining big brother's purpose for using electronic performance monitoring. *Performance Improvement Quarterly, 25, 65-77.*
- Sturm, A. & Bartels, L. K., (2011). Personality and perceived justice as predictors of the decision to litigate. *Psychology Journal*, 8(4), 163-182.
- Preusser, M. K., Bartels, L. K., & Nordstrom, C. R., (2011). Sexual harassment training: Person vs. machine. Public Personnel Management, 40(1), 47-62.
- Nordstrom, C. R., Bartels, L. K., & Bucy, J. E. (2009). Predicting and curbing classroom incivility in higher education. *College Student Journal*, 43, 74-85.

- Mallo, J. R., Nordstrom, C. R., Bartels, L. K., & Traxler, A. (2007). Electronic performance monitoring: The effects of age and task difficulty. *Performance Improvement Quarterly*, 20(3), 45-59.
- Bartels, L. K., Nordstrom, C. R. & Koski, J. A. (2006). Using a structured interview demonstration to explore psychometric issues. *Teaching of Psychology*, 33(1), 64-65.
- Bartels, L.K., Macan, T., Gutting, B., Lemming, M., & McCrea, R. (2005). Teaching the practitioner side of the Scientist-Practitioner Model. The Industrial-Organizational Psychologist, 42(3), 59-66.
- Rubin, R.S., Bartels, L.K. & Bommer, W.H. (2002). Are leaders smarter or do they just seem that way? Exploring perceived intellectual competence and leadership emergence. Journal of Social Behavior and Personality, 30(2), 105-118.
- Bartels, L.K., Bommer, W. & Rubin, R.S. (2000). Student performance in assessment centers vs. traditional classroom evaluation techniques. Journal of Education for Business, 75(4), 198-201.
- Bartels, L. K., Harrick, E.J., Martell, K. & Strickland, D. (1998). The relationship between ethical climate and the perceived seriousness of ethical problems within human resource management. *Journal of Business Ethics*, 17(7), 799-804.
- Nordstrom, C. R., Hall, R. J., & Bartels, L. K. (1998). First impressions vs. good impressions: The effects of self-regulation on interview evaluations. *Journal of Psychology: Interdisciplinary and Applied, 132*(5), 477-492.
- Bartels, L. K. & Doverspike, D. (1997). Assessing the assessor. Journal of Social Behavior and Personality, 12(5), 179-190.
- Pynes, J.E. & Bartels, L.K. (1996). Developing valid employment tests: A central system's response to decentralized needs. *Public Productivity and Management Review 20*(2) 121-128.
- Marchioro, C.A. & Bartels, L.K. (1994). Perceptions of a job interviewee with a disability. Journal of Social Behavior and Personality, 9(5), 383-394.

BOOK CHAPTERS

- Bartels, L. K. The heavy burden of weight stereotypes. In J. T. Nadler and E. Voyles (Eds). Stereotypes: The Thinking Person's Guide to Today's Reality in the U.S. (Submitted November 2018).
- Bartels, L. K. (2016). Fat women need not apply: Employment weight discrimination against women. In M. Connerley and J. Wu (Eds.) *Handbook on Well-Being of Working Women*.

The Netherlands: Springer and the International Society for Quality-of-Life Studies (ISQOLS).

Bommer, W. H., Rubin, R. S., & Bartels, L.K., (2005). Assessing the unassessable: Interpersonal and managerial skills. Assessment of Student Learning in Business Schools: Best Practices Each Step of the Way. K. Martell & T. Calderon (Eds.). 1, 103-129.
Tallahassee, FL: The Association for Institutional Research and AACSB International.

TECHNICAL REPORTS

- Bartels, L.K., Daus, C. S., Harrick, E.J., Navin, J. & Schaefer, D. (2002). State Universities Civil Service System Job Analysis and Validation Report of Secretary II-IV, Staff Secretary and Administrative Secretary Classifications.
- Bartels, L.K., Daus, C. S., Harrick, E.J., Navin, J. & Schaefer, D. (2001). State Universities Civil Service System Job Analysis and Validation Report of Police Officer (I-VI), Police Telecommunicator, Security Guard, and Security Guard Supervisor Classifications.
- Harrick, E. J., Bartels, & Schaefer, D. (2000). State Universities Civil Service System Job Analysis and Validation Report of Business Manager I and II, Cashier I-IV, Clerk I-III, Chief Clerk and Staff Clerk, and Medical Transcriptionist I-IV, and Medical Transcriptionist Coordinator Classifications.
- Harrick, E. J., Bartels, L.K., Pynes, J., & Schaefer, D. (1997). State Universities Civil Service System Job Analysis and Validation Report of Administrative Aide, Administrative Assistant I and II, Administrative Clerk, Office Supervisor, Program Administrative Assistant, and Medical Insurance Specialist I, II, III, and IV Classifications.
- Harrick, E. J., Bartels, L.K., King, T., Pynes, J., & Schaefer, D. (1995). State Universities Civil Service System Job Analysis and Validation Report of Accounting Clerk, Account Technician (I-III), Accountant (I-V), and Accountant Statistician Classifications.
- Harrick, E. J., Bartels, L.K., Bock, D., Pynes, J., & Schaefer, D. (1994). State Universities Civil Service System Job Analysis and Validation Report of Computer Programmer (I-IV), Data Processing Analyst (I-III), Management Analyst Programmer (I-III), and Systems Programmer (I-III) Classifications.

OTHER PUBLICATIONS

- Bartels (2001). Book Review of Statt, D.A. (2000). Using Psychology in Management Training: The Psychological Foundations of Management Skills. Routledge: London. Published in Personnel Psychology.
- Bartels, L. K. (2000). AACE Test Development Handguide—Writing multiple choice questions. *Cost Engineering*, 42(8), 32-34.
- Bartels, L.K. (1999). Establishing a service learning partnership. Compact Update, 8(1), 2-4.

CONFERENCE PRESENTATIONS (italics indicates students)

- Perez, R., Bartels, L. K. & Tillery, M. (2019, April). Stepping stone or stumbling block? The impact of military service on employment. Poster accepted for presentation to the Society for Industrial/Organizational Psychology Annual conference, Washington, D.C.
- *McClimon, M., &* Bartels, L. K. (2019, April). The effect of assessment center anxiety on assessment center performance. Poster accepted for presentation to the Society for Industrial/Organizational Psychology Annual conference, Washington, D.C.
- *Meyer, A.* & Bartels, L. K. (2017, April). The impact of onboarding levels on perceived utility, organizational commitment, organizational support, and job satisfaction. Paper accepted for presentation at Society for Industrial/Organizational Psychology Annual Conference, Orlando, FL.
- *Elam, M.* & Bartels, L. K. (2016, May). The importance of grit in employee selection decisions. Paper presented at Association for Psychological Science Annual Meeting, Chicago, IL.
- *Pyatt, J.* & Bartels, L. K. (2016, April). Are you man enough to do this job. Poster presented at the Society for Industrial/Organizational Psychology annual conference. Anaheim, CA.
- Naumann, S., Morr, R., Locke, J., Bartels, L. K., & Nadler, J. T. (2015, May). Sampling Strategies in Top Applied Social Psychology Journals 2009-2014: Sampling Strategies, External Validity, and Careless Responding Detection. Poster presented at the Association of Psychological Science (APS) annual conference. New York, NY.
- Nixon, C. & Bartels, L. K. (April 2015). Organizational punishment for sexual harassment: Implications for men and women. Poster accepted for presentation at Society for Industrial and Organizational Psychology in Philadelphia, PA.
- *Menzies, T.* & Bartels, L. K. (April 2015). Applicant reactions to employers' requests to access their Facebook pages. Poster accepted for presentation at Society for Industrial and Organizational Psychology in Philadelphia, PA.
- Rosenblum, A. & Bartels, L. K. (May 2014). The influence of employment status and sex on job opportunities. Poster presented at Association for Psychological Science. San Francisco, CA.
- Young, D. & Bartels, L. K. (May 2014). The impact of interviewer sex and gender on interview anxiety and performance. Poster presented at Association for Psychological Science. San Francisco, CA.
- Nordstrom, C. R., Segrist, D. & Bartels, L. K. (January 2014). Exploring incivility in the college classroom. Poster presented at the National Institute for the Teaching of Psychology. St. Petersburg, FL.

- Nordstrom, C. R., Segrist, D. & Bartels, L. K. (June 2013). But everybody else is doing it: Incivility in the college classroom. Poster presented at Eastern Conference of Teaching of Psychology, Staunton, VA.
- Bartels, L. K. & Nordstrom, C. R. (April 2013). Weighing in on weight discrimination against females of different races. Poster presented at Society for Industrial and Organizational Psychology in Houston, TX.
- Nordstrom, C., & Bartels, L. (January, 2013). Cultivating a classroom environment that decreases student entitlement. Poster presented at National Institute for the Teaching of Psychology Conference. St. Petersburg, FL.
- *Dishman, L.* & Bartels, L.K. (August 2012). Mentor sex and its effect on negative mentoring. Poster presented at American Psychological Association Meeting in Orlando, FL.
- Bartels, L. K. & Nordstrom, C. R. (April 2012). Too big to hire: Factors affecting employment weight discrimination. Poster presented at Society for Industrial and Organizational Psychology in San Diego, CA.
- Cobb, D., Bartels, L., Ozcan, T., Rose, P., & Scott, V. G. (November 2011). Valuing People Through an Improved Process for Student Evaluation of Teaching (SET). Paper presented at Assessment Institute in Indianapolis, IN.
- *Vanderpool, C.* & Bartels, L.K. (April 2011). Effects of gender-role congruency on salary negotiation outcomes. Poster presented at Society for Industrial and Organizational Psychology Conference in Chicago, IL.
- *Gifford, H. M.* & Bartels, L. K. (April 2010). You sent me what? Perceptions of online sexual harassment. Poster presented at Society for Industrial and Organizational Psychology Conference in Atlanta, GA.
- Bruegger, R. & Bartels, L. K., Predicting 360-degree Congruence. (April 2008). Poster presentation at Society for Industrial and Organizational Psychology Conference in San Francisco, CA.
- Stelter, E., & Bartels, L. K. (April 2008). Effect of Mentoring Program Type on Protégé Mentoring Outcomes. Poster presentation at Society for Industrial and Organizational Psychology Conference in San Francisco, CA.
- Stelter, E., & Bartels, L. K., (April 2008). Effect of the Mentor Protégé Matching Process on Mentoring Effectiveness. Poster presentation at Society for Industrial and Organizational Psychology Conference in San Francisco, CA.
- *Clark, R. F.*, Bartels, L. K., Daus, C. S., & Nordstrom, C. R. (August 2007). The Discussion of Ethics in Executive Selection. Poster presentation at American Psychological Association Convention in San Francisco, CA.

- *Polaki, J.* & Bartels, L. K. (April 2007). Stereotypical Perceptions of Successful Managers and Individuals with Categorical Differences in Body Weight: Do Perceptions Differ? Accepted for poster presentation at SIOP conference in New York.
- Bartels, L. K. (May 2006). Scientist-Practitioner Model in a Master's Program Setting.
 Presentation as part of session titled Challenging the Scientist-Practitioner Model:
 Questions and Alternatives. Presentation at Society for Industrial and Organizational
 Psychology Annual Conference in Dallas, TX.
- Preusser, M. K., Bartels, L. K., & Nordstrom, C. R. (May 2006). Sexual Harassment Training: Man versus Machine. Poster presentation at Society for Industrial and Organizational Psychology Annual Conference in Dallas, TX.
- Bartels, L. K., Nordstrom, C. R., & Mallo, J. R. (April 2005). Why is big brother watching? Examining the purpose behind EPM. Poster presentation at Society for Industrial and Organizational Psychology, Los Angeles, CA.
- Bartels, L. K. (April 2005). Reactions to assessment center reactions versus exercise feedback. Poster presentation at Society for Industrial and Organizational Psychology, Los Angeles, CA.
- Nordstrom, C. R., Bartels, L. K., Bucy, J. E., & Daus, C. S. (January 2005). Examining the toll student entitlement takes on the psychology classroom. Poster presented at National Institute for Teaching of Psychology, St. Petersburg, FL.
- Nordstrom, C. R., & Bartels, L. K. (April 2004). Overcoming cognitive load in the interview: The effect of introversion/extroversion. Poster presented at Society for Industrial and Organizational Psychology Conference, Chicago, IL.
- Mallo, J. R., Nordstrom, C. R., Bartels, L. K., & Traxler, A. (April 2004). Electronic performance monitoring: The effects of age and task difficulty. Poster presented at Society for Industrial and Organizational Psychology Conference, Chicago, IL.
- Rubin, R. S., Bartels, L. K. & Bommer, W. H. (April 2004). The influence of emotion recognition on leadership emergence. Paper presented at Society for Industrial and Organizational Psychology Conference, Chicago, IL.
- Bartels, L. K., Nordstrom, C. R. & *Koski, J.* (2004).Using a structured interview demonstration to explore psychometric issues. Paper presented at National Institute on the Teaching of Psychology, St. Petersburg, FL.
- Bartels, L. K., Macan, T. H., Gutting, B. C., Lemming, M. R. and *McCrea, R. D.* (2003). How is the "practice" component of I-O training delivered? Poster presented at Society for Industrial and Organizational Psychology, Orlando, FL.

- Hennessy, J. T., & Bartels, L.K. (2002). Stereotypes of individuals with disabilities and successful managers: Perceptual incongruence. Poster presented at Society of Industrial/Organizational Psychology annual meeting, Toronto, Canada.
- Ralston, J. M., Bartels, L.K., & Nordstrom, (2002). Goal orientation and employee satisfaction with the performance appraisal system. Poster presented at Society of Industrial/Organizational Psychology annual meeting, Toronto, Canada.
- Rubin, R. S., Bartels, L.K., & Bommer, W. H. (2002). Assessing and developing managerial skills: Implementing a large-scale developmental assessment center for undergraduate business students. Paper presented at the Annual Eastern Academy of Management Conference, New Haven, CT.
- Rubin, R. S., Baldwin, T.T., Bartels, L.K., & Bommer, W.H. (2000). Extracurricular activities and interpersonal skill development: An empirical study. Paper presented at the Annual Academy of Management Meeting, Toronto, Canada.
- Weiner, R. L., Richmond, T., Bartels, L.K., *Mills, B. J.* & Hurt, L.E. (2000). The effects of misinformation and case typicality on judgments of sexual harassment. Paper presented at The Society for the Psychological Study of Social Issues, Minneapolis, MN.
- Tuholski, S., Thomas, S.L., & Bartels, L. K. (2000). The priming of prejudice: A cognitive perspective. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL, May 2000.
- Daus, C. S. & Bartels, L. K. (1999). A longitudinal assessment of coping with job loss. Poster presented at American Psychological Society Annual Conference, Denver, CO, June 1999.
- Blankenship, D. K. & Bartels, L. K. (1996). The impact of job and disability type on qualification ratings. Paper presented at American Psychological Association Annual Conference, Toronto, Canada, August 1996.
- Marchioro, C. A. & Bartels, L. K. (1994). Perceptions of a disabled interviewee. Paper presented at Society of Industrial/Organizational Psychology annual meeting, Nashville, TN, April 1994.
- Bartels, L. K. & Doverspike, D. D. (1992). The effects of disaggregating assessment center validation data. Paper presented at Society for Industrial and Organizational Psychology, Montreal, Canada, April 1992.
- Nordstrom, C. R., Kahney, L. E., & Hall, R. J. (1991). Effects of self-regulatory induced cognitive load on interviewer evaluations. Paper presented at American Psychological Society, Washington, D.C., June 1991.

GRANTS AND CONTRACTS

External Grants and Contracts (Funded)

Gopalan, C., Bartels, L. K., Bracey, G., & Locke, S. Examining Faculty Attitudes and Strategies that Support Successful Flipped Teaching. IUSE Development and Implementation Project, \$598,400.04

The Growth Partnership Assistantship Contract Spring 2014 (\$2461)

Express Scripts Assistantship Contract Fall 2007-Spring 2008 (\$9658)

Solae Company Assistantship Contract Fall 2005-Spring 2006 (\$8137)

Barnes Jewish Hospital Assistantship Contract Fall 2004-Spring 2005 (\$8954)

AmerenUE Assistantship Contract Fall 2004-Spring 2005 (\$8140)

- Assessment Center by Academic Behavioral Assessments 2001 (\$3,285), 2002 (\$3,935), 2003 (\$3,049), 2004 (\$7,326), 2005 (\$5808), 2006 (\$5181), 2007 (\$3212).
- Merit Board VI—Harrick, E.J., Bartels, L.K. & Schaefer, D.O. (\$167,518) Police and Secretary test development and validation, 1999-2001.
- Scholarship of Engagement Mini-grant from Illinois Campus Compact (\$1,000 + \$1000 matching funds).

External Grants (Not Funded)

- Cobb, P.D., Bartels, L.K., Harris, J., Morgan, S. & O'Brien, L. Toward an Inclusive Model of Excellence in STEM. NSF ADVANCE Adaptation, \$691,710.84
- Locke, S., Barry, K., Bartels, L.K. & Thomas, K. SIUE HHMI Inclusive Science Education Pre-Proposal. Howard Hughes Medical Institute
- Bartels (2014). But I Really Studied for that Test: An Intervention to Improve New Freshmen Students' Study Skills. Paul P. Fidler Research Grant National Resource Center for the First-Year Experience and Students in Transition
- National Science Foundation (NSF): Supporting Teaching and the Advancement of Research at SIUE (STARS): Excellence in STEM at SIUE, Social Science Supplement Consultant. Denise Cobb (Principal Investigator) 2013.
- W.E. Upjohn Institute for Employment Research: Closure of the Ford Motor Company St. Louis Assembly Plant, The Impact on Displaced Worker Health Insurance, Employability, and the Regional Labor Market. T.R. Carr (Principal Investigator) 2006.

Internal Grants (Funded)

Nadler & Bartels (2014). Dean's Grant (funded \$1000 for Mechanical Turk Account)

- Nadler, Bartels, & Daus (2012). Research Equipment & Tools Grant (funded, including \$1,495 for an expanded license for Inquisit by Millisecond Software).
- Bartels (2005).Excellence in Graduate Education Grant (\$2324) Graduate Student Ambassadors Program.
- Thomas, Tuholski, & Bartels (1998). Funded University Research (\$400). The priming of prejudice.

SERVICE

DEPARTMENT

Assistant/Associate Chair- 2004 to 2008; 2009 -2012 Co-chair- 2008-2009 (included course release) Resource Center Coordinator- 2004-2012, 2017 Graduate Program Director- 2004-2012 Professional Affairs Committee-2016 Advisory Committee- 1993-2012, 2017 Psiathlon Assistant Director-2010-2012 Promotion and Tenure Committee Chair- 1996-2003, 2005, 2006-2007 Personnel Committee- 2007, 2013-2018 Merit Review Committee Chair- 2003 I/O Program Director- 1993-2004 I/O Program Co-coordinator- 2004 I/O Graduate Program Committee, 1991 to the present Ad Hoc Committee on Chair Election Procedures--2017 Ad Hoc Committee on Senior Assignment Evaluation-2015 Ad Hoc Committee on Self-Plagiarism- 2013 Ad Hoc Committee on Psychology's 50th Anniversary- 2007 Ad Hoc Committee on Operating Paper- 2007 Ad Hoc Committee on Tenure, Promotion and Merit Chair- 2006-2007 Ad Hoc Committee on Careers in Psychology Course- 2004 Ad Hoc Committee on Form 90s Chair- 2004 Ad Hoc Teaching Evaluation Committee Chair- 2002 Ad Hoc Committee on Teaching Sequence- 2003 Ad Hoc Committee on Social Affairs-2012 to the present Kathryn Skinner Award Committee- 2002, 2003, 2011, 2013, 2014 Graduate Recruitment Committee- 2002, 2003, Graduate Selection Committee- 1999, 2001, 2002 Faculty Search Committee- 1999, 2000, 2017 Chair Election Committee- 1999, 2003

SCHOOL

Pedagogy Think Tank—2014-2017 SOE Associate Dean Selection Committee--2011 SOE Representative on the University Grievance Committee—2010-2012 Faculty Development Committee--2008 Honors Committee- 2007 Dean's Four-year Evaluation Committee- 2005 Minority Faculty and Student Recruitment and Retention Committee- 2004 School Dispositions Task Force- 2003 Promotion and Tenure Committee Alternate- 2001, 2014 Promotion and Tenure Committee- 2002, 2003 (Chair) School Research and Projects Committee- 1999-2000

UNIVERSITY

Higher Learning Commission Assurance Review Team Member Director of Faculty Development-2012 to the present STEM Center Board- 2014 to the present Graduate Student Life Support Services Committee-2014 to the present Teaching, Learning and Technology Committee-2015-2016 REALITY teams (Face-to-face Teaching, Faculty and Student Development for Online Teaching)-2013 Student Evaluation of Teaching Continuous Review Committee--2011 to the present Peer Consultant and Mentor- 2006 to the present Undergraduate Research and Creative Activities Board Member- 1999, 2005-2013 Committee on Higher Administrative Performance Appraisal (CHAPA) -1999-2001, 2007-2010 Grievance Panel- 2002, 2010 Blue-Ribbon Plagiarism Committee- 2006-2008 School of Business Dean Search Committee- 2002 Dean's Scholar Mentor- 1999 Student Leadership Development Speaker- 2005-2007

PROFESSIONAL

Reviewer for Society for Industrial/Organizational Psychology (SIOP) Annual Conference-1999, 2000, 2004 to the present Editorial Board for *Journal of Business and Psychology*- 2002-2008 Reviewer for special issue of *International Journal of Selection and Assessment*- 2003 GIOP Newsletter Editor- 1996 GIOP Treasurer- 2003 GIOP Membership Director—2018-2020 Reviewer for special issue of *Journal of Social Behavior and Personality*- 1996

COMMUNITY

New Opportunities Inc. Board of Directors- 2011-2014 2015-2018 (Served as Vice President, Chair of the Executive Director Search Committee, Secretary)

Service learning projects with the following organizations:

• College Bound--2018

- Rozzy Learning Company—2017
- Training Direct—2017
- City of St. Louis--2017
- Ameren--2016
- Mills Properties-2015-2016
- New Opportunities, Inc.-2012-2014
- Edward Jones, Hussman and Nestle Purina-2013
- New Opportunities, Inc.-2012
- Eden Village, Connections to Success-2011
- Eden Village, Nestle Purina and Express Scripts-2010
- Connections to Success-2009
- Nestle Purina and TALX-2007
- METRO and TALX-2006
- SIUE Residence Halls, Enterprise Leasing, and St. Johns Hospital Safety Training-2005
- XTRA Lease Corporation, Keller Labs and Collinsville YMCA-2003
- Bi-state Development Agency-2002
- Madison County Probation and Court Services-2001
- St. Louis Caring Communities-2000
- Barnes-Jewish Hospital Clinic-1999
- St. Louis Caring Communities-1998

PROFESSIONAL MEMBERSHIPS

American Psychological Association (APA) Society for Industrial/Organizational Psychology (SIOP) Gateway Industrial/Organizational Psychology (GIOP) Society for Teaching of Psychology (STP) Society for Human Resource Management (SHRM)

Professional and Organizational Development Network in Higher Education (POD)

DAN SEGRIST, PH.D.

Department of Psychology Southern Illinois University Edwardsville Edwardsville, IL 62026 (618) 650-3159 *dsegris@siue.edu* 3440 Highron Drive Pocahontas, IL 62275 (618) 593-9222

EDUCATION

Southern Illinois University at Carbondale APA Accredited Clinical Psychology Program

Ph.D., Psychology

<u>Dissertation</u>: Adolescents' Perceptions of the Effectiveness of Alcohol Refusal Strategies: The Role of Interpersonal and Intrapersonal Variables

M.A., Psychology

Thesis: Perceptions of a Male Drinker: The Influence of Antecedent Events and Beverage Choice

University of Cincinnati

B.A., Psychology

FACULTY APPOINTMENTS

Southern Illinois University Edwardsville

Edwardsville, IL

- Professor, July 2019 Present
- Associate Professor of Psychology, July 2010 June 2019
- Assistant Professor of Psychology, August 2004 July 2010

Southwestern Illinois College

Granite City, IL

Assistant Professor of Psychology, August 2002 – July 2004

College of Mount St. Joseph

Cincinnati, OH

Adjunct Instructor, 1998 – 2002

HONORS & AWARDS

- SIUE Teaching Recognition Award (2019; 2009)
- "Outstanding Poster Presentation" from the Society for the Teaching of Psychology, during the 12th Annual meeting of the Midwest Institute for Students and Teachers of Psychology (2005)

PEER REVIEWED PUBLICATIONS

- Nienaber, K., Abrams, G., & Segrist, D. (in press). The funny thing is, instructor humor style affects likelihood of student engagement. *Journal of Scholarship of Teaching and Learning*.
- Segrist, D., Bartels, L., & Nordstrom, C. (2018). "But everyone else is doing it:" A social norms perspective on classroom incivility. *College Teaching*, *66*(4), 181-186.
- Segrist, D., & Meinz, E. (2018). Looking for a good read? Running a psychology book club. *Psychology Learning & Teaching*, 17(2), 219-228.
- Brown, D. L., Rosnick, C., & **Segrist, D.** (2017). Internalized racial oppression and higher education values: The mediational role of academic locus of control among college African American men and women. *Journal of Black Psychology*, *43*(4), 358-380.
- Brown, D. L., & Segrist, D. (2016). African American career aspirations: Examining the relative influence of internalized racism. *Journal of Career Development*, 43(2), 177-189.
- Segrist, D., & Hupp, S. D. A. (2015). This class is a joke! Humor as a pedagogical tool in the teaching of psychology [annotated bibliography]. Office of Teaching Resources in Psychology, Society for the Teaching of Psychology (APA, Division 2).
- Hemrich, A., Pawlow, L., Pomerantz., A., & Segrist, D. (2014). Current versus ideal skin tones and tanning behaviors in Caucasian college women. *Journal of American College Health*, 62(8), 588-591.
- Rose, P. & Segrist, D. (2014). Negative and positive urgency may both be risk factors for compulsive buying. *Journal of Behavioral Addictions*, *3*, 128-132.
- Shroeder, K., Pomerantz, A., Brown, D., & Segrist, D. (2014). Psychologists' responses to the disclosure of personal therapy by a professional colleague. *Journal of Contemporary Psychotherapy*, 14, 1-7.
- Berghoff, C. R., Pomerantz, A. M., **Segrist, D. J.**, Pettibone, J. C., & Bedwell, D. R. (2012). The relationship between experiential avoidance and impulsiveness in a non-clinical sample. *Behaviour Change*, *29*(1), 25-35.
- Haas, C., Pawlow, L., Pettibone, J., & Segrist, D. (2012). Intervention for the negative influences media has on body image and comparison of effects in overweight and non-overweight women. *College Student Journal*, *46*(2), 405-418.
- Wozenilek, A. C., Pomerantz, A., Pettibone, J., & Segrist, D. (2012). When clients no-show: An empirical study of psychologists' response strategies. *Journal of Contemporary Psychotherapy*, 42(2), 87-92.
- Rose, P., & Segrist, D. J. (2012). Difficulty identifying feelings, distress tolerance, and compulsive buying. *Journal of Mental Health and Addiction*, 10(6), 927-935.
- Smith, J. A., Pomerantz, A. M., Pettibone, J. C., & Segrist, D. (2012). When does a professional relationship with a psychologist begin? An empirical investigation. *Ethics & Behavior*, 22(3), 208-217.
- Sears, P. M., Pomerantz, A.M., Segrist, D. J., & Rose, P. (2011). Beliefs about the biological (vs. nonbiological) origins of mental illness and the stigmatization of people with mental illness. American Journal of Psychiatric Rehabilitation, 14, 109-119.
- Segrist, D.J. (2011). Personnel recruiter for a day: Peer review of resumes. *Experiential Activities for Teaching Career Counseling and for Facilitating Career Groups (Volume III)*, National Career Development Association.
- Segrist, D.J. & Pearson, P. (2011). What's a crown pouncer? Demonstrating the importance of occupational information. *Experiential Activities for Teaching Career Counseling and for Facilitating Career Groups (Volume III)*, National Career Development Association.
- Segrist, D.J. & Helms, J. (2011). Developing a Careers in Psychology course: Challenges and opportunities. *American Psychological Society Observer*, 24(2), 31-34.
- Pomerantz, A., Williams, B., **Segrist, D**., & Pettibone, J. (2010). How impaired is too impaired? Ratings of psychologist impairment by psychologists in independent practice. Ethics and Behavior, 20, 149-160.

- Rose, P., Tomey-Smith, S., & Segrist, D. (2010). Too Cheap to Chug: Frugality as a Buffer Against College-Student Drinking, *Journal of Consumer Behavior*, 9, 228-238.
- Rose, P., & Segrist, D.J. (2009). Excessive buying as a genuine addictive behavior. In A Brown-Miller (Ed.) *The Praeger International Collection on Addictions* (Vol. 4, pp. 53-80). Westport, CT: Praeger-Greenwood.
- Segrist, D.J. & Pawlow, L.A. (2009). Who do you know? Demonstrating networking in a Careers in Psychology course. *Journal of Instructional Psychology*, *36*(4), 352-356.
- Segrist, D.J. & Pettibone, J. (2009). Where's the bar? Perceptions of heavy and problem drinking among college students. *Journal of Alcohol and Drug Education*, *53*(1), 35-53.
- Eggleston, T., Segrist, D., & Smith, G. (2009). Taking students from gobbledygook and psychobabble to improved vocabularies and substantial lexis. *American Psychological Society Observer*, 22(3), 29-32.
- Nordstrom, C.R., & Segrist, D.J. (2009). Locus of control predicts likelihood of pursuing graduate studies. *College Student Journal*, 43(1), 200-206.
- Segrist, D.J. (2009). What's going on in your professor's head? Demonstrating the id, ego, and superego. *Teaching of Psychology*, *36*, 51-54.
- Gregory, C., Pomerantz, A.M., Pettibone, J.C. & Segrist, D.J. (2008). The effect of psychologists' disclosure of personal religious background on prospective clients. *Mental Health, Religion, and Culture, 11*(4), 369-373.
- Jewell, J.D., Hupp, S.D., **Segrist, D.J.**, Lider, R., McMurray, W., & Tintori, A.K. (2008). The effectiveness of virtual reality technology in preventing drinking and driving. In F. Columbus (Ed), *Traffic accident causes and outcomes*. Nova Science Publishers.
- Jewell, J.D., Hupp, S.D., & Segrist, D.J. (2008). Assessing DUI risk: Examination of the Behaviors & Attitudes Drinking & Driving Scale (BADDS). *Addictive Behaviors*, *33*, 853-865.
- Segrist, D.J. (2008). Incorporating expressive writing theory into the use of autobiographies in an abnormal psychology course. *North American Journal of Psychology*, *10*(1), 99-108.
- Segrist, D.J., Corcoran, K.J., Jordan-Fleming, M.K., & Rose, P. (2007). Yeah, I drink...but not as much as other guys: The majority fallacy among male adolescents. *North American Journal of Psychology*, 9(2), 307-320.
- Segrist, D.J. & Nordstrom, C.R. (2007). The scavenger hunt: Getting to know your psychology department. *Teaching of Psychology*, 34(2), 100-103.
- Segrist, D.J. & Pawlow, L.A. (2007). The mixer: Introducing the concept of factor analysis. *Teaching of Psychology*, 34(2), 121-123.
- Pomerantz, A.M., & Segrist, D.J. (2006). The influence of payment method on psychologists' diagnostic decisions regarding minimally impaired clients. *Ethics & Behavior*, 16(3), 253-263.
- Corcoran, K.J., & Segrist, D.J. (1998). Fear of negative evaluation and gender interact to predict alcoholic beverage selection. *Addictive Behaviors*, 23(4), 509-515
- Corcoran, K.J., & Segrist, D.J. (1993). In search of an alternative placebo: Estimating alcohol content of nonalcoholic, light, and regular beer. *Addictive Behaviors*, *18*(3), 259-262.
- Corcoran, K.J., & Segrist, D.J. (1993). Personal expectancies and group influences affect alcoholic beverage selection: The interaction of personal and situational variables. *Addictive Behaviors*, 18(5), 577-582.
- Gannon, L., Luchetta, T., Rhodes, K., Pardie, L., & Segrist, D. (1992). Sex bias in psychological research: Progress or complacency? *American Psychologist*, 47(3), 389-396.

INVITED MANUSCRIPTS

Segrist, D.J. (2008). I'd like to use active learning...But what can I do? *American Psychological Society Observer*. 21(11), 27-30.

OTHER PUBLICATIONS & WRITINGS

- Segrist, D. (2015). Instructor ancillaries for Helms and Rogers, *Majoring in psychology: Achieving your educational and career goals*, 2nd edition (Wiley)
- Barney, S., Brihil, D., Clump, M, Hettich P., Richmond, A., & Segrist, D. [chair]. (2015). Addressing the Career Needs of All Psychology Majors A Call for National Advocacy: A White Paper by the STP Presidential Task Force [authors listed alphabetically]
- Segrist, D. (2005). Letter to the editor in response to "Why Active Learning Can be Perilous to the Profession", Mattson, K. Academe: Bulletin of the American Association of University Professors, May-June, 9-10.

CONFERENCE PRESENTATIONS

- Boysen, G. (chair), Frantz, S., Dunn, D., **Segrist, D.**, & Komarraju, M. (2019, August). So you want to be a college professor? Landing an academic job at different types of colleges. Symposium presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Muzzarelli, T., Pomerantz, A., Pettibone, J., & Segrist, D. (2018, August). *Should therapists disclose their religion and religiosity to clients?* Presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Overstreet, A., Pomerantz, A., Ro, E., & Segrist, D. (2018, August). *Apologizing after microagressions: The influence of client perceptions of therapists*. Presented at the annual meeting of the American Psychological Association.
- Shimizu, M., Brown, D., & Segrist, D. (2018, August). *Discrepant self-esteem and perceived racism*. Presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Segrist, D., & Morgan, S. (2017, October). "I think I can:" College self-efficacy predicts attitudes toward syllabi. Presented at the Society for the Teaching of Psychology's Annual Conference on Teaching, San Antonio, TX.
- Hess, T., Pomerantz, A. M., Dudley, M., & Segrist, D. (2017, August). *Just ask: The effect of assessing client preferences on attitudes toward therapy*. Presented at the annual convention of the American Psychological Association, Washington, DC.
- Beyer, M., Pawlow, L.A., Pomerantz, A., & Segrist, D. (2017, May). *The language of sexual assault and the therapeutic relationship*. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Hemrich, A., Pawlow, L.A., **Segrist, D.,** & Pomerantz, A. (2017, May). *Facebook users' body image, selfesteem, and eating patterns*. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Segrist, D., & Ro, E. (2016, August). *The sky is falling: Catastrophizing as a predictor of worry*. Presented at the annual meeting of the American Psychological Association, Denver, CO.
- Segrist, D., Atkins, K., & Farrar, E. (2016, March). *Transfer welcome night: Helping psychology majors transition from the community college to the university*. Presented at the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- Segrist, D., Rose, P., Nedved, A., Hopp, B., & Crockett, B. (2015, August). *I care, therefore I worry: Facets of empathy predict worry*. Presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- Young, S., Pawlow, L., Pomerantz, A., & Segrist, D. (2015, May). Comparing college students' attitudes towards mental versus physical illness. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

- Richmond, A., Barney, S., **Segrist, D**., Hettich, P., Brihil, D., Clump, M., & Landrum, E. (April, 2015). *A national survey of career advising for psychology majors: Are faculty and students on the same page?* Presented at the annual meeting of the Rocky Mountain Psychological Association, Boise, ID.
- Segrist, D. (2014, October). *James vs. pre-frontal cortex vs. reliability vs. Lilienfeld*. Presented at the Society for the Teaching of Psychology's Annual Conference on Teaching, Atlanta, GA.
- Brown, D.L., **Segrist, D.J.,** & Lupardus, J. (2014, August). *Educational achievement among African Americans: The influence of internalized racism.* Presented at the annual meeting of the American Psychological Association, Washington, DC.
- Pomerantz, A.M., Schroeder, K. R., Brown, D.L., & Segrist, D.J. (2014, August). *Psychologists' responses to the disclosure of personal therapy by a professional colleague*. Presented at the annual meeting of the American Psychological Association, Washington, DC.
- Segrist, D., & Nadler, J. (2014, August). *The evolution of an applying to psychology graduate programs boot camp*. Presented at the annual meeting of the American Psychological Association, Washington, DC.
- Richeson, J., Kirner, J., & Segrist, D. (2014, February). *To disclose or not to disclose: An exploratory analysis of students' perceptions of the use of instructor self-disclosure*. Presented at the annual meeting of the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- Smith, K., & Segrist, D. (2014, February). But I'm really good at it! The roles of perceived ability to multitask, narcissism, and impulsivity in predicting cell phone use during class. Presented at the annual meeting of the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- Segrist, D., & Hupp, S. D. A. (2014, February). *This class is a joke! Humor as a pedagogical tool in the teaching of psychology*. Presented at the annual meeting of the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- Brown, D., & Segrist, D., Osifalujo, A., & Zurick, S. (2013, August). *African American career aspirations: Examining the relative influence of internalized racism*. Presented at the annual meeting of the American Psychological Association, Honolulu, HI.
- Segrist, D., Bartels, L., & Nordstrom, C. (2013, June). "But everybody else is doing it": Incivility in the college classroom. Presented at the annual meeting of the Eastern Conference on the Teaching of Psychology, Harrisonburg, VA.
- Nienaber, K., Abrams, G., & Segrist, D. (2013, February). *Professor approachability: What's humor got to do with it*. Presented at the annual meeting of the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- Segrist, D. & Nienaber, K. (2013, February). *Freud on Jersey Shore: Exploring Freud's theory through reality t.v.* Presented at the annual meeting of the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- Segrist, D., & Zeilenga, E. (2012, August). *Beliefs about alcohol's role in college predicts drinking refusal self-efficacy*. To be presented at the annual meeting of the American Psychological Association, Orlando, FL.
- Hemrich, A. Pawlow, L. Pomerantz, A., & Segrist, D. (2012, May). *The relationships between salon tanning, self-esteem, and body esteem.* Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Masters, J. Pawlow, L, Pomerantz, A., & Segrist, D. (2012, May). *Common risk factors for weight-related disorders*. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Segrist, D. (2012, May). But if I refuse: Alcohol refusal and metaperception shift in same-sex dyads. To be presented at the annual meeting of the Association for Psychological Science, Chicago, IL.
- Segrist, D., & Meinz, E. (2012, February). *Looking for a good read? Creating a Psychology book club*. To be presented at the annual meeting of the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- Rose, P., & Segrist, D. (2011, October). Facets of distress tolerance as predictors of buying in response to selfesteem threats. Presented at the annual meeting of the Association for Consumer Research, St. Louis, MO.

- Bedwell, D.R., **Segrist, D.J.**, Pomerantz, A.J., & Berghoff, C.R. (2011, August). *Identifying impulsivity and lack of social support as predictors of pathological video game play*. Presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Santos, A., Pomerantz, A., Pettibone, J., & Segrist, D.J. (2011, August). *When Clients Drop Out: How Do Psychologists Respond to Premature or Unilateral Termination*. Presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Segrist, D.J., & Jordan-Fleming, M.K. (2011, August). *Ego-identity predicts the perceived role of alcohol in college*. Presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Segrist, D. (2011, March), *Psychology as a discipline and occupation: A fields of Psychology assignment*. Presented at the annual meeting of the Midwest Institute for Students and Teachers of Psychology, Glen Ellyn, IL.
- Heyen, C., & **Segrist, D.** (2011, February). *Encouraging learning: Effectiveness of type of written feedback.* Presented at the annual meeting of the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- Berghoff, C. R., Pomerantz, A. M., Segrist, D. J., Bedwell, D. R., & Russo, A. R. (2010, November). Why do we avoid? The relationship between experiential avoidance and behavioral and self-reported impulsivity. Presented at the 44th annual convention of the Association of Behavioral and Cognitive Therapies, San Francisco, CA.
- Gregory, C., Pomerantz, A.M., Pettibone, J.C. & Segrist, D.J. (2010, August). *How Does Disclosure of Psychologists' Religious Background Affect Prospective Clients?* Presented at the annual meeting of the American Psychological Association, San Diego, CA.
- Segrist, D. J., Gilbert, D.G., & Rose, P. (2010, August). *Emotional distress tolerance and alexithymia: Predicting the desire to smoke*. Presented at the annual meeting of the American Psychological Association, San Diego, CA.
- Rose, P., & Segrist, D. (2010, May). *Probing the association between undergraduates' heavy drinking and compulsive buying*. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Segrist, D.J., & Cohn, A. (2010, February). *Students' implicit theories of personality: A social norms approach*. Presented at the annual meeting of the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- Moro, E., Pawlow, L., Masters, J., **Segrist, D.,** & Pomerantz, D. (2009, October). *Does the Degree of Body Weight Match Between Romantic Partners Affect Their Relationship?* Poster session presented at the annual meeting of the North American Association for the Study of Obesity, Washington DC.
- Segrist, D.J. (2009, October). Just what DID the doctor order? Exploring students' views about psychotropic medication. Presented at the Society for Teaching of Psychology Best Practices Conference: Hot Topics-Best Practices in Teaching Controversial Issues in Psychology, Atlanta, GA.
- Pomerantz, A.M., Williams, B., Pettibone, J., & Segrist, D.J. (2009, August). *How impaired is too impaired? Empirical ratings of psychologist impairment*. Presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- Segrist, D.J., & Pomerantz, A.M. (2009, August). *Caffeine intoxication disorder: An exploration of diagnostic practices*. Presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- Segrist, D.J. & Pomerantz, A. (2008, August). *Psychologists' practices related to disclosing diagnostic information to clients*. Accepted for the annual meeting of the American Psychological Association, Boston, MA.
- Fagan, A.L., Pawlow, L.A., Rose, P., & Segrist, D.J. (2008, May). Confrontation of negative attitudes and stereotypical responding toward the overweight. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

- Litteken, E.R., Pawlow, L., Pomerantz, A., & Segrist, D. (2008, May). *Childhood physical abuse in relation to adult social functioning and social anxiety*. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Rose, P., Toney-Smith, S., & Segrist, D. (2008, May). *Too cheap to chug it: Frugality as a buffer against drinking*. Presented at the annual meeting of the Association for Psychological Science, Chicago, IL.
- Shehadeh, S.M., Pawlow, L., Haas, C. Pomerantz, A., & Segrist, D. (2008, May). *Intervention for the media's negative effect on male body image*. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Segrist, D.J., & Pawlow, L.A. (2007, October). Who do you know? Demonstrating networking in a Careers in Psychology course. Presented at Beginnings and Endings: Best Practices in Introducing and Bringing Closure to the Undergraduate Psychology Major, Atlanta, GA.
- Hupp, S.D.A., Segrist, D.J., Jewell, J.D., Dyson, S., Gullo, C., Oppermann, A., & Presley, A (2007, August). *Examining the Behaviors & Attitudes Drinking & Driving Scale*. Presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Jewell, J.D., Hupp, S.D.A., **Segrist, D.J.**, Thornton, M., Schumacher, A., & Scherer, A. (2007, August). *Comparing DUI offenders' attitudes toward drinking and driving with non-offenders*. Presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Nordstrom, C. & Segrist, D.J. (August, 2007). *Locus of control predicts likelihood of pursuing graduate school*. Presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Segrist, D.J., Jewell, J.D., & Hupp, S.D.A. (August, 2007). *Drinking game behaviors predict drinking and driving among college students*. Presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Fedor, S., Pawlow, L., Rose, P. & Segrist, D. (2007, May). Self-Objectification, Body Image, Self-Esteem and Reasons for Exercise in Men. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Hamann, D.M., Pawlow, L.A., & Segrist, D.J. (2007, May). Abuse treatment: Effects on eating disorder symptomatology and body dissatisfaction. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Pennington, D., Pawlow, L.A., & **Segrist, D.J.** (2007, March). *Group experience and confidence ratings in the senior capstone project experience*. Presented at the annual meeting of the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- Segrist, D.J., Hupp, S.D.A., & Jewell, J.D. (2007, May). *College students' normative perceptions of drinking and driving*. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Haas, C., Pawlow, L.A., Pettibone, J., & Segrist, D.J. (2006, October). Intervention for the negative influences media has on body image and comparison of effects in overweight and non-overweight women.
 Presented at the annual meeting of NAASO, The Obesity Society, Boston, MA.
- Pomerantz, A. & Segrist, D.J. (2006, August). *How does payment method influence diagnosis of minimally impaired clients?* Presented at the annual meeting of the American Psychological Association, New Orleans, LA.
- Segrist, D.J. & Daus, C.S. (2006, August). *Emotional intelligence predicts alcohol expectancies*. Presented at the annual meeting of the American Psychological Association, New Orleans, LA.
- Segrist, D.J. & Nordstrom, C. (2006, August). The scavenger hunt: Getting to know your psychology department. Presented at the annual meeting of the American Psychological Association. New Orleans, LA
- Cage, T., Pawlow, L., Daus, C., **Segrist, D.**, & Thompson, S. (2006, May). *Emotionally intelligence college students are less likely to binge drink*. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

- Jordan-Fleming, M.K., & Segrist, D.J. (2006, May). *Hard to resist: Social anxiety and psychosocial development predict pressure to drink*. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Segrist, D.J., & Jordan-Fleming, M.K. (2005, August). Alcohol refusal: The influence of parenting styles and psychosocial development. Presented at the 113th annual meeting of the American Psychological Association, Washington, D.C.
- Segrist, D.J., Jordan-Fleming, M.K, & Maher, A. (2005, May). *Intervening early: Using the College Adjustment Scale as a prevention tool*. Presented at the 17th annual meeting of the American Psychological Society, Los Angeles, CA.
- Segrist, D.J. (2005, February). *Reel learning: Incorporating feature films into abnormal psychology courses.* Presented at the annual meeting of the Midwest Institute for Students and Teachers of Psychology, Glen Ellyn, IL.
- Segrist, D.J. (2005, February). *Freud's chorus: What's going on in your professor's head?* Presented at the annual meeting of the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- Segrist, D.J. (2004, October). *The mixer: Introducing the concept of factor analysis*. Presented at Finding Out: Best Practices in Teaching Research Methods and Statistics in Psychology, Atlanta, GA.
- Segrist, D.J. (2004, February). *Through the eyes of experience: Integrating autobiographies and the literature on the therapeutic value of writing into an Honors Abnormal Psychology course*. Presented at the annual conference of the Midwest Institute of Students and Teachers of Psychology, Glen Ellyn, IL.
- Segrist, D.J. (2003, September). "Give me a dozen healthy infants...": A behaviorism group activity. Presented at Taking Off: Best Practices in Teaching Introductory Psychology, Atlanta, GA.
- Segrist, D.J., & Corcoran, K.J. (2002, August). *The Self Attributes Questionnaire: A promising measure of adolescents' self-esteem*. Presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Segrist, D.J., & Corcoran, K.J. (2002, August). *Yeah, I drink...but not as much as Norm.* Presented at the annual meeting of the American Psychological Association, Chicago, IL.
- Segrist, D.J., & Corcoran, K.J. (2001, August). *Locus of control predicts young men's evaluation of alcohol refusal strategies*. Presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Corcoran, K.J., & Segrist, D.J. (1992, August). *What do the kids think? Effectiveness of alcohol refusal strategies*. Presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Segrist, D.J., & Corcoran, K.J. (1992, August). *Perceptions of a male drinker: State and trait attributions*. Presented at the annual meeting of the American Psychological Association, Washington, D.C.
- Corcoran, K.J., & Segrist, D.J. (1991, August). *The alcohol placebo: Searching for alternatives*. Presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Corcoran, K.J., Scronce, C.A., & Segrist, D.J. (1991, August). Alcohol refusal effectiveness: A comparison of high school and college students. Presented at the annual meeting of the American Psychological Association, San Francisco, CA.

INVITED CONFERENCE PRESENTATIONS

- Helms, J. & Segrist, D. (2007, March). *Developing and implementing an effective Careers in Psychology course*. Presented at the 19th Southeastern Conference on the Teaching of Psychology, Atlanta, GA.
- Leighton, D., **Segrist, D.**, & Bennett, S. (2006, February). *Effective activities and demonstrations for teaching Abnormal Psychology*. Presented at the 18th Southeastern Conference on the Teaching of Psychology, Atlanta, GA.

SPONSORED STUDENT PRESENTATIONS

- Altenberger, T. (2017, April). *Disclosing substance abuse history and recovery status in a graduate school interview*. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Fisher, L. (2017, April). *The effect of group and individual art-making on emotional self-awareness*. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Sax, L. (2009, May). *The four horsemen in dating relationships: Relationship satisfaction and attribution error*. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Shambro, A. (2009, May). *The effect of prescription direct to consumer advertising on health anxiety*. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Smith, J. (2009, May). *Realistic nightmares and bad dreams: Their effects on waking life and associations with neuroticism*. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Smith, M. (2009, May). *The effect of parental divorce on college students' sexual satisfaction*. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Chou, J., Scherer, A., Hamilton, M., & McCormick, A. (2008, May) *Perceptions of gender and alcoholic beverage type on aggression*. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL. (**Regional Award Winner**)
- Harsey, J. & Koebel, M. (2007, May). *The relationship between age of first alcohol consumption and drinking behaviors: Does that first drink really relate to all these problems?* Presented at the annual meeting of the Midwestern Psychological Association.
- Kirk, N., Bowden, K., & Distler, C. (2007, April). *What do you drink?: Alcoholic beverage choice and its effects*. Presented at the annual meeting of ILLOWA, Canton, MO.

GRANTS AWARDED

SIUE School of Education Dean's Grant for Research Enhancement (2012) Rose, P., & **Segrist, D.** *Predicting problem buying: The roles of alexithymia and distress tolerance.*

Society for the Teaching of Psychology Instructional Resource Award (2012)

Segrist, D., & Hupp, S. *This class is a joke! Humor as a pedagogical tool in the teaching of Psychology*. Amount Awarded: \$1500

SIUE Seed Grants for Transitional and Exploratory Projects (2010)

Hupp, S. & Segrist, D. Development and Evaluation of the Healthy Internet Practices (HIP) Program for College Students. Amount Awarded: \$9658.

SIUE School of Education Dean's Grant for Research Enhancement (2006)

Segrist, D.J. & Pomerantz, A. *Psychologists' Practices Related to Disclosing Diagnostic Information to Clients*; Amount Awarded: \$1000

Society for the Teaching of Psychology Promoting Partnerships Small Grants Program (2005) Eggleston, T., Segrist, D., & Hunter, B. *Psychology Research Triangle*; Amount Awarded: \$300

SIUE School of Education Dean's Grant for Research Enhancement (2005)

Pomerantz, A. & Segrist, D.J., *How are Psychologists' Diagnostic Decisions Influenced by the Payment Method of Clients with Minimal Symptoms*; Amount Awarded: \$1000

SIUE Summer Research Fellowship (2005)

Segrist, D.J., A Personality x Situation Examination of College Students' Appraisals of Alcohol Refusal Strategies; Amount Awarded: \$3000

GRANT APPLICATIONS NOT FUNDED

American Beverage Medical Research Foundation (2006)

Segrist, D.J., Jordan-Fleming, M.K., Jewell, J.D., & Hupp, S.D.A. *Developmental Correlates of Drinking and Drinking-Related Behaviors in College Students;* Amount Applied For: \$52,619.13

PROFESSIONAL AND UNIVERSITY SERVICE

Community Service

Board Member, Living Independently Now Center (LINC), September 2017 – Present Personnel Committee, Living Independently Now Center (LINC), January 2018 – Present Marketing and Public Relations Committee, Living Independently Now Center (LINC), January 2018 – October 2018

Professional Service

Society for the Teaching of Psychology, Instructional Resource Award Committee (2018 – Present) Presidential Task Force on Promoting the Value of the Psychology Bachelor's Degree, Society for the

Teaching of Psychology (2018)

Chair, National Advocacy for Psychology Undergraduates Task Force, Society for the Teaching of Psychology, 2014

Program Committee, Best Practices in the Teaching of Psychology Conference, 2013

Peer Mentor, Society for the Teaching of Psychology Professional Development and Mentoring Program, 2013-2014

Society for the Teaching of Psychology, Partnerships Small Grants Committee, 2012 – 2015 Ad-Hoc Reviewer, *Office of Teaching Resources in Psychology* (APA, Division 2)

Ad-Hoc Reviewer, *Psychology Learning and Teaching*

Ad-Hoc Reviewer, Scholarship of Teaching and Learning in Psychology

Ad-Hoc Reviewer, Teaching of Psychology

Ad-Hoc Reviewer, North American Journal of Psychology

Reviewer, Conference Proposals, APA Division 2, 2016

Reviewer, Conference Proposals, APA Division 17, Section on Positive Psychology, 2015 Reviewer, Psi Chi Proposals, Midwestern Psychological Association Conference, 2007, 2008, 2009, 2010 Textbook Proposal and Manuscript Reviewer:

- *Majoring in Psychology* (Blackwell Publishing)
- A Guide to Personality Assessment: Evaluation, Application, and Integration, (Erlbaum)
- Dimensions of Personality: Integrating Theories and Research (McGraw-Hill)
- Personality Theories: Development, Growth, and Diversity, 4th Ed., (Allyn & Bacon)
- Theories of Personality: Understanding Persons (Prentice Hall)

Southern Illinois University Edwardsville (2004-Present)

<u>University Service</u>

- First Semester Transition Committee, Summer 2018 Present
- Coordinator, Peer Consulting and Mentoring, Fall 2017 Present
- Chair, Faculty Welfare Council, Fall 2018 Spring 2019
- Co-Chair, Faculty Welfare Council, Fall 2017 Summer 2018
- Faculty Senate Executive Committee, Fall 2017 Spring 2018
- Faculty Senate, Fall 2017 Present
- Program Review Committee, Fall 2017
- Chair, Faculty Grievance Committee, Fall 2015 Summer 2016
- Faculty Grievance Committee, Fall 2013 Summer 2016
- Co-Facilitator, Faculty Development Book Club, Spring 2016
- Co-Faculty Advisor, Active Minds, SIUE Chapter, Spring 2012 Spring 2016
- Integrative Studies Advisory Committee, Fall 2015 Present
- Facilitator, Midweek Mentor Is There a Solution to Student Multitasking in Class? Spring 2015
- Teaching Excellence Award Committee, Fall 2011 Spring 2012
- Health Sciences Advisory Committee, Spring 2011
- Peer Consulting and Mentoring Program, Fall 2010 Fall 2014, Fall 2016 Present
- Bachelor of General Studies Task Force, Fall 2010 Spring 2013
- Panel Reviewer, STEP Proposals, Fall 2010
- Bachelor of Health Sciences Working Group, Fall 2010 Spring 2011
- Drug and Alcohol Task Force, 2005 2013
- Faculty Fellows Program, Prairie Hall, 2005 2006
- SIUE Hurricane Katrina Relief Committee, Education Awareness Subcommittee, 2005
- Safe Zone Ally, 2004 Present
- Safe Zone Committee, 2004 2006
- University 112, Common Reading Selection Committee, 2004 2005
- Queer Studies Ad Hoc Committee, 2004 2005

School of Education Service

- Academic Affairs Committee, Member, Fall 2018 Spring 2019; Fall 2008 Spring 2010
- SEHHB Pedagogy Think Tank, Chair, Fall 2016 Spring 2017
- SEHHB Pedagogy Think Tank, Member, Fall 2014 Spring 2016
- Teaching Excellence Award Committee, Chair, Fall 2011 Spring 2012
- Teaching Excellence Award Committee, Member, Fall 2009, Fall 2010
- Diversity Education Project, Fall 2009
- Academic Affairs Committee, Chair, Spring 2010
- Dean Search Advisory Committee (at-large representative), 2006 2007

Departmental Service

- Chair, Social Affairs Committee, Fall 2018 Summer 2018
- Social Affairs Committee, Fall 2017 Present
- Chair, Elections Committee, Spring 2017
- Undergraduate Program Director, Summer 2012 Summer 2017
- Undergraduate Program Committee, Spring 2012 Present
- Advisory Committee, Fall 2012 Spring 2017

- Senior Assignment Poster Evaluation Form Ad-Hoc Committee, Fall 2015
- Limiting Online Undergraduate Courses Ad-Hoc Committee, Fall 2015
- Co-Coordinator, Transfer Welcome Night Event, Fall 2015, Fall 2016
- Co-Coordinator, Psychology Book Club, Fall 2010 Present
- Co-Coordinator, Careers in Psychology Boot Camp, Spring 2015
- Co-Coordinator, *Applying to Graduate Programs in Psychology Boot Camp*, Fall 2013, 2014, 2015, 2016
- Chair, APA Culture of Service Award Ad-Hoc Committee, Fall 2013 Spring 2014
- Mission and Vision Statements Ad-Hoc Committee, Fall 2013
- New Student Awards Ad-Hoc Committee, Fall 2011
- Chair, Social Affairs Committee, Fall 2007 Spring 2008, Fall 2012 Spring 2014
- Teaching Excellence Award Committee, Fall 2009 Spring 2012
- Academic Affairs Committee, Chair, Fall 2008 Spring 2010
- Departmental Newsletter Coordinator, Summer 2008 2010
- Robert J. McLaughlin Honors Academy Coordinator, 2005 2013
- Clinical Adult Program Committee, 2004 Present
- Clinical Adult Program Graduate Selection Committee, Chair, Spring 2018, Spring 2013, Spring 2009, Spring 2007
- Careers in Psychology Task Force, Chair, Spring 2009
- Capstone Ad-Hoc Committee, Spring 2008
- Cougar Colloquium, Chair, Fall 2007 Spring 2008
- Theories of Personality Textbook Selection Committee, Chair, Fall 2007
- Peer Evaluation of Teaching, Ad Hoc Committee, 2006 2007
- Advanced Psychopathology Course Outline Committee, Chair, 2005 2006
- Personality Assessment of the Adult Course Outline Committee, Chair, 2005 2006
- Robert J. McLaughlin Honors Academy Ad Hoc Committee, Chair, 2004 2006
- Careers Course Ad Hoc Committee, 2004 2005
- Careers Course Outline Committee, Chair, 2004 2005
- Psychopathology Course Outline Committee, 2004 2005
- Senior Honors Paper Ad Hoc Committee, Chair, 2004 2005

Southwestern Illinois College (2002-2004)

- Academic Quality Improvement Program (AQIP), Academic Advising Steering Committee
- Counseling Advisory Committee
- Honors Program Committee
- Search Committees: Counselor, Department of Counseling and Human Development Assistant Professor, Psychology
- SWIC Speakers Bureau
- United Way Campaign Committee
- Women's History Month Committee

College of Mount St. Joseph (1997-2002)

- Search Committee: Coordinator of Multicultural Programs
- Project SCOPE (Summer Collegiate Orientation Program and Enrichment) Selection Committee

AFFILIATIONS

American Psychological Association (APA) Society for the Teaching of Psychology (APA, Division 2)

COURSES TAUGHT

Undergraduate Psychology

- Foundations of Psychology (SIUE, SWIC, College of Mount St. Joseph)
- Careers in Psychology (SIUE)
- Psychopathology (SIUE, SWIC, College of Mount St. Joseph)
- Applied Psychology (SWIC)
- Theories of Personality (SIUE, College of Mount St. Joseph)
- Social Psychology (SWIC)
- Psychology of Addictive Behaviors (SIUE)
- Capstone in Psychology (SIUE)
- Capstone in Psychology—Honors Section (SIUE)
- Honors: Abnormal Psychology (SWIC)
- Honors: Psychology and Literature (College of Mount St. Joseph)

Graduate Psychology

- Advanced Psychopathology (SIUE)
- Personality Assessment of the Adult (SIUE)
- Cognitive Assessment of the Adult (SIUE)
- Career Development
 - Career Exploration (College of Mount St. Joseph)
 - Professional Development (College of Mount St. Joseph)

Online Courses

- Careers in Psychology (SIUE)
- Theories of Personality (SIUE)
- Teaching in the Community College (an *Illinois Community Colleges Online* course; SWIC)

CLINICAL EXPERIENCE

College of Mount St. Joseph, Wellness Center

Cincinnati, OH

Psychology Resident, August 2000 – July 2002

Counseling Center, Southern Illinois University at Carbondale

Carbondale, IL

Counseling Intern, August 1996 – August 1997

Clinical Center, Southern Illinois University at Carbondale

Carbondale, IL

Clinician/Graduate Assistant, 1989 – 1992, 1994 – 1996

Franklin-Williamson Human Services

West Frankfort, IL

• Child and Adolescent Therapist, 1992 – 1993

Center for Comprehensive Services

Carbondale, IL

Neuropsychological Trainee, Spring and Summer 1992

Wellness Center, Southern Illinois University at Carbondale

Carbondale, IL

• Graduate Assistant, 1991

Shawnee Correctional Center

Vienna, IL

Practicum Student, Summer 1991

RELATED MENTAL HEALTH EXPERIENCE

Supported Employment Program, Ohio Valley Goodwill Industries

Cincinnati, OH

Training Specialist, January 1988-July 1989

Children's Psychiatric Hospital of Northern Kentucky

Fort Wright, KY

• Mental Health Technician, March 1987 – January 1988

RELATED HIGHER EDUCATION EXPERIENCE

Career & Experiential Education, College of Mount St. Joseph

Cincinnati, OH

• Coordinator of Career Development, October 1997 – August 2000

Mitsuru Shimizu

Curriculum Vita

Office

Department of Psychology Southern Illinois University Edwardsville Edwardsville, Illinois 62026-1121 Office phone: (618) 650-5707 Email: mshimiz@siue.edu

Professional Memberships

American Psychological Association Association for Psychological Science Society for Personality and Social Psychology Japanese Society for Social Psychology

Employment History

Adjunct Instructor, Washington University in St. Louis, University College, 2015current

Assistant Professor, Southern Illinois University Edwardsville, Department of Psychology, 2013-current

Adjunct Instructor, Tompkins Cortland Community College, 2012-2013

Post-Doctoral Researcher, Cornell University, Dyson School of Applied Economics and Management, 2008-2013

Graduate Student Instructor, SUNY at Buffalo, Department of Psychology, 2005-2008

Teaching Assistant, SUNY at Buffalo, Department of Psychology, 2002-2004

Education

Ph. D. in Social-Personality Psychology (2009), State University of New York at Buffalo

Research Advisor: Brett Pelham

Dissertation Title: Behavioral and psychophysiological processes underlying the relation between identity disruption and health

M.A. in General Psychology (2002), State University of New York at Buffalo Research Advisor: Brett Pelham

Masters Project: The unconscious cost of good fortune: Implicit and explicit selfesteem, positive life events, and health

B.A. (2000), University of Regina, Canada Major: Psychology

B.A. (1994), Keio University, Japan Major: Environment and Information Studies

SCHOLARSHIP

Refereed Articles

Pelham, B. W., Shimizu, M., Arndt, J., Carvallo, M., Solomon, S., & Greenberg, J. (2018). Searching for god: Illness-related mortality threats and religious search volume in Google in 16 nations. *Personality and Social Psychology Bulletin, 44*, 290-303.

Seery, M. D., Gabriel, S. Lupien, S. P. & Shimizu, M. (2016). Along against group: A unanimously disagreeing group leads to conformity, but cardiovascular threat depends on one's goals. *Psychophysiology*, *53*, 1263-1271.

Kniffin, K. M., & Shimizu, M. (2016). Sounds that make you smile and share: A phonetic key to prosociality and engagement. *Marketing Letters*, *27*, 273-283.

Kniffin, K. M., Wansink, B., & Shimizu, M. (2015). Sports at work: Anticipated and persistent correlates of participation in high school athletics. *Journal of Leadership and Organization Studies*, *22*, 217-230.

Shimizu, M., Johnson, K, & Wansink, B. (2014). In good company: The effect of an eating companion's appearance on food intake. *Appetite*, *83*, 263-268.

Wansink, B., Zampollo, F., Camps, G., & Shimizu, M. (2014). Biting versus chewing: Eating style and social aggression in children. *Eating Behaviors, 15,* 311-313.

Wansink, B., Shimizu, M., & Brumberg, A. (2014). Dispelling myths about a new healthful food can be more motivating than promoting nutritional benefits: The case of Tofu. *Eating Behaviors*, *15*, 318-320.

Shimizu, M., Sperry, J. J. & Pelham, B. W. (2013). The effect of subliminal priming on sleep duration. *Journal of Applied Social Psychology*, *43*, 1777-1783.

Lee, W. J., Shimizu, M., Wansink, B., & Kniffin, K. M. (2013). You taste what you see: Do organic labels bias taste perceptions? *Food Quality and Preferences*, *29*, 33-39.

van Kleef, E., Shimizu, M., & Wansink, B. (2013). Just a bite: Considerably smaller snack portions satisfy delayed hunger and cravings. *Food Quality and Preferences*, *27*, 96-100.

Wansink, B., Cao, Y, Saini, P., Shimizu, M., & Just, D. R. (2013). College cafeteria snack food sales become less healthy with each passing week of the semester. *Public Health Nutrition*, *16*, 1291-1295.

Wansink, B., & Shimizu, M. (2013). Eating behaviors and the number of trips: An observational study at all you can eat Chinese restaurants. *American Journal of Preventive Medicine*, *45*, e49-450.

Wansink, B., Shimizu, M., & Brumberg, A. (2013). Association of nutrient-dense snack combinations with calories and vegetable Intake. *Pediatrics*, 131, 22-29.

Wansink, B., Shimizu, M., & Brumberg, A. (2013). How vegetables make the meal: Their impact on perceptions of the meal and on the preparer. *Public Health Nutrition*, *16*, 1988-1994.

van Kleef, E., Shimizu, M., & Wansink, B. (2012). Serving bowl selection biases the amount of food served. *Journal of Nutrition Education and Behavior*, *44*, 66-70.

Zampollo, F., Kniffin, K. M., Wansink, B., & Shimizu, M. (2012). Food plating preferences of children: The importance of presentation on desire for diversity. *Acta Paediatrica*, *101*, 61-66.

Zampollo, F., Wansink, B., Kniffin, K. M., Shimizu, M., & Omori, A. (2012). Looks good enough to eat: How food plating preferences differ across cultures and continents. *Cross-Cultural Research, 46*, 31-49.

Wansink, B., Shimizu, M., Armand V. C., & Alan O. W. (2012). Dining in the Dark: How Uncertainty Influence Food Acceptance in the Absence of Light. *Food Quality and Preferences, 24,* 209-212.

Wansink, B., Shimizu, M., & Camps, G. (2012). What would Batman eat?: Priming children to make healthier fast food choices. *Pediatric Obesity*, *7*, 121-123.

Wansink, B., Kniffin, K. M., & Shimizu, M. (2012). Nutrition lessons from death row? The behavioral economics of last meal. *Appetite*, *59*, 837-843.

Wansink, B., Tal, A., & Shimizu, M. (2012). First Foods Most: 18-Hour Fasting Draws People to Starches First and Vegetables Last. *Archives of Internal Medicine*, *172*, 961-963.

Shimizu, M., & Pelham, B. W. (2011). Liking for positive words and icons moderates the association between implicit and explicit self-esteem. *Journal of Experimental Social Psychology*, *47*, 994-999.

Shimizu, M., Seery, M. D., Weisbuch, M., & Lupien, S. P. (2011). Trait social anxiety and physiological activation: Cardiovascular threat during social interaction. *Personality and Social Psychology Bulletin*, *37*, 94-106.

Shimizu, M., & Wansink, B (2011). Watching food-related television increases caloric intake in restrained eaters. *Appetite*, *57*, 661-664.

van Kleef, E., Shimizu, M., & Wansink, B. (2011). Food compensation: Do exercise ads change food intake? *International Journal of Behavioral Nutrition and Physical Activity*, *8*, 6.

Wansink, B., Payne, C. R., & Shimizu, M. (2011). The 100-calorie semi-solution: Sub-packaging reduces intake the most among the heaviest. *Obesity*, *19*, 1098-1100.

Shimizu, M., Payne, C. R., & Wansink, B. (2010). When snacks become meals: How hunger and environmental cues bias food intake. *International Journal of Behavioral Nutrition and Physical Activity*, *7*, 63.

Wansink, B., Payne, C. R., & Shimizu, M. (2010). "Is this a meal or snack?" Situational cues that drive perceptions. *Appetite*, *54*, 214-216.

Shimizu, M., & Pelham, B. W. (2008). Postponing a date with the grim reaper: Ceremonial events and mortality. *Basic and Applied Social Psychology*, *30*, 36-45.

Shimizu, M., & Pelham, B. W. (2004). The unconscious cost of good fortune: Implicit and explicit self-esteem, positive life events, and health. *Health Psychology, 23*, 101-105.

Other Publication

Zampollo, F., Kniffin, K. M., Wansink, B., & Shimizu, M. (2013). Food plating preferences – reply to reply regarding Zampollo et al. *Acta Paediatrica*, *102*, e193.

Manuscripts Under Review

Chen, T., Gabrielysan, G., Shimizu, M., & Quing, P. (In Progress). Halo effect of biofortification claims on inference of taste and acceptance: Evidence from Chinese consumers. *Food Quality and Preferences*.

Manuscripts in Progress

Pelham, B. W., Cohen, D., Hardin, C., Murray, D., Shimizu, M., & Vandello, J. (In Progress). Patterns of Individualism and Collectivism Across the Globe: The Global Collectivism Scale. *Journal of Personality and Social Psychology*.

Shimizu, M., Brown, D., & Segrist, D. (In Progress). Discrepant self-esteem and perceived racism among African-American students. *Cultural Diversity and Ethnic Minority Psychology*.

Shimizu, M., Glushko, A. Martin, R., & Goldsmith, S. (In Progress). Sacrificing happiness in search for grail of academic success: Stimulant use, happiness, and academic success among college undergraduates. *Human Psychopharmacology*.

Shimizu, M., Muro, S., Astrosky, V., & Nagel, P. (In Progress). Self-esteem discrepancies and body image among female undergraduate students. *Body Image*.

Shimizu, M., Wansink, B., Orsi, N., Cook, H., & Ladson, Z. (In Progress). Actual and placebo effect of caffeinated soda on cognitive performance.

Radziejewski, E. & Shimizu, M. (In Progress). Spitefulness and Materialism

First-authored Professional Presentations

Shimizu, M., Nagel, P., & Leonard, Z. (April, 2019). *Conscientiousness and Body Discrepancy*. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Shimizu, M., Brown, D., & Segrist, D. (August, 2018). Discrepant self-esteem and perceived racism among African-American students. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA

Shimizu, M., & Radziejewski, E. (April, 2018). *Cognitive-experiential self-theory and narcissism*. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Shimizu, M., Wansink, B., Orsi., & Cook, H. (March, 2017). *Actual and placebo effect of caffeinated soda on cognitive performance*. Poster presented at the International Convention of Psychological Science, Vienna, Austria.

Shimizu, M., Rose, P., & Bozarth, L. S. (February, 2015). *Discrepant low self-esteem and perfectionism*. Poster presented at the annual meeting of the Society of Personality and Social Psychology, Long Beach, CA.

Shimizu, M., & Wansink, B. (January, 2013). *Experientiality and the ambivalent liking of healthy foods: A potential factor for contributing to obesity.* Poster presented at the annual meeting of the Society of Personality and Social Psychology, New Orleans, LA.

Shimizu, M., van Kleef, E., Schneider, J., & Wansink, B. (Jan, 2012). *The effect of priming healthy concepts on snack intake and physical activity*. Poster presented at the annual meeting of the Society of Personality and Social Psychology, San Diego, CA.

Shimizu, M. (May, 2012). *Self-esteem Discrepancies in Restrained Eaters*. Poster presented at the annual meeting of the Association for Psychological Science, Chicago, IL.

Shimizu, M., Wansink, B., & Brumberg, A. (August, 2012). *Snack combinations and how they influence intake among children*. Poster presented at the annual meeting of the American Psychological Association, Orland, FL.

Shimizu, M., & Wansink, B. (Jan, 2011). *Experientiality and body mass index: A personality characteristic susceptible to mindless eating*. Poster presented at the annual meeting of the Society of Personality and Social Psychology, San Antonio, TX.

Shimizu, M., Ying, C., Wansink, B., Just, D. R. (April, 2011). *College cafeteria snack food sales become less healthy with each passing week of the semester*. Poster presented at the annual meeting at Experimental Biology, Washington, DC.

Shimizu, M., van Kleef, E., & Wansink, B. (April, 2011). *How to kill food craving? Just a bite or the full portion*. Poster presented at the annual meeting at Experimental Biology, Washington, DC.

Shimizu, M., Cardello, A. V., Wright, A. O., & Wansink, B. (May, 2011). *Dining in the dark: How sight, smell, and uncertainty influence food intake.* Poster presented at the annual meeting of the Association for Psychological Science, Washington, DC.

Shimizu, M., & Wansink, B. (Jan, 2010). *Television content and food intake among restrained versus unrestrained eaters*. Poster presented at the annual meeting of the Society of Personality and Social Psychology, Las Vegas, NV.

Shimizu, M., Smith, L. E., & Wansink, B. (April, 2010). *The Fat Suit Study: When Skinny Companions Lead Us to Eat Healthier*. Poster presented at the annual meeting at Experimental Biology, Anaheim, CA.

Shimizu, M., Payne, C. R., & Wansink, B. (May, 2010). *Nudging Healthy Food Consumption in a Preschool Setting*. Poster presented at the annual meeting of the Association for Psychological Science, Boston, MA.

Shimizu, M., Arnold, K., Lupien, S., & Seery, M. (Feb, 2009). *Illnesses and physiological processes among participants with discrepant self-esteem*. Poster presented at the annual meeting of the Society of Personality and Social Psychology, Tampa, FL.

Shimizu, M., Payne, C. R., & Wansink, B. (May, 2009). *Healthy foods on the left side of a plate*. Poster presented at the annual meeting of the Association for Psychological Science, San Francisco, CA.

Shimizu, M., & Pelham, B. W. (May, 2006). *Postponing a date with the grim reaper: Ceremonial events and mortality*. Poster presented at the annual meeting of the Association for Psychological Science, New York, NY.

Invited Presentation

Shimizu, M., & Pelham, B. W. (October, 2009). *The unconscious cost of good fortune: Implicit and explicit self-esteem, positive life events, health behavior, and health.* In J. G. Holmes (Chair), Is Self-Enhancement Really a Pre-Potent Motive? Symposium presentation delivered at the annual meeting of the Society of Experimental Social Psychology, Portland, ME.

Internal Grant Funded

Principal Investigator (January 2018 – May, 2018). *Life is uncertain, eat caloric-food first: Childhood socioeconomic (SES) status and the order in which food is eaten.* SIUE Dean's Grant. Total Award = \$650.00

Principal Investigator (January 2014 – May, 2014). *Implicit and explicit self-esteem and food craving*. SIUE Dean's Grant. Total Award = \$950.00

Internal Grant Unfunded

Principal Investigator (Submitted in 2016) *Seed Grants for Transitional and Exploratory Projects (STEP)*. Life is uncertain, eat dessert first: Childhood SES and the order in which food is eaten.

External Grant Funded

Co-Investigator (January 2017 – December 2019) *CHS: Small: Collaborative Research: From Passive Telerobotic Platforms to Interactive, Tangible Human Robot Interfaces.* National Science Foundation (PI. Jenna Gorlewicz). Total Award = \$219, 646.80 **External Crant Unfunded**

External Grant Unfunded

Co-Investigator (Submitted in 2016) *Small Grant Program – 2016 Cycle 4: Causes and consequences of the lack of freedom of choice in American birth outcome.* John Templeton Foundation (PI. Brett Pelham).

Other Grant-Related Activities

Co-Investigator (Not funded) *Summer Program to Advanced Research in Cancer* (Planned to supervise undergraduate student research experience during summer). PI. Megan Robb. Proposal submitted to the NIH.

TEACHING

University Instruction

University College, Washington University in St. Louis PSYC358 (Health Psychology)

Department of Psychology, Southern Illinois University Edwardsville PSYC303 (Health Psychology) PSYC220 (Research Methods and Statistics I) PSYC221 (Research Methods and Statistics II) PSYC206 (Social Psychology) PSYC111 (Foundation of Psychology)

Tompkins Cortland Community College PSYC103 (Introductory Psychology)

Dyson School of Applied Economics and Management, Cornell University AEM4020/4021 (Food and Brand Lab Workshop I & II)

Department of Psychology, State University of New York at Buffalo PSYC331 (Social Psychology) PSYC250 (Research Methods in Psychology) PSYC101 (Introduction to Psychology)

Master's Thesis Committee Member

Norvella Brown (Chair: Summer 2018 – Fall 2018), MS in Health Informatics Dallie Young (Chair: Fall 2017 – Spring 2018), MS in Health Informatics Kelly Flynn (Fall 2016 – Spring 2017), MS in Clinical Child and School Psychology Kevin Ponder (Fall 2016 – Spring 2017), MA in Industrial/Organizational Psychology Houston Southard (Fall 2015 – Spring 2016), M.A. in Industrial/Organizational Psychology

Honor's Thesis Committee Member

Jason Brooks (Chair: Summer 2018 –), BA in Psychology Hannah Osman (Spring 2017), BA in Psychology Ashleigh Lupton (Fall 2015-Spring 2016), BA in Psychology Anthony Rocco (Chair: Fall 2015-Spring 2016), BA in Psychology Samantha Boschert (Fall 2015), BA in Psychology

Teaching and Professional Training

Participated in the Midweek Mentor Brown Bag session "How Do I Create an Engaging Atmosphere in my Online Classroom?" on October 10, 2018, discussing how online students can be engaged through techniques as small as changing the design of Blackboard, email accessibility to the instructor, discussion boards, etc.

Participated in the Midweek Mentor Brown Bag session "How Can I Align Technology with my Pedagogical Goals?" on November 8, 2017, discussing how instructional technologies can help us to teach more efficiently with Dr. Glick from Instructional Design and Learning Technologies.

Participated in the Midweek Mentor Brown Bag session "How Can I Add Interactivity to my Online Content?" on September 13, 2017, discussing various methodologies that enhance interactions between the instructor and students.

Participated in the Midweek Mentor Brown Bag session "Involving International Students in Teamwork" on February 17, 2016, discussing how to improve communication with international students.

Participated in the Midweek Mentor Brown Bag session "Beyond the Discussion Board: How Can I Engage Online Students" on February 3, 2016, discussing the tips for developing online course.

Participated in the Midweek Mentor Brown Bag session "What Key Concepts Improve Student Learning and Memory?" on January 20, 2016, discussing the tips to help students memorize course contents.

Participated in the Midweek Mentor Brown Bag session "How Do I Set Students Up for Successful in Online Courses?" on September 2, 2015, discussing the tips for developing online course.

Participated in the Midweek Mentor Brown Bag session "Is There a Solution to Student Multitasking in Class?" on March 4, 2015, discussing the tips for avoiding multitasking in class.

Participated in the Midweek Mentor Brown Bag session "What are 5 Tips for Writing Effective Learning Objectives?" on August 13, 2014, discussing the importance of clear goals for students.

Participated in the Midweek Mentor Brown Bag session "How Do I Get Students to Read Their Assignments Before Class" on March 5, 2014, discussing tips to encourage reading before class.

Participated in the Midweek Mentor Brown Bag session: "How Can Rubrics Make Grading Easier and Faster?" on January 22, 2014, discussing how rubrics should be developed.

Participated in the Midweek Mentor Brown Bag session: "Can I Use Discussion to Facilitate Learning?" on November 13, 2013, discussing how discussion is important in student learning.

Participated in five days of the New Faculty Orientation to university programs and policies, which included the presentations and workshops regarding teaching effectiveness from August 15 to November 5, 2013.

ACADEMIC SERVISE

Department Service

Academic Affairs Committee (Chair) Southern Illinois University Edwardsville Fall 2017 – Current

Academic Affairs Committee Southern Illinois University Edwardsville Fall 2016 – Spring 2017

Culture of Service Proposal Review Ad Hoc Committee (Chair) Southern Illinois University Edwardsville Fall 2016 – Current

Undergraduate Psychology Program Committee Southern Illinois University Edwardsville Fall 2013 – Current

School Service

Research & Project Committee (Chair) Southern Illinois University Edwardsville Fall 2018 – current

Research & Project Committee Southern Illinois University Edwardsville Fall 2017 – Spring 2018

Academic Affair Committee Southern Illinois University Edwardsville Fall 2017 – Spring 2018

Dean's Dozen Selection Committee Southern Illinois University Edwardsville Fall 2014 – Fall 2016

University Service

Master's in Healthcare Informatics Committee Southern Illinois University Edwardsville Spring 2015 – Current

Alternate in the Intercollegiate Athletic Committee Southern Illinois University Edwardsville Fall 2015 Reviewer for the Undergraduate Nursing Program Southern Illinois University Edwardsville Fall 2014 – Spring 2015

Reviewer for STEP Grants Southern Illinois University Edwardsville Fall 2014

Professional/Other Service

Invited to write a short article about eating behavior for BakingEurope Winter 2016 edition.

Invited to write a short column about the psychology education in the U.S. for *Anatanoshiranai Shinrigaku* by Nakanishia Publishers, Spring 2015

Invited to talk about the psychology education in the U.S. at Hiroshima Shudo University (Hiroshima, Japan) on January 8th, 2014

Provided a short endorsement of *Health Psychology* 4th edition by Straub (Worth Publishers), Fall 2013.

Ad-Hoc Reviewer: American Journal of Preventive Medicine, Appetite, BMJ Open, Cognition and Emotion, Food Quality and Preference, International Journal of Obesity, Journal of Anxiety Disorder, Journal of Applied Social Psychology, Journal of Experimental Social Psychology, Journal of Psychosomatic Research, Nutrients Preventive Medicine, Psychological Reports, Scandinavian Journal of Public Health, Self and Identity, Substance Use and Misuse, Social Psychological Program of National Science Foundation

630 S. BERRY RD. ST. LOUIS, MO 63122 PHONE 314-962-2042 • E-MAIL JPETTIB@SIUE.EDU

JONATHAN C. PETTIBONE, Ph.D.

EMPLOYMENT

2017-Present Southern Illinois University Edwardsville

Undergraduate Program Director, Department of Psychology

2016-Present Southern Illinois University Edwardsville

Professor, Department of Psychology

2008-2016 Southern Illinois University Edwardsville

Associate Professor, Department of Psychology

 2002-2008
 Southern Illinois University Edwardsville

Assistant Professor, Department of Psychology

2000-2002 University of Alabama at Huntsville

Assistant Professor, Department of Psychology

1995-2000 University of South Carolina

Research Assistant, Judgment and Decision Making Laboratory- Department of Psychology

EDUCATION

2000	University of South Carolina	Columbia, SC
	<i>Doctor of Philosophy, Experimental P.</i>Major: Cognitive PsychologyMinor: Quantitative Methods	sychology
1997	University of South Carolina Master of Arts, General Experimental	Columbia, SC l Psychology
1995	College of Wooster Bachelor of Arts, Psychology • Minor: History	Wooster, OH

- Trueblood, J. S. & Pettibone, J. C. (2015). The Phantom Decoy Effect in Perceptual Decision-Making. *Journal of Behavioral Decision Making*.
- Pettibone, J. C. (2014). Revisiting the Automatic and the Controlled: A Review of *Dual-Process Theories of the Social Mind. The Journal of Social Psychology*, 154, 569-571.
- Pettibone, J. C. (2012). Testing the effect of time pressure on asymmetric dominance and compromise decoys in choice. *Judgment and Decision Making*, 7(4), 513–521.
- Berghoff, C. R., Pomerantz, A. M., Segrist, D. J., Pettibone, J. C., & Bedwell, D. R. (2012). The relationship between experiential avoidance and impulsiveness in a non-clinical sample. *Behaviour Change, 29*, 25-35.
- Hass, C. J., Pawlow, L.A., Pettibone, J., & Segrist, D. J. (2012). An intervention for the negative influence of media on body esteem. *College Student Journal*, 46, 405-418.
- Sashidharan, T., Pawlow, L., & Pettibone, J. (2012) An examination of racial bias in the Beck Depression Inventory-II. *Cultural Diversity and Ethnic Minority Psychology*, *18*(2), 203-209.
- Smith, J. A., Pomerantz, A. M., Pettibone, J. C., Segrist, D. J. (2012). When does a professional relationship with a psychologist begin? An empirical investigation. *Ethics & Behavior*, 22(3), 208-217.
- Wozenilek, A.C., Pomerantz, A., Pettibone, J.C., Segrist, D.J. (2012). When clients no-show: An empirical analogue study of psychologists' response strategies. *Journal of Contemporary Psychotherapy*, 42(2), 87-92.
- Williams, B., Pomerantz, A. M., Pettibone, J., & Segrist, D. (2010) How Impaired is Too Impaired? Ratings of Psychologist Impairment by Psychologists in Independent Practice. *Ethics and Behavior*, 20(2), 149-160.
- Hambrick, D. Z., Meinz, E. J., Pink, J. E., Pettibone, J. C., & Oswald, F. L. (2010). Learning outside the laboratory: Ability and non-ability influences on acquiring political knowledge. *Learning and Individual Differences*, 20(1), 40-45.
- Segrist, D. J. & Pettibone, J.C. (2009). Where's the bar? Perceptions of heavy and problem drinking among college students. *Journal of Alcohol and Drug Education*, 53(1), 35-53.
- Gregory II, C., Pomerantz, A.M., Pettibone, J.C., & Segrist, D. J. (2008). The Effect of Psychologists' Disclosure of Personal Religious Background on Prospective Clients. *Mental Health*, *Religion, and Culture*, 11(4), 369-373.
- Hambrick, D. Z., Pink, J. E., Meinz, E. J., Pettibone, J. C., & Oswald, F. L. (2008). The roles of ability, personality, and interests in acquisition of current events knowledge: A longitudinal study. *Intelligence*, 36(3), 261-278.
- Pettibone, J. C., & Wedell, D. H. (2007). Of gnomes and leprechauns: The recruitment of recent and categorical contexts in social judgment. *Acta Psychologica, 125(3)*, 361-389.
- Pettibone, J. C., & Wedell, D. H. (2007). Testing alternative explanations of phantom decoy effects. *Journal of Behavioral Decision Making, 20,* 323-341.
- Lowe, J., Pomerantz, A. M., & Pettibone, J. C. (2007). The influence of payment method on psychologists' diagnostic decisions: Expanding the range of presenting problems. *Ethics and Behavior*, 17(1), 83-93.
- Munge, B. A., Pomerantz, A. M., Pettibone, J. C., & Falconer, J. W. (2007) The Influence of Length of Marriage and Fidelity Status on Perception of Marital Rape. *Journal of Interpersonal Violence*, 22(10), 1332-1339.
- Wedell, D. H., Santoyo, E. M., & Pettibone, J. C. (2005). The thick and the thin of it: Contextual effects in body perception. *Basic and Applied Social Psychology*, 27(3), 213-227.
- Pomerantz, A. M., & Pettibone, J. C. (2005). The Influence of Client Characteristics on Psychologists' Ethical Beliefs: An Empirical Investigation. *Journal of Clinical Psychology*, 61(4), 517-528.

Pettibone, J. C. & Wedell, D. H. (2000). Examining models of non-dominated decoy effects across judgment and choice. *Organizational Behavior and Human Decision Processes, 81 (2),* 300-328.

- Wedell, D. H., & Pettibone, J. C. (1999). Preference and the contextual basis of ideals in judgment and choice. *Journal of Experimental Psychology: General*, 128, 346-361.
- Wedell, D. H., & Pettibone, J. C. (1996). Using judgments to explain decoy effects in choice. Organizational Behavior and Human Decision Processes, 67, 326-344.

RESEARCH GRANTS

- Pettibone, J. C. (2017). Exploring the role of autism spectrum conditions on context effects in decision making. Proposal submitted to and funded by a Dean's Grant for Research Enhancement. Funded Amount \$595.
- Pettibone, J. C. (2012). Upgrade License for E-prime Professional 2.0. Proposal submitted to and funded by the SIUE Research Equipment and Tools grant program. Funded Amount: \$595.
- Meinz, E., Jewell, J. Meeks, J. T., Pettibone, J. C., Rose, P., & Rosnick, C. (2011). Eye-tracking Data in Psychological Science: New Methods of Investigating Existing Questions.
 Proposal Submitted for the SIUE New Directions 2011 grant program. Funded Amount: \$31,518
- Weinberg, J., Pettibone, J. C., Stein, C., Stephen, M. & Thomas, S. (2005-2007). The Effects of Robotics Projects on Girls' Perceptions of Achievement in Science, Technology, Engineering, and Mathematics. HRD grant funded by NSF as part of the Research on Science in Gender and Engineering Program, NSF 04-608. Funded Amount: \$352,586.
- Pettibone, J. C. (2003). Exploring The Contextual Sensitivity Of Ideals For Body Image. SIUE Summer Research Fellowship. Funded Amount: \$6,000.
- Pettibone, J. C. (2001-2002). Using Photo-Realistic Stimuli to Understand the Contextual Basis of Social Ideal Formation. UAH Research Development Grant. Funded Amount: \$5137.

PRESENTATIONS

- Waller, C. S., Corso, C. J., Pettibone, J. C., Nichols, K., & Angot, D. (2019). Exploring the Influence of Autism Spectrum Conditions on Contextual Effects in Preference. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Pettibone, J.C., Miller, N., Asfaw, A., Bausily, A. (2018). Individual Differences in Bad Decisions: Why Not Choose the Worst? Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Pettibone, J.C. (2017). Testing the Influence of Distance to the Target on the Compromise Decoy Effect. Poster presented at the annual meeting of the Society for Judgment and Decision Making, Vancouver, BC.
- Pettibone, Armstrong, Hinshaw, Shufelt, Waldeier, & Altenberger (2017). Testing the Influence of Distance to the Target on the Compromise Decoy Effect. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Pettibone, J. C. (2015). Examining the Use of the Asymmetrically Dominated Decoy as a Nudge to Reduce Temporal Discounting. Poster presented at the annual meeting of the Society for Judgment and Decision Making, Chicago, IL.
- Trueblood, J.S. & Pettibone, J.C. (2015). The Phantom Decoy Effect in Perceptual Decision-Making. Poster presented at the annual meeting of Association for Psychological Science, New York NY.
- Pettibone, J. C., Bauman, M. R., Klann, M. C., Pezold, M. J., Prince, J. C. (2014). Choosing the worst: Understanding Preference for the decoy in the attraction effect. Poster presented at the annual meeting of Association for Psychological Science, San Francisco CA.
- Klann, M. C., Prince, J. C., Pezold, M. J., Sanchez, T. M., & Pettibone, J. C. (2014). Choosing the worst: Examining why individuals choose an asymmetrically dominated decoy. Poster presented

at the annual meeting of the St. Louis Area Undergraduate Research Symposium.

- Pezold, M. J., Sanchez, T. M., Klann, M. C., Prince, J. C., & Pettibone, J. C. (2014). Trolley troubles: Using context to influence preference in moral dilemmas. Poster presented at the annual meeting of the St. Louis Area Undergraduate Research Symposium.
- Opel, J., Bauman, M., Crum, K., Gourley, E., Pettibone, J. C., & Shinn, D. (2013). Will you lie for candy? Testing the theory of self-concept maintenance in deception. Talk given at the 2013 meeting of the ILLOWA undergraduate research conference.
- Pettibone, J.C. & Smith, A. W. (2012). Exploring the Effect of Time and social Pressure on Anchoring in Equation Solving. Poster presented at the annual meeting of the Society for Judgment and Decision Making.
- Pettibone, J. C. (2012). Exploring the Construction of Preference Using Traditional and Dynamic Connectionist Models of Decision Making. Invited talk presented as part of the Illinois State Department of Psychology's Cognitive and Brain Science colloquium series.
- Pettibone, J.C. (2012). Exploring the Role of Time and Social Pressure in the Use of Anchoring in Equation Solving. Talk presented at the 2012 meeting of the Illinoisy Data conference.
- Pettibone, J.C. (2012). The Effect of Social Facilitation on Anchoring in Equation Solving. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Pettibone, J. C., Christensen, B., Jansen, A. Maul, C., Pardo-Pfeiffer, R., Ralph, J., & Van Buren, J. (2011). Testing the Predictions of Decision Field Theory for Decoy Effects in Choice. Poster presented at the 2011 convention of the Association for Psychological Science, Washington D.C.
- Pettibone, J. C., Christensen, B., & Beyer, E. (2011). Exploring Anchoring Effect Calculations Under Time Pressure: Could Too Much Time to Solve an Equation be a Bad Thing? Talk given to Illinoisy Data 2011, Carbondale, IL.
- Sashidharan, T., Pawlow, L., & Pettibone, J. (2011). *An Examination of Racial Bias in the Beck Depression Inventory-II.* Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Pettibone, J. C., Englert, B., & Laughlin, A. (2010). Can a Decoy Influence Preference for Presidential Candidates? Poster presented at the 82nd annual Midwestern Psychology Association Meeting.
- Pettibone, J. C. (2010). Applying Decision Field Theory to Understanding the Phantom Decoy Effect. Talk presented at the 2010 meeting of the Illinoisy Data Conference.
- Pettibone, J. C. (2010). Testing the Predictions of Decision Field Theory for the Phantom Decoy. Poster presented at the 31st Annual meeting of the Society for Judgment and Decision Making.
- Pettibone, J. C., Englert, B., & Laughlin, A. (2009). Decoy Effects in Political Preference? Talk presented at the 2009 meeting of the Illinoisy Data Conference, Edwardsville, IL.
- Meinz, E., Pettibone, J. C., Skelly, M., & Atkins, K. (2009) The integration of statistics and research methods: A presentation and evaluation of one model. Poster presented at the 2009 annual meeting of the National Institute on the Teaching of Psychology.
- Pettibone, J. C. (2008). Are you Dating a Decoy? Context Effects in Romantic Partner Selection. Presented at the 2nd annual "Illinoisy Data" regional cognitive conference, Carbondale, IL.
- Weinberg, J., Thomas, S., Pettibone, J. C., & Stephen, M. L. (2007). The Impact of Robot Projects on Girls Attitudes Toward Science and Engineering. Talk presented at the Robotics Science and Systems (RSS) workshop on research in robots for education, Georgia Institute of Technology, Atlanta, GA.
- Pettibone, J. C. (2007). *Decoy Effects in romantic Partner Selection*. Talk presented at the annual convention of the Midwestern Psychological Association.
- Haas, C., Pawlow, L., Pettibone, J. & Segrist, D. (2006). *Intervention for the negative influences media has on body image and comparison of effects in overweight and non-overweight women*. Presented at the annual convention of the North American Association for the Study of Obesity, Boston, MA.

- Pettibone, J. C. (2006). Are You Dating the Decoy? Context Effects on Romantic Partner Selection. Talk presented at the 2006 Show Me Cognition Conference held on the campus of Washington University.
- Pettibone, J. C. (Spring 2006). Context Effects and the Construction of Social Ideals. Invited talk to the faculty of the Brain and Cognitive Sciences program in the Department of Psychology at SIUC.
- Hambrick, Z., Meinz, E., & Pettibone, J. C. (2005). Determinants of Individual Differences in Current Events Knowledge: A Longitudinal Study. Presented at the 46th annual meeting of the Psychonomic Society.
- Pettibone, J. C., Meinz, E., & Hambrick, Z. (2005). *Context Effects on Ideals for Political Candidates.* Presented at the 26th annual meeting of the Society for Judgment and Decision Making.
- Wedell, D. H., Pettibone, J. C., & Karpick, S. M. (2004). The Roll of Categorical Context in Dominance and Ideal-Point Based Judgment. Talk presented at the 45th annual meeting of the Psychonomic Society, Minneapolis, Minnesota.
- Pettibone, J. C., & Zeitlin, D. (2003). Applying the Dual-Process model of decoy effects to context effects in social judgment. Presented at the annual meeting of the Society of Judgment and Decision Making, Vancouver, BC.
- Pettibone, J. C., Wedell, D. H., & Zeitlin, D. (2002) Testing the Similarity-Substitution Hypothesis for the Phantom Decoy Effect. Poster presented at the Annual Meeting of the Society for Judgment and Decision Making, Kansas City, MO.
- Pettibone, J. C., Wedell, D.H., & Zeitlin, D. K. (2002). Contrasting the Similarity-Substitution and Weight-Change Models for the Phantom Decoy Effect. Poster presented at the annual meeting of the Midwestern Psychology Association, Chicago, IL.
- Pettibone, J. C. (October, 2001). *Phantom Decoys in Judgment and Choice*. Paper presented at the annual meeting of the Association for Consumer Research, Austin, TX.
- Eaton, R. F. & Pettibone, J. C. (November, 2001). Type of Postnatal Auditory Experience Affects Social Behavior and Weight Gain in Bobwhite Quail Chicks. Poster presented at the annual meeting of the International Society for Developmental Psychobiology, San Diego, CA
- Knox, K.S., Hemeyer, M., Huffman, J. & Pettibone, J. C. (April, 2001). The Effect of Presentation Length on Context Effects. Poster presented at the annual meeting of the Southeastern Psychological Association, Atlanta, GA.
- Pettibone, J. C., & Wedell, D. H. (November, 2000). Multiple Pathways for Contextual Recruitment in Social Judgment. Poster presented at the annual meeting of the Society for Judgment and Decision Making, New Orleans, LA.
- Pettibone, J. C., & Wedell, D. H. (November, 1999). *The Role of Categorization in Determining Context Effects.* Poster presented at the annual meeting of the Psychonomic Society, Los Angeles, CA.
- Pettibone, J. C., & Wedell, D. H. (November, 1999). Using Multiple Judgments and Process Tracing Techniques to Examine Cognitive Models of Decoy Effects. Poster presented at the Society for Judgment and Decision Making, Los Angeles, CA.
- Pettibone, J. C., & Wedell, D. H. (May, 1998). *Contextual Sensitivity of Ideals in Judgment and Choice*. Paper given at the annual meeting of the Midwest Psychological Association, Chicago, IL.
- Pettibone, J. C., & Wedell, D. H. (November, 1998). Now You See It, Now You Don't: The Effect of Phantom Decoys on Choice and Judgment. Poster presentation: Society for Judgment and Decision Making, Dallas, TX.
- Pettibone, J. C., & Wedell, D. H. (February, 1998). *The Phantom Decoy in Choice and Judgment*. Poster presentation: North Carolina Cognition, Durham, NC.
- Pettibone, J. C. & Wedell, D. H. (May, 1997). Using judgments to test explanations of the compromise decoy effect in choice. Talk given at the annual meeting of the Midwest Psychological Association, Chicago, IL.
- Wedell, D. H., Pettibone, J. C., & Senter, S. M. (November, 1997). Context Effects on Ideal Point Preferences. Talk given at the 38th annual meeting of the Psychonomic Society, Philadelphia, PA.
- Pettibone, J. C., & Wedell, D. H. (November, 1997). *Contextual Sensitivity of Ideals in Judgment and Choice*. Poster presentation: Society for Judgment and Decision Making, Philadelphia, PA.

Pettibone, J. C., & Wedell, D. H. (February, 1996). Using Judgments to understand decoy effects in choice. Poster presentation, North Carolina Cognition, Univ. of North Carolina, Greensboro, NC.

Pettibone, J. C. (1995). An exploration of possible cognitive models for the compromise decoy effect. Talk given at the annual Ohio Undergraduate Research in Psychology conference, John Carroll Univ., Cleveland, OH.

PROFESSIONAL MEMBERSHIPS

Society for Judgment and Decision Making

American Psychological Society

Midwest Psychological Association

Member, Psychonomic Society

PROFESSIONAL SERVICE

Ad Hoc Reviewer, Organizational Behavior and Human Decision Processes, Memory and Cognition, Journal of Behavioral Decision Making, Judgment and Decision Making, Decision, Management Science, Cognitive and Affective Behavioral Neuroscience, Journal of Personality and Social Psychology, Journal of Economic Psychology, & Perception and Motor Skills

Editorial Board for the Journal of Behavioral Decision Making

SELECTED UNIVERSITY SERVICE

President Elect, SIUE Faculty Senate (Fall 2009-Summer 2010

President, SIUE Faculty Senate (Fall 2010-Summer 2011)

Past President, SIUE Faculty Senate (Fall 2011-Summer 2012)

Chair, Rules and Procedures Committee, SIUE Faculty Senate (Fall 2015-current)

Board of Directors, SIUE Center for Predictive Analytics (Fall 2018-current)

CURRICULUM VITAE Laura A. Pawlow, Ph.D. Department of Psychology Southern Illinois University Edwardsville Edwardsville, IL 62026-1121 Phone: (618) 650-2608, Fax: (618) 650-5087

E-mail: lpawlow@siue.edu

EMPLOYMENT

July 2015 – present	Professor , Department of Psychology, Southern Illinois	
	University Edwardsville (SIUE)	
July 2009 – June 2014	Associate Professor, Department of Psychology, SIUE	
Aug. 2003-June 2009	Assistant Professor, Department of Psychology, SIUE	
Aug. 2003 – April 2005	Clinical Psychologist (part time), Washington University	
	Weight Management Program	
EDUCATION		
Aug. 2002 – July 2003	Post-Doctoral Fellow	
	Medical University of South Carolina, Charleston, SC	
July 2001 – July 2002	Clinical Psychology Intern	
	Medical University of South Carolina, Charleston, SC	
Aug. 1997 – July 2002	Doctor of Philosophy, Clinical Psychology	
	University of Southern Mississippi, Hattiesburg, MS	
Aug. 1997 – May 2000	Master of Arts, Clinical Psychology	
	University of Southern Mississippi, Hattiesburg, MS	
Aug. 1993 – May 1997	Bachelor of Science, Psychology, Mathematics (minor)	
	University of Dayton, Dayton, OH	

PROFESSIONAL LICENSE

Missouri Psychologist # 2003023864

PROFESSIONAL MEMBERSHIPS

American Psychological Association Midwest Psychological Association Council on Undergraduate Research Phi Kappa Phi Honor Society

AWARDS

- Spring, 2009 SIUE Alumni Association Great Teacher Award
- Spring, 2007 National Residence Hall Honorary Member
- Spring, 2006 SIUE Kimmel Leadership Center Student Advisor of the Year Award
- Spring, 2004 Psi Chi Outstanding Faculty Member Award
- Spring, 2002 Outstanding Teaching Award, Senior Psychiatry Lecture Series
- Spring, 2002 Psychology Internship Research Project 2nd Place Award
- Spring, 2001 Graduate Association of Student Psychologists Student of the Year Award, USM faculty- and peer-nominated award.

RESEARCH

Publications

- Pawlow, L.A. and Sleeper, K. (2018). Multifaceted Undergraduate Research Program Assessment Plan: Benefits, Challenges, and Utility. Scholarship and Practice of Undergraduate Research, 1(3), 5-12.
- Pawlow, L.A., & Meinz, E.J. (2018). Comparing Psychology Undergraduate Researchers and Non-Researchers. Scholarship and Practice of Undergraduate Research, 1(3), 66.
- **Pawlow**, L.A. & Meinz, E.J. (2017). Characteristics of psychology students who serve as research assistants. *College Student Journal*, *51(1)*, 77-80.
- Hemrich, A., Pawlow, L., Segrist, D., & Pomerantz, A. (2014). Current versus ideal skin tones and tanning behaviors in Caucasian college women. *Journal of American College Health*, 62, 588-591.
- Somers, A., Pomerantz, A., Meeks, T., & Pawlow, L. (2014). Should psychotherapists disclose their own psychological problems? *Counseling and Psychotherapy Research*, 14, 249-255.
- Pawlow, L. (2012). Other approaches in the treatment of night eating syndrome. In J. Lundgren, K. Allison, & A. Stunkard (eds), *Night eating syndrome: definition,* assessment, and treatment (pp. 266-281). New York, NY: Guilford Press.
- Pawlow, L., & Pomerantz, A. (2012). A growing application: Health psychology. In A. Pomerantz (ed.), *Clinical psychology 3rd edition*. Thousand Oaks, CA: Sage.
- Sashidharan, T., Pawlow, L., & Pettibone, J. (2012). An examination of racial bias in the Beck Depression Inventory-II. *Cultural Diversity and Ethnic Minority Psychology*, 18, 203-209.
- **Pawlow**, L. & Retzlaff, W. (2012). How undergraduate researchers at SIUE have become change agents for sustainability issues. *Council on Undergraduate Research Quarterly*, 33, 28-32.
- Haas, C., Pawlow, L., Pettibone, J., & Segrist, D. (2012). An intervention for the negative influence of media on body esteem. *College Student Journal*, 46, 405-418.
- Pawlow, L. (2011). The What to Wear/What not to Wear Fashion Show. In T. Lara, M. Pope, & C.W. Minor (eds), *Experiential activities for teaching career*

counseling and for facilitating career groups (Volume III). Broken Arrow, OK: NCDA.

- Pawlow, L., & Pomerantz, A. (2010). A growing application: Health psychology. In A. Pomerantz (ed.), *Clinical psychology 2nd edition*. Thousand Oaks, CA: Sage.
- Pawlow, L. (2010). Standardized tests and other criteria in admissions decisions: A classroom activity. *Teaching of Psychology*, 37, 190-192.
- Segrist, D., & **Pawlow**, L. (2009). Whom do you know? Demonstrating networking in a careers in psychology course. *Journal of Instructional Psychology*, *36*, 352-356.
- Pawlow, L., & Pomerantz, A. (2008). A Growing Application: Health Psychology. In A. Pomerantz (ed.), *Clinical Psychology*. Thousand Oaks, CA: Sage.
- **Pawlow**, L., Pomerantz, A., & Sullivan, B.F. (2007). Protecting undergraduate volunteers: Balancing confidentiality with the duty to protect and/or warn. *Training and Education in Professional Psychology*, *1*, 147-152.
- Segrist, D., & **Pawlow**, L. (2007). The mixer: Introducing the concept of factor analysis. *Teaching of Psychology*, *34*, 121-123.
- Martin, C, O'Neil, P, & **Pawlow**, L. (2006). Changes in food cravings during low-calorie and very-low calorie diets. *Obesity Research*, 14, 115-121.
- Pawlow, L., O'Neil, P., White, M., & Byrne, T.K. (2005) Findings and outcomes of psychological evaluations of gastric bypass applicants. *Surgery for Obesity and Related Diseases, 1,* 523-529.
- Pawlow, L., & Jones, G.E. (2005). The impact of abbreviated progressive muscle relaxation on salivary cortisol and salivary immunoglobulin A. *Applied Psychophysiology and Biofeedback*, 30, 375-387.
- Pawlow, L.A., Jones, G.E., & Rigby, S.M. (2004). Heartbeat perception during and between headaches in chronic migraine sufferers and normals. *North American Journal of Psychology*, 6, 493-497.
- O'Neil, P., & **Pawlow**, L. (2004). The psychology of eating: From healthy to disordered behavior (book review). *Gastroenterology*, 126, 366.
- Pawlow, L., O'Neil, P., & Malcolm, R. (2003). Night eating syndrome: effects of brief relaxation training on stress, mood, hunger, and eating patterns. *International Journal of Obesity*, 27, 970-978.
- Pawlow, L., & Jones, G. (2002). The impact of abbreviated progressive muscle relaxation on salivary cortisol. *Biological Psychology*, 60, 1-16.

Pawlow, L.A. (1999). Treating patients with alcohol and other drug problems: An integrated approach (book review). Contemporary Drug Problems, 26, 531 - 532.

Oral Presentations

Beyer, M., **Pawlow**, L.A., Pomerantz, A., & Segrist, D. (2017, May). *The language of sexual assault and the therapeutic relationship*. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Poster Presentations

- Ryan, R., Ro, E., Pomerantz, A., & Pawlow, L. (2019, February). Attachment, emotion regulation, and gender role issues in BDSM relationships: An exploratory analysis. To be presented at the Society for Personality and Social Psychology annual conference. Portland, OR.
- Jumper, A., Pawlow, L., Segrist, D., & Pomerantz, A. (2019, August). The Influence of Anticipation, Anxiety, and Avoidance on the Stuttering Experience. To be presented at the American Psychological Association annual conference. Chicago, IL.
- Fraine, S. M., Pawlow, L., Pomerantz, A., & Pettibone, J. (2018, May). Sexual Victimization of the Transgender Population. Presented at the Association of Psychological Science annual convention, San Francisco, CA
- Fraine, S. M., **Pawlow**, L., Pomerantz, A., & Pettibone, J. (2018, August). *Attitudes toward Help-Seeking in Transgender Victims of Sexual Assault*. Presented at the American Psychological Association annual convention, San Francisco, CA
- Fraine, S. M., Pawlow, L., Pomerantz, A., & Pettibone, J. (2018, August). Sexual Revictimization in the Transgender Community. Presented at the American Psychological Association annual convention, San Francisco, CA
- Pawlow, L.A., & Sleeper, K. (2017, June). Assessment of SIUE's URCA Program: What Several Years of Data Suggest. Presented at the annual meeting of the CUR Undergraduate Research Program Directors, Flagstaff, AZ.
- Pawlow, L.A., & Sleeper, K. (2017, June). Multifaceted Assessment Approach of SIUE's Undergraduate Research and Creative Activities Program. Presented at the annual meeting of the CUR Undergraduate Research Program Directors, Flagstaff, AZ.
- Pawlow, L.A., & Meinz, E.J. (2017, April) Comparing psychology undergraduate researchers and non-researchers. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

- **Pawlow**, L.A., & Sleeper, K. (2017, April). *Characteristics of student and faculty participants in psychology undergraduate research programs*. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Hemrich, A., Pawlow, L.A., Segrist, D., & Pomerantz, A. (2017, May). Facebook users' body image, self-esteem, and eating patterns. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Somers, A., Pomerantz, A., Meeks, J., & **Pawlow**, L. (2015, May). *Should psychotherapists disclose their own psychological problems?* Presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- Young, S., **Pawlow**, L., Pomerantz, A., & Segrist, D. (2015, May). *Comparing college students' attitudes towards mental versus physical illness*. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Barackman, M., Popp, A., Ward, K., Wilson, M., & Pawlow, L. (2015, May). Comparing the tanning habits of sorority and fraternity members to non-Greek students.
 Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Pawlow, L., & Meinz, E. (2013, May). Characteristics of psychology students who serve as research assistants. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Hemrich, A., Pawlow, L, Pomerantz, A., & Segrist, D. (2012, May). The relationships between salon tanning, self-esteem, and body esteem. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Masters, J. **Pawlow**, L, Pomerantz, A., & Segrist, D. (2012, May). *Common risk factors for weight-related disorders*. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- **Pawlow**, L., & Scott, V. (2011, June). *The Undergraduate Research and Creative Activities Program at SIUE*. Poster presented at the Gateways to Best Practices for Undergraduate Research Program Directors annual meeting, St. Louis, MO.
- Pawlow, L. (2011, May). The What to Wear/What Not to Wear Fashion Show. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Pawlow, L. (2011, May). The Impact of Weight-Loss Provider Weight on Perceived Professional Effectiveness. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

- Sashidharan, T., Pawlow, L., & Pettibone, J. (2011, May). An Examination of Racial Bias in the Beck Depression Inventory-II. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Dawson, J., Pawlow, L., Brown, D., & Pomerantz, A. (2011, May). Diet Types and Relationship to Preferred Treatment for Psychological Disorders. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Retzlaff, W., & **Pawlow**, L. (2010, October). *SIUE's Undergraduate Research and Creative Activities Program.* Poster presented at the CCAS/CUR Creating a Culture of Research on Campus meeting, Williamsburg, VA.
- Daus, C.S., Pawlow, L., Elhoffer, J., & George, M. (2010, August). Yes I Can! An Organizational Initiative Affecting Weight Loss, Mood, and Job Satisfaction. Poster presented at the annual meeting of the Emotions Network, Montreal, Canada.
- Bode, M., Page, G., Werner, R., & Pawlow, L. (2010, May). Perceptions of Professors with Non-Traditional Facial Piercings. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Rankin, S., Pawlow, L., Meinz, E., & Pomerantz, A. (2009, October). Factors Affecting Bias towards Weight Loss Methods. Poster session presented at the annual meeting of the North American Association for the Study of Obesity, Washington DC.
- Moro, E., Pawlow, L., Masters, J., Segrist, D., & Pomerantz, D. (2009, October). Does the Degree of Body Weight Match Between Romantic Partners Affect Their Relationship? Poster session presented at the annual meeting of the North American Association for the Study of Obesity, Washington DC.
- Littiken, E., Pawlow, L., Segrist, D., & Pomerantz, A. (2008, May). Childhood physical abuse in relation to adult social functioning and social anxiety. Poster session presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Fagan, A., Pawlow, L., Rose, P., & Segrist, D. (2008, May). The effect of social confrontation on attitudes toward the overweight. Poster session presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Shehadeh, S., Pawlow, L. Haas, C., Pomerantz, A., & Segrist, D. (2008, May). Intervention for the media's negative effect on male body image. Poster session presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

- Smith, S., **Pawlow**, L. Rose, P., & Pomerantz, A. (2008, May). *The effect of race and attire on the diagnosis of mental illness*. Poster session presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Segrist, D., & Pawlow, L. (2007, October). Demonstrating networking in a careers in psychology course. Poster session presented at the annual meeting of the Beginnings & Endings: Best Practices for Introducing and Bringing Closure to the Undergraduate Psychology Major, Kennesaw, GA.
- Hamann, D., Pawlow, L., & Segrist, D. (2007, May). Abuse treatment: Effects on eating disorder symptomatology and body dissatisfaction. Poster session presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Fedor, S., **Pawlow**, L., Rose, P., & Segrist, D. (2007, May). *Self-objectification, body image, self-esteem and reasons for exercise in men.* Poster session presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Hamann, D., Pawlow, L., & Segrist, D. (2007, March). Group experiences and confidence ratings in the senior capstone project experience. Poster session presented at the annual meeting of the Southeastern Conference on the Teaching of Psychology.
- Pawlow, L. (2006, October). <u>The impact of weight-loss provider weight and weight</u> <u>history on perceived professional effectiveness</u>. Poster session presented at the annual meeting of the North American Association for the Study of Obesity, Boston, MA.
- Pawlow, L., Daus, C., & Cage, T. (2006, October). <u>Assessment of a worksite wellness</u> <u>program for the obese and overweight</u>. Poster session presented at the annual meeting of the North American Association for the Study of Obesity, Boston, MA.
- Nichols, M., Pawlow, L., & Lox, C. (2006, October). <u>The effects of a psychologicallybased self-efficacy manipulation on physical activity</u>. Poster session presented at the annual meeting of the North American Association for the Study of Obesity, Boston, MA.
- Haas, C., Pawlow, L., Pettibone, J., & Segrist, D. (2006, October). <u>Intervention for the</u> <u>negative influences media has on body image and comparison of effects in</u> <u>overweight and non-overweight women</u>. Poster session presented at the annual meeting of the North American Association for the Study of Obesity, Boston, MA.
- Pawlow, L., Pomerantz, A., & Sullivan, B. (2006, May). <u>Protecting undergraduate</u> <u>volunteers: balancing confidentiality with the duty to protect and/or warn.</u> Poster session presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

- Pawlow, L. (2006, May). <u>An assessment of learning through use of popular media.</u> Poster session presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Pawlow, L. (2006, May). <u>A classroom activity on the utility of standardized tests for</u> <u>college admissions</u>. Poster session presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Capps, A., & **Pawlow**, L. (2006, May). *<u>The relationship among body image, eating</u> <u>disorders, and celebrity worship</u>. Poster session presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.*
- Cage, T., **Pawlow**, L., Daus, C., & Segrist, D. (2006, May). <u>*The relationship between*</u> <u>*emotional intelligence and problematic drinking.*</u> Poster session presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- McVay, E., Adams, S., Hupp, S., Pawlow, L., Jewell, J., Platt, A., & Dodd, S. (2005, November). <u>Comparing Different Preventative Relaxation Techniques with Young</u> <u>Adults: Effectiveness, Satisfaction, and Adherence</u>. Poster session presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, Washington, DC.
- Cage, T., Pawlow, L., Daus, C., & Rotzien, A. (2005, August). <u>Emotional intelligence</u> <u>holds weight! Emotionally intelligent less likely to experience eating disorders.</u> Poster session presented at the annual meeting of the American Psychological Society, Los Angeles, CA.
- Pawlow, L., & Falconer, J. (2005, May). <u>Honey. do I look fat? Exploring the</u> <u>associations among weight, weight-related criticism and romantic relationship</u> <u>satisfaction</u>. Poster session presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.
- Adams, P., Lox, C., Pawlow, L., Covington, N., Butki, B., & Gordon, P. (2005, February). <u>Body image concerns and cosmetic surgery preferences in female</u> <u>intercollegiate athletes and non-athletes.</u> Poster session presented at the annual meeting of the American College of Sports Medicine, Nashville, TN.
- Pawlow, L., O'Neil, P., White, M., & Byrne, T.K. (2004, November). <u>Rates of</u> <u>psychological contraindication and referral for gastric bypass applicants</u>. Poster session presented at the annual meeting of the North American Association for the Study of Obesity, Las Vegas, NV.
- Pawlow, L., O'Neil, P., White, M., & Byrne, T.K. (2004, November). <u>Psychotropic</u> <u>Medication Use by Gastric Bypass Surgery Applicants</u>. Poster session presented at the annual meeting of the North American Association for the Study of Obesity, Las Vegas, NV.

- Pawlow, L., O'Neil, P., & Malcolm, R. (2002, June). <u>The impact of abbreviated</u> <u>progressive muscle relaxation on the night eating syndrome</u>. Poster session presented at the annual meeting of the International Congress on Obesity, Sao Paulo, Brazil.
- Pawlow, L., Jones, G. Ph.D., O'Brien, C., Ally, B., & Eubanks, L. (2001, October). <u>The impact of abbreviated progressive muscle relaxation on salivary cortisol and salivary immunoglobulin A.</u> Poster session presented at the annual meeting of the Society of Psychophysiological Research, Montreal, Canada.
- Pawlow, L., Jones, G. Ph.D., Snell, J., O'Brien, C., & Ally, B. (2000, April). <u>The impact</u> of abbreviated progressive muscle relaxation on salivary cortisol. Poster session presented at the annual meeting of the Society of Behavioral Medicine, Nashville, TN.
- Pawlow, L., Jones, G. Ph.D., Rigby, S., O'Brien, C., & Snell, J. (1999, October). <u>Heartbeat perception during and between headaches in chronic migraine</u> <u>sufferers and normals</u>. Poster session presented at the annual meeting of the Society of Psychophysiological Research, Grenada, Spain.
- Snell, J., Jones, G., Ph.D., Pawlow, L., & O'Brien, C. (1999, October). The relationship between self-reported anxiety and visceral perception as measured by the MCS and Schandry heartbeat counting tasks. Poster session presented at the annual meeting of the Society of Psychophysiological Research, Grenada, Spain.
- Rieger, E.J., Jones, G.E., Snell, J. B., Phillips, G.C., Pawlow, L.A., & Johnson, R. G. (1998, October). *Visceral awareness in children, adolescents, and young adults.* Poster session presented at the annual meeting of the Society for Psychophysiological Research, Denver, CO.
- Pawlow, L.A., Reeb, R.N., & Sammon, J.A. (1998, May). AIDS-related knowledge and risk behavior as a function of primary source of AIDS-related information. Poster session presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Grants (Awarded unless otherwise specified)

- Spring, 2016 SIUE Enrich Grant for Instructional Improvement, \$107 to take my graduate Biological Psychology class to see the movie *Concussion*.
- Fall, 2015 **Submitted, not funded**: Request for \$4800 from the APA Research Opportunities for Undergraduate Students Awards program, to support summer undergraduate research opportunities (2nd author).
- Fall, 2012 SIUE Conference and Awards Grant, \$6000 to host the regional undergraduate research symposium, STLAURS.

- Sum, 2011 SIUE Enrich Grant for Instructional Improvement, \$500 to take my undergraduate Biological Psychology class to the Body Worlds and the Brain Exhibit at the St. Louis Science Center.
- Spring, 2009 **Submitted, not funded**: Request for \$740 through a SIUE Dean's Instructional Improvement grant to purchase several new editions of the WAIS for use in our graduate assessment class.
- Spring, 2006 **Submitted, not funded:** Request for \$25,000 from the North American Association for the Study of Obesity New Investigator's Award to pilot a program regarding the promotion of weight management via "healthy lifestyle" programming in a residence hall housing first year college students.
- Spring, 2006 **Submitted, not funded:** Request for \$127,969 from the Robert Wood Johnson Foundation, Vulnerable Populations Team to study a workplace weight loss initiative for overweight or obese individuals in a low income occupation and subsequent impact on worker well-being, work attitudes, and job performance. (2nd author).
- Spring, 2005 **Submitted, not funded:** Request for \$35,000 from the Robert Wood Johnson Foundation to implement a healthy living initiative in a freshman dormitory.
- Spring, 2005 SIUE Dean's Grant for Instructional Improvement, \$600 to purchase human brains and related dissecting equipment for Biopsychology and Advanced Biopsychology classes.
- Spring, 2004 SIUE Seed Grant, \$1950 awarded to support pilot work on emotional intelligence and disordered eating.
- Spring, 2004 SIUE Research Equipment and Tools grant, \$2044 awarded to purchase medical scale for obesity research.
- Spring, 2004 Funded University Research (secondary investigator), \$6000 awarded to pursue worksite wellness research.
- Spring, 1999 The Grants in Aid of Research Program of Sigma Xi, The Scientific Research Society, \$800.00 grant awarded in support of master's thesis.

AD HOC MANUSCRIPT REVIEWING EXPERIENCE

- Journal of Health Psychology, 2015 (1 article)
- Scholarship of Teaching and Learning in Psychology, 2014, 2016, 2018 (1 article, 1 article, 1 article)
- Physiology and Behavior, 2012 (1 article)
- *Appetite*, 2012 (1 article); 2014 (1 article)
- Council on Undergraduate Research Quarterly, 2012 (1 article); 2013 (1 article)
- International Journal of Obesity, 2011 (1 article)

- Stress and Health, 2010 (1 article); 2013 (1 article)
- Surgery for Obesity and Related Diseases, 2006 (2 articles); 2007 (1 article); 2011 (1 article)
- Journal of Sports Science and Medicine, 2006 (1 article)
- North American Journal of Psychology, 2004, 2009, 2014, 2016, 2017 (2 articles, 1 article, 1 article, 1 article, 1 article)
- Journal of Behavioral Medicine, 2004 (1 article)

TEACHING EXPERIENCE

2003-present Southern Illinois University Edwardsville

- PSYC 543b: Personality Assessment of the Adult
- PSYC 541b: Cognitive Assessment of the Adult
- PSYC 535: Cognitive Behavioral Therapy
- PSYC 514: Advanced Biopsychology
- PSYC 491: Independent Research
- PSYC 431: Psychopathology
- PSYC 421: Tests and Measurements
- PSYC 314: Physiological Psychology
- PSYC 200: Careers in Psychology

2001-2003 <u>Medical University of South Carolina</u>

Senior Psychiatry Didactics (Medical students)

SERVICE AT SIUE

- **University** Undergraduate Research and Creative Activities Coordinator (spring, 2009 present)
- University Member of a disciplinary Formal Investigation Team (spring 2017)
- University Past-President, Phi Kappa Phi (summer 2016 summer 18)
- University President, Phi Kappa Phi (summer 2014 summer 2016)
- University President-Elect, Phi Kappa Phi (spring 2012 spring 2014)
- University Membership Committee, Phi Kappa Phi (spring 2012 present)
- University Initiation Committee (spring 2012 present)
- University Guest reviewer for the graduate school's Conferences and Workshops internal grant program, Summer 2014, Spring 2016
- University Mentor, SIUE Scholar Athlete Program (fall, 2011 spring 2012)
- University Member, Transforming Teaching and Learning Program Coordinator Search Committee (spring, 2011)
- University Member, Phi Kappa Phi Graduate Fellowship Selection Committee (fall, 2010 spring, 2011)
- University Guest Speaker: SIUE Counseling Services (11/10)
- University Guest Speaker: SIUE Dialogue with Senior Citizens (9/10)
- University Member, Diversity in Academics Committee: Graduate (fall, 2006 spring, 2007)
- University Faculty Fellow in Prairie Hall (summer, 2004 spring, 2008)
- University Guest Speakers Love Your Body Day (10/07)
- University External Reviewer for University Housing (spring, 2007)
- University Guest Speaker: Springboard to Success (4/07)

- University SIUE Day Foundation Campaign Representative (fall, 2006)
- University Member, Honorary Degree and Distinguished Service Award Committee (fall, 2004 spring, 2006)
- University Guest Speaker: University Housing Coffee Hour (4/06)
- University Member, Grievance and Ombuds Standing Committee, Welfare Council (spring, 2004)
- University Member, Faculty-devised Ad Hoc Committee on Student Engagement (fall, 2004)
- University Served pancakes at Midnight Breakfast (12/04 & 12/05)
- University Guest Speaker: SIUE Cougar Village, Topic, Obesity: Causes, Outcomes, Treatment and Prevention (9/05)
- University Assisted with Resident Assistant Training (8/05)
- University Chaired a session of the College of Arts and Sciences Masculinity Symposium (4/05)
- University Guest Speaker: SIUE Prairie Hall Last Lecture, Topic, Obesity: Causes, Outcomes, Treatment and Prevention (10/04)
- School Speech Pathology Clinic Advisory Board (Summer 2018 present)
- **School** Election Committee (fall 2015)
- School Personnel Committee chair for the SOE (fall 2013-spring 2014)
- **School** Personnel Committee member for the SOE (spring 2012-spring 2014)
- School Operating Paper Committee chair for the SOE (fall 2011-spring 2012)
- School Operating Paper Committee member for the SOE (fall 2010-spring 2011 & fall 2015-spring 2017; alternate member spring 2018 present)
- School Academic Affairs Committee member for the SOE (fall, 2006 spring, 2008)
- **School** Academic Affairs Committee alternate member for the SOE (fall, 2005-fall, 2006)
- School Presented a lecture on Course Portfolios for a Dean's New Faculty Lunch (4/05)
- **School** Part of team who researched the feasibility of creating an SIUE/SOE faculty and staff wellness program (fall, 2003-summer, 2004)
- **Department –** Honors Advisory Board (fall 2018 present)
- **Department** Student Awards Committee (fall, 2011; fall 2015 spring 2018, chaired during spring 2017)
- **Department** Social Affairs Committee (fall 2015- spring 2018, chaired spring 2017-spring 2018)
- **Department** Ad Hoc committee on Chair Election Procedure (fall 2017)
- **Department** Chairperson election committee (fall 2015)
- **Department** Mentor for junior faculty member (summer 2014 present)
- Department Chair, Health Psychology Search Committee (fall 2012-spring 2013)
- **Department –** Personnel Committee (fall, 2011 spring 14)
- **Department** Chair, Cognitive Search Committee (fall, 2008-spring, 2009)
- Department Chair, Katherine Skinner Award Committee (spring, 2007)
- **Department** Senior Assignment Coordinator (summer, 2005- summer, 2009)
- **Department** Psychology Club co-advisor (fall, 2004 spring 2017)

- **Department** Chair, Academic Affairs Committee (fall, 2006 spring, 2008)
- **Department** Ad Hoc Committee on Graduate Recruiting Brochure (fall, 2007)
- Department Ad Hoc Committee on Course Outlines, chair: 2 courses
- **Department** Honors Ad Hoc Committee member (spring, 2006)
- **Department** Clinical/Counseling Search Committee member (fall, 2006 spring, 2007; fall 2007 spring, 2008)
- **Department** Member, Academic Affairs Committee (summer, 2005- spring, 2006)
- **Department** Member, Clinical Adult Program Committee (08/03-present)
- **Department** Chair, Ad Hoc Committee on Graduate Assistant Evaluations (spring, 2005)
- Department Chair, Clinical Adult Graduate Selection Committee (spring, 2005)
- **Department** Member, Katherine Skinner Award Committee (spring, 2005; spring, 2006)
- **Department** Member, Ad Hoc Committee on Holding SRA in the Summer (spring, 2005)
- Department Ad Hoc Committee on Course Outlines, chair: 2 courses, member: 1 course (spring, 2005)
- **Department** Member, Ad Hoc Committee on the Assessment of Undergraduate Advising (spring, 2004)
- **Department** Member, Ad Hoc Committee on Careers in Psychology Course (fall, 2004)
- **Department** Cougar Colloquium Coordinator (fall, 2004)
- **Department** Member, LPCP Committee (fall, 2003)
- **Department** Chancellor's Scholar Mentor (fall, 2005 spring 2010)
- **Department** Guest Speaker: SIUE Psychology Department Cougar Colloquium, Topic, Obesity and Related Issues (11/03)

PUBLIC SERVICE

- Consultant: Kristy Behr of the Anderson Cooper Show, Topic: Night Eating Syndrome (1/13)
- Guest Speaker: Children's Home and Aid Society of Southern Illinois, Topic: Latest in Schizophrenia Research (9/11) (paid)
- Guest Speaker: East St. Louis Head Start Teacher Training, Topic: How to Manage Stress (8/10)
- Guest Speaker: University of Missouri, St. Louis's Focus on Teaching and Technology Conference, Topic: Teaching Tips from Award Winners (10/09)
- Guest Speaker: Althoff Catholic High School Biology Class, Topic: The Brain (11/08)
- Guest Speaker: Children's Home and Aid Society of Southern Illinois, Topic: Personality Disorders (10/08) (paid)
- Guest Speaker: Edwardsville Children's Museum, Topic: Becoming Brainiacs (11/07)
- Guest Speaker: Southern Illinois Professional Development Fall Conference, Topic: Celebrating the Brain: The Physiology of Learning and Memory (11/06)

- Guest Speaker: St. Theresa's Grade School, Topic: The Brain (1/06)
- Guest Speaker: Althoff Catholic High School Science Classes, Topic: The Brain (12/05)
- Guest Speaker: **Dialogue with Senior Citizens**, Topic: Obesity: Causes, Outcomes, Treatment and Prevention (9/05)
- Guest Speaker: **Upward Bound**, Topic: Physiology of the Brain (7/05)
- Science Fair Volunteer, Cougar Kids Hands on Science (2/05)
- Guest Speaker: Sanofi-Synthelabo Research Participants, Topic: Stress Management (12/02)
- Guest Speaker: **MUSC College of Nursing Students,** Topic: Diagnosis and Treatment of Obesity and Eating Disorders (11/02)
- Guest Speaker: Sanofi-Synthelabo Research Participants, Topic: Goal Setting and Habit Breaking (9/02)
- Guest Speaker: **MUSC Obesity Interest Group,** Topic: Stress and the Night Eating Syndrome (4/02)
- Guest Speaker: MUSC FOCUS Program, Topic: Stress Management and Progressive Muscle Relaxation (1/02)
- Guest Speaker: American Medical Women's Association, Southeastern Regional Conference, Charleston, SC, Topic: Stress Management (10/01)
- Research featured in:
 - Women's World Magazine, July 2006
 - Shape Magazine, April 2004 edition
 - Prevention Magazine, May 2004 edition
- Contributor (via interview) to the following media outlets:
 - St. Louis's Sauce Magazine, Topic: The Physiology of Craving (2/06)
 - Charleston's The Post and Courier, Topic: Opening of FOCUS Satellite Program (12/02)
 - MUSC Catalyst (campus publication), Topic: Opening of FOCUS Satellite Program (12/02)
 - MUSC Catalyst (campus publication), Topic: Night Eating Syndrome (9/01)

CLINICAL EXPERIENCE

08/03-04/05 Weight Management Program, Washington University

Provide adult patients referred for weight management with individual and group therapy

- 08/02–07/03 Weight Management Center, Medical University of SC
- **07/01–02/02** Provided patients referred for weight management and/or gastric bypass surgery with psychological assessments, individual and group therapy.
- **05/02–07/02** Behavioral Medicine, Medical University of SC Provided assessment and treatment to adult medical patients referred for stress management, smoking cessation, chronic pain, weight management, and medical compliance.
- **02/02-05/02** Neuropsychology Division, Medical University of SC Provided referred medical patients with neuropsychological/neurocognitive assessments.

- 07/01–02/02 Counseling and Psychological Services, Medical University of SC Provided MUSC medical students with psychoeducational assessments, as well as individual and/or couples therapy.
- 01/01-05/01 South Mississippi State Hospital, Behavioral Health Rotation Provided court-ordered adult inpatients with emergency intervention, short-term behavioral intervention (e.g., smoking cessation, medical compliance), psychological assessment, and psychotherapy.
- 01/00-05/01 University of Southern Mississippi Psychology Clinic Provided college students and members of the community (adult and children outpatients) with individual or couples therapy, as well as psychological/psychoeducational assessments, and psychiatric consults.
- **05/00-12/00 Pine Grove Recovery Center, Alcohol and Drug/Dual Diagnosis Unit** Provided adult inpatients with psychodiagnostic/ psychoeducational assessments and brief, behaviorally oriented (e.g., compliance, relaxation training) therapy, weekly staffing of cases with multidisciplinary team.

CLINICAL SUPERVISION EXPERIENCE

08/02–08/03 Clinical supervision of **Medical University of South Carolina** Clinical Psychology interns at weekly gastric bypass, hypertension, Project Care Healthy Lifestyle, and weight management clinics, as well as at behavioral medicine rounds and senior psychiatry didactics.

CLINICAL PROGRAM DEVELOPMENT EXPERIENCE

- **12/02-07/03 Program Development, NoonLite Weight Loss Program** Medical University of South Carolina, Charleston, SC
- **11/02-07/03 Program Development, J.B.E. Elementary School Weight Program** Medical University of South Carolina, Charleston, SC
- **09/02-07/03 Program Development, Mount Pleasant FOCUS Satellite Program** Medical University of South Carolina, Charleston, SC
- **05/02–08/02 Program Development, Project Care Healthy Lifestyle Clinic** Medical University of South Carolina, Charleston, SC

Stephen Hupp, PhD (Curriculum Vitae)

(618)650-3280 <u>sthupp@siue.edu</u> @StephenHupp (Twitter) <u>stephenhupp.com</u>

Southern Illinois University Edwardsville Psychology Professor (2002-Present)

East St. Louis Head Start Program Social-Emotional Consultant (2008-Present)

Licensed Clinical Psychologist (Illinois #071.007607)

EDUCATION

Post-doctoral Clinical Psychology Training – SIUE Counseling Services, 2004-2005 Clinical Supervisor: Bryce Sullivan, PhD
Pre-doctoral Internship – University of Nebraska Medical Center, Munroe-Meyer Institute, 2001-2002 Clinical Supervisors: Keith Allen, PhD & Mark Shriver, PhD
Doctor of Philosophy in Clinical Psychology – Louisiana State University, 1999-2002 Dissertation Chair: Mary Lou Kelley, PhD
Master of Arts in Clinical Psychology – Louisiana State University, 1996-1999 Thesis Chair and Research Supervisors: David Reitman, PhD & John Northup, PhD
Bachelor of Arts in Psychology – University of Kansas, 1992-1996 Honor's Thesis and Research Supervisors: C. R. Snyder, PhD & C. Daniel Batson, PhD

AWARDS

Champion for Diversity Award from SIUE, 2018

Guinness World Record holder for "Longest Line of Books," 2017-present

Grand Prize for Project Safe-AR-i at the HeadStarter Network's Tech & Early Education Incubator, 2017

Great Teacher Award from the SIUE Alumni Association, 2015

Teaching Recognition Award from the SIUE Teaching Excellence Awards Committee, 2011

Teaching Excellence Award from the SIUE School of Education, 2010

FILM AND VIDEO

Newell, N., Newell, B. (Directors & Producers), & <u>Hupp</u>, S. (Executive Producer). (2017). *Science Moms*.

[Documentary]. United States: Independent. (On YouTube search: "Science Moms: Full Film!")

Hupp, S. & Jewell, J. (Content Video Consultants). (2019). Co-developed three educational videos (Sibling Relationships, Make Believe Play, & Language Development) for Pearson's developmental psychology textbook titles. Hoboken, NJ: Pearson.

BOOKS

- Jewell, J. & <u>Hupp</u>, S. (under contract). *Lifespan Development: A Critical Thinking Approach*. Washington DC: Sage.
- Mercer, J., <u>Hupp</u>, S., & Jewell, J. (2020). *Thinking Critically about Child Development: Examining Myths & Misunderstandings* (4th Ed). Washington DC: Sage.
- Hupp, S. (2019). Pseudoscience in Child and Adolescent Psychotherapy: A Skeptical Field Guide. Cambridge, UK: Cambridge University Press.
- Jewell, J., Prinstein, M., Axelrod, M., & <u>Hupp</u>, S. (2019). *Great Myths of Adolescence*. In the Great Myths of Psychology series edited by S. Lilienfeld & S. Lynn. Malden, MA: Wiley.

Hupp, S. (2018). Child & Adolescent Psychotherapy: Components of Evidence-Based Treatments for Youth and their Parents. Cambridge, UK: Cambridge University Press.

Hupp, S., & Jewell, J. (2015). *Great Myths of Child Development*. In the Great Myths of Psychology series

edited by S. Lilienfeld & S. Lynn. Malden, MA: Wiley.

Jewell, J. D., <u>Hupp</u>, S. D. A., Lazowski, L. & Miller, G. (2007). *BADDS: User's guide and manual*. Springville, IN: SASSI Research Institute.

Encyclopedia

Hupp, S. & Jewell, J. (Editors-in-Chief) (in press). The Encyclopedia of Child and Adolescent							
Development (10 Volumes), Hoboken, NJ: Wiley. Volumes (and Volume Editors) include:							
Part I: CHILD		Part II: ADOLESCENCE					
1. Growth	(Brett Kuhn & Gail Robertson)	7. Culture	(Daniel Shek)				
2. Behavior	(Edward Morris & Paige McKerchar)	8. Neurology	(Michael Nagel)				
3. Cognition	(Margaret Harris & G. Westermann)	9. Social	(Patrick Leman)				
4. Emotion	(M. Zimmer-Gembeck & A. Waters)	10. Self	(Renee Galliher)				
5. Family	(Jean Mercer)						
6. Community	(Peter Smith)						

Foreign Language Translations of Books

- Hupp, S., & Jewell, J. (2017). [Romanian Translation]. *Great Myths of Child Development*. In the Great Myths of Psychology series edited by S. Lilienfeld & S. Lynn. Malden, MA: Wiley.
- Hupp, S., & Jewell, J. (2016). [Korean Translation]. *Great Myths of Child Development*. In the Great Myths of Psychology series edited by S. Lilienfeld & S. Lynn. Malden, MA: Wiley.

Hupp, & Jewell, J. (2012). [French Translation]. *Behaviors & Attitudes Drinking & Driving Scale (BADDS)*.

Association des intervenants en dépendance du Québec.

ARTICLES, CHAPTERS, AND OTHER WORKS

Refereed Articles (SIUE student co-authors in bolded italics)

- Hupp, S. & Santa Maria, C. (2019). Scientific skepticism and critical thinking about therapy. *the Behavior Therapist*, *42*(5), 158-162.
- Jewell, J., Schmittel, M., McCobin, A., Hupp, S., & Pomerantz, A. (2017). The Children First Program: The Effectiveness of a Parent Education Program for Divorcing Parents. Journal of Divorce & Remarriage, 58(1), 16-28.
- Stary, A. K., Hupp, S. D. A., Jewell, J. D., & Everett, G. E. (2016). Parent acceptability of spanking and behavioral parent training techniques for children with externalizing behavior problems. *the Behavior Therapist*, 39(4), 112-117.
- *Crawford, J.*, Jewell, J., <u>Hupp</u>, S., Everett, G., & *Hall, L.* (2016). Assessing the effectiveness of a bedtime behavioral intervention for military children with deployed parents. *the Behavior Therapist, 39*, 93-97.
- McKenney, E. L. W., *Dorton Tate, A.*, <u>Hupp</u>, S. D. A., & Everett, G. E. (2014). Peer-based social skills intervention for students with Autism Spectrum Disorder. *Journal of Evidence-Based Practices in Schools*, *15*(1), 41-64.
- Everett, G. E., *Harsy, J. D.*, <u>Hupp</u>, S. D. A., & Jewell, J. D. (2014). An investigation of the Look-Ask-Pick mnemonic to improve fraction skills. *Education and Treatment of Children*, *37*, 371-391.
- Hupp, S. D. A., McKenney, E., Schmittel, M., McCobin, M., Owens, S. A. (2013). Disseminate, debunk, differentiate: Teaching about evidence-based treatments in a child psychology course. the Behavior Therapist, 36, 14-16.
- Stary, A. K., Everett, G. E., Bradshaw, K. N., Fujiki, M., & Hupp, S. D. A. (2012). Social Stories for

children with Autism Spectrum Disorders: Updated review of the literature from 2004 to 2010. *Journal of Evidence-Based Practices in Schools, 13,* 123-140.

- Hupp, S. D. A., Stary, A. K., & Everett, G. E. (2012). Implementation guidelines: Developing and implementing Social Story interventions. Journal of Evidence-Based Practices in Schools, 13, 141-144.
- Hupp, S. D. A., *Stary, A. K., Bradshaw, K. N., & Owens, S.* (2012). Debunk, Debunk, Debunk: Some evidence for why dissemination is only half the battle. *the Behavior Therapist, 35,* 76-78.
- *Schreder, S. J.*, <u>Hupp</u>, S. D. A., Everett, G. E., & Krohn, E. (2012). Targeting Reading Fluency through Brief Experimental Analysis and Parental Intervention over the summer. *Journal of Applied School Psychology, 28,* 200-220.
- Hupp, S. D. A., Reitman, D., Everett, G. E., Allen, K. D., & Kelley, M. L. (2011). Measuring change during behavioral parent training using the Parent Instruction-Giving Game with Youngsters (PIGGY): A clinical replication. *Child & Family Behavior Therapy*, 33, 289-298.
- Everett, G. E., <u>Hupp</u>, S. D. A., Olmi, D. J. (2010). Time-out with parents: A descriptive analysis of 30 years of research. *Education & Treatment of Children, 33*, 235-259.
- Everett, G.E., *Ferrero-Baker, B.*, <u>Hupp</u>, S. D. A., & Jewell, J. D. (2009). From the ground up: Establishment and operation of a university-based clinic in a NASP approved specialist degree program. *Trainers' Forum, 28*, 31-42.
- Jewell, J. D., <u>Hupp</u>, S. D. A., & Segrist, D. (2008). Assessing DUI risk: Examination of the Behaviors & Attitudes Drinking & Driving Scale (BADDS). *Addictive Behaviors, 33*, 853-865.
- *Dodd, S.*, <u>Hupp</u>, S. D. A., Jewell, J., & Krohn, E. (2008). Using parents and siblings during a Social Story intervention for two children diagnosed with PDD-NOS. *Journal of Developmental and Physical Disabilities, 20,* 217-229.
- Hupp, S. D. A., Reitman, D., Forde, D., Shriver, M., & Kelley, M. L. (2008). Advancing the assessment of

parent-child interactions: Development of the Parent Instruction-Giving Game with Youngsters. *Behavior Therapy*, *39*, 91-106.

- Jewell, J. D., *Grippi, A.*, <u>Hupp</u>, S., & Krohn, E. (2007). The effects of a rotating classroom schedule on classroom crisis events in a school for autism. *North American Journal of Psychology*, *9*, 37-52.
- Jewell, J., & <u>Hupp</u>, S. D. A. (2005). Examining the effects of Fatal Vision Goggles on changing attitudes and behaviors related to drinking and driving. *Journal of Primary Prevention*, *26*, 553-565.
- Hupp, S. D. A. & Allen, K. D. (2005). Using an audio cueing procedure to increase rate of parental attention during parent training. *Child and Family Behavior Therapy*, *27*, 43-50.

Nichols, S. L., <u>Hupp</u>, S. D. A., Jewell, J. D., & Zeigler, C. S. (2005). Review of Social Story interventions

for children diagnosed with autism spectrum disorders. *Journal of Evidence Based Practices for Schools, 6,* 90-120.

- Hupp, S. D. A. & *Adams, S.* (2004). Making diagnostic labels reflective of environmental influences: A rose by any other name may not be so thorny. *Behavior Therapist, 27,* 4-7.
- Jewell, J., <u>Hupp</u>, S. D. A., & Luttrell, G. (2004). The effectiveness of Fatal Vision Goggles: Disentangling

experiential versus onlooker effects. Journal of Alcohol and Drug Education, 48, 63-84.

- Reitman, D., Murphy, M. A., <u>Hupp</u>, S. D. A., & O'Callaghan, P. M. (2004). Behavior change and perceptions of change: Evaluating the effectiveness of a token economy. *Child and Family Behavior Therapy*, 26, 17-36.
- Filcheck, H. A., Allen, K. D., Ogren, H., Darby, J. B., Hohenstein, B., & <u>Hupp</u>, S. D. A. (2004). The use of choice-based distraction to decrease the distress of children at the dentist. *Child and Family Behavior Therapy*, 26.
- O'Callaghan, P. M., Reitman, D., Northup, J., Hupp, S. D. A., & Murphy, M. A. (2003). Promoting social

skills generalization with ADHD-Diagnosed children in a sports setting. Behavior Therapy, 34,

313-330.

- Gulley, V., Northup, J., <u>Hupp</u>, S., Spera, S., Lavelle, J., & Ridgway, A. (2003). Sequential evaluation of behavioral treatments and methylphenidate dosage for children with Attention Deficit Hyperactivity Disorder. *Journal Applied Behavior Analysis*, 36, 375-378.
- Hupp, S. D. A., Reitman, D., Northup, J. O'Callaghan, P., & LeBlanc, M. (2002). The effects of delayed rewards, tokens, and stimulant medication on sportsmanlike behavior with ADHD-diagnosed children. *Behavior Modification*, *26*, 148-162.
- Reitman, D., Rhode, P., <u>Hupp</u>, S. D. A., & Altobello, C. (2002). Development and validation of the Parental Authority Questionnaire - Revised. *Journal of Psychopathology and Behavioral Assessment, 24*, 119-127.

Reitman, D., Currier, R., <u>Hupp</u>, S. D. A., Rhode, P., Murphy, M., & O'Callaghan, P. (2001). Psychometric

- characteristics of the Parenting Scale in a Head Start population. *Journal of Clinical Child Psychology*, *30*, 514-524.
- Reitman, D., <u>Hupp</u>, S. D. A., O'Callaghan, P., Gulley, V., & Northup, J. (2001). The influence of a token economy and stimulant medication on attentive and disruptive behavior during sports with children diagnosed with ADHD. *Behavior Modification*, *25*, 305-323.
- Hupp, S. D. A., & Reitman, D. (2000). Parent-assisted modification of pivotal social skills for a child diagnosed with pervasive developmental disorder. *Journal of Positive Behavior Interventions*, 2, 183-187.
- Hupp, S. D. A., & Reitman, D. (1999). Improving sports skills and sportsmanship in children diagnosed with attention-deficit/hyperactivity disorder. *Child and Family Behavior Therapy*, 21, 35-51.
- Hupp, S. D. A., & Reitman, D. (1999). The effects of stating contingency-specifying stimuli on compliance in children. *The Analysis of Verbal Behavior, 16*, 17-27.

Invited Publications (SIUE students in bolded italics)

- Hupp, S., *Stary, A., &* Jewell, J. (2017). Science vs. Silliness for Parents: Debunking the Myths of Child Psychology. *Skeptical Inquirer, 41*(1), 44-47.
- Hupp, S. (2016). Parenting styles of the direwolf, falcon, lion, and stag. In T. Langley (Ed.), *Game of Thrones and Psychology*. New York: Sterling Publishing.
- Hupp, S., Ro, E., McKenney, E., & Jewell, J. (2016). Cognitive-behavioral therapies. In H. Miller (General Editor). *Encyclopedia of Theory in Psychology*. Thousand Oaks, CA: Sage Publications

Hupp, S., & Jewell, J. (2015). What every parent needs not know: Eight great myths of child

development.

Skeptic, 20(2), 31-35.

- McKenney, E. L. W., Cole, A. M., Young, L. M., Krohn, E. J., <u>Hupp</u>, S. D. A., & Jewell, J. D. (2013). Determining adolescents' risk for involvement in bullying or cyberbullying: A review of two studies. In Trejos-Castillo, E. (Ed.). Youth: Practices, Perspectives, and Challenges. Hauppauge, NY: NOVA Publishers.
- *Wakefield, K.* & <u>Hupp</u>, S. D. A. (2011). Cognitive-behavioral therapy. In S. Goldstein & J. A. Naglieri (Eds.) *Encyclopedia of Child Development and Behavior*. New York: Springer.
- Hupp, S. D. A., & Jewell, J. D. (2010). Brief Report on Assessing Common Rationalizations for Drinking and Driving: Comparisons of a DUI Court Group and Traffic Court Control Group. *Impaired Driving Update, 14,* 63-65.
- Hupp, S. D. A., Jewell, J. D., Reitman, D., & LeBlanc, M. (2010). Competencies in child clinical psychology. In J. C. Thomson & M. Hersen (Eds), *Handbook of Clinical Psychology Competencies*. New York, NY: Springer Publishing.
- Hupp, S. D.A., LeBlanc, M., Jewell, J. D., & Warnes, E. (2009). History and overview. In J. Matson (Ed), *Practitioners Guide to Social Behavior and Skills in Children*. New York, NY: Springer Publishing.
- Jewell, J. D., Jordan, S., Hupp, S. D.A., & Everett, G. (2009). Etiology and relationships to

developmental disabilities and psychopathology. In J. Matson (Ed), *Practitioners Guide to Social Behavior and Skills in Children*. New York, NY: Springer Publishing.

- Jewell, J. D., <u>Hupp</u>, S. D. A., & Pomerantz (2008). Diagnostic classification systems. In J. L. Matson & F. Andrasik (Eds.), *Assessing Childhood Psychopathology and Developmental Disabilities*. New York, NY: Springer.
- Jewell, J. D., <u>Hupp</u>, S., Segrist, D. J., *Lider, R., McMurray, W., & Tintori, A. K.* (2008). The effectiveness of virtual reality technology in preventing drinking and driving. In F. Columbus (Ed), *Traffic Accident Causes and Outcomes*. Nova Science Publishers.
- Hupp, S. D. A., Reitman, D., & Jewell, J. D. (2008). Cognitive behavioral theory. In Hersen, M. & Gross,
 A. M. (Eds.), *Handbook of Clinical Psychology Volume II: Children and Adolescents*. New York: John Wiley & Sons, Inc.
- Hupp, S. D. A., & Jewell, J. D. (2008). Evaluating programs for impaired driving. *Addiction Professional*. March/April, 29-31.
- Reitman, D., <u>Hupp</u>, S. D. A., & O'Callaghan, P. (2005). Sport skill training. In M. Hersen (Ed.) Encyclopedia of Behavior Modification and Cognitive Behavior Therapy (Vol. 2). Sage.
- Reitman, D., & <u>Hupp</u>, S. D. A. (2003). Behavior problems in the school setting: Synthesizing structural and functional assessment. In M.L. Kelley, G. H. Noell, and D. Reitman (Eds.) *Practitioner's Guide to Empirically Based Measures of School Behavior*. New York: Plenum.
- Hupp, S. D. A., & Reitman, D. (2003). Achenbach system of empirically-based assessment: Child Behavior Checklist, Teacher Report Form, and Youth Self-Report. In M.L. Kelley, G. H. Noell, and D. Reitman (Eds.) *Practitioner's Guide to Empirically Based Measures of School Behavior*. New York: Plenum.
- Hupp, S. D. A., & Reitman, D. (2003). Semistructured Clinical Interview for Children and Adolescents. In M.L. Kelley, G. H. Noell, and D. Reitman (Eds.) *Practitioner's Guide to Empirically Based Measures of School Behavior*. New York: Plenum.
- Reitman, D., & <u>Hupp</u>, S. D. A. (2002). Attention-Deficit/Hyperactivity Disorder. In M. Hersen (Ed.) *Clinical behavior therapy: Adults and children* (pp. 400-419). New York: Wiley.
- Hupp, S. D. A., & Allen, K. D. (2002). Anxiety Disorders in Children and Adolescents: Research, Assessment and Intervention, edited by W. K. Silverman and P. D. A. Treffers. (Book review). *Journal of Child Neurology*, 17, 545.

Online Publications

- Ortiz, C. (Lead Author), Prinstein, M., Albano, A. M., Cavell, T., Galanti, R., <u>Hupp</u>, S., Hoffman, D., & Vidair, H. (Contributors) (2018). Timeouts get a bad rap, but they work when used correctly. Washington Post.
- Hupp, S., & Jewell, J. (2015). Southern Illinois University Edwardsville: Clinical Child and School Psychology Master's Program. In S. Tafuri, A. E. Jaffe, & D. DiLillo (Authors), *the Behavior Therapist*. Master's programs in cognitive-behavioral therapy. Online supplemental material available on the Association for Behavioral & Cognitive Therapies website (www.abct.org).
- Segrist, D., & Hupp, S. D. A. (2015). This class is a joke! Humor as a pedagogical tool in the teaching of psychology [annotated bibliography]. Office of Teaching Resources in Psychology, Society for the Teaching of Psychology (APA, Division 2).

Prologues and Sidebar Boxes

Hupp, S. (In Press). Wrote several prologues and neuroscience sidebar boxes for *Lifespan* Development (4th Edition) by Robert Feldman (author). Hoboken, NJ: Pearson.

Supplementary Material

Hupp, S. & Jewell, J. (2018). Online interactive components in Revel for Child Development (8th

Edition) by Robert Feldman (author). Hoboken, NJ: Pearson.

- Jewell, J. & Hupp, S. (In Press). Online interactive components in Revel for *Development Across the Lifespan* (9th Edition) by Robert Feldman (author). Hoboken, NJ: Pearson.
- Jewell, J. & Hupp, S. (In Press). Online interactive components in Revel for *Lifespan Development* (4th Edition) by Robert Feldman (author). Hoboken, NJ: Pearson.

Response to Letter to the Editor

Hupp, S. (2017). Response to letter to the editor entitled "Unfamiliar Terms" regarding "Science vs. Silliness for Parents" (Hupp, Stary, & Jewell, SI, Jan./Feb., 2017). *Skeptical Inquirer*.

Questionnaire

Hupp, S. D. A. & Jewell, J. D. (2007). *Behaviors & Attitudes Drinking & Driving Scale (BADDS)*. Springville, IN: SASSI Research Institute.

Submitted Manuscripts

Cleinmark P. D., Marmouget, A., McKenney, E. L. W., Kehl, L., Jewell, J. D., Hupp, S. D. A. (submitted), Social communication symptoms in children with Autism Spectrum Disorder: Predicting comorbid anxiety disorder.

PRESENTATIONS AT PROFESSIONAL MEETINGS (students in italics)

Science and Skepticism Conference Talks

- <u>Hupp, S.</u> (2018, October). Pseudoscience Ruins Adolescence: Myths about Sex, Drugs, and Self Control. Presentation made at the Committee for Skeptical Inquiry annual convention. Las Vegas, NV. Search "Sunday Paper CSICon 2018 Stephen Hupp" on YouTube or see the talk here: <u>https://www.youtube.com/watch?v=etqHTNlE6GM</u>
- Hupp, S. (2015, August). Child Development: What Every Parent Needs to NOT Know. Presentation at Skepticamp hosted by the St. Louis Skeptical Society, St. Louis, MO.
- Hupp, S. (2015, July). Child Development: What Every Parent Needs to NOT Know. Presentation at The Amazing Meeting (TAM), Las Vegas, NV.

Head Start and Developmental Conference Talks

- Mercer, J. & <u>Hupp, S.</u> (2019, March). Examining the Unexamined Belief: Claim, Ground, Warrant, and Critical Thinking About Child Development. Participant Information Exchange for the Developmental Science Teaching Institute at the Society for Research in Child Development (SRCD) conference. Baltimore, MD.
- *Wolfe, E.,* <u>Hupp, S.</u>, & Weinberg, J. (2017, June). Robots as Co-Teachers and Learning Peers. Presentation made at the Tech & Early Education Incubator by the National Head Start Association. Austin, TX.
- Hupp, S., *Wolfe, E., &* Weinberg, J. (2017, November). Using robots to teach social-emotional skills to children in Head Start (and prevent the Robopacalypse). Presentation made at the Social Learning and the Family pre-conference meeting at the Association of Behavioral & Cognitive Therapies (ABCT) national conference. San Diego, CA.
- <u>Hupp, S.</u> & Ross, E. (2011, April). Preventing challenging behavior by promoting social-emotional development: Combining evidence-Based Programs. Presentation made to parents, teachers, and staff at the National Head Start Association (NHSA) conference in Kansas City, MO.

Clinical Psychology Conference Talks

- Meeker, M., Kehl, L., Jewell, J., & <u>Hupp, S.</u> (2018, November). Myths, pseudoscience, and critical thinking about adolescence. Presentation made at the Social Learning and the Family preconference meeting at the ABCT national conference. Washington, DC.
- Hupp, S., *Wolfe, E., &* Weinberg, J. (2017, June). Robots as Co-Teachers: Can Robots Help Teach Children about Social-Emotional Skills? Presentation made at the Early Childhood Innovation Summit by the National Head Start Association. Salt Lake City, UT.
- <u>Hupp, S.</u> & Mercer, J. (2016, October). Families: Modern Myths & Misperceptions. Presentation made at the Social Learning and the Family pre-conference meeting at the Association of Behavioral & Cognitive Therapies (ABCT) national conference. New York, NY.
- Hupp, S., Albright, J., Barlaan, D., Clayborne, K., Piñones, M., & Stary, A. (2014, November). Great Myths of the Family. Presentation made at the Social Learning and the Family pre-conference meeting at the Association of Behavioral & Cognitive Therapies (ABCT) national conference. Philadelphia, PA.
- Hupp, S., Bradshaw, K., Stary, A., & Wakefield, K. (2009, November). Assessing beliefs about evidencebased treatments for children using the Specific Therapeutic Approaches Rating Scale (STARS).
 Presentation made at the Social Learning and the Family pre-conference meeting at the Association of Behavioral & Cognitive Therapies (ABCT) national conference. New York, NY.
- <u>Hupp, S.</u> & Reitman, D. (2003, November). Advancing the assessment of parent-child interactions. Presentation at the AABT Conference, Social Learning and the Family Meeting, Boston, MA.
- Reitman, D., & <u>Hupp, S.</u> D. A. (1998, May). Current issues in the analysis of rule-governed behavior with children: Research and application. Symposium presentation at the Association for Behavior Analysis convention, Orlando, FL.

Conference Poster Presentations

- *Meeker, M.*, <u>Hupp, S.</u>, *Kehl, L., Sakran, E.*, & Jewell, J. (2019, November). Depression in Adolescents: Student Beliefs about Components of Evidence-Based and Alternative Approaches. Poster to presented at the annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT). Atlanta, GA.
- <u>Hupp</u>, S., Jewell, J., *Kehl, L., Meeker, M., & Fischer, E.* (2018. November). Conduct problems: College student beliefs about a truth and a myth. Poster presented at the annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT). Washington DC.
- <u>Hupp, S.,</u> Barlaan, B., Fischer, E., Schoen, M., Thompson, S., & McKenney, E. (2017, November).
 College students rated recovered memory therapy as a more effective treatment than exposure therapy for childhood anxiety. Poster presented at the annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT). San Diego, CA.
- *Thompson, S., Barlaan, D., Fischer, E., Schoen, M.,* McKenney, E., & <u>Hupp</u>, S. (2017, November). Beliefs about the effectiveness of treatment components for noncompliance: College student ratings of time out and holding therapy. Poster presented at the annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT). San Diego, CA.
- *Fischer, E., Barlaan, D., Schoen, M., Thompson, S., McKenney, E., & <u>Hupp</u>, <i>S.* (2017, November). Treatment components for hyperactivity in children: College student beliefs about the effectiveness of tangible rewards and brain balancing. Poster presented at ABCT. San Diego, CA.
- *Bimm, K. J.*, McKenney, E. L. W., Jewell, J. D., & <u>Hupp, S</u>. (2017, February). Effects of computerized CBT in school for children with Autism Spectrum Disorder. Poster presentation at the annual meeting of the National Association of School Psychologists, San Antonio, TX
- Hupp, S., Kostecke, O., Marmouget, A., Jones-Soto, E. & McKenney, E. (2016, October). Multisystemic

Therapy Compared to the Scared Straight Program: College Student Beliefs about an Evidence-Based Treatment and an Ineffective Treatment. Poster presented at the 50th annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), New York, NY.

Hupp, S., Jones-Soto, E., McKenney, E., & Jewell, J. (2015, November). Behavioral Classroom Management and Sugar Elimination for ADHD: College Students' Beliefs Before and After Three

Different Dissemination Presentations. Poster presented at the 49th annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), Chicago, IL.

- Stachniak, C., Jones-Soto, E., Barlaan, D., Albright, J., McKenney, E., & Hupp, S. (2015, November). Parent Management Training and Reparenting for Oppositional Defiant Disorder: College Students' Beliefs Before and After Three Different Dissemination Presentations. Poster presented at the 49th annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), Chicago, IL.
- Barlaan, D., Jones-Soto, E., Albright, J., Stachniak, C., McKenney, E., & <u>Hupp, S.</u> (2015, November).
 Cognitive-Behavioral Therapy and Psychodynamic Psychotherapy for Childhood Depression:
 College Students' Beliefs Before and After Three Different Dissemination Presentations. Poster
 presented at the 49th annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), Chicago, IL.
- Hupp, S., Legg, K., Everett, G., & Jewell, J. (March 2015). Observers Rate a Child as More Hyperactive if

Falsely Told the Child Just Consumed Cookies: Controlled Study of the Sugar Bias. Poster presented at the Society for Research in Child Development (SRCD) biennial meeting in Philadelphia, PA.

- *Bristol, R. M.*, McKenney, E. L. W., Everett, G. E., & <u>Hupp, S.</u> (2015, February). Supporting Tier II intervention integrity with performance feedback. Paper accepted for presentation at the annual meeting of the National Association of School Psychologists. Orlando, FL.
- *Clayborne, K.,* <u>Hupp, S.,</u> Stary, A., & *Piñones, M.* (2014, November). Treatments for Autism Spectrum Disorder: Beliefs about the Effectiveness of Applied Behavior Analysis, Medication, and Facilitated Communication. Poster presented at the 48th annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), Philadelphia, PA.
- *Piñones, M.,* Stary, A., <u>Hupp, S.,</u> & *Clayborne, K.* (2014, November). Parent and college student beliefs about the effectiveness of three treatments for ADHD: Behavioral classroom management, medication, and sugar elimination diet. Poster presented at the 48th annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), Philadelphia, PA.
- *Atchison, K.*, Jewell, J., <u>Hupp</u>, S., & Brown, D. (November, 2014). Age at first placement and number of previous placements as predictors of behavior problems in youth in multidimensional treatment foster care. Poster presented at the 48th annual meeting of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.
- Segrist, D. & <u>Hupp, S.</u> (2014, February). This Class is a Joke! Humor as a Pedagogical Tool in the Teaching of Psychology. Poster submitted to the Southeastern Conference on the Teaching of Psychology (SETOP), Atlanta, GA.
- Everett, G. E., Doerr, K. M., McKenney, E. L. W., & <u>Hupp, S.</u> (2014, February). Analyzing the Homework, Organization, and Planning Skills (HOPS) intervention. Participant Information Exchange (PIE) Session presented at the 46th Annual Convention, National Association of School Psychologists, Washington, D.C.
- Everett, G. E., Schooley, J. L., McKenney, E. L. W., & <u>Hupp, S.</u> (2014, February). *Targeting written* expression through story-mapping for children with ADHD. Participant Information Exchange (PIE) Session presented at the 46th Annual Convention, National Association of School Psychologists, Washington, D.C.
- McKenney, E. L. W., Everett, G. E., Jewell, J. D., & <u>Hupp, S.</u> (2014, February). Training future school psychologists to serve students with Autism Spectrum Disorder (ASD): Poster presented at the

annual meeting of the Trainers of School Psychologists, Washington D. C.

- Hupp, S., Stary, A., Jewell, J., & Pezold, M. (2013). Beliefs about myths related to child psychology, development, and parenting: Which myths need the most debunking? Poster presented to the 47th annual meeting of the Association for Behavioral and Cognitive Therapies, Nashville, TN.
- Hupp, S., *Legg, K., Stary, A., &* O'Callaghan, P. (2013). Depression interventions: Parent beliefs about the effectiveness of evidence-based psychosocial treatments and additional treatments. Poster presented to the 47th annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), Nashville, TN.

Legg, K., Schmittel, M., Stary, A., & <u>Hupp, S.</u> (2013). Oppositional Defiant Disorder interventions: Parent

- beliefs about the effectiveness of evidence-based psychosocial treatments and additional treatments. Poster submitted to the 47th annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), Nashville, TN.
- <u>Hupp, S.</u>, McKenney, E., & Jewell, J. (2012, November). ADHD Interventions: Disseminating and Debunking in a Child Psychology Course. Poster presented at the 46th annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), National Harbor, MD.
- *Stary, A.,* <u>Hupp, S.</u>, Everett, G., Jewell, J. (2012, November). Parent acceptability of spanking and behavioral parent training techniques for children with externalizing behavior problems. Poster presented at the 46th annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), National Harbor, MD.
- Owens, S., & Hupp, S. (2012, November). Autism Interventions: Disseminating and Debunking in a
- Child Psychology Course. Poster presented at the 46th annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), National Harbor, MD.
- *McCobin, A., Schmittel, M., &* <u>Hupp, S.</u> (2012, November). Depression Interventions: Disseminating and Debunking in a Child Psychology Course. Poster presented at the 46th annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), National Harbor, MD.
- Schmittel, M., McCobin, A., & Hupp, S. (2012, November). Oppositional Defiant Disorder Interventions: Disseminating and Debunking in a Child Psychology Course. Poster presented at the 46th annual meeting of the Association for Behavioral and Cognitive Therapies, National Harbor, MD.
- *Bradshaw, K.,* <u>Hupp, S.,</u> Jewell, J., & Dudley, M. (2012, November). Social Distance and Child Sexual Abuse. Poster presented at the 46th annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), National Harbor, MD.
- *Tenbarge, C.,* <u>Hupp, S.</u>, Jewell, D. (2011, November). Assessing Maladaptive Thinking Regarding Impaired Driving Using Samples From a Drug Court and a Traffic Court. Poster presented at the Association for Behavioral & Cognitive Therapies national convention in Toronto, Canada.
- *Tillery, A., Davenport, B., Baracamontes, C., Wallace, W.,* <u>Hupp, S.</u>, Everett, G., Jewell, J. (2011, November). Examination of Children's Aggressive Behavior Toward a Bobo Doll After Playing Wii Boxing or Wii Tennis. Poster presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention in Toronto, Canada.
- *Wakefield, K.,* <u>Hupp, S.</u>, Jewell, J., Pomerantz, A. (2011, November). Predictors of Therapist Beliefs About Evidence-Based Treatments and Additional Treatments for Common Disorders of Childhood. Poster presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention in Toronto, Canada.
- Kurth, L., Owens, S., Hupp, S., Everett, G., Jewell, J. (2011, November). The Effectiveness of "The Sleep
- Fairy" Behavioral Intervention in Treating Bedtime Resistance. Poster presented at the Association

for Behavioral & Cognitive Therapies (ABCT) national convention in Toronto, Canada.

Dyson, S., Hupp, S., Jewell, J., & Everett, G. (2011, February). Assessing parental thoughts with the stressful parent thoughts scale (SPTS). Poster session, annual conference, National Association of School Psychologists, San Francisco, California. *Owens, S., Fujiki, M., & Hupp, S.* (2010, November). Beliefs about evidence-based psychosocial treatments for ADHD among undergraduate students: Evaluating the teaching effectiveness.

Poster

- presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention
- in

San Francisco, CA.

Stary, A. & <u>Hupp, S.</u> (2010, November). Measuring Teaching Effectiveness in an Undergraduate Course about Evidence-Based Psychosocial Treatments for Autism. Poster presented at the Association for

Behavioral & Cognitive Therapies (ABCT) national convention in San Francisco, CA.

- **Bradshaw, K.** & <u>Hupp, S.</u> (2010, November). Undergraduates' Beliefs About Evidence-Based Therapies versus Alternative Therapies for Oppositional Defiant Disorder Using the Specific Therapeutic Approaches Rating Scale- Child Form (STARS-CF). Poster presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention in San Francisco, CA.
- Hupp, S. & *Bradley, C.* (2010, November). Measuring Undergraduate Student Beliefs about Evidence-Based Treatments and Not-So-Evidence-Based Treatments in a Child Psychology Course. Poster presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention in San Francisco, CA.
- Hupp, S., Jewell, J., Ogden, W., Smith, M., Bray, S., & Fujiki, M. (2009, November). The effect of a videotaped Victim Impact Panel at changing cognitions and behaviors related to drinking and driving. Poster presented at the Association of Behavioral & Cognitive Therapies (ABCT) national

conference. New York, NY.

- Hupp, S., Srivastava, M., White, S., Havera, F., McBride, J., & Sturgeon, D. (2009, November). Using the Specific Therapeutic Approaches Rating Scale-Child Form to Monitor Graduate Students' Beliefs about the Effectiveness of Evidence-Based Psychosocial Interventions. Poster presented
- at

the Association of Behavioral & Cognitive Therapies national conference. New York, NY. *Ferraro-Baker, B.,* Krohn, E.J., Hupp, S., & Jewell, J. (2010, March). Examination of variables

predicting

attitudes toward mental health care. Poster session presented at the National Association of School Psychologists Annual Convention, Chicago, IL.

- Everett, G. E., *Ferrero-Baker, B.*, Jewell, J., & <u>Hupp, S.</u> (2009). University-based clinics: Benefits, challenges, and lessons from year one. Paper accepted for presentation at the 41st Annual Convention, National Association of School Psychologists, Boston, MA.
- Everett, G., Olmi, D., <u>Hupp, S.</u>, & *Beyers, S* (2008, February). Time-out with parents: A research review and recommendations for change. Paper presented at the 40th Annual Convention, National Association of School Psychologists, New Orleans, LA.
- *Dodd, S.,* <u>Hupp, S.</u>, Jewell, J., Krohn, E., & Gullo, C. (November, 2008). Using parents and siblings during a social story intervention for two children diagnosed with PDD-NOS. Poster presented at the Association for Behavioral and Cognitive Therapies national conference. Orlando, FL.
- Krohn, E., Jewell, J., <u>Hupp, S.</u>, *Bilyeu, M.* (2008, April). Cyber-bullying: The new face of relational aggression. Poster at the 40th Annual Convention, National Association of School Psychologists, New Orleans, LA.
- Everett, G. E., Olmi, D. J., <u>Hupp, S.</u>, & *Beyers, S.* (2008, April). Time-out with parents: A research review and recommendations for change. Paper presentation at the 40th Annual Convention, National Association of School Psychologists, New Orleans, LA.
- *Dyson, S.,* <u>Hupp, S.</u>, *Weise, C., Mitchell, A.*, Krohn, E & Jewell, J. (2007, November). The effects of active and passive videos to teach a parenting skill to future parents. Poster to be presented at the Association for Behavioral and Cognitive Therapies national conference. Philadelphia, PA.
- Hupp, S., *Bailey, D., & Jewell, J. (2007, November). The effect of child's ethnicity on adult judgments of behavior problems. Poster presented at the Association for Behavioral and Cognitive Therapies*

(ABCT) national conference. Philadelphia, PA.

- <u>Hupp, S.</u>, Segrist, D., Jewell, J., *Dyson, S., Gullo, C., Opperman, A., & Presley, A.* (2007, August). Examining the Behaviors & Attitudes Drinking & Driving Scale (BADDS). Poster presented at
- the

annual meeting of the American Psychological Association, San Francisco, CA.

- Jewell, J., <u>Hupp, S.</u>, Segrist, D., *Thornton, M., Schumacher, A., & Scherer, A.* (2007, August). Comparing DUI offender's attitudes toward drinking and driving with nonoffenders. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Segrist, D. J., Jewell, J. D., & <u>Hupp, S.</u> (2007). Drinking game behaviors predict drinking and driving among college students. Poster presented at the APA conference, San Francisco, CA.
- Segrist, D., <u>Hupp, S.</u>, & Jewell, J. (2007, May). College students' normative perceptions of drinking and driving. Poster presented at the Midwestern Psychological Association meeting, Chicago, IL.
- Weaver, S., <u>Hupp, S.</u>, Bilyeu, M., Washington, S., Summers, S., Jewell, J & Krohn, E. (2006, November). Parent training videos: A study of active versus passive viewing. Poster presented at the Association for Behavioral and Cognitive Therapies (ABCT) national conference. Chicago, IL.
- *Wagner, H.*, <u>Hupp, S.</u>, *Jones, E.*, & Allen, K. (2006, November). Increasing parent attention with an audio cueing procedure: A clinical replication with two parents. Poster presented at the Association for Behavioral and Cognitive Therapies (ABCT) national conference. Chicago, IL.
- Jewell, J. D., *Petchulat, A., Turnage, J., Esker, S., Downey, R.* & <u>Hupp, S.</u> (2006, November). The Effects of Fatal Vision Goggles on Attitudes and Behaviors Toward Drinking and Driving. Poster at the Association for Behavioral and Cognitive Therapies national conference. Chicago, IL.
- *McVay, E., Adams, S.,* <u>Hupp, S.</u>, Pawlow, L., Jewell, J., *Platt, A., & Dodd, S.* (2005, November). Comparing different preventative relaxation techniques with young adults: Effectiveness, satisfaction, and adherence. Poster presented at the ABCT national conference. Washington, DC.
- Hupp, S., Jewell, J., *Acock-Domescik, A., Bilodeau, J., Downey, R., Boyd, K.* (2004, November). The effect of a diagnostic label on adult ratings of child behavior Poster presented at the Association for Advancement of Behavior Therapy (AABT) national conference. New Orleans, LA.
- Jewell, J. D., <u>Hupp, S.</u>, Luttrell, G., *Oswald, L., Shevlin, C., & Downey, R.* (2004, November). Changing drinking and driving attitudes of college students with fatal vision goggles: Bad from far, but far from bad. Poster presented at the Association for Advancement of Behavior Therapy (AABT) national conference. New Orleans, LA.
- Krohn, E. J., Wingfield, S., <u>Hupp, S.</u>, & Jewell, J. (April, 2004). Effects of multicultural education on children's self-esteem and cultural attitudes. Poster presentation at the National Association of School Psychologists 2004 convention, Dallas, TX.
- Reitman, D. Lubin, B, Villa, M., Zeldis, B., & <u>Hupp, S.</u> (May, 2004). Relations between analogue parent observations and parent ratings of child behavior. Poster presentation at the Association for Behavior Analysis 2004 convention, Boston, MA.
- Filcheck, H. A., Ogren, H., <u>Hupp, S.</u>, Darby, J. B., Hohenstein, B., & Allen, K. D. (2003, June). The use of choice-based distraction to decrease anxious and disruptive behavior with pediatric dental patients. Poster presented at the Nebraska Psychological Association, Lincoln, NE.
- Hupp, S., Reitman, D., Shriver, M., Kelley, M. L., Allen, K. A., & Freeland, J. (2003, May). Using the Parent Instruction-Giving Game with Youngsters (PIGGY) to assess treatment gains during parent management training. Poster at Association for Behavior Analysis convention, San Francisco, CA.
- Shriver, M., <u>Hupp, S.</u>, & Fredenburg, M. (2003, May). Systematic evaluation of social attention and academic difficulty level on on-task behavior. Poster at the Association for Behavior Analysis convention, San Francisco, CA.
- Reitman, D. & <u>Hupp, S.</u> (2002, November). Clinical assessment of parenting: A not yet ready for primetime player? Paper presented at the AABT convention, Reno, NV.
- Hupp, S., Reitman, D., Forde, D., Kelley, M. L., Murphy, M., Jurbergs, N., Johanson, J., & O'Callaghan,

P. (2002, May). Development of the Parent-Instruction-Giving Game with Youngsters. Poster presentation at the ABA convention, Toronto, Canada.

- O'Callaghan, P. M., Reitman, D., <u>Hupp, S.</u>, Northup, J., Kelley, M. L., Calyx, A., Lott. J., & Murphy, M. A (May, 2002). Generalization of prosocial and attentive behaviors in a sports setting for children with ADHD. Poster presented at the ABA convention. Toronto, Canada.
- Reitman, D., <u>Hupp, S.</u>, Currier, R., Murphy, M., & O'Callaghan, P. (2001, May). Overcoming resistance in Head Start: Lessons learned from teachers and parents. Symposium presentation presented at the Association for Behavior Analysis convention, New Orleans, LA.
- <u>Hupp, S.</u>, Reitman, D., Northup, J., O'Callaghan, P., LeBlanc, M., Cripe, C., Currier, R., & Murphy, M. (2001, May). The effects of delayed rewards, token incentives, and stimulant medication on sportsmanlike behavior with ADHD-diagnosed children. Poster presented at the ABA convention, New Orleans, LA.
- <u>Hupp, S.</u> (2000, October). The development of the Parent Instruction-Giving Game with Youngsters (PIGGY) in a Head Start population. Presentation at the Head Start Research Scholars Meeting, Alexandria, VA.
- Hupp, S., Reitman, D., Ridgway, A., O'Callaghan. P., & LeBlanc, M. (2000, May). The effects of stating contingency-specifying stimuli on compliance in children. Poster presented at the ABA convention, Washington D. C.
- <u>Hupp, S.</u>, Reitman, D., O'Callaghan, P., Gulley, V., Northup, J., Beazey, B., Douglas, G., Spera, S., Ridgway, A., Currier, R., & Caballero, B. (1999, November). The influence of a token economy and methylphenidate on attention during sports with children with ADHD. Poster presented at Association for the Advancement of Behavior Therapy concention, Toronto, Canada.
- Reitman, D., Currier, R., <u>Hupp, S.</u>, Rhode, P., Murphy, M., & O'Callaghan, P. (1999, November). The relationship between maternal parenting stress and child externalizing behavior in a Head Start Population. Poster presented at AABT convention, Toronto, Canada.
- Reitman, D., Rhode, P., Currier, R., <u>Hupp, S.</u>, Murphy, M., & O'Callaghan, P. (1999, November). The Parental Authority Questionnaire-Revised: Validation in a Head Start population. Poster presented
 - at the AABT convention, Toronto, Canada.
- <u>Hupp, S.</u>, Reitman, D., & Ridgway, A. (1999, May). Parent-assisted modification of pivotal social skills for a child diagnosed with PDD. Poster presented at the ABA convention, Chicago, IL.
- Hupp, S., Reitman, D., Rhode, P., & Harris, C. (1998, May). Use of a token economy and skills training to

increase sportsmanlike behaviors among children diagnosed with ADHD. Poster presented at Association for Behavior Anslysis convention, Orlando, FL.

- Reitman, D., Altobello, C., & <u>Hupp, S.</u> (1997, November). Development of a self-report parenting measure: The Parental Authority Questionnaire-Revised. Poster presented at the Association for the Advancement of Behavior Therapy convention, Miami Beach, FL.
- Buckloh, L., Lemanek, K. L., & <u>Hupp, S.</u> (1995, April). Resiliency of adolescents with clefts. Poster presented at the Florida Conference on Child Psychology and Health, Gainesville, FL.

Trane, S., Lemanek, K. L., & <u>Hupp, S.</u> (1995, April). Adaptational processes among children with asthma.

Poster presented at the Florida Conference on Child Psychology and Health, Gainesville, FL.

GRANTS

Funded External Grants

Segrist, D. & Hupp, S. (2012). *Society for the Teaching of Psychology, <u>Instructional Resource Award</u>. This Class is a Joke! Humor as a Pedagogical Tool in the Teaching of Psychology. \$1500.*

Jewell, J., Hupp, S. & Dudley, M. (2008). Children's Home and Aid Society of Illinois. Illinois Youth

Mentoring Program. \$18,430.

- Jewell, J., Hupp, S. & Dudley, M. (2007). *Children's Home and Aid Society of Illinois*. Illinois Youth Mentoring Program. \$12,320.
- Hupp, S. & Reitman, D. (2000). Department of Health and Human Services, Administration for Children, Youth, and Families (ACYF)/Head Start. The development of the Parent Instruction-Giving Game with Youngsters (PIGGY) in a Head Start population. \$19,800

Funded Internal Grants

- Hupp, S. & Segrist, D. (2010). Seed Grants for Transitional and Exploratory Projects (STEP), SIUE, Development and Evaluation of the Healthy Internet Practices (HIP) Program for College Students. \$9658.
- Hupp, S. (2008). *Summer Research Fellowship, SIUE*. Reducing Risky Drinking Behaviors in College Students: Binge Drinking and Driving Under the Influence. \$4,000.
- Hupp, S. (2005). *Summer Research Fellowship, SIUE*. The Effect of Child's Ethnicity on Teacher Judgment of Behavior Problems. \$6,000.
- Hupp, S. (2003). *Research Equipment and Tools Competition, SIUE*. Development of Parent-Child Interaction Research Program. \$1,787.
- Hupp, S. (2003). *Summer Research Fellowship, SIUE*. The Effects of Diagnostic Labels on Adult Ratings of Child Behavior. \$6,000.

Supervised Research Grants for Graduate Students (SIUE)

Fischer, E. (2018). Sugar and hyperactivity, \$160.

Albright, J. (2015). Peer stigma and autism, \$350.

Stary, A. (2011). Parent attitudes about discipline, \$150.

Darr, S. (2008). Assessing attitudes about illness, \$500.

Wakefield, K. (2008). Specific therapies acceptability, \$500.

Dyson, S. (2007). Parent stress prevention, \$500.

Bailey, D. (2007). Interactive video games and violence, \$500.

Turnage, J. (2006). Time-out videos, parental satisfaction, and knowledge, \$500.

Wagner, H. (2006). Using brief videotape modeling in time-out training, \$500.

Velk, J. (2005). Investigation of Baby Think It Over, \$500.

McVay, E. & Adams, S. (2003). Investigation of Relaxation Techniques, \$491.

Submitted Grant

Weinberg, J., Hupp. S., & Reinking, A. (2019). *Institute of Education Sciences*. Evaluation of a Robot Co-Teacher for Early Childhood Social-Emotional Learning and Well-being. \$249,416.

Unfunded Grants

- Weinberg, J. & Hupp. S. (2018). *National Science Foundation*. Robot Co-Teachers for Early Childhood Social-Emotional Learning and Well-being. \$746,749.
- Jewell, J. D., Meeks, J. T., & Hupp, S. D. A. (March 2017). National Institute of Justice, CFDA 16.560 Comprehensive School Safety Initiative NIJ-2017-11147. *Project B-CALM: A cluster randomized controlled trial of a two tier mindfulness and meditation program (Resubmission).* \$2,995,156.
- Weinberg, J. & Hupp. S. (2016). National Science Foundation, Cyber-Human Systems small project proposal. Robot Co-Teachers for Early Childhood Social-Emotional Learning and Well-being. \$360,168.
- Jewell, J. D., Meeks, J. T., Hupp, S. D. A., & Klosterman, B. (2016). *National Institute of Justice, CFDA* 16.560 Comprehensive School Safety Initiative. Project B-CALM: A cluster randomized controlled

trial of a two tier mindfulness and meditation program. \$4,983,127.

- Everett, G. & Hupp, S. (2010). *The Spencer Foundation Small Research Grants*. Assessing Pre-Service Teacher's Training in Response to Intervention. \$34,029
- Hupp, S. (2009). Seed Grants for Transitional and Exploratory Projects. Evaluation of the Second Step Prevention Program for Children Enrolled in Head Start Classrooms. \$12,800.
- Hupp, S. (2008). *Summer Research Fellowship*. Assessing Competency in Evidence-Based Psychosocial Treatments for Children. \$4000
- Hupp, S., Jewell, J., Everett, G., Turnage, J., Wagner, H., & Dyson, S., (2007). *The Spencer Foundation*. Examining the Effectiveness of a Time-Out Training Program for Teachers. \$39,996.
- Segrist, D.J., Jordan-Fleming, M.K., Jewell, J.D., & Hupp, S. (2006). American Beverage Medical Research Foundation. Developmental correlates of drinking and drinking-related behaviors in college students. \$52,619.
- Hupp, S., Jewell, J., Krohn, E., & McIntyre, H. (2004). *The Spencer Foundation*. Assessing Parent Satisfaction of Educational Evaluations with the Evaluation Acceptability Rating Scale.
- Jewell, J., & Hupp, S. (2004). *Blowitz Ridgeway Foundation*. Providing Parent Training for Madison County Probation.
- Jewell, J., Krohn, E., & Hupp, S. (2002). *Excellence in Graduate Education, SIUE*. The Development of a Clinical-School Psychology Training Lab.

EDITORIAL AND REVIEW EXPERIENCE

Editor-in-Chief

Encyclopedia of Child and Adolescent Development, 2015-present

Associate Editor

the Behavior Therapist, 2013-2017

Editorial Boards

Education & Treatment of Children, 2013-2018 *Journal of Evidence-Based Practices for Schools*, 2004-Present

Journal Review Experience

Behavior Modification, 2011 Behavior Therapy, Reviewer, 1999, 2013-2014 Child and Family Behavior Therapy, Reviewer, 2005-2011; 2015-2016 Children's Health Care, Reviewer, 2001-2002 Education and Treatment of Children, Reviewer, 2007-2010, 2012 Journal of Abnormal Child Psychology, Reviewer, 2012 Journal of Applied Behavior Analysis, Reviewer, 1999 Journal of Autism and Developmental Disabilities, Reviewer, 2005-2007 Journal of Positive Behavior Interventions, Reviewer, 2013-2014 Psychological Assessment, Reviewer, 2007 School Psychology Review, Reviewer, 2001

Textbook, Grant, and Conference Review Experience

Reviewed handbook submission for Blackwell-Wiley, 2012 Reviewed textbook submission for Sage, 2010 Reviewed *Child Development (11th Edition)* by McGraw Hill, 2007 Reviewed two chapters of *Child Development* by John Wiley Publishers, 2006 Louisiana Board of Regents Out-of-State Expert Reviewer for Research Proposal, 2004 American Psychological Association, Division 54, Poster Proposal Reviewer, 2003

SERVICE

Featured in a Trade Magazine

American Psychological Association (March, 2019). One of the psychologists featured in the "Psychologists in the News" section (for the SIUE Champion for Diversity Award).

Television Interviews

- Show Me St. Louis (4/1/19). Interviewed by Dana Dean and Remy Hoesly: GAME: Myth vs. Truth Baseball. St. Louis, MO.
- Show Me St. Louis (2/26/19). Interviewed by Dana Dean and Anthony Slaughter: GAME: Myth vs. Truth with SIUE Psychology Professors. St. Louis, MO. See video: <u>https://www.ksdk.com/video/entertainment/television/show-me-st-louis/game-myth-vs-truth-</u> with-siue-psychology-professors/63-456e2182-bc44-4b3f-9faf-0a53a0052192
- FOX 2 News in the Morning (3/9/15). Interviewed by Margie Ellisor about Great Myths of Child Development. St. Louis, MO. See video: <u>http://fox2now.com/2015/03/09/debunking-child-development-myths/</u>

Press Release Videos

- SIUE Marketing (2018). World Record for "Longest Line of Books" Achieved on Literacy Day at SIUE. https://www.youtube.com/watch?v=SCypNrXic9s
- SIUE Marketing (2017). SIUE Students Use Robot to Teach Children About Social-Emotional Skills. <u>https://www.youtube.com/watch?v=qp6B8Vd0voQ&t=84s</u>

Continuing Education Units (CEUs) Interview

The Practice Institute (10/15/15). Interviewed by Dr. Pauline Wallin about *Great Myths of Child Development* as part of a live and recorded CEU session. Nationally available. https://s3.amazonaws.com/tpi-audios-authors/StephenHupp.mp3

Podcast Interviews

Prism Podcast (7/10/17). Interview about *Great Myths of Child Development*. Groks Science Show (3/23/15). Interview about *Great Myths of Child Development*.

Radio Interviews

Doug Jenkins (9/12/17). World Record Early Results for Longest Line Books. WBGZ Radio, Alton, IL. Doug Jenkins (8/25/17). World Record Attempt for Longest Line of Books. WBGZ Radio, Alton, IL. St. Louis National Public Radio, Eli Chen (4/2/17). St. Louis, MO.

"In the future, children may learn social skills from robots."

http://news.stlpublicradio.org/post/future-children-may-learn-social-skills-robots#stream/0

Answers for the Family with Allen Cardoza (6/22/15). LATalkRadio.com, Nationally Syndicated Maryanne Comaroto (6/2/15). Healthylife.net Radio Network, Nationally Syndicated. The Vic McCarty Show (4/27/15). WMKT-AM&FM, Northern Michigan. Old New England with Mark Wayne (4/21/15). WICH-AM, Hartford, CT.

The Frank Truatt Morning Show (4/6/15). WTBQ-AM&FM, Poughkeepsie, NY.
The Dave Malarkey Show (3/30/15). WISR-AM, Pittsburgh, PA.
The Kathryn Zox Show (3/25/15). Voice America Network-national.
Tom Amis Show (3/24/15). WCXZ-AM, Knoxville, TN.
Nighthawk (3/23/15). CJOB-AM, Manitoba, Canada.
Moring Show with Bulldog (3/23/15). WOCM-FM, Ocean City, MD.
The Morning Show with Al Windsperger (3/23/15). WYRQ-FM, St. Cloud, MN.
The Martin Kilcoyne Show & Randi Naughton (3/18/15). KTRS-AM, St. Louis, MO.
Brain from the Heartland with Louie B. Free (3/17/15). WASN-AM, Cleveland OH.
The Business of Wisdom with Dr. Alvin Jones (3/16/15). WCBQ-WHNC-AM, Raleigh, NC.
Larry Whitler Show (3/12/15). WOCA-AM/FM, Gainesville, FL.
Morning Wake Up with Dave Akerly (3/12/15). WILS-AM, Detroit, MI.
http://1320wils.com/assets/files/3-12-15%/20Stephen%20Hupp.mp3

Conversations with Peter Solomon (3/1/15). WIP-AM&FM, Philadelphia, PA.

Book Signings

- Hupp, S. & Jewell, J. (4/23/15). Signed *Great Myths of Child Development* at the SIUE Bookstore, Edwardsville, IL.
- Jewell, J. & Hupp, S. (10/10/15). Signed *Great Myths of Child Development* at Barnes & Noble, Fairview Heights, IL.

Newspaper Interviews

Taylor Fleig (9/7/17). "World record attempt: Psychology professor strives to break record for Head Start."

Alestle. Edwardsville, IL.

James Moss (7/6/16). "Thumbs up for Hupp."

Advantage News. Alton, IL.

- Jessica Oranika (12/8/15). "Great Teacher Award recipient to discuss fear of the future at Commencement." Alestle. Edwardsville, IL.
- Elizabeth Donald (6/9/15). "SIUE students collect nearly 3000 books for Head Start kids." Belleville News-Democrat, Belleville, IL.

Aisha Sultan (3/16/15). "Let's debunk some parenting myths." Post-Dispatch, St. Louis, MO.

Newspaper Quotes through "Help A Reporter Out"

Mike Wood (8/8/16). "We Can No Longer Ignore Depression in Our Children." Huffington Post Healthy Living.

International Professional Leadership

Hupp, S. & Jewell, J. (2011). Co-sponsor of the two-day Social Learning and the Family preconference meeting held at the Association of Behavioral and Cognitive Therapies (ABCT) conference in Toronto, Canada.

Community Leadership

Hupp, S. (Moderator), Haley, A., Johnson, K., Atchison, K., Owens, S., Dorton, A., Schooley, J., Tenbarge, C., Wiesemeyer, C., Davenport, B., White, S., Maynard, D. (Spring 2011). Moderated the *Promoting Mental Health in Children Symposium* for staff of the Children's Home & Aid Society of Illinois. Granite City, IL.

- Hupp, S. (Moderator), Desai, S., Bray, S., Meyer, A., Zia, H., Crawford, J., Barrett, C., Pepin, N., & Wiles, J. (Spring 2010). Moderated the *Youth Mental Health Symposium* for staff of the Children's Home & Aid Society of Illinois. Granite City, IL.
- Hupp, S. (Moderator), Allen, A., Bradshaw, K., Bretz, R., Fujiki, M., McBride, J., Stary, A., & Sweeney, N. (Fall 2009). Moderated the *Promoting Mental Health in Children Symposium* to
- staff

of the Children's Home & Aid Society of Illinois. Granite City, IL.

Invited Community Presentations

- Hupp, S., Wolfe, E., & Weinberg, J. (Summer, 2017). Robots as Co-Teachers: Can Robots Help Teach Children about Social-Emotional Skills? Presentation made at the YWCA St. Louis Head Start program. Maryland Heights, MO.
- Hupp, S. (Summer, 2017). *The Supportive & Proactive Approach (SPA) for Parents*. Presentation to parents in the Kindergarten Readiness Camp at Gordon Bush School. East St. Louis, IL.
- Hupp, S. (Spring 2017). *Emotions Decoded*! Presentation given to parents and teachers at the William Holiday Pre-K Program, Fairview Heights, IL.
- Hupp, S. (Spring 2017). *Discipline Decoded!* Presentation given to parents and teachers at the William Holiday Pre-K Program, Fairview Heights, IL.
- Hupp, S., Schoen, M, Thompson, S., Fischer, E. (Fall 2016). Proactive Parenting: The Intersection of Behavior, Sleep, & Literacy. Presentation to parents at the Riverbend Head Start, Edwardsville,
- IL.
- Hupp, S. (Summer 2016). *The Supportive & Proactive Approach (SPA) for Parents*. Presentation to parents in the Kindergarten Readiness Camp at Miles Davis School. East St. Louis, IL.
- Hupp, S. (Spring 2016). *DSM-5 Changes for Substance-Related and Comorbid Disorders*. Presentation given to attendees of the Metro East Meth + Other Drugs Conference, Belleville, IL.
- Hupp, S. (Spring 2016). *Evidence-Based Interventions in Child Development, Education, & Learning.* Presentation given to teachers through the Tri-County Institute, Centralia, IL.
- Hupp, S. (Spring 2016). *Myths of Child Development, Education, & Learning*. Presentation given to teachers through the Tri-County Institute, Centralia, IL.
- Hupp, S. (Fall 2015). *Supportive & Proactive Approach*. Presentation given to parents of children at Alton

Head Start, Alton, IL.

- Hupp, S. (Fall 2015). DSM-5 Changes for Youth. Presentation given to members of the Illinois Alliance of
 - Administrators in Special Education, Collinsville, IL.
- Hupp, S., Albright, J., & Stachniak, C. (Fall 2015). *Parent's Guide to Child Development*. Presentation to parents though Children's Home + Aide, East St. Louis, IL.
- Hupp, S. (Fall 2015). *Literacy, Sleep, & Attention.* Presentation given to parents of children at Riverbend Head Start, Edwardsville, IL.
- Hupp, S. (Summer 2015). *Kid Myths, Fads for Dads, & Momfoolery*. Presentation given at the Ethical Society Mid Rivers. St. Peters, MO.
- Hupp, S. (Summer 2015). *What Every Parent Needs to NOT Know*. Presentation given to the Illinois Association for Infant Mental Health, Belleville, IL.
- Hupp, S. & Albright, J. (Spring 2015). *Inattention & Hyperactivity OR Inclusive Attention & High Energy*.

Presentation given to parents of children at Riverbend Head Start, Edwardsville, IL.

Barlaan, D., Stachniak, C., Albright, J., & Hupp, S. (Spring 2015). *The Supportive & Proactive Approach (SPA) for Parents*. Presentation to parents and of the Granite City Head Start. Granite City, IL.

Piñones, M., Hensley, V., & Hupp, S. (Fall 2014). *Depression in Youth: Signs and Evidence-Based Approaches.* Presentation given at Family Health & Wellness Fair. St. Louis, MO.

- Hupp, S. (Summer 2014). *What Works? Classroom Management and Child Psychology*. Presentation given to staff at the Migrant Head Start program. East St. Louis, IL.
- Hupp, S. (Spring 2014). *Inattention & Hyperactivity OR Inclusive Attention & High Energy*. Presentation given to parents of children at Riverbend Head Start, Edwardsville, IL.
- Hupp, S. & Piñones, M. (Spring 2014). *Managing Child Anxiety*. Presentation given to parents of the Bluffview Head Start program. Caseyville, IL.
- Hupp, S. (Spring 2014). DSM-5 Changes. Presentation to staff of Children's Home & Aid. Collinsville, IL.
- Hupp, S. (Spring 2014). *The Supportive & Proactive Approach (SPA) for Parents*. Presentation given to parents and teachers of the Granite City Head Start center. Granite City, IL.
- Hupp, S. (Spring 2013). Parent's Guide to Making Fewer Mistakes than Me. Presentation given at the parent volunteer banquet for Riverbend Head Start. Alton, IL.
- Hupp, S. (Spring 2013). Habits in Children and Adolescents: Sleep, Eating, Toileting & Tics.

Presentation

- given to staff of Children's Home & Aid. Collinsville, IL.
- Hupp, S. & Legg, K. (Spring 2013). Family Dynamics and Social-Emotional Development in Children. Presentation given to parents at Riverbend Head Start, Edwardsville, IL.
- Hupp, S. (Spring 2013). *Parent's Guide to Making Fewer Mistakes than Me*. Presentation given to parents

and teachers at Discovery School in O'Fallon, IL.

- Hupp, S. (Spring 2012). Social Narratives for Autism Spectrum Disorders. Presentation to staff of Edwardsville School District
- Hupp, S. (Summer 2012). *Classroom Management*. Presentation given to staff at the Migrant Head Start program. East St. Louis, IL.
- Hupp, S. (Fall 2011). *Myths and Science about Attention and Hyperactivity*. Presentation given to parents of children at Riverbend Head Start, Edwardsville, IL.
- Hupp, S. (Fall 2011). *Top 10 Things You Can Do to Promote Children's Social-Emotional Health.* Presentation given to the Urban League Head Start program. St. Louis, MO.
- Hupp, S. (Summer 2011). *The Supportive & Proactive Approach (SPA) for Teachers*. Presentation given to Migrant Head Start Staff. East St. Louis, IL.
- Hupp, S. (Spring 2011). Depression, Anxiety, and Anger: The Core Components of Cognitive and Behavioral Therapeutic Approaches. Presentation made at for the St. Louis chapter of the Missouri Association of School Psychologists.
- Hupp, S. (Spring 2011). Depression, Anxiety, and Anger: The Core Components of Cognitive and Behavioral Therapeutic Approaches. Presentation made at the Piecing It All Together conference sponsored by National Alliance of Mental Illness, Edwardsville, IL.
- Hupp, S. (Spring 2011). *Mood Disorders in Youth & Evidence-Based Approaches for Promoting Optimism.* Presentation given to staff of Children's Home & Aid. Fairview Heights, IL.
- Hupp, S. (Fall 2010). Promoting Social, Emotional, and Behavioral Health with Preschool-Aged Children. Presentation given at the conference for the Missouri Association of School Psychologists. St. Louis, MO.
- Hupp, S. (Fall 2010). *Sibling Rivalry & Sibling Friendships*. Presentation given to parents of children at Riverbend Head Start, Edwardsville, IL.
- Hupp, S. (Spring 2010). Using a Supportive and Proactive Approach (SPA) to Help Manage Strong-Willed Child Behavior. Presentation given to parents and teachers at the Pontiac William Holiday Pre-K Program, in Fairview Heights, IL.
- Hupp, S. (Spring 2010). *Promoting Self-Esteem in Children*. Presentation given to parents at Riverbend Head Start. Edwardsville, IL.
- Hupp, S. (Fall 2009). Myths and Science about ADHD. Presentation given to parents of Triad school

district. Collinsville, IL.

- Hupp, S. (Summer 2009). Anxiety Disorders: The Far Side of Fear. Presentation given to staff of the Children's Home & Aid Society of Illinois. Fairview Heights, IL.
- Hupp, S. (Spring 2009). Myths, Science, and Evidence-Based Treatments for Attention-Deficit/ Hyperactivity Disorder. Presentation given to teachers through the Children's Home & Aid Society of Illinois. Fairview Heights, IL.
- Hupp, S. (Spring 2009). Using a Supportive and Proactive Approach (SPA) to Help Manage Strong-Willed Child Behavior. Presentation to parents at Early Explorations Too in Glen Carbon, IL.
- Hupp, S. (Spring 2009). Using a Supportive and Proactive Approach (SPA) to Help Manage Strong-Willed Child Behavior. Presentation to parents and teachers at Discovery School in O'Fallon, IL.
- Hupp, S. (Spring 2009). Using a Supportive & Proactive Approach (SPA) for Behavior Management & Dealing with Tantrums. Presentation to parents at Early Explorations preschool. Edwardsville, IL.
- Hupp, S. (Fall 2008). *Myths and Science about ADHD (Fall 2008)*. Presentation given to teachers and counselors at the Illinois Education Association. Springfield, IL.
- Hupp, S. (Fall 2008). Supportive & Proactive Approach (SPA) for Teachers: Promoting Social Skills (& Dealing with Not-So-Social Skills. Presentation given to teachers and counselors at the Illinois Education Association. Springfield, IL.
- Hupp, S. (Fall 2008). *The Stress Prevention Approach (SPA) for Parents, Teachers, and Students.* Presentation to parents and teachers of Triad school district. Collinsville, IL.
- Hupp, S. (Fall 2008). *Myths and Science about ADHD*. Presentation given to parents, teachers, and staff in

the Alton School District. Alton, IL.

- Hupp, S. (Fall 2008). *Promoting Self-Esteem in Children*. Presentation given to parents of children at Riverbend Head Start, Edwardsville, IL.
- Hupp, S. (Fall 2008). *Evidence-Based Treatments for ADHD*. Presentation to staff and volunteers of Court

Appointed Special Advocates (CASA) in Belleville, IL.

- Hupp, S. (Spring 2008). *Promoting Good Sleep Habits for Infants & Toddlers*. Presentation given at Early Explorations Too.
- Hupp, S., & Dyson, S. (Spring 2008). If Parenting Seems Easy, You're Doing it Wrong: Review of Evidence-Based Parent Support Programs. Presentation made at the Piecing It All Together conference sponsored by National Alliance of Mental Illness, Edwardsville, IL.
- Hupp, S. (Spring 2008). *The Supportive & Proactive Approach (SPA) for Parents*. Presentation given to the Riverbend Head Start parent appreciation banquet.
- Hupp, S. (Spring 2008). *The Supportive & Proactive Approach (SPA) for Parents*. Presentation given at Early Explorations Too.
- Hupp, S. (Spring 2008). *The Supportive & Proactive Approach (SPA) for Teachers*. Presentation given to Riverbend Head Start Staff. Collinsville, IL.
- Hupp, S. (Spring 2008). *Proactive Parenting*. Presentation given to parents of children at Riverbend Head Start, Edwardsville, IL.
- Hupp, S. (Spring 2008). *The Stress Prevention Approach (SPA) for Parents, Teachers, and Students.* Presentation given to parents and teachers of Edwardsville school district.
- Hupp, S. (Spring 2008). Overview of the DSM-IV-TR: Common Diagnoses for Children & Adolescents. Presentation to staff of the Children's Home & Aide Society of Southern Illinois.
- Hupp, S. (Fall 2007). *Proactive Parenting*. Presentation given to parents and teachers at Discovery School

in O'Fallon, IL.

- Hupp, S. (Summer 2007). *Keys to Promoting Social Skills and Communication*. Presentation given to members of the Autism Society of Southern Illinois, Edwardsville, IL.
- Hupp, S. (Spring 2007). *Temper Tantrums*. Presentation given to parents of children in Head Start, Edwardsville, IL.

- Hupp, S. (Fall 2006). *Discussing Discipline*. Presentation given to parents of children in Head Start, Edwardsville, IL.
- Hupp, S. (Spring 2006). *Sibling Rivalry and Sibling Friendships*. Presentation given to parents of children in Head Start, Edwardsville, IL.
- Panel Member (Fall 2005). *Madison County Youth Forum*. Panel Member with Dr. Mal Goldsmith, Mike Furrey from the St. Louis Rams, the Madison County Sheriff, & other members from the community. Panel focused on topics related to choices about sex, drugs, safety, and mental health.
- Hupp, S. & Jewell, J. (Fall 2002). *How to Talk to Your Child About Sex*. Workshop presented to parents and teachers at Millstadt Public Schools, Millstadt, IL.
- Hupp, S., Workman, L., & Allen, K. (Spring 2002). *Training for the Picture Exchange Communication System (PECS) for Children with Autism.* Workshop presented to Head Start, Omaha, NE.
- Hupp, S. (Fall 1998; Fall 1999). SOS! Help for Parents. Workshop presented to parents and staff in three Ascension Parish Head Start centers in Louisiana.

Additional Community/Professional Service

- External Personnel Reviewer (Fall 2017). Provided an external review for a faculty member applying for promotion at St. John's University.
- External Personnel Reviewer (Summer 2014). Provided an external review for a faculty member applying for tenure at Mississippi State University.
- Committee Member (Summer 2013). Helped develop a series of educational materials for the Center for Skeptical Inquiry.
- Co-Developer of the Kinesiology Camp for Children with ADHD (Summer 2011). The 3-week camp taught children about nutrition, health, exercise, and sports skills (with G. Everett & J. Gapin).
- Focus Group Participant for Kids Helping Kids (Fall 2011 Fall 2012). Reviewed a treatment manual for children adjusting to divorce for the Children's First Foundation.
- Consultant for KidStrong and TeenStrong (Fall 2012). Provided consultation for the development of these programs that emerged from the Kids Helping Kids focus group.
- External Personnel Reviewer (Fall 2008). Provided an external review for a faculty member applying for tenure at the University of Southern Mississippi.

University Service

University Leadership

[Organizer] Guinness World Record Attempt for "Longest line of books," 2017 [Moderator] Graduate School Student Research Symposium, 2012 Mental Health Consultant for the SIUE Head Start, 2008-present [Organizer] Psychology & Family Resource Center Partnership, 2010-present [Supervisor] Head Start Graduate Assistants, 2008-present Faculty Fellow for Prairie Residence Hall, 2004-2005

University Committees and Additional Service

Head Start Interview Committee for Family Support Coordinator Position, 2012 Head Start Self Assessment, 2008-2009 Review of Special Programs Ad Hoc Committee, 2008 Faculty Presenter for Springboard for Success, 2005-2007 Counseling Services Therapist, 2004-2005 Research and Projects Advisory Board, 2003-2006 Graduate Council & Educational and Research Policies Committee, 2003 University Presentations and Panels

- Hupp, S. (Fall 2018). *Building Social-Emotional Skills:* Presentation given to about 200 staff members of the SIUE/St. Clair County Head Start program.
- Hupp, S. (Fall 2018). *Diving Deeper into Building Social-Emotional Skills:* Presentation given to about 70
 - teachers of the SIUE/St. Clair County Head Start program.
- Conoyer, S., McKenney, E., Everett, G., Hupp, S., & Jewell, J. (Fall 2017). Clinical Child and School Psychology Information Night. Edwardsville, IL.
- Hupp, S. (Fall 2015). *A New Hope for the Future*. Address given at the SIUE winter commencement. Edwardsville, IL.
- Hupp, S. (Fall 2015). *Mental Health*. Presentation to staff at Higher Education Campus, East St. Louis, IL.
- Hupp, S. & Jewell, J. (Spring 2015). *What Every Parent Needs to NOT Know*. Presentation about our book
 - (Great Myths of Child Development) at the SIUE Bookstore. Edwardsville, IL.
- Hupp, S. (Spring 2014). *Maltreatment of Children and Older Adults*. Presentation given to faculty of the SIUE Dental School. Edwardsville, IL.
- Hupp, S. (Fall 2012). Discussion leader for *Midweek Mentor Series: How can I enhance class using story, popular media and objects?*
- Panel Member (Summer 2012). Panel member for the *Teaching Excellence Panel* in Dr. Santanello's School of Pharmacy Orientation to Teaching course.
- Panel Member (Spring 2012). Panel member for the *Successful Strategies for Instructing Large Classes* discussion which was sponsored by the Office of Academic Innovation and effectiveness and facilitated by Dr. Luci Kohn.
- Hupp, S. & Pawlow, L. (Spring 2012). *Psychology Demonstrations for Kids*. Presentation made to school
 - aged children at the SIUE Family Resource Center.
- Panel Member (Fall 2011). Panel member for the *Teaching Excellence Panel* in Dr. Santanello's School of

Pharmacy Orientation to Teaching course.

- Panel Member (Spring 2011). Panel member for the *Successful Strategies for Instructing Large Classes* discussion which was sponsored by the Office of Academic Innovation and effectiveness and facilitated by Dr. Luci Kohn.
- Hupp, S. (Fall 2010). Promoting Steve's and Staff's Mental Health which will Ultimately Have a Positive Effect on the Mental Health of the Children. Presentation given to almost 200 staff members of
- the
- SIUE/St. Clair County Head Start program.
- Hupp, S. (Fall 2010). *Managing Challenging Behavior*. Presentation made to staff at the Family Resource Center.
- Hupp, S. (Fall 2010). *Question and Answer Period with Dr. Hupp*. Held a question and answer meeting with staff at the Family Resource Center to help staff address some of thechallenging behaviors demonstrated by children in the afterschool program.
- Hupp, S. (Summer 2010). Proactive Teaching Techniques for Children with Disabilities and Challenging Behavior: The Incredible Years Program and More. Provided a three day workshop to the SIUE/St. Clair County Head Start teachers and staff. Topics included:
 - Day 1: Developmental Disabilities & Building Relationships with Students
 - Day 2: Being Proactive & Decreasing Inappropriate Behavior
 - Day 3: Response to Intervention
- Hupp, S. (Summer 2010). Proactive Teaching Techniques for Children with Disabilities and Challenging

workshop to the

Behavior: The SpecialQuest Curriculum and More. Moderated a five day SIUE/St. Clair County Head Start teachers. Topics included:

Day 1: Developmental Disabilities

Day 2: Increasing Positive Attention

Day 3: Inclusion

Day 4: Teacher Mental Health

Day 5: Goal Setting

Hupp, S. (Spring 2010). *Moving Forward with Mental Health Services*. Presentation provided to three groups at the SIUE Head Start program.

Presentation 1: Moving Forward for Teachers

Presentation 2: Moving Forward for Center Coordinators

Presentation 3: Moving Forward for Family Support Staff

Hupp, S. (Spring 2010). *Overview of Mental Health Services at Head Start*. Presentation provided to three groups at the SIUE Head Start program.

Presentation 1: What Teachers Need to Know about Mental Health

Presentation 2: What Center Coordinators Need to Know about Mental Health

Presentation 3: What Family Support Staff Need to Know about Mental Health

Hupp, S. (Spring 2010). *Question and Answer Period with Dr. Hupp*. Held meeting Family Resource Center staff to help address some of the challenging behaviors in the afterschool program.

Hupp, S. (Summer 2009). *Proactive Teaching Techniques for Children with Disabilities and Challenging Behavior*. Provided a 5 day workshop to the SIUE Head Start teachers and staff. Topics included:

Day 1: Building Relationships with Students

Day 2: Developmental Disabilities

Day 3: Decreasing Inappropriate Behavior

Day 4: Emotional Regulation, Social Skills, & Problem Solving

Day 5: Response to Intervention

Hupp, S. (Spring 2009). *Physical Activity Promotes Mental Health in Children*. Presentation given to the SIUE/St. Clair County Head Start parent appreciation banquet.

Panel Member (Fall 2007). *Relationship Forum*. Panel member on a forum sponsored by Women of Ambition (WOA) and Retention of African-American Males (RAM).

Skelly, M., Hupp, S. Gleghorn, J., Laughhun, A., & Wheeler, L. (Spring 2007). Connecting with the Millennial Generation: Make that Presentation Pop! Presentation given to SIUE faculty as part of the Excellence in Learning and Teaching Initiative.

Panel Member (Summer 2003; Fall 2004; Fall 2005; Spring 2007). *Going to Graduate School in Psychology* Presented graduate school information to undergraduate students at SIUE.

Hupp, S. (Fall 2005, 2006). *Going Home for the Holidays* Presentation given to residents of Prairie Hall regarding adjustment issues related to attending college.

Hupp, S. & Pettibone, J. (Spring 2004). *Psychological Messages in the Movie Finding Nemo*. Presentation

made to SIUE's Psi Chi.

School of Education, Health, and Human Behavior (SEHHB) Service

School Committee Chaired

[Chair] Personnel Committee, 2010-2012, 2017-2018

School Presentation

Hupp, S (Spring 2012). Twitter in the Classroom. "Appy Hour" presentation.

Other Service for the SEHHB

Substitute minute-taker for one Meeting, 2017
Personnel Committee, 2009-2010, 2016-2018
School representative for University Grievance Committee, 2012-2014

Elections Committee, 2010-2012 Search Committee for Kinesiology: Sports and Exercise Behavior, 2009-2010 Judge for the Excellence in Teaching Award for Elementary Grades 4-6, 2008 Associate Dean Position Search Committee, 2005-2006 Academic Affairs Committee, 2005-2006

Department of Psychology Service

Committees Chaired and Other Leadership

[Chair] Psychology Marketing Committee, 2017-present [Chair] Personnel Committee, 2011-2012, 2014-2016 [Developer/Co-Manager] Department of Psychology Twitter Page, 2012-present [Developer/Co-Director] Psiathlon/Athletics, 2010-2013 [Planner] School Psychology Practicum Placements, 2011 [Supervisor] Head Start Practicum Students, 2008-present [Coordinator] Laboratory/Instructional Facilities, 2004-2012 [Chair] Multicultural/Clinical/Counseling Search Committee, 2007-2008 (Brown) [Chair] Social Affairs Committee, 2006-2007 [Chair] Academic Affairs Committee, 2005-2006 [Chair] Space Committee, 2003-2004 [Chair] Textbook Adoption Committee for Psychology 201 & 420, 2004, 2007, 2010 [Co-Director & Co-Developer] Attention & Behavior Clinic, 2007-2008 Search Committees Clinical Child and School Psychology Search Committee, 2016-2017 (Conover) Health Psychology Search Committee, 2012-2013 (Shimizu) School Psychology Search Committee, 2010-2011 (McKenney) Social Psychology Search Committee, 2009-2010 (Nadler) Developmental Position Search Committee, 2006-2007 (Rosnick) School Psychology Faculty Position Search Committee, 2004-2005; 2005-2006 (Everett) Clinical Adult/Child Psychology Faculty Position Search Committee, 2004 (Segrist) Clinical Adult Psychology Faculty Position Search Committee, 2002-2003 (Pawlow) Ad Hoc Committees Election Committee for the Department Chair, 2017, 2018 Culture of Service Departmental Award Committee, 2016-2017 Digital Measures Adjustment Ad Hoc Committee, 2016 Tenure, Promotion, and Merit Ad Hoc Committee, 2006-2007, 2014 Kathryn Skinner Award Committee, 2008-2011 Operating Paper Ad Hoc Committee, 2006 Course Outlines Ad Hoc Committee, 2005 Statement on Plagiarism Ad Hoc Committee, 2004 Assessment of Undergraduate Advising Ad Hoc Committee, 2004 Counseling Licensure Curriculum Ad Hoc Committee, 2003 Additional Departmental Service Personnel Committee, 2010-2011, 2018 (substitute for a promotion review) Advisory Committee, 2017 (substitute in some meetings) Social Affairs Committee, 2009-2011, 2016-Present SIUE Attention & Behavior Clinic Advisory Board, 2008-Present Clinical Child and School Psychology Graduate Program, 2002-Present Graduate Student Selection Committee for the CCS Program, 2002-Present Judge for the Psi Chi Paper Presentation, 2009, 2010 Faculty Meeting Minute Recorder for Department of Psychology, 2005

Academic Affairs Committee, 2003-2004 Space Committee, 2002

TEACHING EXPERIENCE

Courses Taught at SIUE

Pseudoscience in Psychology (ONLINE; Psyc 413) 2015-present Child Psychology (Psyc 201) 2003-present Applied Behavior Analysis (Psyc 420) 2003-2014 Research in Psychology (Psyc 491) 2002-present Field Study in Psychology (Psyc 493) 2009-present Seminar in Clinical Child Psychology: Psychopathology (Psyc 553) 2002-present Seminar in Community Psychology: Prevention Programs (Psyc 556) 2002-present Seminar in Developmental Psychology: Infancy & Early Childhood (Psyc 557) 2011-present Research Project (Psyc 598) 2012-present Thesis (Psyc 599) 2004-present Response to Intervention (Psyc 595) 2006 Capstone in Psychology (Psyc 494) 2009 Practicum in Psychology (Psyc 524) 2012 Behavioral and Emotional Assessment of Children and Adolescents (Psyc 543a) 2003-2011 University Experience (Univ 112) 2006

Supervised Co-Teaching Practicum

Meeker, M. (Fall, 2018; Spring, 2019). Two courses. Kehl, L. (Fall, 2018; Spring, 2019). Two courses. Schoen, M. (Spring, 2018). Child Psychology Fischer, E. (Spring, 2018). Child Psychology Thompson, S. (Fall 2017, Spring 2018). Two courses. Harper, N. (Summer 2016; Fall 2016). Three courses. Marmouget, A. (Fall 2016). Two courses. Barlaan, D. (Fall 2015; Spr 2016). Supervised graduate student in co-teaching two courses. Stachniak, C. (Fall 2015; Spr 2016). Supervised graduate student in co-teaching two courses. Albright, J. (Fall 2015; Spr 2016). Supervised graduate student in co-teaching two courses. Clayborne, K. (Fall 2014; Spr 2015). Supervised graduate student in co-teaching three courses. Piñones, M. (Fall 2014; Spr 2015). Supervised graduate student in co-teaching three courses. Legg, K. (Fall 2013; Spr 2014). Supervised graduate student in co-teaching three courses. Hall, L. (Fall 2013). Supervised graduate student in co-teaching three courses. Machula, M. (Fall 2012). Supervised graduate student in co-teaching three courses McCobin, A. (Fall 2012). Supervised graduate student in co-teaching three courses Swift, N. (Fall 2012). Supervised graduate student in co-teaching three courses Schmittel, M. (Fall 2012). Supervised graduate student in co-teaching three courses Tenbarge, C. (Spring 2012). Supervised graduate student in co-teaching Child Psychology Owens, S. (Spring 2012). Supervised graduate student in co-teaching Child Psychology Davenport, B. (Fall 2011). Supervised graduate student in co-teaching Developmental Psyc Childers, S. (Fall 2011). Supervised graduate student in co-teaching Field Study Stary, A. (Spring 2011). Supervised graduate student in co-teaching Child Psychology Dyson, S. (Fall 2007). Supervised graduate student in co-teaching Applied Behavior Analysis Downey, R. (Fall 2005). Supervised graduate student in co-teaching Child Psychology

Supervised Graduate Teaching Assistants

Givens, A. (Spring 2019). Supervised Graduate Teaching Assistant in Child Psychology
Hart, H. (Fall 2017, Spring 2018). Supervised Graduate Teaching Assistant in Child Psychology
Ramono, R. (Fall 2016). Supervised Graduate Teaching Assistant in Child Psychology
Bush, R. (Spring 2014). Supervised Graduate Teaching Assistant in Child Psychology
Hensley, V. (Fall 2013). Supervised Graduate Teaching Assistant in Child Psychology
Adams, C. (Fall 2012; Spr 2013). Supervised Graduate Teaching Assistant in Child Psychology
Bristol, R. (Spring 2012). Supervised Graduate Teaching Assistant in Child Psychology
Dorton, A. (Spring 2011). Supervised Graduate Teaching Assistant in Child Psychology

Supervised Thesis Defenses for Masters or Specialist Degree: Students and Topics (Chair)

- 48. Fischer, E. (2019). The myth of sugar's influence on hyperactivity.
- 47. Meeker, M. (2019). Components of EBTs for depression.
- 46. Kehl, L. (2019). Components of EBTs for PTSD.
- 45. Chico, G. (2018). Homework organization and ADHD.
- 44. Schoen, M. (2018). Beliefs about time-out.
- 43. Thompson, S. (2018). Myths and facts about ASD.
- 42. Barlaan, D. (2017). Teaching evidence-based components to students.
- 41. Albright, J. (2017). Stereotypes and Autism Spectrum Disorder.
- 40. Marmouget, A. (2017). Gender and ADHD.
- 39. Stachniak, C. (2016). Perceptions about the effect of divorce on children.
- 38. Clayborne, K. (2016). Perceptions about infant-directed speech.
- 37. Piñones, M. (2016). Ineffectiveness of Scared Straight.
- 36. Legg, K. (2014). The myth of sugar's influence on hyperactivity.
- 35. Machula, M. (2014). Teacher knowledge about ADHD.
- 34. Dorencz, J. (2014). Teacher beliefs about child development.
- 33. Davenport, B. (2013). Teacher knowledge of evidence-based treatments for disruptive behavior.
- 32. Owens, S. (2012). Autism and explanatory information.
- 31. Tenbarge, C. (2012). In-school daycare for children of teenage mothers.
- 30. Bradshaw, K. (2011). Social distance and child sexual abuse.
- 29. Sweeney, N. (2011). Beliefs about the effectiveness of evidence-based treatments for PTSD.
- 28. Stary, A. (2011). Parent acceptability of spanking and behavioral parent training components.
- 27. Allen, A. (2011). Online safety program on adolescent online safety attitudes and behaviors.
- 26. Plate, G. (2011). Positive psychology as a framework for improving attributional style.
- 25. Fujiki, M. (2010). Stressful Parent Thoughts Scale.
- 24. Tillary, A. (2010). Video game violence.
- 23. Kurth, L. (2010). The use of the "Sleep Fairy" to increase appropriate bedtime behavior.
- 22. Wakefield, K. (2009). Practicing psychologist' effectiveness ratings of EBTs.
- 21. Darr, S. (2009). Stigmatization towards children with HIV/AIDS compared to cancer.
- 20. Bailey, D. (2008). Video game violence.
- 19. Dyson, S. (2008). Assessing parental thoughts with the Stressful Parent Thoughts Scale.
- 18. Gray, C. (2008). Parenting behaviors and college students' mental health.
- 17. Fletcher, J. (2008). Interactive PowerPoint as an intervention for tobacco smokers.
- 16. Shreder, S. (2007). Reading fluency interventions and parent-delivery during the summer.
- 15. Collins, A. (2007). The impact of shock videos on attitudes about drinking and driving.
- 14. MacEwan, S. (2007). Social skills training: Skillstreaming and cooperative groups
- 13. Turnage, J. (2007). Parent satisfaction with parenting videos.
- 12. Wagner, H. (2007). Parenting videos and time out.
- 11. Mahoney (Callahan), S. (2006). Self-Harm and Dialectical Behavior Therapy.

10. Scrivner, C. (2006). Teacher acceptability of classroom behavioral interventions.

- 9. Velk, J. (2006). Assessing the effectiveness of infant simulators.
- 8. Dodd, S. (2005). Social stories to modify the social skills of children with ASDs.
- 7. Esker, J. (2005). Effects of classroom discipline style on referral for problem behavior.
- 6. Platt, A. (2005). Perspective-taking task on acceptance of relational aggression.
- 5. Pilger, L. (2004). Effects of race on the diagnosis of disruptive behavior disorders in youth.
- 4. Adams, S. (2004). Comparing relaxation techniques.
- 3. McIntyre/Schlimme H. (2004). Evaluation Acceptability Rating Scale (EARS).
- 2. McVay, E. (2004). An evaluation of relaxation techniques in a brief anxiety intervention.
- 1. Weaver, S. (2004). Active and passive videos during parent management training.

Supervised Undergraduate Honor's Thesis Defenses: Students and Topics (Chair)

Meek, S. (2016). Perceptions about vaccines and autism spectrum disorder.

LaBrot, Z. (2012). Barnum effect to teach about pseudoscience.

Bray, S. (2009). Parental academic pressure on children.

Dyson, S. (2006). Active and passive videos to teach a parenting skill.

Washington, S. (2005). Parenting, divorce, & anxiety (contributed to national norming of the MASC-R).

Oleson, J. (2004). Discipline style and anxiety. (contributed to national norming of the MASC-R).

Nilges, C. (2003). Relationships and adjustment (also poster at Psi Chi Midwest Regional Convention).

Supervised Undergraduate Interdisciplinary Studies Thesis: Students and Topics (Co-Chair)

Allen, J. (2018). Muscle dysmorphia in adolescent males.

Other Teaching Experience

Instructor for *Psychology of Adjustment* Louisiana State University, 2000
Teacher's Aide, Summer Head Start Program, Donaldsonville, LA, 1999 Assisted teacher in providing activities and managing behavior in an adolescent class.
Preschool Teacher, Parkview Baptist Preschool, Baton Rouge, LA, 1997 Afternoon teacher for summer class with four-year-old children.
Graduate Teaching Assistant for *Introduction to Psychology* Louisiana State University, 1996-1998.

CLINICAL EXPERIENCE

Position: Place: Duties:	Mental Health and Social-Emotional Consultant, 2008-present SIUE East St. Louis Center Head Start Program Supervise Graduate Assistants, practicum students, Field Study, and Experiential Learning students in providing screenings, behavioral consultation, and prevention programming.
Position: Place: Supervisor: Duties:	Postdoctoral Fellow in Clinical Psychology, 2004-2005 SIUE Counseling Services Bryce Sullivan, Ph.D. Provided clinical services for SIUE undergraduate students, graduates students, faculty and staff presenting with anxiety, depression, and other problems.
Position:	Predoctoral Pediatric Psychology Intern, 2001-2002

Place: Supervisors: Duties:	Munroe-Meyer Institute, University of Nebraska Medical Center, Omaha, NE Keith Allen, Ph.D. & Mark Shriver, Ph.D. Provided clinical services for children and adolescents presenting with a broad range of problems at a University Affiliated Program (UAP). Participated in Cerebral Palsy Clinic and Continuity-Pediatric Clinic. Received extensive training in the assessment and treatment of children with Autism. Received specialty training in biofeedback for pain. Gained training in interdisciplinary team approaches to service delivery for children with developmental disabilities and their families. Provided behavioral observations and teacher consultation for 4 Early Head Start and 13 Head Start classrooms.
Position: Place: Supervisor: Duties:	Applied Behavior Analysis Therapist, 2000-2001 In-Home, Baton Rouge, LA Sara Sytsma Jordan, M.A. Provided in-home discrete trial training and incidental teaching to a 4 year-old boy diagnosed with Autism.
Position: Place: Supervisor: Duties:	Coordinator, Project HAPPY, 1999-2001 Head Start, Donaldsonville, LA David Reitman, Ph.D. Provided assessments, teacher consultation, parenting workshops, and individualized behavioral parent-training for 13 Head Start classrooms. Supervised graduate and undergraduate students in research and clinical services. Assisted in project development, grant writing, creation of SPSS research data base, and data analysis.
Position: Place: Supervisor: Duties:	Pediatric Psychology Intern, 1998-2000 Earl K. Long Hospital, Baton Rouge, LA Mary Lou Kelley, Ph.D. Provided services for youth with internalizing and externalizing problems. Provided pediatrician consultation for in-patient services.
Position: Place: Supervisor: Duties:	Therapist, 1996-2001 Psychological Services Center, Louisiana State University David Reitman, Ph.D. Provided assessment and intervention to youth presenting with externalizing and internalizing behavior.
Position: Place: Supervisors: Duties:	Psychological Associate, 1998-1999 Our Lady of the Lake Hospital, Baton Rouge, LA William Daigle, Ph.D., John deBack, M.D. Provided intellectual and achievement testing for children and adolescents in a managed care environment.
Position: Place: Supervisors: Duties:	Sports Camp Director, ADHD Summer Program, 1997-2000 Louisiana State University John Northup, Ph.D. & David Reitman, Ph.D. Developed and conducted sports and social skills components for ADHD summer treatment program.
Position: Place: Supervisor:	Support Worker, EXCEL (Exceptional Caring, Excellent Learning), 1995-1996 University of Kansas, Lawrence, KS Kathleen Lemanek, Ph.D. & Sarah Kirk, M.A.

Duties:	Provided in-home support for therapists during early intervention efforts aimed at prevention of child abuse and neglect through parent-training.
Position: Place: Supervisor: Duties:	Crisis Counselor, 1994-1995 Headquarters Crisis Phone and Walk-in Center, Lawrence, KS Marcia Epstein, Director Provided counseling and support for personal concerns, information and referral to other services, suicide intervention counseling, and phone-a-friend service for children.
Position: Place: Supervisor: Director: Duties:	Mental Health Worker, ADHD Summer Treatment Program, 1995 Western Psychiatric Institute and Clinic, Pittsburgh, PA Wendy Freeman, M.A. & Daniel Waschbusch, M.A. W. E. Pelham, Ph.D. Utilization of intensive behavior modification procedures with children diagnosed with ADHD, ODD, CD, and LD. Included implementation of a point system, time-out, physical management, and social skills training; developed and tracked daily report cards and special programs; entered data; monitored medication side effects; structured therapeutic recreational activities.

PROFESSIONAL MEMBERSHIPS

Association for Behavioral & Cognitive Therapies (ABCT), 1997-present Association for Behavior Analysis (ABA), 1997-2002 American Psychological Association (APA), 2001-present National Association of School Psychologists (NASP), 2004

Elora C. Voyles Curriculum Vitae

Contact Information

Home: 2020 Washington Ave, Unit 808 Saint Louis, Mo 63103

Phone: 815-421-3029

Email: evoyles@siue.edu

Education	
Doctoral Degree December 2017	Northern Illinois University Industrial Organizational and Social Psychology Dissertation: <i>Reactions to Age Metastereotypes</i> Thesis: <i>Should we hire the anxious applicant?</i> Advisor: Dr. Lisa Finkelstein
Master's Degree May 2012	Advisor: Dr. Lisa FinkeisteinSouthern Illinois University CarbondaleWorkforce Education and DevelopmentThesis: Retention of Linguistically Diverse Engineering StudentsAdvisor: Dr. Paul Asunda
Bachelor's Degree May 2010	Southern Illinois University Carbondale Psychology Major

Professional Position

Assistant ProfessorSouthern Illinois University EdwardsvilleFall 2017 to PresentDepartment of Psychology

Publications

- Coley, S., Lindeman, M., <u>Voyles, E.</u>, Durik, A., Gautchter, D., Montag, J., & Napientek, R. (Submitted 2019). When the Going Gets Tough: Growth Mindset and College Students' Decisions to Remain at the University. *Journal of College Student Development*.
- Finkelstein, L., <u>Voyles, E.</u>, Thomas, C. & Zacher, H. (2019). A Daily Diary Study of Responses to Age Metastereotypes. *Work, Aging, and Retirement.*
- Voyles, E. & Nadler, J. (In press). Stereotypes: The incidence and impacts. Praeger
- Fite, R., Lindeman, M. H., Rogers, A., <u>Voyles, E.</u> & Durik, A. (2017). Knowing Oneself and Long-Term Goal Pursuit: Relations among Self-Concept Clarity, Conscientiousness, and Grit. *Personality and Individual Differences*.
- Finkelstein, L., Cerrentano, C. & <u>Voyles, E. C.</u> (2017). Humor and Person-Perception. Roberts, C. (Ed). *Humor at work: A psychological perspective.* Psychological Perspectives.
- Nadler, J. T., Hannon, G., Bailey, S., <u>Voyles, E.</u>, & Lowery, M. R. (2016). Education and Gender: Continuing Differences in Pay and Job Satisfaction. *North American Journal of Psychology*, 18,(3), 563-582.
- Bailey, S. F., <u>Voyles, E. C.</u>, Finkelstein, L., & Matarazzo, K. (2016). Who is your ideal mentor? An exploratory study of mentor prototypes. *Career Development International*, 21(2).

- <u>Voyles, E. C.</u>, Bailey, S. F., & Durik, A. M. (2015). New Pieces of the Jigsaw Classroom: Increasing Accountability to Reduce Social Loafing in Student Group Projects. *The New School Psychology Bulletin*, 13(1), 11-20.
- Nadler, J. T. & <u>Voyles, E. C.</u> (2015). Stuck in the Middle: The use and interpretation of mid-points in surveys. *The Journal of General Psychology*, 142(2), 71-89.
- Voyles, E. C. & Asunda, P. A. (2014). Retention of linguistically diverse engineering students. *Online Journal for Global Engineering Education.*
- Finkelstein, L. M., King, E. B., & Voyles, E. C. (2014). Age metastereotyping and cross-age workplace interactions: A meta view of age stereotypes at work. *Work, Aging and Retirement*, 1, 26-40.
- <u>Voyles, E.</u> Finkelstein, L., & King, E. (2014). A tale of two theories: Stereotype threat and metastereotypes. *Industrial and Organizational Psychology: Perspectives on Science and Practice.*

Presentations

- <u>Voyles, E</u>. & Finkelstein, F. (2018). Anxious Job Applicants: Unraveling the Nature, Effects and Implications of Job Interview anxiety. Symposium accepted for the 2019 annual meeting of the Society for Industrial and Organizational Psychology (SIOP), Washington, D.C.
- <u>Voyles, E.</u> & Finkelstein, F. (2018). *Reactions to Age Metastereotypes in the Workplace. Poster* Proposal accepted for the 2019 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). Washington, D.C.
- Alfaro, G. & <u>Voyles, E. C.</u> Soothing the Trolling Beast: Can Eliciting Empathy Reduce Trolling *Attitudes*? Submitted for presentation at the Midwestern Psychological Association. Chicago, IL.
- Frink, H. & <u>Voyles, E. C.</u> An investigation of stereotype threat, growth mindset, and performance. Submitted for presentation at the Midwestern Psychological Association. Chicago, IL.
- O'Loughlin, M. & <u>Voyles, E. C.</u> The Effects of Social Norms on Workplace Telepressure. Submitted for presentation at the Midwestern Psychological Association. Chicago, IL.
- <u>Voyles, E. C.</u> *Gender and interview anxiety.* Presented at the Midwestern Psychological Association. Chicago, IL.
- <u>Voyles, E.</u>, Bailey, S., Finkelstein, F. (2016). Behind closed doors: A closer look at mentor behaviors. Poster Presented at Annual SIOP Meeting in Anaheim, CA.
- Klement, K., Bailey, S. & <u>Voyles, E.</u> (2014). Female Purity Beliefs Scale. Poster presented at American Psychological Society.
- Fisher, G. & <u>Voyles, E.</u> (2014). Uncovering Ageism Climate: Implicit and Explicit Discrimination. Symposium presented at SIOP 2014.
- Finkelstein, L. & <u>Voyles, E.</u> (2014). Alliance Invited Session: Research Incubator on Global Youth Unemployment/Underemployment. Research Incubator presented at SIOP 2014.
- Bailey, S., Finkelstein, L. & <u>Voyles, E.</u> (2014). Research Incubator: Nurturing Emergent Themes in Mentoring. Presented at SIOP 2014.

Professional Activities

Reviewer for Society for Industrial Organizational Psychologists (Fall 2017)

Reviewer for the Journal of Managerial Psychology (Fall 2016)

Membership in Professional Organizations

Society for Industrial Organizational Psychologist (Member) February 2013 to Present.

Midwestern Psychological Association (Member) April 2012 to Present.

References

Dr. Lisa Finkelstein Professor Department of Psychology Northern Illinois University Email: lisaf@niu.edu Phone: 815-753-0439 Dr. Joel Nadler Associate Professor Department of Psychology Southern Illinois University Edwardsville Email: jnadler@siu.edu Phone: 618-650-3347 Dr. Lacie Barber Associate Professor Department of Psychology Northern Illinois University E-mail: lbarber@niu.edu Phone: 815-753-0740

Elizabeth L. W. McKenney, Ph.D., NCSP, L.C.P.

elmcken@siue.edu Campus Box 1121 Edwardsville, IL 62026 (618) 650-3430

Associate Professor

Southern Illinois University Edwardsville, Edwardsville, IL. July 2017 - present.

Assistant Professor

Southern Illinois University Edwardsville, Edwardsville, IL. August 2011- June 2017.

EDUCATION

Post-doctoral Resident in School Psychology Southern Illinois University Edwardsville Supervisor: Jeremy Jewell, Ph. D. August, 2011 – March, 2012	Edwardsville, IL
Round Rock Independent School District Supervisor: Rhonda Gross, Ed. D. August, 2010 – May, 2011	Round Rock, TX
Doctor of Philosophy University of Florida, College of Education School Psychology APA accredited, NASP approved program Completed May, 2010	Gainesville, FL
Pre-doctoral Intern in School Psychology Round Rock Independent School District Supervisor: Rhonda Gross, Ed. D. January, 2009 – May, 2010	Round Rock, TX
Master of Education University of Florida, College of Education School Psychology Completed December, 2006	Gainesville, FL
Bachelor of Arts Tulane University, Newcomb College Psychology, Summa cum Laude Completed May, 2003	New Orleans, LA
LICENSES AND CERTIFICATIONS Licensed Clinical Psychologist Illinois Department of Financial and Professional Regulation License No. 071008561	

Licensed School Psychologist. Illinois State Teacher Certification Board certificate number 2522726

Nationally Certified School Psychologist. National School Psychology Certification Board, September, 2010

RESEARCH

Published Articles (SIUE Student Co-Authors in Bolded Italics)

- McKenney, E. L. W., Newman, D. S., Faler, A., & Hill, K. L. (2019). Structured Peer Group Supervision of school consultation: A case study. *The Clinical Supervisor*, 38, 135 – 157. doi: 10.1080/07325223.2018.1561344
- McKenney, E. L. W., Page, V., Lakota, J., Niekra, N. & Thompson, S. J. (2019). Supporting integrity of Discrete Trial Teaching via tiered consultation: A pilot study. *Journal of Applied School Psychology*, 35, 54 - 74. doi: 10.1080/15377903.2018.1493555.
- McKenney, E. L. W., *Mann, K. A.,* Brown, D. L., & Jewell, J. D. (2017). Addressing cultural responsiveness in consultation: An empirical demonstration. *Journal of Educational and Psychological Consultation, 27*, 289-316. doi: 10.1080/10474412.2017.1287575
- Newman, D., <u>McKenney</u>, E. L.W., Silva, A. E., Salmon, D., Jackson, S., & Clare, M. (2017). A qualitative metasynthesis of consultation process research: What we know and where to go. *Journal of Educational* and Psychological Consultation, 27, 13 – 51. doi: 10.1080/10474412.2015.1127164
- Everett, G. E., *Swift, H. S.,* <u>McKenney</u>, E. L. W., & Jewell, J. D. (2016). Analyzing Math-to-Mastery through Brief Experimental Analysis. *Psychology in the Schools, 53*, 971 – 983. doi: 10.1002/pits.21959
- McKenney, E. L. W., *Stachniak, C., Albright, J.*, Jewell, J. D., *& Dorencz, J. M.* (2016). Defining success for students with Autism Spectrum Disorder: Social academic behavior in general education secondary classes. *Education and Training in Autism and Developmental Disabilities, 51*, 318 327.
- McKenney, E. L. W., & *Bristol, R. M.* (2015). Supporting intensive interventions for students with Autism Spectrum Disorder: Performance Feedback and Discrete Trial Teaching. *School Psychology Quarterly, 30*, 8 22. doi: 10.1037/spq0000060
- McKenney, E. L. W., *Dorencz, J. M., Bristol, R. M., & Hall, L. P.* (2015). Publishing about Autism Spectrum Disorders in six school psychology journals: 2002 2012. *Psychology in the Schools, 52,* 265 283. doi: 10.1002/pits.21820
- McKenney, E. L. W., *Dorton Tate, A.*, Hupp, S. D. A., & Everett, G. E. (2014). Peer-based social skills intervention for students with Autism Spectrum Disorder. *Journal of Evidence-Based Practices for Schools*, 15, 41 64.
- McKenney, E. L. W., Waldron, N. A., & Conroy, M. A. (2013). The effects of training and performance feedback during Behavioral Consultation on general education middle school teachers' integrity to Functional Analysis procedures. *Journal of Educational and Psychological Consultation, 23*, 63-85. doi: 10.1080/10474412.2013.757152
- Hupp, S. D. A., <u>McKenney</u>, E. L. W., *Schmittel, M., McCobin, A.*, & *Owens, S. A.* (2013). Disseminate, debunk, differentiate: Teaching about evidence-based treatments in a child psychology course. *Behavior Therapist, 36*, 14 – 16.
- Boyd B. A., Conroy, M. A., Asmus, J. M., & <u>McKenney</u>, E. L. W. (2011). Direct observation of peer-related social interaction: Outcomes for young children with Autism Spectrum Disorders. *Exceptionality*, 19, 94-108.
- Boyd, B. A., Conroy, M.A., Asmus, J.M., <u>McKenney</u>, E.L.W., & Mancil, G. R. (2008). Descriptive analysis of classroom setting events on the social behaviors of children with Autism Spectrum Disorder. *Education and Training in Developmental Disabilities*, 43, 186-197.

Manuscripts in Preparation

- *Cleinmark P. D., Marmouget, A.,* <u>McKenney</u>, E. L. W., *Kehl, L.*., Jewell, J. D., Hupp, S. D. A. Social communication symptoms in children with Autism Spectrum Disorder: Predicting comorbid anxiety disorder.
- *Edwards, K.*, <u>McKenney</u>, E. L. W., Hupp, S. D. A., Everett, G. E., & *Niekra, N.* Social narratives for students with Autism Spectrum Disorder: Personalization via Brief Experimental Analysis.
- <u>McKenney</u>, E. L. W., *Bush, R. D.,* Everett, G. E., Jewell, J. D., *Walker, K., Harvey, I. N., Ratz, S.* & *Meeker, M.* Comparing dyadic problem-solving consultation to Conjoint Behavioral Consultation in multicultural contexts.

Invited, Editor Refereed Publications

Books

McKenney, E. L. W. School-based consultation for students with Autism Spectrum Disorder. Under contract and in preparation. New York, NY: Routledge.

Book Chapters and Encyclopedia Entries

- Hupp, S. D. A., Ro, E., <u>McKenney</u>, E. L. W., & Jewell, J. D. (2016). Cognitive-behavioral therapies (pp. 138-142). In H. Miller (General Editor). Encyclopedia of Theory in Psychology. Thousand Oaks, CA: Sage Publications, Inc.
- McKenney, E. L. W., *Cole, A. M., Young, L. M.*, Krohn, E. J., Hupp, S. D. A., & Jewell, J. D. (2013). Determining adolescents' risk for involvement in bullying or cyberbullying: A review of two studies. In Trejos-Castillo, E. (Ed.). *Youth: Practices, Perspectives, and Challenges.* NOVA Publishers, Hauppauge, NY.

Professional Newsletters

- McKenney, E. L. W. (2017). Endrew F. v. Douglas County School District: Implications for school psychologists and educational teams serving students with Autism Spectrum Disorder. NASP Communique, 46, 11 – 14.
- McKenney, E. L. W. (2017). Implications of the Endrew decision for serving youth with ASD Past challenges and future opportunities in public education settings. *Newsletter of Division 33 of the American Psychological Association, Summer 2017.*
- Reinhardt, J. S., <u>McKenney</u>, E. L. W., & Grossman, J. A. (2017). School-based pre-doctoral internships for future faculty. *The School Psychologist*, 71, 28 – 32.

Book Review

McKenney, E. L. W. (2014). Review of Social Skills and Adaptive Behavior in Learners with Autism Spectrum Disorders. By Gerhardt, P. F., & Crimmins, D. (Eds.) National Association of School Psychologists Communique, 42, p. 32.

Grants Written and Submitted

Funded External

Child Care Access Means Parents in School (CCAMPIS). Funding Agency: United States Department of Education: Office of Postsecondary Education. Role: Project evaluator Collaborators: Rebecca Dabbs-McLean (Principal investigator) Year of Submission: 2018

- McKenney, E. L. W. (2018). Edwardsville Community Unit School District. Project CASTLE: Collaboration for Autism Spectrum Teaching, Learning, and Excelling. \$11,955
- McKenney, E. L. W. (2017). *Alton Community Unit School District*. Project VISTAS: Validating Implementation Support and Teaming for Autism Support in Schools. \$14,652
- McKenney, E. L. W. (2017). Edwardsville Community Unit School District. Project CASTLE: Collaboration for Autism Spectrum Teaching, Learning, and Excelling. \$11,955

McKenney, E. L. W. (2016). Edwardsville Community Unit School District. Project CASTLE: Collaboration for Autism Spectrum Teaching, Learning, and Excelling. \$22,738

McKenney, E. L. W. (2015). Edwardsville Community Unit School District. Project CASTLE: Collaboration for Autism Spectrum Teaching, Learning, and Excelling. \$22,579

- McKenney, E. L. W. (2014). Edwardsville Community Unit School District. Project CASTLE: Collaboration for Autism Spectrum Teaching, Learning, and Excelling. \$20, 425
- McKenney, E. L. W. (2013). Edwardsville Community Unit School District. Project CASTLE (Collaboration for Autism Spectrum Teaching, Learning, and Excelling): Collaborating with Families. \$16,243
- McKenney, E. L. W. (2011). Edwardsville Community Unit School District. Project CASTLE: Collaboration for Autism Spectrum, Teaching, Learning, and Excelling. \$13,625

Funded Internal

McKenney, E. L. W. (2011). SIUE Seed Grants for Transitional and Exploratory Projects (STEP). Defining success for students with ASD: What teachers think and what students do. \$14,578

Unfunded External

Developing an empirically-based adaptation and training model for intervention scale-up of classroom pivotal response teaching (CPRT). Funding Agency: *Institute of Education Sciences* Role: Advisory consultant Collaborator(s): Aubyn Stahmer, Ph. D. (Principal investigator); Jessica Suhrheinrich & Sarah Reith (Co-Investigators) Year of Submission: 2017

Child Care Access Means Parents in School (CCAMPIS). Funding Agency: United States Department of Education: Office of Postsecondary Education. Role: Project evaluator Collaborators: Rebecca Dabbs-McLean (Principal investigator) Year of Submission: 2017

Effectiveness of tiered consultation to support implementation of evidence-based interventions for Autism Spectrum Disorder in public schools. Funding Agency: *Department of Defense Autism Research Program - Idea Development Award*. Role: Principal investigator Collaborator(s): Lisa Sanetti, Ph.D. (Consultant) Year of Submission: 2016 \$341,675

Project CASTLE: Collaborating with Families Funding Agency: *Autism Science Foundation - Research Enhancement Mini-Grant.* Role: Principal investigator Year of Submission: 2013 \$4,997

Unfunded Internal

McKenney, E. L. W. (2014). SIUE Seed Grants for Transitional and Exploratory Projects (STEP). Breaking Down (and Into) the Intense World. \$15,948

Representative Recent Conference Presentations (SIUE Student Co-Authors in Bolded Italics)

- McKenney, E. L. W., *Rubenacker, M., & James, B.* (2019, September). *Implementation Support for Pivotal Response Training: Successes and Challenges*. Storyboard presentation accepted for presentation at the biennial Global Implementation Conference, Glasgow, Scotland, U.K.
- McKenney, E. L. W., *Page, Veronica S., Niekra, N.* (2019, February). *Effective school-based evaluation and consultation practices for students with ASD*. Mini-skills workshop presented at the annual convention of the National Association of School Psychologists, Atlanta, GA.

- McKenney, E. L. W., Newman, D. S., *Belgard, J. R., Easton, S.,* Covey, A., & Hill, K. (2018, February). Beyond advice giving and 'Yes, but': Peer supervision of consultation. Paper presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.
- Bimm, K. J., McKenney, E. L. W., Jewell, J. D., & Hupp, S. D. A. (2017, February). Effects of computerized CBT in school for children with Autism Spectrum Disorder. Poster accepted for presentation at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
- McKenney, E. L. W., **Bush, R. D.**, Everett, G. E., & Jewell, J. D. (2017, February). Behavioral Consultation and Conjoint Behavioral Consultation for culturally diverse students. Paper presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
- Hupp, S., Kostecke, O., Marmouget, A., Jones-Soto, E. & <u>McKenney</u>, E. L. W. (2016, October). Multisystemic therapy compared to the Scared Straight Program: College student beliefs about an evidence-based treatment and an ineffective treatment. Poster accepted to 50th annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), New York, NY.
- *Garland, J.,* <u>McKenney</u>, E. L. W., *Bartz, K.*, & *McCann, E.* (2016, August). Mindfulness and relaxation to treat anxiety among adolescents with ASD. Poster presented at the annual convention of the American Psychological Association, Denver, CO.
- Cleinmark, P. D., McKenney, E. L. W., Jewell, J. D., & Hupp, S. D. A. (2016, February). Understanding the relationship between Autism Spectrum Disorder and anxiety. Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- McKenney, E. L. W., *Aldridge, K., N., Jewell, J. D., & Brown, D. L. (2016, February). Improving Classroom Management and Cultural Responsiveness via Consultation.* Paper presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- McKenney, E. L. W., *Groark, B., Felchner, L., Bristol, R. M., & Lakota, J.* (2016, February). *Learning as we go: Consultation and serving students with ASD*. Workshop presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.

Invited Presentations

- McKenney, E. L. W. (2019, March). *Intelligent Lives*. Following film presentation, led public discussion at Edwardsville Public Library.
- McKenney, E. L. W. (2019, February). *White Racial Identity*. Presentation given to faculty and staff at Southern Illinois University Edwardsville. Edwardsville, IL.
- McKenney, E. L. W. (2018, September). *Supporting Students with ASD at School*. Presented at the Illinois School Psychologists Association Annual Intern Meeting. Bloomington-Normal, IL.
- McKenney, E. L. W. (2017, September). *Supporting Students with ASD at School*. Presented at the Illinois School Psychologists Association Annual Intern Meeting. Bloomington-Normal, IL.
- <u>McKenney</u>, E. L. W. (2015, September). *Consultation in real schools: Making informed decisions about the length and format of consultation*. Presented at the Illinois School Psychologists Association Annual Intern Meeting. Bloomington-Normal, IL.
- McKenney, E. L. W. (2013, September). Consultation in real schools: Making informed decisions about the length and format of consultation. Presented at the Illinois School Psychologists Association Annual Intern Meeting. Bloomington-Normal, IL.
- McKenney, E. L. W. (2012, October). Evidence-based practices for improving social interaction skills of adolescents with Autism Spectrum Disorders. Presented at the Missouri Association of School Psychologists Annual Convention. *Honorarium
- Jewell, J. D., & <u>McKenney</u>, E. L. W. (2012, September). *Navigating the political waters of your school*. Presented at the Illinois School Psychologists Association Annual Intern Meeting. Bloomington-Normal, IL.
- McKenney, E. L. W. & Jewell, J. D. (2012, September). *Working with challenging adolescents*. Presented for St. Louis area mental health, health, and education professionals, organized by Crider Health Center (Paid presentation).
- McKenney, E. L. W. (2012, April). Evidence-based practices for improving social interaction skills of adolescents with Autism Spectrum Disorders. Presented at the Debra Reichert-Hoge Memorial Lecture Series. *Honorarium

TEACHING

Current responsibilities include graduate teaching in a NASP-approved School Psychology Specialist Degree and Clinical Child Psychology Master Degree program, undergraduate psychology courses, and mentoring students regarding thesis research and career choices.

Courses Taught at SIUE

Graduate-

PSYC 584- Evidence-Based Practices in Assessment and Intervention for ASD, 2013 - present

PSYC 565 - Consultation: Theory and Practice, 2011 - present

PSYC 594 - Seminar in School Psychology, 2012 - present

PSYC 541A - Cognitive Assessment of Children and Adolescents, 2011- 2016

Undergraduate-

PSYC 407 - Multicultural Psychology, 2018 - present

PSYC 494H - Honors Capstone in Psychology, 2017 - present

PSYC 420 - Applied Behavior Analysis, 2013 - present

PSYC 201 - Child Psychology, 2012 - 2017.

PSYC 431- Psychopathology, 2011.

Other Teaching Activities Completed at SIUE

Course Development

PSYC 584 – EBP in Assessment and Intervention for ASD. Developed and received university approval for this course to provide advanced graduate students instruction and applied practice in working with school-age children with Autism Spectrum Disorder. One of only five such courses within a school psychology program in the nation at the time of development.

University Presentations

<u>Clinical Child and School Psychology Information Night.</u> (November, 2017). Presented by: Conoyer, S., McKenney, E.L.W., Everett, G., Hupp, S., & Jewell, J.D. Overview of the CCS program at SIUE, application procedures, and graduate school in clinical child and school psychology.

<u>Management Strategies for Students with Autism Spectrum Disorders</u> (September, 2011). Presented to undergraduate staff of the Family Resource Center at SIUE regarding nature of ASDs, appropriate antecedent and consequence based management strategies, and individualized ideas for working with students with particularly challenging behavior.

Guest Lectures

School psychologists: What we do and how we work with children with Autism Spectrum Disorder. Presented on the training and expertise of school psychologists to Speech Language Pathology graduate students at Southern Illinois University Edwardsville. Discussed role in school- and clinic-based evaluation of students suspected of having Autism Spectrum Disorder. Instructor: Jaime Henderson, MS-CCC, SLP.

<u>Autism Diagnostic Observation Schedule – Second Edition (ADOS-2)</u>. Presented on the theory and structure of the ADOS-2 to speech language pathology graduate students. Emphasis placed on the core symptoms of ASD, and the important role of the ADOS-2 in differential diagnosis, especially with regard to children who have language disorders. Instructor: Dr. Kathryn Brady.

<u>White Racial Identity Development.</u> Once per year 2012 - 2014 in PSYC 507, Multicultural Counseling and Psychotherapy. Commentary on personal development of racial identity as it relates to course content. Emphasized interaction of personal and theoretical information in the context of ongoing challenges to maintaining a commitment to promoting and ensuring social justice. Instructor: Dr. Danice Brown.

<u>School Psychology</u>. Once per semester in PSYC 200 – Careers in Psychology. Overview of the field for undergraduate psychology students with an emphasis on the distinctions between school psychology and other fields of psychology. Instructors: Dr. Danice Brown, Dr. Dan Segrist, Dr. Jason Murphy.

PRIOR TEACHING

Ethics, Standards, and Procedures in School Psychology. Adjunct Professor, College of Education, Department of Counseling, Leadership, and Adult Studies, Texas State University. Fall 2010 – Spring 2011. Instructed first-semester graduate course in a NASP-approved specialist program. Duties included syllabus design, lecture and activities development, course instruction, test design, and grading. Course content included seminar in the role of practicing school psychologists and introduction to the problem-solving model as best practice in the provision of school psychological services, as well as instruction in relevant state and federal legislation, case law, and ethics codes governing the practice of school psychology.

<u>Core Classroom Management Strategies</u>, *Instructor*, College of Education, Department of Special Education, University of Florida. Fall 2006, Spring 2007, Spring 2008. Taught fall and spring semester-long undergraduate courses to approximately 25 teachers-in-training. Curriculum focused on classroom management strategies with an emphasis on principles of Applied Behavior Analysis and Positive Behavior Support. Responsibilities included syllabus development, lectures, grading written materials, and providing feedback to students. Supervised by Penny Cox, Ph.D.

Assessment, Curriculum, and Instruction for Students with Mild Disabilities, *Co-Instructor*, College of Education, Department of Special Education, University of Florida. Fall 2007. Co-taught semester-long graduate level special education course on the use of curriculum-based assessment to monitor and respond to the needs of students with mild educational disabilities within a Response to Intervention framework. Responsibilities included collaborative syllabus development, lecture delivery, grading of written materials, and providing feedback to students. Supervised by and co-instructed with Penny Cox, Ph.D.

In-Service Presentations

<u>Management Strategies for Students with Disruptive Behavior Disorders</u> (October, 2010). Co-presented at the Chasco Family YMCA in Round Rock, TX regarding four common childhood disorders, ADHD, Bi-Polar Disorder, Oppositional Defiant Disorder, and Autism Spectrum Disorders. Provided practical behavior management training for counselors and staff responsible for supervising students in after school programming at Round Rock ISD elementary schools.

<u>School Psychology Awareness</u> (November, 2005). Six presentations made to undergraduate psychology and education courses on school psychology as a profession during School Psychology Awareness Week.

<u>Bullying Awareness Month</u> (October, 2005). Presented to students and faculty of developmental research middle school to increase awareness of types and prevalence of middle school bullying. Given concurrent to 6-week bullying prevention curriculum implemented by all middle school teachers.

Guest Lectures

<u>Single Subject Design</u>. Overview of distinction between group design and single subject research. Emphasized variations in single subject methodology and its applications to educational settings.

<u>Functional Behavioral Assessment</u>. Definition and description of FBA techniques, including related educational policy and applications. Reviews FBA procedures with emphasis on their uses for school psychologists.

<u>Autism Spectrum Disorders</u>. Overview of prevalence, identification, etymology, and treatment of ASD. Detailed description of intervention with a focus on behavior analytic strategies.

SERVICE SINCE TENURE

Departn	nent
*	SIUE Attention and Behavior Clinic
	♦ Director, Comprehensive Autism Spectrum Evaluation (CASE) Site
	✤ Interim Clinic Director
	Advisory Board
**	Member, Clinical Child and School Psychology search committee
*	Member, Clinical Child and School Psychology Graduate Faculty
*	Faculty Advisor, Graduate Organization for Child & Adolescent Psych. Students 2016 – present.
*	National Association of School Psychologists Student Leader Faculty Advisor2012 - present.
*	Kathryn Skinner Award Committee
*	Psi Chi Paper Presentation JudgeSpring 2013, Spring 2017.
School	
**	Chair, Interim Asst Dean for Educator Prep, Assmt & Accreditation Search CmteeSpring 2019.
*	Member, SIUE SEHHB Diversity Committee
**	Chair, SIUE SEHHB Research & Projects Committee
Universi	ity
*	Member, SIUE Truth, Racial Healing, and Transformation Application Team
*	Member, SIUE Institutional Review Board
*	Chair, SIUE Family Friendly Policy Committee
*	Member, SIUE Family Friendly Policy Committee
*	Reader, SIUE Commencement
Regional	
*	Member, Illinois Autism Task Force
*	In-service presentation, Supporting Students with ASD in Secondary General Education Settings, Belleville
	East High School Fall 2018.
Professio	mal
*	Clinical Supervisor, SIUE and ECUSD7 Doctoral Internship within ISPIC2018 - present.
*	American Psychological Association Division 33, Early Career Committee Member2016 - present.
*	Editorial Board Member
	School Psychology (formerly School Psychology Quarterly)
	Journal of Educational and Psychological Consultation
*	Journal Reviewer-
	Behavior Modification2013 – present.
	Journal of Applied School Psychology
	Journal of Autism and Developmental Disabilities
	Journal of Positive Behavioral Interventions
	Journal of School Psychology
	School Psychology Review2013 – present.

Other Relevant Experience

-

<u>P.K. Yonge Developmental Research School</u>, *School Psychology Consultant*, Gainesville, FL. 2004-2006. Provided consultation, evaluation, and intervention activities serving teachers, students, and parents. Designated member of the middle school team and school psychology liaison to sixth grade teachers (2004-2005) and eighth grade teachers (2005-2006). Duties also included consultation and collaboration with members of guidance, administration, and special education specialist teams. Supervised by Nancy Waldron, Ph.D., NCSP, and Kathy Funke, Ph.D.

<u>SUNY Buffalo: Center for Children & Families, Developmental Specialist, Buffalo, NY, June – Aug. 2002.</u> Led the classroom component of a research/treatment program evaluating the effectiveness of behavior modification and stimulant medication for children, ages 5 - 10, with Attention Deficit/Hyperactivity

Disorder. Implemented three levels of treatment for research purposes over a nine week period. Evaluated research manipulation as part of data collection. Supervised by Greg Fabiano, Ph.D., under the direction of William Pelham, Ph.D.

Honors and Awards

- 2017 Phenomenal Woman Award SIUE Office of Institutional Diversity and Inclusion
- 2016 Single Case Intervention Research Advanced Training Institute Participant American Psychological Association
- 2014 Extra Effort Award Winner Edwardsville Community Unit School District #7
- 2014 Early Career Scholarship Trainers of School Psychologists
- 2013 School Psychology Research Collaboration Conference (SPRCC) Participant

Professional Membership

American Psychological Association: Division 16, Division 33 Illinois School Psychologists Association National Association of School Psychologists

OTHER

Proficiente en Español hablado y escrito.

Sarah Jane (Beyers) Conoyer

Southern Illinois University Edwardsville, Department of Psychology Campus Box 1121, Edwardsville, IL 62026-1121 Email: sconoye@siue.edu; Phone: 618-650-3659

EDUCATION

- 2013 University of Missouri, Columbia, MO, Ph.D. in School Psychology (APA-accredited and NASP-approved) Advisor: Erica Lembke, Ph.D.
- 2010 University of Missouri, Columbia, MO,
 M.A. in School Psychology
 Co-Advisors: Erica Lembke, Ph.D. & Craig Frisby, Ph.D.
- 2008 Southern Illinois University Edwardsville, Edwardsville, IL B.A.in Psychology with a Spanish Minor Summa Cum Laude

PROFESSIONAL EXPERIENCE

- 2017 present Assistant Professor Southern Illinois University Edwardsville (SIUE) Department of Psychology Affiliated with Clinical Child & School Psychology Program (NASP-approved)
- 2014 2017 Assistant Professor Texas A&M University-Commerce (TAMUC) Department of Psychology, Counseling, and Special Education, Affiliated with School Psychology Program (NASP-approved)
- 2013 2014 Certified School Psychologist Post-Doctoral Fellow Township High School District 211, Palatine, IL
- 2012 2013 School Psychology Intern (APA-approved) Illinois School Psychology Internship Consortium (ISPIC), Illinois Township High School District 211, Palatine, IL

PROFESSIONAL CREDENTIALS

Licensed Clinical Psychologist Illinois Department of Financial and Professional Regulations (#071009781)

School Psychologist Professional Educator License Illinois State Board of Education (#2395791)

Nationally Certified School Psychologist National Association of School Psychologists (#45684)

RESEARCH

<u>Peer-Reviewed Journal Articles</u> *Indicates previous name

- <u>Conoyer, S.J.</u>, Goran, L., Allen, A., & Hoffman, K. (in press) Exploring the reliability of curriculumbased measurement as a formative assessment in a college classroom. *Assessment for Effective Intervention.*
- <u>Conoyer, S.J.</u>, Ford, J.W., Smith, R.A., Mason, E.N., Lembke, E.S, & Hosp, J.L. (in press). Examining curriculum-based measurement screening tools in middle school science: A scaled replication study. *Journal of Psychoeducational Assessment*.
- Conoyer, S. J., & Carrero, K.M. (2019). A process framework to assist system level consultants with program evaluation in schools. *Research and Practice in the Schools.* 6(1), 55 66.
- McGill, R.J., <u>Conoyer, S.J.</u>, & Fefer, S. (2018). Elaborating on the linkage between cognitive and academic weaknesses: Using diagnostic efficiency statistics to inform PSW assessment. *School Psychology Forum*. 12(4), 118 132.
- Ford, J., <u>Conoyer, S.J.</u>, Lembke, E., Smith, R.A., & Hosp, J.L. (2018). A comparison of two content area curriculum-based measurement tools. *Assessment for Effective Intervention*, 43(2), 121-127. doi: 10.1177/1534508417736753
- Jeffery, T.D., Hobson, L. <u>Conoyer, S.J.</u>, Miller, K., & Leach, L. (2018). Examining EC-6 Pre-Service Teachers' Perceptions of Self-Efficacy in Teaching Mathematics. *Issues in the Undergraduate Mathematics Preparation of School Teachers: The Journal, 5*, 1-10.
- Conoyer, S. J., Lembke, E. S., Hosp, J., Espin, C. A., Hosp, M. &, Poch, A. (2017) Getting More from your maze: Examining differences in distractors. *Reading & Writing Quarterly: Overcoming Learning Difficulties*, 33(2), 141-154. doi: 10.1080/10573569.2016.1142913
- Conoyer, S. J., Foegen, A. & Lembke, E.S. (2016) Early numeracy indicators: Examining predictive utility across years and states. *Remedial and Special Education*, *37*(3), 159-171. doi: 10.1177/0741932515619758
- *Beyers, S. J., Lembke, E. S. & Curs, B. (2013) Social studies progress monitoring and intervention for middle school students. Assessment for Effective Intervention, 38(4), 224 - 235. doi:10.1177/1534508413489162
- Lembke, E. S., Hampton, D. & *<u>Beyers, S. J.</u> (2012). Response to intervention in mathematics: Critical elements. *Psychology in the Schools*, 49(3), 257-272. doi: 10.1002/pits.21596

Under Peer Review/In Preparation (SIUE Student Co-Authors in Bold Italics)

- Watt, S., <u>Conoyer, S.J</u>, Ford, J.W., Foegen, A., & Luckey, G. (under review) Raising the power of curriculum-based measurement tools in preservice special education programs.
- Conoyer, S.J., Therrien, W.J., & *White, K*. (under review). Meta-analysis of criterion validity and alternate form reliability for curriculum based measurement in content areas.

- Tipton, E., <u>Conoyer, S.J.</u>, & Lembke, E.S. (in preparation). District-wide evaluation of RTI implementation: Personnel's perceptions of success, challenges, and self-efficacy.
- Hays, D. Carrero, K.M., & <u>Conoyer, S.J.</u> (in preparation). Full-day versus half-day prekindergarten programs for children in poverty: Equitable achievement

Non-Refereed or Invited Articles

- Conoyer, S. J. Hoffman, K. E., & Goran, L. (2016) Monitoring progress of students with learning disabilities in content areas, *New Times for DLD*, *34*(2), 1-6.
- Goran, L., <u>Conoyer, S. J.</u>, & Hoffman, K. E. (2015). 5 ways: To incorporate vocabulary curriculum based measurement into your secondary content-area classrooms. *LD Forum*. 2-7
- Lembke, E.S. & *<u>Beyers, S.J.</u> (2011) Response to intervention: An overview. *The Community Psychologist.* 44(3), 29-30.

Book Chapters (SIUE Student Co-Authors in Bold Italics)

- Jewell, J., Schoen, M., Thompson, S., Fischer, E., & Conoyer, S. (2019). Disruptive behavior and conduct. In S. Hupp (Ed.) Pseudoscience in child and adolescent psychotherapy: A skeptical field guide. Cambridge: Cambridge University Press. doi:10.1017/9781316798096
- <u>Conoyer, S.J.</u>, Lembke, E., Owens, S., Cohen, D. & Campbell, H. (2019). Parent and student involvement in response to intervention models. In Pullen, P.C., & Kennedy, M. J. (Eds). *Handbook of Multi-Tiered Systems of Support and Response to Intervention*. New York, Routledge.
- *Beyers, S.J. Omoile Mickleson, J., & Blockus, L., (2011). The undergraduate research ambassadors program at the University of Missouri. In Kinkead, J. (Ed). *Advancing Undergraduate Research: Marketing, Communications, and Fundraising*, pp. 41-42. Washington, DC: Council on Undergraduate Research.

Grants Written and Submitted

Funded Internal Non-Competitive

2019 New Faculty Incentive Program, SIUE Office of Research and Projects. \$2,000

Funded Internal Competitive

- 2018 Dean's Grant for Research Enhancement, SIUE School of Education Health and Human Behavior. *Monitoring students' progress in science vocabulary: Piloting the PASCAL system*.
 \$500
- 2017 Seed Grants for Transitional and Exploratory Projects (STEP). *Monitoring students' progress in science vocabulary: Development of the PASCAL system.* \$15,996
- 2017 Faculty Development Grant, Texas A&M University- Commerce, *Curriculum based* measurement in science: Measures for middle school students, \$300.00
- 2016 Faculty Development Grant, Texas A&M University- Commerce, *Teaching teachers how to make and use vocabulary curriculum-based measures*, \$700.00
- 2015 Faculty Development Grant, Texas A&M University- Commerce, District-wide evaluation of RTI implementation: Improving student outcomes, \$670.00

<u>Funded External</u>

2015 Council for Exceptional Children, Teacher Education Division, Early Career Sig Mini Grant, *Partnerships for Effective Research* (Project PER), \$200.00

Unfunded External

- 2018 Spencer Foundation Small Research Grant. *Digital Enhancement and Customization of the PASCAL System to Monitor Student Progress in Science Vocabulary*. \$49,427.68. Principal Investigator with Co-PI Laurie Giddens, SIUE Department of Computer Information and Management Systems.
- 2016 National Science Foundation, NSF 15-509, EHR Core Research (ECR): Fundamental Research in STEM Education. *Monitoring Students' Progress in the Language of Science: Development of the PASCAL System*, Role: Co-Principal Principal Investigator with Nathan Clemens, The University of Texas Austin, \$500,000
- 2015 National Science Foundation, Advancing Informal STEM Learning (AISL). *Informal Science Learning*, Role: Co-Principal Investigator with Johanna Delgado Acevedo and Kit Price Blount

Conference Presentations

(SIUE Student Co-Authors in Bold Italics)

- Conoyer, S.J., *Ties, N., & Jiles, M.*, (under review). *Developing vocabulary-matching CBM to monitor learning in middle school science.* Proposal submitted to the annual convention of National Association of School Psychologists, Baltimore, MD.
- *Jiles, M.* & <u>Conoyer, S.J</u> (under review). *Exploring the relationship between mentorship and academic self-concept*. Proposal submitted to the annual convention of National Association of School Psychologists, Baltimore, MD.
- Campbell, M., Carpenter, K., Jiles, M., McMillon, T., Olson, T., Popken, P., Ties, N., & Conoyer, S.J. (2019, April). *Piloting a science assessment for 5th graders with learning disabilities*. Poster presented at the SIUE Psychology Department EXPO and the Undergraduate Research and Creative Activities Symposium. Edwardsville, IL.
- Jiles, M., Conoyer, S., & Voyles, E. (2019, April). *The Effects of Mentorship Experiences on the Academic Self-Concept of College Students.* Presentation accepted to the Midwestern Psychological Association (MPA) annual conference. Chicago, IL
- Conoyer, S.J., *Romano, R., White, K., &* Therrien, W.J. (2019, February). *Screening and progress monitoring approaches in secondary content areas*. Paper presented at the annual convention of National Association of School Psychologists, Atlanta, GA.
- Conoyer, S.J., & *White, K.* (2019, February). *Supporting middle school students with reading comprehension in content-area instruction*. Mini Skills presented at the annual convention of National Association of School Psychologists, Atlanta, GA.
- Hayes, D., <u>Conoyer</u>, S.J, & Carrero, K. (2019, February). *Full-day vs half-day prekindergarten for children in poverty: Equitable achievement*. Paper presented at the annual convention of National Association of School Psychologists, Atlanta, GA.
- Clare, A., Blacksmith, J., & <u>Conoyer, S.J</u> (2019, February). *The places you'll go: Different paths for doctoral school psychologists*. Panel presented at the annual convention of National Association of School Psychologists, Atlanta, GA.
- *Robbins, J., Ties, N., Scully, D., Ellis, G., Simmons, S., &* Conoyer, S.J. (2018, April). *Creating the PASCAL system: Reviewing and developing formative assessments in science for K-12 students.* Poster presented at the SIUE Undergraduate Research and Creative Activities Symposium. Edwardsville, IL.

- Conoyer, S.J., Ford, J. W., Lembke, E., Hosp, J. & Smith, R. A. (2018, February). *Curriculum-Based Measurement for Middle School Science*. Poster presented at the annual Pacific Coast Research Conference, Coronado Bay, CA.
- Allen, A., Goran, L., <u>Conoyer, S.J.</u>, & Hoffman, K. (2018, February) *Incorporating formative assessment into preservice classrooms with vocabulary-matching CBM*. Poster presented at the annual convention of Council for Exceptional Children, Tampa, FL
- Watt, S., <u>Conoyer, S.J.</u> Foegen, A., & Ford, J.W. (2018, February) *Raising the power of curriculumbased measurement in a preservice math classroom.* Poster presented at the annual convention of Council for Exceptional Children, Tampa, FL.
- Hoffman, K, Allen, A., Goran, L., & Conoyer, S.J. (2017, November) Exploring curriculum-based measurement in pre-service programs: Can we monitor progress in the college classroom?
 Paper accepted at the 40th annual conference of the Teacher Education Division (TED) of the Council for Exceptional Children (CEC) Savannah, GA.
- Conoyer, S.J., Ford, J., Smith, R.A., Lembke, E., & Hosp, J. (2017, February). *Curriculum based measurement in science: Measures for middle school students.* Poster present at the annual convention of National Association of School Psychologists, San Antonio, TX.
- Hayes. D., <u>Conoyer, S.J.</u>, Carrero, K., & Jones, B.A. (2017, February) *Getting pre-k parents engaged* using a getting to outcomes framework. Poster presented at the annual convention of National Association of School Psychologists, San Antonio, TX.
- <u>Conoyer, S.J.</u>, Ford, J., Lembke, E., & Hosp, J. (2017, February). *Content area measurement in middle school science: Comparing SVS and vocabulary matching approaches*. Poster presented at the annual Pacific Coast Research Conference, Coronado Bay, CA.
- Conoyer, S.J. (2016, April). Collaborative strategic reading: Strengthening reading skills while learning content area text. Round table presented at the annual Bill Martin Jr. Memorial Symposium, Texas A&M University-Commerce, Commerce, TX.
- Conoyer, S.J., Hampton, D., & Lembke, E. (2016, April). *District-wide evaluation of RTI implementation: Effective practices.* Paper presented at the annual convention of Council for Exceptional Children, St. Louis, MO.
- Conoyer, S.J. & Gentry, R. (2016, April). Let's get together: Introducing consultation between teachers and school psychologists in training. Poster presented at the annual convention of Council for Exceptional Children, St. Louis, MO.
- Goran, L., <u>Conoyer, S.J.</u>, & Hoffman, K.E. (2016, April). *Teaching teachers how to make and use vocabulary curriculum-based measures*. Demonstration presented at the annual convention of Council for Exceptional Children, St. Louis, MO.
- Cuillo, S., Kearns, D., Lemons, C., <u>Conoyer, S.J.</u>, & Zumeta Edmonds, R. (2016, April). Division for Learning Disabilities Showcase: "Do this, Not that!," Part 2: Differentiating tier 2 and tier 3 interventions. Demonstration presented at the annual convention of Council for Exceptional Children, St. Louis, MO.
- Owens, S, <u>Conoyer, S.J.</u> Lembke, E., & Cohen, D. (2016, February). *Instructional decision-making: Parent involvement in curriculum-based measurement*. Paper presented at the annual convention of National Association of School Psychologists, New Orleans, LA.
- Toombs, J., Fairfield, A., <u>Conoyer, S.J.</u> & Jones, B.A. (2016, February). *Optimizing consultation: Variables influencing mental health intervention selection in classrooms.* Poster presented at the annual convention of National Association of School Psychologists, New Orleans, LA.
- <u>Conoyer, S.J.</u>, Nowak, J., Erickson, R., & Blacksmith, J. (2015, February). *Getting to outcomesTM: Implementing program evaluation in high schools.* Poster presented at the annual convention of National Association of School Psychologists, Orlando, FL.

TEACHING

Courses Taught at SIUE

Graduate

PSYC 541A, Cognitive Assessment of Children and Adolescents PSYC 543A, Behavioral and Social Emotional Assessment of Children and Adolescents PSYC 553, Clinical Child Seminar Psychology: Psychopathology of Children & Families PSYC 599, Thesis

Undergraduate

PSYC 421, Psychological Tests and Measures PSYC 431, Psychopathology PSYC 491, Research in Psychology

Supervised Theses for Masters or Specialist Degree

<u>In Progress</u>	<u>Defended</u>
Lucas Altenberger (Chair)	Taylor Herriman
Megan Gilbertson	LeAnna Kehl
Haley Hart	Miranda Meeker
Mary Margaret Sodeberg	Rachel Romano
Hanna Preston	Veronica Schmauch
Kristen White (Chair)	Jaclyn Sparks
Ashley Yockey	Abby Wolter (Chair)

Supervised Theses for Undergraduate Psychology Honors Program

<u>Defended</u>	
Austin Darling (Chair)	Zach Miller
Isabelle Harvey	Kelsey Walker

Supervised Senior Projects for Undergraduate Integrative Studies Program

<u>Defended</u> Vanita Douglas Madison Fritts Aimee LeFrance

Guest Lectures

- School psychology and academia. March 26, 2019. Maryville Christian School High School Psychology Class. Provided an overview of school psychology and how it differs from other fields of psychology. Kristen White and Nicole Ties also attended to provide their student perspective. Instructor: Michelle Witt, LCSW
- <u>School psychology</u>. March 20th & 21st, 2019. PSYC 200 Careers in Psychology. Provided an overview of school psychology and how it differs from other fields of psychology. Instructor: Jason Murphy
- <u>Career Panel.</u> September 18, 2018. PSYC 200 Careers in Psychology. Presented information about career responsibilities in school psychology and academia. Instructor: Michael Hahn

<u>Curriculum based measurement: Maze and vocabulary matching tasks.</u> November 14, 2017. Presented on Maze and Content Area Curriculum Based Measurement for an undergraduate special education sssessing students with disabilities course. Instructor: Cathy Thomas, Texas State University, San Marcos, TX

<u>School psychology</u>. October 30, 2017. PSYC 200 - Careers in Psychology. Provided an overview of school psychology and how it differs from other fields of psychology. Instructor: Elora Voyles

PRIOR TEACHING

TAMUC, Department of Psychology, Counseling, and Special Education

Graduate

PSY 503, Abnormal Psychology and Developmental Psychopathology
PSY 506, Professional School Psychology
PSY 518, Thesis
PSY 615, Psychological Principles of Consultation & Supervision
PSY 635, School Based Interventions (*Formerly Advanced Behavioral Assessment and Intervention*)
PSY 691, Clinical Practicum in School Psychology/Applied Psychology/Educational Diagnostician
PSY 790, Internship in School Psychology

Undergraduate

PSY 300, Learning Process and Development PSY 316, Abnormal Psychology

Supervision of Theses at Graduate Level Aidee Rubio, Specialist in School Psychology (Chair) Cynthia Jackson, Master's in Special Education DeAnna Reed, PhD Psychology Candidate

Supervision of Theses at Undergraduate Level Ashley Phillips, Psychology, Honors College Desiree Smith, Psychology, McNair Scholar (Chair)

Faculty Advisor, Psychology Club	
	2017 – present
Member, Undergraduate Program Committee	2017 – present
Member, Clinical Child and School Psychology Graduate Faculty	2017 – present
Member, Social Affairs Committee	2018 - present
Member, Kathryn Skinner Award Committee	2018 - present
Reviewer, Senior Assignment Research Posters	2017 - present
Member, Guinness World Record Event Committee (ad hoc)	Fall 2017
School	2010 2010
Alternate, University Committee for Family Friendly Policy	2018 - 2019
Diversity Ally, Diversity Committee	2017 – present
Lead Marshall, Commencement	Fall 2018
<u>University</u>	
Judge, Campus Activities Board SpringFest Spirit Banner Competition	Spring 2018
Member, Suicide Prevention Conference Planning Committee	2018 - present
	1
Regional	
Illinois School Psychology Internship Consortium Site Partner	2018 - present
<u>Professional</u>	
<u>Professional</u> Managing Editor	
 Managing Editor Assessment for Effective Intervention 	2013 - 2017
Managing Editor • Assessment for Effective Intervention Editorial Board Membership	
 Managing Editor Assessment for Effective Intervention 	2016 – present
Managing Editor • Assessment for Effective Intervention Editorial Board Membership	2016 – present 2015 – present
 Managing Editor Assessment for Effective Intervention Editorial Board Membership Research and Practice in the Schools 	2016 – present
 Managing Editor Assessment for Effective Intervention Editorial Board Membership Research and Practice in the Schools Intervention in School and Clinic 	2016 – present 2015 – present
 Managing Editor Assessment for Effective Intervention Editorial Board Membership Research and Practice in the Schools Intervention in School and Clinic Assessment for Effective Intervention 	2016 – present 2015 – present 2013 – present 2018 – present
 Managing Editor Assessment for Effective Intervention Editorial Board Membership Research and Practice in the Schools Intervention in School and Clinic Assessment for Effective Intervention Journal Reviewer 	2016 – present 2015 – present 2013 – present 2018 – present 2017 – present
 Managing Editor Assessment for Effective Intervention Editorial Board Membership Research and Practice in the Schools Intervention in School and Clinic Assessment for Effective Intervention Journal Reviewer Journal of Psychoeducational Assessment 	2016 – present 2015 – present 2013 – present 2018 – present
 Managing Editor Assessment for Effective Intervention Editorial Board Membership Research and Practice in the Schools Intervention in School and Clinic Assessment for Effective Intervention Journal Reviewer Journal of Psychoeducational Assessment Remedial and Special Education 	2016 – present 2015 – present 2013 – present 2018 – present 2017 – present
 Managing Editor Assessment for Effective Intervention Editorial Board Membership Research and Practice in the Schools Intervention in School and Clinic Assessment for Effective Intervention Journal Reviewer Journal of Psychoeducational Assessment Remedial and Special Education School Psychology Review 	2016 – present 2015 – present 2013 – present 2018 – present 2017 – present

OTHER RELEVANT EXPERIENCE

Program Consultation and Evaluation

- 2019 present *Evaluator*, McCormick Foundation Grant, Southern Illinois University Edwardsville, Principal Investigators, Anni K. Reinking & Susanne James
- 2016 2019 *Co-Evaluator*, Early Childhood Parent Engagement Data Management Project, Plano Independent School District, Plano, TX.
- 2016 2017 *Organizational Consultant*, North Forney High School Social Emotional Curriculum Development, Forney Independent School District, Forney, TX
- Summer 2015 *Program Coordinator*, Kid Camp implementation of Peer Assisted Learning Strategies, Children's Learning Center, Texas A&M University-Commerce
- Summer 2013 *Co-Evaluator*, District-wide Response to Intervention Framework & Plan, Olentangy Local School District, Lewis Center, Ohio

<u>Awards & Honors</u>

2019	Kimmel Leadership New Advisor of the Year Award Southern Illinois University Edwardsville
2019	Vaughn Vandegrift URCA Co-Research Mentor for Spring 2019 Southern Illinois University Edwardsville
2018	Outstanding Alumni Early Career Award University of Missouri, College of Education
2017	Early Career Scholar School Psychology Research Collaboration Conference, Society for the Study of School Psychology
2017	Faculty Senate Award for Professional Excellence Nominee Texas A&M University – Commerce

Professional Membership

American Psychological Association (APA), Division 16 National Association of School Psychologists (NASP) Council for Exceptional Children (CEC), Division for Learning Disabilities

Sou	thern Illinois University Edwardsville Department of Psychology Alumni Hall, Box 1121 Edwardsville, IL 62026 – 1121	Phone: (618) 650-32 Fax: (618) 650-508 Email: <u>geveret@siue</u>	37
	Education		
Ph.D.	School Psychology (APA Accredited, NASP App University of Southern Mississippi	roved)	2005
M.A.	Psychology (School Psychology emphasis) University of Southern Mississippi		2003
B.A.	Psychology (Criminal Justice minor) Texas A & M University – Corpus Christi		1999
	Teaching and Training Pe	ositions	
	Department of Psychology thern Illinois University Edwardsville		2018 – Present
Dep Clin	sor thern Illinois University Edwardsville partment of Psychology nical Child and School Psychology Program ASP Approved Specialist Degree Program)		2018 – Present
	ate Professor thern Illinois University Edwardsville		2012 - 2018
	ant Professor thern Illinois University Edwardsville		2006 - 2012
Director, Attention and Behavior Clinic Southern Illinois University Edwardsville, Department of Psychology Duties: Director of university-based child psychology clinic.		2007 – Present	
Ken	ectoral Fellowship anedy Krieger Institute and Johns Hopkins University nic: Behavior Management Clinic	y School of Medicine	2005 - 2006
Ken	ctoral Internship (APA Accredited) anedy Krieger Institute and Johns Hopkins University nics: Behavior Management Clinic, Child and Famil		2004 - 2005

Peer-Reviewed Articles

- Everett, G. E., Swift, H. S., McKenney, E. L. W., & Jewell, J. D. (2016). Analyzing math-tomastery through brief experimental analysis. *Psychology in the Schools, 53*, 971-983.
- Crawford, J. L., Jewell, J. D., Hupp, S. D. A., **Everett, G. E.**, & Hall, L. (2016). Assessing the effectiveness of a bedtime behavioral intervention for military children with deployed parent. *the Behavior Therapist*, *39*, 93-97.
- Stary, A. K., Hupp, S. D. A., Jewell, J. D., & Everett, G. E. (2016). Parent acceptability of timeout, spanking, response cost, and positive reinforcement. *the Behavior Therapist*, 39, 112-117.
- Everett, G. E., Harsy, J. D., Hupp, S. D. A., & Jewell, J. D. (2014). An investigation of the Look-Ask-Pick mnemonic to improve fraction skills. *Education and Treatment of Children*, *37*, 371-391.
- McKenney, E. I. W., Dorton-Tate, A., Hupp, S. D. A., & Everett, G. E. (2014). Peer-mediated social skills intervention for students with Autism Spectrum Disorder. *Journal of Evidence-Based Practices for Schools, 15,* 41-64
- Hupp, S. D.A., Stary, A. K., & Everett, G. E. (2012). Implementation guidelines: Developing and implementing Social Story interventions. *Journal of Evidence-Based Practices for Schools*, 13, 141-144.
- Stary, A. K., Everett, G. E., Bradshaw, K. N., Fujiki, M. & Hupp, S. D. A. (2012). Social Stories for children with Autism Spectrum Disorders: Updated review of the literature from 2004 – 2011. *Journal of Evidence-Based Practices for Schools*, 13, 123-140.
- Schreder, S. J., Hupp, S. D. A., **Everett, G. E.**, & Krohn, E. (2012). Targeting reading fluency through brief experimental analysis and parental intervention over the summer. *Journal of Applied School Psychology, 28*, 200-220.
- Hupp, S. D. A., Reitman, D., Everett, G. E., Allen, K, & Kelley, M.L. (2011). Measuring change during Behavioral Parent Training with the Parent Instruction-Giving Game with Youngsters (PIGGY): A clinical replication. *Child & Family Behavior Therapy*, 33, 289-298.
- **Everett, G. E.** (2010). Time-out in special education settings: The parameters of previous implementation. *North American Journal of Psychology, 12,* 159-170.
- Everett, G. E., Hupp, S. D. A, & Olmi, D. J. (2010). Time-out with parents: A descriptive analysis of 30 years of research. *Education and Treatment of Children, 33*, 235-259.

- **Everett, G.E.**, Ferrero-Baker, B., Hupp, S. D. A., & Jewell, J. D. (2009). From the ground up: Establishment and operation of a university-based clinic in a NASP approved specialist degree program. *Trainers' Forum, 28,* 31-42.
- Everett, G. E., & Edwards, R. P. (2007). Targeting subtraction inversion errors through withinstimulus prompting: A case study. *Psychology Journal*, *4*, 128-139.
- Everett, G. E., Olmi, D. J., Edwards, R. P., Tingstrom, D. H., Sterling-Turner, H. E., & Christ, T. J. (2007). An empirical investigation of time-out with and without escape extinction to treat escape-maintained noncompliance. *Behavior Modification*, 31, 412-434.
- **Everett, G. E.**, Olmi, D. J., Edwards, R. P., & Tingstrom, D. H. (2005). The contributions of eye contact and contingent praise to effective instruction delivery in compliance training. *Education and Treatment of Children, 28,* 48-62.

Book Chapters

Jewell, J. D., Jordan, S. S., Hupp, S. D. A., & Everett, G. E. (2009). Etiology and relationships to developmental disabilities and psychopathology. In J. L. Matson (Ed.). Social behavior and skills in children. (pp. 39-59). New York: Springer.

Reference Works and Reviews

- Everett, G. E. (2011). Parent behavior. In S. Goldstein and J. Naglieri (Eds.). *Encyclopedia of child behavior and development*. (Part 16, pp. 1060-1061). Retrieved from http://www.springerlink.com/content/k573225527250717/fulltext.html
- Everett, G. E., & Ferrero-Baker, B. (2011). Timeouts. In S. Goldstein and J. Naglieri (Eds.). *Encyclopedia of child behavior and development*. (Part 20, pp. 1488-1491). Retrieved from http://www.springerlink.com/content/k246j18724245787/fulltext.html
- Everett, G. E., & Edwards, R. P. (2004). [Review of the book Essentials of behavioral assessment]. *Journal of Psychoeducational Assessment, 22,* 76-80.
- Mandal, R. L., Bellipanni, K., Everett, G., Faciane, S., Falk, L., Faust, D., & Johson-Gros, K. (2004). Parenting: An annotated bibliography. In A. S. Canter, L. Z. Paige, M. D. Roth, I. Romero, & S. A. Carroll (Eds.), *Helping children at home and school II: Handouts for families and educators* (pp. S11-27 S11-32). Bethesda, MD: National Association of School Psychologists.
- Olmi, D. J., & Everett, G. E. (2004). Time-out. In T. S. Watson & C. S. Skinner (Eds.), *Encyclopedia of school psychology*. (pp. 342-345). New York: Kluwer Press.

Manuscripts in Progress

- **Everett, G. E**. Graduate student supervision in a university-based clinic: An empirical parent-training example.
- **Everett, G. E.**, Felchner, L. M., McKenney, E. L., & Jewell, J. D. Examining the predictive validity of brief experimental analysis with math-to-mastery.
- McKenney, E. L. W., Bush, R. D., **Everett, G. E.**, & Jewell, J. D. Comparing dyadic problemsolving consultation to Conjoint Behavioral Consultation for ethnic minority students from low socioeconomic backgrounds.

Peer-Reviewed Conference Presentations

- McKenney, E. L., Bush, R. D., **Everett, G. E., &** Jewell, J. D. (2017, February). *Behavioral Consultation and Conjoint Behavioral Consultation for culturally diverse students.* Paper presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
- Everett, G. E., Swift, H. S., McKenney, E. L. W., & Jewell, J. D. (2016, February). Investigating math-to-mastery through brief experimental analysis. Poster presented at the annual meeting of the National Association of School Psychologists, New Orleans, LA.
- Hupp, S., Legg, K., Everett, G., & Jewell, J. (2015, March). Observers rate a child as more hyperactive if falsely told the child just consumed cookies: Controlled study of the sugar bias. Poster presented at the Society for Research in Child Development biannual meeting, Philadelphia, PA.
- Bristol, R. M., McKenney, E. L. W., **Everett. G. E.**, & Hupp, S. D. A. (2015, February). *Supporting Tier II intervention integrity with performance feedback*. Paper presented at the annual meeting of the National Association of School Psychologists, Orlando, FL.
- Everett, G.E. (2015, February). Client satisfaction in university-based psychology clinics. Participant Conversation Session presented at the 47th Annual Convention, National Association of School Psychologists, Orlando, FL.
- Everett, G. E., Doerr, K. M., McKenney, E. L. W., & Hupp, S. D. A. (2014, February). Analyzing the Homework, Organization, and Planning Skills (HOPS) intervention. Participant Information Exchange Session presented at the 46th Annual Convention, National Association of School Psychologists, Washington, D.C.
- Everett, G. E., Schooley, J. L., McKenney, E. L. W., & Hupp, S. D. A. (2014, February). *Targeting written expression through story-mapping for children with ADHD*. Participant Information Exchange Session presented at the 46th Annual Convention, National Association of School Psychologists, Washington, D.C.

- McKenney, E. L. W., Dorton Tate, A., Everett, G. E., & Hupp, S. D. A. (2014, February). Peerbased social skills intervention for students with Autism Spectrum Disorder. Paper presented at the 46th Annual Convention, National Association of School Psychologists, Washington, D. C.
- McKenney, E. L. W., **Everett, G. E.,** Jewell, J. D., & Hupp, S. D. A. (2014, February). *Training future school psychologist to serve students with Autism Spectrum Disorder (ASD): Evidence-based practices in assessment and intervention.* Poster presented at the Trainers' of School Psychologists annual convention, Washington, D.C.
- Owens, S., Hupp, S. D. A., McKenney, E. L. W., & Everett, G. E. (2013, February). Perceptions of autism: Influence of descriptive and explanatory information. Poster presented at the 45th Annual Convention, National Association of School Psychologists, Seattle, WA.
- Stary, A., Hupp, S. D. A., Everett, G. E., Jewell, J. D. (2012, November). Parent acceptability of spanking and behavioral parent training techniques for children with externalizing behavior problems. Poster presented at the 46th Annual Convention, Association for Behavioral & Cognitive Therapies, National Harbor, MD.
- **Everett, G. E.** (2012, February). *Illustrating NASP training and practice domains in a university-based clinic.* Participant Information Exchange Session presented at the 44th Annual Convention, National Association of School Psychologists, Philadelphia, PA.
- Kurth, L., Owens, S., Hupp, S. D. A., Everett, G. E., & Jewell, J. D. (2011, November). *The effectiveness of "The Sleep Fairy" behavioral intervention in treating bedtime resistance*. Poster presented at the 45th Annual Convention, Association for Behavioral & Cognitive Therapies, Toronto, Canada.
- Tillery, A., Davenport, B., Baracamontes, C., Wallace, W., Hupp, S. D. A., Everett, G. E., & Jewell, J. D. (2011, November). *Examination of children's aggressive behavior toward a Bobo Doll after playing Wii Boxing or Wii Tennis*. Poster presented at the 45th Annual Convention, Association for Behavioral & Cognitive Therapies, Toronto, Canada.
- Dyson, S., Hupp, S. D. A., Jewell, J. D., & Everett, G. E. (2011, February). *Assessing parental thoughts with the Stressful Parent Thoughts Scale*. Poster presented at the 43rd Annual Convention, National Association of School Psychologists, San Francisco, CA.
- Harsy, J. D., Everett, G. E., Hupp, S. D. A., & Jewell, J. D. (2011, February). *Improving fraction skills through the Look, Ask, Pick mnemonic*. Participant Information Exchange (PIE) Session presented at the 43rd Annual Convention, National Association of School Psychologists, San Francisco, CA.
- Everett, G. E. (2010, March). School-based time-out: The how's of previous implementation. Poster presented at the 42nd Annual Convention, National Association of School Psychologists, Chicago, IL.

- **Everett, G. E.,** Ferrero-Baker, B., Jewell, J. D., & Hupp, S. D. A. (2009, February). *Universitybased clinics: Benefits, challenges, and lessons from year one.* Paper presented at the 41st Annual Convention, National Association of School Psychologists, Boston, MA.
- **Everett, G. E.,** Olmi, D. J., Hupp, S. D. A., & Beyers, S (2008, February). *Time-out with parents: A research review and recommendations for change.* Paper presented at the 40th Annual Convention, National Association of School Psychologists, New Orleans, LA.
- **Everett, G. E.** (2007, February). *Can you change a tiger's stripes? Basics of effective classroom behavior management.* Paper presented at the Annual ITEACH Regional Conference, Kappa Delta Pi International Honor Society in Education, Edwardsville, IL.
- **Everett, G. E.** (2007, February). *Linking academic assessment to intervention: Increasing math fluency though functional analysis and within-stimulus prompting.* Paper presented at the 28th Annual Convention, Illinois School Psychologists Association, Springfield, IL.
- Perkins-Parks, S. K., Palmer, A. L., Horn, T., Gilbert, K., Everett, G., Rawal, P., Selke, G., & Jones, K. (2005, May). Correlation Between The Home Situation Questionnaire (HSQ) and Direct Observation of Child Noncompliance. Poster session presented at the 31st Annual Convention, Association for Behavior Analysis, Chicago, IL.
- Everett, G. E., & Olmi, D. J. (2005, April). The importance of instructional re-presentation in time-out procedures used to treat escape maintained noncompliance. Poster session presented at the 37th Annual Convention, National Association of School Psychologists, Atlanta, GA.
- Lestage, S. F., **Everett, G. E.**, Mudgal, D., & Strong, C E. (2004, April). *Math-to-mastery: A repeated practice academic intervention*. Paper presented at the 36th Annual Convention, National Association of School Psychologists, Dallas, TX.
- Bellipanni, K., Roberts, D., & Everett, G. E. (2003, November). Increasing childhood compliance through the manipulation of antecedents and consequences. Poster session presented at the annual meeting of the Louisiana School Psychology Association, Lafayette, LA.
- Everett, G. E., Roberts, D., McGeorge, A., & Schanding, T. (2003, April). A tutorial in readingto-read procedures: Increased reading fluency through accurate administration. Paper presented at the 35th Annual Convention, National Association of School Psychologists, Toronto, Ontario.
- Roberts, D., Bellipanni, K., & Everett, G. E. (2003, April). *Compliance training: Increasing childhood compliance through the manipulation of antecedents and consequences*. Paper presented at the 35th Annual Convention, National Association of School Psychologists, Toronto, Ontario.

- **Everett, G. E.**, Lestage, S., Strong, C., & Mudgal, D. (2003, February). *A comparison of academic interventions: Reading-to-read and math-to-mastery*. Paper presented at the annual meeting of Mississippi Association of Psychology in the Schools, Jackson, MS.
- **Everett, G. E.** & Sterling-Turner, H. E. (2002, October). *A school-school note intervention designed to reduce the occurrence of problem behavior: Intervention implementation and issues of treatment integrity.* Paper presented at the biannual meeting of the Midsouth Association of School Psychology, Chattanooga, TN.
- Mueller, M. M., Sterling-Turner, H. E., Trahant, D. M., Moore, J. W., Avis, K. A., & Everett, G. (2002, May). *Functional communication training with multiple therapists*. Poster session presented at the 28th Annual Convention, Association for Behavior Analysis, Toronto, Ontario.
- **Everett, G.**, Roberts, D., McGeorge, A., & Schanding, T. (2002, February). *Reading-to-read as both a pre-referral intervention and post-diagnostic treatment*. Paper presented at the annual meeting of Mississippi Association of Psychology in the Schools, Jackson, MS.
- Fusilier, I., Wilczynski, S., McGeorge, A., & Everett, G. (2001, May). Analogue school-based assessment for children served in general education pre-academic classrooms. Paper presented at the 27th Annual Convention, Association for Behavior Analysis, New Orleans, LA.
- Wilczynski, S., Fusilier, I., DuBard, M., Everett, G., & McGeorge, A. (2001, May). Rulegoverned behavior: The paradoxical effectiveness of an escape intervention for escapemaintained behavior. Poster session presented at the 27th Annual Convention, Association for Behavior Analysis, New Orleans, LA.

Invited Presentations and Workshops

- **Everett, G. E.** (2013, February). *ADHD expert panel*. Member of expert panel on Attention Deficit/Hyperactivity Disorder presented in conjunction with SIUE's Department of Theatre and Dance production of "*Distracted*" by Lisa Loomer.
- **Everett, G. E.** (2012, August). *Assessing academic skills mastery*. Workshop presented to Edwardsville Community Unit District #7 personnel as part of Project CASTLE initiative, Edwardsville, IL.
- **Everett, G. E.** (2010, September). *Best practices in graphing*. Workshop presented at the 12th Annual Illinois School Psychologists Association Intern Supervision Day, Normal, IL.
- **Everett, G. E.** (2010, August). Proactive procedures for classroom management. Workshop presented as part of the 2010 St. Clair County Head Start Inservices, East St. Louis, IL.
- **Everett, G.E.** (2010, March). *ADHD in the classroom*. Inservice presented to the Kappa Delta Pi International Honor Society in Education, Edwardsville, IL.

- **Everett, G. E.** (2009, June). Schools and parental involvement: Issues of children's mental *health*. Workshop presented as part of the Mental Health Awareness Workshop for Educators and the St. Claire County Illinois Youth Coalition, Belleville, IL.
- **Everett, G. E.** (2008, September). *RtI 2: Graphing Data.* Workshop presented at the 10th Annual Illinois School Psychologists Association Intern Supervision Day, Normal, IL.
- Hainzinger, C., & Everett, G. E. (2007, September). Making accommodations based on assessment data and writing tips. Workshop presented at the 9th Annual Illinois School Psychologists Association Intern Supervision Day, Normal, IL.
- **Everett, G. E.** (2007, March). *Increasing instructional compliance of preschool and elementary students*. Workshop presented at the 2007 St. Clair County Teachers' Institute, Belleville, IL.
- Everett, G. E. (2007, March). *Classroom management: Setting the right tone for your classroom*. Workshop presented at the 2007 Kids Are Our Business Seminar & Expo, Aviston, IL.
- Krohn, E., & Everett, G. E. (2007, February). *RTI and educational decision making*. Inservice presented to Madison County Special Education Cooperative Region II, Troy, IL.
- **Everett, G. E.** (2006, December). *Behavioral interventions in schools: What next?* Paper presented during the Cougar Colloquium Research Series at Southern Illinois University Edwardsville, Edwardsville, IL.
- Sterling-Turner, H., Everett, G., Riley, J., Bellipanni, K., & Mudgal, D. (2002, February). *Reinforcer assessment procedures*. Paper presented at the 4th Annual Mississippi Conference on Autism Spectrum Disorders, Hattiesburg, MS.

Grant Activity

- **Everett, G. E.** & Hupp, S. D. A. (2010, October). Assessing Pre-Service Teachers' Training in Response to Intervention. Grant Submitted to *The Spencer Foundation*. \$34,029. (Not Funded).
- Donsbach, C., & Everett, G. E. (2010, October; May). Community Support for the SIUE Attention and Behavior Clinic. Grant submitted to *The Alton Foundation*. \$7,650. (Not Funded).
- **Everett, G. E.** (2008, October). Latency to Compliance in ADHD versus Non-ADHD Children. Grant submitted to *The Spencer Foundation*. \$10,000. (Not Funded).
- **Everett, G. E.** (2008, May). Treating Escape Maintained Noncompliance with Time-out: A Comparison of Two Techniques. *SIUE Internal Grant.* \$2,894. (Funded).

- **Everett, G. E.** (2007, November). Teaching Parental Instruction Delivery through Videotape Self-Modeling and Performance Feedback. *SIUE Internal Grant.* \$8,000. (Funded).
- Hupp, S., Jewell, J., Everett, G., Turnage, J., Wagner, H., & Dyson, S., (2007, May). Examining the Effectiveness of a Time-Out Training Program for Teachers. Grant submitted to *The Spencer Foundation*. \$39,402. (Not Funded).
- **Everett, G. E.** (2006, November). Teaching Parental Instruction Delivery through Videotape Self-Modeling and Performance Feedback. *SIUE Internal Grant.* \$8,000. (Not Funded).

Service Activities

Department

Departmental Advisory Committee (Chair)	2018 - Present
Ad Hoc Committee on Psychology 111 Textbook (Member)	2017
Ad Hoc Committee on Limiting Online Undergraduate Courses (Chair)	2015
Writing Policy Ad Hoc Committee (Member)	2015
Personnel Committee (Member)	2014 - Present
School Psychology Faculty Search Committee (Member)	2010 - 2011
Academic Affairs Committee (Chair)	2010 - 2012
Course Evaluations Ad Hoc Committee (Member)	2009
Psychology 111 Ad Hoc Committee (Member)	2009
Academic Affairs Committee (Member)	2008 - 2010
Vision Statement Ad Hoc Committee (Member)	2008
Academic Misconduct Ad Hoc Committee (Member)	2007 - 2008
Psychology 421 Textbook Selection (Member)	2007
Psychology 201 Textbook Selection (Member)	2007
Psychology 111 Textbook Selection (Member)	2007, 2015
Clinical Child and School Psychology Graduate Program Committee	2006 - Present
School	
Personnel Committee (Alternate)	2016 - 2018
Personnel Committee (Member)	2014 - 2016
Teaching Excellence Awards Committee (Member)	2012 - 2016
Scholarship Committee (Member)	2012 - 2013
Academic Affairs Committee (Chair)	2011 - 2012
Academic Affairs Committee (Member)	2010 - 2011
Academy of Fellows (Member)	2009 - 2013
Conceptual Framework Taskforce (Member)	2008 - 2010
Academic Affairs Committee (Alternate)	2008 - 2010
Elections Committee (Member)	2007 - 2009

University

Graduate Program Review Committee – Music Program (Chair)	2017
Student Academic Misconduct Panel (Member)	2017
BRIDGE Impact Advisory Board (Member)	2016 - Present
Institutional Review Board (Member)	2011 - Present
Lincoln Program Designations Committee (Member)	2011 - 2012
SIUE's Calling all Therapists (Member)	2010 - 2014
English Undergraduate Program Review Team (Member)	2009 - 2010
Freshman Seminar Implementation Committee (Member)	2008 - 2010
Faculty Fellow for Cougar Village	2007 - 2008

Professional/Community Service

NASP Conference: Speaker Introducer	2014
NASP Student Leader Program (Faculty Sponsor)	2012 - 2013
Co-Developer of Kinesiology Camp for Children with ADHD	2011
Directors of University School Psychology Programs (DUSPP) Trainer	2008 - 2011
Representative to Illinois School Psychologists Association (ISPA)	
ISPA – Governing Board (Member)	
ISPA – Research Committee (Chair)	
ISPA – Convention Committee (Member)	
ISPA – Intern Supervision Planning Committee (Member)	2007 - 2011
ISPA – Mentor	2007

Review Experience

Journal of Applied School Psychology	2011 - Present
Behavior Modification	2007 – Present
Academic Pediatrics	2016
Journal of Behavioral Education	2012 - 2013
Journal of Autism and Developmental Disorders	2006 - 2007
ISPA – Annual Convention	2007 - 2011
ISPA – Research Grant	2007 - 2011

Courses Taught (*Clinical Child and School Psychology graduate class)

PSYC 111 Foundations of Psychology
PSYC 201 Child Psychology
PSYC 421 Psychological Tests and Measurements
PSCY 491 Research in Psychology
PSYC 541a Cognitive Assessment of Children and Adolescents*
PSYC 543a Behavioral and Emotional Assessment of Children and Adolescents*
PSYC 544 Response to Intervention*
PSYC 595 Psychoeducational Assessment and Intervention*
PSYC 599 Thesis*

Licensed Clinical Psychologist, Illinois (License Number: 071.007380) **Awards and Honors** University of Southern Mississippi College of Education and Psychology Graduate 2005 Student Research Award **Consulting and Clinical Experience** 2016 - 2017Mental Health Consultant, Migrant Head Start Lessie Bates Davis Neighborhood House, East St. Louis, IL Administered through Illinois Department of Human Services **MCHB/Lend Program Trainee** 2004 - 2005Maternal and Child Health Bureau/Leadership Education in Neurodevelopmental and Related Disabilities Program Trainee Administered through Kennedy Krieger Institute **Grant Coordinator** 2003 - 2004Forrest County School District, Hattiesburg, MS Duties: Coordinated grant-related services between the University of Southern Mississippi and the Forrest County School District. **Threat Assessment Coordinator** 2003 - 2004Forrest County School District, Hattiesburg, MS Duties: Assessment and consultation to establish risk associated with student threats. 2002 - 2003**Intervention Specialist** Forrest County Agricultural High School, Brooklyn, MS Duties: Provided supervised school psychological/consultative services to students in grades 9 - 12 referred for behavioral and academic concerns. **School Psychology Liaison** 2001 - 2004Earl Travillion Attendance Center, Hattiesburg, MS Dixie Attendance Center, Hattiesburg, MS Duties: Provided supervised school psychological/consultative services to students in grades K – 8 referred for behavioral and academic concerns. **School Psychology Practicum** 2000 - 2004University of Southern Mississippi, Department of Psychology Duties: Provided supervised school psychological/consultative services to children, adolescents, young adults, their families, and schools.

Professional Licenses and Certifications

Teaching Assistant

University of Southern Mississippi, Department of Psychology Classes: Educational Psychology, Psychoeducational Assessment I & II 2000 - 2003

CURRICULUM VITAE EUNYOE RO, PH.D., L.C.P.

ero@siue.edu Campus Box 1121 Edwardsville, IL 62026 (618) 650-5708

ACADEMIC APPOINTMENTS

2013 – present	Assistant Professor
-	Department of Psychology
	Southern Illinois University Edwardsville

EDUCATION

Post-doctoral Associate	Department of Psychology University of Notre Dame
Ph.D. Clinical Psychology	Department of Psychology University of Iowa (APA accredited)
Pre-doctoral Clinical Psychology Internship	University of Mississippi Medical Center / VA Consortium (APA accredited)
M.A. Clinical Psychology	Korea University, Seoul, Korea
B.A. Russian Language and Literature	Korea University, Seoul, Korea

LICENSURE

Licensed Clinical Psychologist State Committee of Psychologists, Missouri License No. 2016009826

Research

PUBLICATIONS

Peer-Reviewed Journals

Clark, L. A., Nuzum, H., Shapiro, J., Vanderbleek, E., Daly, E., Simons, A., & **Ro, E.** (in press). Personality functioning-plus-trait profiles as potential targets for intervention: Identification and replication. *Personality and Mental Health*.

- Hopwood, C.J., Bagby, R.M., Gralnick, T., Ro, E., Ruggero, C., Mullins-Sweatt, S., Kotov, R., Bach, B.S., Cicero, D.C., Krueger, R.F., Patrick, C.J., Chmielewski, M., DeYoung, C.G., Docherty, A.R., Eaton, N.R., Forbush, K.T., Ivanova, M.Y., Latzman, R.D., Pincus, A.L., Samuel, D.B., Waugh, M.H., Wright, A.G.C., & Zimmermann, J. (in press). Using the hierarchical taxonomy of psychopathology to inform psychotherapy. *Journal of Psychotherapy Integration*.
- McCormic, R. W., Pomerantz, A. M., **Ro**, E., & Segrist, D. J. (2019). The "me too" decision: An analog study of therapist self-disclosure of psychological problems. *Journal of Clinical Psychology*, *75*, 794-800.
- Ro, E., Watson, D., & Clark, L. A. (2018). Domains of psychosocial disability and mental disorders. *Journal of Clinical Psychology*, 74, 2082-2093.
- Clark, L.A., Nuzum, H., & **Ro**, E. (2018). Manifestations of personality disorder/personality impairment severity: Comorbidity, course/prognosis, psychosocial dysfunction, and borderline personality features. *Current Opinion in Psychology*, *21*, 117-121.
- Ro, E., Nuzum, H., & Clark, L.A. (2017). Antagonism trait facets and comprehensive psychosocial disability: Comparing information across self, informant, and interviewer reports. *Journal of Abnormal Psychology*, 126, 890-897.
- Clark, L. A., Vanderbleek, E., Shapiro, J., Nuzum, H., Allen, X., Daly, E., ... **Ro, E.** (2015). The brave new world of personality disorder-trait specified: Effects of additional definitions on prevalence and comorbidity. *Psychopathology Review*, *2*, 52-82.
- Clark, L.A., & **Ro**, E. (2014). Three pronged assessment and diagnosis of personality disorder and its consequences: Personality functioning, pathological traits, and psychosocial disability. *Personality Disorders: Theory, Research, and Treatment, 5*, 55-69.
- Ro, E., & Clark, L. A. (2013). Interrelations between psychosocial functioning and adaptive- and maladaptive-range personality traits. *Journal of Abnormal Psychology*, *122*, 822-835.
- Watson, D. W., Stasik, S. M., Ro, E., & Clark, L. A. (2013). Integrating normal and pathological personality: Relating the DSM-5 trait dimensional model to general traits of personality. *Assessment*, 20(3), 312-326. doi: 10.1177/1073191113485810
- Kim, S., Eom, J., Ro, E., & You, S. (2013). Development and validation of Discrete Emotions Scale (DES). *The Korean Journal of Psychology: General*, 32(1), 63-89
- Lawrence, E., Barry, R.A., Brock, R.L., Bunde, M., Langer, A., Ro, E. ... Dzankovic, S. (2011). The Relationship Quality Interview: Evidence of reliability, convergent and divergent validity, and incremental utility. *Psychological Assessment*, 23, 44-63.
- Ro, E., & Clark, L.A. (2009). Psychosocial functioning in the context of diagnosis: Assessment and theoretical issues. *Psychological Assessment, 21,* 313-324.
- Lawrence, E., Yoon, J., Langer, A., & Ro, E. (2009). Is psychological aggression as detrimental as physical aggression? The independent effects of psychological aggression on depression and anxiety symptoms. *Violence & Victims*, 24, 20-35.

Ro, E., & Lawrence, E. (2007). Comparing three measures of psychological aggression: Psychometric properties and differentiation from negative communication. *Journal of Family Violence, 22 (7),* 575-586.

Book Chapters and Other Publications

- Clark, L. A., Daly, E. J., Larew, S., Nuzum, H., Kingsbury, T., Shapiro, J. L., Allen, X., & Ro, E. (2019). Personality dysfunction and trait extremity: Conceptually, but not empirically distinct? In D. R. Lynam & D. B. Samuel (Eds.). Using Basic Personality Research to Inform Personality Disorder. Oxford University Press.
- Hupp, S., Ro, E., McKenney, E., & Jewell, J. (2016). Cognitive-behavioral therapies (pp.138-142). In H. Miller (General Editor). Encyclopedia of Theory in Psychology. Thousand Oaks, CA: Sage Publications, Inc.
- Klein, D. N., Bufferd, S. J., Ro, E., & Clark, L. A. (2014). Depression and comorbidity: Personality disorder. In C. S. Richards & M. W. O'Hara (Eds.). *The Oxford Handbook of Depression and Comorbidity*. Oxford University Press.
- Ro, E., Stringer, D., & Clark, L. A. (2012). The Schedule for Nonadaptive and Adaptive Personality: A useful tool for diagnosis and classification of personality disorder. In T.A. Widiger (Ed.). Oxford Handbook of Personality Disorders (pp. 58-81). Oxford University Press.
- Lawrence, E., Ro, E., Barry, R., & Bunde, M. (2006). Mechanisms of Distress and Dissolution in Physically Aggressive Romantic Relationships. In M. A. Fine, & J. H. Harvey (Eds.). *Handbook of Divorce and Relationship Dissolution* (pp. 263-286). NJ: Lawrence Erlbaum.

Under Review

Fentem, A., Ro, E., Segrist, D. J., & Pomerantz, A. M. (under review). The impact of couples' conflicts on everyday sadists' perceived relationship satisfaction. *Personality and Individual Differences*.

AWARDS AND GRANTS

Grant Activity

At SIUE

External Grant

- 2015 2017 Goshen Education Consulting, Inc. *Education Consulting* (award period $7/1/2015 \sim 5/15/2017$), \$32,638.15. (Funded)
- 2015 APA Summer Undergraduate Research Opportunity Grants (Grant PIs: Dr. Eva Ferguson and Dr. Laura Pawlow), \$4,800. (Unfunded)

Internal Grant

2018	SOE Research Enhancement Proposal – <i>Examination of psychosocial functioning and mood/affect changes in college students,</i> Southern Illinois University Edwardsville, \$996.00. (Unfunded)
2014	FY16 Seed Grants for Transitional and Exploratory Projects (STEP) Grant - <i>Behavioral indicators of psychosocial adjustment in community residents</i> (award period 2015-2016), Southern Illinois University Edwardsville, \$15,801. (Funded)
2014	SOE Research Enhancement Proposal – <i>Examination of psychosocial functioning and mood/affect changes in college students,</i> Southern Illinois University Edwardsville, \$1099.00. (Unfunded)
<u>Prior to SIUE –</u>	Funded Grants
2008	University of Iowa Executive Council of Graduate and Professional Students (ECGPS) Research Grant, Principal Investigator – <i>Examining relations between functioning and personality pathology</i> , \$1,000
2007-2009	University of Minnesota Press – <i>Relations between psychosocial functioning, personality traits, and psychopathology,</i> Principal Investigator (Awarded to Eunyoe Ro and Lee Anna Clark), \$10,069.
	Fellowships / Awards
2012	Early Career Travel Award, The Society for Personality Assessment
2009	<i>Dissertation Award</i> , Society for a Science of Clinical Psychology, Division 12 (Section 3), American Psychological Association
2008-2009	Ballard Seashore Dissertation Year Fellowship, University of Iowa
2008	<i>Travel Award,</i> Executive Council of Graduate and Professional Students (ECGPS), University of Iowa
2007	Graduate College Summer Fellowship, University of Iowa
2003	Robert Weiss Student Poster Award, Honorary Mention Couples Special Interest Group, Association for Advancement of Behavior Therapy
2003	Travel Award, Graduate Student Senate, University of Iowa

CONFERENCE AND OTHER PRESENTATIONS

Conference Presentations (*students)

Accepted Conference Presentations

- Fentem, A^{*}., & **Ro**, E. (2019, August) *Everyday sadists and their willingness to negotiate: An examination of gender differences.* Poster to be presented at the 127th annual meeting of American Psychological Association, Chicago, IL.
- Ryan, R^{*}., & **Ro**, E. (2019, August). *Perceived levels of equity in relationships differing in sexual orientation and sexual expression*. Poster to be presented at 127th American Psychological Association Annual Conference. Chicago, IL.
- Henning, K^{*}., Kernan, A^{*}., & **Ro**, E. (2019, May) Understanding burnout and depression in college students. Poster to be presented at the 91st Midwestern Psychological Association Annual Conference. Chicago, IL.
- Fentem, A^{*}., **Ro**, E., Segrist, D., & Pomerantz, A. (2019, February) *The impact of couples' conflicts on everyday sadists' perceived relationship satisfaction*. Poster to be presented at the 20th annual meeting of Society of Personality and Social Psychology, Portland, OR.
- Ryan, R^{*}., **Ro**, E., Pomerantz, A., & Pawlow, L. (2019, February). *Attachment, emotion regulation, and gender role issues in BDSM relationships: An exploratory analysis*. Poster to be presented at 20th Society for Personality and Social Psychology Annual Conference. Portland, OR.

Completed Conference Presentations

- Fentem, A^{*}., Ryan, R. P^{*}., & Ro, E. (2018, May). Interaction between emotion regulation and personality traits in predicting psychosocial functioning. Poster presented at the 90th Midwestern Psychological Association Annual Conference. Chicago, IL.
- Nuzum, H, **Ro**, E., Larew, S., Allen, X, Rakhshani, A., & Clark, L. A. (2017, June). *Cross-source discrepancies of functioning ratings are influenced by perceived personality traits*. Poster presented at the 5th Biennial Meeting of the Association for Research in Personality. Sacramento, CA.
- **Ro, E.**, Klann, M. C^{*}., Fentem, A. C^{*}., Harvey, J^{*}., & Hinshaw, S^{*}. (2017, May). *Preliminary investigation of a comprehensive measure of psychosocial adjustment*. Poster presented at the 89th Midwestern Psychological Association Annual Conference. Chicago, IL.
- Clark, L. A. Nuzum, H., Ro, E., & Shapiro, J. (2017, April). Needed for personality diagnosis: Both personality functioning and personality traits (and new measurement and conceptual models). In L.A. Clark (Chair) The role personality functioning in PD diagnosis: Necessary, sufficient, both, or neither? Invited symposium presented at the Fifth Annual Meeting of the North American Society for the Study of Personality Disorder. New York, NY.
- Segrist, D. & Ro, E. (2016, August). *The sky is falling: Catastrophizing as a predictor of worry*. Poster to be presented at American Psychological Association. Denver, CO.
- Clark, L. A., Shapiro, J. L., Ellickson-Larew, S. A., & Ro, E. (2016, April). Beyond traits: The role of personality functioning in predicting psychosocial impairment and psychopathological symptoms. In

C. Hopwood (Chair), Functioning in personality disorder. Symposium submitted for presentation at the Fourth Annual Meeting of the North American Society for the Study of Personality Disorder. New York, NY.

- Johnson, L^{*}., Klann, M^{*}., & **Ro**, E. (2016, March). *The role of conscientiousness-related traits and traumatic stress symptoms in predicting psychosocial adjustment*. Poster submitted for presentation at the Traumatic Stress New Mechanisms and Effective Treatment conference. St. Louis, MO.
- Shapiro, J. L., Nuzum, H. B., Vanderbleek, E. N., **Ro**, E., & Clark, L. A. (2015, November). *The validity* of the clinical significance criterion in common psychological disorders. Poster presented at the 29th Annual Meeting of the Society for Research in Psychopathology. New Orleans, LA.
- Nuzum, H., Ro, E, & Clark, L. A. (2015, June). Incremental validity of personality impairment and maladaptive traits in their associations with problematic outcomes. In L.A. Clark and T. Oltmanns (Co-Chairs), Personality pathology and problematic outcomes. Paper to be presented at the Association for Research in Personality Conference. St. Louis, MO.
- Ro, E., Nuzum, H., Gutgsell, O., & Clark, L.A. (2014, September). Comparing Informant-rated and Selfreported Functioning in the Context of Personality Pathology. Poster presented at the 28th Annual Meeting of the Society for Research in Psychopathology. Evanston, IL. <u>http://f1000.com/posters/browse/summary/1096947</u>
- Van der Bleek, E., Clark, L.A., & **Ro**, E. (2014, April). *Personality disorder, legal issues, and negative life events*. Poster presented at the 2nd Annual Conference of the North American Society for the Study of Personality Disorder. Boston, MA.
- Clark, L.A., & **Ro, E**. (2014, April). *Interviewer-rated DSM-5-III Alternative-model Traits Reflect DSM-IV PD Diagnoses with High Fidelity*. Paper presented at the 2nd Annual Meeting of the North American Society for the Study of Personality Disorders. Boston, MA.
- Novacek, D. M., Ro, E., & Clark, L.A. (2013, September). Psychotic symptoms and interpersonal functioning: What difference does the history of psychotic symptoms and type of relationship make? Poster presented at the 27th Annual Meeting of the Society for Research in Psychopathology. Oakland, CA.
- Clark, L.A., Ro, E., & Shapiro, J. (2013, September). Psychosocial Functioning as a Third Important Domain in Psychological Health and Pathology: Relations with Personality and Symptoms. In A. Wright (Chair), Major Contemporary Issues in Personality Pathology: Structure, Dynamics, and Diagnosis. Paper presented at the 27th Annual Meeting of the Society for Research in Psychopathology. Oakland, CA.
- Ro, E. & Clark, L. A. (2013, September). Comparing Personality Disorder Diagnostic Models: DSM-IV/-5 vs. the DSM-5 Alternative Model. In R. Krueger (Chair), Invited Symposium on Personality Disorder Assessment. Paper presented at the 13th International Congress on the Disorders of Personality. Copenhagen, Denmark.
- Novacek, D. M., **Ro**, E., & Clark, L.A. (2013, May). *Personality traits and psychosocial functional impairments associated with Axis I psychotic symptoms*. Poster presented at the 85th Annual Meeting of the Midwestern Psychological Association. Chicago, IL.

- Brewster, H. A., Ro, E., Shapiro, J., Daly, E., Clark, L.A. (2013, April). Qualitative Examination of DSM-5 Personality Disorder Criteria A and B. Poster presented at the 1st Annual Meeting of the North American Society for the Study of Personality Disorders. Boston, MA.
- Shapiro, J., Ro, E., & Clark, L. A. (2013, April). Development and Validation of a Short Form for the General Assessment Personality Dysfunction (GAPD). Poster presented at the 1st Annual Meeting of the North American Society for the Study of Personality Disorders. Boston, MA.
- Clark, L. A. & Ro, E. (2012, November). Personality Traits, Personality Functioning, and Psychosocial Disability in the Diagnosis of Personality Disorder In T. Lynch (Chair), Personality Disorders: DSM-5 and Beyond. Papers and panel discussion presented at the 46th Annual Meeting of the Association of Behavioral and Cognitive Therapies. National Harbor, MD.
- **Ro, E.**, Watson, D., & Clark, L. A.(2012, October). Associations among comprehensive domains of psychosocial functioning and psychopathology symptom spectrum. Paper presented at the 26th Annual Meeting of the Society for Research in Psychopathology. Ann Arbor, MI.
- Stasik, S., Ro, E., Watson, D., & Clark, L. A. (2012, October). The Personality Inventory for DSM-5: Are-test analysis of two forms. Poster presented at the 26th Annual Meeting of the Society for Research in Psychopathology. Ann Arbor, MI.
- Kim, S., **Ro**, E., You, S. (2012, August). *Structure and measurement of emotions in Korea*. Poster presented at the 120th Annual Convention of the American Psychological Association, Orlando, FL.
- **Ro, E.** (2012, July). *Interrelations between psychosocial functioning and personality traits*. In L. Simms (Chair), Links among personality, psychosocial impairment, and important life outcomes, Paper presented at the 16th European Conference on Personality. Trieste, Italy.
- Clark, L. A., & Ro, E. (2011, September). Relations between personality traits, personality functioning, and psychosocial disability in the diagnosis of personality disorder. In C. Hopwood (Chair), Articulating key features of an empirically-based model of psychopathology, Symposium presented at the 25th Annual Meeting of the Society for Research in Psychopathology, Boston, MA.
- **Ro, E.** & Clark, L. A. (2010, October). *Psychosocial Functioning and Personality Pathology: Interrelations and Implications for Conceptualizing Psychopathology.* Poster presented at the 24th Annual Meeting of the Society for Research in Psychopathology, Seattle, WA.
- Hahn, K. E., Parker, J. D., Ro, E., Connolly, K. M., & Burke, R. S. (2009, November). Exploration of Emotion Dysregulation in Treatment-Seeking Veterans Diagnosed with Substance Dependence Disorders. Poster presented at the 43rd Annual Meeting of the Association for Behavioral and Cognitive Therapies, New York, NY.
- **Ro, E.** & Clark, L.A. (2008, September). *Examination of the Structure of Psychosocial Functioning*. Poster presented at the 22nd Annual Meeting of the Society for Research in Psychopathology, Pittsburgh, PA.
- Ro, E., Clark, L. A., Jarrett, R., & Vittengl, J. (2007, October). Social Adjustment Scale in Patients with Recurrent Depression. Poster presented at the 21st Annual Meeting of the Society for Research in Psychopathology, Iowa City, IA.
- Ro, E. & Lawrence, E. (2006, November). The role of believability in psychological abuse and individual

distress: A pilot study. Poster presented at the 40th Annual Meeting of the Association for Behavioral and Cognitive Therapies, Chicago, IL.

- **Ro, E.** & Lawrence, E. (2004, November). *Comparing the utility of self-report measures to behavioral observation data in psychological aggression research*. Poster presented at the 38th Annual Meeting of the Association for Advancement of Behavior Therapy, New Orleans, LA.
- **Ro, E.** & Lawrence, E. (2003, November). *Psychological aggression in intimate relationships: Psychometric properties and critical correlates of existing measures.* Poster presented at the 37th Annual Meeting of the Association for Advancement of Behavior Therapy, Boston, MA.

Invited Presentations

Ro, E. (2014, February). *DSM-5 Implications*. In S. Hupp, E. Ro, & A. Pomerantz (Presenters). *The DSM-5: Development, Changes, & Implications*. Presentation given to staff of Children's Home & Aid. Collinsville, IL.

Editorial Board Membership

Frontiers in Psychology (Emotion Science specialty)2015-presentThe Korean Journal of Clinical Psychology (English editions)2017-present

TEACHING

Courses Taught at SIUE

Undergraduate Courses

PSYC 340	Theories of Personality (2014)
PSYC 421	Psychological Tests and Measurement (2013-2017)
PSYC 431	Psychopathology (2014- present): traditional, blended, and on-line formats
PSYC 494	Capstone in Psychology (2014-present)

Graduate Courses

PSYC 531	Advanced Psychopathology (2015-present)
PSYC 538	Group Psychotherapy (2017-present)
PSYC 541B	Cognitive Assessment of the Adult (2013-2014)

Other Teaching Activities at SIUE

Supervised Master's Thesis

In progress-

Kaitlin Henning (chair) Rachael Huck (chair) Laura Lapinski (chair) Ashley Kernan

Defended-

2018

Mackenzie Atchie (chair) Andrea Fentem (chair) Rachel Ryan (chair) Sudaba Aliyeva (chair) Joy Ciskowski Abigail Overstreet Joshua Lupardus

2017

Megan Klann (chair) Jessica Harvey (chair) Amanda Montayne Emily Rardin

2016

Stephanie Jacobs Timothy Kelly Christine Ryder Brandy Hart Stephanie Young

2015

Daniel Duffy Melissa Ginders

2014

Catrina Salama Lacey Hall

Supervised Theses for Undergraduate Honors

In progress-

Colleen Mock (chair) Jason Brooks

Defended-

2018

Gabriel Alfaro Nicole Miller

2017

Shaelyn Grant (chair, URCA Associate student) Hannah Osman Libby Fisher Samantha Hinshaw

2016

Ashleigh Lupton (chair)

<u>Supervised Theses for Undergraduate Integrative Studies</u> Defended-

2018

Jarrod Kirby

2017

Tyra Blevins

Mentored-Student Conference Poster Presentation

Completed Conference Presentations

- Mock, C. (2019, May). Facet and domain analysis of conscientiousness and neuroticism as predictors of academic achievement. Poster presented at the 91st Annual Meeting of the Midwestern Psychological Association Annual Conference. Chicago, IL.
- Smith, S. (2019, May). Empathy, hypomanic symptoms, and interpersonal functioning: A mediational analysis. Poster presented at the 91st Annual Meeting of the Midwestern Psychological Association Annual Conference. Chicago, IL.
- Walker, A., Harley, L.-J., Ortiz, E., & Cooper, P. (2018, May). The effects of academic life, social life, and depression symptoms on college students' self-efficacy: A comparative examination of freshmen and seniors. Poster presented at the 90th Annual Meeting of the Midwestern Psychological Association Annual Conference. Chicago, IL.
- Norman, S., Frink, H., Bailey, G., & Wright, A (2018, May). Examining the associations among social anxiety, emotion regulation, and prosocial behavior before and after controlling for social desirability. Poster presented at the 90th Annual Meeting of the Midwestern Psychological Association Annual Conference. Chicago, IL.

- Grant, S. (2017, May). *The role of emotion regulation, dating attitudes, and attitudes toward women in understanding dating intimate partner violence*. Poster presented at the 89th Annual Meeting of the Midwestern Psychological Association Annual Conference. Chicago, IL.
- Lupton, A. L. (2016, May). *Self-esteem and conscientiousness as predictors of eating behaviors*. Poster presented at the 88th Annual Meeting of the Midwestern Psychological Association Annual Conference. Chicago, IL.
- Klann, M.C., Fentem, A., Blackwell, M., Diecker, M. Q., & Webb, A. (2016, May) *Relations between anger and traumatic symptom dimensions: Exploring gender differences in college students.* Poster presented at the 88th Annual Meeting of the Midwestern Psychological Association Annual Conference. Chicago, IL.
- Smith, B. M., Whittington, J. Y., Harrington, I. M., & Randle, A. J. (2016, May). Eating my worry and self-esteem away: The effects of self-esteem and worry on college students' eating habits. Poster presented at the 88th Annual Meeting of the Midwestern Psychological Association Annual Conference. Chicago, IL.
- Vahey, B., LeClaire, C., Lamkey, J., Bailey, R., & McCammack, J. (2015, May). Neuroticism and extraversion personality traits and their effects on seating. Poster presented at the 87th Annual Meeting of the Midwestern Psychological Association Annual Conference. Chicago, IL.
- Diecker, M. Q., Klann, M. C., Roach, S. Q., Sanchez Zabala, T. M., & Wilson, S. (2015, May). The impact of conscientiousness and disinhibition on academic performance and sexual risk taking between bender. Poster presented at the 87th Annual Meeting of the Midwestern Psychological Association Annual Conference. Chicago, IL.

Sponsored Student Grants

- Henning, K. (2018). *SIUE Graduate School: Research Grants for Graduate Students (RGGS)*. A Comprehensive Look at Help-Seeking Intentions of OIF/OEF Veterans. \$405.00.
- Huck, R. (2018). *SIUE Graduate School: Research Grants for Graduate Students (RGGS)*. The Role of Implicit Theories of Emotion in Psychological Flexibility. \$480.00.
- Atchie, M. (2017). *SIUE Graduate School: Research Grants for Graduate Students (RGGS)*. Dissociation/Schizotypy, Unusual Sleep Experiences, and Emotion Regulation. \$300.
- Fentem, A. (2017). *SIUE Graduate School: Research Grants for Graduate Students (RGGS)*. The Impact of Couples' Conflicts on Everyday Sadists' Perceived Relationship Satisfaction. \$360.
- Ryan, R. (2017). *SIUE Graduate School: Research Grants for Graduate Students (RGGS)*. Attachment, Emotion Regulation, and Gender Role Issues in BDSM Relationships. \$385.
- Klann. M. (2016). *SIUE Graduate School: Research Grants for Graduate Students (RGGS)*. The Dark Tetrad and its Relations with Maladaptive Personality Traits and Sexual Tactics. \$500.

In-Service Presentation

Guest Lectures

Approximately once per year in PSYC200 – Careers in Psychology. I provided an overview of clinical psychology for undergraduate students. Instructors: Dr. Danice Brown, Dr. Dan Segrist, Dr. Jason Murphy.

Teaching Activity Prior to SIUE

Spring, 2012	Instructor, Seminar on Evidence-Based Psychotherapy
Spring, 2008	Teaching Assistant, Introduction to Clinical Psychology
Fall, 2007	Teaching Assistant, Introduction to Clinical Psychology
2006-2007	Teaching Assistant, Seashore Psychology Clinic

Spring, 2006 Teaching Assistant, Graduate-level Appraisal II

SERVICE

Department

Leadership Position

• Senior Research Assignment (SRA) coordinator (Summer 2015-present)

Committee Memberships

- Professional Affairs Committee (2017 present)
- Ad hoc committee on Limit to Online Undergraduate PSYC courses (Fall 2015)
- Ad hoc committee on Senior Assignment Evaluation Form Modification (Fall 2015)
- Ad hoc committee on Kathryn Skinner Award (Spring 2015)
- Ad hoc committee on Distinguished Speaker (Fall 2014)
- Clinical Psychology Graduate Faculty (Fall 2013 present)

Other Service Activities

- Graduate Program Advertisement Video Production Participation (Fall 2017)
- Graduate Program Recruitment Session (Fall 2017)
- Culture of Service Proposal Review Ad Hoc Committee, Alternate (Fall 2016 present)
- Psi Chi Paper Presentation Judge (Spring 2014, Spring 2018)
- Host faculty for a visiting scholar from Korea (Spring 2014 Fall 2014)
- Presenter at the department's brown bag research series (Spring 2014, Spring 2015)
- Faculty meeting minute taker (Fall 2013 Fall 2014)
- Applying to Graduate School Boot Camp helper (Fall 2013)
- Psychology Book Club attending faculty (Fall 2013)

School

Alternate, School of Education, Health, and Human Behavior Teaching Excellence Award Committee (Spring 2018- Fall, 2019)

Member, School of Education, Health, and Human Behavior Teaching Excellence Award Committee (Spring 2016- Fall 2017)

Alternate, School of Education, Health, and Human Behavior Teaching Excellence Award Committee (Spring 2014- Fall, 2015)

University

Leadership Position

• Multicultural Counselor Search Committee, Chair (Spring, 2017)

Committee Membership

- URCA Board (Fall 2016 present)
- Health Informatics Program Committee (Spring 2016)
- Member, Department of Nursing Program Review Committee (Fall 2014 Spring 2015)

Other

• In-service presentation to the staff of the University Counseling Center on using the Diagnostic and Statistical Manual 5th edition in counseling settings (October, 2014).

Professional

Article Editor	
SAGE Open	2015
Journal Reviewer Assessment, Journal of Personality Disorders, Psychological Report, O Science, PLOS ONE, Personality Disorders: Theory, Research and Tra Psychology, Psychiatry Research, Journal of Personality and Mental H Medicine, Journal of Psychiatry and Brain Science, Journal of Psycho	eatment, Frontiers in Health, Journal of Clinical
Conference Reviewer American Psychological Association, Division 12	2013-2014

Community

Team Member

Coordinated Community Care Response Team (C3RT) Outreach and Prevention Subcommittee 2017-present

Curriculum Vitae

J. Thadeus Meeks

<u>School Address</u> Department of Psychology Southern Illinois University Edwardsville Edwardsville, IL 62026 618.650.3438 jmeeks@siue.edu Home Address 1505 McCoy Dr Edwardsville, IL 62025

EDUCATION

Ph.D., Cognitive/Experimental Psychology University of Georgia, Athens, GA (May 2009)

M. S., Experimental Psychology Georgia Southern University, Statesboro, GA (Summer 2004)

B. S., Psychology Minor in Sociology University of Georgia, Athens, GA (Fall 2001) Summa Cum Laude graduate

PROFESSIONAL EXPERIENCE

Chair of Psychology Department Southern Illinois University Edwardsville July 2017-October 2017 Edwardsville, IL

Associate Professor Southern Illinois University Edwardsville Spring 2015 – Present Department of Psychology Edwardsville, Illinois

Assistant Professor Southern Illinois University Edwardsville Fall 2009 – Spring 2015 Department of Psychology Edwardsville, Illinois **Graduate Teaching Assistant University of Georgia** Fall 2007 – Spring 2009 Department of Psychology Athens, Georgia

Teaching Assistant University of Georgia Fall 2004 – Summer 2007 Department of Psychology Athens, Georgia

RESEARCH INTERESTS

I have broad interests in cognitive psychology, particularly in human memory and learning. Traditionally, I have been interested in prospective memory, recall/recognition memory, and source memory. Recently, I have focused on the association between stress, emotion, mind wandering, mindfulness, and cognitive performance. I have also recently begun a line of research related to individual differences in note-taking and study strategies.

RESEARCH EXPERIENCE

Research Supervisor

Southern Illinois University Edwardsville

Fall 2009 to Present

I am currently supervising undergraduate students on work in the field of prospective memory and attentional control. The students are getting experience in all phases of research, ranging from project design to data analysis.

Dissertation Project

University of Georgia

Fall 2008 until Spring 2009

I developed an idea on attention and prospective memory which included collecting and analyzing the data, and writing a manuscript based on the results.

Graduate Research

University of Georgia

Fall 2004 until Spring 2009

I collected and analyzed data from many projects broadly involving human learning and memory directly under the supervision of faculty advisor Richard L. Marsh. From this I gained valuable experience with empirical and theoretical research issues related to my current research interests.

Thesis Project Georgia Southern University

Spring 2004 until Summer 2004

I developed idea on cognitive complexity, collected and analyzed the data, and wrote thesis project on the results. This thesis project was important in understanding the whole gamut of steps involved in writing a detailed empirical manuscript.

Project Coordinator Georgia Southern University

Fall 2003

I developed an idea on belief updating, collected and analyzed the data, and wrote a paper on the results. This provided me with an initial foray of the research writing process.

Additional Graduate Research Georgia Southern University

Spring 2003

I collected and analyzed data under John. D. Murray concerning eye movement and stereotype research which augments my current research on human learning and memory.

REFEREED ARTICLES

- Meeks, J. T., Taul, M., Rice, R., Posey, Z., & Harper, N. (in press). Negative mood reduces negative false memories after a brief mindfulness exercise. *Mindfulness*.
- Meeks, J. T., Pitaes, M., & Brewer, G. A. (2015). The compensatory role of implementation intentions for young adults with low working memory capacity. *Applied Cognitive Psychology*, *29*, 691-701.
- Meeks, J. T., Rosnick, C. B., Blackhurst, J., & Overton, A. (2014). Does sex matter? The moderating role of sex on the relationship between stress biomarkers and cognition. *Current Psychology*, *33*, 199-218.
- Meeks, J. T., Knight, J. B., Brewer, G. A., Cook, G. I., & Marsh, R. L. (2014). Investigating the subjective reports of rejection processes in the word frequency mirror effect. *Consciousness and Cognition*, 24, 57-69.
- Cook, G. I., Meeks, J. T., Clark-Foos, A., Merritt, P. S., & Marsh, R. L. (2014). The role of interruptions and contextual associations in delayed-execute prospective memory. *Applied Cognitive Psychology*, 28, 91-103.
- Somers, A. D., Pomerantz, A. M., Meeks, J. T., & Pawlow, L. A. (2014). Should Psychotherapists disclose their own psychological problems? *Counselling and Psychotherapy Research*, 14, 249-255.

- Knight, J. B., Meeks, J. T., Marsh, R. L., Cook, G. I., Brewer, G. A., & Hicks, J. L. (2011). An observation on the spontaneous noticing of prospective memory event-based cues. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 37, 298-307.
- Ball, H. B., Marsh, R. L., Meeks, J. T., & Hicks, J. L. (2011). The reactivation of associated information affects source monitoring. *Memory & Cognition*, 39, 818-826.
- Brewer, G. A., Knight, J. B., Meeks, J. T., & Marsh, R. L. (2011). On the role of imagery in event-based prospective memory. *Consciousness and Cognition*, 20, 901-907.
- Brewer, G. A., Marsh, R. L., Clark-Foos, A., Meeks, J. T., Cook, G. I., & Hicks, J. L. (2011). A comparison of activity-based to event-based prospective memory. *Applied Cognitive Psychology*, 25, 632-640.
- Meeks, J. T., & Marsh, R. L. (2010). Implementation intentions about nonfocal event based prospective memory tasks. *Psychological Research*, 74, 82-89.
- Brewer, G. A., Marsh, R. L., Meeks, J. T., Clark-Foos, A., & Hicks, J. L., (2010). The effects of free recall testing on subsequent source memory. *Memory*, 18, 385-393.
- Brewer, G. A., Marsh, R. L., Clark-Foos, A., & Meeks, J. T. (2010). Noncriterial recollection influences metacognitive monitoring and control processes. *Quarterly Journal of Experimental Psychology*, 63(10), 1936-1942.
- Marsh, R. L., Meeks, J. T., Cook, G. I., Clark-Foos, A., Hicks, J. L & Brewer, G.A. (2009). Retrieval constraints on the front end create differences in recollection on a subsequent test. *Journal of Memory and Language*, 61, 470-479.
- Unsworth, N., Miller, J. D., Lakey, C. E., Young., D. L., Meeks, J. T., Campbell, W. K., & Goodie, A. S. (2009). Exploring the relation among executive functions, fluid intelligence, and personality. *Journal of Individual Differences, 30*, 194-200.
- Clark-Foos, A., Brewer, G., Marsh, R. L., Meeks, J. T., & Cook, G. I. (2009). The valence of event-based prospective memory cues or the context in which they occur affects their detection. *American Journal of Psychology*, 122, 89-97.
- Meeks, J. T., Hicks, J. L., & Marsh, R. L. (2007). Metacognitive awareness of eventbased prospective memory. *Consciousness and Cognition*, 16, 997-1004.
- Marsh, R. L., Cook, G. I., Meeks, J. T., Clark-Foos, A., & Hicks, J. L. (2007). Memory for intention-related material presented in a to-be-ignored channel. *Memory & Cognition, 35,* 1197-1204.

- Cook, G. I., Marsh, R. L., Clark-Foos, A., & Meeks, J. T. (2007). Learning is impaired by activated intentions. *Psychonomic Bulletin & Review*, 14, 101-106.
- Marsh, R. L., Meeks, J. T., Hicks, J. L., Cook, G. I., & Clark-Foos, A. (2006). Concreteness and item-to-list context associations in the free recall of items differing in context variability. *Journal of Experimental Psychology: Learning, Memory, and Cognition, 32,* 1424-1430.

PROFESSIONAL PRESENTATIONS

- Meeks, J. T., Tallman, M., Posey, Z., Jeter, M., Williams, J., Franco, L., Hester, A., Swanson, P., & Watt, J. (2019, November). *The role of valence and arousal in the differential false memory rates of men and women*. Poster to be presented at the 60th Annual Meeting of the Psychonomic Society, Montreal, QC.
- Meeks, J. T., Rice, R., Taul, M., Posey, Z., & Harper, H. (2018, November). *The effects* of brief mindfulness meditation and negative mood on false memory for negative and neutral information. Poster presented at the 59th Annual Meeting of the Psychonomic Society, New Orleans, LA.
- Meeks, J. T. (2018, May). *The multiple types of human memory and memory errors*. Paper presented at The Primary Source: An Interdisciplinary Conference on Memory and Identity, St. Louis, MO.
- Meeks, J. T., Cruz, N., Hurley, N., & Sheets, K. (2016, October). The effectiveness of note-taking and immediate review strategies on exam performance: An individual differences perspective. Poster presented at the Society for Teaching of Psychology's 15th Annual Conference on the Teaching of Psychology, Decatur, GA.
- Cook, G. I., Clark-Foos, A., Meeks, J. T., Marsh, R. L., & Urbanik, C. (2016, November). Sensical and nonsensical information may help or hurt source memory for ambiguous images. Poster presented at the 57th Annual Meeting of the Psychonomic Society, Boston, MA.
- Wickenhauser, M. E., Rosnick, C. B., & Meeks, J. T. (2016, May). Negative life events and depression/anxiety: The mediating role of event-based intrusive thinking.
 Poster presented at the 28th Association for Psychological Science Annual Convention, Chicago, IL.
- Somers, A. D., Pomerantz, A. M., Meeks, J. T., & Pawlow, L. A. (2015, August). Should psychotherapists disclose their own psychological problems? Poster to be presented at the American Psychological Association Annual Convention, Toronto, ON.

- Cook, G. I., Merritt, P.S., & Meeks, J. T. (2015, June). Unconscious plagiarism in a novel-generation task is greater when the source of examples is credible. Poster to be presented at the 11th biennial meeting of the Society of Applied Research in Memory, Victoria BC.
- Meeks, J. T., Horn, S., Johnson, A., Swift, G., Vaughn, A., & Rosnick, C. B. (2015, May). *The role of emotional factors in the relationship between dispositional mindfulness and cognitive ability*. Poster to be presented at the annual meetings of the Association for Psychological Science, New York, NY.
- Rosnick, C. B, Garcia, M. & Meeks, J. T. (2015, May). Depleting attentional control resources negatively impacts Stroop accuracy but not latencies. Poster to be presented at the annual meetings of the Association for Psychological Science, New York, NY.
- Rosnick, C. B., Graham, E. K., Topal, S., & Meeks, J. T. (2014, August). Intrusive thinking mediates the neuroticism-cortisol relationship but only in older adults. Poster presented at the American Psychological Association Annual Convention, Washington, DC.
- Meeks, J. T., Zurick, S., & Rosnick, C. B. (2013, November). *Beyond sadness: The beneficial effect of negative mood on event-based prospective memory performance.* Poster presented at the annual meetings of the Psychonomic Society, Toronto, ON.
- Cook, G. I., Merritt, P. S., Clark-Foos, A. G., & **Meeks, J. T**. (2013, November). *How context influences intentions formed before, but not during interruptions*. Poster presented at the annual meetings of the Psychonomic Society, Toronto, ON.
- Croghan, A., Rosnick, C. B., & Meeks, J. T. (2013, November). The effects of depressive symptomatology, intrusive thinking, and age on cognitive functioning: A 3-way interaction model. Poster presented at the annual meeting of the Gerontological Society of America, New Orleans, LA.
- Rosnick, C.B., Croghan, A., Sabatino, L., & Meeks, J. T. (2013, November). Profiling intrusive thinkers: A regression tree analysis. Poster presented at the annual meeting of the Gerontological Society of America, New Orleans, LA.
- Sabatino, L., Rosnick, C. B., & Meeks, J. T. (2013, November). Worry and intrusive thinking as mediators of the depressive symptomatology-cognition relationship. Poster presented at the annual meeting of the Gerontological Society of America, New Orleans, LA.
- Meeks, J. T., & Rosnick, C. B. (2012, November). *The moderating role of mind wandering in the relationship between physiological stress and cognition.* Poster presented at the annual meetings of the Psychonomic Society, Minneapolis, MN.

- Rosnick, C. B., & Meeks, J. T. (2012, November). Task specific mind wandering and difficulty mediate the relationship between anxiety and performance. Poster presented at the annual meetings of the Gerontological Society of America, Atlanta, GA.
- Meeks, J. T., & Rosnick, C. B. (2012, May). *Age moderates the relationship between physiological stress levels and cognition*. Poster presented at the annual meetings of the Association for Psychological Science, Chicago, IL.
- Rosnick, C. B., Meeks, J. T., & Voegtle, M. (2012, May). The differential curvilinear relationship between alpha amylase and cortisol with cognitive ability. Poster presented at the annual meetings of the Association for Psychological Science, Chicago, IL.
- Blackhurst, J., Overton, A., **Meeks, J. T.,** & Rosnick, C. B. (2012, May). *Does sex matter? The moderating role of sex in the stress-cognition relationship.* Poster presented at the annual meetings of the Association for Psychological Science, Chicago, IL.
- Rosnick, C.B., **Meeks, J. T.**, Kelly, A., & Blackhurst, J. (2011, November). *Intrusive thinking moderates the age-cognition relationship: Type of intrusive thinking matters*. Poster presented at the annual meetings of the Gerontological Society of America, Boston, MA.
- Rosnick, C. B., **Meeks, J. T., &** Voegtle, M. (2012, April). *The relationship between life stress and cognitive performance: The mediating role of intrusive thoughts and cortisol.* Poster presented at the 2012 Cognitive Aging Conference, Atlanta, GA.
- Meeks, J. T., Rosnick, C. B., MacDonald, A. (2011, May). *Biological markers of stress moderate the intrusive thinking-cognition relationship*. Poster presented at the annual meetings of the Association for Psychological Science, Washington DC.
- Rosnick, C. B, Meeks, J. T., Stift, A, & Voegtle, M., &. (2011, May). Salivary alpha amylase mediates the relationship between intrusive thinking and cognition. Poster presented at the annual meetings of the Association for Psychological Science, Washington DC.
- Meeks, J. T., Marsh, R. L., Meisel, M. K., & Wall, J. L. (2010, November). *The differential effectiveness of implementation intentions*. Poster presented at the annual meetings of the Psychonomic Society, St. Louis, MO.
- Meeks, J. T., Brewer, G. A., Knight, J. B, Marsh, R. L., & Clark-Foos, A. (2009, November). *On the role of imagery in event-based prospective memory*. Poster presented at the annual meetings of the Psychonomic Society, Boston, MA.

- Meeks, J. T., Cook, G. I., Marsh, R. L., Einstein, G. O., & Hicks, J. L. (2009, November). Attentional allocation policies affect cue detection and interference on both related and unrelated tasks. Poster presented at the annual meetings of the Psychonomic Society, Boston, MA.
- Cook, G. I., & Meeks, J. T. (2009, September). Attentional-allocation policies affect prospective memory, ongoing-task interference, and cue interference. Cognitive-Lunch Lecture Series, The Claremont Graduate University, Claremont, CA.
- Meeks, J. T. (2009, June). *The differential effects of reminders on event-based prospective memory.* Paper presented at the Illinoisy Data Conference, Edwardsville, IL.
- Meeks, J. T., Cook, G. I., Marsh, R. L., & Einstein, G. O. (2009, April). Types of interference from event-based prospective memories. Paper presented atthe Ellis-Battig Symposium at the 79th Annual Meeting of the Rocky Mountain Psychological Association, Albuquerque, NM.
- Hicks, J. L., Clark-Foos, A., Marsh, R. L., & Meeks, J. T. (2009, April). *Time-related intentions are affected by background activities*. Paper presented at the Ellis-Battig Symposium at the 79th Annual Meeting of the Rocky Mountain Psychological Association, Albuquerque, NM.
- Meeks, J. T., Clark-Foos, A., Brewer, G. A., Knight, J. B., & Marsh, R. L. (2009, February). Stimulus effects on rejection processes in a recognition memory test. Poster presented at the annual meetings of the Southeastern Psychological Association, New Orleans, LA.
- Clark-Foos, A., Meeks, J. T., Knight, J. B., Brewer, G. A., & Marsh, R. L. (2009, February). Semantic sense affects source monitoring. Poster presented at the annual meetings of the Southeastern Psychological Association, New Orleans, LA.
- Brewer, G. A., Clark-Foos, A., Meeks, J. T., Knight, J. B., & Marsh, R. L. (2009, February). *The role of declarative knowledge in encoding prospective memories*. Paper presented at the annual meetings of the Southeastern Psychological Association, New Orleans, LA.
- Knight, J. B., Brewer, G. A., Clark-Foos, A., Meeks, J. T., & Marsh, R. L. (2009, February). *Lure interference in event-based prospective memory*. Poster presented at the annual meetings of the Southeastern Psychological Association, New Orleans, LA.

- Brewer, G. A., Clark-Foos, A., Marsh, R. L., Meeks, J. T., & Foos, P. W. (2008, November). Noncriterial recollection affects feelings of knowing. Poster presented at the annual meetings of the Psychonomic Society, Chicago, IL.
- Brewer, G. A., Clark-Foos, A., Marsh, R. L., & **Meeks, J. T.** (2008, November). *The testing effect does not uniformly change source monitoring*. Poster presented at the annual meetings of the Psychonomic Society, Chicago, IL.
- Brewer, G. A., Meeks, J. T., Clark-Foos, A., Cook, G. I., & Marsh, R. L. (2008, May). Self-initiated cueing and activity-based prospective memory. Poster presented at the annual meetings of the Association for Psychological Science, Chicago, IL.
- Clark-Foos, A., Brewer, G. A., Meeks, J. T., Marsh, R. L., Foos, P. W., & Clark, C. (2008, May). *The influence of noncriterial information on metacognitive search strategies*. Poster presented at the annual meetings of the American Psychological Society, Chicago, IL.
- Brewer, G. A., Clark-Foos, A., **Meeks, J. T.**, & Marsh, R. L. (2008, March). *Grand theft plagiarism: Stealing less when we will get caught*. Poster presented at the annual meetings of the Southeastern Psychological Association, Charlotte, NC.
- Clark-Foos, A., Brewer, G. A., **Meeks, J. T.**, & Marsh, R. L. (2008, March). *Judging reality: I've got to admit it's getting better*. Poster presented at the annual meetings of the Southeastern Psychological Association, Charlotte, NC.
- Meeks, J. T. (2008, March). *The dynamic allocation of attention inside and outside of event-based prospective memory contexts.* Paper presented at the annual meetings of Psi Chi at the University of Georgia, Athens, GA.
- Meeks, J. T., Clark-Foos, A., Brewer, G. A., Hicks, J. L., & Marsh, R. L. (2008, March). Utilizing retrieval modes: Improving memory on the front end. Poster presented at the annual meetings of the Southeastern Psychological Association, Charlotte, NC.
- Cook, G. I., Meeks, J. T., Marsh, R. L., & Einstein, G. O. (2007, November). Attentional manipulations affect focal and nonfocal prospective memory differently. Poster presented at the annual meetings of Psychonomic Society, Long Beach, CA.
- Meeks, J. T., Cook, G. I., Clark-Foos, A., Brewer, G. A., & Marsh, R. L. (2007, November). *Careful inspection of memory reduces recognition memory accuracy*. Poster presented at the annual meetings of the Psychonomic Society, Long Beach, CA.

- Meeks, J. T. (2007, March). *Metacognitive awareness of event-based prospective memory*. Paper presented at the annual meetings of Psi Chi at the University of Georgia, Athens, GA.
- Brewer, G. A., Clark-Foos, A., **Meeks, J. T.**, & Marsh, R. L. (2007, February). *Valenced context affects event-based prospective memory*. Paper presented at the annual meetings of the Southeastern Psychological Association, New Orleans, LA.
- Clark-Foos, A., Brewer, G. A., Meeks, J. T., & Marsh, R. L. (2007, February). *Emotionally arousing stimuli survive taxation of processing resources*. Paper presented at the annual meetings of the Southeastern Psychological Association, New Orleans, LA.
- Marsh, R. L., Meeks, J. T., Cook, G. I., Clark-Foos, A., & Hicks, J. L. (2006, November). *Retrieval constraints create differences in recollection*. Poster Presented at the 46th Annual Meeting of the Psychonomic Society, Houston, TX

INTERNAL GRANTS FUNDED

- Meeks, J. T., & Rosnick, C. B. (2011). *The Relationship between Stress, Intrusive Thinking, and Cognitive Performance in Middle-Aged Males and Females.* SIUE New Directions grant. Total award = \$14,329.
- Meinz, E. J., Jewell, J., Meeks, J. T., Pettibone, J. C., Rose, P. M., & Rosnick, C.B. (2011). Eye-tracking Data in Psychological Science: New Methods of Investigating Existing Questions. SIUE New Directions grant mechanism. Total award = \$31,518.40.
- Rosnick, C. B., & Meeks, J. T. (2010). Understanding the physiology on intrusive thinking/attentional control in college students: A pilot study. SIUE Dean's Grant. Total Award = \$1000.

EXTERNAL GRANTS SUBMITTED BUT NOT FUNDED

- Jewell, J. D., Meeks, J. T., & Hupp, S. D. A. (March 2017). National Institute of Justice, CFDA 16.560 Comprehensive School Safety Initiative NIJ-2017-11147. Project B-CALM: A cluster randomized controlled trial of a two tier mindfulness and meditation program (Resubmission). \$2,995,156.
- Jewell, J. D., Meeks, J. T., Hupp, S. D. A., & Klosterman, B. (May 2016). National Institute of Justice, CFDA 16.560 Comprehensive School Safety Initiative. Project B-CALM: A cluster randomized controlled trial of a two tier mindfulness and meditation program. \$4,983,127.

OTHER GRANT-RELATED ACTIVITY

Statistical consultant for a submitted Robert Wood Johnson Foundation grant proposal (not funded) Fall 2016

Assessment consultant for a submitted NSF S-STEM external grant proposal (not funded) Fall 2011-Fall 2012

RESEARCH IN PROGRESS

I have recently begun a line of research related to individual differences in note-taking and study strategies as well as research related to mindfulness and memory.

UNIVERSITY INSTRUCTION

Assistant Professor, Southern Illinois University Edwardsville, Department of Psychology

Psyc 111 (Foundations of Psychology...including a New Freshman Seminar section)
Psyc 208 (Cognitive Psychology)
Psyc 220 (Research Design and Statistics I)
Psyc 221 (Research Design and Statistics II)
Psyc 495/312 (Sensation and Perception)
Psyc 491 (Research in Psychology)
Psyc 494 (Capstone Seminar in Psychology)
Psyc 496 (Undergraduate Teaching Assistants in Psychology)

Psyc 527 (Practicum: Teaching Psychology)

Graduate Instructor, University of Georgia, Department of Psychology Psyc 1101 (Introduction to Psychology) Psyc 4100 (Cognitive Psychology)

TEACHING AND PROFESSIONAL TRAINING

Teaching Conferences/Workshops

- Midweek mentor on dealing with anxiety in students (hosted by SIUE) (Fall 2017)

- All faculty meeting related to general education (hosted by SIUE) (Fall 2017)

- Society for the Teaching of Psychology Annual Conference (Decatur, GA) (Fall, 2016)

- Training the Trainer Workshop on the use of the Critical Thinking Assessment Test (Santa Fe, NM) (Fall 2014)

- Teaching with iPad Seminar (hosted by SIUE) (Spring 2014)

- Higher Learning Commission's Assessment Workshop (St. Charles, IL) (Summer 2013) Continuous Improvement Conference (hosted by SIUE) (Spring 2013)
Teaching and Technology Conference (hosted by UMSL Continuing Education) (Fall 2012)
Unpacking Reflective Practices with Digital Technology (hosted by SIUE)

(Spring 2010)

- Technology Workshop (hosted by SIUE) (Fall 2009)

- Visited Various Online Teaching Websites (Fall 2009 - Fall 2014)

Professional Development Course Fall, 2005 I took a class centering on grant writing, teaching, research proposals, and exploring the job market.

Graduate Teaching Course Fall, 2004 I took a graduate course designed for the improvement in teaching skills. We covered topics such as syllabus creation, teaching philosophy, lecture presentation, etc.

UNIVERSITY SERVICE

General Education Assessment Committee (appointed as chair in the Fall of 2014 until Spring of 2017) Southern Illinois University Edwardsville 2013-Present

Member of HLC Assurance Review Southern Illinois University Edwardsville Fall 2017

Guest Lecturing in Graduate History Course Southern Illinois University Edwardsville Fall 2017

Darwin Day Assistance/Participation Southern Illinois University Edwardsville Spring 2017

SIUE Experience Committee (New Freshman Seminar, Curriculum Module, and Assessment Subcommittee) Southern Illinois University Edwardsville 2011-Present

Faculty Fellow for Bluff Hall Southern Illinois University Edwardsville Fall 2017 Faculty to Student Athlete Mentoring Program Southern Illinois University Edwardsville 2009-2010, 2013-2014, 2014-2015, 2015-2016, 2016-2017

Disciplinary Hearing Panel Member (Through Student Affairs) Southern Illinois University Edwardsville 2012 (1 hearing), 2013 (2 hearings), 2014 (2 hearings), 2015 (1 hearing), 2016 (3 hearings), 2017 (1 hearing)

Intercollegiate Athletic Committee Southern Illinois University Edwardsville Fall 2011-Present

Volunteer at SIUE Central (as part of SIUE Experience) Southern Illinois University Edwardsville 2016, 2017

House Calls for New Residential Students Southern Illinois University Edwardsville 2010, 2011, 2013, 2014, 2017

Developed Workshop Presentation on Oral Communication Southern Illinois University Edwardsville Fall, 2017

Member of REU Grant Faculty Panel Discussion (with students) Southern Illinois University Edwardsville Fall, 2017

Faculty Fellow for Psychology Focused Interest Community Southern Illinois University Edwardsville Fall 2011-Spring 2017

Organizer and Discussion Leader of a Critical Thinking Workshop Southern Illinois University Edwardsville 2016

Discussion Leader for a Midweek Mentor on Critical Thinking Southern Illinois University Edwardsville 2016

Search Committee for Associate Dean/Director of Student Conduct Southern Illinois University Edwardsville 2016

Volunteer at Commuter Breakfast (as part of SIUE Experience)

Southern Illinois University Edwardsville 2016

Panel Member for University Career Exploration Course Southern Illinois University Edwardsville 2016

Computer Science Senior Assignment Project and Development of Online Cognitive Tasks Southern Illinois University Edwardsville 2016

Chair of Program Review Team for Historical Studies Program Southern Illinois University Edwardsville 2014-2015

Led Student Focus Group on Perception of University Athletics Southern Illinois University Edwardsville 2015

Organized Judges for Graduate School Symposium (as a part of Sigma Xi) Southern Illinois University Edwardsville 2013, 2014, 2015

Discussion leader for Book Club on Teaching First Year Students Southern Illinois University Edwardsville 2014

Discussion Leader for Midweek Mentor Series on "How Do I Create More Effective Mini-Lectures" Southern Illinois University Edwardsville 2014

Review Committee for the Dr. Martin Luther King Scholarship Southern Illinois University Edwardsville Fall 2014

Chair of Program Review Team for Philosophy Undergraduate Program Southern Illinois University Edwardsville 2013-2014

Chair of Program Review Team for Accounting Undergraduate Program Southern Illinois University Edwardsville 2012-2013

Judge for Graduate School Symposium Paper Awards

Southern Illinois University Edwardsville 2012, 2013

Judge for Saint Louis Undergraduate Research Symposium Southern Illinois University Edwardsville 2013

Reviewer for CARI (Competitive Applications Resubmission Incentive) Grant Submission for Graduate School Southern Illinois University Edwardsville 2013

Chair of Program Review Team for Educational Administration Southern Illinois University Edwardsville 2011-2012

Move-In for New Residential Students Southern Illinois University Edwardsville 2012

Reviewer for STEP Grants Southern Illinois University Edwardsville 2011

Program Review Team for Museum Studies Southern Illinois University Edwardsville Spring 2011

NCAA Academic Support Services Review Team Southern Illinois University Edwardsville 2010-2011

Faculty Fellow for Prairie Hall Southern Illinois University Edwardsville 2010-2011

Alternate in the Faculty Senate (Curriculum Council Subcommittee) Southern Illinois University Edwardsville 2010

DEPARTMENTAL SERVICE

Psychology Department Chair Southern Illinois University Edwardsville July 2017-Oct 2017 Judge for Psi Chi Paper Presentations Southern Illinois University Edwardsville 2010, 2012, 2013, 2017

Assistance with Guinness Longest Line of Books Record Southern Illinois University Edwardsville Fall 2017

Ad-hoc Program Marketing Committee Southern Illinois University Edwardsville Spring 2017

Personnel Committee Southern Illinois University Edwardsville 2016-Spring 2017

Coordinator of Research Grants for Graduate Students/Outstanding Thesis Award Southern Illinois University Edwardsville 2015-Spring 2017

Undergraduate Psychology Program Advisory Committee Southern Illinois University Edwardsville 2009–Spring of 2017

Writing Policy Ad-Hoc Committee Southern Illinois University Edwardsville 2015

Chair of Psychology Student Awards Committee Southern Illinois University Edwardsville 2011–2015

Distinguished Speaker Committee Southern Illinois University Edwardsville Fall 2014

Participant Pool Coordinator Southern Illinois University Edwardsville 2011-2014

Chair of Psychology Ad-Hoc Mission and Vision Committee Southern Illinois University Edwardsville 2013 Client for Computer Science Senior Project for Pool Party Revisions Southern Illinois University Edwardsville 2013

Psychology Academic Affairs Committee Southern Illinois University Edwardsville 2010-2012

Departmental Newsletter Editor Southern Illinois University Edwardsville 2010-2011

Library Liaison Southern Illinois University Edwardsville 2009-2010

Other departmental service includes presenting at two departmental brown bags, serving as a panel member for Careers in Psychology courses, helping write assessment questions, attending psychology-related student events, judging senior assignment posters, etc.

SCHOOL SERVICE

Chair of SEHHB Operating Papers Committee Southern Illinois University Edwardsville Fall 2016-Spring 2017

SEHHB Personnel Committee Southern Illinois University Edwardsville 2015 (Alternate), Fall 2016, Spring 2017

SEHHB Election Committee Southern Illinois University Edwardsville 2014-Spring 2017

Organizer in Creating SEHHB Promotion Video Southern Illinois University Edwardsville 2016

Undergraduate Degree Working Group Southern Illinois University Edwardsville 2011-2012

SOE Scholarship Committee Southern Illinois University Edwardsville 2011 (Volunteered in 2012, 2013) Alternate in the SOE Research and Projects Committee Southern Illinois University Edwardsville 2010-2014

Alternate in the SOE Academic Affairs Committee Southern Illinois University Edwardsville 2010-2012

SCHOLARSHIP REVIEW

Ad-hoc Reviewer for NSF Postdoctoral Research Fellowship (4 submissions)

External Examiner for PhD Thesis

Reviewer for Peer-Reviewed Journals (14 new manuscripts, 5 major revisions)

- Applied Cognitive Psychology (1 total)
 - \circ 1 major revision of this paper
- Cognition and Emotion (1 total)
- Consciousness and Cognition (1 total)
- Experimental Psychology (1 total)
 - 1 major revision of this paper
- Frontiers in Perception Science (1 total)
 - 0 1 major revision of this paper
- Frontiers in Psychology: Cognition (1 total)
 1 major revision of this paper
- Journal of Cognitive Psychology (1 total)
- Journal of Experimental Psychology: Learning, Memory, and Cognition (2 total)
- Journal of Personality and Social Psychology: Attitudes and Social Cognition (1 total)
- *Memory* (1 total)
- *Psychophysiology* (1 total)
- *Quarterly Journal of Experimental Psychology* (1 total)
 1 major revision of this paper
- Zeitschrift Psychologie (1 total)

PROFESSIONAL/COMMUNITY SERVICE

Volunteer Judge at Regional Science and Engineering Research Challenge Edwardsville, IL 2014, 2015, 2016, 2017

Alzheimer's Walk Volunteer Edwardsville, IL 2011, 2012, 2013, 2014, 2016 Community Volunteer Leader Southern Illinois University Edwardsville 2012 (City Hall in East St. Louis), 2013 (Granite City Community Gardens), 2014 (Volunteered, but Postponed Due to Rain), 2016 (La Vista CSA)

GTA/TA Mentor Program University of Georgia 2006-2007

IRB, IACUC, IBC Coordinator Georgia Southern University Fall 2002 – Spring 2004

Various other professional services including:

- Participating in a webinar related to best practices with learning communities
- Assisting other faculty/staff with research and statistics issues, book edits, job opportunities, and nominations for awards
- Assisting students with various projects independent of the psychology department as well as with nominations for student awards
- I was invited to review posters for the APA conference, but was never assigned posters to review.

HONORS AND AWARDS

Honorary Member of the National Residence Hall (2017)

Honored at Black Graduation Celebration (2017, 2018)

Friend of Student Affairs Award (2016)

Honored During SIUE Cougars Women's Soccer Faculty Appreciation (2013, 2014) and During SIUE Cougars Baseball Faculty Appreciation (2016)

Nominated for URCA Mentor Award (2013)

SIUE Kimmel Faculty Community Service Award (2013)

SIUE Housing Faculty Fellow of the Year (2012)

Nominated for SIUE Housing Faculty Fellow of the Year (2011, 2015)

Housing Wing of the Month for my Psychology Focus Interest Community for our Work with the Alzheimer's Walk (2011)

Sigma Xi Researcher of the Year (2011) - This award was associated with a research talk given to the university.

The Zimmer Award in recognition of outstanding research accomplishments (2008)

JASON M. MURPHY, PH.D. Missouri Psychologist License #2013040162 Illinois Clinical Psychologist License #071.009182

CONTACT INFORMATION

4905 Autumn Oaks Dr. Maryville, IL 62062 Phone: (618) 530-2577 Email: jamurph83@gmail.com

EDUCATION

 Ph.D., Clinical Psychology (Neuropsychology Specialization) August 2008 – August 2013 Saint Louis University (St. Louis, MO) Dissertation title: The Relationships among Postconcussion Symptoms, PTSD Symptoms, and Personality Characteristics in a Non-Referred Sample (Defended October 31, 2012)

- M.S., Computer Management and Information Systems January 2011 August 2013 Southern Illinois University Edwardsville (Edwardsville, IL)
- M.A., Clinical-Adult Psychology

August 2006 – August 2008

Southern Illinois University Edwardsville (Edwardsville, IL) Thesis title: *The Efficacy of Internet-Based Abbreviated Progressive Muscle Relaxation Training: How Do High-Tech Alternatives Compare to Traditional Treatment Modalities?* (Defended July 2008)

B.S., Psychology

August 2005 – August 2006 August 2001 – May 2005

B.S., Biology: Medical Science Southern Illinois University Edwardsville (Edwardsville, IL) Graduated with Honors, Magna Cum Laude

TEACHING

Graduate	Cognitive Assessment	Undergraduate	Foundations of Psychology
Courses	Psychopathology	Courses	Careers in Psychology
			*Theories of Personality
*In-person and online course development			Counseling for the Helping Professions
			Biopsychology
			Psychopathology
			Clinical Psychology
			Senior Research Capstone

Southern Illinois University Edwardsville, Edwardsville, Illinois

Instructor, August 2014 – Present

Teach four courses per fall and spring semester (enrollments of 45-175). Consult with Instructional Technology Services to develop and administer online winter session course (enrollment of 20-25). Supervise and evaluate graduate teaching assistants and, when applicable, graduate co-teachers.

Adjunct Professor, August 2014 – May 2015, May 2016 – August 2016

Constructed course syllabus, delivered lectures, administered and graded exams and papers, facilitated in-class discussions, and assigned course grades for sections of General Psychology (PSYC-131, enrollments of 6-12).

Southern Illinois University Edwardsville, Edwardsville, Illinois

Adjunct Lecturer, August 2013 – May 2014

Constructed course syllabus, delivered lectures, administered and graded exams and papers, facilitated in-class discussions, and assigned course grades for Foundations of Psychology (PSYC-111, Fall 2013, enrollment of 31), and Psychopathology (PSYC-431, Spring 2014, enrollment of 45).

University of Missouri - St. Louis, St. Louis, Missouri

Adjunct Professor, August 2013 – December 2013

Facilitated seminar discussions, lectured, and developed and graded exams, assessment protocols (WAIS-IV, WISC-IV, WPPSI-IV, etc.), and assignments for seven students enrolled in PSY-7404, the Cognitive Assessment course in UMSL's clinical psychology doctoral program.

Saint Louis University, St. Louis, Missouri

Guest Lecturer, October 2012

Delivered lecture on general change techniques to 40 students enrolled in PSY-345, Counseling for the Helping Professions.

Saint Louis University, St. Louis, Missouri

Adjunct Instructor, August 2009 – May 2012

Constructed course syllabus, delivered lectures, administered and graded exams and papers, facilitated in-class discussions, and assigned course grades for Counseling for the Helping Professions (PSY-345; Fall 2009, Fall 2010, Fall 2011; enrollments of 40-50) and Abnormal Psychology (PSY-439; Spring 2011, Spring 2012; enrollments of 40-45).

Saint Louis University, St. Louis, Missouri

Teaching Assistant, January 2009 – May 2009

Supervisor: Tony Buchanan, Ph.D.

Graded student exams and writing assignments for Dr. Tony Buchanan's undergraduate Cognitive Neuroscience course.

Southern Illinois University Edwardsville, Edwardsville, Illinois

Graduate Teaching Assistant, August 2007 – December 2007

Supervisor: Laura Pawlow, Ph.D.

Tutored students, graded completed practice cognitive assessment protocols, and assessed students' performance while administering psychological assessment measures for Dr. Laura Pawlow's graduate Cognitive Assessment of the Adult course.

Southern Illinois University Edwardsville, Edwardsville, Illinois

Co-lecturer, August 2007 – December 2007

Supervisor: Andrew Pomerantz, Ph.D.

Co-taught Applied Clinical Psychology (PSYC-450) with Dr. Andy Pomerantz; presented lectures on current issues in clinical psychology, the clinical assessment interview, intelligence assessment, behavioral psychotherapy, and cognitive psychotherapy.

Southern Illinois University Edwardsville, Edwardsville, Illinois

Guest Lecturer, November 2007

Guest lecturer for two sections of PSYC 111 (Introduction to Psychology); delivered lecture on diagnosis of mental disorders and survey of anxiety disorders.

Southern Illinois University Edwardsville, Edwardsville, Illinois

Guest Lecturer, July 2007

Presented lecture on emotions in Physiological Psychology (PSYC-314) and lecture on personality disorders in Psychopathology (PSYC-431); substitute instructor for Dr. Laura Pawlow.

Southern Illinois University Edwardsville, Edwardsville, Illinois

Guest Lecturer, Fall 2006 – Spring 2008

Presented lecture on guidelines, objectives, and departmental expectations for graduation prerequisite research projects to all sections of Senior Capstone in Psychology (PSYC-494) across five semesters.

Southern Illinois University Edwardsville, Edwardsville, Illinois

Guest Lecturer, Fall 2006 – Spring 2008

Delivered lecture introducing and explaining mass testing's role in university research to all sections of Foundations of Psychology (PSYC-111) across five semesters.

Southern Illinois University Edwardsville, Edwardsville, Illinois

Teaching Assistant, January 2006 - May 2006

Supervisor: Betsy Meinz, Ph.D.

Assisted with tutoring, exam construction, and instruction for Dr. Betsy Meinz's Cognitive Psychology (PSYC-208) course.

PUBLICATIONS

- **Murphy, J. M.** (2019). Personality Assessment Inventory (PAI). In. B. J. Carducci (Ed.), *The Wiley-Blackwell Encyclopedia of Personality and Individual Differences Volume II: Research Methods and Assessment Techniques*.
- Pomerantz, A. M., & **Murphy, J. M.** (2017). Student and instructor resources for *Clinical psychology: Science, practice, and culture* (4th ed.)

Alizadeh, H., Ferguson, E. D., **Murphy, J. M.**, & Joheili, F. (2017). Development of the Social Interest Scale for Iranian Children Aged 4-12. *Journal of Individual Psychology*, *73*.

- Murphy, J. M., & Pomerantz, A. M. (2016). Informed consent: An adaptable question format for telepsychology. *Professional Psychology: Research and Practice*, *47*, 330-339.
- Pomerantz, A. M., & Murphy, J. M. (2016). Master's training in clinical psychology. In J. C. Norcross, G. R. VandenBos, & D. K. Freedheim (Eds.), APA handbook of clinical psychology: Volume V: Education and profession (pp. 17-28). Washington, DC: American Psychological Association.
- Soheili, F., Alizadeh, H., **Murphy, J. M.**, Bajestani, H. S., & Ferguson, E. D. (2015). Teachers as leaders: The impact of Adler-Dreikurs classroom management techniques on students' perceptions of the classroom environment and on academic achievement. *Journal of Individual Psychology*, *71*, 440-461.

- Murphy, J. M. (2015). Scandal in the time of the new media. *Analyses of Social Issues and Public Policy*, Early View. doi:10.1111/asap.12077
- Pomerantz, A. M., & **Murphy, J. M.** (2015). Coverage of PhD/PsyD differences in undergraduate clinical psychology textbooks. *Scholarship of Teaching and Learning in Psychology*, 1, 244-249.
- Pomerantz, A. M., & **Murphy, J. M.** (2013). Student and instructor resources for *Clinical psychology: Science, practice, and culture* (3rd ed.): *Revised for DSM-5*. Retrieved from http://www.sagepub.com/pomerantz3e/main.htm
- Pomerantz, A. M., & **Murphy, J. M.** (2012). Student and instructor resources for *Clinical psychology: Science, practice, and culture* (3rd ed.). Retrieved from http://www.sagepub.com/pomerantz3e/main.htm

PROFESSIONAL PRESENTATIONS AND SPEECHES

- Pomerantz, A. M. & **Murphy, J. M.** (2015, August). Master's training in clinical psychology. Poster presented at the annual convention of the American Psychological Association, Toronto.
- Pomerantz, A. M., & **Murphy, J. M.** (2014, March). How do undergraduate psychology students learn about the differences between PhD and PsyD graduate training in clinical psychology? An examination of current resources. Invited symposium at the 2014 Southeastern Psychological Association Conference.
- Gfeller, J. D., Roskos, P. T., Murphy, J. M., Herberger, V., Bryant, K., Sopko, K., Ibata, B. A., & Bucholz, R. D. (2010, June). The validity of the Automated Neuropsychological Assessment Metrics (ANAM) in persons with and without traumatic brain injury. American Academy of Clinical Neuropsychology, Chicago, IL.
- Roskos, P. T., Gfeller, J. D., Bryant, K., Sopko, K., Herberger, V., Murphy, J. M., Ibata, B. A., & Bucholz, R.
 D. (2010, June). *The validity of the Repeatable Battery of Neuropsychological Status (RBANS) in persons with and without traumatic brain injury*. American Academy of Clinical Neuropsychology, Chicago, IL.
- Gfeller, J. D., Ruppert, P. D., & **Murphy, J. M.** (2009, June).*Investigating the multidimensional nature of the Booklet Category Test in lead-exposed adults.* American Academy of Clinical Neuropsychology, San Diego, CA.
- Murphy, J. M. (2006, August). *Commencement remarks on behalf of the graduating class*. Southern Illinois University Edwardsville 2006 Summer Commencement, Edwardsville, IL.
- Murphy, J. M. (2006, May). Effect of patient gender on the level of perceived mental illness of genderneutralized premenstrual dysphoric disorder symptoms. Psi Chi Midwestern Regional Conference Program, Chicago, IL.
- Murphy, J. M. (2006, April). Effect of patient gender on the level of perceived mental illness of genderneutralized premenstrual dysphoric disorder symptoms. Annual Southern Illinois University Psi Chi Paper Presentation, Edwardsville, IL.

RESEARCH

Telepsychology Lab, Southern Illinois University Edwardsville, Edwardsville, Illinois

Principal Investigator, August 2014 – Present

Research the intersection of technology and psychological service delivery, including e-therapy consumer privacy, telepsychology training for graduate students, and informed consent for online psychotherapy. Supervise and evaluate undergraduate research assistants.

Saint Louis University Department of Surgery/Division of Neurosurgery, St. Louis, Missouri Neuropsychology Lab Manager, July 2010 – July 2012

Supervisor: P. Tyler Roskos, Ph.D., ABPP-CN

Lab manager for Saint Louis University Advanced Neurosurgical Innovation Center (SANIC) Department of Defense-funded examination of PTSD and TBI in civilian and military subjects. Trained and scheduled testing assistants; ordered and organized assessment protocols; organized and entered subject data; and maintained study's neuropsychology assessment database.

Saint Louis University Department of Psychology, St. Louis, Missouri

Doctoral Dissertation, January 2010 – November 2012

Advisor: Jeffrey Gfeller, Ph.D.

The Relationships among Postconcussion Symptoms, PTSD Symptoms, and Personality Characteristics in a Non-Referred Sample – Conducted an examination of symptom differentiation between postconcussion symptoms (PCS) and PTSD; explored the effect of mood state and personality traits on PCS symptom reporting. Committee: Jeffrey Gfeller, Ph.D. (Chair), P. Tyler Roskos, Ph.D., ABPP-CN, and Michael Ross, Ph.D., ABPP. Defended October 31, 2012.

Saint Louis University Department of Psychology, St. Louis, Missouri Graduate Assistant, Clinical Neuropsychology Lab, August 2009 – May 2010 Supervisor: Jeffrey Gfeller, Ph.D.

Administered the following assessment measures to participants in a Saint Louis University Advanced Neurosurgical Innovation Center (SANIC) Department of Defense-funded examination of PTSD and TBI in civilian and military subjects: RBANS, TOMM, WAIS-III (Digit-Symbol Coding, Symbol Search, Letter Number Sequencing, Digit Span, Block Design, Similarities), Grooved Pegboard Test, WTAR, Boston Naming Test, Connor's CPT-II, CVLT-II, Rey-Osterrieth Complex Figure Test, D-KEFS (Verbal Fluency), Wisconsin Card Sorting Test – 64, Green's Word Memory Test, ANAM, BDI-II, Neurobehavioral Symptom Inventory, PTSD Checklist (Civilian), Patient Health Questionnaire 9, Patient Health Questionnaire 15, BAI, Edinburgh Handedness Inventory.

Saint Louis University Department of Psychology, St. Louis, Missouri Graduate Assistant, Cognitive Neuroscience Lab, August 2008 – December 2008 Supervisor: Tony Buchanan, Ph.D.

Engaged in data extraction, entry, and recoding for various cognitive neuroscience laboratory projects.

Saint Louis University Department of Psychology, St. Louis, Missouri Graduate Student, Neuropsychology Research Vertical Team, August 2008 – July 2012

Supervisor: Jeffrey Gfeller, Ph.D.

Consulted and collaborated with a research advisor and team of graduate psychology students with similar research interests. Team activities and consultation included development of individual research ideas, project development and implementation, data analysis, and presentation of findings.

Southern Illinois University Edwardsville Department of Psychology, Edwardsville, Illinois

Master's Thesis, January 2008 – July 2008

Advisor: Andrew Pomerantz, Ph.D.

The Efficacy of Internet-Based Abbreviated Progressive Muscle Relaxation Training: How Do High-Tech Alternatives Compare to Traditional Treatment Modalities? – Conducted an examination of the role of delivery modality in the efficacy of PMR. Committee: Andrew Pomerantz, Ph.D. (Chair), Dan Segrist, Ph.D., and Paul Rose, Ph.D. Defended July 2008.

Southern Illinois University Edwardsville Department of Psychology, Edwardsville, Illinois *Research Assistant*, Spring 2006 – Spring 2008 *Supervisor:* Andrew Pomerantz, Ph.D.

Gathered and integrated supporting research from psychological literature for undergraduate clinical psychology textbook written by Dr. Pomerantz (*Clinical Psychology: Science, Practice, and Culture,* 2008); provided manuscript contributions and editorial critique of text; composed ancillary materials for text, including student learning-check questions bank, classroom discussion questions and activities, and discussion and learning-check questions related to topic-relevant journal articles.

Southern Illinois University Edwardsville Department of Psychology, Edwardsville, Illinois Lab Manager/Research Assistant, Cognitive Psychology Lab, August 2006 – May 2008 Supervisor: Eva Dreikers Ferguson, Ph.D.

During Fall 2006 and Spring 2007, served as apprentice lab manager; assumed full administrative and supervisory roles from Summer 2007 to Spring 2008 for Dr. Ferguson's research encompassing cross-cultural examinations of transitivity, parental values, dialecticism, and recall. Duties included managing and scheduling research assistants, administering protocols to study participants, entering and managing data, and conducting statistical analyses for journal-submitted manuscripts.

SERVICE

Southern Illinois University Illinois Department of Psychology, Edwardsville, Illinois Website Coordinator, August 2017 – Present

Southern Illinois University Illinois Department of Psychology, Edwardsville, Illinois *Theories of Personality Textbook Committee*, September 2015 – November 2015

Southern Illinois University Illinois Department of Psychology, Edwardsville, Illinois *Faculty Meeting Secretary*, January 2015 – May 2017

Southern Illinois University Illinois Department of Psychology, Edwardsville, Illinois *Foundations of Psychology Textbook Committee*, January 2015 – March 2015

St. Louis Psychology Internship Consortium, St. Louis, Missouri *Intern Class Representative*, August 2012 – July 2013

Representative at monthly meeting of Consortium training site directors. Liaison between fellow interns and training faculty.

Saint Louis University Department of Psychology, St. Louis, Missouri Website Consultant, Fall 2008 Constructed an online presence for Dr. Jeffrey Gfeller's neuropsychology research team (http://www.gfellerphd.com).

Saint Louis College of Pharmacy, St. Louis, Missouri

Stress Screener Clinician, October 2008, October 2009

Provided screening services to College of Pharmacy students using the OQ-45. Provided consultation and referral information.

Southern Illinois University Edwardsville Department of Psychology, Edwardsville, Illinois Student Advisory Committee Member, September 2007 – August 2008

Nominated by faculty as advisory committee member representing SIUE Department of Psychology's Clinical-Adult Graduate Program. Provided feedback to Dr. Bryce Sullivan, Chair of the Department of Psychology, on behalf of the Clinical-Adult Graduate Program.

Southern Illinois University Edwardsville Department of Psychology, Edwardsville, Illinois Graduate Student Representative to Faculty Search Committee, January 2007 – February 2007

Appointed to provide written and verbal graduate student-based evaluations of clinical area faculty candidates; attended candidate luncheons.

Southern Illinois University Edwardsville Department of Psychology, Edwardsville, Illinois Senior Research Capstone Graduate Coordinator, August 2006 – May 2008

Created a database of all psychology seniors expecting to complete Senior Research Capstone during each semester, reserved extra rooms for Capstone experiments, extended invitations to special guests, sent deadline reminders to students, made and tallied evaluations of students, mailed completion letters, and organized the Department of Psychology Senior Research Capstone Poster Presentation.

Southern Illinois University Edwardsville Department of Psychology, Edwardsville, Illinois Department Webmaster, August 2006 – August 2007

Created and maintained website content for Department of Psychology and Honor Society of Phi Kappa Phi.

CLINICAL AND PROFESSIONAL WORK

Talent Assessment and Development, LLC, Creve Coeur, Missouri

Consultant, August 2014 – June 2018

Conducted assessments for employee selection, development, and promotion for nonprofit organizations, privately owned companies, and Fortune 500 corporations. Delivered feedback and provided consultative services to human resources and executive-level management.

University of Missouri – St. Louis, St. Louis, Missouri Postdoctoral Fellow, August 2013 – July 2014 Supervisors: Ashley Darling, Psy.D. Jill Swartwout, Psy.D. James Lyonfields, Ph.D. Conducted psychological assessments (e.g., cognitive, psychiatric, learning disorder, adaptive functioning, etc.) and provided individual psychotherapy in an outpatient setting. Participated in group and individual supervision. Attended weekly didactic seminars.

St. Louis Psychology Internship Consortium, St. Louis, Missouri

Psychology Intern, August 2012 – July 2013

Supervisors: Bridget Graham, Psy.D. Robert Harris, Ph.D. Marla Liberman, Ph.D. Laura Tishey, Psy.D.

> Metropolitan St. Louis Psychiatric Center: Assisted in evaluation and report writing for forensic examinations of inpatient and outpatient defendants; answered referral questions of competency to stand trial and criminal responsibility. Co-led Dialectical Behavior Therapy, Competency Restoration, and Managing Your Illness groups. Provided individual psychotherapy services to inpatients. Provided neuropsychological assessment consultations as requested. *Community Psychological Service:* Conducted comprehensive psychological evaluations of children, adolescents, and adults with diverse presenting problems. Wrote assessment reports and provided feedback and referrals to patients. *Hawthorne Children's Psychiatric Hospital:* Provided individual psychotherapy and assessment services to inpatient children and adolescents with severe behavioral, depressive, and psychotic disorders. Co-led Art Therapy and Dialectical Behavior Therapy groups.

Saint Louis University Psychological Services Center, St. Louis, Missouri

Psychological Trainee, August 2008 – July 2012

Supervisors: Mary Michaelene Cradock, Ph.D.

P. Tyler Roskos, Ph.D., ABPP-CN

Paul J. Handal, Ph.D.

Jillon S. Vander Wal, Ph.D.

Conducted intake screenings and provided comprehensive psychotherapeutic and diagnostic services to children, adolescents, and adults under the supervision of licensed Saint Louis University faculty. Services included conducting psychological, psychoeducational, and neuropsychological assessments; report writing; and provision of psychological interventions and consultation.

Saint Louis University Health and Counseling Services, St. Louis, Missouri

Counselor, August 2009 – May 2010

Supervisor: Robert Poirier, Psy.D.

Provided psychotherapy services to a university undergraduate population. Assisted with the development and delivery of Stress Management and Anger Reduction Therapy (SMART), a health psychology-focused, group-based intervention for coping with stress and anger. Co-led anger management and relationship seminars for undergraduates.

Alternatives Counseling, Glen Carbon, Illinois

Practicum Student, January 2008 – May 2008

Supervisor: Donya Adkerson, M.A., LCPC

Co-led weekly court-ordered group therapy sessions with convicted sexual offenders. Conducted forensic psychological testing and assisted in report writing for psychological evaluations used to predict sexual offender risk and recidivism.

St. John's Mercy Medical Center, St. Louis, Missouri Clinical Neuropsychology Assistant, July 2007 – July 2008 Supervisors: Michael Oliveri, Ph.D., ABPP-CN Kristen Sands, Ph.D., ABPP-CN John Wright, Ph.D., ABPP-CN Engaged in neuropsychological assessment of inpatients and outpatients presenting with varied neurocognitive deficits; administered and scored neuropsychological instruments; recorded patient behavioral observations and progress notes.

St. Louis Behavioral Medicine Institute, St. Louis, Missouri

Practicum Student, May 2007 – August 2007

Supervisor: C. Alec Pollard, Ph.D.

Observed and administered empirically-based therapeutic interventions with intensive outpatient population (IOP); obtained extensive training in applications of the CBT model to anxiety disorders treatment; attended weekly continuing education seminars, including presentations examining pediatric autoimmune neuropsychiatric disorders associated with streptococcal infections (PANDAS), dialectical behavior therapy, and manifestations of religious scrupulosity in Hindu populations.

HONORS AND AWARDS

- Dissertation proposal and oral examination passed with distinction (September 2010)
- Dr. Richard P. Walsh Honors Award (April 2008)
 - Awarded to an outstanding graduate student in the Clinical-Adult Psychology graduate program at Southern Illinois University Edwardsville
- Awarded \$120 to support master's thesis from Southern Illinois University Edwardsville Research Grants for Graduate Students (Fall 2007)
- Honor Society of Phi Kappa Phi Induction (Fall 2006)
 - Inducted for achieving an academic ranking within the top ten percent of graduate students
- Sigma Xi Induction (Fall 2006)
 - Invitation-based research society; inducted as an associate member
- Stephen R. Dankenbring Award in Psychology (April 2006)
 - Awarded to outstanding graduating seniors majoring in the field of psychology
- Biology Senior Award (April 2005)
 - o Awarded to outstanding graduating seniors majoring in the field of biology
- Dr. John LeBlanc Academic Excellence Award (April 2005)
 - Awarded to an outstanding undergraduate student majoring in the field of biology
- Phi Eta Sigma National Honor Society Induction (April 2002)
 - o Invitation-based honor society recognizing exemplary freshman scholarship
- Southern Illinois University Edwardsville Undergraduate Honor Scholar (2001-2006)
 - Enrolled in honor-track coursework and participated in multidisciplinary freshman and junior honor seminars

PROFESSIONAL AFFILIATIONS

- Honor Society of Phi Kappa Phi, Member
- Illinois Psychological Association, Member
- Midwestern Psychological Association, Member
- Psi Chi, Member
- Sigma Xi Scientific Research Society, Associate Member

References

Bridget Graham, Psy.D. Forensic Clinical Psychologist Metropolitan St. Louis Psychiatric Center 5351 Delmar Blvd. St. Louis, MO 63112 Phone: (314) 877-0839 Email: bridget.graham@dmh.mo.gov

Laura Pawlow, Ph.D. Professor, Department of Psychology Southern Illinois University Edwardsville Campus Box 1121 Edwardsville, IL 62026 Phone: (618) 650-2608 Email: Ipawlow@siue.edu

Andrew Pomerantz, Ph.D. Professor, Director – Clinical Psychology Graduate Program, Department of Psychology Southern Illinois University Edwardsville Campus Box 1121 Edwardsville, IL 62026 Phone: (618) 650-3661 Email: apomera@siue.edu

Paul Rose, Ph.D. Professor, Department of Psychology Associate Dean, School of Education, Health, and Human Behavior Southern Illinois University Edwardsville Campus Box 1121 Edwardsville, IL 62026 Phone: (618) 650-5390 Email: prose@siue.edu

Jillon Vander Wal, Ph.D. Professor, Department of Psychology Saint Louis University Morrissey Hall, Room 2745 3700 Lindell Blvd. St. Louis, MO 63108 Phone: (314) 977-2282 Email: vanderjs@slu.edu

CURRICULUM VITAE

JOEL T. NADLER

www.JoelNadlerPhD.com www.alphaomegaassociates.com

PERSONAL DATA

Department of Psychology Southern Illinois University Edwardsville Edwardsville, IL 62026-1121 (618) 650-3347 (417)-350-4177 jnadler@siue.edu

EDUCATION

2010	Ph.D.	Southern Illinois University Carbondale, Carbondale, IL
		Major: Applied Psychology
		Specialization: Industrial/Organizational Psychology
		Dissertation: Explicit and Implicit Gender Bias in Workplace Appraisals:
		How Automatic Prejudice Affects Decision Making.
		Dissertation Chair: Margaret S. Stockdale, Ph.D.
2006	M.A.	Southern Illinois University Carbondale, Carbondale, IL
		Major: Applied Psychology
		Thesis: Positive Stereotype Threat in Social Groups
		Thesis Chair: Josephine Korchmaros, Ph.D.
2004	B.A.	Southern Illinois University Carbondale, Carbondale, IL
		Major: Psychology
		Minor: Fine Arts
		Senior Thesis: Positive Stereotype Threat
		Advisor: Josephine Korchmaros, Ph.D.

PROFESSIONAL POSITIONS

2015 - Present	Associate Professor, Department of Psychology, Southern Illinois University Edwardsville, Edwardsville, IL.
2014 - 2019	Director, Industrial Organizational Master's Program, Southern Illinois University Edwardsville, Edwardsville, IL.
2010 - 2015	Assistant Professor, Department of Psychology, Southern Illinois University Edwardsville, Edwardsville, IL.
2015-Present	Co-founder Alpha Omega Associates (www.alphaomegaassociates.com)
2010- 2015	Independent Organizational Consultant
2010 - Present	Graduate Professor Status, Department of Psychology, Southern Illinois University Carbondale, Carbondale, IL.
2006 - 2010	Graduate Instructor, Department of Psychology, Southern Illinois University Carbondale, Carbondale, IL.
2005 - 2009	Senior Research Associate, Applied Research Consultants (ARC), Southern Illinois University Carbondale, Carbondale, IL.

2003 - 2005 Data Entry Specialist, Program Evaluation for Education & Communities (P.E.E.C.), Carbondale, IL.

RESEARCH INTERESTS

<u>Industrial/Organizational and Applied Social Psychology</u>: bias in performance management, selection and compensation decision-making, organizational attractiveness, work flexibility, EEO law and mitigating sexual harassment, stereotype threat in workplace performance, prescriptive and descriptive stereotypes, and implicit and explicit measurement of bias.

<u>Methodology and Statistics</u>: psychometrics and test development, full and quasiexperimental designs, survey design, randomized and non-randomized designs, advanced multivariate statistics, meta-analysis, structural equation modeling, and non-linear modeling of data / computational modeling.

PEER REVIEWED PUBLICATIONS

(* Denotes Student Author)

- Wagge, J. R., Baciu, C., Banas, K., <u>Nadler, J. T.</u>, Schwarz, S., Weisberg, Y. J., ... Grahe, J. E. (2019). A demonstration of the collaborative replication and education project: Replication attempts of the red-romance effect. *Collabra Psychology*, 5, 5 DOI:http://doi.org/10.1525/collabra.177.
- Lowery, M. R., <u>Nadler, J. T.</u>, & Putka, D. J. (2018). Allies from Within: I/O Practitioners in Organizations. *Industrial Organizational Psychology*, 11(4), 582-585.
- Onal, S., <u>Nadler, J.T.</u>, & O'Loughlin, M. (2017). Applying theory to real-world problems: Integrating service-learning into the Industrial Engineering capstone design course. *International Journal for Service Learning in Engineering*, 12, 57-80.
- <u>Nadler, J. T.</u> Gann-Bociek, M*., & Skaggs, B.*, (2017). Interview support on perceptions of organizational attractiveness: The effects of applicant gender and socio-economic status. *Management Research Review*, 40, 783-799.
- <u>Nadler, J. T.</u>, Voyles, E., Cocke, H.*, & Lowery, M. R. (2016). Gender disparity in pay, work schedule autonomy and job satisfaction at higher education levels. *North American Journal of Psychology, 18,* 563-582.
- <u>Nadler, J. T.</u>, Bartels, L. K., Naumann, S. *, Morr, R. L. *, Locke, J. *, Beurskens, M. *, Wilson, D. *, & Ginder, M. * (2015). Sampling strategies in the top I/O journals: What gets published? *The Industrial-Organizational Psychologist*, 53, 139-147.
- Shockley, R., Bryant, R., Landers, R., <u>Nadler, J.T.</u>, & McMillan, J.* (2015). IOP 2015 Conference daily feedback study results. *The Industrial-Organizational Psychologist*, 53, 162-171.
- <u>Nadler, J. T.</u>, Weston, R., & Voyles, E. C. * (2015). Stuck in the middle: The use and interpretation of mid-points in items on questionnaires. *The Journal of General Psychology*, *142*, 71-89.

- Nadler, J. T. & Bailey, S. * (2015). Group discussions and the Glass Cliff context: An exploratory study of gender and leadership. *North American Journal of Psychology*, *17*, 617-633.
- <u>Nadler, J. T.</u>, Lowery, M. R., Grebinoski, J. *, & Jones, R. G. (2014). Aversive discrimination in employment interviews: Reducing effects of sexual orientation bias with accountability. *Psychology of Sexual Orientation and Gender Diversity*, 1, 480-488.
- <u>Nadler, J. T.</u> & Kufahl, K. M. * (2014). Marital status, gender, and sexual orientation: Implications for employment hiring decisions. *Psychology of Sexual Orientation and Gender Diversity*, *1*, 270-278.
- <u>Nadler, J. T.</u> & Swanson, J. L. (2014). Perceptions of graduate student teachers at a Midwestern University. *North American Journal of Psychology, 16,* 319-334.
- Nadler, J. T., Berry, S. A. *, Stockdale, M.S. (2013). Familiarity and sex based stereotypes on instant impressions of male and female faculty. *Social Psychology of Education*, *16*, 517-539.
- Cameron, S. M.*, & <u>Nadler, J. T.</u> (2013). Gender roles and organizational citizenship behaviors: Effects on managerial evaluations. *Gender in Management: An International Journal, 28*, 380-399.
- Bartels. L. K., <u>Nadler, J. T.</u>, Kufahl, K. *, & Pyatt, J. * (2013). 50 years after the Civil Rights Act: Diversity-management practices in the field. *Industrial Organizational Psychology: Perspectives on Science and Practice*, 6, 450-457.
- Nadler, J. T., & Hannon, G. Y.* (2013). Self-Selected Social Identification Measure (SSIM): A survey assessing identity based on group membership. *North American Journal of Psychology, 15,* 425-446.
- <u>Nadler, J. T.</u>, Bartels. L. K., Sliter, K. A., Lowery, M. R., & Stockdale, M.S. (2013). Research on the discrimination of marginalized employees: Fishing in other ponds? *Industrial Organizational Psychology: Perspectives on Science and Practice*, 6, 66-70.
- Stockdale, M. S., & <u>Nadler, J. T.</u> (2013). Paradigmatic assumptions to disciplinary research on gender disparities: The case of occupational sex segregation. *Sex Roles*, 68, 207-215.
- Nadler, J. T., & Stockdale, M. S. (2012). Workplace Gender Bias: Not Between Just Strangers. North American Journal of Psychology, 14, 281-292.
- <u>Nadler, J. T.</u>, Will, K.*, Lowery, M. R., & Smith, K.*(2012). Don't ask, don't tell and other LGB civil rights issues: Effects of terminology on public opinion. *Journal of Gay & Lesbian Social Services, 24*, 331-345.
- Stockdale, M. S., & <u>Nadler, J. T.</u> (2012). Situating sexual harassment in the broader context of interpersonal violence: Research, theory, and policy implications. *Social Issues and Policy Review (SIPR)*, 6, 148-176.
- Doerner, J.*, <u>Nadler, J. T.</u>, & Lowery, M. R. (2012). Sex Differences in Delaying Family: Effects on Job and Life Satisfaction. *Psychology Research*, *1*, 444-452.

- <u>Nadler, J. T.</u>, & Clark, M. H. (2011). Stereotype threat: A meta-analysis comparing African Americans to Hispanic Americans. *Journal of Applied Social Psychology*, *41*, 872–890.
- Nadler, J. T. & Clark, M. H. (2011). Pre-class coming attractions: Interest and program awareness in the classroom. *Journal of Instructional Psychology*, *37*, 332-336.
- Lowery, M.R. & <u>Nadler, J. T.</u> (2011). Increasing the legal defensibility of performance appraisals. *EEO Insight*, *3*, 1-5.
- Cundiff, N. L., <u>Nadler, J. T.</u>, & Scribner, S. (2011). Teaching evaluation: A student run consulting firm. *International Journal of Teaching and Learning in Higher Education*, 23, 109-113.
- <u>Nadler, J. T</u>., Cundiff, N. L., Lowery, M. R., & Jackson, S.* (2010). Perceptions of organizational attractiveness: The differential relationships of various work schedule flexibility programs. *Management Research Review*, 33, 865-876.
- <u>Nadler, J. T</u>., & Cundiff, N.L. (2009). Applied Research Consultants (ARC): A vertical practicum model of training applied research. *American Journal of Evaluation, 30*, 592-602.
- Starks, T.J., <u>Nadler, J.T.</u> Sagrestano, L.M. & Sarvela, P.D. (2009). Examining discrepancies among sexual orientation components in a representative sample of men at risk for HIV/AIDS. *Journal of Gay and Lesbian Mental Health*, 13, 234-252.
- Cundiff, N. L., <u>Nadler, J. T.,</u> & Swan, A. (2009). The influence of cultural empathy and gender on perceptions of diversity programs. *Journal of Leadership and Organizational Studies*, 16, 97-110.

BOOKS

- <u>Nadler, J. T.</u> & Voyles, E. (Eds.) (in press). *Stereotypes: The Thinking Person's Guide to Today's Reality in the U.S.* Praeger Publishing.
- <u>Nadler, J. T.</u> & Gregory, A., & Berry, S. (under contract for 2019). *Gun Ownership: Understanding the History, Psychology, and Culture of the U.S. Gun Debate.* Praeger Publishing.
- Nadler, J. T. & Lowery, M. R. (Eds.) (2017). The U.S. War on women: Assaults, Battles, and Unintended Consequences. Praeger Publishing.
- <u>Nadler, J. T.</u> & Lowery, M. R. (under contract for 2017). *Navigating gender at work*. Palgrave Macmillan Publishing.

BOOK CHAPTERS

- <u>Nadler, J. T.</u>, Morr, R.*, & Naumann, S.* (2017). Millennials, media, and research: Ageism and the younger worker. In E. Parry & J. McCarthy (Eds.) *The Palgrave Handbook of Age Diversity and Work*. London, U.K.: Palgrave Macmillan.
- <u>Nadler, J. T.</u>, Lowery, M. R., Stockdale, M. S. (2013). Sexual Harassment: Addressing the Concerns of Targets, Employers and Accused Individuals. In M. Paludi's (Ed), *The Psychology for Business Success*. Santa Barbara, CA: Praeger.

- Stockdale, M.S., & <u>Nadler, J. T.</u> (2013). Occupational Sex Segregation: Ideologies that shape men's and women's employment patterns. In K. Thomas, V. Plaut, M. Tran's (Eds), *Diversity Ideologies in Organizations*. NewYork: Routledge.
- Stockdale, M.S., Berry, S.*, <u>Nadler, J. T.</u>, Ohse, D., & Bhattacharya, G. (2013).
 Theoretical Advances in the Study of Sexual Harassment. In S. Vinnicombe, R.
 Burke, S. Blake-Beard & L. Moore (Eds.) *Handbook of Research on Promoting Women's Careers*. Cheltenham (UK): Edward Elgar.
- <u>Nadler, J. T.</u>, & Lowery, M. R. (2009). Emotional expression, gender, personality, and workplace appropriate behaviors. In C. E. J. Härtel, N. M. Ashkanasy, & W. J. Zerbe (Eds.) *Research on emotion in organizations, Volume 5, Emotions in groups, organizations and cultures.* Bingley, UK: Emerald Publishing.

CURRENT PROJECTS

- <u>Nadler, J. T.</u> & Stockdale, M.S. (under revision). Addressing the Stranger-to-Stranger Criticism with the "Think Manager/Think Male" Paradigm for Evaluating Familiar Male and Female Managers. *Psychology of Women Quarterly*.
- <u>Nadler, J. T.</u>, Morr, R. L.*, Blackhurst, J.* & Romanoff, A. (under review). Congruent and incongruent stereotypes in the nursing field. *Gender in Management*.
- Morr, R. L.*, Voyles, E. & <u>Nadler, J. T.</u> (under review). Ageism and the Millennials: The "Think Successful Employee-Think Older Employee" paradigm. *Journal of Management & Organization*.

PRESENTATIONS AND POSTERS AT PROFESSIONAL MEETINGS

(Additional Student Presentations and Posters are listed in Student Collaborations Section)

- Hayes, A., Pham, T., Phillips, L. & <u>Nadler, J. T</u>. (2019, April). *Eye tracking as a predictor of sexist attitudes and subsequent behaviors*. Paper in N. Hauenstein's (Chair) *Advances in measuring gender bias*. Symposium accepted for presentation at the 2019 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). Washington, D.C.
- Schaefer, L., Stevenson, D., <u>Nadler, J. T.</u>, & Voyles, E. (2019, April). *Exploring the gender pay and promotion gap across universities*. Paper in K. Schneider & P. Radhakrishnan's (Chairs) *Student evaluations of teaching: Adverse impact concerns and potential solutions*. Symposium rejected for presentation at the 2019 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). Washington, D.C.
- Tillery, M., Daus, C., Berkly, R., & <u>Nadler, J. T</u>. (2019, April). *The effect of leaders' use of humor on participants'' perceptions of leaders*. Paper in C. Daus & M. Tillery's (Chairs) *A funny thing happened on the way to SIOP; Humor and leadership at work*. Symposium accepted for presentation at the 2019 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). Washington, D.C.

- Lowery, M. R. & <u>Nadler, J. T</u>. (2018, April). *The Relationship between Innovation Climate and Leadership*. Paper in V. Hendrickson & O Vitality (Chairs) *Innovation & Leadership: Defining New Explorations Amidst Daily Execution*. Symposium presented at the 2018 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). Chicago, IL.
- Blackhurst, J, <u>Nadler, J. T</u>., O'Loughlin, M. (2018, April). Young Women's Core Selfevaluations and Discrimination: Science Based Interventions. Paper in F. Buettner & C. Cox (Chairs) Generational Theory Gets a Trophy: Limitations and Implications of a Popular Concept. Symposium presented at the 2018 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). Chicago IL.
- Locke, J. & <u>Nadler, J. T</u>. (2017, April). Are Women Opting Out of Leadership Positions? The Impact of Stereotype Threat, Internalized Sexism, and Leader Self-Efficacy on Women in STEM. Paper in M. Stockdale's (Chair) Gender Disparities in the STEM workforce: Addressing the Pipeline Leaks. Symposium presented at the 2017 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). Orlando, FL.
- <u>Nadler, J. T.</u>, O'Loughlin, M., & Bischoff, A. N. (2017, April). *Eye Tracking Fixations: Cues for Sexist and Sexual Harassment Attitudes.* Poster presented at the 2017 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). Orlando, FL.
- Coffman, A.* & <u>Nadler, J. T.</u> (2016, August). *Diversity advertisements: CEO and applicant ethnicity on organizational attraction*. Poster presented at the 2016 annual meeting of the American Psychology Association (APA). Denver, CO.
- Cai, Q.*, & <u>Nadler, J.T.</u> (2016, April). *The times they are a changin': Sexual harassment in cyberspace*. Poster presented at the 2016 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). Anaheim, CA.
- Lowery, M. R., & <u>Nadler, J. T.</u> (2016, April). *Multi-rater feedback and rater gender:* 360⁰ bias protection. Poster presented at the 2016 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). Anaheim, CA.
- Blackhurst, J., Morr, R., & <u>Nadler, J. T.</u> (2015, May). *Eye Tracking and Sexist Attitudes*. Poster presented at the Association of Psychological Science (APS) annual conference. New York, NY.
- Morr, R., Blackhurst, J., & <u>Nadler, J. T.</u> (2015, May). Congruent and Incongruent Management Stereotypes: Men in Women Dominated Professions. Poster presented at the Association of Psychological Science (APS) annual conference. New York, NY.
- Naumann, S., Morr, R., Locke, J., Bartels, L. K., & <u>Nadler, J. T.</u> (2015, May). Sampling Strategies in Top Applied Social Psychology Journals 2009-2014: Sampling Strategies, External Validity, and Careless Responding Detection. Poster presented at the Association of Psychological Science (APS) annual conference. New York, NY.

Nadler, J. T., Maves, M.*, Newcome, V.*, & Meyers, C. B.* (2015, May). Role

congruity theory and sexual harassment: Effects of occupational sex segregation, gender, and sexual orientation. Paper in J. Nadler's (Chair) Workplace diversity: Gender, Culture, and ethnicity. Invited symposium presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.

- Nadler, D. R., Segrist, D., & <u>Nadler, J.T.</u> (2014, October). Students that Laugh Last do Best: Impact and Reactions to using Humor in Tests. Poster presented at the 2014 annual conference of the Society for Teaching of Psychology. Atlanta, GA.
- Segrist, D., & <u>Nadler, J.T.</u> (2014, August). Evolution of an Applying to Psychology Graduate School Bootcamp. Poster presented at the 2014 annual meeting of the American Psychological Association's (APA). Washington D.C.
- <u>Nadler, J. T.</u>, & Western, M.* (2014, May). *Sexual orientation: Reducing bias in selection through accountability*. Poster presented at the 2014 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). Honolulu, HI.
- Kufahl, K. M.* & <u>Nadler, J. T.</u> (2014, May). *Marital status, gender, and sexual orientation: Implications for organizational decisions*. Poster presented at the 2014 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). Honolulu, HI.
- Pyatt, J. L,* Kufahl, K. M.*, <u>Nadler, J. T.</u>, & Bartels, L. (2014, May). Organizational predictors of diversity management success. Poster presented at the 2014 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). Honolulu, HI.
- Daus, C. S., <u>Nadler, J. T.</u>, Newcome, V*. & Detwiler, D. J.* (2014, May). *Emotion in motion: Does O*NET capture emotional labor of jobs?* Poster presented at the 2014 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). Honolulu, HI.
- <u>Nadler, J. T</u>. & Morr, R*. (2014, May). *Ageism targeting younger workers: Implicit and explicit stereotypes.* Paper in G. G. Fisher & E. Voyles (Chairs) *Uncovering ageism climate: Implicit and explicit discrimination.* Symposium presented at the 2014 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). Honolulu, HI.
- Quarton, A.*, Daus, C. S., & <u>Nadler, J. T</u>. (2014, May). Work/non-work practices and organizational attractiveness: An examination of gender differences. Paper in K. Sliter (Chair) (Not) movin' on up: Gender dilemmas in career advancement. Symposium presented at the 2014 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). Honolulu, HI.
- Daus, C. S., Quarton, A.*, <u>Nadler, J. T</u>. (2014, May). *Integrating emotional intelligence and emotional labor: An attraction-selection-attrition framework*. Paper in Y. Zhan, D. R. Fitzgerald, & X. Hu (Chairs) *Influences of HR practices for emotional labor and service jobs*. Symposium presented at the 2014 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). Honolulu, HI.
- Akey, J. E., Egnoto, M., & <u>Nadler, J. T. (2013</u>, November). *The psychological effects of self-selected group involvement: An investigation of roller derby enthusiasts.* Paper

presented at the annual convention of the National Communication Association. Washington, DC.

- Morr, R.* & <u>Nadler, J. T.</u> (2013, April). *Implicit Ageism Targeting Younger Workers in Generations Z and X Samples*. Poster presented at The Association of Psychological Science (APS). Washington, D.C.
- Lowery, M. R., Smith, K.*, & <u>Nadler, J. T.</u> (2013, May). *Weathering Difficult Economic Climates: Increasing Job Satisfaction without Increasing Salaries*. Paper presented at the Midwestern Psychology Association (MPA) annual conference. Chicago, IL.
- <u>Nadler, J. T.</u>, Witzke, M.*, & Hannon, G. Y.* (2013, January). *Explicit and Implicit sexism within Gender Segregated College Majors*. Poster presented at the 2013 annual meeting of the Society for Personality and Social Psychology (SPSP). New Orleans, LA.
- Lowery, M. R., & <u>Nadler, J. T.</u> (2013, January). *University Salaries: Gender Gaps in Pay, But What about Performance?* Poster presented at the 2013 annual meeting of the Society for Personality and Social Psychology (SPSP). New Orleans, LA.
- Lowery, M. R., & <u>Nadler, J. T.</u> (2012, August). The Current State of Women in the Workplace. Paper in <u>J. T. Nadler</u> (Chair) Bias in Organizational Decisions and Perceptions: Gender, Ethnicity, and Culture. Symposium presented at the 2012 annual meeting of the American Psychological Association (APA). Orlando, FL.
- Bailey, S. F., <u>Nadler, J. T</u>., & Hannon, G. Y.* (2012, August). Gender and Risk: Exploring Employees' Choices for Leading Precarious Organizations. Paper in J. T. <u>Nadler</u> (Chair) Bias in Organizational Decisions and Perceptions: Gender, Ethnicity, and Culture. Symposium presented at the 2012 annual meeting of the American Psychological Association (APA). Orlando, FL.
- <u>Nadler, J. T.</u>, & Witzke, M.*, (2012, June). Sexual Orientation: Implicit Bias in Workplace Decision Making. Paper in <u>J. T. Nadler</u> (Chair) Workplace Diversity: A Tale of 'Isms (Gender, Ethnicity, & Orientation). Symposium presented at the 2012 annual meeting of the Society for the Psychological Study of Social Issues (SPSSI). Charlotte, NC.
- Nadler, J. T., Lowery, M. R., Stockdale, M. S. (2012, June). *Sexual Harassment: The Targets, the Employers, and the Accused.* Paper presented at the 2012 annual meeting of the Society for the Psychological Study of Social Issues (SPSSI). Charlotte, NC.
- Lowery, M. R., & <u>Nadler, J. T.</u> (2012, April). *Risk-Taking and the Compensation Preference Scale.* Poster presented at the 2012 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). San Diego, CA.
- Skaggs, B, & <u>Nadler, J. T</u>. (2012, April). *How interviewer-type, web-based interview support, and gender impact organizational attractiveness*. Paper in G. W. Giumetti & R. F. Wills Beeco (Chairs) *Back into the web: New directions in applicant attraction research*. Symposium presented at the 2012 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). San Diego, CA.

Stockdale, M. S., & Nadler, J. T. (2011, December). Situating Sexual Harassment in the

Broader Context of Interpersonal Violence: Research, Theory and Policy Implications. Presentation presented at the Defense Equal Opportunity Management Institute's (DEOMI) 8th Biennial Equal Opportunity, Diversity, and Culture Research Symposium, Melbourne, FL.

- <u>Nadler, J. T.</u>, & Stockdale, M. S. (2011, May). *Implicit Endorsement of Agentic and Communal Gender Expectations: The Role of Familiarity*. Poster presented at the annual meeting of the Association of Psychology Science (APS), Washington, D.C.
- Lowery, M. R., <u>Nadler, J. T.</u>, & Zabrowski, A.* (2011, May). *Risk-Taking and the Compensation Preference Scale*. Poster presented at the annual meeting of the Association of Psychology Science (APS), Washington, D.C.
- <u>Nadler, J. T.</u>, & Stockdale, M. S. (2011, April). *Gender Bias in Workplace Appraisals: Role Congruity and Confirmation Bias*. In K. Wilson (chair), *What Do You Mean by That? Culture, Gender and Evaluations*. Symposium presented at the annual meeting of the Society for Industrial and Organizational Psychology (SIOP), Chicago, IL.
- <u>Nadler, J. T.</u>, Berry, S. A., & Stockdale, M. S. (2010, June). *Instant Gender Discrimination: Student Perceptions of Men and Women Professors*. Paper presented at Society for the Psychological Study of Social Issues, New Orleans, LA.
- Lowery, M. R., & <u>Nadler, J. T.</u> (2010, June). Gender Differences in Workplace Preferences for Compensation. Paper presented at Society for the Psychological Study of Social Issues, New Orleans, LA.
- Stockdale, M. S., & <u>Nadler, J. T.</u> (2010, June). Predictors of occupational gender balance of career choices. Paper presented at Society for the Psychological Study of Social Issues, New Orleans, LA.
- Stockdale, M.S., & <u>Nadler, J. T.</u> (2010, June). *The "Think Manager/Think Male"* stereotype and familiar managers. Paper presented at Society for the Psychological Study of Social Issues (SPSSI), New Orleans, LA.
- Cameron, S. M.*, & <u>Nadler, J. T.</u> (2010, April). *Gender and OCB participation's effect on managerial evaluations*. Poster presented at the Midwestern Psychology Association (MPA) annual conference. Chicago, IL.
- Voyles, E. C.*, & <u>Nadler, J. T.</u> (2010, April). *The influence of fame on impressions: The mere exposure effect*. Poster presented at the Midwestern Psychology Association (MPA) annual conference. Chicago, IL.
- <u>Nadler, J. T.</u>, Lowery, M. R, & Hentrich, M. M.* (2010, January). *Gender bias in perceptions of prescriptive stereotypes of managers*. Poster presented at the Annual meeting of the Society for Personality and Social Psychology (SPSP). Las Vegas, NV.
- Lowery, M. R., & <u>Nadler, J. T., (2010, January</u>). *The role of gender, personality, and work experiences in risk-taking*. Poster presented at the Annual meeting of the Society for Personality and Social Psychology (SPSP). Las Vegas, NV.
- <u>Nadler, J. T.,</u> (2009, November). *Implicit attitude measures: Avoiding social desirability in evaluations*. Paper presented at the American Evaluation Association (AEA). Orlando, FL.

- <u>Nadler, J. T.</u>, & Weston, R. (2009, November). *Stuck in the middle: The use and interpretation of mid-points in surveys.* Paper presented at the American Evaluation Association (AEA). Orlando, FL.
- Lowery, M. R. & <u>Nadler, J. T.</u> (2009, November). *It's a beloved part of our culture, but we aren't sure it works: An evaluation of a new employee orientation program.* Paper presented at the American Evaluation Association (AEA). Orlando, FL.
- Voyles, E. C.*, Hentrich, M. M.*, <u>Nadler, J. T.</u>, & Lowery, M. R. (2009, November).
 Perceptions of the value of a romantic partner when external interest is present.
 Poster presented at the International Association for Relationships Research (IARR) biannual conference. Lawrence, KS.
- <u>Nadler, J. T.,</u> Lowery, M. R., Voyles, E.C.*, & Hentrich, M. M.* (2009, May). *Perceptions of leadership: Situational determinations*. Poster presented at the Midwest Psychological Association (MPA). Chicago, IL.
- <u>Nadler, J. T.</u>, & Lowery, M. R. (2009, May). *Locus of control in workplace attributions*. Poster presented at the Midwestern Psychological Association (MPA). Chicago, IL.
- Lowery, M. R., & <u>Nadler, J. T.</u> (2009, April). *Recognizing situational constraints in performance appraisal: The role of gender*. Poster presented at Society of Industrial & Organizational Psychology. New Orleans, LA.
- Lowery, M. R., <u>Nadler, J. T.</u>, & Castilla, T. (2008, November). *Beyond problem-based experiential learning: An applied research training practicum.* Paper presented at American Evaluation Association (AEA), Denver, CO.
- <u>Nadler, J. T.</u>, Cundiff, N. L., Bhattacharya, G., & Middleton, S. (2008, November).*The Implicit Association Test (IAT): A tool for evaluation?* Paper presented at American Evaluation Association (AEA), Denver, CO.
- <u>Nadler, J. T.</u>, Lowery, M. R., Hoffman, N., & Bhattacharya, G. (2008, November). *A university public service survey, The (de)evolution of a project.* Paper presented at American Evaluation Association (AEA), Denver, CO.
- Pankey, K., <u>Nadler, J. T.</u>, Castilla, T., Advic, A., Bhattacharya, G., & Cundiff, N. L. (2008, November). *The good, the bad, and the ugly: Outsourcing experiences*. Poster presented at American Evaluation Association (AEA), Denver, CO.
- Pankey, K., Lowery, M. R., Advic, A. & <u>Nadler, J. T.</u> (2008, November). Current and lapsed members: Evaluating a university alumni database. Paper presented at American Evaluation Association (AEA), Denver, CO.
- Cundiff, N. L., <u>Nadler, J. T.</u>, & Swan, A. (2008, October). *Ethnocultural empathy, gender, and awareness of eiversity programs*. Paper presented at Midwest Academy of Management (MAM), Saint Louis, MO.
- <u>Nadler, J. T.</u>, & Clark, M. H. (2008, August). *Psychological coming attractions: Attendance attention, and awareness in the classroom.* Poster presented at the American Psychological Association (APA), Boston, MA.
- <u>Nadler, J. T.</u>, & Swanson, J. L. (2008, August). *Graduate student teaching: Faculty, graduate student, and undergraduate perspectives.* Poster presented at the American Psychological Association (APA), Boston, MA.

- <u>Nadler, J. T</u>., & Lowery, M.R. (July 2008). *Emotional expression, gender, personality, and workplace appropriate behaviors*. Paper presented at the 6th International Conference on Emotions and Worklife, Emonet VI, Fontainebleau, France.
- Cundiff, N.L., & <u>Nadler, J. T.</u> (July 2008). Model comparisons: Attitudes towards women in authority on ethnocultural empathy. Paper presented at Midwest Applied Psychology Conference (MAPC), Carbondale, IL.
- Jackson, S.*, <u>Nadler, J. T.</u>, & Cundiff, N. L. (2008, July). *Gender differences in motivation and efficacy in college athletes*. Poster presented at Midwest Applied Psychology Conference (MAPC), Carbondale, IL.
- Lowery, M. R., <u>Nadler, J. T.</u>, & Hoffman, N. (2008, July). *Needs assessment: A scientific approach to organizational initiatives*. Poster presented at Midwest Applied Psychology Conference (MAPC), Carbondale, IL.
- <u>Nadler, J. T.</u>, & Lowery, M. R. (2008, July). *Gender differences in law school experiences*. Poster presented at Midwest Applied Psychology Conference (MAPC), Carbondale, IL.
- Cundiff, N.L., & <u>Nadler, J. T.</u> (2008, June). *Ethnic/cultural empathy, group prejudice and acceptance*. Poster presented at Society for the Psychological Study of Social Issues (SPSSI), Chicago, IL.
- Cundiff, N. L., & <u>Nadler, J. T.</u> (2008, June). *Attitudes, peers, and ethnic/cultural empathy: Prediction on perceptions of diversity training.* Poster presented at Society for the Psychological Study of Social Issues (SPSSI), Chicago, IL.
- <u>Nadler, J. T.</u>, Berry, S.*, & Stockdale, M. S. (2008, June). *Gender discrimination in blind attributions of perceived college professor competence*. Paper presented at the Society for the Psychological Study of Social Issues (SPSSI), Chicago, IL.
- <u>Nadler, J. T.</u>, & Stockdale, M. S. (2008, June). *The stranger paradigm: Implicit prescriptive and descriptive gender stereotypes*. Poster presented at the Society for the Psychological Study of Social Issues (SPSSI), Chicago, IL.
- <u>Nadler, J. T.</u>, & Cundiff, N. L. (2008, May). *Stereotype threat, African American academic performance and cognitive strategies*. Poster presented at Midwestern Psychological Association (MPA), Chicago, IL.
- Nadler, J. T., & Pankey, K. N. (2008, May). *Math gender-based stereotype threat: The effects of homogenous testing*. Poster presented at Midwestern Psychological Association (MPA), Chicago, IL.
- <u>Nadler, J. T.</u>, (2008, May). *Social identification measure: A survey assessing identity based on group membership.* Poster presented at the Association for Psychological Science (APS), Chicago, IL.
- <u>Nadler, J. T.</u>, Cundiff, N.L., Lowery, M.R., & Jackson, S. (2008, April). *Job favorability and attractiveness as a function of work flexibility*. Poster presented at Society of Industrial & Organizational Psychology (SIOP), San Francisco, CA.
- Bhattacharya, G., Pankey, K., & <u>Nadler, J. T.</u>, (2007, November). *Connecting evaluation theory and practice via experiential learning, learning evaluation, and Applied*

Research Consultants. Paper presented at American Evaluation Association (AEA), Baltimore, MD.

- Middleton, S., <u>Nadler, J. T.</u>, & Cundiff, N. L. (2007, November). *Evaluation to go: Problems and solutions of consulting with time constraints*. Paper presented at American Evaluation Association (AEA), Baltimore, MD.
- <u>Nadler, J. T.</u>, Marshall, S., Hoffman, N., & McKillip, J. (2007, November). *Frameworks* of evaluation use and empirical assessments: Investing stakeholders in the process of generating a content-specific evaluation. Paper presented at American Evaluation Association (AEA), Baltimore, MD.
- <u>Nadler, J. T.</u>, Clark, M. H., Falat, H.*, & Briggs, C. (2007, November). *Advances and applications in using propensity scores to reduce selection bias in quasi-experiments Freshmen Interest Groups: Effects of academic success and retention.* Paper presented at American Evaluation Association (AEA), Baltimore, MD.
- <u>Nadler, J. T.</u>, & Cundiff, N. L., (2007, October). *Evaluations of work schedule flexibility*. Paper presented at Midwest Academy of Management (MAM), Kansas City, MO.
- <u>Nadler, J. T.</u>, & Clark, M.H. (2007, August). *Stereotype threat: A Meta-analysis comparing african americans to hispanic americans*. Poster presented at American Psychological Association (APA), San Francisco, CA.
- <u>Nadler, J. T</u>., Starks, T. J., Sagrestano, L. M., & Sarvela, P. D. (2007, August). *Three-box model of sexual orientation: A challenge to categorical conceptualizations.* Poster presented at American Psychological Association (APA), San Francisco, CA.
- Starks, T. J., <u>Nadler, J. T.</u>, Sagrestano, L. M., & Sarvela, P.D. (2007, August). *Exploring the assessment of sexual orientation: Applying an IQ model*. Poster presented at American Psychological Association (APA), San Francisco, CA.
- <u>Nadler, J. T.</u> (2007, May). *Positive stereotype threat in social groups*. Poster presented at Midwestern Psychological Association (MPA), Chicago, IL.
- Dicken, V., <u>Nadler, J. T.</u>, Cundiff, N., & Edwards, J. (2006, November). Creating a culture of evaluation: Lessons learned through conducting multiple 360° evaluations on a university campus. Paper presented at American Evaluation Association (AEA), Portland, OR.
- <u>Nadler, J. T.</u>, Dicocco, M., Eubanks, A., & Sagrestano, L. M. (2006, November). Southern Illinois University at Carbondale (SIUC) Applied Psychology program alumni: Outcomes of training in program evaluation. Paper presented at American Evaluation Association (AEA), Portland, OR.
- <u>Nadler, J. T</u>., Croy, M., & Johnson, L. (2004, March). *Effects of informational intervention on petty crime attitudes*. Poster Presented at the SIUC Undergraduate Research Forum, Carbondale, IL.

WORKSHOPS PRESENTED AT PROFESSIONAL MEETINGS

- <u>Nadler, J. T.</u>, Cundiff, N. L., & Weston, R. (2009, November). *Internet survey construction and administration*. Full-day paid workshop presented at American Evaluation Association, Orlando, FL.
- Nadler, J. T., Cundiff, N. L., & Weston, R. (2008, November). *Internet survey construction and administration*. Half-day paid workshop presented at American Evaluation Association, Denver, CO.
- <u>Nadler, J. T.</u> (2007, December). *Visual presentation of data*. Departmental workshop, Southern Illinois University Carbondale, Carbondale, IL.

TECHNICAL REPORTS AND CONSULTING

- <u>Nadler, J. T. (2019</u>). *Psychometric evaluation of the PCI and Watson-Glaser IV*. Technical report for Chorus, Indianapolis, IN.
- <u>Nadler, J. T. (2018)</u>. Evaluation of the psychometrics of the Hallmarks Report. Technical report for Chorus, Indianapolis, IN.
- Nadler, J. T., Bartels, L., Pankey, K. (2017). Assessment, Selection, and Mentor Coaching at Continental Tires. Series of projects for Continental Tires, Mt. Vernon, IL.
- <u>Nadler, J. T.</u> (2017). *Parents 'Perceptions and Opinions Survey*. Technical report for Courtyard Charter School, Sacramento, CA.
- Nadler, J. T. (2016). 360 Degree Assessment. Technical report for Courtyard Charter School, Sacramento, CA.
- <u>Nadler, J. T</u>., Swanson, J., & Lowery, M.R. (2016). *Creation of the C'reer STEM Vocational Interest Measure (or SVIM)*. Technical report for Vireo Labs, Savanah GA.
- Nadler, J. T., et al. (2016). Employee Competency Endorsement, Cultural Climate, and Job Satisfaction Survey: Year 2. Technical report for Hawthorne Animal Hospital, Glen Carbon, IL.
- Nadler, J. T., et al. (2016). *Leadership Assessment and Coaching*. Technical report for Fantasy Books Inc., O'Fallon, IL.
- Nadler, J. T., et al. (2015). Employee Competency Endorsement, Cultural Climate, and Job Satisfaction Survey. Technical report for Hawthorne Animal Hospital, Glen Carbon, IL.
- <u>Nadler, J. T.</u> & Naumann, S. (2015). *SIUE BRIDGE Program Evaluation Survey and Year One Data Collection.* Technical report for NIH BRAD Grant, Southern Illinois University Edwardsville, IL.
- <u>Nadler, J. T.</u> (2014). Validation and Predictive Validity Study: A Focus on Top Performance Profiles for Western Institutional Review Board (WIRB). Technical report for Beatty LLC, Clayton, MO.

- <u>Nadler, J. T.</u> (2014). *Parents' Perceptions and Opinions Survey*. Technical report for Courtyard Charter School, Sacramento, CA.
- <u>Nadler, J. T.</u> (2014). *Employee Job Satisfaction and Organizational Climate Survey*. Technical report for Courtyard Charter School, Sacramento, CA.
- <u>Nadler, J. T</u>., Henry, J., Bateman, L., Detwiler, D., George, M., Joo, L., Lofink, S., Quarton, A., Rosenblum, A., & Zurowski, J. (2013). *Juggle, LLC Behavior-Based Interview Questions Based on the Juggle Competency Model*. Technical report for Juggle, LLC, Swansea, IL.
- <u>Nadler, J. T.</u> (2012). *The Proficient Executive and Executive Assessments: Predictive Relationships with Emerson Performance Data*. Technical report for Psychological Associates, Saint Louis, MO.
- <u>Nadler, J. T.</u> (2012). *Qualitative Analysis of The Proficient Executive and Footlocker's Executive Development Review*. Technical report for Psychological Associates, Saint Louis, MO.
- <u>Nadler, J. T.</u> (2012). An Examination of The Proficient Executive and Footlocker's Executive Development Review. Technical report for Psychological Associates, Saint Louis, MO.
- Lowery, M. R., <u>Nadler, J. T.</u>, Nguyen, D., Hellstrom, I., Hoffman, N., Berry, S., Ramsey, A., & Weston, R. (2009). *Evaluation of the Society for Industrial and Organizational Psychology 24th Annual Conference 2009*. Technical report for SIOP, Bowling Green, OH.
- Lowery, M. R., Pankey, K., <u>Nadler, J. T.</u>, Bhattacharya, G., Hoffman, N., & Weston, R. (2008). Society for Industrial and Organizational Psychology Leading Edge Consortium 2008 evaluation. Technical report for SIOP, Bowling Green, OH.
- Lowery, M. R., Pankey, K., <u>Nadler, J. T.</u>, & Weston, R. (2008). *Measure validation for* Six Sigma Black Belt selection evaluation and commentary of measure. Technical report for Bruce DeRuntz, Carbondale, IL.
- <u>Nadler, J. T.</u>, (2008). *SIU President's public service survey CoLA pilot test*. Technical report for the SIU Office of the President, Carbondale, IL.
- Pankey, K., <u>Nadler, J. T.</u>, Lowery, M. R., & Weston, R. (2008). SIU Alumni Association final analysis and executive summary. Technical report for the SIUC Alumni Association, Carbondale, IL.
- Bhattacharya, G., Pankey, K., <u>Nadler, J. T.</u>, Weston, R. (2008). *IGIS evaluation report final study*. Technical report for The Learning Partnership, Western Springs, IL.
- <u>Nadler, J. T.</u>, Cundiff, N. L., Middleton, S. C., & McKillip, J. (2007). *SIUC.edu web faculty, staff, and students survey.* Technical report for the SIUC University Communications, Carbondale, IL.
- <u>Nadler, J. T.</u>, Cundiff, N. L., Marshall, S., Dicken, V., McKillip, J. (2007). *SIUC.edu new web page faculty and staff focus groups*. Technical report for the SIUC University Communications, Carbondale, IL.
- Nadler, J. T., Marshall, S., Bhattacharya, G., McKillip, J. (2007). *Law School exit survey*. Technical report for the SIUC School of Law, Carbondale, IL.

- Nadler, J. T., Cundiff, N. L., Bhattacharya, G., Weston, R. (2007). Simple Science pilot report. Technical report for The Learning Partnership, Western Springs, IL.
- <u>Nadler, J. T.</u>, Cundiff, N. L., Bhattacharya, G., Weston, R. (2007). *Simple Science main yearly report and analysis*. Technical report for The Learning Partnership, Western Springs, IL.
- Cundiff, N.L., Marshall, S., <u>Nadler, J. T.</u>, & Weston, R. (2007). Advertising survey final analysis and executive summary. Technical report for Southern Illinois University's University Communications Department, Carbondale, IL.
- Cundiff, N.L., <u>Nadler, J. T.</u>, & Weston, R. (2007). *Simple Science evaluation report final study*. Technical report for The Learning Partnership, Western Springs, IL.
- DiCocco, M., Edwards, J., <u>Nadler, J. T.</u>, Cundiff, N. L., Marshall, S., & McKillip, J. (2007). *Guidelines for promoting research at Brehm*. Technical report for Brehm Preparatory School, Carbondale, IL.
- Nadler, J. T., Cundiff, N. L., & McKillip, J. (2006). *Law School orientation survey*. Technical report for the SIUC School of Law, Carbondale, IL.
- Nadler, J. T., Cundiff, N. L., & McKillip, J. (2006). *Law School admitted students survey*. Technical report for the SIUC School of Law, Carbondale, IL.
- <u>Nadler, J. T.</u>, Dicocco, M., Marshal, S., & McKillip, J. (2006). *School of Music instruction evaluation*. Technical report and presentation for the SIUC School of Music, Carbondale, IL.
- Dicken, V., <u>Nadler, J. T.</u>, Edwards, J., & Sagrestano, L. M. (2006). A survey of African American and Hispanic American life at SIUC. Technical report for Associate Chancellor of Diversity, SIUC, Dr. Bryson, Carbondale, IL.
- DiCocco, M., <u>Nadler, J. T.</u>, Wheeler, A., & Sagrestano, L. M. (2006). *SIU School of Law exit survey 2006*. Technical report for the SIUC School of Law, Carbondale, IL.

FUNDED GRANTS

2018-2019	Hussman Organizational Development. External 20 hour Assistantship. Granted amount \$9,843
2017-2018	Principal Investigator. SIUE STEP Grant: Sexual Harassment: Nonverbal and Unconscious Predictors and Outcomes. Granted amount \$14,536.
2017-2018	Graybar Organizational Development. Two external 20 hour Assistantship. Granted amount \$19,686
2017-2018	Hussman Organizational Development. External 20 hour Assistantship. Granted amount \$8,749
2016-2017	Co-Principal Investigator. SIUE EUE Grant: Integrating Service-Learning into the Industrial Engineering Capstone Design Course. Granted amount \$3,232.
2016-2018	Bi-State Development Organizational Development. External 20 hour Assistantship. Granted amount \$22,967

2016-2017	Talent Assessment & Development Organizational Development. External 20 hour Assistantship. Granted amount \$4,921
2016-2017	Beckwood Organizational Development. External 10 hour Assistantship. Granted amount \$6,438.
2016	Leadership Alliance Organizational Development. External 10 hour Assistantship. Granted amount \$3,219.
2015-2016	RaboAgrofiance Organization Development. External 20 hour Assistantship. Granted amount \$9,895
2015-2016	Beatty LLC Organization Development. Two External 20 hour Assistantship. Granted amount \$19.790
2014-2018	Program Evaluator: National Institutes of Health (NIH): Enhancing Research Support to Advance an Emerging Research Institution. Granted amount \$459,000 (\$30,840 for evaluation)
2014-2015	SunEdison Organization Development. External 20 Hour Assistantship. Granted amount \$9,895
2014	Principle Investigator: Southern Illinois University Edwardsville: Dean's Grant. Granted amount \$1,000
2012	Principle Investigator: Southern Illinois University Edwardsville: Research Equipment and Tools Grant. Granted amount \$2,795
2010	Principle Investigator: Southern Illinois University Edwardsville: FIRST Grant. Granted amount \$3,500
2010	Graduate Assistant: National Science Foundation (NSF-DUE 0966274): Leadership Development Program in Engineering and Technology. Granted amount \$597,591.
2010	Graduate Assistant: National Science Foundation (NSF-DUE 0622483): Engineering and Technology Talent Expansion Program at Southern Illinois University Carbondale. Granted amount \$1,173,676
2009	Principle Investigator: American Psychological Association (APA): Dissertation Research Award. Granted amount \$1,000
2007-2009	External Program Evaluator: Illinois State: Illinois Mathematics and Science Partnership for Health Science Technologies Grant. Granted amount \$10,000 per year for evaluation

ADDITIONAL GRANT ACTIVITY

2016	Program Evaluator: National Science Foundation (NSF): Job Market Dynamics in Engineering and Computer Science. Requested amount \$40,190 for evaluation. <i>Under review</i> .
2016	Principle Investigator: Southern Illinois University Edwardsville: Dean's Grant. Granted amount \$1,000. <i>Unfunded</i> .

2016	Co-PI: Society for Industrial/Organizational Psychology (SIOP): Career Study of People with Advanced Degrees in I/O Psychology. Requested amount \$7,000. <i>unfunded</i> .
2015	Program Evaluator: National Science Foundation (NSF): Collaborative Research: Market Influence on Graduate Attrition in Engineering (MIGRATE). Requested amount \$585,950 (\$8,693 for evaluation). <i>unfunded</i> .
2014	Beatty LLC Organization Development. External 20 Hour Assistantship. Granted amount \$9,895 (awarded, but position left unfilled)
2013, 2015	Program Evaluator: National Science Foundation (NSF): Supporting Teaching and the Advancement of Research at SIUE (STARS): Excellence in STEM at SIUE. Requested amount \$3,279,250 (\$75,547 for evaluation) <i>unfunded</i>
2008	Project Evaluation Leader: IAGEP Federal Grant: Increasing opportunities for minority graduate students in STEM careers. Requested amount \$10,000 per year for evaluation <i>unfunded</i>

BOOK REVIEWS

- <u>Nadler, J.T.</u> & Kufahl, R.* (2014). Navigating through a historical exploration of queer cinema [Review of the book *Queer cinema: School girls, vampires, and gay cowboys*]. *Psychology of Sexual Orientation and Gender Diversity, 1,* 86-87.
- <u>Nadler, J.T.</u> (2007). The Good Samaritan is good for business [Review of the book Organizational citizenship behavior: Its nature, antecedents, and consequences]. Analyses of Social Issues and Public Policy, 7, 259-261.
- <u>Nadler, J. T.</u> (2006, April 18). The quest for ultimate "whys" in social psychology [Review of the book *Evolution and social psychology*]. *PsycCRITIQUES-Contemporary Psychology: APA Review of Books, 52* (No.16), Article 11.

STUDENT PRESENTATIONS AND POSTERS AT PROFESSIONAL MEETINGS (Student Collaborations)

- Schaefer, L.*, Phillips, L.*, Price, S.*, Ramirez, J.*& Nadler, J. T. (2019, May). A Master's Vertical Student Practicum Marketing Committee: Year Three Evaluation. Presentation accepted at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Romanoff, A.*, Divine, I.*, Gentry, S.*, & <u>Nadler, J. T.</u> (2019, May). *Mturk Samples: A Continuing Evaluation of Data Quality 2014-2018*. Presentation accepted at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Harrison, M.*, Gentry, S.*, Smith, K.*, Phillips, L.*, & <u>Nadler, J. T.</u> (2019, May). Sexism: Sexual Harassment Attitudes: The Gender Divide Still Exists. Poster accepted at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Gentry, S.*, Harrison, M.*, Divine, I.*, Romanoff, A.*, & <u>Nadler, J. T.</u> (2019, May). *Eye-tracking as an Incremental Predictor of Sexist Behaviors*. Presentation accepted at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.

- Hardesty, L.*, Harrison, M.*, Smith, K.*, Phillips, L.*, & <u>Nadler, J. T.</u> (2018, May). Sexism: Gender differences in attitudes towards sexual harassment. Poster presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Harrison, M.*, Smith, K.*, Hardesty, L.*, McClimon, M.*, & <u>Nadler, J. T.</u> (2018, May). *Gaze fixation and sexism: Men's gaze when evaluating women applicants.* Poster presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Smith, K.*, Hardesty, L.*, Harrison, M.*, O'Louglin, M.*, & <u>Nadler, J. T.</u> (2018, May). *MTurk samples: Impacts of sampling methods on data quality 2014-2017*. Poster presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Tillery, M.*, Caudill, V.*, Schaefer, S.*, Phillips, L.*, & <u>Nadler, J. T.</u> (2018, May). *Evaluating a master's level vertical student practicum marketing committee*. Paper presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Kent, L.*, & <u>Nadler, J. T.</u> (2017, May). Gender and race bias in hiring: The impact of accountability. Paper presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Gann-Bociek, M.*, Cocke, H.*, & <u>Nadler, J. T.</u> (2016, May). Workplace minority status, mental health, and negative life outcomes. Paper presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Cocke, H.*, Gann-Bociek, M.*, & <u>Nadler, J. T.</u> (2016, May). Life Satisfaction of "Out" Homosexual and Heterosexual Working Adults. Paper presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Maves, M.*, Newcome, V.*, Meyer, C. B.*, Maglasang, T., & <u>Nadler, J. T.</u> (2015, May). *Facebook Stalking in Hiring: Can Managers make Personality Predictions from Social Media?* Poster presented at the Association of Psychological Science (APS) annual conference. New York, NY.
- Meyer, C. B.*, Newcome, V.*, Maves, M.*, & <u>Nadler, J. T.</u> (2015, May). *Gender Interactions of Color Cues on Attractiveness and Likability*. Poster presented at the Association of Psychological Science (APS) annual conference. New York, NY.
- Amesquite, E.*, Overby, D.*, Connolly, A.*, & <u>Nadler, J. T.</u> (2015, May). Crowd sourcing research: pay, demographics, quality, and generalization of MTurk. Paper presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Overby, D.*, Connolly, A.*, Amesquite, E.*, & <u>Nadler, J. T.</u> (2015, May). *Idealized and actual self: Who do our friends really know?* Paper presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Connolly, A.*, Amesquite, E.*, Overby, D.*, & <u>Nadler, J. T.</u> (2015, May). *Seeing red: Does color reliably influence women's perceptions of men?* Poster presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.

- Morr, R.*, Edwards, T.*, Blackhurst, J.*, Vogel, T.* & <u>Nadler, J. T.</u> (2014, May). *Women's Attire and Hiring: Impact of Sexism and Gaze Fixation*. Paper presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Wetherell, R. B.*, Maves, M.*, Taylor, A.*, & <u>Nadler, J. T.</u> (2014, May). *Students' Demographics and Attitudes towards Psychological Research*. Paper presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Taylor, A.*, Knuth, A.*, Stark, R.*, Abbett, C.*, & <u>Nadler, J. T.</u> (2014, May). Sexual Orientation and Aggressors and Targets of Sexual Harassment. Poster presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Maglasang, T. G.*, Wetherell, R. B.*, Johnson, J. S.*, & <u>Nadler, J. T.</u> (2014, May).
 Training and Accountability in Reducing Biased Perceptions of Sexual Harassment.
 Paper presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Maves, M.*, Stark, R.*, Knuth, A.*, Meyer, C. B.*, & <u>Nadler, J. T.</u> (2014, May). *Gender Differences in Sexism, Traditional Roles, and Sexual Harassment Attitudes.* Paper presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Meyer, C. B.*, Johnson, J. S.*, Maglasang, T. G.*, & <u>Nadler, J. T.</u> (2014, May). *Think Doctor, Think Male: Implicit Gender Associations with Career Prestige*. Paper presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Reed, H.*, Morr, R.*, & <u>Nadler, J. T.</u> (2014, May). *Job Satisfaction: The Effects of Gender and Workplace Advancement*. Paper presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Bailey, S. F.*, Voyles, E. C.*, & <u>Nadler, J. T.</u> (2013, May). *Differences Between the Sexes in Work Attitudes: Does Education Help?* Paper presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Morr, R.*, Murphy, L.*, Bailey, S. A.*, & <u>Nadler, J. T.</u> (2012, May). *Gender and Agency in Employee Performance Appraisals: Memory bias.* Poster presented at the Midwestern Psychology Association (MPA) annual conference. Chicago, IL.
- Reed, H.*, Smith, K.*, Moor, R.*, & <u>Nadler, J. T.</u> (2012, May). *Automatic Prescriptive Stereotypes of Men, Women, and Career Prestige*. Paper presented at the Midwestern Psychology Association (MPA) annual conference. Chicago, IL.
- Smith, K.*, Reed, H.*, Hitchcock, A.*, & <u>Nadler, J. T.</u> (2012, May). Don't Ask, Don't Tell II: Stereotype Activation and Language. Paper presented at the Midwestern Psychology Association (MPA) annual conference. Chicago, IL.
- Witzke, M.*, Hannon, G.*, Gauen, H.*, & <u>Nadler, J. T.</u> (2013, May). Self-Selected Social Identification Measure (SSIM): A Roller Derby Validation Study. Paper presented at the Midwestern Psychology Association (MPA) annual conference. Chicago, IL.

- Gauen, H.*, Morr, R.*, Witzke, M.*, & <u>Nadler, J. T.</u> (2013, May). Faculty Gender Differences in Pay and Performance. Paper presented at the Midwestern Psychology Association (MPA) annual conference. Chicago, IL.
- Fosberg, M.*, Gretak, A.*, Abbett, C.*, Hall, E.*, Morr, R.*, & <u>Nadler, J. T.</u> (2013, May). *Implicit and Explicit Ageism: Perceptions of the Younger Worker*. Poster presented at the Midwestern Psychology Association (MPA) annual conference. Chicago, IL.
- Edwards, T.*, Hall, E.*, Fosberg, M.*, Blackhurst, J.*, & <u>Nadler, J. T</u>. (2013, May). *Egalitarian Couples, Gender Perceptions, and Work Family Balance*. Paper presented at the Midwestern Psychology Association (MPA) annual conference. Chicago, IL.
- Abbett, C.*, Blackhurst, J.*, Edwards, T.*, Gretak, A.*, & <u>Nadler, J. T.</u> (2013, May). *Educational Attainment: The Gender by Education Pay Gap.* Paper presented at the Midwestern Psychology Association (MPA) annual conference. Chicago, IL.
- Reed, H.* & <u>Nadler, J. T.</u> (2013, May). Gender Difference: Working Couples Sharing Household Chores on Life Satisfaction. Paper presented at the Midwestern Psychology Association (MPA) annual conference. Chicago, IL.
- Morr, R.*, Gauen, H.*, & <u>Nadler, J. T.</u> (2013, May). *Commute Times: Gender Differences in Job Satisfaction in Full-time Workers*. Paper presented at the Midwestern Psychology Association (MPA) annual conference. Chicago, IL.
- Smith, K.*, Meyer, S.*, & <u>Nadler, J. T.</u> (2011, May). Gender, Personality, and Sexism: Examining Implicit and Explicit Gender Bias. Poster presented at the Midwestern Psychology Association (MPA) annual conference. Chicago, IL.
- Will, K. *, Meyer, S.*, & <u>Nadler, J. T.</u> (2011, May). Don't Ask, Don't Tell: Effects of Terminology on Public Opinion. Poster presented at the Midwestern Psychology Association (MPA) annual conference. Chicago, IL.
- Doener, J.*, Richardson, S.*, Rion, R.*, Smeltzer, S.*, Lowery, M. R., & <u>Nadler, J. T.</u> (2010, April). *Gender differences in career decisions: Effects on job and life satisfaction*. Poster presented at the Midwestern Psychology Association (MPA) annual conference. Chicago, IL.
- Hentrich, M. M.*, Voyles, E. C.*, <u>Nadler, J. T.</u>, & Lowery, M.R. (2009, April). *The glass ceiling: The impact of higher education on women's workplace perceptions*. Poster presented at STLAURS St. Louis Area Undergraduate Research Symposium. St. Louis, MO.

ENCYCLOPEDIA ENTRIES (Student Collaborations)

- Nadler, J. T. (2017). Gender Bias in Hiring Practices. In K. Nadal (Ed.) *The SAGE Encyclopedia of Psychology and Gender* (pp. 620-621). Thousand Oaks, CA: Sage.
- Nadler, J. T. & Anderson, N. S.* (2017). Affirmative Action. In K. Nadal (Ed.) *The Sage Encyclopedia of Psychology and Gender* (pp. 35-37). Thousand Oaks, CA: Sage.

- Nadler, J. T., & Maglasang, T.* (2016). Don't Ask, Don't Tell and Public Opinion. In A. Goldberg (Eds.), *The SAGE Encyclopedia of LGBTQ Studies* (pp. 338-339). Thousand Oaks, CA: Sage.
- Nadler, J. T., & Maglasang, T.* (2014). Executive Orders. In L. H. Cousins (Ed.), *Encyclopedia of Human Services and Diversity Vol. 5* (pp. 499-503). Thousand Oaks, CA: Sage.
- Nadler, J. T., & Meyer, C.* (2014). Office for Civil Rights. In L. H. Cousins (Ed.), *Encyclopedia of Human Services and Diversity Vol. 8* (pp. 983-985). Thousand Oaks, CA: Sage.
- <u>Nadler, J. T.</u>, & Wetherell, R.* (2014). National Center for Hate Crime Prevention. In L.
 H. Cousins (Ed.), *Encyclopedia of Human Services and Diversity Vol.* 7 (pp. 915-917). Thousand Oaks, CA: Sage.
- Hannon, G. Y.*, & <u>Nadler, J. T.</u> (2013). Organizational Culture. In K. Keith (Ed.), *The Encyclopedia of Cross-Cultural Psychology* (pp. 942-944). Hoboken, NJ: Wiley-Blackwell Publishers.
- <u>Nadler, J. T.</u>, & Murphy, L. M.* (2013). Organizational Structure. In K. Keith (Ed.), *The Encyclopedia of Cross-Cultural Psychology* (pp. 947-950). Hoboken, NJ: Wiley-Blackwell Publishers.
- Nadler, J. T., & Hitchcock, A. M.* (2013). Organizational Development. In K. Keith (Ed.), *The Encyclopedia of Cross-Cultural Psychology* (pp. 944-947). Hoboken, NJ: Wiley-Blackwell Publishers.
- Nadler, J. T. & Lowery, M. R. (2014). Employment. In A. Scull (Ed.), *Cultural* Sociology of Mental Illness: An A-to-Z Guide Vol. 5 (pp. 270-273). Thousand Oaks, CA: Sage.
- Gretak, A.* & <u>Nadler, J. T.</u> (2014). Schizoaffective Disorder: Cultural Comparisons. In A. Scull (Ed.), *Cultural Sociology of Mental Illness: An A-to-Z Guide Vol. 18* (pp. 771-774) Thousand Oaks, CA: Sage.
- Nadler, J. T. & Smith, K.* (2014). Clever Hans. In T.R. Levine & J. G. Golson (Ed.), *The Encyclopedia of Lying and Deception, Vol. 1* (pp. 150-152). Thousand Oaks, CA: Sage.
- Nadler, J. T. & Blackhurst, J.* (2014). False Memories. In T.R. Levine & J. G. Golson (Ed.), *The Encyclopedia of Lying and Deception, Vol. 1,* (pp. 363-366). Thousand Oaks, CA: Sage.
- <u>Nadler, J. T.</u> & Murphy, L.* (2014). False Confessions. In T.R. Levine & J. G. Golson (Ed.), *The Encyclopedia of Lying and Deception, Vol. 1* (pp. 361-363). Thousand Oaks, CA: Sage.
- Nadler, J. T. & Morr, R.* (2014). Self-Esteem. In T.R. Levine & J. G. Golson (Ed.), *The Encyclopedia of Lying and Deception, Vol. 2,* (pp. 839-841). Thousand Oaks, CA: Sage.
- Nadler, J. T. & Hannon, G.* (2014). Deception in Research Design. In T.R. Levine & J. G. Golson (Ed.), *The Encyclopedia of Lying and Deception, Vol. 1* (pp.268-271). Thousand Oaks, CA: Sage.

- Nadler, J. T. & Gretak, A.* (2014). Consciousness. In T.R. Levine & J. G. Golson (Ed.), *The Encyclopedia of Lying and Deception, Vol. 1* (pp. 195-198). Thousand Oaks, CA: Sage.
- Nadler, J. T. & Edwards, T.* (2014). The Big Lie. In T.R. Levine & J. G. Golson (Ed.), *The Encyclopedia of Lying and Deception, Vol. 1* (pp. 77-79). Thousand Oaks, CA: Sage.
- Edwards, T.* & <u>Nadler, J. T.</u> (2014). Business Ethics. In T.R. Levine & J. G. Golson (Ed.), *The Encyclopedia of Lying and Deception. Vol. 1* (pp. 105-112). Thousand Oaks, CA: Sage.

DOCTORAL DISSERTATIONS

- Sarah F. Baily (defended, 2015). Can Mentoring Reduce Social Stressors Through Socialization? A Longitudinal Study of Mentoring as a Primary Intervention Strategy. Northern Illinois University.
- Albert T. Botchway (defended, 2013). A Goal-Based Approach to Moral Behavior: Mitigating Gender Bias. Southern Illinois University Carbondale.

MASTER'S THESES

- Mallory Maves (Chair proposed Spring 2017). Male Dominance: An Additional Motive Predicting Sexual Harassment.
- Emily Rardin (Chair, defended Spring 2017). Corporate Psychopaths and Their Proclivity for Infiltrating Organizations.
- Stephanie Bauer (Chair, defended Spring 2017). Work-life Balance Culture, Work Flexibility, and Inducements: Impact on Perceived Organizational Attractiveness and Job Pursuit Intention.
- Caitlin Lenze (Chair, proposed Fall 2015). *Does Manager Self-Efficacy Perpetuate the Glass Ceiling? The Link between Manager Level, Self-Perceived Objectivity and Gender Discrimination.*
- Anna Glushko (Chair, defended Summer 2017). *The challenge of sorting lentils from the ashes in employee selection: Overt integrity testing and organizations attitudes.*
- Lyndzee Kent (Chair, defended Fall 2016). Justification-suppression of gender and race bias in hiring: The impact of accountability.
- Melissa Ginder (Chair, defended Spring 2016). Gender Differences in Perceptions of Discrimination in STEM Fields and the Synergetic Effects of Gender Evaluation and Coping Self-Efficacy on Job Outcomes.
- Janna Locke (Chair, defended Spring 2016). Are women opting out of leadership positions? The impact of stereotype threat, internalized sexism, and leader self-efficacy on women in STEM.
- Jordan Blackhurst (Chair, defended Spring 2015). Double jeopardy: Age and gender discrimination against young working women.

- Michelle Western (Chair, defended Spring 2017). Dyadic Relationships in the Workplace: Antecedents to High–Quality LMX in Professional-Assistant Relationships.
- Qin Cai (Chair, defended Summer 2015). The Times They are A Changin': Cross Cultural Perceptions of Sexual Harassment in Cyberspace.
- Annalise K. Coffman (Chair, defended Spring 2015). Breaking the Glass Ceiling: Perceptions of Diversity in Organizational Web Sites.
- Rosey Morr (Chair, defended Spring 2015). Age Discrimination: Perceptions of Age Groups and Equality in the Selection Process.
- Kailyn Russell (Chair, defended Spring 2015). Narrative Comments of 360-Degree Feedback: Gender Differences on Task and Social Roles
- Katie Kufahl (Chair, defended Fall 2013). *Discrimination in hiring decisions: Implications for marital status, gender, and sexual orientation.*
- Sarah Bailey (Chair, defended Spring 2012). *The glass cliff: Group versus individual decision making.*
- Brian Skaggs (Chair, defended Fall 2011). *The impact of interviewer characteristics and interview support on perceptions of organizational attractiveness and anxiety.*
- Lindsey Joo (Chair, in progress). Perceived Organizational Support, Burnout, and Academic Success in Resident Assistants.
- Meghan Feole (proposed Fall 2016). Drug-Testing for Selection: Attitudes Regarding Safety-Related Fields, Organizational Attraction, and Job Pursuit Intentions.
- Alen Skopljak (proposed Spring 2016). *Testing the Predictive Qualities of Grit in Graduate School.*
- Brian Wilkinson (defended Spring 2017). You Got to Pray Just to Make it Today: The Relationship Between Disclosure Disconnects, Job Satisfaction, and Organizational Commitment among Atheistic Employees.
- Ryanzo Perez (defended Spring 2017). Stepping Stone or Stumbling Block: The Impact of Prior Military Services on Hiring Managers' Perceptions of Warmth, Competence, and Hirability.
- Scott Schneider (defended Spring 2017). The Role of Parental Influence on Leadership in a Female Dominated Field.
- Christine Weller (defended Fall 2015). Sexual Orientation Discrimination: Effects of Microaggressions on Coming Out and Organizational Attraction.
- James Beil (defended Spring 2016). Measuring Pride in the Workplace.
- Ege Turen (defended Fall 2015). Beyond Biological Gender: Influencers for Women's Career Choices and Job Satisfaction
- Amanda Meyer (defended Spring 2015). *The impact of onboarding levels on utility, organizational commitment, perceived organizational support, and job satisfaction.*

Daniel Detwiler (defended Fall 2015). *Ethics integration strategies: Inoculating subsidiaries against unethical contagion.*

- Megan Beurskens (defended Spring 2015). Gender role socialization as a moderator between sexual coercion and psychological distress.
- Holly Morris (defended Fall 2014). A Web-Based Approach to Measuring the Effects of Corporate Wellness Programs on Recruitment Practices.
- Andrew Osifalujo (defended Fall 2014). Code-switching in working African Americans: Internalized racism, minority status, and organizational commitment.
- Casey Nixon (defended Summer 2014). Organizational Punishment for Sexual Harassment: Different for Men and Women?
- Tess Menzies (defended Spring 2014). Using Facebook in Hiring Decisions: Applicant Privacy and Perceptions of the Organization.
- Brandi Fulk (defended Spring 2014). Compassion Fatigue in Clinical Psychologists.
- Jodie Pyatt (defended Spring 2014). *Reactions to Homosexual Job Applicants: Implications of Gender and Sexual Orientation on Hiring Decisions, Salary Appointment, Agency, and Communality.*
- Amy Rosenblum (defended Summer 2013). *The Influence of Employment Status and Sex on Job Opportunities*.
- Amy Quarton (defended Spring 2013). Work/Non-Work Practices and Employees' Perceptions of Organizational Attractiveness: The Roles of Perceived Organizational Support, Work/Non-Work Interference, and Work/Non-Work Enrichment.
- Dana Maedge (defended Spring 2013). *Attracting All Ages: Considering How Generational Differences Impact Organizational Attractiveness.*
- Derrick Young (defended Spring 2013). *The Effect of Interviewer's Sex and Gender on Interviewee Anxiety and Performance.*
- Sean Keating (defended Fall 2012). *The importance of social support in reducing job stress*.
- Ashley Decker (defended Spring 2012). *Exit Interviews, Type of Interviewer, and Interviewee Self-Monitoring.*
- Sarah Lofink (defended Fall 2012). *The Relationship between Introversion-Extraversion and Burnout: Is Social Support a Mediator and is Emotional Intelligence a Moderator?*
- Leslie Dishman (defended Fall 2011). *Mentor Gender and its Effect on Negative Mentoring Experiences and Mentoring Outcomes.*
- Joshua Wombacher (proposed Spring 2011). Online recruitment: Investigating the prevalence of unqualified applicants in applicant pools.

UNDERGRADUATE HONORS THESES, PROJECTS, & PUBLICATIONS

Hollie Cocke (Chair, defended Spring 2016). *The Women's Leadership Gap: Social Constructionism and Essentialism and Backlash Targeting Women Leaders.* Senior Honors Thesis.

- Anna Connolly (Chair, defended Spring 2016). *Differences in Leadership Styles between Military and Non-Military Men and Women.* Senior Honors Thesis.
- Morgan Tillery (defended, Spring 2016). *Relationship between Self-deprecating Humor* and Subordinates' Satisfaction with Leader. Senior Honors Thesis.
- Anthony Rocco (defended, Spring 2016). Sports Participation as a Predictor of Leadership Styles. Senior Honors Thesis.
- Latinette, A., Burris, M., Oliver, S., Weiser, R., & Williams, J. (2016, May). Validation of a measure of college student test anxiety (CTAS). <u>Faculty sponsor</u> of a Psi-Chi Poster presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Megan Wilson (defended, Fall 2014). Respondent Reactions to Different Types of Ethnicity and Race Survey Questions. Senior Honors Thesis.
- Tiffany Maglasang (defended, Spring 2014). *Marital and Parental Status on Promotability*. Senior Honors Thesis, SIUe.
- Maves, M., Newcome, V., Schuman, C., & Milam, D. (2014, May). Gender differences in sexual harassment: who's the real victim? <u>Faculty sponsor</u> of a Psi-Chi Poster presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Davis, V. (2014, May). The Effects of Sorority Membership and Peer Support on Self-Reported Body Image. <u>Faculty sponsor</u> of a Psi-Chi Poster presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Meyer, A., Turen, E., & Weller, C. (2014, May). Extrinsic Motivation in College Students: A New Measure. Faculty sponsor of a Psi-Chi Poster presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Larson, R., Holmes, M., Brooks, A., & Riggins, D. (2014, May). Implications of Neuroticism and Motivational Orientation on Student Academic Motivation. Faculty sponsor of a Psi-Chi Poster presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Davis, V. (Chair, defended Spring 2013). The Effects of Sorority Membership and Peer Support on Self-Reported Body Image. Senior Honors Thesis.
- Rosey Morr (Chair, defended Spring 2013). *Ageism and the Younger Worker: Explicit and Implicit Stereotypes.* Senior Honors Thesis and URCA Associate funded (\$2,000) study, SIUe.
- Jonathan Tritley (defended Spring 2013). *The Associations of Imaginary Companions, Religiosity, and Suggestibility.* Senior Honors Thesis, SIUe.
- Lee, H. & Pinones, M. A. (2013, May). *Memory and Gender: Can Bilateral eyemovement effect recall?* <u>Faculty sponsor</u> of a Psi-Chi Poster presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Witzke, M., Schickel, M., Higgins, M., Dale, T., & Butler, S. (2013, May). Gender Adherence to Workplace Desirability. Faculty sponsor of a Psi-Chi Poster presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.

- Evansco, C., Lingelback, E., Geggie, P., Suits, M., & Schneider, M. (2013, May). The Effects of Extroversion and Gender on Selection for Groups. Faculty sponsor of a Psi-Chi Poster presented at the Midwestern Psychological Association (MPA) annual conference. Chicago, IL.
- Elora Voyles (Publication, 2010). The perception of leadership before and after the 2008 presidential election. *Journal of Psychological Inquiry*, 15, 34-36.
- Elora Voyles (Chair, 2010). *The perceived value of a potential partner: Interest and attachment style*. Seniors Honors Thesis, SIUC.
- Sean Cameron (Chair, 2010). Gender differences and gender perceptions of organizational citizenship behaviors. Psyc 392 Research Thesis, SIUC.
- Marybeth Hentrich (Chair, 2009). *Music's relationship with academic integration in individuals with high neuroticism*. Psyc 392 Research Thesis, SIUC.
- Elora Voyles (Chair, 2008). *Value based on demand in interpersonal relationships*. Psyc 392 Research Thesis, SIUC.
- Stacy Jackson (July, 2008). Gender differences in motivation and efficacy in college athletes. Poster presented at Midwest Applied Psychological Conference, Carbondale, IL.

HONORS AND AWARDS

2016	Vaughn Vandegrift URCA Research Mentor: Spring Semester
2015	SIUE: Nominated for School of Education Teaching Excellence Award
2013-2014	SIUE: Women's Studies Travel Award
2009	SIUC: Dissertation Research Assistant Award
2009	American Psychological Association (APA) Dissertation Research Award
2008	SPSSI Student Travel Award
2006-2009	ARC Professional Development Grant Travel Award,
2007-2008	American Psychological Association Student Travel Award,
2008	SIUC: Distinguished Graduate Student Research Award Nominee
2008	SIUC: Doctoral Fellowship Nominee
2007	SIUC: Doctoral Fellowship
2006	SIUC: Master's Fellowship

TEACHING INTERESTS

Industrial / Organizational PsychologyHOrganizational Behavior and Employee RelationsSResearch Methods: Quantitative and QualitativeSProgram EvaluationMPersonnel SelectionMTest and MeasuresHPsychology of GenderM

History of Psychology Social Psychology Statistical Methods Measurement Multivariate Statistics Employee Development Workplace Diversity

TEACHING EXPERIENCE

Associate Professor: SIUE Department of Psychology 2017- Psychology 365 Group Dynamics (Online)

- 2015- Psychology 320: Intro to I/O Psychology (Online and Hybrid)
- 2015- Psychology 576: Organizational Development (Online)
- 2015- Psychology 571: *Motivation and Leadership*
- 2015- Psychology 474: Organizational Psychology (Online)
- 2014- Psychology 494: Capstone Senior Research Workplace Diversity
- 2013- Psychology 573: Personnel Psychology
- 2013- Psychology 421: Psychological Tests and Measurements (Online)
- 2013- Psychology 521: Research Design and Inference II
- 2012- Psychology 520: Research Design and Inference I
- 2012- Psychology 494: Capstone Senior Research Classic Studies
- 2012- Psychology 575: Employee Selection
- 2011- Psychology 220: Research Methods and Statistics I
- 2011- Psychology 305: Psychology of Gender
- 2011- Psychology 320: Intro to Industrial/Organizational Psychology
- 2010- Psychology 206: *Social Psychology*
- 2010 Psychology 111: Fundamentals (Intro) of Psychology

Adjunct Faculty: Southern Illinois University Carbondale Department of Psychology Psychology 524: Multivariate Statistics and Research Methods 2010 Instructor of Record: Southern Illinois University Carbondale Department of Psychology 2010 University Honors 350: Psychology of Attraction and Intimacy 2010 Psychology 307: Social Psychology 2009 Psychology 389: Graduate School Preparation in Psychology Psychology 420: Industrial / Organizational Psychology 2009 2008 - 2009 Psychology 323: Psychology of Employee Relations 2007 - 2010 Psychology 392: Individual Projects in Psychology 2007 Psychology 489: Classic Studies in Psychology 2006 - 2010 Psychology 311: Field Research Methods in Psychology 2006 - 2008 Psychology 211: Research Methods and Statistics in Psychology Teaching Assistant and Guest Lecturer: Southern Illinois University Carbondale 2008 Psychology 465: Applied Research Methods Guest Lecturer Psychology 524: Multivariate Statistics Teaching Assistant 2007 2005 - 2006 Psychology 102: Introductory Psychology Lab/Teaching Assistant

EDITORSHIPS

- 2015-Present Consulting Editor: North American Journal of Psychology
- 2014-Present Associate Editor: Psychology of Sexual Orientation and Gender Diversity
- 2012-2018 Book Review Editor: Analyses of Social Issues and Public Policy (ASAP)
- 2013-Present Editorial Board: International Journal of Higher Education
- 2013-2014 Consulting Editor: *Psychology of Sexual Orientation and Gender Diversity*
- 2013-Present Editorial Review Board: Employee Relations

Bullock, H. & <u>Nadler, J. T.</u> (2013). Special issue editors, "The future of women's reproductive health: Evidence, policy, and politics." *Analyses of Social Issues and Public Policy (ASAP), 13.*

PROFESSIONAL SERVICE

Purdue University Global Advisory Board – I/O Psychology specialist
External Program Review: Master of Science of Industrial-Organizational Psychology at Austin Peay State University
Invited Convention Program Director: <i>Midwestern Psychological</i> Association (MPA) Declined
Cross Committee Membership Committee: <i>The Society for the</i> <i>Psychological Study of Social Issues</i> (SPSSI):
NITOP Speaker Committee: <i>The Society for the Psychological Study of Social Issues</i> (SPSSI): Chair 2018
SIOP Within Conference Assessment Subcommittee: Society for Industrial and Organization Psychology
Methodological Advisory Board: <i>Collaborative Research and Education</i> <i>Project (CREP)</i>
Special Committee: <i>Ethical statement for SPSSI about data integrity and data sharing</i>
Program Committee: Midwestern Psychological Association (MPA)
Diversity Committee: The Society for the Psychological Study of Social Issues (SPSSI)
Publications Committee: <i>The Society for the Psychological Study of Social Issues</i> (SPSSI)
Candidate Midwestern Psychological Association Council
Text Book Review: <i>Psychology of Sex and Gender: Similarities and Differences Within and Between</i> by Susan R. Burns.
Text Book Review: <i>Quantitative and Statistical Research Methods: From</i> <i>Hypothesis to Results</i> by William E. Martin & Krista D. Bridgmon
Psychology of Women Quarterly Student Advisory Board
SIOP Conference Volunteer Evaluator
Midwest Applied Psychology Conference Program Director
Communications Committee for Multiethnic Issues in Evaluation Topical Interest Group at <i>American Evaluation Association</i>
Ad Hoc Reviewer for:
<i>Psychology of Sexual Orientation and Gender Diversity</i> <i>Psychology of Women Quarterly</i>
Management Research Review
Society for Industrial & Organizational Psychology (SIOP) Conference
The Journal of Sex Research
Analyses of Social Issues and Public Policy(ASAP)
North American Journal of Psychology
Self and Identity
SAGE Open

Basic and Applied Social Psychology

Journal of Social and Personal Relationships

IOOB Annual Conference

Academy of Management Annual Meeting American Evaluation Association Annual Conference

American Psychological Association (APA) Annual Conference Social Psychology

PsycCRITIQUES - Contemporary Psychology: APA Review of Books

UNIVERSITY SERVICE

Southern Illinois University Edwardsville

Southern minors University Edwardsvine		
2018	SIUE Graduate Programs Committee	
2018-2019	SIUE Program Review: Chemistry	
2017-2018	SIUE Program Review: Social Work Bachelors Program Committee Chair	
2016-2017	SIUE Program Review: Art Therapy Counseling Graduate Program	
	Committee Chair	
2016-2017	SIUE Textbook Advisory Committee Chair	
2015-	SIUE Adviser: Board Game & Tabletop Club of SIUE (B.G.T.C.S.)	
2015-	SIUE Textbook Advisory Committee	
2015-2016	SIUE Program Review: Curriculum and Instruction Elementary Education Committee Chair	
2014-2015	SIUE HCIM Graduate Program Committee	
2014-2015	SIUE Program Review: Masters of Geography Committee Co-Chair	
2014-2015	SIUE Program Review: Masters of Geography Committee Co-Chan SIUE Program Review: Bachelors of Geography Committee	
2014-2013	SIUE Program Review: Industrial and Manufacturing Engineering	
2013-2014	Committee Chair	
2013-2016	SIUE General Education Assessment Committee	
2013-2010	SIUE Research and Development Committee	
2012-2013	Social Sciences STEP grant review Chair	
2012-2013	SIUE Program Review: Masters Business Arts (MBA) Committee Chair	
2012-2013	SIUE Program Review: Bachelors of Business Arts Committee	
2012-2013	SIUE Program Review: Masters of Teaching Arts Review Committee	
2011-2012	SIUE STEP Grant Review Committee	
	Faculty member Woman's Studies program	
School of Education, Health and Human Behavior		
2014-2018	Dean's Dozen Selection Committee	
2014-2019	Operating Papers Committee Alternate	
2016-2018	Diversity Committee	
2014-2016	Diversity Committee Alternate	
2012-2014	Operating Papers Committee	
2011-2012	Restructuring Task Force	
	Instructional Technology Task Force (Advisory Role)	
Psychology D		
2014-	Psychology Department Advisory Committee	
2014-2019	Psychology Department Director of I/O Master's Program	
2014	Psychology Department Distinguished Speaker Committee	

- 2015-Current Psychology Department Awards Committee Chair
- 2012-2015 Psychology Department Awards Committee
- 2011-2015 Psychology Department Newsletter Editor
- 2011-Current Psychology Department Honors Academy Advisory Board
- 2011-Current Psychology Department Undergraduate Program Advisory Committee
- 2011-Current Industrial Organizational Masters Program Committee
- 2010-2012 Psychology Department Secretary
- 2011-2012 Psychology Department Annual Evaluation Form Revision Committee
- 2010-2011 Psychology Department Library Liaison

Southern Illinois University Carbondale

2010 - 2014	Advisor Applied Research Consultants Advisory Board
2010 - 2011	Applied Ph.D. preliminary exams committee
2007 - 2008	Applied Research Consultants Conference Committee Chair

- 2006 2008 Applied Psychology (ARC) Speaker Series Committee
- 2007 Southern Illinois University Carbondale College of Liberal Arts Council
- 2006 Applied Psychology New Students Open House Committee
- 2005 2008 Junior Academy of Science Region 8 Science Fair, Judge
- 2004 2005 Carbondale Mentor Program, Youth Mentor

PROFESSIONAL AFFILIATIONS

Society for Industrial and Organizational Psychology (SIOP) The Society for the Psychological Study of Social Issues (SPSSI) Midwestern Psychological Association (MPA) Association for Psychological Science (APS) American Psychological Association (APA) American Evaluation Association (AEA) 2008-2014 The Society for the Psychology of Women Society for the Teaching of Psychology

REFERENCES

- Dr. Lynn Bartels, Southern Illinois University Edwardsville, Edwardsville, IL, lbartel@siue.edu, (618) 650-2569
- Dr. Ann Beatty, CEO Beatty Optimizing * Leadership, St. Louis, MO, annbeattyphd@gmail.com
- Dr. Margaret Stockdale, Indiana University-Purdue University Indianapolis, Indianapolis, IN, pstockda@iupui.edu, (317) 274-4930
- Dr. Dan Segrist, Southern Illinois University Edwardsville, Edwardsville, IL, desgris@siue.edu, (618) 650-3159
- Dr. Paul Rose, Southern Illinois University Edwardsville, Edwardsville, IL, prose@siue.edu, (618) 650-5390
- Dr. M. H. Clark, University of Central Florida, Orlando, FL, M.H.Clark@ucf.edu, (407) 823-0442

Paul Rose

Curriculum Vitae

Contact Information

prose@siue.edu 618-650-3353 Alumni Hall 1127, Campus Box 1049 School of Education, Health and Human Behavior Southern Illinois University Edwardsville Edwardsville, IL 62026-1049

Academic Appointments

Associate Dean of the School of Education, Health and Human Behavior (SEHHB), 2019-Interim Dean of the School of Education, Health and Human Behavior (SEHHB), 2017-2019 Assistant Dean of the School of Education, Health and Human Behavior, 2015-2017 Chair of the Department of Psychology, 2009-2017 Professor of Psychology, Southern Illinois University Edwardsville, 2016-Associate Professor of Psychology, Southern Illinois University Edwardsville, 2010-2016 Co-chair of the Department of Psychology, 2008-2009 Assistant Professor of Psychology, Southern Illinois University Edwardsville, 2005-2010 Visiting Assistant Professor of Psychology, Union College, 2003-2005

Education

Ph.D., Social-personality Psychology, University at Buffalo, The State University of New York, 2003 M.A., Social-personality Psychology, University at Buffalo, The State University of New York, 2001 B.S., Cum Laude, Psychology, Brigham Young University, 1998

Selected Awards or Recognitions

Reviewer of the Year, International Journal of Psychology, 2017 Living Independently Now Center, Inc. Service Recognition, 2017 University at Buffalo UPA/Psi Chi Excellence in Teaching Award 2002 Society for Personality and Social Psychology Travel Award 2001

Selected Grants Awarded

SIUE School of Education, Health and Human Behavior Dean's Grant 2017 (\$810; funded)
Departmental Award for Culture of Service in the Psychological Sciences. American Psychological Association. (Co-PI with Dan Segrist and Betsy Meinz; \$5,000; funded) 2014
SIUE School of Education Dean's Grant 2012 (Co-PI with Dan Segrist; \$825; funded)
Substance Abuse & Mental Health Services Administration TI-09-003 Adult Treatment Drug Courts. Madison County Illinois Drug Court Treatment Enhancement. (Co-PI with Jeremy Jewell; \$149,386; funded) 2009-2012

Publications

All journal articles listed were peer-reviewed. All book chapters and encyclopedia entries were written by invitation, and reviewed only by the volume editor(s).

35. Conlon, K. E., & Rose, P. (2017). Transparency for the public good: When feeling powerful does and does not affect willingness to sacrifice for the environment. *Journal of General Psychology, 144,* 169-186.

34. Jewell, J. D., Rose, P., & Bush, R. (2017). The long-term effectiveness of drug treatment court on reducing recidivism and predictors of voluntary withdrawal. *International Journal of Mental Health and Addiction*, *15*, 28-39.

33. Rose, P. (2015). From a public university in the U.S.A., answers to three questions about studying psychology. In K. Vaidya (Ed.), *Psychology for the Curious: Why Study Psychology?* Canberra, Australia: The Curious Academic Publishing.

32. Jewell, J. D., Malone, M., Rose, P., Sturgeon, D., & Owens, S. (2015). A multi-year follow-up study examining the effectiveness of a cognitive behavioral group therapy program on the recidivism of juveniles on probation. *International Journal of Offender Therapy and Comparative Criminology*, *59*, 259-272.

31. Pomerantz, A. M., & Rose, P. (2014). Is depression the past tense of anxiety? An empirical study of the temporal distinction. *International Journal of Psychology*, 49, 446-452.

30. Rose, P., & Segrist, D. J. (2014). Negative and positive urgency may both be risk factors for compulsive buying. *Journal of Behavioral Addictions*, *3*, 128-132.

29. Rose, P. (2014). Narcissism. In T. Levine & G. Golson (Eds.), *Encyclopedia of Deception*. Thousand Oaks, CA: Sage Publications.

28. Rose, P., & Segrist, D. J. (2012). Difficulty identifying feelings, distress tolerance and compulsive buying: Analyzing the associations to inform therapeutic strategies. *International Journal of Mental Health and Addiction*, *10*, 927-935.

27. Murphy, M., Cooper, T., Doran, M. & Rose, P. (2012). Impulsivity factors which predict compulsive buying. In M. Cyders (Ed.), *Psychology of Impulsivity*. Hauppage, NY: NOVA Science Publishers.

26. Kashdan, T. B., McKnight, P. E., Fincham, F. D., & Rose, P. (2011). When curiosity breeds intimacy: Taking advantage of intimacy opportunities and transforming boring conversations. *Journal of Personality*, *79*, 1067-1099.

25. Rose, P., & Kim, J. (2011). Self-monitoring, opinion leadership and opinion seeking: A sociomotivational approach. *Current Psychology*, *30*, 203-214.

24. Sears, P. M., Pomerantz, A.M., Segrist, D. J., & Rose, P. (2011). Beliefs about the biological (vs. nonbiological) origins of mental illness and the stigmatization of people with mental illness. *American Journal of Psychiatric Rehabilitation*, *14*, 109-119.

23. Heden, T., Lox, C., Rose, P., Reid, S., & Kirk, E. (2010). One-set resistance training elevates energy expenditure for 72 h similar to three sets. *European Journal of Applied Physiology*, *110*, 1-8.

22. Rose, P., Toney Smith, S. & Segrist, D. J. (2010). Too cheap to chug: Frugality as a buffer against college-student drinking. *Journal of Consumer Behaviour*, *9*, 228-238.

21. Rose, P. & Segrist, D. J. (2009). Excessive buying as a genuine addictive behavior. In A. Browne-Miller (Ed.) *The Praeger International Collection on Addictions* (Vol. 4, pp. 53-80). Westport, CT: Praeger.

20. Rose, P. & Conlon, K. E. (2009). Materialism: An evolutionary perspective. In F. Saito (Ed.), *Consumer Behavior*. Huntington, NY: Nova Science Publishers.

19. Rose, P. (2009). Affiliation. In H. Reis & S. Sprecher (Eds.), *Encyclopedia of Human Relationships*. Thousand Oaks, CA: Sage Publications.

18. Lakey, C., Rose, P., Campbell, K., & Goodie, A. (2008). Probing the link between narcissism and gambling: The mediating role of judgment and decision-making biases. *Journal of Behavioral Decision Making*, *21*, 113-137.

17. Rose, P. (2007). Mediators of the association between narcissism and compulsive buying: The roles of materialism and impulse control. *Psychology of Addictive Behaviors, 21,* 576-581.

16. Rose, P. (2007). The need for affiliation. In R. F. Baumeister & K. D. Vohs (Eds.), *Encyclopedia of Social Psychology*. Thousand Oaks, CA: Sage Publications.

15. Segrist, D. J., Corcoran, K. J., Jordan-Fleming, M. K, & Rose, P. (2007). Yeah I drink...but not as much as other guys: The majority fallacy among adolescent males. *North American Journal of Psychology*, *9*, 307-320.

14. Rose, P. & DeJesus, S. (2007). A model of motivated cognition to account for the link between self-monitoring and materialism. *Psychology and Marketing*, *24*, 93-115.

13. Murray, S., Griffin, D., Rose, P., & Bellavia, G. (2006). For better or worse? Self-esteem and the contingencies of acceptance in marriage. *Personality and Social Psychology Bulletin, 32*, 866-880.

12. Ames, D., Rose, P., & Anderson, C. (2006). The NPI-16 as a short measure of narcissism. *Journal of Research in Personality, 40,* 440-450.

11. Murray, S., Rose, P., Holmes, J., Podchaski, E., Derrick, J., Bellavia, G., & Griffin, D. (2005). Putting the partner within reach: A dyadic perspective on felt security in close relationships. *Journal of Personality and Social Psychology*, 88, 327-347.

10. Kashdan, T., Rose, P., & Fincham, F. (2004). Curiosity and exploration: Facilitating positive subjective experiences and personal growth opportunities. *Journal of Personality Assessment, 82,* 291-305.

9. Rose, P., & Campbell, K. (2004). Greatness feels good: A telic model of narcissism and subjective well-being. In S. P. Shohov (Ed.), *Advances in Psychology Research* (Vol. 31, pp. 3-26). Huntington, NY: Nova Science Publishers.

8. Murray, S., & Rose, P. (2003). Optimal self-esteem may promote relationship defense. *Psychological Inquiry*, *14*, 55-57. [Commentary on lead article.]

7. Murray, S., Griffin, D., Rose, P., Bellavia, G. (2003). Calibrating the sociometer: The relational contingencies of self-esteem. *Journal of Personality and Social Psychology*, *85*, 63-84.

6. Dehart, T., Murray, S., Pelham, B., & Rose, P. (2003). The regulation of dependency in mother-child relationships. *Journal of Experimental Social Psychology*, *39*, 59-67.

5. Murray, S., Bellavia, G., Rose, P., & Griffin, D. (2003). Once hurt, twice hurtful: How perceived regard regulates daily marital interactions. *Journal of Personality and Social Psychology*, *84*, 126-147.

4. Rose, P. (2002). The happy and unhappy faces of narcissism. *Personality and Individual Differences, 33*, 379-392.

3. Murray, S., Rose, P., Bellavia, G., Holmes, J., & Kusche, A. (2002). When rejection stings: How selfesteem constrains relationship enhancement processes. *Journal of Personality and Social Psychology*, *83*, 556-573.

2. Murray, S., Bellavia, G., Feeney, B., Holmes, J., & Rose, P. (2001). The contingencies of interpersonal acceptance: When romantic relationships function as a self-affirmational resource. *Motivation and Emotion, 25,* 163-189.

1. Murray, S., Holmes, J., Griffin, D., Bellavia, G., & Rose, P. (2001). The mismeasure of love: How self-doubt contaminates relationship beliefs. *Personality and Social Psychology Bulletin, 27*, 423-436.

Conference Presentations

The list of conference presentations I have authored or co-authored is available upon request. Conferences I have most often presented at include the annual meetings of the *Society for Personality and Social Psychology*, the *Midwestern Psychological Association*, and the *Association for Psychological Science*.

Selected Departmental Service at SIUE

PSYC 111 Mentoring Project Team Member, 2014-2015 Webmaster, 2008-2017 Member, Ad Hoc Vision Statement Committee, 2007-2008 Participant Pool Coordinator (after one semester as Co-coordinator), 2007-2008 Member, Ad Hoc Graduate Recruiting Committee, 2007-2008 Member, Ad Hoc Academic Misconduct Committee, 2007-2008 Chair, Ad Hoc Graduate Statistics Committee, 2006-2007

Selected School of Education, Health and Human Behavior Service

Member, School of Education Teaching Excellence Award Committee, 2013*
*Fulfilled responsibility as an alternate while Greg Everett was on sabbatical
Member, School of Education Election Committee, 2012-2014
Member, School of Education Alumni Hall of Fame Selection Committee, 2012, 2013, 2017
Member, School of Education Restructuring Task Force, 2012
Meeting Leader, Strategic Planning (Goals 2021) Meeting, 2011
Member, School of Education Administrative Team, 2008-2017
Member, School of Education Advisory Board, 2008-2014

Selected University Service

Member, STEM Center Internal Advisory Group, 2013-2015 Chair, Strategic Plan Update Committee, 2012-2013

Member, Long-Term Goals Subcommittee, 2013

Member, Feedback-Sorting Subcommittee, 2013

Co-chair, Student Evaluation of Teaching Implementation and Continuous Review Committee, 2011-2012

Commencement Name Reader, Spring 2010, Spring 2011, Fall 2011, Fall 2012, Fall 2013, Spring 2014 Member, Undergraduate Programs Committee for Curriculum Council, 2007-2012

Member, Student Evaluation of Teaching Validation Subcommittee, 2010-2011

Chair, Graduate Art Therapy Program Review Team, 2009

Member, Undergraduate Program Review Committee for Electrical and Computer Engineering, 2006-2007

Selected Professional and Community Service

Member of editorial board for Psychology and Marketing, 2007-

Proposal reviewer for the *National Science Foundation* (USA; Division of Behavioral and Cognitive Sciences), 2011, 2013 (twice in 2013); *Fonds zur Förderung der Wissenschaftlichen Forschung* (Austria; Humanities and Social Sciences Division), 2012

Manuscript reviewer for Addiction Research and Theory, 2012; Australian Journal of Psychology, 2013; Cognitive Therapy and Research, 2009; Comprehensive Psychology, 2014; Imagination, Cognition and Personality, 2006, 2007; Basic and Applied Social Psychology, 2009, 2012; European Journal of Social Psychology, 2017; International Journal of Psychology, 2017; Journal of Happiness Studies, 2006, 2010, 2011, 2016; Journal of Personality, 2009; Journal of Personality Assessment, 2007, 2011; Journal of Social and Clinical Psychology, 2005, 2006, 2007; Learning and Individual Differences, 2012; North American Journal of Psychology, 2006; Personality and Individual Differences, 2002, 2005, 2006 (twice in 2006), 2009, 2010; Personality and Social Psychology Bulletin, 2014; Psychology and Psychotherapy: Theory, Research and Practice, 2009, 2010; Psychiatry Research, 2018; Psychological Reports, 2008, 2014; Psychological Science, 2007, 2010; Psychology and Marketing, 2008 (four times in 2008), 2010, 2011, 2012; 2013 (thrice in 2013); 2014 (twice in 2014); 2015; 2018; Self and Identity, 2007; Social and Personality Psychology Compass, 2008

Member of the Board of Directors, Living Independently Now Center (<u>www.lincinc.org</u>), a local agency that serves people with disabilities, 2014-2017

Fundraising and Public Relations Committee, 2015-2017

Courses Taught

At SIUE

Hons 320: The Good Life Psyc 206: Social Psychology Psyc 220: Research Design and Statistics I Psyc 407: Multicultural Psychology (substituted while a colleague was on leave for about half the semester) Psyc 520: Research Design and Inference I Psyc 521: Research Design and Inference II <u>At Union College or SUNY-Buffalo</u> Experimental Psychology Organizational Psychology Introductory Psychology Psychological Statistics Social Psychology The Self

Supervision of Student Research

A list of more than a dozen conference presentations that students have made with my guidance is available upon request.

Also available is a list of my participation with psychology honors thesis committees, including the seven such committees I have chaired. I can also provide a list of the 26 master's thesis committees on which I have served.

Christopher B. Rosnick, Ph.D., MPH ORCID #: 0000-0003-3915-9177

Associate Professor Department of Psychology Southern Illinois University Edwardsville Campus Box 1121, Alumni Hall 0127 Edwardsville, IL 62026-1121 Tel: 618-650-5351 email: crosnic@siue.edu

Education:

- Ph.D. in Aging Studies, University of South Florida, 2000 2005
 Major Professor: Dr. Brent J. Small
 Dissertation: Stress and Cognitive Performance in Older Adults.
- M.P.H. in Biostatistics, University of South Florida, 2001 2006
 Advisor: Dr. Yiliang Zhu
 Special Project: The Effect of Life Events on 4-Year Cognitive Change in Older Black and White Americans.
- B.A. in Gerontology, University of South Florida, 1994 1997
- B.A. in Psychology, University of South Florida, 1994 1997

External Grants- Awarded

2008-2011 K30 award from the Washington University in St. Louis School of Medicine, \$2000 per year for three years and 60% protected time for research. Mentors: Dr. David Balota and Dr. Eric Lenze

External Grants- Submitted/Not Funded

- 2017 National Institute of Health. Matching Targets to Unannotated Ligands: A New Computational Approach (R01-resubmission; March 2017) Role: Co-I
- 2016 National Institute of Health- R01. Matching Targets to Unannotated Ligands: A New Computational Approach (Co-I), \$1,301,447.00, Not Funded.
- 2016 National Institute of Justice. Project B-CALM: A Cluster Randomized Controlled Trial of a Two Tier Mindfulness and Meditation Program (Other-taken off just before submission due to hospitalization), \$4,983,124.00, Not Funded

- 2015 Robert Wood Johnson Foundation Brief Proposal- Optimizing Value in Health Care: Consumer-Focused Trends from the Field (PI), \$237.496.00-Not Funded
- 2013 Scientific Research Network on Decision Neuroscience and Aging (Co-PI), \$28,834- Not Funded
- 2011 Scientific Research Network on Decision Neuroscience and Aging (Co-PI), \$21,253.97- Not Funded

Internal Grants Awarded

2014-2015	Southern Illinois University Edwardsville, Multidisciplinary Research award (PI), \$25,000
2011	Southern Illinois University Edwardsville, New Directions Grant (Co-PI), \$14,308.60
2011	Southern Illinois University Edwardsville, New Directions Grant (Co-PI), \$31,518.40
2010-2011	Southern Illinois University Edwardsville, Seed Grants for Transitional and Exploratory Projects (PI), \$13,978.08
Spring 2010	Southern Illinois University Edwardsville, School of Education, Dean's Grant (PI), \$1000
2008	Summer Research Fellowship, Southern Illinois University Edwardsville, \$8000

Honors/ Awards

2006	Honorable Mention for the James G. Zimmer New Investigator Research Award presented at the 134 th Annual American Public Health Association Meeting. Rosnick, C. B. , Small, B. J., & Burton, A. M., <i>Bereavement and</i> <i>Cognitive Functioning: A Cross-Sectional and Longitudinal Examination</i> .
2005	Laurence G. Branch Doctoral Student Research Award presented at the 133 rd Annual American Public Health Association Meeting. Rosnick, C. B. , Small, B. J., McEvoy, C. L., Borenstein, A. R. & Mortimer, J. A., <i>Negative Life Events and Cognitive Performance in a Population of Older Adults</i> .
2005	Provost's Commendation for Outstanding teaching by a Graduate Teaching Assistant

- 2004 Provost's Commendation for Outstanding teaching by a Graduate Teaching Assistant
- 2003 Certificate for the Provost's Award for Outstanding Teaching by a Graduate Teaching Assistant
- Award for Excellence in Research at the 1st Annual Center for Hospice and Palliative Care Symposium, University of South Florida. Rosnick, C.
 B. & Reynolds, S. L., *Thinking Ahead: Factors Associated With Executing Advance Directives.*
- 2000 Institute on Aging Fellowship, University of South Florida

Professional Experience

2013 to present	Associate Professor, Southern Illinois University Edwardsville, Edwardsville, IL
2007 to 2013	Assistant Professor, Southern Illinois University Edwardsville, Edwardsville, IL
2005 to 2007	Postdoctoral Research Scientist, Dr. Margie Lachman, Brandeis University, Waltham, MA
2000 to 2005	Graduate Research Assistant, Dr. Brent J. Small, University of South Florida, Tampa, FL
2000 to 2002	Graduate Research Assistant, Dr. Sandra Reynolds, University of South Florida, Tampa, FL
2000 to 2004	Technical Assistant (webpage maintenance), School of Aging Studies, University of South Florida, Tampa, FL
1999 to 2000	Research Assistant, Department of Gerontology, University of South Florida, Tampa, FL
1998 to 1999	Staff Coordinator, Home Instead Senior Care, Tampa, FL
1997 to 1998	Research Assistant, Dr. Kathryn Hyer, Hartford Foundation, New York University

Professional Activities

Professional Service

2015 to 2016	Panelist, National Science Foundation
2014 to 2016	Faculty Co-Advisor, Hospice Volunteer Initiative

2012 to 2015	Co-Chair, APA Division 20 Program Chair for the American Psychological Association Annual Convention
University Service	
2017 to present	Statistical Consultant to DNP program
2015 to 2016	Faculty Mentor, Computer Science Capstone
2014 to 2015	Member-at-Large, School of Education, Health, and Human Services Dean Advisory Committee
2014 to 2015	Chair, Criminal Justice Program Review Committee
2007 to present	Attend Commencement and Honor's Day Ceremony as assigned
2011 to 2013	Co-Chair, Research and Projects Committee
2013	Reviewer, Competitive Applications Resubmission Initiative grant
2012	Member, IRB Wizard Pre-pilot Team
2011-2012	Member, Physical Education & Teacher Education Program Review Committee
2010-2011	Member, Speech-Language Pathology & Audiology Program Review Committee
2010	Member, Research and Development Committee, Seed Grants for Transitional and Exploratory Projects review panel
2008-2010	Member, Healthy Living Expo Planning Committee (formally Senior Fair Planning Committee)
School of Education, Health, and Human Services	
2018 to 2020	Alternate, Elections Committee

2018 to 2020	Alternate, Elections Committee
2014 to 2018	Alternate, Professional Affairs Committee
2013	Chair, Research and Projects Committee
2012	Member, Psychology of Physical Activity and Health Faculty Search Committee, Department of Kinesiology and Health Education
2010 to 2013	Member, Research and Projects Committee
2012	Alternate, SOE Restructuring Task Force
2008 to 2010	Chair, Research and Projects Committee
2008 to 2010	Member, Peer Mentoring Committee

SOE Attendee, SIUE 50th Anniversary Community Festival

Department of Psychology

2008

2017 to present	Participant Pool Coordinator
2018 to 2018	Member, Ad Hoc Committee for PSYC 111 Research Alternatives
2012 to 2018	Member, Student Awards Committee
2007 to present	Member, Undergraduate Program Advisory Committee
2010 to 2018	Director, D.A.T.A. Consultants
2014 to 2018	Alternate, Professional Affairs Committee
2013 to 2016	Coordinator, Honors Advisory Board
2013	Chair, Ad Hoc Psychology of Aging Fund Committee
2013	Member, Self-plagiarism Ad Hoc Committee
2012 to 2013	Member, Health Psychology Faculty Search Committee
2012	Member, Department Chair Election Committee
2011	Member, Ad Hoc Capstone Seminar in Psychology Committee
2008 to 2011	Participant Pool Coordinator
2007 to 2008	Member, Senior Fair Planning Committee

Professional Activities

Ad Hoc Reviewer

Aging & Mental Health Aging, Neuropsychology, and Cognition Alzheimer's Disease and Associated Disorders- an International Journal *Clinical Interventions in Aging Current Psychology* International Journal of Geriatric Psychiatry JAMA Psychiatry Journal of Affective Disorders Journal of Applied Gerontology Journal of Geriatric Psychiatry and Neurology Journal of Gerontology: Psychological Sciences Journal of Mental Health and Aging Journal of Nervous and Mental Disease Psychology and Aging Psychophysiology Stress and Health

Professional Memberships American Psychological Association Division 20 (Adult Development and Aging) American Public Health Association (2004-2010) Association for Psychological Science Gerontological Society of America Midwestern Psychological Association

Annual Meeting Abstract Reviewer for the American Psychological Association, Gerontological Society of America and American Public Health Association

Workshops Attended

<u>Analysis of Daily Diary Data using Multilevel Modeling.</u> The workshop was presented at the 61st Annual Scientific Meeting of the Gerontological Society of America, National Harbor, MD, November, 2008.

<u>What to Do About Missing Data: Tools for Practitioners.</u> The workshop was presented by Recai Yucel, Ph.D. at the Center for Research and Families, University of Massachusetts- Amherst, January, 2006.

Introduction to Structural Equation Modeling Using LISREL. The workshop was presented by Aline Sayer, Ph.D. (University of Massachusetts- Amherst) and Erin Phelps, Ph.D. (Tufts University) on the Tufts University Medford campus, August, 2005.

<u>Technical Assistance Workshop: Workshop for Minority and Emerging Scientists</u> and Students Seeking Careers in Aging Research. The preconference workshop was presented by the National Institute of Aging at the 55th Annual Scientific Meeting of the Gerontological Society of America, Boston, MA, November, 2002.

<u>Mixed Models and Hierarchical Models in Gerontological Research.</u> The workshop was presented at the 54th Annual Scientific Meeting of the Gerontological Society of America, Chicago, IL, November, 2001

University Instruction

Tenure Track Professor, Southern Illinois University Edwardsville, Department of Psychology

PSYC 201, Child Psychology
PSYC 204, Adult Development and Aging
PSYC 220, Research Design and Statistics I
PSYC 221, Research Design and Statistics II
PSYC 422, Data Analysis with SPSS (developed course)
PSYC 487, Psychology of Aging
PSYC 491, Research in Psychology
PSYC 492, Readings in Psychology
PSYC 494, Capstone Seminar in Psychology
PSYC 494.HON, Honors Capstone Seminar in Psychology

Public Health

PBHE 375, Research Methods in Health PBHE 353, Public Health Data Analysis Instructor, University of South Florida, School of Aging Studies DEP 2004, Life Cycle GEY 4612, Psychology of Aging

Undergraduate Honors Theses

2017-2018	<u>Chair</u> , Austin DeJaynes Congruency, Musical Experience, and Working Memory Performance
2015-2016	<u>Chair</u> , Molly Wickenhauser Negative Life Events and Depression/Anxiety: The Roles of Intrusive Thinking, Rumination, and Gender
2015	<u>Chair</u> , Samantha Boschert Exposure to Awe-inspiring Nature and Stress Recovery
	<u>Co-Chair</u> , Stefanie Schrieber ADHD: Personal Experience and Knowledge of the Disorder
2013-2014	Member, Samantha Forehand The Potential Mediating Role of Relationship Closeness on the Association Between Self-Esteem and Relationship Satisfaction
	Member, Kaylin James Sources of Sexual Education and Their Impact on Young Adults' Sexual Attitudes
2012-2013	Member, Jordan Blackhurst The Effects of Adlerian Parenting Styles, Perceived Parental Relationships, and Parental Marital Status on Young Adults' Attitudes towards Long-term Committed Relationships
2011-2012	<u>Chair</u> , Michelle Voegtle (<u>McLaughlin Honors Award co-winner</u>) The Impact of Daily Stress and Mindfulness on Physical Activity Adherence
	Member, Alec MacDonald The Effects of Regulating Dominant Writing Tendencies on Executive Functioning
	Member, Jennifer Brown The Effects of Social Facilitation and Task Difficulty on Thoughts Unrelated to Task Performance

2009-2010	Chair, Elise Valdés (McLaughlin Honors Award co-winner)
	Differences in the Processing Capacities of Anxious and
	Non-Anxious College Students

2007-2008 Member, Mallory Hensley Striking a Chord: The Effect of Music and Experience On Short-Term Affect and Quality of Life in Healthy Older Adults

Masters Student Theses

2018-2019	Member, Kevin Kleiman Committing to a Fault: Combatting Escalation of Commitment with a Mindfulness-Based Intervention
2016	Member, Allison Benware The Roles of Teaching Experience and Authoritative Classroom Management Style on Student Discipline
	Member, Abby Frye (Sociology) Elderly People: What Can We Learn From Them
2015-2016	Member, Stephanie Jacobs Examining Self-Perceptions of Aging: A Psychoeducational Approach to Increasing Mental Health in Older Adults
2014-2015	Member, Jordan Blackhurst Core Self-evaluations as a Dispositional Determinant of Perceived Gender and Age Discrimination Among Young Working Women
	Statistical Consultant, Luciana Sabatino (Auburn University- Montgomery) The Effect of Mindfulness on Cognitive Performance: Investigating Worry and Intrusive Thinking as Possible Mediators
2013-2014	<u>Chair</u> , Anna Croghan The Effects of Depressive Symptomatology, Intrusive Thinking, and Age on Cognitive Functioning
2012-2015	Member, Kristie Nienaber The Moderating Effect of Intrinsic Religiosity on the Relationship Between Death Anxiety and Psychological Distress Among Older Adults

2012-2013	Member, Sara Childers Examining Teacher Variables as Predictors of Discipline Referrals
2011-2012	Member, Sarah Zuber The Effect of Weight-Based Stigma and Body Mass Index on Social Anxiety
2010-2011	<u>Chair</u> , Bryan Cummiskey Depression and Executive Functioning: A Three-Part Evaluation of Depressive Symptomatology
	Member, Michele Hart Influencing Factors: The Effect of Therapists' Ageism and Age on Prognostic Assessment
2010	Member, Mayo Fujiki Exploratory and Confirmatory Factor Analysis of the Stressful Parent Thoughts Scale (SPTS)
PhD Dissertations	
2014-2015	Statistical Consultant, Jerrica Ampadu (University of Hawaii at Manoa) Examining the Relationships Between Social Support and Diabetes Self-Management Activities in Adult African Americans
2013	Statistical Consultant, Rebecca Ellis (Benedictine University at Springfield) Visual Communication in Organization Change: The

Peer Reviewed Publications

Brown, D., Blackmon, S., **Rosnick, C.B.**, Griffin-Fennell, F., White-Johnson, R. (2017). Initial Development of a Gendered-Racial Socialization Scale for African American. *Sex Roles, 77, 178-193.* doi: 10.1007/s11199-016-0707-x

Impact of Cognitive Load on Understanding and Adoption

- Brown, D., Rosnick, C.B., & Segrist, D. (2017). Internalized Racial Oppression and Higher Education Values: The Mediational Role of Academic Locus of Control Among African American Men. *Journal of Black Psychology*, 43, 358-380. doi: 10.1177/0095798416641865
- Rosnick, C.B., Wetherell, J.L., White, K.S., Andreescu, C., Dixon, D., Mantella, R.C., & Lenze, E.J. (2016). Cognitive-Behavioral Therapy Augmentation of SSRI Reduces Cortisol Levels in Older Adults with Generalized Anxiety Disorder.

Journal of Consulting and Clinical Psychology, 84 (4), 345-352. doi: 10.1037/a0040113

- Meeks, J. T., Rosnick, C. B., <u>Blackhurst, J.</u>, & <u>Overton, A.</u> (2014). Does Sex Matter? The Moderating Role of Sex on the Relationship Between Stress Biomarkers and Cognition. *Current Psychology*, 33, 199-218. doi: 10.1007/s12144-014-9206-9
- Brown, D. L., Rosnick, C. B., Webb-Bradley, T., & Kirner, J. (2014). Does Daddy Know Best? Exploring the Relationship Between Paternal Sexual Communication and Safe Sex Practices Among African American Women. Sex Education, 14, 241-256. doi: 10.1080/14681811.2013.868800
- Rosnick, C. B., Rawson, K., Butters, M., & Lenze, E. (2013). Association of Cortisol with Neuropsychological Assessment in Older Adults with Generalized Anxiety Disorder. *Aging & Mental Health*, 17, 432-440. doi: 10.1080/13607863.2012.761673 (PUBMED id: 23336532)
- Kontoyianni, M. & Rosnick, C. B. (2012). Functional Prediction of Binding Pockets. Journal of Chemical Information and Modeling, 52, 824-833.
- Stawski, R., Almeida, D., Lachman, M. E., Tun, P.A., Rosnick, C. B., & Seeman, T. (2011). Associations between cognitive function and naturally-occurring daily cortisol during middle adulthood: Timing is everything. *Journal of Gerontology: Psychological Sciences, 66B (Supplement 1)*, i71-i81.
- Stawski, R., Almeida, D., Lachman, M. E., Tun, P.A., & Rosnick, C. B. (2010). Fluid Cognitive Ability is Associated with Greater Exposure and Smaller Reactions to Daily Stressors. *Psychology and Aging*, 25, 330-342.
- Rosnick, C. B., Small, B. J., & Burton, A. M. (2010). The Effect of Spousal Bereavement on Cognitive Functioning in a Sample of Older Adults. *Aging, Neuropsychology, and Cognition, 17* (3), 257-259.
- Karanovich, F. A., Searby, L. J., & Rosnick, C. B. (2009). S.N.A.P. and T.W.I.L.: No Matter What You Call It, New Professors Get Support! *International Journal of Educational Leadership Preparation*, 4 (4).
- Lachman, M. E., Röcke, C., Rosnick, C. B., & Ryff, C. D. (2008). Realism and Illusion in Americans' Views of Their Life Satisfaction: Age Differences in Perceiving the Past and Anticipating the Future. *Psychological Science*, 19 (9), 889-897.
- Rosnick, C. B., Small, B. J., McEvoy, C. L., Borenstein, A. R. & Mortimer, J. A. (2007). Negative Life Events and Cognitive Performance in a Population of Older Adults. *Journal of Aging and Health, 19 (4),* 612-629.

- Small, B.J., Rosnick, C. B., Fratiglioni, L. & Bäckman, L. (2004). Apolipoprotein E and Cognitive Performance: A Meta-Analysis. *Psychology and Aging*, 19 (4), 592-600.
- **Rosnick, C. B.,** Small, B.J., Borenstein Graves, A, & Mortimer, J.A. (2004). The Association Between Health and Cognitive Performance in a Population-Based Study of Older Adults: The Charlotte County Healthy Aging Study (CCHAS). *Aging, Neuropsychology, and Cognition, 11* (1), 89-99.
- Rosnick, C. B. & Reynolds, S. L. (2003). Thinking Ahead: Factors Associated with Executing Advance Directives. *Journal of Aging and Health*, 15 (2), 409-429.

Book Chapters

Lachman, M.E., Rosnick, C. B., & Röcke, C. (2009). The Rise and Fall of Control Beliefs in Adulthood: Cognitive and Biopsychosocial Antecedents and Consequences of Stability and Change over Nine Years. In H. Bosworth and C. Hertzog (Eds.), *Aging and Cognition: Research Methodologies and Empirical Advances (pp.143-160)*. Washington, D.C.: American Psychological Association

Manuscripts Under Review

Manuscripts in Preparation for Resubmission

- Kontoyianni, M. & Rosnick, C. B. (under revision). Exploring Ligand-Protein Associations via Computational Chemogenomics.
- Meeks, J. T. & **Rosnick, C. B.** (under revision). Age Moderates the Relationship between Cognition and Salivary Levels of Alpha Amylase and Cortisol.
- **Rosnick, C. B.,** Meeks, J. T., & <u>Voegtle, M. L</u>. (under revision). Self-Reported Anxiety and Mind Wandering Mediate the Effect of Response Inhibition on Subsequent Cognitive Performance.
- Rosnick, C. B., Croghan, A., & Lachman, M. E. (under revision). The Relationship Between Negative Life Events and Cognitive Functioning of Young, Middle-Aged, and Older Adults.
- Valdés, E. G. & Rosnick, C. B. (under revision). I'm Over Here: An Experimental Test of the Attentional Control Theory.

Presentations at Professional Meetings

Rosnick, C.B., Wickenhauser, M.E., Welleritter, L. & Jacobs, S. *Technology-Related Anxiety is Good for Middle Age/ Older Adults' Processing Speed and Working Memory.* Poster presented at the annual meeting of the Association for Psychological Science, San Francisco, CA, May 2018.

- Brown, D., Blackmon, S.K., Rosnick, C.B., Griffin-Fennell, F., & White-Johnson, R. Gender also Matters: Development of the Gendered-Racial Socialization Scale for African American College Women. Symposium offered at the 48th Annual Association of Black Psychologists Convention, Arlington, VA, August, 2016.
- Rosnick, C.B., Langenfeld, N.R., Ross-Stewart, L., Wooten, J. & Smith, B. Cognitive Performance is NOT Improved By Weight Loss or Cognitive Training: A Preliminary Investigation. Poster presented at the annual meeting of the Association for Psychological Science, Chicago, IL, May 2016.
- Wickenhauser, M.E., Rosnick, C.B., & Meeks, J.T. Negative Life Events and Depression/Anxiety: The Mediating Role of Event-Based Intrusive Thinking. Poster presented at the annual meeting of the Association for Psychological Science, Chicago, IL, May 2016.
- Rosnick, C.B. & Beaudreau, S.A. (Symposium co-chairs). Where We Are and Where We Are Going: New Directions for Treating Late-Life Mental Health Disorders. Presenters: Arean, P.A., Wetherell, J., & Fairchild, J.K. Symposium offered at the American Psychological Association Annual Convention, Toronto, Ontario, Canada, August, 2015.
- Rosnick, C.B., Welleritter, L., Burroughs, M., Jacobs, S., & Brown, D.L. *The Need to be Connected Mediates Overreliance on Technology and Psychological Outcomes Regardless of Age.* Poster presented at the American Psychological Association Annual Convention, Toronto, Ontario, Canada, August, 2015.
- Meeks, J.T., Horn, S., Johnson, A., Swift, G., & Rosnick, C.B. The role of emotional factors in the relationship between dispositional mindfulness and cognitive ability. Poster presented at the annual meeting of the Association for Psychological Science, New York, NY, May 2015.
- Rosnick, C.B., Garcia, M., & Meeks, J.T. *Depleting Attentional Control Resources Negatively Impacts Stroop Accuracy but not Latencies*. Poster to be presented at the annual meeting of the Association for Psychological Science, New York, NY, May 2015.
- Rosnick, C.B., Graham, E.K., Topal, S., & Meeks, J..T. *Intrusive Thinking Mediates the Neuroticism-Cortisol Relationship Only in Older Adults.* Poster presented at the American Psychological Association Annual Convention, Washington, D.C., August, 2014.
- Brown, D., Rosnick, C.B., Segrist, D., Lupardus, J., & Wilson, M. Educational Achievement among African Americans: The Influence of Internalized Racism. Poster presented at the American Psychological Association Annual Convention, Washington, D.C., August, 2014.

- Croghan, A., Meeks, J. T., & Rosnick, C. B. The Effects of Depressive Symptomatology, Intrusive Thinking, and Age on Cognitive Functioning: A Three-Way Interaction Model. Poster presented at the 66th Annual Gerontological Society of America Scientific Meeting, New Orleans, LA, November, 2013.
- Sabatino, L. M., Meeks, J. T., & Rosnick, C. B. Worry and Intrusive Thinking as Mediators of the Depressive Symptomatology-Cognition Relationship. Poster presented at the 66th Annual Gerontological Society of America Scientific Meeting, New Orleans, LA, November, 2013.
- Meeks, J. T., Zurick, S., & Rosnick, C. B. Beyond Sadness: The Beneficial Effect of Negative Mood on Event-based Prospective Memory Performance. Poster presented at the Annual Psychonomic Society Meeting, Toronto, Ontario, Canada, November, 2013.
- Rosnick, C. B., Bochte, K., Croghan, A., Forehand, S., & James, K. *The Effects of Reoccurring Thoughts and Two Brief Interventions on Anxiety and Intrusive Thoughts*. Poster presented at the American Psychological Association Annual Convention, Honolulu, HI, August, 2013.
- Rosnick, C. B. & Meeks, J. T. Task Specific Mind Wandering and Difficulty Mediate the Relationship Between Anxiety and Performance. Poster presented at the 65th Annual Gerontological Society of America Scientific Meeting, San Diego, CA, November, 2012.
- Meeks, J. T. & Rosnick, C. B. The Moderating Role of Mind Wandering in the Relationship between Physiological Stress and Cognition. Poster presented at the Annual Psychonomic Society Meeting, Minneapolis, MN, November, 2012.
- Kontoyianni, M. & Rosnick, C. B. Toward Computational Chemogenomics: Prediction of Putative Protein Function and Ligand Association with Focus on the Binding Pockets. <u>Invited talk</u> at the Annual American Chemical Society Regional Meeting, Omaha, NE, October, 2012.
- Rosnick, C. B., Meeks, J. T., & Voegtle, M. The Differential Curvilinear Relationship Between Alpha Amylase and Cortisol with Cognitive Ability. Poster presented at the 24th Annual Association for Psychological Sciences Convention, Chicago, IL, May, 2012.
- Meeks, J. T. & Rosnick, C. B. Age Moderates the Relationship Between Physiological Stress Levels and Cognition. Poster presented at the 24th Annual Association for Psychological Sciences Convention, Chicago, IL, May, 2012.

- Blackhurst, J., Overton, A., Meeks, J. T., & Rosnick, C. B. The Possible Moderating Role of Alpha Amylase and Cortisol on the Sex-Cognition Relationship. Poster presented at the 24th Annual Association for Psychological Sciences Convention, Chicago, IL, May, 2012.
- Rosnick, C. B., Meeks, J. T., & Voegtle, M. *The Relationship Between Life Stress and Cognitive Performance: The Mediating Role of Intrusive Thoughts and Cortisol.* Poster presented at the Cognitive Aging Conference, Atlanta, GA, April, 2012.
- Rosnick, C. B., Meeks, J. T., Kelly, A., & Blackhurst, J. *Intrusive Thinking Moderates the Age-Cognition Relationship: Type of Intrusive Thinking Matters*. Poster presented at the 64th Annual Gerontological Society of America Scientific Meeting, Boston, MA, November, 2011.
- Rosnick, C. B., Meeks, J. T., Stift, A., & Veogtle, M. Salivary alpha amylase mediates the relationship between intrusive thinking and cognition. Poster presented at the 23rd Annual Association for Psychological Sciences Convention, Washington, DC, May, 2011.
- Meeks, J. T., Rosnick, C. B., & MacDonald, A. Biological Markers of Stress Moderate the Intrusive Thinking-Cognition Relationship. Poster presented at the 23rd Annual Association for Psychological Sciences Convention, Washington, DC, May, 2011.
- Rosnick, C. B. & Balota, D. A. Intrusive Thinking Reliably Discriminates Between Normal Healthy Older Adults and Early Alzheimer's Disease. Poster presented at the Cognitive Aging Conference, Atlanta, GA, April, 2010.
- Rosnick, C. B., Lenze, E. J., & Rawson, K. S. *Geriatric Generalized Anxiety Disorder* and Cognitive Performance: The Moderating Role of Cortisol. Poster presented at the Cognitive Aging Conference, Atlanta, GA, April, 2010.
- **Rosnick, C. B.** & Lachman, M. E. *Attentional Control and Cognitive Performance: An Intrusive Thinking Induction Experiment.* Poster presented at the 62nd Annual Gerontological Society of America Scientific Meeting, Atlanta, GA, November, 2009.
- **Rosnick, C. B.** *The Relationship Between Age, Intrusive Thinking, Life Stress, and Cognitive Performance.* Poster presented at the 62nd Annual Gerontological Society of America Scientific Meeting, Atlanta, GA, November, 2009.
- Stawski, R. S. & Rosnick, C. B. Stress, Health, Well-Being and Cognition Across the Adult Lifespan: Psychological and Biological Perspectives. Symposium organizers at the 61st Annual Gerontological Society of America Scientific Meeting, National Harbor, MD, November, 2008.

- Stawski, R. S., Almeida, D. M., Seeman, T., Lachman, M. E., Tun, P., & Rosnick, C. B., Associations among Working Memory, Episodic Memory, and Naturally Occurring Diurnal Cortisol Rhythms. Paper presented at the 61st Annual Gerontological Society of America Scientific Meeting, National Harbor, MD, November, 2008.
- Röcke, C., Rosnick, C. B., & Lachman, M. E. Age differences in expectancies for change in life satisfaction: Adaptive motivational and self-regulatory processes.
 Paper presented at the 20th Biennial International Society for the Study of Behavioural Development Meeting, Würzburg, Germany, July, 2008.
- **Rosnick, C. B.** & Lachman, M. E. *The relationship between life stress and cognitive performance across the adult lifespan.* Poster presented at the Cognitive Aging Conference, Atlanta, GA, April, 2008.
- Stawski, R. S., Almeida, D. M., Seeman, T., Rosnick, C. B., Lachman, M. E., & Tun, P. Associations between naturally occurring daily cortisol and cognitive function. Paper presented at the Cognitive Aging Conference, Atlanta, GA, April, 2008.
- Stawski, R. S. & Rosnick, C. B. The Relationship Among Stress, Health and Cognitive Performance Across the Adult Lifespan. Symposium organizers at the 60th Annual Gerontological Society of America Scientific Meeting, San Francisco, CA, November, 2007.
- Stawski, R. S., Almeida, D. M., Rosnick, C. B., & Lachman, M. E. Cognitive Function as a Resilience/Vulnerability Factor in Daily Stress Process. Paper presented at the 60th Annual Gerontological Society of America Scientific Meeting, San Francisco, CA, November, 2007.
- Lachman, M. E., Röcke, C., & Rosnick, C. B. How Good Does it Get? Perceived Trajectories of Life Satisfaction in Adulthood. Paper presented at the 60th Annual Gerontological Society of America Scientific Meeting, San Francisco, CA, November, 2007.
- Lachman, M. E. & Rosnick, C. B. The View from Midlife: A Window on Aging? Paper presented at the 59th Annual Gerontological Society of America Scientific Meeting, Dallas, TX, November, 2006.
- Rosnick, C. B., Small, B. J., & Burton, A. M. Bereavement and Cognitive Functioning: A Cross-Sectional and Longitudinal Examination. Poster presented at the 134th Annual American Public Health Association Meeting, Boston, MA, November, 2006.
- **Rosnick, C. B.** & Lachman, M. E. *The Relationship of Life Events to the Cognitive Functioning of Young, Middle-Aged, and Older Adults.* Poster presented at the Cognitive Aging Conference, Atlanta, GA, April, 2006.

- Rosnick, C. B., Small, B. J., McEvoy, C. L., Borenstein, A. R. & Mortimer, J. A. Negative Life Events and Cognitive Performance in a Population of Older Adults. Paper presentation at the 133rd Annual American Public Health Association Meeting, Philadelphia, PA, December, 2005.
- Rosnick, C. B., & Branch, L. G. Life Events and the Affect on 4-Year Cognitive Change in Older Black and White Americans. Poster presentation at the 58th Annual Gerontological Society of America Scientific Meeting, Orlando, FL, November, 2005.
- Rosnick, C. B., Small, B. J., & Popa, M. *The Effect of Bereavement and Allostatic Load on Cognitive Performance*. Poster presentation at the 57th Annual Gerontological Society of America Scientific Meeting, Washington, DC, November, 2004.
- Small, B. J., Rosnick, C. B., Fratiglioni, L., & Bäckman, L. Apolipoprotein E and Cognitive Performance: A Quantitative Review. Paper presented at the 31st Annual International Neuropsychological Society Conference, Honolulu, Hawaii, February, 2003.
- Rosnick, C. B., Small, B. J., McEvoy, C. L., Borenstein Graves, A. & Mortimer, J. A. Acute stressors and their effect on cognitive performance. Poster presentation at the 55th Annual Gerontological Society of America Scientific Meeting, Boston, MA, November, 2002.
- Reynolds, S. L. & Rosnick, C. B. Unmet need for guardianship. Paper presentation at the 55th Annual Gerontological Society of America Scientific Meeting, Boston, MA, November, 2002.
- Rosnick, C. B., Small, B. J., Borenstein Graves, A., & Mortimer, J. A. *Health predictors* of cognitive performance in the Charlotte County Healthy Aging Study. Poster presentation at the 54th Annual Gerontological Society of America Scientific Meeting, Chicago, IL, November, 2001.
- **Rosnick, C. B.** & Reynolds, S. L. *Thinking ahead: Factors associated with executing Advance Directives.* Poster presentation at the 54th Annual Gerontological Society of America Scientific Meeting, Chicago, IL, November, 2001.
- Small, B. J., Rosnick, C. B., von Strauss, E., & Fratiglioni, L. Terminal decline and cognitive performance: Does cause of death matter? Paper presented at the Cognitive Aging Conference, Atlanta, GA, April, 2000.

Faculty Sponsored Undergraduate Presentations at Professional Meetings

2019 Graduate Research Symposium

Ampadu, J.V., Loftus, D., & Rosnick, C.B. (Nursing graduate student). Predictors of Nursing School Success in a Baccalaureate Program. Poster presented at the SIUE Graduate Research Symposium, Edwardsville, IL, April 2019.

2019 Midwestern Psychological Association

- Rogalski, R, Smith, S., & Rosnick, C.B. (Research lab students). Fear of Aging and Mindfulness: The Role of Life Satisfaction. Psi Chi Poster presentation at the 91st Annual Midwestern Psychological Association Meeting, Chicago, IL, May, 2019.
- 2016 Midwestern Psychological Association
- Wickenhauser, M. (Honors/ Research lab student). Negative Life Events and Depression/ Anxiety: The Roles of Intrusive Thinking, Rumination, and Gender. Psi Chi Poster presentation at the 88th Annual Midwestern Psychological Association Meeting, Chicago, IL, May, 2016.
- 2013 Midwestern Psychological Association Meeting
- Bochte, K., Forehand, S., & James, K. (Research lab students/URCA). The effects of reoccurring thoughts and two brief "interventions" on self-reported anxiety levels. Psi Chi Poster presentation at the 85th Annual Midwestern Psychological Association Meeting, Chicago, IL, May, 2013.
- 2011 Midwestern Psychological Association Meeting
- McVey, B., Humke, A., & Volling, N. (Capstone Students). The relationship between contraceptive compliance, impulsivity, and working memory. Psi Chi Poster presentation at the 83rd Annual Midwestern Psychological Association Meeting, Chicago, IL, May, 2011.
- Mittelberg, A., Magnusen, D., Hutton, K., & Banks, B. (Capstone Students). The relationship between occupational stress, alcohol consumption, and episodic memory. Psi Chi Poster presentation at the 83rd Annual Midwestern Psychological Association Meeting, Chicago, IL, May, 2011.
- 2010 Midwestern Psychological Association Meeting
- Arlt, A., Rausch, K., & Rose, S. (Capstone students). The Relationship Between Personality, Life Events, and Perceived Stress. Psi Chi Poster presentation at the 82nd Annual Midwestern Psychological Association Meeting, Chicago, IL, April, 2010.
- Ebert, H. & Keys, A. (URCA/ Research lab students). *The Effect of Stress on Cognitive Performance in College Students*. Psi Chi Poster presentation at the 82nd Annual Midwestern Psychological Association Meeting, Chicago, IL, April, 2010.

- Valdés, E. (Honors/ Research lab student). Differences in the Processing Capacities of Anxious and Non-anxious College Students. Psi Chi Poster presentation at the 82nd Annual Midwestern Psychological Association Meeting, Chicago, IL, April, 2010.
- 2010 Mid-American Undergraduate Psychology Research Conference
- Anderson, C. & Robinson, K. (URCA/ Research lab students). Eyewitness Effect in College Students. Poster presentation at the Mid-American Undergraduate Psychology Research Conference, Evansville, IN, April, 2010.
- 2009 Midwestern Psychological Association Meeting
- Bailey, S. & Haxton, S. (Research lab students) Neuroticism as a Potential Moderator of the Intrusive Thinking/Cognitive Performance Relationship. Psi Chi Poster presentation at the 81st Annual Midwestern Psychological Association Meeting, Chicago, IL, April, 2009.
- Barnum, K., Elam, L., Theiss, J., & Whaley, M. (Capstone students). Coping Style as a Possible Moderating Variable Between Stress and Cognition. Psi Chi Poster presentation at the 81st Annual Midwestern Psychological Association Meeting, Chicago, IL, April, 2009.
- Norsic, J., Sprong, M., Ruvolo, D., & Willits, E. (Capstone students). Social Anxiety: A Moderating Variable Between Stress and Working Memory Performance. Psi Chi Poster presentation at the 81st Annual Midwestern Psychological Association Meeting, Chicago, IL, April, 2009.
- Valdes, E. & Alwerdt, J. (Research lab students). Intrusive Thinking as a Potential Moderating Factor between Control and Cognition. Psi Chi Poster presentation at the 81st Annual Midwestern Psychological Association Meeting, Chicago, IL, April, 2009.
- Zuber, S. & Rausch, K. (Research lab students). Induction of Intrusive Thinking: Is There an Effect on Cognitive Performance? Psi Chi Poster presentation at the 81st Annual Midwestern Psychological Association Meeting, Chicago, IL, April, 2009.

CURRICULUM VITAE

Jeremy Dean Jewell

Phone (618) 650-3734 • Fax (618) 650-5087• jejewel@siue.edu Southern Illinois University Edwardsville • Department of Psychology Box 1121 • Edwardsville, Illinois 62026

EDUCATION

Doctor of Philosophy: Educational Psychology, School Psychology Program Received: August, 2001 The University of Texas at Austin APA and NASP Approved Doctoral Program

Bachelor of Arts: Psychology, minor in Educational Psychology Received: December 1993 The University of Texas at Austin

PROFESSIONAL EXPERIENCE

Professor & Graduate Program Director August 2001 – Present Southern Illinois University Edwardsville Clinical Child and School Psychology program Department of Psychology Edwardsville, Illinois

Pre-Doctoral Psychologist Intern August 2000 – August 2001 Nebraska Internship Consortium in Professional Psychology Father Flanagan's Boys Home (Girls and Boys Town) Omaha, Nebraska

Associate School Psychologist March 1999 – June 2000 Austin Independent School District Austin, Texas

Social Worker February 1995 – March 1999 Meals on Wheels and More Austin, Texas

AWARDS

2016 Hoppe Research Professor Award

2015 Mental Health Hero presented by WellSpring Resources

2013 Fall 2013 Vaughn Vandegrift Research Mentor Nominee

- 2012 Fall 2012 Vaughn Vandegrift Research Mentor
- 2011 SIUE Alumni Association Great Teacher Award Nominee
- 2010 Meridian Award presented by the Meridian Society
- 2009 Champion for Children Award presented by Children's Home and Aid
- 2008 Urban Research Scholar Award presented by the SIUE Institute for Urban Research
- 1998 LAMP Margie Hale Scholarship awarded for research and advancement of the field of education and teaching

SCHOLARSHIP

PUBLICATIONS

EDITOR-IN-CHIEF OF ENCYCLOPEDIA

Hupp, S. & Jewell, J. (Eds.) (in press). Encyclopedia of Child and Adolescent Development (10 Volumes), Hoboken: Wiley-Blackwell.

Volumes (& Editors) include:

- Part I: ChildPart II: Adolescence1. Growth(Brett Kuhn)7. Culture (Daniel Shek)2. Behavior(Ed Morris)8. Neurology (Michael Nagel)3. Cognition(Margaret Harris)9. Social (Patrick Leman)4. Emotion(Melanie Zimmer-Gembeck)10. Self (Renee Galliher)5. Family(Jean Mercer)6. Community (Datar Smith)
- 6. Community (Peter Smith)

BOOKS & TREATMENT MANUALS (student authors are underlined)

- Mercer, J., Hupp, S. D. A., & **Jewell, J.** (2019). *Thinking Critically About Child Development,* 4th Ed. Thousand Oaks, CA: Sage.
- Jewell, J. D., Axelrod, M., Prinstein, M., & Hupp, S. D. A., (2018). *Great Myths of Adolescence*. In the *Great Myths of Psychology* series Scott Lilienfeld & Steven Lynn (Eds.). John Wiley & Sons.
- Jewell, J. D., <u>Plate, G., & Sleik, B</u>. (2017). *Children First Foundation Parenting Education Curriculum*. (Available from the Children First Foundation, 901 Dublin Blvd., Belleville, IL 62226).
- **Jewell, J. D.** (2015). *The Teen Survival Guide to Parent Divorce and Separation*. Champaign, IL: Research Press.

- Jewell, J.D. (2015). *Kid First Divorce Treatment Program: A facilitator's guide for group work with children.* Champaign, IL: Research Press.
- Jewell, J.D. (2015). Teen First Divorce Treatment Program: A facilitator's guide for group work with teens. Champaign, IL: Research Press.
- Hupp, S., & Jewell, J. (2015). Great Myths of Child Development. In the Great Myths of Psychology series Scott Lilienfeld & Steven Lynn (Eds.). John Wiley & Sons.
- Jewell, J. D. & <u>Plate, G</u>. (2011). *Children First Foundation Parenting Education Curriculum*. (Available from the Children First Foundation, 2600 W. Main St., Suite 200, Belleville, IL 62226).

PEER-REVIEWED PUBLICATIONS (student authors are underlined)

- McKenney, E. L. W., <u>Mann, K. A.</u>, Brown, D. L., & **Jewell, J. D.** (2017). Addressing cultural responsiveness in consultation: An empirical demonstration. *Journal of Educational and Psychological Consultation*, 27(3), 289-316.
- Jewell, J., Rose, P., <u>Bush, R., & Bartz, K.</u> (2017). The long term effectiveness of drug treatment court on reducing recidivism and predictors of voluntary withdrawal. *International Journal of Mental Health and Addiction*, *15*, 28-39.
- Jewell, J., <u>Schmittel, M., McCobin, A.</u>, Hupp, S., & Pomerantz, A. (2017). The Children First Program: The Effectiveness of a Parent Education Program for Divorcing Parents. *Journal of Divorce & Remarriage, 58(1),* 16-28.
- Everett, G. E., <u>Swift, H. S.</u>, McKenney, E. L., & **Jewell, J. D.** (2016). Analyzing Math-to-Mastery through brief experimental analysis. *Psychology in the Schools*, *53(9)*, 971-983.
- McKenney, E. L. W., <u>Stachniak, C., Albright, J.</u>, Jewell, J. D., & Dorencz, J. M. (2016). Defining success for students with Autism Spectrum Disorder: Social academic behavior in general education secondary classes. *Education and Training in Autism and Developmental Disabilities*, 51(3), 318-327.
- Stary, A. K., Hupp, S. D. A., Jewell, J. D., & Everett, G. E. (2016). Parent acceptability of spanking and behavioral parent training techniques for children with externalizing behavior problems. *the Behavior Therapist*, 39(4), 112-117.
- Crawford, J., Jewell, J., Hupp, S., Everett, G., & Hall, L. (2016). Assessing the Effectiveness of a Bedtime Behavioral Intervention for Military Children with Deployed Parents. *the Behavior Therapist*, *39*(*3*), 93-97.
- Jewell, J. D., Malone, M., Rose, P., <u>Sturgeon, D., & Owens, S.</u> (2015). A multi-year follow-up study examining the effectiveness of a cognitive behavioral group therapy program on the

recidivism of juveniles on probation. *International Journal of Offender Therapy and Comparative Criminology*, 59, 259-272.

- Everett, G. E., <u>Harsy, J. D.</u>, Hupp, S. D. A., & Jewell, J. D. (2014). An investigation of the Look-Ask- Pick mnemonic to improve fraction skills. *Education and Treatment of Children*, 37, 371-391.
- Jewell, J. D. & Elliff, S. J. (2013). An Investigation of the Effectiveness of the Relaxation Skills Violence Prevention (RSVP) Program with Juvenile Detainees. *Criminal Justice and Behavior*, 40, 203-13.
- Brown, D. L., **Jewell, J. D.**, Stevens, A. L., <u>Crawford, J. L.</u>, & Thompson, R. (2012). Suicidal risk in adolescent residential treatment: Being female is more important than a depression diagnosis. *Journal of Child and Family Studies*, *21*, 359-367.
- Jewell, J. D., Brown, D., Smith, G., & Thompson, R. (2010). Examining the influence of caregiver ethnicity on youth placed in out of home care: Ethnicity matters for some. *Children and Youth Services Review, 32*, 1278-1284.
- Hupp, S. D. A., & Jewell, J. D. (2010). Brief Report on Assessing Common Rationalizations for Drinking and Driving: Comparisons of a DUI Court Group and Traffic Court Control Group. *Impaired Driving Update, Summer.*
- Everett, G.E., <u>Ferrero-Baker, B.</u>, Hupp, S. D. A., & Jewell, J. D. (2009). From the ground up: Establishment and operation of a university-based clinic in a NASP approved specialist degree program. *Trainers' Forum, 28,* 31-42.
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- Martinez, R., Aricak, T., & **Jewell, J. D**. (2008). Influence of reading attitude on reading achievement: A test of the temporal interaction model. *Psychology in the Schools, 45,* 1010-1023.
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- <u>Nichols, S. L.</u>, Hupp, S. D., **Jewell, J. D.**, & <u>Zeigler, C.</u> (2005). Review of Social Story Interventions for Children Diagnosed with Pervasive Developmental Disorders. *Journal* of Evidence Based Practices in the Schools, 6, 90-120.
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- Jewell, J. D., Hupp, S., & Luttrell, G. (2004). The effectiveness of Fatal Vision goggles: Disentangling experiential versus onlooker effects. *Journal of Alcohol and Drug Education, 48*, 63-84.
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ONLINE TEXTBOOK INTERACTIVE COMPONENTS

- Hupp, S. & Jewell, J. (2019). Online interactive components in Revel for *Development Across the Lifespan* (9th Edition) by Robert Feldman (author). Hoboken, NJ: Pearson.
- Jewell, J. & Hupp, S. (2019). Online interactive components in Revel for *Life Span* Development (4th Edition) by Robert Feldman (author). Hoboken, NJ: Pearson.
- Hupp, S. & Jewell, J. (2018). Online interactive components in Revel for *Child Development* (8th Edition) by Robert Feldman (author). Hoboken, NJ: Pearson.

BOOK CHAPTERS, INVITED PUBLICATIONS, AND PUBLISHED MEASURES (student authors are underlined)

- Jewell, J., <u>Schoen, M.</u>, <u>Thompson, S.</u>, <u>Fischer, E.</u>, & Conoyer, S. (2019), Disruptive behavior and conduct. In S. Hupp (Ed.) *Pseudoscience in Child and Adolescent Psychotherapy*. Cambridge, UK: Cambridge University Press.
- Hupp, S., <u>Stary, A.</u>, & Jewell, J. (2017). Science vs. Silliness for Parents: Debunking the Myths of Child Psychology. *Skeptical Inquirer*, 41(1), 44-47.
- Jewell, J., <u>Larson, R, & Pemberton, H.</u> (2016). Cognitive and Cognitive-behavioral theories of psychopathology. In H. Miller (General Editor). *Encyclopedia of Theory in Psychology*. Thousand Oaks, CA: Sage Publications, Inc.
- Hupp, S., Ro, E., McKenney, E., & Jewell, J. (2016). Cognitive-behavioral therapies. In H. Miller (General Editor). *Encyclopedia of Theory in Psychology*. Thousand Oaks, CA: Sage Publications, Inc.
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- Hupp, S., & Jewell, J. (2015). Southern Illinois University Edwardsville: Clinical Child and School Psychology Master's Program. In S. Tafuri, A. E. Jaffe, & D. DiLillo (Authors), *the Behavior Therapist*. Master's programs in cognitive-behavioral therapy. Online supplemental material available on the Association for Behavioral & Cognitive Therapies website (www.abct.org).
- Hupp, & Jewell, J. (2012). [French Translation for use in Canada] *Behaviors & Attitudes Drinking & Driving Scale (BADDS)*. Association des Centres de Readaptation en Dependance. Quebec.
- McKenney, E. L. W., <u>Cole, A., Young, L. M.</u>, Krohn, E., Hupp, S. D. A., & Jewell, J. (2013). Determining adolescents' risk for involvement in bullying or cyberbullying: A review of two studies. In E. Trejos-Castillo (Ed.), *Youth: Practices, Perspectives, and Challenges.* Hauppauge, NY: Nova Science Publishers, Inc.
- Jewell, J. D. & Pepin, N. (2011). Adolescent Egocentrism. In S. Goldstein & J. Naglieri (Eds.), Encyclopedia of Child Development and Behavior. New York, NY: Springer.
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- Jewell, J. D., Sytsma, S., Hupp, S. D.A., & Everett, G. (2009). Etiology and relationships to developmental disabilities and psychopathology. In J. Matson (Ed), *Practitioners Guide to Social Behavior and Skills in Children*. New York, NY: Springer Publishing.

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- Jewell, J. D. Hupp, S. D. A., & Pomerantz, A. M. (2009). Diagnostic classification systems. In J. L. Matson & F. Andrasik (Eds.), Assessing Childhood Psychopathology and Developmental Disabilities. New York, NY: Springer.
- Jewell, J. D., Hupp, S. D. A., Segrist, D. J., Lider, R., McMurray, W., & Tintori, A. K. (2008). The effectiveness of virtual reality technology in preventing drinking and driving. In F. Columbus (Ed), *Traffic Accident Causes and Outcomes*. Nova Science Publishers.
- Hupp, S. D. A., & Jewell, J. D. (2008). Evaluating programs for impaired driving. *Addiction Professional*. March/April, 29-31.
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- MANUSCRIPTS UNDER REVIEW (student authors are underlined)
- Jewell, J. & Eliff, S., <u>Schoen, M., & Dahms, H</u>. (under review). Investigating the effectiveness of the Compassion Approach to Learning Meditation (CALM) with juvenile detainees.

GRANTS (FUNDED)

- Jewell, J. D. (July, 2018). Illinois 4th Circuit Court. *Illinois 4th Judicial Circuit Adult Redeploy Program.* \$1,906.
- Jewell, J. D. (July, 2018). Madison County Probation and Court Services Department. *Madison County Adult Redeploy Community Restorative Board Project.* \$8,211.
- Jewell, J. D. (July, 2017). Illinois 4th Circuit Court. *Illinois 4th Judicial Circuit Adult Redeploy Program.* \$1,906.
- Jewell, J. D. (July, 2017). Madison County Probation and Court Services Department. *Madison County Adult Redeploy Community Restorative Board Project.* \$8,211.
- Jewell, J. D. & Ash, H. (March, 2017). Best Representation of Research Impact Award (SIUE Internal Grant Award). *Heroin.* \$1,500.
- Jewell, J. D. (March, 2016). Hoppe Research Award (SIUE Internal Grant Award). Investigating the Effectiveness of Compassion Meditation with Behaviorally Disruptive Youth. \$13,316.

- Jewell, J. D. (September, 2016). Bureau of Justice Assistance CFDA 16.585 Adult Drug Court Discretionary Grant Program. *Madison County IL Project Restore*. \$60,000.
- Jewell, J. D. (August, 2016). Children First Foundation. Parent Education Curriculum Revision Graduate Assistantship. \$7,715.
- Jewell, J. D. (July, 2016). Illinois 4th Circuit Court. *Illinois 4th Judicial Circuit Adult Redeploy Program.* \$5,474.
- Jewell, J. D. (July, 2016). Madison County Probation and Court Services Department. *Madison County Adult Redeploy Community Restorative Board Project.* \$5,451.
- Jewell, J. D. (July, 2015). Illinois 4th Circuit Court. *Illinois 4th Judicial Circuit Adult Redeploy Program.* \$5,451.
- Jewell, J. D. (July, 2015). Madison County Probation and Court Services Department. *Madison County Adult Redeploy Community Restorative Board Project.* \$5,451.
- Jewell, J. D. (July, 2014). Illinois 4th Circuit Court. *Illinois 4th Judicial Circuit Adult Redeploy Program.* \$5,865.
- Jewell, J. D. (July, 2014). Madison County Probation and Court Services Department. *Madison County Adult Redeploy Community Restorative Board Project.* \$5,451.
- Jewell, J. D. (June, 2013). Bureau of Justice Assistance BJA-2013-3606 Joint Adult Drug Court Solicitation to Enhance Services, Coordination and Treatment. *Madison County IL Project New Direction.* \$180,368.
- Jewell, J. D. (July, 2013). Illinois 4th Circuit Court. *Illinois 4th Judicial Circuit Adult Redeploy Program.* \$5,451.
- Jewell, J. D. (July, 2013). Madison County Probation and Court Services Department. *Madison County Adult Redeploy Community Restorative Board Project.* \$5,451.
- Jewell, J. D. (October, 2012). Madison County Probation and Court Services Department. Madison County Child Protection Data Court Project. \$4,543.
- Jewell, J. D. (2011). Substance Abuse & Mental Health Services Administration TI-11-002 Adult Treatment Drug Courts. *Illinois Technology Enhancements for Coordinated Health (TECH) Care.* \$160,302.
- Jewell, J. D. (2011). Children First Foundation. 'Kids Helping Kids' Treatment Manual Graduate Assistantship. \$12,917.
- Jewell, J. D., Plate, G. & Claudson, K. (2010). Meridian Society Award. *Children First Foundation Training Materials*. \$2,000.
- Jewell, J. D. (2010). Children First Foundation. Parent Education Internet Curriculum Revision Graduate Assistantship. \$1,912.
- Jewell, J. D. (2010). Madison County Probation and Court Services Department. *Multimedia Program Development for Redeploy Illinois*. \$2,427.

- Jewell, J. D. & Rose, P. (2009). Substance Abuse & Mental Health Services Administration TI-09-003 Adult Treatment Drug Courts. *Madison County Illinois Drug Court Treatment Enhancement*. \$149,386.
- Jewell, J. D. (2009). Children First Foundation. Parent Education Curriculum Revision Graduate Assistantship. \$8,559.
- Jewell, J. D. (2008). Assigned Time Research Grant (SIUE Internal Grant). A Longitudinal Evaluation of a Cognitive-Behavioral Group Therapy Program Used with Juvenile Probationees. \$6000.
- Jewell, J. D., Hupp, S. & Dudley, M. (2008). Children's Home and Aid Society of Illinois. *Illinois Youth Mentoring Program.* \$18,480.
- Jewell, J. D., Hupp, S. & Dudley, M. (2007). Children's Home and Aid Society of Illinois. Illinois Youth Mentoring Program. \$12,320.
- Jewell, J. D. (2006). Summer Research Fellowship (SIUE internal grant). An Examination of Teen Drinking and Driving Attitudes and the Effects of "Shock Videos". \$8,000.
- Jewell, J. D. (2004). Research and Development Seed Grant (SIUE internal grant). Understanding the Relationship Between Family Environment and Juvenile Delinquency: A Cross-Cultural Analysis. \$2,000.
- Jewell, J. D. (2004). Summer Research Fellowship (SIUE internal grant). Understanding the Relationship Between Family Environment and Juvenile Delinquency: A Cross-Cultural Analysis. \$6,000.
- Jewell, J. D. (2002). Summer Research Fellowship (SIUE internal grant). *The Effects of Parent-Teacher Discipline Incongruity on Externalizing Behaviors in Early Childhood.* \$8,700.
- Jewell, J. D., Krohn, E., Scott, V., & Carlton, M. (2002). Multidisciplinary Research Grant (SIUE internal grant). The Effects of Parent-Teacher Discipline Incongruity on Externalizing Behaviors in Early Childhood. \$5,000.
- Jewell, J. D., (2002). FIRST (Faculty Institute for Research Scholarship and Technology) Summer Workshop (SIUE internal grant). \$1,500 and laptop computer.

GRANTS (UNDER REVIEW)

GRANTS (NOT FUNDED)

Jewell, J. D., Meeks, J. T., & Hupp, S. D. A. (March 2017). National Institute of Justice, CFDA 16.560 Comprehensive School Safety Initiative NIJ-2017-11147. *Project B-CALM: A cluster randomized controlled trial of a two tier mindfulness and meditation program (Resubmission)*. \$2,995,156.

- Jewell, J. D. (December, 2016). Substance Abuse & Mental Health Services Administration TI-17-001 SAMHSA Treatment Drug Courts. *Madison County Drug Court Enhancement*. \$188,041.
- Jewell, J. D. (January, 2016). U.S. Department of Justice Office on Violence Against Women CFDA 16.021 Justice for Families Program. *Madison County Domestic Violence Accountability Court.* \$18,000.
- Jewell, J. D., Meeks, J. T., Hupp, S. D. A., & Klosterman, B. (May 2016). National Institute of Justice, CFDA 16.560 Comprehensive School Safety Initiative. *Project B-CALM: A cluster randomized controlled trial of a two tier mindfulness and meditation program.* \$4,983,127.
- Jewell, J. D. (May, 2013). Substance Abuse & Mental Health Services Administration TI-13-005 SAMHSA Treatment Drug Courts. *Madison County Project New Direction*. \$180,368.
- Liu, Y., Voepel, T., Thomeczek, M., Jewell, J., & O'Donnell, B. (September, 2010). Institute of Educational Science, US Department of Education CFDA No. 84.305A Education Research Grants. Accelerating mathematical development via multimedia learning in academically disadvantaged elementary population. (\$1,395,257).
- Jewell, J. D. (April, 2010). National Institute of Justice CFDA No. 16.560 Crime and Justice Research and Evaluation: Investigator Initiated. *Evaluating the Effectiveness of the Relaxation Skills Violence Prevention Program in a Sample of Detained Youth.* \$258,889.
- Jewell, J. D. (April, 2009). National Institute of Justice NIJ-2009-2007 Crime and Justice Research Award. Evaluating the Effectiveness of the Relaxation Skills Violence Prevention Program in a Sample of Detained Youth. \$281,577.
- Jewell, J. D. (June, 2009). U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention OJJDP-2009-2221. St. Clair County Second Chance Juvenile Mentoring Initiative (Graduate Assistantship). \$35,959.
- Jewell, J. D. (June, 2009). U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention OJJDP-2009-2221. St. Clair County Second Chance Juvenile Mentoring Initiative (Program Evaluation). \$67,527.
- Jewell, J. D. (June, 2009). Saint Clair County Probation and Court Services Department. St. Clair County Recidivism Study. \$4,210.
- Jewell, J. D. (April, 2009). Substance Abuse & Mental Health Services Administration TI-09-003 Adult Treatment Drug Courts. *Madison County Veterans Linkage Program*. \$112,594.
- Jewell, J. D. (March, 2009). National Institutes of Health PA-06-042 Academic Research Enhancement Award (AREA). *Evaluating the Effectiveness of the Relaxation Skills Violence Prevention Program in a Sample of Detained Youth.* \$214,500.

- Liu, Y., Voepel, T., Thomeczek, M., & **Jewell, J.** (2007). Educational Technology program, US Department of Education. *Applying multimedia research to optimize learning in elementary math* (\$752,987).
- Liu, Y., Voepel, T., Thomeczek, M., & Jewell, J. (2007). Cognition and Learning program, US Department of Education. *Success for All* (\$752,987).
- Hupp, S., Jewell, J., Everett, G., Turnage, J., Wagner, H., & Dyson, S., (2007). The Spencer Foundation. *Examining the Effectiveness of a Time-Out Training Program for Teachers*. \$39,996.
- Jewell, J. D. (2006). Federal Bureau of Justice Assistance CFDA 16.745: BJA-2006-1381— Justice and Mental Health Collaboration Program. *Implementing a Mental Health Court*. \$18,233.
- Segrist, D.J., Jordan-Fleming, M.K., Jewell, J.D., & Hupp, S. (2006). American Beverage Medical Research Foundation. *Developmental correlates of drinking and drinking-related behaviors in college students*. \$52,619.
- Jewell, J. D. & Handwerk, M. (2005). National Institutes of Health PA-03-053 Academic Research Enhancement Award (AREA). *Influence of Family Environment in Treatment Foster Care (revised)*. \$214,500.
- Liu, Y., Jewell, J. D., & Thomczek, M. (2004). U.S. Department of Education RFA 84.305H--Cognition and Student Learning Research Grants. *Computer-Based Multimedia Instruction for Learning and Long-Term Retention in Elementary Math.* \$1,049,942.
- Jewell, J. D. & Handwerk, M. (2004). National Institutes of Health PA-03-053 Academic Research Enhancement Award (AREA). *Influence of Family Environment in Treatment Foster Care*. \$213,000.
- Hupp, S., Jewell, J. D., Krohn, E., & McIntyre, H. (2004). Spencer Foundation Small Research Grant. Assessing Parent Satisfaction of Educational Evaluations with the Evaluation Acceptability Rating Scale: Opening Our EARS to Parent Concerns. \$15,000.
- Liu, Y., Jewell, J. D., & Thomczek, M. (2003). U.S. Department of Education RFA 84.305H--Cognition and Student Learning Research Grants. *Computer-Based Multimedia Instruction for Learning and Long-Term Retention in Elementary Math and Reading.* \$1,049,942.
- Jewell, J. D. & Hupp, S. (2004). Blowitz-Ridgway Foundation Grant. *Parent Education for Families of Juvenile Delinquents*. \$14,950.
- Jewell, J. D., Krohn, E., Scott, V., & Carlton, M. (2003). Spencer Foundation Small Research Grant. *Developing an Assessment System for Teachers' Discipline Practices.* \$15,400.

- Jewell, J. D., Krohn, E., Scott, V., & Carlton, M. (2003). Spencer Foundation Small Research Grant. *The Assessment and Intervention of Discipline Practices of Teachers and Parents of Preschool Children.* \$34,510.
- Jewell, J. D., Krohn, E., Scott, V., & Carlton, M. (2003). MacArthur Foundation. *The* Assessment and Intervention of Discipline Practices of Teachers and Parents of Preschool Children. \$34,510.
- Jewell, J. D., Krohn, E., & Hupp, S. (2002). Excellence in Graduate Education Grant (SIUE internal grant). *The Development of a Clinical-School Psychology Training Center*. \$2,215.
- **PRESENTATIONS (REFEREED)** (student authors are underlined)
- Monier, A., Haloftis, A., Kalous, E., Reinhardt, M., Canini, M. E., Eliff, S., & Jewell, J. (2019, March). Compassion Approach to Learning Meditation. Poster presented at the Southern Illinois University Edwardsville Continuous Improvement Conference, IL, Edwardsville.
- Jewell, J. D. & <u>Herriman, T.</u> (2018, November). *Compassion meditation as an intervention for at-risk elementary aged children*. Poster presented at the 52nd annual meeting of the Association for Behavioral and Cognitive Therapies, Washington, D.C.
- Jewell, J. D., <u>Malherek, M.</u>, & Hupp, S. D. A. (2017, November). *Prevalence and predictors of parental corporal punishment in the United States*. Poster presented at the 51st annual meeting of the Association for Behavioral and Cognitive Therapies, San Diego, CA.
- Jewell, J. D., <u>Dahms, H. M., Walker, K. A., & Hanfelder, J.</u> (2017, November). *Investigating the effects of compassion meditation with detained youth*. Poster presented at the 51st annual meeting of the Association for Behavioral and Cognitive Therapies, San Diego, CA.
- McKenney, E. L. W., <u>Bush, R. D.</u>, Everett, G. E., & Jewell, J. D. (2017, February). *Behavioral Consultation and Conjoint Behavioral Consultation for culturally diverse students*. Paper presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX.
- Bimm, K. J., McKenney, E. L. W., Jewell, J. D., & Hupp, S. D. A. (2017, February). Effects of computerized CBT in school for children with Autism Spectrum Disorder. Poster presented at the annual meeting of the National Association of School Psychologists, San Antonio, TX
- Jewell, J., <u>Burash, J., & Meek, S.</u> (November, 2016). Effectiveness of the Compassion Approach to Learning Meditation (CALM) Program with 5th – 8th grade Children. Poster presented at the 50th annual meeting of the Association for Behavioral and Cognitive Therapies, New York, NY.

- Everett, G. E., <u>Swift, H. S.</u>, McKenney, E. L. W., & **Jewell, J. D.** (February, 2016). *Investigating math-to-mastery through brief experimental analysis*. Poster presented at the annual meeting of the National Association of School Psychologist, New Orleans, LA.
- Jewell, J., <u>Crawford, J., Smith, B., Diecker, M., Burash, J. & Cruz, N.</u> (November, 2015). Assessing the effectiveness of a bedtime behavioral intervention for military children with deployed parents. Poster presented at the 49th annual meeting of the Association for Behavioral and Cognitive Therapies, Chicago, IL.
- Jewell, J., <u>Belgard, J., Shive, K., Vahey, B., & Vaughn, A.</u> (November, 2015). Effectiveness of the Compassion Approach to Learning Meditation (CALM) program with juvenile detainees. Poster presented at the 49th annual meeting of the Association for Behavioral and Cognitive Therapies, Chicago, IL.
- Hupp, S., Jones-Soto, E., McKenney, E., & Jewell, J. (2015, November). Behavioral Classroom Management and Sugar Elimination for ADHD: College Students Beliefs Before and After Three Different Dissemination Presentations. Poster presented at the 49th annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), Chicago, IL.
- Hupp, S., Legg, K., Everett, G., & Jewell, J. (March, 2015). Observers Rate a Child as More Hyperactive if Falsely Told the Child Just Consumed Cookies: Controlled Study of the Sugar Bias. Poster presented at the Society For Research in Child Development biennial meeting, Philadelphia, PA.
- <u>Atchison, K.</u>, Jewell, J., Hupp, S., Brown, D. (November, 2014). Age at first placement and number of previous placements as predictors of behavior problems in youth in multidimensional treatment foster care. Poster presented at the 48th annual meeting of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.
- McKenney, E. L. W., Everett, G. E., Jewell, J. D., & Hupp, S. D. A. (2014, February). Training future school psychologists to serve students with Autism Spectrum Disorder (ASD): Evidence-based practices in assessment and intervention. Poster presented at the annual meeting of the Trainers of School Psychologists, Washington, D.C.
- Hupp, S., <u>Stary, A.</u>, Jewell, J., & <u>Pezold, M.</u> (2013). Beliefs about myths related to child psychology, development, and parenting: Which myths need the most debunking? Poster presented at the 47th annual meeting of the Association for Behavioral and Cognitive Therapies, Nashville, TN.
- Jewell, J., <u>Sears, K., Evans, L., & Hahn, M.</u> (November 2013). *Examining the criterion validity* of the Youth Assessment Screening Inventory (YASI) in predicting recidivism. Poster accepted to the 47th annual meeting of the Association for Behavioral and Cognitive Therapies, Nashville, TN.
- Dorencz, J., McKenney, E. L. W., Jewell, J., Martin, A., Miller, J., Fuerst, D... Page, T. (2013, February). *Defining success for students with ASD: Social academic behavior*. Poster

presented at the annual meeting of the National Association of School Psychologists, Seattle, WA.

- Stary, A., Hupp, S., Everett, G., Jewell, J. (November 2012). Parent acceptability of spanking and behavioral parent training techniques for children with externalizing behavior problems. Poster presentation accepted for the 46th annual meeting of the Association for Behavioral and Cognitive Therapies, National Harbor, MD.
- Bradshaw, K., Hupp, S., Jewell, J., & Dudley, M. (2012, November). *Social Distance and Child Sexual Abuse*. Poster presentation accepted for the 46th annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), National Harbor, MD.
- Jewell, J. D., <u>Plate, G., Wiesemeyer, C., & Schroeder, K.</u> (November 2012). An Investigation of the Effect of Explicit Instruction and Modeling in a Mandatory Divorcing Parent Education on Parents' Related Knowledge and Beliefs. Poster presentation accepted for the 46th annual meeting of the Association for Behavioral and Cognitive Therapies, National Harbor, MD.
- Hupp, S., McKenney, E., & Jewell, J. (2012, November). ADHD Interventions: Disseminating and Debunking in a Child Psychology Course. Poster presented at the 46th annual meeting of the Association for Behavioral and Cognitive Therapies (ABCT), National Harbor, MD.
- Jewell, J. D., <u>Whipple, H., & Helbig, K.</u> (November 2012). Using the Clinical Grand Rounds Process to Change Perceptions of Client Impairment, Treatment Resistance, and Treatment Efficacy. Poster presentation accepted for the 46th annual meeting of the Association for Behavioral and Cognitive Therapies, National Harbor, MD.
- Jewell, J. D., Hupp, S. D. A., & <u>Bobrosky, C.</u> (November 2011). Death or disfigurement in shock videos? Which consequence is a greater deterrent for teen driving under the influence prevention? Poster presented at the 45th Annual Convention, Association for Behavioral and Cognitive Therapies, Toronto, Canada.
- <u>Tenbarge, C.</u>, Hupp, S., Jewell, J. D. (November 2011). Assessing Maladaptive Thinking Regarding Impaired Driving Using Samples From a Drug Court and a Traffic Court. Poster presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention in Toronto, Canada.
- <u>Tillery, A., Davenport, B., Baracamontes, C., Wallace, W.</u>, Hupp, S., Everett, G., **Jewell, J.** (November 2011). *Examination of Children's Aggressive Behavior Toward a Bobo Doll After Playing Wii Boxing or Wii Tennis*. Poster presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention in Toronto, Canada.
- <u>Wakefield, K.,</u> Hupp, S., **Jewell, J.**, Pomerantz, A. (November 2011). *Predictors of Therapist Beliefs About Evidence-Based Treatments and Additional Treatments for Common*

Disorders of Childhood. Poster presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention in Toronto, Canada.

- Kurth, L., Owens, S., Hupp, S., Everett, G., **Jewell, J.** (November 2011). *The Effectiveness of "The Sleep Fairy" Behavioral Intervention in Treating Bedtime Resistance*. Poster presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention in Toronto, Canada.
- Krohn, E., <u>Cole, A., Young, L.,</u> & Jewell, J. D. (February 2011). Age and gender differences associated with cyberbullying and cybervictimization behaviors. Poster presented at the 43rd annual conference, National Association of School Psychologists, San Francisco, CA.
- Krohn, E., <u>Young, L., Cole, A.</u>, & **Jewell, J. D.** (February 2011). *Relationship between family environment and traditional/cyberbullying and victimization*. Poster presented at the 43rd annual conference, National Association of School Psychologists, San Francisco, CA.
- Dyson, S., Hupp, S., **Jewell, J.,** & Everett, G. (February 2011). Assessing parental thoughts with the stressful parent thoughts scale (SPTS). Poster presented at the 43rd annual conference, National Association of School Psychologists, San Francisco, CA.
- Jewell, J. D., Brown, D., Smith, G., & Thompson, R. (2010). Examining the influence of caregiver ethnicity on youth placed in out of home care: Ethnicity matters – for some. Poster presented at the 44th Annual Convention, Association for Behavioral and Cognitive Therapies, San Francisco, CA.
- Krohn, E. J., <u>Ferrero-Baker, B.</u>, Jewell, J., & Hupp, S. D. A. (2010, April). *Examination of Variables Predicting Attitudes Toward Mental Health Care Utilization*. Poster presented at the 42nd Annual Convention, National Association of School Psychologists, Chicago, IL.
- Jewell, J. D., Malone, M., & <u>Sturgeon, D.</u> (2009, November). A longitudinal evaluation of a cognitive behavioral group therapy program used with juvenile probationers. Poster presented at the Association of Behavioral & Cognitive Therapies (ABCT) national conference. New York, NY.
- Hupp, S., Jewell, J., Ogden, W., Smith, M., Bray, S., & Fujiki, M. (2009, November). The effect of a videotaped Victim Impact Panel at changing cognitions and behaviors related to drinking and driving. Poster presented at the Association of Behavioral & Cognitive Therapies (ABCT) national conference. New York, NY.
- Everett, G. E., <u>Ferrero-Baker, B.,</u> Jewell, J., & Hupp, S. D. A. (2009, March). University-based clinics: Benefits, challenges, and lessons from year one. Paper accepted for presentation at the 41st Annual Convention, National Association of School Psychologists, Boston, MA.

- Jewell, J. D. (2008, April). *How to know 'what works': Choosing an appropriate DV trailer tool and evaluating its effectiveness.* Paper presented at the Illinois Probation and Court Services Association state conference. Springfield, IL.
- Krohn, E.J., Jewell, J. D., Hupp, S., <u>Bilyeu, M.</u> (2008). *Cyber-bullying: The new face of relational aggression*. Poster presented at the 40th Annual Convention, National Association of School Psychologists, New Orleans, LA.
- <u>Dyson, S., Hupp, S., Weise, C., Mitchell, A.,</u> Krohn, E & **Jewell, J.** (2007, November). *The effects of active and passive videos to teach a parenting skill to future parents.* Poster presented at the Association for Behavioral and Cognitive Therapies (ABCT) national conference. Philadelphia, PA.
- Hupp, S., <u>Bailey, D.</u>, & Jewell, J. (2007, November). *The effect of child's ethnicity on adult judgments of behavior problems*. Poster presented at the Association for Behavioral and Cognitive Therapies (ABCT) national conference. Philadelphia, PA.
- Hupp, S. D. A., Segrist, D., Jewell, J., Dyson, S., Gullo, C., & Opperman, A., (2007, August). *Examining the Behaviors & Attitudes Drinking & Driving Scale (BADDS)*. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Jewell, J. D., Hupp, S. D. A., Segrist, D. J., <u>Thornton, M., Schumacher, A., & Scherer, J. A</u>. (2007, September). *Comparing DUI Offenders' Attitudes Toward Drinking and Driving with Nonoffenders*. Poster session presented at the American Psychological Association national conference. San Francisco, CA.
- Segrist, D. J., **Jewell, J. D.**, & Hupp, S. (2007). *Drinking game behaviors predict drinking and driving among college students*. Poster presented at the American Psychological Association conference, San Francisco, CA.
- Segrist, D. J., Hupp, S.D.A., & **Jewell, J. D.** (2007, May). *College students' normative perceptions of drinking and driving*. Poster session presented at the Midwestern Psychological Association meeting, Chicago, IL.
- Jewell, J. D. & Hupp, S. D. A. (2006, November). The Effects of Fatal Vision Goggles on Attitudes and Behaviors Toward Drinking and Driving. Poster session presented at the Association for Behavioral and Cognitive Therapies (ABCT) national conference. Chicago, IL.
- <u>Weaver, S.,</u> Hupp, S, <u>Bilyeu, M., Washington, S., Summers, S.</u>, **Jewell, J** & Krohn, E. (2006, November). *Parent training videos: A study of active versus passive viewing*. Poster session presented at the Association for Behavioral and Cognitive Therapies (ABCT) national conference. Chicago, IL.

- Jewell, J. D. (2006, February). *The Gateway to Good Behavior: How to Improve the Effectiveness of Behavior Modification Programs.* Paper presented at the annual meeting of the Illinois School Psychologist Association, St. Charles, IL.
- McVay, E., Adams, S., Hupp, S., Pawlow, L., Jewell, J. D., <u>Platt, A., & Dodd, S</u>. (2005, November). *Comparing Different Preventative Relaxation Techniques with Young Adults: Effectiveness, Satisfaction, and Adherence.* Poster session presented at the annual meeting of the Association for Behavioral and Cognitive Therapies, Washington, D.C.
- Jewell, J. D., Hupp, S. D. A., Luttrell, G., <u>Oswald, L., Shevlin, C., & Downey, R.</u> (2004, November). Changing Drinking and Driving Attitudes of College Students with Fatal Vision Goggles: Bad From Far, But Far From Bad. Poster session presented at the annual meeting of the Association for the Advancement of Behavior Therapy, New Orleans, LA.
- Hupp, S. D. A., Jewell, J., <u>Acock-Domescik, A., Bilodeau, J., Downey, R., Boyd, K.</u> (2004, November). *The Effects of a Diagnostic Label on Adult Ratings of Child Behavior*. Poster session presented at the annual meeting of the Association for the Advancement of Behavior Therapy, New Orleans, LA.
- Jewell, J. D. & Krohn, E. (2004, February). *Parental discipline as a predictor of externalizing behavior in preschool children*. Poster session presented at the annual meeting of the American Psychological Association, Honolulu, HA.
- Krohn, E. J., <u>Wingfield, S.</u>, Hupp, S. D. A., & **Jewell, J.** (2004, April). *Effects of multicultural education on children's self-esteem and cultural attitudes*. Poster session presented at the annual meeting of the National Association of School Psychologists, Dallas, TX.
- Jewell, J. D. (2004, February). *Increasing Home School Collaboration*. Paper presented at the annual meeting of the Illinois School Psychologist Association, Springfield, IL.
- Jewell, J. D. & Krohn, E. (2003, February). *Development and preliminary analysis of the Teacher Discipline Style Inventory (TDSI)*. Paper presented at the annual meeting of the National Association of School Psychologists, Toronto, Canada.
- Jewell, J. D. (2003, February). *Treating Difficult and Unmotivated Adolescents*. Paper presented at the annual meeting of the Illinois School Psychologist Association, Springfield, IL.
- Jewell, J. D. (2002, February). Comparing the External Validity of Clinician Diagnosis of Conduct Disorder with the Diagnostic Interview Schedule for Children (DISC). Paper presented at the annual meeting of the Illinois School Psychologist Association, Springfield, IL.
- Jewell, J. D., Handwerk, M., Field, C., & Almquist, J. (2002, November). Comparing the External Validity of Physician Diagnosis of Conduct Disorder to the Diagnostic Interview Schedule for Children (DISC) in a Residential Treatment Setting. Paper

presented at the annual meeting of the Association for Advancement of Behavior Therapy, Springfield, IL.

Jewell, J. D. (1999, February). Preliminary Analysis of the Self Report Measure of Family Functioning – Revised. Poster session presented at the annual meeting of the Texas Association of School Psychologists, Austin, TX.

PRESENTATIONS (INVITED)

- Jewell, J. D. (December 2018). *Teaching Relaxation Skills to Youth*. Workshop presentation to South West Illinois School Counselor's Association Counselor Academy, Belleville, IL.
- Jewell, J. D. (November 2017). *Emotional Disturbance: Implications and Practical Applications for Identification*. Workshop presentation to School Psychologists at the Special School District, St. Louis, MO.
- Jewell, J. D. (October 2017). Youth Suicide: Myths, Facts, and Guidelines to Intervention. Workshop presentation at Common Ground: Community, Kids, Courts, & Education conference hosted by the Fourth Judicial Circuit Juvenile Justice Council, Effingham, IL.
- Jewell, J. D. (March 2017). *How to Build Protective Factors in Youth.* Workshop presentation at *Coming Together: Community, Children, Courts and Education* conference hosted by the Peoria's Road to Resilience Committee, Peoria, IL.
- Jewell, J. D. (November 2016). *How to Build Protective Factors in Youth.* Workshop presentation at *Common Ground: Community, Kids, Courts, & Education* conference hosted by the Fourth Judicial Circuit Juvenile Justice Council, Effingham, IL.
- Jewell, J. D. (September 2016). *How to Build Protective Factors in Youth*. Workshop presentation at *Kids, Courts, & Schools: What Works?* conference hosted by the Second Judicial Circuit Juvenile Justice Council, Whittington, IL.
- Jewell, J. D. (September 2016). *What to Look for in a Psychological Evaluation*. Workshop presentation at *Kids, Courts, & Schools: What Works?* conference hosted by the Second Judicial Circuit Juvenile Justice Council, Whittington, IL.
- Jewell, J. D., (September, 2016). *Teaching Kids Relaxation Skills*. Presented at the annual intern meeting organized by the Directors of University School Psychology Programs of Illinois. Bloomington-Normal, IL.
- Jewell, J. D., (September, 2016). *Navigating the political waters of your school*. Presented at the annual intern meeting organized by the Directors of University School Psychology Programs of Illinois. Bloomington-Normal, IL.
- Jewell, J. D., (September, 2015). *Teaching Kids Relaxation Skills*. Presented at the annual intern meeting organized by the Directors of University School Psychology Programs of Illinois. Bloomington-Normal, IL.

- Jewell, J. D., (September, 2015). *Navigating the political waters of your school*. Presented at the annual intern meeting organized by the Directors of University School Psychology Programs of Illinois. Bloomington-Normal, IL.
- Jewell, J. D., (October, 2015). *Substance Abuse and ADHD*. Presented at the Illinois Probation and Court Services Association 2015 Fall Conference. Effingham, IL.
- Jewell, J. D., (September, 2014). *Navigating the political waters of your school*. Presented at the annual intern meeting organized by the Directors of University School Psychology Programs of Illinois. Bloomington-Normal, IL.
- Jewell, J. D., (April, 2013). *Substance Abuse and ADHD*. Presented at the Metro East Meth and Other Drugs Conference organized by the Metro East Coalition Against Meth and Other Drugs. Belleville, IL.
- Jewell, J. D., (September, 2013). *Navigating the political waters of your school*. Presented at the annual intern meeting organized by the Directors of University School Psychology Programs of Illinois. Bloomington-Normal, IL.
- McKenney, E. L. W. & Jewell, J. D., (September, 2012). *Navigating the political waters of your school*. Presented at the annual intern meeting organized by the Directors of University School Psychology Programs of Illinois. Bloomington-Normal, IL.
- Jewell, J. D. (November 2011). Family environment effects on juvenile delinquency and related evidence based treatments. Workshop presentation at Common Ground: Community, Kids, Courts, & Education conference hosted by the Fourth Judicial Circuit Juvenile Justice Council, Effingham, IL.
- Jewell, J. D. (September 2011). Family environment effects on juvenile delinquency and related evidence based treatments. Workshop presentation at Kids, Courts, & Schools: What Works? conference hosted by the Second Judicial Circuit Juvenile Justice Council, Whittington, IL.
- Jewell, J. D. (20011, September). *Navigating the Political Waters of the Schools*. Presented at the Directors of University School Psychology Programs' Fall Intern Workshop, Normal, IL.
- Jewell, J. D. (2010, August). Using Solution Oriented Techniques in Your Classroom and Your Life. Invited workshop to the SIUE St. Clair County Head Start teachers, East St. Louis, IL.
- Jewell, J. D. (2010, June). *Brief, Solution Oriented Therapy*. Invited training workshop presented to the community and employees of Children's Home and Aid, Fairview Heights, IL.

- Jewell, J. D. (2010, January). *Dealing with Difficult and Unmotivated Adolescents in the Classroom*. Invited workshop presented at the Collinsville CUSD Teachers Institute, Collinsville, IL.
- Jewell, J. D. (2009, November). Administration and Interpretation of the Ontario Domestic Assault Risk Assessment (ODARA). Invited training workshop presented to the Effingham County Probation Department with attendees from 7 other counties.
- Jewell, J. D. (2009, November). *Let Kids be Kids: Strengthening Emotional and Mental Health.* Invited Panel Member for the annual Madison County Youth forum.
- Jewell, J. D. (2009, October). *How to Adapt During Organizational Change*. Invited workshop presented to Madison County Probation Department (5 separate offices).
- Jewell, J. D. (2008, September). *Navigating the Political Waters of the Schools*. Presented at the Directors of University School Psychology Programs' Fall Intern Workshop, Normal, IL.
- Jewell, J. D. (2008, July). *Dealing with Difficult and Unmotivated Adolescents*. Presented at the Illinois Education Agency's Summer Leadership Academy, Normal, IL.
- Jewell, J. D. (2008, July). *Gateway to Good Behavior*. Presented at the Illinois Education Agency's Summer Leadership Academy, Normal, IL.
- Jewell, J. D. (2008, January). *Building Bridges for Children's Mental Health*. Host and keynote speaker at the first annual Building Bridges for Children's Mental Health conference hosted by SIUE School of Education, Edwardsville, IL.
- Jewell, J. D. (2007, November). *Dealing with Difficult and Unmotivated Adolescents*. Invited training workshop presented to Edwardsville School District Middle and High School teachers, Edwardsville, IL.
- Jewell, J. D. (2007, September). *Navigating the Political Waters of the Schools*. Presented at the Directors of University School Psychology Programs' Fall Intern Workshop, Normal, IL.
- Jewell, J. D. (2006, November). *Real teens, real issues, real solutions*. Invited Keynote speech presented at the St. Clair County Department of Health special professional conference.
- Jewell, J. D. (2005, September). *Navigating the Political Waters of the Schools*. Presented at the Directors of University School Psychology Programs' Fall Intern Workshop, Normal, IL.
- Jewell, J. D. (2005, September). *Developing a User-Friendly Internship Plan*. Presented at the Directors of University School Psychology Programs' Fall Intern Workshop, Normal, IL.
- Jewell, J. D. & Scott, N. (2004, September). Internship Plan in School Psychology. Paper presented at the Directors of University School Psychology Programs' Fall Intern Workshop, Normal, IL.

- Jewell, J. D. (2004, September). *Giving Feedback Effectively to Interns*. Paper presented at the Directors of University School Psychology Programs' Fall Intern Workshop, Normal, IL.
- Jewell, J. D. & Krohn, E. (2003, October November). Implementing the Problem Solving Model of Consultation (Parts I & II). Organizational workshop presented to the St. Louis County Special School District, St. Louis, MO.
- Jewell, J. D. & Krohn, E. (2003, April May). *Internalizing Disorders: Assessment & Intervention (Parts I & II)*. Organizational workshop presented to the St. Louis County Special School District, St. Louis, MO.
- Hupp, S. D. A. & Jewell, J. D. (2002, October). "We'll Talk About It When You're Older": Talking to your kids about sex. Organizational workshop presented to the Parent-Teacher Association of Millstadt Public Schools, Millstadt, IL.
- Krohn, E. & **Jewell, J. D.** (2002, September October). *School Psychological Services: A Problem-Solving Approach (Parts I & II)*. Organizational workshop presented to the St. Louis County Special School District, St. Louis, MO.
- Jewell, J. D. (2002, July). *Treating Difficult and Unmotivated Adolescents*. Organizational workshop presented to Call For Help, Edgemont, IL.
- Jewell, J. D. (2001, October). *Psychology and the Nature of Change*. Presentation at the Cougar Colloquium for the SIUE Department of Psychology.
- Jewell, J. D. (2001, May). *Psychoeducational Assessment Instruments and Interpretation*. Organizational workshop presented to Father Flanagan's Boys Home, Omaha, NE.
- Jewell, J. D. (2000, November). *Conduct Disorder*. Organizational workshop presented to Father Flanagan's Boys Home, Omaha, NE.
- Jewell, J. D. (2001, April). *Child and Adolescent Development*. Organizational workshop presented to Father Flanagan's Boys Home, Omaha, NE.
- Jewell, J. D. (2001, February). *DSM-IV*. Organizational workshop presented to Father Flanagan's Boys Home, Omaha, NE.
- Jewell, J. D. (2000, November). *Projective Assessment Instruments and Interpretation*. Organizational workshop presented to Father Flanagan's Boys Home, Omaha, NE.

CLINICAL TREATMENT MANUALS (Not Publicly Available)

- Jewell, J. D. (2014). *The Compassion Approach to Learning Meditation Program (CALM)*. A group therapy treatment manual with accompanying audio compact disc developed for use by Madison County Probation and Madison County Juvenile Detention Center.
- Jewell, J. D., Lawler, T., Kreke, E. (2014). *The Compassion Approach to Learning Meditation Program (CALM) Participant Workbook.* Accompanying workbook to be used with the CALM group therapy treatment manual with developed for use by Madison County Probation and Madison County Juvenile Detention Center.

- Jewell, J. D. (2010). *Dating Violence Prevention Program*. A group therapy treatment manual intended for female adolescent who have been, or are at risk of being in, a violent dating relationship. Developed for use by Madison County Probation and Court Services.
- Jewell, J. D., Lawler, T., Kreke, E. (2008). *The Relaxation Skills Violence Prevention Program* (*RSVP) Participant Workbook.* Accompanying workbook to be used with the RSVP group therapy treatment manual with developed for use by Madison County Probation and Madison County Juvenile Detention Center.
- Jewell, J. D. (2005). *The Relaxation Skills Violence Prevention Program (RSVP)*. A group therapy treatment manual with accompanying audio compact disc developed for use by Madison County Probation and Madison County Juvenile Detention Center.
- Jewell, J. D. (2003). *Solution-oriented treatment manual*. A group therapy treatment manual developed for use by Madison County Probation and Madison County Juvenile Detention Center.

REVIEWS

Ad Hoc Reviewer for Criminal Justice and Behavior. (2017 - present)

Ad Hoc Reviewer for European Journal of Criminology. (2016-present)

Ad Hoc Reviewer for Journal of Contemporary Psychotherapy (JOCP). (2010 – present)

Ad Hoc Reviewer for Journal of Child and Family Studies (JCFS). (2006 - present).

Ad Hoc Reviewer for Journal of Autism and Developmental Disorders (JADD). (2004 – present).

Grant proposal reviewer for Social Sciences and Humanities Research Council of Canada (Spring 2012)

Grant proposal reviewer for Georgian National Science Foundation. (Fall 2007-2016).

Textbook review for Brookes Publishing, Baltimore, MD. (Spring 2005).

Textbook review for McGraw Hill Higher Education, New York, NY. (Fall 2003).

Textbook review for Houghton & Mifflin, New York, NY. (Spring 2003).

Textbook review for Allyn & Bacon, New York, NY. (Spring 2003).

Ad Hoc Reviewer for ERIC Clearinghouse on Counseling & Student Services. (2002 - 2003).

SERVICE

STATE SERVICE

2004 - 2010	Member of Illinois Children's Mental Health Partnership, School Age
	Committee
2004 - 2010	Member of Illinois Children's Mental Health Partnership, Consultation
	Committee
2/05	Member of Illinois Children's Mental Health Partnership, Screening
	Workgroup

11/04	Illinois Certification Testing System School Psychologist Content-Area
	Test Item Review Conference sponsored by the Illinois State Board of
	Education and National Evaluation Systems – Invited Attendee
2/04	Illinois Certification Testing System Content-Area Tests Framework
	Review Conference sponsored by the Illinois State Board of Education
	and National Evaluation Systems – Invited Attendee

PROFESSIONAL SERVICE AND OFFICES HELD

2017 – present	Co-Chair of the Directors of University School Psychology Programs
2016 – present	Member of the Madison County Problem Solving Courts Certification Committee
2011 - present	Reviewer for NASP Program Approval Board
2013 - 2014	Treasurer of the Board of Directors for LINC – Belleville, IL
2011 - 2013	Chair of the Program and Planning Committee for LINC – Belleville, IL
2011	Member of the Fundraising Committee for LINC – Belleville, IL
2010 - 2018	Member of the Juvenile Justice Council, St. Clair County
2010 - 2015	Member of the Child Protection Data Collection Project Committee,
	Chaired by Judge Elizabeth Levy & Judge Janet Heflin
2010 - 2015	Member of the Board of Directors for LINC – Belleville, IL
2010	Co-Host of the Dare to Dream Youth Summit – A component of the Child
	Protection Data Court Project supervised by the Administrative Office of
	Illinois Courts
2009	Member of the committee to establish a Veteran's Court for Madison
	County, Chaired by Chief Judge Ann Callis
2007 - 2018	Founder and Co-Director of St. Clair and Madison County Illinois
	Redeploy Mentoring Program
2006 - present	Member of the St. Clair County Youth Coalition
2005 – present	Consulting clinical psychologist for Madison County Probation and Court
	Services (funded position)
2005	Member of Planning Committee for Fall School Psychology Intern
	Workshop
2004	Member of Committee on framework development for the Illinois State
	Board of Education Type 73 Certificate State Exam
2004	Member of Committee on item selection for the Illinois State Board of
	Education Type 73 Certificate State Exam
2004	Member of Planning Committee for Fall School Psychology Intern
	Workshop
2003 - 2008	Elected Liaison to the Illinois School Psychologists Association (ISPA) by
	members of the Directors of University School Psychology Programs
	(DUSPP)
2003 - 2008	Elected Research Chair and Trainer Representative by the Governing
0001	Board of the Illinois School Psychologists Association (ISPA)
2001 – present	Member of the Directors of University School Psychology Programs

UNIVERSITY SERVICE

2016 - 2017	Member of the iCare Executive Steering Committee (Campus Suicide
Prevention)	
2012 - present	Member of the SIUE Financial Conflict of Interest Committee
2011 - 2012	Chair of the Illinois Education Research Council (IERC) Director Search Committee
2011 - 2014	Member of Graduate School Educational and Research Policies Committee
2010 - present	SIUE Distinguished Scholar's Council
2009 - 2014	Member of Graduate School Graduate Committee on Assessment
2002 - 2009	Member of Institutional Animal Care and Use Committee
2004 - 2006	Member of Graduate School Educational and Research Policies Committee
5/03 - 5/04	Volunteer psychotherapist for SIUE Counseling Services Center 10 hours per week (one year)
2003	Member of Graduate Program Review Committee (Educational Administration)
10/2002	Participated in National Depression Screening Day (as screener) hosted by SIUE Student Counseling Services

SCHOOL OF EDUCATION SERVICE

2018 - 2019	Co-Chair of SEHHB Dean Search Committee
2018 - 2020	Member of Professional Affairs Committee
2017	School Executive Secretary
2016	School Executive Secretary Elect
2010 - 2014	Member of Personnel Committee
2009	Chair of Personnel Committee
2009 - 2010	Member of Medical Brigade Initiative
2008	Member of Personnel Committee
2004 - 2005	Member of Educational Administration position search committee
2003 - 2005	Member of Academic Affairs Committee
2002	Member of Dean's Task Force (Mission Statement)
2001 - 2002	Member of Elections Committee

DEPARTMENT OF PSYCHOLOGY SERVICE

Member of Student Awards Committee
Chair of Professional Affairs Committee
Member of Department Chair Election Committee
Chair of Clinical Child and School Psychology position search committee
Director of Clinical Child and School Psychology Program
Clinical Child and School Psychology Program faculty member
Member of Clinical Child and School Psychology Program's National
Association of School Psychology (NASP) Accreditation Committee
Chair of School Psychology position search committee

2008 - 2011	Member of Personnel Committee
2009	Chair of Department Chair Election Committee
2005 - 2008	Library Liaison
2006 - 2007	Chair of Multicultural Psychology position search committee
2005 - 2006	Member of Committee on Graduate Assistants
2005 - 2006	Member of Clinical Child and School Psychology position search
	committee
2003 - 2005	Chair of Academic Affairs committee
2003 - 2004	Member of Committee on Department of Psychology Mission Statement
2003 - 2004	Member of Committee on General Psychology Program Moratorium
2002 - 2004	Chair of Committee on Licensed Clinical Professional Counselor
	eligibility
Fall, 2003	Member of Advisory Committee
Fall, 2003	Acting Director of Clinical Child and School Psychology Program
2002	Judge at Annual Psi Chi Paper Session
2002	Member of Academic Affairs committee
2001 - 2002	Member of Clinical Child position search committee
2001 - 2002	Member of Clinical / Counseling / School position search committee
2001 - 2002	Member of Committee on Graduate Statistics Sequence
2001 - 2002	Member of Committee on Teaching Evaluations

COURSES TAUGHT

PSYC-203	Adolescent Psychology
PSYC-421	Tests and Measures
PSYC-491	Research in Psychology
PSYC-492	Readings in Psychology
PSYC-494	Capstone Seminar in Psychology: Psychology of the Family
PSYC-521	Research Design and Inference II
PSYC-524	Practicum in Clinical Child and School Psychology
PSYC-537a	Counseling & Psychotherapy with Children, Adolescents, & Families
PSYC-539	Crisis Intervention & Crisis Therapy
PSYC-541a	Cognitive Assessment of Children & Adolescents
PSYC-543a	Behavioral and Emotional Assessment of Children & Adolescents
PSYC-565	Consultation: Theory & Practice
PSYC-590	Readings in Psychology
PSYC-591	Research in Psychology
PSYC-594	Practicum in Clinical Child and School Psychology

PSYC-596 Internship in School Psychology

PSYC-598 Research Project

CERTIFICATES / LICENSES

Licensed Clinical Psychologist (Illinois); License # 071-006850

Illinois Type 73 Certificate/License (School Psychologist)

Licensed Clinical Psychologist (Missouri (Inactive))

PROFESSIONAL MEMBERSHIPS

Member of Directors of University School Psychology Programs (DUSPP) Member of the Association for Behavioral and Cognitive Therapies (ABCT) Member of the National Association of School Psychologists (NASP)

CURRICULUM VITA

CATHERINE S. DAUS

**Consulting/Applied Activities not included; can supply upon request

Home: 42 Cobblestone Lane Glen Carbon, IL 62034 (618) 709-2643

Office: Southern Illinois University Edwardsville Department of Psychology Edwardsville, IL 62026-1121 (618) 650-3119 e-mail: cdaus@siue.edu

EDUCATION

- Ph.D. Purdue University, West Lafayette, IN. December, 1994. Industrial/Organizational Psychology Dissertation: <u>Predicting effective coping strategies at work</u>. Dissertation Chair: Howard M. Weiss
- M.S. Purdue University, West Lafayette, IN. December, 1992. Industrial/Organizational Psychology Thesis: <u>The interaction of positive affect and automaticity on the</u> <u>performance of tasks</u>. Thesis Chair: Howard M. Weiss
- B.S. Butler University, Indianapolis, IN. May, 1989. Graduated Summa Cum Laude with High Honors in Psychology. Double Major: Psychology and Business Administration

TEACHING EXPERIENCE

Graduate Courses

- Psychology of Sustainable Behavior online course
- Psychology of Work Attitudes (Attitude Measurement, Job Satisfaction, Other Work Attitudes)
- Work Motivation and Morale (Attitudes, Job Satisfaction & Motivation)
- Organizational Psychology
- Psychology of Employee Development (Career Development, Training, Performance Appraisal)
- Communication and Group Behavior
- Psychology of Stress and Stress Management
- Professional Issues in Teaching Psychology
- Research in Psychology
- Graduate Statistics in Psychology
- Human Resource Management (University of Queensland Sabbatical)
- Practicum in Industrial/Organizational Psychology

Undergraduate Courses

- Psychology of Sustainable Behavior online course
- Capstone Seminar in Psychology Emotions and Emotions in the Workplace
- Introduction to Psychology
- Statistics in Psychology
- Introduction to Industrial/Organizational Psychology
- Organizational Psychology
- Group Dynamics and Individual Behavior
- Field Study in Psychology
- Research in Psychology

***Student authors noted in bold PUBLICATIONS – JOURNALS, EDITED BOOKS

Yang, L-Q., Cropanzano, R., Daus, C. S., & Martinez-Tur, V. (2019). *Let's Be "Emotional" Workers: The Good, The Bad, and The Complex.* Book in an edited book series on Industrial/Organizational Psychology. Cambridge University Press.

Daus, C. S. & Love, M.S. (2019). The state of emotional intelligence in the workplace: The Good, the Bad, The Ugly. Invited chapter to appear in *Let's Be "Emotional" Workers: The Good, The Bad, and The Complex*. (Yang, Cropanzaon, Daus, Martinez-Tur, Eds.). Cambridge University Press.

Daus, C. S., Cropanzano, R., Daus, C. S., & Yang, L-Q., Martinez-Tur, V. (2019). Emotion at Work: From the "Leaner Years" to the "Affective Revolution." Chapter to appear in *Let's Be "Emotional" Workers: The Good, The Bad, and The Complex* (Yang, Cropanzaon, Daus, Martinez-Tur, Eds.). Cambridge University Press.

Yang, L-Q., Cropanzano, R., Martinez-Tur, V. & Daus, C. S., (2019). Looking into the Future: Integration of Research on Workplace Affect. Chapter in *Let's Be "Emotional" Workers: The Good, The Bad, and The Complex* (Yang, Cropanzaon, Daus, Martinez-Tur, Eds.). Cambridge University Press.

Beard, R. Daus, C. S. Berkley, R. (2018). The Emotional Context of Disclosing a Concealable Stigmatized Identity: A Conceptual Model. *Human Resource Management Review*, *29*(3), 428-445.

Ashkanasy, N. M., & Daus, C. S. (2016). Emotional Intelligence in the Workplace. In T. Chamorro – Premuzik (Ed.). *The Encyclopedia of Personality and Individual Differences*, 3rd Ed. Upper Saddle River, NJ: Wiley-Blackwell.

Brown, S. G., & Daus, C. S. (2015). Avoidant But Not Avoiding: The Mediational Role of Anticipated Regret in Police Decision-making. *Journal of Police and Criminal Psychology*, 1-12.

Brown, S. G., & Daus, C. S. (2015). The influence of police officers' decision-making style and anger control on responses to work scenarios. *Journal of Applied Research in Memory and Cognition*, *4*(3), 294-302.

Ashkanasy, N. M., & Daus, C. S. (2015). Expert Contribution: The challenge of managing emotions in the workplace. In K. Elsbach, A. Kays, & C. Kays (eds.). *Contemporary organizational behavior: From Ideas to Action*. Upper Saddle River, NJ: Pearson Prentice-Hall

Ashkanasy, N. M., & Daus, C. S. (2012). "Advice from the Past to the Future: Comments and directions for integrating emotional intelligence with emotional labor." Invited chapter in edited book: *Emotional Labor in the 21st Century:Diverse Perspectives on Emotion Regulation at Work*

Daus, C. & **Brown, S.** (2012). "The emotion work of police", in Neal M. Ashkanasy, Charmine E.J. Härtel, Wilfred J. Zerbe (eds.) *Experiencing and Managing Emotions in the Workplace (Research on Emotion in Organizations, Volume 8)*, Emerald Group Publishing Limited, pp.305-328.

Daus, C. S., Jordan, P., Ashkanasy, N., Dasborough, M. (2012); "We are all mad in Wonderland: An organizational culture framework for emotions and emotional intelligence research"; in Neal M. Ashkanasy, Charmine E.J. Härtel, Wilfred J. Zerbe (eds.) *Experiencing and Managing Emotions in the Workplace (Research on Emotion in Organizations, Volume 8)*, Emerald Group Publishing Limited, pp.

Jordan, P. J., Dasborough, M., Daus, C. S., Ashkanasy, N. M., (2010). A call to context: A need to consider contextual influences regarding EI., *The Industrial Psychologist*, *3*(*2*).

Jordan, P. J., Ashkanasy, N. M., & Daus, C. S. (2008). Emotional intelligence: Rhetoric or reality? Invited chapter in Cartwrigth & Cooper (Eds.), *The Oxford Handbook of Personnel Psychology*. Oxford University Press.

Daus, C.S. & **Cage**, **T**. (2008). Learning to face emotional intelligence: Training and workplace applications. Invited chapter in Cooper & Ashkanasy (Eds.), *Research Companion to Emotion in Organizations*. Edward Elgar.

Daus, C. S. (2006). The case for the ability based model of emotional intelligence. Invited chapter in Murphy (Ed.), *A Critique of Emotional Intelligence: What are the Problems and How Can They Be Fixed?* pp. 301 – 324; Mahweh, NJ: Lawrence Erlbaum.

Ashkanasy, N.M. & Daus, C.S. (2005). Rumors of the death of emotional intelligence in organizational behavior are vastly exaggerated. *Invited for special edition of Journal of Organizational Behavior*, *26*(*4*), 441-452.

Daus, C. S. & Ashkanasy, N. M. (2005). The case for the ability based model of emotional intelligence in organizational behavior. *Invited for special edition of Journal of Organizational Behavior*, *26*(4), 453-466.

Rubin, **R. S**., Tardino, V. M., Daus, C. S., & Munz, D. C. (2005). A reconceptualization of the emotional labor construct: On the development of an integrated theory of emotional labor and perceived emotional load. In Ashkanasy, Hartel, & Zerbe (Eds)., *Emotions in Organizational Behavior*, pp. 189-211, Mahwah, NJ: USum Associates.

Daus, C. S. & Ashkanasy, N. M. (2003). Will the real emotional intelligence please stand up? On descontructing the Emotional Intelligence 'debate.' *The Industrial Psychologist*, *41*, 69-72.

McColl-Kennedy, J. R., Daus, C. S. & Sparks, B. A. (2003). Customizing service recovery: Gender effects of customers and service providers. *Journal of Service Research*, *6*(1), 66-72.

Ashkanasy, N. M. & Daus, C. S. (2002). Emotion in the workplace: The new challenge for managers. *The Academy of Management Executive*, *16*, 76-86.

Ashkanasy, N. M., Hartel, C. E. J. & Daus, C. S. (2002). Diversity and emotion: The new frontiers in organizational behavior research. *Journal of Management, 3*, 307-338.

Daus, C. S. (2001). Rater mood and employee emotional expression in a customer service scenario: Interactions and implications for performance. *Journal of Quality Management, 6*, 349-370.

Ziegler, M. & Daus, C. S. (2000). The effect of age on perceptions of pilot performance, and attitudes toward the implementation of ergonomic redesign interventions for older pilots. *International Journal of Aviation Psychology*, *10*, 13-34.

Weiss, H. M., Nicholas, J. P., & Daus, C. S. (1999). An examination of the joint effects of affective experiences and job beliefs on job satisfaction, and variations in affective experiences over time. *Organizational Behavior and Human Decision Processes*, *78*, 1 – 24.

Daus, C. S. & Joplin, J. (1999). Survival of the fittest: Leader coping and self-reliance styles and their influence on team performance. *Journal of Occupational and Health Psychology*, *4*, 15-28.

Daus, C. S., **Sanders**, **D**., & Campbell, D. (1998). Consequences of alternative work schedules. *International Review of Industrial/Organizational Psychology*, *13*, 187-223.

Joplin, J. & Daus, C. S. (1997). Challenges of leading a diverse workforce. *Academy of Management Executive*, *11*, 32-47.

PUBLICATIONS - BOOK REVIEWS, PROCEEDINGS, REPRINTS, TECH REPORTS

Daus, C. S. (2004). A review of <u>Bullying and Emotional Abuse in the Workplace:</u> <u>International Perspectives in Research and Practice</u>. By S. Einarse, H. Hoel, D. Zapf, & C. Cooper. In <u>Personnel Psychology</u>, <u>Winter</u>, .

Daus, C. S. (2002). A review of <u>Emotional intelligence in everyday life: A scientific</u> <u>inquiry</u>. By J. Ciarroci, J. P. Forgas, & J. D. Mayer. In <u>Personnel Psychology</u>, <u>55(3)</u>, 775 – 778.

Daus, C. S. (2002). A review of <u>Risk and 'the Other'</u>. By H. Joffe. In <u>Personnel</u> <u>Psychology</u>, <u>55</u>, <u>(1)</u>, 230 - 232.

Daus, C. S. (2001). A review of <u>Emotions in the Workplace: Research, Theory, and</u> <u>Practice</u>. By Ashkanasy, N.M., Hartel, C.E.J. & Zerbe, W.J. (Eds.). In <u>Personnel</u> <u>Psychology</u>, 54, 734 - 737.

Daus, C. S., **Sanders, D**., & Campbell, D. (2001). Consequences of alternative work schedules. Reprinted in *Organizational Psychology and Development*, C. Cooper & I. Robertson (Eds.). New York: John Wiley & Sons, LTD.

Daus, C. S., **Gossett, R**., **Kingsbury, K**. (2001). It's ok to cry...but *only* if you're a woman: Gender differences in evaluations regarding emotional expression. *Proceedings of the Academy of Management Conference*.

Daus, C. S., McColl-Kennedy, J., & Sparks, B. (2001). Gender effects in customer service evaluations. *Proceedings of the Academy of Management Conference*.

Bartels, L., Daus, C.S., Harrick, E., Navin, J., Schaefer, D. (2001). State universities civil service system job analysis and validation report of police officer, police corporal, police sergeant, police lieutenant, police captain, police major, police telecommunicator, security guard, and security guard supervisor classifications. *Technical Report, Labor and Management Programs, Southern Illinois University Edwardsville*.

Daus, C. S. & Tuholski, S. (2000). The interactive influences of cognition and emotion on task performance, *Proceedings of the Academy of Management Conference*.

Staebler, C. & Daus, C. S. (2000). The development and validation of the work mood survey: Environmental influences on mood at work. *Second Conference on Emotions and Organizational Life, Author's Abstracts*.

Amel, E. L. & Daus, C. S. (1999). Critical incidents, dimensions, and emotions of decision making for air traffic controllers. *Tenth International Symposium on Aviation Psychology, Author's Abstracts*.

Daus, C. S. (1998). Expressed mood in the work setting: Implications for job performance. *First Conference on Emotions and Organizational Life, Author's Abstracts*.

Daus, C. S. (1997). Expatriate coping styles: Individual differences and implications. *Australian Industrial and Organisational Psychology Best Paper & Abstract Proceedings*.

Daus, C. S. (1995). Predicting effective coping strategies at work. *Proceedings from Work, Stress and Health, '95: Creating Healthier Workplaces*. American Psychological Association, National Institute for Occupational Safety and Health, Occupational Safety and Health Administration.

MANUSCRIPTS/PRESENTATIONS UNDER REVIEW or IN PREPARATION Bergquist-Trexler, N. & Daus, C. S. (2019). Making Sense of It: Parents at Risk for Complicated Grief. Revising for submission to *Death Studies*.

Daus, C. S. , **Tillery, M**. & **Leach, J.** (2019). Humor in the Workplace: Integrating Affective Events Theory with Humor. Manuscript in preparation for *Research in Organizational Behavior*.

Daus, C. S., **Kildow**, **J.**, **& Brown**, **S. G**. (2018). Examining the emotional labor and stress relationship: Does humor make a difference? Revising for review at *Humor*.

Daus, C. S., **Tillery**, **M.**, A., Nadler, J. T. (2018). Gender Differences in Evaluation Regarding Emotional Expression. Revising for submission to *Journal of Business and Psychology*.

Daus & **Brown**: "Emotional labor of police: Emotional intelligence as a buffer to performance and attitudinal outcomes" – manuscript in preparation for submission to *Journal of Police and Criminal Psychology*.

Daus, C. S., **Brown, S., & Plummer, R**. Emotional Intelligence, Cognitive Ability, and Mood: Their Interactive Influence on Task Performance. Manuscript in preparation for submission to *Basic and Applied Social Psychology*.

Daus, C. S., **Quarton**, A., Nadler, J. T. (2014, May). *Integrating emotional intelligence and emotional labor: An attraction-selection-attrition framework*. Continuing data collection.

Daus, C.S., Jordan, P., Dasborough, M., Ashkanasy, N. "The dynamic nature of organizational compassion: Translating emotion into action through integrating emotional intelligence and organizational culture."

Daus, C. S. & **Lake**, **C**. "Crazy little thing called work: Workplace romance contracts...help or hindrance?" MS in preparation for *Sex Roles*.

Quarton, A. & Daus, C. S. Work/Non-Work Practices and Employees' Perceptions of Organizational Attractiveness: The Role of Support Perceptions and W/NW Experiences. Manuscript in preparation for *Women and Gender: An International Review*.

AWARDED GRANTS

Nadler, J. T., Daus, C., Voyles, E. (2018). *School of Education, and Health and Human Behavior, Southern Illinois University Edwardsville,* Dean's grant for Research Enhancement - MTurk Working Samples Research Fund; \$1000.00

Nadler, J. T., Daus, C., Voyles, E. (2017). *School of Education, and Health and Human Behavior, Southern Illinois University Edwardsville,* Dean's grant for Research Enhancement - MTurk Working Samples Research Fund; \$1000.00

Berkley, R., Beard, R. & Daus, C. S. (2016). *McKendree College*. Validation of a Generalized Stigmatized Identity Scale; \$800.00

Daus, C. S. (2012), *Southern Illinois University Edwardsville*, S.T.E.P. grant (Seed Grants for Transitional and Exploratory Projects) awarded - Examining the emotional labor and emotional intelligence of jobs using the Occupational Network, O*NET; \$14,942.00

Daus, C. S. (February, 2004), *Southern Illinois University Edwardsville, Summer Research Fellowship*: "Emotion Management Skills of Police Officers: The Key to Successful Job Performance." \$6000.00

Daus, C.S. & Pawlow, L. (March, 2004). *Southern Illinois University Edwardsville, Funded University Research*: "An Assessment of a Worksite Wellness Program for the Obese and Overweight." Funds for a graduate assistant. \$3500.00 (approximately).

Daus, C. S. (1999, April), *Southern Illinois University Edwardsville, Funded University Research*: "A Longitudinal Assessment of the Impact of a Diversity Training Program." Funds for a graduate assistant. \$5000.00 (approximately).

Daus, C. S., Sullivan, B., & Tuholski, S. (1998, April), *Southern Illinois University Edwardsville, Excellence in Undergraduate Education* "Updating the Psychology Resource Center." \$5000.00

Daus, C. S. (1997, March), *Southern Illinois University Edwardsville, Funded University Research*: "Meta Mood and Emotional Intelligence: Alternatives to g." \$2925.00

Daus, C. S. (1996, November), *Southern Illinois University Edwardsville, Summer Research Fellowship*: "Predicting Effective Coping at Work." \$2000.00

Daus, C.S. & Bartels, L.K. (1996, August). *Southern Illinois University Edwardsville, Faculty Development*: "Preparing for the Changing World of Work GIOP Conference." \$200.00.

Daus, C. S. (1996, March), *Southern Illinois University Edwardsville, Funded University Research*: "Personality Predictors of Finding Quality Reemployment." \$3125.00

Daus, C.S. (1996, February). *Southern Illinois University Edwardsville, Faculty Development*: "SIOP Workshops and Conference." \$1032.00.

Daus, C. S. (1995, December), *Southern Illinois University Edwardsville, Research and Development, Proposal Development Funds:* "Work Motivation of Professional Soccer Coaches." \$1246.00

Daus, C. S. (1995, December), "Grant for the Development of Alcohol and Other Drugs Prevention Modules for Existing Courses." \$400.00

Daus, C. S. (1995, March), Southern Illinois University Edwardsville, Research Tools and Equipment. \$960.00.

Daus, C.S. & Bartels, L.K. (1995, March). *Southern Illinois University Edwardsville, Faculty Development*: "SIOP Workshops and Conference." \$2006.00.

Bartels, L. K & Daus, C. S. (1995, March). *Southern Illinois University Edwardsville, Funded University Research*: "Coping with Job Loss." \$7300.00.

PRESENTATIONS

Stein, K., Daus, C. & Ertel, M. (2019). The Implementation of Emotional Intelligence Appraisal and Training in a Nurse Anesthesia Educational Program. Presentation accepted at the Assembly of Didactic and Clinical Educators. Braselton, GA.

Daus, C. & **Tillery, M**. (Chairs) (2019). A funny thing happened on the way to SIOP; Humor and leadership at work. Symposium presented at the 2019 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). Washington, D.C.

Tillery, **M**., Daus, C., Berkly, R., & Nadler, J. T. (2019, April). *The effect of leaders' use of humor on participants" perceptions of leaders*. Paper in C. Daus & M. Tillery's (Chairs) *A funny thing happened on the way to SIOP; Humor and leadership at work*. Symposium presented at the 2019 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). Washington, D.C.

Daus, C. S. & **Ponder, K.** (2019). Easing stress by helping others: Volunteerism, stress and job satisfaction. Poster presented at the 2019 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). Chicago, IL.

Daus, C. S. & **Wilkinson, B.** (2019). You Gotta Pray Just to Make It Today: Revealing Atheism at Work. Poster presented at the 2019 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). Chicago, IL.

Beard, R., Berkeley, R. & Daus, C. S. (2019). Validation of a measure of stigma load. In symposium, Improving the lives of those with concealable stigmas through

8

understanding intersectionality, paper presented at the 2019 Annual Meeting of Academy of Management. Boston, Massachusetts.

Wilke, B. L., Daus, C., & Greenfeld, B. K. (2018). A Semi-Quantitative and Qualitative Analysis of East St. Louis Community Members' Environmental Concerns. Poster Presentation. Illinois State Academy of Science 110th Annual Meeting. April 13 – 14, 2018. Decatur, IL.

Detwiler, D. & Daus, C. S. (2017). Ethics Integration Strategies: Inoculating Subsidiaries Against Unethical Contagion. Poster presented at the Society of Industrial/Organizational Psychology Conference 2017, Orlando, FL.

Breedon, J., & Daus, C,. S. (2016). Effects of Emotional Labor Training on Deep-Acting and Emotional Exhaustion. Poster presented at the Society of Industrial/Organizational Psychology Conference 2016, Anaheim, CA.

Naumann, S. & Daus, C,. S. (2016). Pet-Friendly Workplace Policies, Employee Stress and Perceived Organizational Support. Poster presented at the Society of Industrial/Organizational Psychology Conference 2016, Anaheim, CA.

Daus, C. S. (2015). The Latest on Emotional Intelligence at Work: Happy 25th Anniversary! Invited panelist on Panel Discussion at the Society of Industrial/Organizational Psychology Conference 2015, Philadelphia, PA.

Daus, C. S. & **Quarton**, **A.** "Bridging and Cross-Collaboration Between Master's and Doctoral I/O Programs." Panel Discussion at the Society of Industrial/Organizational Psychology Conference 2015, Philadelphia, PA.

Daus, C. S., **Newcome, V., Abbett, C., Beil, J.** (May, 2014). Pride in the workplace. Is pride helping or hurting you? Poster presented at the Midwestern Psychological Association, Chicago, IL.

Daus, C. S. (May, 2014). Panel discussant for "The future of emotional labor: Reasons for optimism and concern." Panel Discussion presented at the 2014 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). Honolulu, HI.

Daus, C. S. & Nadler, J., **Detwiler, D. & Newcome, V.** (2014, April). "Emotion in motion: Does O*NET capture emotional labor of jobs?" Poster presented at the Society of Industrial/Organizational Psychology Conference 2014, Honolulu, Hawaii.

Daus, C. S., **Quarton**, A., Nadler, J. T. (2014, May). *Integrating emotional intelligence and emotional labor: An attraction-selection-attrition framework*. Paper in Y. Zhan, D. R. Fitzgerald, & X. Hu (Chairs) *Influences of HR practices for emotional labor and service jobs*. Symposium presented at the 2014 annual meeting of the Society for Industrial and Organizational Psychology (SIOP). Honolulu, HI.

Daus, C. S. (January, 2014). "It hurts when I laugh! Humor in the workplace as encapsulating Affective Events Theory." Presented at the Academic and Business Research Institute, Orlando, Florida.

Daus, C. S., Dasborough, M., Jordan, P. & Ashkanasy, N. (January, 2014). "The dynamic nature of organizational compassion: Translating emotion into action through integrating emotional intelligence and organizational culture ." Presented at the Academic and Business Research Institute, Orlando, Florida.

Daus, C. S. & **Detwiler**, **D**. (2013, May). Humor within the Affective Events Theory framework. Symposium paper presented at the 25th Annual Conference of the *American Psychological Society*.

Daus, C. S. & **Detwiler**, **D**. (2013, May). The serious business of humor in the workplace. Presented at the 25th Annual Conference of the *American Psychological Society*.

Andrews, J. & Daus, C. S. (2013). Resistance to change profiles during a merger. Paper/poster presented at the Society of Industrial/Organizational Psychology (SIOP) Conference 2013, Houston, Texas.

Brown, S. & Daus, C. (2013). Of course it was! Emphasizing intuition in dual-process organizational decision-making. (Accepted). Symposium presented at the Society of Industrial/Organizational Psychology (SIOP) Conference 2013, Houston, Texas.

Brown, S., & Daus, C. (2013, April). Rationality and intuition within police decisionmaking: The effect of anger control. (Accepted). Paper presented at the Society of Industrial/Organizational Psychology Conference 2013, Houston, Texas.

Daus, C. S. & **Detwiler**, **D**. (April, 2013). "The reported use of intuition: Hindsight and self-serving biases;" Paper presented at the 28th annual Society for Industrial and Organizational Psychology conference in Houston, TX.

Brown, S. & Daus, C. (2012, April). Anticipated regret in the decision-making process within law enforcement. Paper presented at the Society of Industrial/Organizational Psychology Conference 2012, San Diego, California

Brown, S. & Daus, C. (2012, August). Discrete Emotions in the Decision-Making Process within Law Enforcement. Paper presented at the American Psychological Association Conference 2012, Orlando, Florida

Daus, C. S. & **Cage**, T. G. (2012, April). "The unexpected tradeoffs between emotional intelligence and emotional labor." Paper presented at the Society of Industrial/ Organizational Psychology Conference 2012, San Diego, California

Brown, S. & Daus, C. (2012, April). Anticipated regret in the decision-making process within law enforcement. Paper presented at the Society of Industrial/Organizational Psychology Conference 2012, San Diego, California

Brown, S. & Daus, C. (2012, August). Discrete Emotions in the Decision-Making Process within Law Enforcement. Paper presented at the American Psychological Association Conference, Orlando, Florida

Daus, C. S. & **Cage**, **T. G**. (2012, April). "The unexpected tradeoffs between emotional intelligence and emotional labor." Paper presented at the Society of Industrial/ Organizational Psychology Conference 2012, San Diego, California

Brown, S. & Daus, C. (2011, March). The influence of anticipated regret on decisionmaking with law enforcement. Paper presented at IOOB (Industrial Organizational/Organizational Behavior) 2011, San Diego, California

Brown, S., Gay, P. & Daus, C. (2011, January). *Motivation of citizen scientists participating in Moon Zoo*. Poster presented at Association of Psychological Science Convention, May, 2011.

Brown, S., Gay, P. & Daus, C. (2011, January). *Motivation of citizen scientists participating in Moon Zoo*. Poster presented at 217th American Astronomical Society Meeting, Seattle, WA.

Trejo, B. & Daus, C. S. (2011, April). Cross-Cultural Differences Among Type-A Personality, Multitasking, and Stress. Poster presented at 26th annual Society of Industrial/Organizational Psychology Conference; Chicago, IL.

Daus, C. S. (2010, April). Invited discussant: "Meta-analysis and beyond: Extending the EI nomological network"; for the 25th Annual Conference of the *Society for Industrial and Organizational Psychology;* April, 2010.

Daus, C. S. & **Brown, S**. (2010). "Emotion work of police" presented a the VII Annual *EMONET* conference (Emotions Network) in Montreal, Canada (August)

Daus, Jordan, Ashkanasy, Dasborough (2010). "We are all mad in Wonderland: An organizational culture framework for emotions and emotional intelligence research" presented at the VII Annual *EMONET* conference (Emotions Network) in Montreal, Canada (August)

Daus, C. S., Pawlow, L., **Elhoffer, J**. & **George, M**. (2010). Yes I Can! An Organizational Initiative Affecting Weight Loss, Mood, and Job Satisfaction. Paper presented at the Kansas City, Kansas (April).

Humphrey, R., Jordan, P. Daus, C. S. (2010). Invited discussant for symposium entitled: Emotional intelligence: Advances and challenges for the new decade. *Society of Industrial and Organizational Psychology*, Atlanta, April, 2010.

Daus, C. S. & **Trejo**, B. (2009/2010). Emotional contagion influences during a merger. Presented as a student presentation with Daus as second author at *Midwestern Psychological Association*; being presented Jan, 2010, with Daus as first author (expanded and revised from MPA) at the *International Association of Management and Business*.

Trejo, **B.**, & Daus, C. S. (2009/2010). Mutitasking and Type A interactions on student coping with stress. Presented as a student presentation with Daus as second author at *Midwestern Psychological Association*; being presented Jan, 2010, with Daus as second author (expanded and revised from MPA) at the *International Association of Management and Business*.

Daus, C. S., **Barratt, C., Galvan, R., & Trejo, B**. (2009). Facing training: Emotion recognition training; Poster presented at the *Midwestern Psychological Association*, Chicago, IL.

Daus, C. S. & **Kildow**, **J.** (2008). Examining the relationship between emotional labor and stress: Does humor make a difference? Symposium presentation at the annual meeting of the International Institute of Work Psychology, Sheffield, England.

Daus, C. S. & **Baumann, E. C**. (2008). The Effects of Exercise on Job Satisfaction: Is Mood a Mediator Variable? Poster presented at the 23rd Annual Meeting of Society of Industrial and Organizational Psychology, San Francisco, CA

Daus, C. S. & **Thompson, H. M.** (2008). Emotional Intelligence, Social Interaction, and Social Capital: Implications for Group Performance? Poster presented at the 23rd Annual Meeting of Society of Industrial Organizational Psychology, San Francisco, CA

Clark, R. Bartels, L., Daus, C., & Nordstrom, C. (August, 2007). *The discussion of ethics in executive selection*. Poster presented at the American Psychological Association Conference, San Francisco, CA.

Pawlow, L., Daus, C. & **Cage**, **T**. (2006). Assessment of a worksite wellness program for the obese and overweight. Presented at the annual convention of the North American Association for the Study of Obesity, Boston, MA.

Segrist, D. & Daus, C. S. (2006). Emotional intelligence predicts alcohol expectancies. Poster submitted to the Annual American Psychological Association Conference.

Daus, C. (2006). Invited discussant for: Effects of religion on workplace well being. Symposium accepted at the 21st Annual Meeting of Society of Industrial and Organizational Psychology, Dallas, TX.

Metts, V. & Daus, C. (2006). Applications of emotional intelligence in workplace training interventions. Paper presentation in symposium entitled, Emotional intelligence and workplace interventions. Accepted at the 21st Annual Meeting of Society of Industrial and Organizational Psychology, Dallas, TX.

Cage, T. & Daus, C. (2006). Emotional intelligence and training implications. Paper presentation in symposium entitled, Emotional intelligence and workplace interventions. Accepted at the 21st Annual Meeting of Society of Industrial and Organizational Psychology, Dallas, TX.

Cage, T., Pawlow, L., Daus, C., Segrist, D., & **Thompson, S**. (2006). Emotionally intelligent college students less likely to binge drink. Poster submitted to the Midwestern Regional Convention, Chicago, IL

Cage, T. & Daus, C. (August, 2005), Affective Events Theory and Job Characteristics Model: Independent and Interdependent Influences. Paper presented at the 2005 Annual Meeting of the Academy of Management, Honolulu.

Daus, C., **Cage**, **T**., & **Saul**, **K**. (August, 2005). It's appraisal time! Do you know what your mood is: Rater mood and meta-mood effects on performance review outcomes. Poster presented at the Annual Convention of the American Psychology Association, Washington, DC.

Cage, T., Pawlow, L., Daus, C., Rotzien, A. (May, 2005), Emotional intelligence holds weight! Emotionally intelligent less likely to experience eating disorders. Poster presented at the 17th Annual American Psychological Society Convention, Los Angeles.

Nordstrom, C. R., Bartels, L. K., Bucy, J.E., Daus, C.S. (January, 2005). Examining the toll student entitlement takes on the psychology classroom. Paper presented at the 26th Annual Conference of the National Institute for the Teaching of Psychology, Florida.

Daus, C. S. (December, 2004). *Emotional Intelligence, Fad, Fact, or Fiction? The 'REAL TRUTH' about Emotional Intelligence*. Invited presentation at the annual conference of the Gateway Industrial/ Organizational Psychologists. St. Louis.

Daus, C., **Cage**, **T**., & **Saul**, **K**. (December, 2004). It's appraisal time! Do you know what your mood is: Rater mood and meta-mood effects on performance review outcomes. Poster presented at the 4th Annual Poster Conference of the Gateway Industrial Organizational Psychology, St. Louis.

Daus, C. S. (November, 2004). *The ability model of emotional intelligence*. Invited presentation at the annual conference of the Southern Management Association. San Antonio, TX.

Daus, C. S. (August, 2004). *More than recouping a loss: When customer service recovery delights*. Presented at the annual conference of the American Psychological Association. Honolulu.

Daus, C. S. (April, 2004). Overview, chair of *Why Can't Leaders Lead*. Symposium presented at the 19th annual conference of the Society for Industrial/Organizational Psychologists. Chicago.

Daus, C. S. & **Miller**, J. (April, 2004). *Stress as a mediator of justice effects on job satisfaction*. Symposium presented at the 19th annual conference of the Society for Industrial/Organizational Psychologists. Chicago.

Daus, C. S (2003). Emotional intelligence. Invited debater for panel debate at the 18th Annual Meeting of the Society for Industrial and Organizational Psychologists, Orlando, FL. Panelists included: Ashkansy, N.M., Landy, F., Locke, E., Van Rooy, D.; moderator: DeNisis, A.

Daus, C. S. & **Harris**, A. (2003). <u>Emotional intelligence and transformational</u> <u>leadership in groups</u>. Paper/presentation of symposium: <u>Multilevel Perspectives on</u> <u>Emotions in Organizations</u> accepted at the 18th Annual Meeting of the Society for Industrial and Organizational Psychologists, Orlando, FL.

Nicholas, J., Amel, E., & Daus, C. (2003). <u>Making quantitative methods 'relevant' to</u> <u>undergraduate psychology majors</u>. Participant idea exchange presented at the 25th Annual National Institute on Teaching of Psychology, Florida.

Miller, J., Daus, C. S., & **Egbert, A**. (2002, October). <u>Mood and perceptions of sexual</u> <u>harassment</u>. <u>Can mood influence how an individual perceives ambiguous situations</u>? Paper/poster presented at Gateway Industrial/Organizational Psychology Conference, St. Louis, MO.

Daus, C. S. (2002, April). <u>Social and emotional influences on job satisfaction:</u> <u>Complementary puzzle pieces</u>. Symposium chair; 17th Annual Meeting of the Society for Industrial and Organizational Psychologists, Toronto, Canada.

Daus, C. S. (2002, April). <u>Dissatisfaction as a function of emotional labor</u>. Paper presented at the 17th Annual Meeting of the Society for Industrial and Organizational Psychologists, Toronto, Canada.

Daus, C. S. & Glomb, T. (2002, April). <u>Emotional labor: Emerging from murky waters</u> <u>with multi-method, multi-measure approaches</u>. Symposium co-chair; 17th Annual Meeting of the Society for Industrial and Organizational Psychologists, Toronto, Canada.

Daus, C. S. & McColl-Kennedy, J. R. (2002, April). <u>Customer satisfaction: A function of emotionally intelligent customer service behaviors</u>. Poster presented at the 17th Annual Meeting of the Society for Industrial and Organizational Psychologists, Toronto, Canada.

Rubin, R. S., Tardino, V. M., Daus, C. S., & Munz, D. C. (2002, April). <u>A</u> reconceptualization of the emotional labor construct: On the development of an integrated theory of emotional labor and perceived emotional load. Paper presented at the 17th Annual Meeting of the Society for Industrial and Organizational Psychologists, Toronto, Canada.

Daus, C. S. (2001, August). <u>Governments don't always matter: Sex bias and</u> <u>discrimination in organizational life in the 21st century</u>. Symposium chair; Academy of Management Conference, Washington, D.C.

Daus, C. S., **Gossett, R. L.**, **Kingsbury, K**. (2001, August). <u>It's ok to cry...but *only* if you're a woman: Gender differences in evaluations regarding emotional expression</u>. Paper presented at the Annual Meeting of the Academy of Management, Washington, D.C.

Daus, C. S., McColl-Kennedy, J. R., & Sparks, B. A. (2001, August). <u>Gender effects in</u> <u>customer service evaluations</u>. Paper presented at the Annual Meeting of the Academy of Management, Washington, D.C.

Daus, C. S. (2001, April). <u>Emotional intelligence and emotional labor – Implications for</u> <u>work attitudes and job performance</u>. Paper presented at the 16th Annual Meeting of the Society of Industrial and Organizational Psychologists, San Diego, CA.

Daus, C. S. (2000, October). <u>Emotional Intelligence, cognitive ability, and mood: Their interactive influences on task performance</u>. Paper presented at both University of Queensland, Graduate School of Management, and Bond University – Australia.

Daus, C. S. & Tuholski, S. (2000, August). <u>The interactive influences of cognition and</u> <u>emotion on task performance</u>. Paper presented at the Academy of Management Annual Meeting, Toronto, Canada.

Staebler, C. & Daus, C. S. (2000, August). <u>The development and validation of the work</u> <u>mood survey: Environmental influences on mood at work.</u> Paper presented at The Second Conference on Emotions and Organizational Life, Toronto, Canada.

Egbert, A. & Daus, C. S. (2000, April). <u>The interactive effect of mood and gender on</u> <u>negotiation process</u>. Poster presented at the 15th Annual Meeting of the Society for Industrial/Organizational Psychology, New Orleans, LA.

Daus, C. S., Tuholski, S., **Heuer, A. & Gossett, R.** (2000, June). <u>Intuition as hindsight bias</u>. Poster presented at the 12th Annual Meeting of the American Psychological Society, Miami, FL.

Rotzien, A., **Richmond, B**. & Daus, C.S. (2000, June). <u>The relationship between</u> <u>coping, eating disorders, and emotional intelligence</u>. Poster presented at the 12th Annual Meeting of the American Psychological Society, Miami, FL.

Daus, C. S. (1999, October). <u>Measurement and Application of Emotional Intelligence:</u> <u>Fad, Fact, or Fiction</u>? Invited presentation at the University of Southern Mississippi, Hattiesburg, MS.

Daus, C. S. (1999, October). <u>Emotional Intelligence and leadership</u>. Keynote speaker/workshop presented at the national regional meeting of the International Personnel Management Association, Fairview Heights, IL.

Daus, C. S., **Ward, R.**, Nicholas, J. & Weiss, H. M. (1999, August). <u>Task and affective</u> <u>influences on satisfaction</u>. Poster presented at the 107th Annual Meeting of the American Psychological Association, Washington, D.C.

Daus, C. S. & Bartels, L. (1999, June). <u>A longitudinal assessment of coping with job loss</u>. Poster presented at the 11th Annual Meeting of the American Psychological Society, Denver, CO.

Egbert, A. & Daus, C. S. (1999, May). <u>Gender and mood effects in negotiation</u> <u>behaviors and outcomes</u>. Poster presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Coady, M. & Daus, C. S. (1999, May). <u>The role of absorption in visualization as a stress</u> <u>reduction technique</u>. Poster presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, IL.

Amel, E. L, & Daus, C. S. (1999, April). <u>Critical incidents, dimensions, and emotions of decision making for air traffic controllers</u>. Poster presented at the 10th International Symposium on Aviation Psychology, Columbus, OH.

Pederson, T. & Daus, C. S. (1999, April). <u>The construction and validation of a measure</u> <u>of resistance to change</u>. Poster presented at the 14th Annual Meeting of the Society for Industrial and Organizational Psychology, Atlanta, GA.

Daus, C. S. (Chair), Cropanzano, R. Weiss, H. M. Suckow, K., Fisher, C. D., Donovan, M., Judge, T. (Discussant) (1999, April). <u>Affective events theory: Empirical evidence</u> and research implications. Symposium conducted at the 14th Annual Meeting of the Society for Industrial and Organizational Psychology, Atlanta, GA.

Daus, C. S. (1998, August). <u>Expressed Mood in the Work Setting</u>: <u>Implications for Job</u> <u>Performance</u>. Poster presented at the First conference on Emotions in Organizational Life, San Diego, CA.

Daus, C. S. & **Abbruzzese**, **J.** (1997, June). <u>Expatriate Coping Styles: Individual</u> <u>Differences and Implications</u>. Poster presented at the 2nd Annual Industrial and Organisational Psychology Conference, Melbourne, Australia.

Daus, C. S. (Moderator; 1997, March). <u>Graduate Education Roundtable Forum:</u> <u>Assessing the Educational Needs of Southwestern Illinois and the Greater St. Louis</u> <u>Metropolitan Area</u>. Roundtable forum conducted at Southern Illinois University at Edwardsville, Edwardsville, IL.

Daus, C. S. (1996, August). <u>Coping at work: Personality differences.</u> Poster presented at the 104th Annual Meeting of the American Psychological Association, Washington, D.C.

Daus, C. S. & Joplin, J. (1996, June) <u>Confirmation of predictions from leader-member</u> <u>exchange theory: Similarity rating effect.</u> Poster presented at the 8th Annual Meeting of the American Psychological Society, New York, NY. Daus, C. S. (1995, September). <u>Predicting Effective Coping Strategies at Work</u>. Poster presented at the Annual Meeting of the National Institution of Occupational Health and Safety, Washington, D.C.

Daus, C. S. (1995, September). <u>Affective Events Theory: New Directions in Job</u> <u>Satisfaction</u>. Invited presentation to I/O Psyc. Dept. of University of Missouri, St. Louis.

Daus, C. S. (1995, June). <u>The Dimensionality of Work Events</u>. Poster presented at the 7th Annual Meeting of the American Psychological Society, San Francisco, CA.

Daus, C. S. (1995, March). <u>Managing Your Employees: Human Resource Management</u>. Workshop presentation to the Veteran's Entrepreneurial Training Program, Belleville, IL; sponsored by St. Clair County Inter-Governmental Grants.

Weiss, H. W., Nicholas, J. N., & Daus, C. S. (1993, April). <u>Affective and cognitive</u> <u>influences on job satisfaction</u>. Poster presented at the 8th Annual Meeting of the Society for Industrial and Organizational Psychology, San Francisco. CA.

AWARDS AND ELECTED POSITIONS HELD

- 2018 Green Cities Award of Achievement (For Glen Carbon town, with three other committee members), St. Louis Green Business Challenge St. Louis Regional Chamber of Commerce and the Missouri Botanical Garden
- 2017 Faculty Appreciation Disctinction, SIUe Atheltics Department
- 2013 Excellence in Teaching Award Sigma Alpha Pi, The National Society on Leadership and Success
- 2013 Disability Awareness Appreciation Award, SIUe
- 2012 Disability Awareness Appreciation Award, SIUe
- 2005 Award promotion to Full Professor level, Southern Illinois University Edwardsville.
- 2000 Awarded tenure and promotion to Associate level, Southern Illinois University Edwardsville.
- 1999 Gateway Industrial/Organizational Psychologists, Vice-President and Director of Programs
- 1996 Southern Illinois University Edwardsville, Dr. Robert J. McLaughlin Psi Chi Outstanding Faculty Award.

PROFESSIONAL EXPERIENCE – consulting experience from recent not included

4/2005 - present *Professor of Psychology, Southern Illinois University Edwardsville* Responsibilities include Program Director; teaching undergraduate and graduate courses; serving/chairing master's thesis committees; course/program development for the Industrial/Organizational Graduate program; coordinating/teaching the teaching practica/sequence; coordinating undergraduate field study; mentoring senior assignment and senior honor's theses students; and committee work. 7/1999 – 4/2005 Associate Professor of Psychology, SIUE

9/1994 – 7/1999 Assistant Professor of Psychology, SIUE

9/2000 – 11/2000 *Visiting Faculty, University of Queensland, Brisbane, Australia* Taught graduate Human Resource Management. Collaborated with two faculty colleagues (N. Ashkanasy & J. McColl-Kennedy) on several research projects. Presented at two university colloquia.

Ongoing Ad Hoc Reviewer: Academy of Management Journal; Applied Psychology, an International Review; Journal of Occupational Health Psychology; Emotion and Cognition; Human Performance; Human Relations; Leadership and Organization Development Journal; Organizational Behavior and Human Decision Processes; Motivation and Emotion; Emotion; Journal of Organizational Behavior; Journal of Vocational Behavior; Journal of Management; Journal of Police and Criminal Psychology; International Journal of Environmental Research and Public Health; Sustainabiliy; Frontiers

Ongoing Reviewer yearly for Society of Indutrial/Organizational Psychology Annual Conference; Reviewer Biannually for Emotions Network BiAnnual Conference; Periodic Reviewer for Organizational Behavior Division of Academy of Management Annual Conference; Infrequent Reviewer for American Psychology Association Annual Conference – Division 14

10/2001 – 12/2001 *Facilitator, Team Training, Edwardsville Community.* Developed team training based on John Maxwell (*17 Indisputable Laws of Effective Teamwork*) delivered to members of community. Training was delivered in 2-hour sessions for 8 weeks.

9/2001 - 2003 *Consultant, Management Assistance Center, United Way* Provided executive board development, team building, and conflictresolution training for the executive board of the Children's Museum, Edwardsville, IL.

4/2000 – 5/2001 Consultant, State of Illinois Part of a team selected to develop and validate selection instruments for the State of Illinois Civil Service System. Responsibilities include: conducting focus groups/semi-structured interviews; research and test-item construction; test-item critique; statistical validation.

8/1996 – 1999 Consultant, Rater, Academic Behavioral Assessments

Advised regarding development of, and training for, assessment center for MBA students. Participated in training and as an assessor.

8/1998 – 4/1999 *Diversity Consultant, St. Louis Post Dispatch* Advised regarding development and delivery of diversity training. Developed measures and program to evaluate outcomes of diversity training.

 1/1996 – 5/1996 Diversity Consultant, Southern Illinois University – Edwardsville Conducted focus groups, researched best practices, participated in diversity training. Developed survey to assess climate of diversity on campus. Analyzed data and presented results to president of university, direct reports, deans of schools, and diversity task force members. Advised regarding diversity training vendors.

- 9/1992 2/1993 *Consultant, Arnett Health Care Clinic, Lafayette, IN* Helped construct a survey to measure employee morale and perceptions of provision of services in a large health care organization. Analyzed and reported survey results to upper level administration.
- 5/1992 12/1992 *Consultant/Intern, Eli Lilly & Company, Indianapolis, IN* Implemented/validated sales selection programs. Observed/evaluated a career development project and participated in individual career development consultation; observed and participated in the feedback of results from a 2-day training/development assessment center for salespeople.
- 5/1991 4/1992 Consultant/Intern, Goodwill Industries of Central Indiana, Indianapolis, IN Conducted market research on various topics such as downsizing and outplacement on major corporations in Indianapolis. Also researched Total Quality Management practices and helped select a consulting firm for implementation. Recommended and implemented testing for several departments of the company after a company-wide job analysis.
- 5/1990 8/1990 *Consultant/Intern, Anthem Life Insurance Company (Blue Cross/Blue Shield)* Helped decide human resource policies and procedures. Developed and produced two human resource manuals, an employee handbook and a managerial policies and procedures manual.

PROFESSIONAL AFFILIATIONS

American Psychological Association Emotions Network Research Group Gateway Industrial Organizational Psychology Society for Industrial and Organizational Psychology

CURRICULUM VITAE ANDREW M. POMERANTZ

ACADEMIC POSITION

Professor Director, Clinical Psychology Graduate Program Southern Illinois University Edwardsville (SIUE) Department of Psychology Edwardsville IL 62026 (618) 650-3661 apomera@siue.edu

EDUCATION

Ph. D.
Saint Louis University
Clinical Psychology (APA Accredited)
Degree Awarded August 1996
Predoctoral Internship: Indiana University School of Medicine Training Consortium (APA Accredited) 8/95-8/96
Postdoctoral Internship: SIUE Department of Psychology and Counseling Services, 1/98-1/99

M. S.

Saint Louis University Clinical Psychology (APA Accredited) Degree Awarded May 1994

B. A.

Washington University in St. Louis Major: Psychology Degree Awarded December 1990

RESEARCH EXPERIENCE

Publications

Textbooks and Ancillaries

Pomerantz, A. M. (2018). My Psychology. New York: Worth.

Pomerantz, A. M. (2017). *Clinical Psychology: Science, Practice, and Culture* (4th ed.). Thousand Oaks, CA: Sage.

Pomerantz, A. M. (2014). *Clinical Psychology: Science, Practice, and Culture* (3rd ed., DSM-5 Update). Thousand Oaks, CA: Sage.

Goldfinger, K. & Pomerantz, A. M. (2014). *Psychological Assessment and Report Writing* (2nd ed.). Thousand Oaks, CA: Sage.

Pomerantz, A. M. (2013). *Clinical Psychology: Science, Practice, and Culture* (3rd ed.). Thousand Oaks, CA: Sage.

Pomerantz, A. M. & Murphy, J. M. (2013). Instructor's Resources to accompany *Clinical Psychology: Science, Practice, and Culture* (3rd ed.) Thousand Oaks, CA: Sage. Retrieved from http://www.sagepub.com/pomerantz3e/main.htm.

Pomerantz, A. M. & Murphy, J. M. (2013). Student Study Website to accompany *Clinical Psychology: Science, Practice, and Culture* (3rd ed.) Thousand Oaks, CA: Sage. Retrieved from http://www.sagepub.com/pomerantz3e/study/default.htm Pomerantz, A. M. (2011). *Clinical Psychology: Science, Practice, and Culture* (2nd ed.). Thousand Oaks, CA: Sage.

Pomerantz, A. M. (2011). Instructor's Resources CD-ROM to accompany *Clinical Psychology: Science, Practice, and Culture* (2nd ed.). Thousand Oaks, CA: Sage. <u>http://www.sagepub.com/pomerantz2e/main.htm</u>.

Pomerantz, A. M. (2011). Student Study Website to accompany *Clinical Psychology: Science, Practice, and Culture* (2nd ed.). Thousand Oaks, CA: Sage. (Available online at <u>http://www.sagepub.com/pomerantzcpstudy/</u>)

Goldfinger, K. & Pomerantz, A. M. (2010). *Psychological Assessment and Report Writing*. Thousand Oaks, CA: Sage.

Pomerantz, A. M. (2009). Instructor's website for Engler's *Personality* Theories (8th ed.). Cengage. Retrieved from http://college.cengage.com/psychology/engler/personality_theories/8e/ins_resources.html

Pomerantz, A. M. (2008). Clinical Psychology: Science, Practice, and Culture. Thousand Oaks, CA: Sage.

Pomerantz, A. M. (2008). Instructor's Resources CD-ROM to accompany *Clinical Psychology: Science, Practice, and Culture*. Thousand Oaks, CA: Sage.

Pomerantz, A. M. (2008). Student Study Website to accompany *Clinical Psychology: Science, Practice, and Culture*. Thousand Oaks, CA: Sage. (Available online at <u>http://www.sagepub.com/pomerantzcpstudy/</u>)

Pomerantz, A. M. (2005). *Instructor's Manual with Test Bank for Theories of Personality: An Introduction*, 7th ed. Houghton Mifflin.

Pomerantz, A. M. (2005). Instructor's website for Engler's *Personality* Theories (7th ed.). Houghton Mifflin. Retrieved from

 $http://college.hmco.com/CollegeCatalog/CatalogController?cmd=Portal \& subcmd=ExamCopy \& Product ID=11005 \\ \label{eq:controller}$

Pomerantz, A. M. (2005). Instructor's Manual with Test Bank for Clinical Psychology: Concepts, Methods, and Profession, 7th ed. Brooks/Cole.

Pomerantz, A. M. (2000). Instructor's Manual with Test Bank for Clinical Psychology: Concepts, Methods, and Profession, 6th ed. Brooks/Cole.

Book Chapters and Encyclopedia Entries

Pomerantz, A. M. (2017). Clinical psychologists. In A. Wenzel (Ed.), *The Sage Encyclopedia of Abnormal and Clinical Psychology*, Vol. 2, pp. 694-697. Thousand Oaks, CA: Sage.

Pomerantz, A. M. (2017). Informed consent and psychotherapy. In A. Wenzel (Ed.), *The Sage Encyclopedia of Abnormal and Clinical Psychology*, Vol. 4, pp. 1799-1800. Thousand Oaks, CA: Sage.

Pomerantz, A. M. (2017). Diagnostic and Statistical Manual (DSM), History of. In A. Wenzel (Ed.), *The Sage Encyclopedia of Abnormal and Clinical Psychology*, Vol. 2, pp. 1088-1092. Thousand Oaks, CA: Sage.

Pomerantz, A. M. & Murphy, J. M. (2016). Master's training in clinical psychology. In J. C. Norcross, G. R. VandenBos, & D. K. Freedheim (Eds.), *APA Handbook of Clinical Psychology*, Vol. 5, 17-28. Washington, DC: American Psychological Association.

Pomerantz, A. M. (2015). Informed consent—Psychotherapy. In R. L. Cautin & S. O. Lilienfeld (Eds.), *The Encyclopedia of Clinical Psychology*, p. 1467-1470. Malden, MA: Wiley-Blackwell.

Pomerantz, A. M. (2012). Informed consent to psychotherapy (Empowered collaboration). In S. J. Knapp (Ed.), *APA Handbook of Ethics in Psychology, Vol. 1, Moral Foundations and Common Themes,* pp. 311-332. Washington, D.C.: American Psychological Association. DOI:10.1037/13271-012.

Jewell, J. D., Hupp, S. D. A., & Pomerantz, A. M. (2009). Diagnostic classification systems. In J. L. Matson, F. Andrasik, & M. L. Matson (Eds.), *Assessing and Treating Childhood Psychopathology and Developmental Disabilities*, pp. 31-54. New York: Springer.

Pomerantz, A. M. (2008). Increasingly informed consent: Discussing distinct aspects of psychotherapy at different points in time. In D. N. Bersoff (Ed.), *Ethical Conflicts in Psychology* (4th ed.), pp. 339-341. Washington, DC: American Psychological Association.

Pomerantz, A. M. (2008). Informed consent. In F. T. L. Leong (Ed.), *Encyclopedia of Counseling*, pp. 645-647. Thousand Oaks, CA: Sage.

Pomerantz, A. M. & Sullivan, B. F. (2006). Ethical issues in testing. In N. J. Salkind, (Ed.), *Encyclopedia* of Measurement and Statistics, Vol. 1, pp. 318-321. Thousand Oaks, CA: Sage.

Peer-Reviewed Journal Articles

McCormic, R., Pomerantz, A. M., Ro, E., & Segrist, D. J. (2019). The "me too" decision: An analog study of therapist self-disclosure of psychological problems. *Journal of Clinical Psychology*, 75, 794-800.

Norcross, J. C., Sayette, M. A., & Pomerantz, A. M. (2018). Doctoral training in clinical psychology across 23 years: Continuity and change. *Journal of Clinical Psychology*, 74, 385-397.

Jewell, J., Schmittel, M., McCobin, A., Hupp, S., & Pomerantz, A. M. (2017). The Children First Program: The effectiveness of a parent education program for divorcing parents. *Journal of Divorce and Remarriage*, *58*, 16-28.

Murphy, J. M. & Pomerantz, A. M. (2016). Informed consent: An adaptable question format for telepsychology. *Professional Psychology: Research and Practice*, *47*, 330-339.

Pomerantz, A. M. & Murphy, J. M. (2015). Coverage of PhD/PsyD differences in undergraduate clinical psychology textbooks. *Scholarship of Teaching and Learning in Psychology*, *1*, 244-249.

Schroeder, K. R., Pomerantz, A. M., Brown, D. L., & Segrist, D. J. (2015). Psychologists' responses to the disclosure of personal therapy by a professional colleague. *Counselling and Psychotherapy Research*, 15, 50-57.

Hemrich, A., Pawlow, L. A., Pomerantz, A. M., & Segrist, D. J. (2014). Current versus ideal skin tones and tanning behaviors in Caucasian college women. *Journal of American College Health*, 62, 588-591.

Somers, A. D., Pomerantz, A. M., Meeks, J. T., & Pawlow, L. A. (2014). Should psychotherapists disclose their own psychological problems? *Counselling and Psychotherapy Research*, 14, 249-255.

Pomerantz, A. M. & Rose, P. (2014). Is depression the past tense of anxiety? An empirical study of the temporal distinction. *International Journal of Psychology*, 49, 446-452.

Pomerantz, A. M. (2013). How big is the competent community? And who gets in? (Comment). *American Psychologist, 68,* 478-479.

Berghoff, C. R., Pomerantz, A. M., Segrist, D. J., Pettibone, J. C., & Bedwell, D. R. (2012). The relationship between experiential avoidance and impulsiveness in a non-clinical sample. *Behaviour Change*, *29*, 25-35. doi: http://dx.doi.org/10.1017/bec.2012.7

Smith, J. A., Pomerantz, A. M., Pettibone, J. C., & Segrist, D. J. (2012). When does a professional relationship with a psychologist begin? An empirical investigation. *Ethics & Behavior, 22,* 208-217. doi:10.1080/10508422.2012.664450

Pomerantz, A. M. (2012). Ethical? Toward whom? (Comment) American Psychologist, 67, 324-325. doi: 10.1037/a0028119

Wozenilek, A. C., Pomerantz, A. M., Pettibone, J. C., & Segrist, D. J. (2012). When clients no-show: An empirical analogue study of psychologists' response strategies. *Journal of Contemporary Psychotherapy*, *42*, 87-92. doi: 10.1007/s10879-011-9196-y

Brown, D. L. & Pomerantz, A. M. (2011). Multicultural incompetence and other unethical behaviors: Perceptions of therapist practices. *Ethics & Behavior, 21,* 498-508.

Sears, P., M., Pomerantz, A. M., Segrist, D. J., & Rose, P. (2011). Beliefs about the biological (vs. nonbiological) origins of mental illness and the stigmatization of people with mental illness. *American Journal of Psychiatric Rehabilitation*, *14*, 109-119.

Williams, B. E., Pomerantz, A. M., Pettibone, J. C., & Segrist, D. J. (2010). How impaired is too impaired? Ratings of psychologist impairment by psychologists in independent practice. *Ethics & Behavior*, 20, 149-160.

Gregory, C., Pomerantz, A. M., Pettibone, J. C., & Segrist, D. J. (2008). The effects of psychologists' disclosure of personal religious background on prospective clients. *Mental Health, Religion, & Culture, 11*, 369-373.

Munge, B. A., Pomerantz, A. M., Pettibone, J. C., & Falconer, J. W. (2007). The influence of length of marriage and fidelity status on perception of marital rape. *Journal of Interpersonal Violence*, *10*, 1332-1339.

Lowe, J., Pomerantz, A. M., & Pettibone, J. C. (2007). The influence of payment method on psychologists' diagnostic decisions: Expanding the range of presenting problems. *Ethics & Behavior*, 17, 83-93.

Pawlow, L., Pomerantz, A., & Sullivan, B. (2007). Protecting undergraduate volunteers: Balancing confidentiality with the duty to protect and/or warn. *Training and Education in Professional Psychology*, *1*, 147-152.

Pomerantz, A. M. & Segrist, D. J. (2006). The influence of payment method on psychologists' diagnostic decisions regarding minimally impaired clients. *Ethics & Behavior, 16,* 253-263.

Pomerantz, A.M., Santanello, C. R., & Kirn, K. L. (2006). Confidentiality in classroom assessment activities: Lessons from psychotherapy. *Assessment Update*, *18*, 1-13.

Pomerantz, A. & Worland, J. (2006) Psychotherapy Saint Louis celebrates 10th anniversary. *Missouri Psychologist, 52 (4)*, 1-14.

Pomerantz, A. M. (2005). Increasingly informed consent: Discussing distinct aspects of psychotherapy at different points in time. *Ethics & Behavior*, 15, 351-360.

Pomerantz, A. M. & Pettibone, J. C. (2005). The influence of client characteristics on psychologists' ethical beliefs: An empirical investigation. *Journal of Clinical Psychology, 61,* 517-528.

Kielbasa, A. M., Pomerantz, A. M., Krohn, E. J., & Sullivan, B. F. (2004). How does clients' method of payment influence psychologists' diagnostic decisions? *Ethics & Behavior*, 14, 187-195.

Pomerantz, A. M. & Handelsman, M. M. (2004). Informed consent revisited: An updated written question format. *Professional Psychology: Research and Practice, 35,* 201-205.

Pomerantz, A. M. (2003). Who plays the client? Collaborating with theater departments to enhance clinical psychology role-playing exercises. *Journal of Clinical Psychology*, *59*, 363-368.

von Gemmingen, M. J., Sullivan, B. F., Pomerantz, A.M. (2003). Investigating the relationships between boredom proneness, paranoia, and self-consciousness. *Personality & Individual Differences, 34*, 907-919.

Jung, R. M., Pomerantz, A. M., Tuholski, S. W., & Sullivan, B. F. (2001). The impact of specific psychotherapist beliefs regarding managed care on prospective psychotherapy clients. *Journal of Contemporary Psychotherapy*, *31*, 151-160.

Pomerantz, A. M. & Grice, J. W. (2001). Ethical beliefs of mental health professionals and undergraduates regarding therapist practices. *Journal of Clinical Psychology*, *57*, 737-748.

Tubbs, P. & Pomerantz, A. M. (2001). Ethical behaviors of psychologists: Changes since 1987. *Journal of Clinical Psychology*, *57*, 395-399.

Pomerantz, A. M. (2000). Could peer review inadvertently lead to "educational malpractice?" *Teaching of Psychology*, 27, 137-140.

Pomerantz, A. M. (2000). What if prospective clients knew how managed care impacts psychologists' practice and ethics? An exploratory study. *Ethics & Behavior*, 10, 159-171.

Pomerantz, A. M. (2000). What if prospective clients knew how managed care impacts psychologists? *The Coalition Report: The National Coalition of Mental Health Professionals and Consumers, Inc.*, January 2000.

Pomerantz, A. M. & Seely, E. A. (2000). Under what conditions is individual psychotherapy distressing to clients' romantic partners? An empirical analogue study. *Journal of Contemporary Psychotherapy*, *30*, 255-260.

Pomerantz, A. M., Ross, M. J., Gfeller, J., & Hughes, H. (1998). Ethical beliefs of psychotherapists: Scientific findings. *Journal of Contemporary Psychotherapy*, 28, 35-44.

Book and DVD Reviews

Pomerantz, A. M. (2011). Ethics first-hand. [Review of the book *Ethical Conundrums, Quandaries, and Predicaments in Mental Health Practice: A Casebook from the Files of Experts,* edited by W. B. Johnson and G. P. Koocher]. PsycCRITIQUES, 56 (48). doi: 10.1037/a0025498

Pomerantz, A. M. (2011). Diverse skills of effective therapists. [Review of the DVD Qualities and Actions of Effective Therapists with Bruce Wampold, PhD, ABPP, American Psychological Association Systems of Psychotherapy Video Series]. PsycCRITIQUES, 56 (46). doi: 10.1037/a0026121

Other Publications

Pomerantz, A. M. (2018, July). Teens & therapy. *St. Louis Jewish Parents*, pp. 28-29. Available at https://www.stlouisjewishparents.com/.

Pomerantz, A. M. (2018). Professional issues and ethics in counseling & psychotherapy. Video series featuring four separate educational videos: Multiple Relationships, Threats of Violence (Breaking Confidentiality), Gift Giving, and Therapist Self Disclosure. Published and distributed by SAGE Knowledge, <u>http://sk.sagepub.com/</u>.

Pomerantz, A. M. (2016). Video series featuring three separate educational videos: Cognitive Psychotherapy, Humanistic Psychotherapy, and Psychology/Psychopathology. Published and distributed by SAGE Knowledge, <u>http://sk.sagepub.com/</u>.

Pomerantz, A. M. & Worland, J. (2012). About psychotherapy. Published on the website of *Psychotherapy Saint Louis*, <u>www.psychotherapysaintlouis.org</u>.

Presentations

National Conferences

Pomerantz, A. M. (2019, August). An acculturation metaphor for teaching academic writing: Integration versus assimilation strategies. Poster to be presented at the annual convention of the American Psychological Association, Chicago, IL.

Pomerantz, A. M. & Dever, J. M. (2019, August). Googling Therapists: Online Information that Makes or Breaks Prospective Clients' Decisions. Poster to be presented at the annual convention of the American Psychological Association, Chicago, IL.

Jumper, A., Pawlow, L. A., Segrist, D., & Pomerantz, A. M. (2019, August). The Influence of Anticipation, Anxiety, and Avoidance on the Stuttering Experience. Poster to be presented at the annual convention of the American Psychological Association, Chicago, IL.

Fentem, A., Ro, E., Segrist, D., & Pomerantz, A. M. (2019, February). The Impact of Couples' Conflicts on Everyday Sadists' Perceived Relationship Satisfaction. Poster presented at the 20th Annual Meeting of Society of Personality and Social Psychology. Portland, OR.

Ryan, R., Ro, E., Pawlow, L. A., & Pomerantz, A. M. (2019, February). Attachment, Emotion Regulation, and Gender Role Issues in BDSM Relationships: An Exploratory Analysis. Poster presented at the 20th Annual Meeting of Society of Personality and Social Psychology. Portland, OR.

Fraine, S. F., Pawlow, L., Pomerantz, A. M., & Pettibone, J. (2018, August). Attitudes Toward Help-Seeking in Transgender Victims of Sexual Assault. Poster presented at the annual convention of the American Psychological Association, San Francisco, CA.

Fraine, S. F., Pawlow, L., Pomerantz, A. M., & Pettibone, J. (2018, August). Sexual Revictimization in the Transgender Community. Poster presented at the annual convention of the American Psychological Association, San Francisco, CA.

Muzzarelli, T., Pomerantz, A. M., Pettibone, J. C., & Segrist, D. J. (2018, August). Should Psychotherapists Disclose Their Religion and Religiosity to Clients? Poster presented at the annual convention of the American Psychological Association, San Francisco, CA.

Overstreet, A., Pomerantz, A. M., Ro, E., & Segrist, D. J. (2018, August). Apologizing after Microaggressions: The Influence on Client Perceptions of Therapists. Poster presented at the annual convention of the American Psychological Association, San Francisco, CA.

Fraine, S. F., Pawlow, L., Pomerantz, A. M., & Pettibone, J. (2018, May). Sexual Victimization of the Transgender Population. Poster presented at the annual convention of the Association of Psychological Science, San Francisco, CA.

Pomerantz, A. M. (2018, January). Teaching Diversity in Introductory Psychology: Students' Perspectives and Instructors' Strategies. Invited paper presentation at the annual convention of the National Institute on the Teaching of Psychology, St. Pete Beach, FL.

Hess, T., Pomerantz, A. M., Dudley, M., & Segrist, D. (2017, August). Just Ask: The Effect of Assessing Client Preferences on Attitudes toward Therapy. Poster presented at the annual convention of the American Psychological Association, Washington, DC.

McCormic, R., Pomerantz, A. M., Ro, E., & Segrist, D. (2017, August). The "Me Too" Question: Therapist Disclosure of Personal Problems Similar to Client Problems. Poster presented at the annual convention of the American Psychological Association, Washington, DC.

Pomerantz, A. M. (2016, August). Do Common Factors of Psychotherapy Reveal Common Factors of Psychopathology? Poster presented at the annual convention of the American Psychological Association, Denver.

Pomerantz, A. M. (2016, August). How is DSM-5 Covered in Introductory Psychology Textbooks? Poster presented at the annual convention of the American Psychological Association, Denver.

Pomerantz, A. M. & Murphy, J. M. (2015, August). Master's training in clinical psychology. Poster presented at the annual convention of the American Psychological Association, Toronto.

Somers, A. D., Pomerantz, A. M., Meeks, J. T., & Pawlow, L. A. (2015, August). Should psychotherapists disclose their own psychological problems? Paper presented at the annual convention of the American Psychological Association, Toronto.

Schroeder, K. R., Pomerantz, A. M., Brown, D. L., & Segrist, D. J. (2014, August). Psychologists' responses to the disclosure of personal therapy by a professional colleague. Paper presented at the annual convention of the American Psychological Association, Washington, DC.

Miller, B. & Pomerantz, A. M. (2014, August). Informed consent in the age of technology: An updated written question format. Paper presented at the annual convention of the American Psychological Association, Washington, DC.

Pomerantz, A. M. & Rose, P. (2012, August). Is depression the past tense of anxiety? An empirical study of the distinction. Paper presented at the annual convention of the American Psychological Association, Orlando, FL.

Smith, J. A., Pomerantz, A. M., Pettibone, J. C., & Segrist, D. J. (2012, August). When does a professional relationship with a psychologist begin? An empirical investigation. Paper presented at the annual convention of the American Psychological Association, Orlando, FL.

Bedwell, D. R., Segrist, D. J., Pomerantz, A. M., Dudley, M. G., & Berghoff, C. R. (November, 2011). Social support and impulsiveness as predictors of pathological video game play. Paper presented at the 45th annual convention of the Association of Behavioral and Cognitive Therapies, Toronto, ON, Canada.

Wakefield, K., Hupp, S., Jewell, J., Pomerantz, A. (2011, November). Predictors of Therapist Beliefs About Evidence-Based Treatments and Additional Treatments for Common Disorders of Childhood. Poster presented at the Association for Behavioral & Cognitive Therapies (ABCT) national convention in Toronto, Canada.

Bedwell, D. R., Segrist, D. J., Pomerantz, A. M., Dudley, M. G., & Berghoff, C. R. (2011, August). Identifying lack of social support and impulsivity as predictors of pathological video game play. Poster presented at the annual convention of the American Psychological Association, Washington, DC.

Brown, D. L. & Pomerantz, A. M. (2011, August). Multicultural incompetence and other unethical behaviors: Perceptions of therapist practices. Poster presented at the annual convention of the American Psychological Association, Washington, DC.

Wozenilek, A. C., Pomerantz, A. M., Pettibone, J. C., & Segrist, D. J. (2011, August). When clients drop out: How do psychologists respond to premature or unilateral termination? Poster presented at the annual convention of the American Psychological Association, Washington, DC.

Pomerantz, A. M. (2011, February). "So, Am I Normal?" Educating Intro Psych Students about Psychological Disorders. Invited paper presented at Worth Publishers' Rules of Engagement Symposium: How to Get Your Students Actively Involved in the Classroom. San Diego, CA.

Berghoff, C. R., Pomerantz, A. M., Segrist, D. J., Bedwell, D. R., & Russo, A. R. (2010, November). Why do we avoid? The relationship between experiential avoidance and behavioral and self-reported impulsivity. Poster presented at the 44th annual convention of the Association of Behavioral and Cognitive Therapies, San Francisco.

Gregory, C., Pomerantz, A. M., Pettibone, J. C., & Segrist, D. J. (2010, August). How does disclosure of psychologists' religious background affect prospective clients? Poster presented at the annual convention of the American Psychological Association, San Diego.

Pomerantz, A. M. (2010, August). Informed consent for psychotherapy: Why, What, How, and When. Paper presented at the annual convention of the American Psychological Association, San Diego.

Rankin, S. K., Pawlow, L. A., Meinz, E., & Pomerantz, A. M. (2009, October). Factors affecting bias toward weight loss methods. Poster presented at annual scientific meeting of the Obesity Society, Washington, DC.

Moro, E., Pawlow, L., Masters, J., Segrist, D., & Pomerantz, A. (2009, October). Does the degree of body weight match between romantic partners affect their relationship? Poster presented at the annual meeting of the North American Association for the Study of Obesity, Washington DC.

Segrist, D. & Pomerantz, A. M. (2009, August). Caffeine intoxication disorder: An exploration of diagnostic practices. Paper presented at the annual convention of the American Psychological Association, Toronto.

Williams, B., Pomerantz, A. M., Pettibone, J. C., & Segrist, D. (2009, August). How impaired is too impaired? Empirical ratings of psychologist impairment. Paper presented at the annual convention of the American Psychological Association, Toronto.

Pomerantz, A. M. (2009, January). Teaching multiculturalism without promoting stereotypes: Heterogeneity within cultural groups. Paper presented at the annual convention of the National Institute on the Teaching of Psychology, St. Pete Beach, FL.

Segrist, D. & Pomerantz, A. M. (2008, August). Sharing diagnostic information with clients: The impact of presenting problem. Poster presented at the annual convention of the American Psychological Association, Boston.

Lowe, J., Pomerantz, A. M., & Pettibone, J. C. (2007, August). Influence of managed care on psychologists' diagnostic decisions. Poster presented at the annual convention of the American Psychological Association, San Francisco.

Scott, V. G. & Pomerantz, A. M. (2006, November). Using cognitive peer coaching to improve the quality and effectiveness of your college teaching. Paper presented at the annual Lilly Conference on College Teaching, Oxford, OH.

Pomerantz, A. M. (2006, August). Increasingly informed consent for psychotherapy: Specifying the process model. Poster presented at the annual convention of the American Psychological Association, New Orleans.

Pomerantz, A. M. & Segrist, D. (2006, August). How does payment method influence diagnosis of minimally impaired clients? Poster presented at the annual convention of the American Psychological Association, New Orleans.

Pomerantz, A. M. (2005, August). Enhancing independent practice via local professional network: Psychotherapy Saint Louis. Poster presented at the annual convention of the American Psychological Association, Washington, DC.

Pomerantz, A. M. (2005, August). Central tendencies and variability: Statistics metaphors for teaching cultural diversity. Poster presented at the annual convention of the American Psychological Association, Washington, DC.

Pomerantz, A. M. & Pettibone, J. C. (2004, July). Influence of client characteristics on psychologists' ethical beliefs. Paper presented at the annual convention of the American Psychological Association, Honolulu.

Pomerantz, A. M. (2002, August). Who plays the client? Psychotherapy role-play exercises with theater students. Poster presented at the annual convention of the American Psychological Association, Chicago.

Seely, E. A., Krohn, E. J., Thomas, S., & Pomerantz, A. M. (2002, February). Familial environments predicting the use of bullying behaviors by girls. Poster presented at the annual convention of the National Association of School Psychologists, Chicago, IL.

Pomerantz, A. M. (2001, August). Responses of prospective clients to information regarding managed care psychotherapy. Paper presented at the annual convention of the American Psychological Association, San Francisco.

Pomerantz, A. M. (2000, August). What if prospective clients knew how managed care impacts psychologists' practice and ethics? Paper presented at the annual convention of the American Psychological Association, Washington, DC.

Pomerantz, A. M. (1999, November). What if prospective clients knew how managed care impacts psychologists' practice and ethics? Invited paper presented at the annual convention of the American Mental Health Alliance, Portland, Oregon.

Pomerantz, A. M. & Hanson, K. L. (1995, August). Religion as culture in family therapy: Implications for training. Paper presented at the annual convention of the American Psychological Association, New York.

Regional Conferences

Beyer, M., Pawlow, L. A., Pomerantz, A. M., & Segrist, D. (2017, April). The Language of Sexual Assault and the Therapeutic Relationship. Paper presented at the annual convention of the Midwestern Psychological Association, Chicago, IL.

Whiteside, A., Pawlow, L. A., Pomerantz, A. M., & Segrist, D. (2017, April). Facebook Users' Body Image, Self-Esteem, and Eating Patterns. Paper presented at the annual convention of the Midwestern Psychological Association, Chicago, IL.

Pomerantz, A. M. & Rose, P. (2016, May). Is depression the past tense of anxiety? Invited paper presented at the annual convention of the Midwestern Psychological Association, Chicago, IL.

Young, S., Pawlow, L., Pomerantz, A. M., & Segrist, D. (2015, May). Comparing college students' attitudes toward mental versus physical illness. Poster presented at the annual convention of the Midwestern Psychological Association, Chicago, IL.

Pomerantz, A. M. & Murphy, J. (2014, March). How do undergraduate psychology students learn about the differences between PhD and PsyD graduate training in clinical psychology? An examination of current resources. Paper presented at the annual convention of the Southeastern Psychological Association, Nashville TN.

Greenwalt, S. K., Nienaber, K., Morgan, J., & Pomerantz, A. M. (2013, May). Women and ethnic minorities: Changes in clinical psychology graduate programs. Poster presented at the annual convention of the Midwestern Psychological Association, Chicago, IL.

Hemrich, A. Pawlow, L, Pomerantz, A., & Segrist, D. (2012, May). The relationships between salon tanning, self-esteem, and body esteem. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Masters, J. Pawlow, L, Pomerantz, A., & Segrist, D. (2012, May). Common risk factors for weight-related disorders. Presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Dawson, J., Pawlow, L., Brown, D., & Pomerantz, A. M. (2011, May). Diet types and relationship to preferred treatment for psychological disorders. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago.

Pomerantz, A. M. (2011, April). "So, Am I Normal?" Educating Intro Psych Students about Psychological Disorders. Invited paper presented at Worth Publishers and Johnson County Community College Introductory Psychology Teaching Symposium, Kansas City.

Litteken, E. R., Pawlow, L. P., & Pomerantz, A. M. (2008, May). Childhood physical abuse in relation to adult social functioning and social anxiety. Poster presented at the annual convention of the Midwestern Psychological Association, Chicago.

Shehadeh, S. M., Pawlow, L., Haas, C., Pomerantz, A. M., & Segrist, D. (2008, May). Intervention for the media's negative effect on male body image. Poster presented at the annual convention of the Midwestern Psychological Association, Chicago.

Smith, S. T., Pawlow, L., Rose, P., & Pomerantz, A. M. (2008, May). The effect of race and attire on the diagnosis of mental illness. Poster presented at the annual convention of the Midwestern Psychological Association, Chicago.

Pawlow, L., Pomerantz, A. M., & Sullivan, B. (2006, May). Protecting undergraduate volunteers: Balancing confidentiality with the duty to protect and/or warn. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago.

Seely, E., Pomerantz, A. M., & Thomas, S. L. (1999, April). Three's a crowd: Factors of psychotherapy that contribute to distress in a client's partner. Poster presented at the annual convention of the Midwestern Psychological Association, Chicago, IL.

Pomerantz, A. M., Ross, M. J., Clark, E., & Gfeller, J. (1995, May). Effects of gender and authority status on inferred self-evaluation. Paper presented at the annual convention of the Midwestern Psychological Association, Chicago.

State and Local Conferences

Pomerantz, A. M. & Rose, P. (2014, October). Is depression the past tense of anxiety? Invited Psi Chi Colloquium presentation at the Psychology Department of Western Illinois University, Macomb, IL.

Pomerantz, A. M. & Rose, P. (2014, April). Is depression the past tense of anxiety? An empirical study with clinical implications. Paper presented at the annual conference of Psychotherapy Saint Louis.

Pomerantz, A. M. & Kielbasa, A. (2003, June). How payment methods influence psychologists' diagnostic decisions: Implications for practice. Paper presented at the annual convention of the Missouri Psychological Association, St. Louis.

Pomerantz, A. M. (2002, March). What if prospective clients knew how managed care impacts psychologists' practice and ethics? Invited paper presented at a meeting of the St. Louis chapter of the American Mental Health Alliance (Psychotherapy St. Louis), St. Louis.

Pomerantz, A. M. (1999, June). What if prospective clients knew how managed care impacts psychologists' practice and ethics? Paper presented at the annual convention of the Missouri Psychological Association, Lake of the Ozarks, Missouri.

Pomerantz, A. M. (1997, June). Ethical beliefs of medical and non-medical psychotherapists. Paper presented at the annual convention of the Missouri Psychological Association, Lake of the Ozarks, Missouri.

Ross, M. J., Lowry, J., & Pomerantz, A. M. (1995, April). How long should psychotherapy last? Theoretical, empirical, and ethical considerations. Invited paper presentation at the annual convention of the Missouri Psychological Association, Kansas City.

Editorial Boards

Journal of Contemporary Psychotherapy editorial board member, January 2012-present Ethics & Behavior editorial board member, January 2010-January 2016 Journal of Clinical Psychology editorial board member, July 2005-January 2011

Sage Publications Editorial Advisory Board for Counseling and Psychology Video Collection, member, June 2014present

Ad-hoc Reviews of Submitted Manuscripts

Journal of Clinical Psychology (12 manuscripts reviewed, 2002-2005) Journal of Pediatric Psychology (7 manuscripts reviewed, 2002-2007) Indian Journal of Medical Sciences (1 manuscript reviewed, 2006) Ethics & Behavior (2 manuscripts reviewed, 2008-2009) Journal of Contemporary Psychotherapy (1 manuscript reviewed, 2011)

Grants Awarded

Segrist, D., & Pomerantz, A. M. (2006). Psychologists' Practices Related to Disclosing Diagnostic Information to Clients. Grant of \$1000.00 awarded by the School of Education Dean's Grant program at Southern Illinois University Edwardsville.

Pomerantz, A. M. & Segrist, D. (2005). How Are Psychologists' Diagnostic Decisions Influenced by the Payment Method of Clients with Minimal Symptoms? Grant of \$1000.00 awarded by the School of Education Dean's Grant program at Southern Illinois University Edwardsville.

Pomerantz, A. M. & Harper, C. (2005). Improving Student-Active Psychotherapy Education via Collaboration with Theater Students and Faculty. Grant of \$1000.00 awarded by the School of Education Dean's Grant program at Southern Illinois University Edwardsville.

Pomerantz, A. M. (1999). Teaching Improvements in Applied Clinical Psychology: Cooperative Student-Active Learning for Psychology and Theater Undergraduates. Grant of \$5238.00 awarded by the Excellence in Undergraduate Education Program of Southern Illinois University Edwardsville.

Sullivan, B. F. & Pomerantz, A. M. (1998). Graduate Training in Psychotherapy and Psychological Assessment: Curriculum Improvements in the Clinical Adult Psychology Graduate Program Through the Use of Computers and Instructional Videos. Grant of \$4500.00 awarded by the Excellence in Graduate Education Program of Southern Illinois University Edwardsville.

TEACHING EXPERIENCE

<u>Graduate Courses</u> Psychotherapy of the Individual Adult Psychotherapy of Groups and Families Ethics in Psychology Practicum in Clinical Adult Psychology Consultation: Theory and Practice

Undergraduate Courses

Introduction to Psychology Clinical Psychology Honors Scholars Seminar: Personality and Society Psychopathology/Abnormal Psychology Theories of Personality Senior Capstone in Psychology: What Is Abnormal? Field Study in Psychology

CLINICAL EXPERIENCE

Private Practice, St. Louis MO, 1/00 - Present

Postdoctoral Fellow, SIUE Department of Psychology and Counseling Services, 1/98-1/99 Predoctoral Intern, Indiana University School of Medicine Psychology Training Consortium, 8/95-8/96 Psychological Trainee, Saint Louis University Psychological Services Center, 8/91-5/95

HONORS AND ELECTED POSITIONS

Textbook Excellence Award ("Texty"), Textbook & Academic Authors Association, for Clinical Psychology 4th

ed., 2017 SIUE Paul Simon Outstanding Teacher-Scholar Award winner, 2013 Thesis Chair for Chris Berghoff, Winner of 2009 SIUE Outstanding Thesis Award Thesis Chair for Bailey Williams, Winner of 2008 SIUE Outstanding Thesis Award SIUE Teacher-Scholar Showcase member, 2008-2009 President (2 terms), Psychotherapy Saint Louis (6/03-6/05) President-Elect, Psychotherapy Saint Louis (6/02-6/03) Robert J. McLaughlin Psi Chi Outstanding Faculty Member, SIUE Department of Psychology, 2000

PROFESSIONAL LICENSES

Missouri Psychologist #PY01927 Illinois Psychologist #071-005916

PROFESSIONAL AFFILIATIONS

American Psychological Association Psychotherapy Saint Louis

ELIZABETH J. (BETSY) MEINZ

Department of Psychology Southern Illinois University Edwardsville Edwardsville, IL 62026-1121 Office: 618-650-3646 Fax: 618-650-5087 Email: emeinz@siue.edu

EMPLOYMENT AND EDUCATION

July 2012 - current	Professor and Associate Chair, Department of Psychology, Southern Illinois University Edwardsville
Nov 2017 – May 2018	Acting Chair, Department of Psychology, Southern Illinois University Edwardsville
July 2006 – June 2012	Associate Professor and Undergraduate Program Director, Southern Illinois University Edwardsville
Aug 2002 – July 2006	Assistant Professor, Southern Illinois University Edwardsville
Sept 1998 – Aug 2002	Assistant Professor, State University of New York College at Cortland
Sept 1998	Ph.D., Experimental Psychology (Cognitive Aging Specialization) Georgia Institute of Technology, Atlanta, GA Dissertation: When can experience attenuate age-related cognitive decline? A study of musical memory Minor: Statistics Advisor: Timothy A. Salthouse
Sept 1996	M.S., Experimental Psychology Georgia Institute of Technology, Atlanta, GA Thesis: Musical experience, musical knowledge, and age effects on memory for music Advisor: Timothy A. Salthouse
May 1994	B.A., Psychology with research honors and B.A., Music Illinois Wesleyan University, Bloomington, IL Thesis: The inhibition deficit hypothesis of aging: A possible explanation for problem-solving set

PROFESSIONAL AFFILIATIONS

Society for the Teaching of Psychology Association for Psychological Science International Society for Intelligence Research Midwestern Psychological Association

HONORS

Research

May 2015	Fellow, Midwestern Psychological Association
Aug 1999	<i>First Prize, Award for completed research - Dissertation</i> - presented by the Retirement Research Foundation and Division 20 of the American Psychological Association

July 1999	National Institute on Aging Summer Institute on Aging Research - selected to attend week-long seminar on grant opportunities and applications
Sept 1995-Sept 1998	National Institute on Aging Graduate Trainee (1995-1998). Traineeship provided complete funding for education, including tuition and research monies, as well as stipend.
Sept 1996	<i>Outstanding M.S. degree graduate -</i> Georgia Institute of Technology, College of Sciences
Aug 1996	Second Prize, Award for completed research - Master's thesis - presented by the Retirement Research Foundation and Division 20 of the American Psychological Association
<u>Teaching</u>	
November 2013	Vaughn Vandegrift Research Mentor Award (Undergraduate Research and Creative Activities Program, SIUE)
April 2006, 2009	SIUE Psi Chi Teacher of the Year
April 2006	SIUE Student Organization (Psychology Club) Adviser of the Year Award
October 2005	Psychology Department Nominee – SIUE Teaching Excellence Award
May 2003	Case Studies in Science Summer Workshop – selected to attend week-long workshop in innovative methods in science higher education
April 2002	<i>Outstanding Faculty Advisor For 2001-2002</i> – single award presented by the SUNY Cortland Student Government Association
April 2001	<i>Outstanding Faculty Member For 2000-2001</i> – single award presented by the SUNY Cortland Student Government Association
March 1998	<i>Outstanding Graduate Teaching Assistant</i> - Georgia Tech - Awarded by the Center for Excellence in Teaching and Learning and the AMOCO Foundation
GRANTS	
<u>External grants</u> Funded	Mathematics and Science Teacher Leadership Initiative II – Secondary Math. Marlette, S. & Hasty, M. Submitted to Illinois State Board of Education Math and Science

Partnerships. Total grant amount: \$250,000. With L. Puchner (Dept of Education Leadership), developed and wrote Evaluation Plan for grant,. Served as Evaluator on the grant. (2007-2011).
Mathematics and Science Teacher Leadership Initiative. Marlette, S., O'Donnell, B., & Taylor, A.

Submitted to Illinois State Board of Education Math and Science Partnerships. Total grant amount: \$250,000. With L. Puchner (Dept of Education Leadership), developed and wrote Evaluation Plan for grant. Served as Evaluator on the grant. (2005-2008)

Unfunded Beyond Practice: Personality, Motivation, and Ability as Determinants of Musical Skill. Submitted (with D.Z. Hambrick as co-PI) Letter of Inquiry (5000 character narrative plus additional information) on 9.29.15 to the Grammy Foundation.

Information Processing Determinants of Cognitive Skill: An Individual Differences Approach. Hambrick, D. Z., & Meinz, E. J. Submitted to NIH (via Michigan State University), R03 mechanism, 2004. Total grant amount = \$100,000 per year for 2 years. Grant priority score = 250. Information Processing Determinants of Cognitive Skill: An Individual Differences Approach. Meinz, E. J. Submitted to The National Institutes of Health (National Institute on Aging), AREA mechanism, 2011. Total grant amount = \$100,000 per year for 2 years. Not funded. Internal grants Funded Predictors of Skilled Performance: The Roles of Domain-Specific Practice, Domain-General Abilities, and Adult Age. Competitive Application Resubmission Initiative (SIUE). Received funds to collect pilot data for a resubmission of federal grant. \$4700. 2013. Meinz, E. J., Jewell, J., Meeks, J. T., Pettibone, J. C., Rose, P. M., & Rosnick, C. Eve-tracking Data in Psychological Science: New Methods of Investigating Existing Questions, SIUE New Directions grant mechanism. Total award = \$31,518.40. 2012. Mechanisms of Experience-Skill Relations in Pianists. Funded University Research Grant (SIUE) – Awarded a one semester course reduction and research monies totaling \$2500, 2003. Mediators and Moderators of Musical Skill in Young and Older Adults. Nuala McGann Drescher Affirmative Action Leave Awardee (SUNY Cortland) -Awarded a research leave and research monies totaling \$18,200. 2001. Memory for College Grades. Professional Development and Quality of Working Life Grant (United University Professors, SUNY Cortland) for \$250. 2001. SigmaPlot software. Dean's equipment grant (SUNY Cortland), \$650. 2000. Can Long-Term Working Memory Account for Skilled Memory in Music? Faculty Research Program Grant (SUNY Cortland) for \$3000. 1999. Exploring the Age-Skill Relationship in Trombonists. Professional Development and Quality of Working Life Grant (United University Professors) for \$429. 1998. Wechsler Adult Intelligence Scale, Dean's equipment grant (SUNY Cortland), \$350. 1998.

Teaching-related grants/requests submitted

Funded

Faculty Development Fund (School of Education, SIUE) Award for attending the National Institute on the Teaching of Psychology, 2008.

Faculty Development Fund (School of Education, SIUE) Award for attending the 2003 Case Studies in Science Summer Workshop at SUNY Buffalo.

Cortland College Foundation Small Grants for \$248.90 (to purchase educational materials for Psychology of Adulthood and Aging)

	Campus Arts & Lecture Series Grant to bring Doug Jowdy, US Olympic Team Sports Psychologist to campus (SUNY Cortland), \$500
	Alumni Association Funding for Doug Jowdy visit (SUNY Cortland), \$400
	Cortland College Foundation grant for honorarium for keynote speaker for Finger Lakes Undergraduate Psychology Conference, \$500
Not funded	Research Design and Analysis I & II (2 course sequence): Course Redevelopment Using Team Learning with Informative Testing. E.J. Meinz Excellence in Undergraduate Education Grant (SIUE). Spring 2005. \$11,297.

MANUSCRIPTS

Refereed Publications

Pawlow, L.A., & Meinz, E.J. (2018). Comparing psychology undergraduate researchers and non-researchers. *Scholarship and Practice of Undergraduate Research*, *1*(3), 66.

Segrist, D. J. & Meinz, E. J. (2018). Looking for a good read? Running a Psychology Book Club. *Psychology Learning and Teaching*.

Pawlow, L. A., & Meinz, E. J. (2017). Characteristics of psychology students who serve as research assistants. *College Student Journal, 51,* 77-80.

Hambrick, D.Z., Oswald, F.L., Altmann, E.M., Meinz, E.J., & Gobet, F. (2014). Facing facts about deliberate practice. *Frontiers in Psychology*, *5*, 751. Doi:10.3389/fpsycg.2014.00751

Hambrick, D.Z., Oswald, F.L., Altmann, E.M., Meinz, E.J., Gobet, F., & Campitelli, G. (2014). Accounting for expert performance: The devil is in the details. *Intelligence, 45,* 112-114.

Tripamer, A.J., Reeves, A.G., & Meinz, E.J. (2014). Teacher perceptions of teacher evaluations in the Fort Zumwalt School District. *NCPEA: Education Leadership Review of Doctoral Research*, *1*, 59-74.

Hambrick, D.Z., Oswald, F.L., Altmann, E.M., Meinz, E.J., Gobet, F., & Campitelli, G. (2014). Deliberate practice: Is that all it takes to become an expert? *Intelligence*, *45*, 34-45.

Meinz, E. J., Hambrick, D. Z., Hawkins, C. B., Gillings, A. K., Meyer, B. E., & Schneider, J. L. (2012). Roles of domain knowledge and working memory capacity in components of skill in Texas Hold'Em poker. *Journal of Applied Research in Memory and Cognition*, *1*, 34–40.

Hambrick, D. Z., & Meinz, E.J. (2011). Limits on the Predictive Power of Domain-Specific Experience and Knowledge in Skilled Performance. *Current Directions in Psychological Science*, 20, 275-279.

Meinz, E. J. & Hambrick, D. Z. (2010). Deliberate practice is necessary but not sufficient to explain individual differences in piano sight-reading skill: The role of working memory capacity. *Psychological Science*, *21*, 914-919.

Hambrick, D.Z., Meinz, E. J., Pink, J. E., Pettibone, J. C., & Oswald, F.L. (2010). Learning outside the laboratory: Ability and non-ability influences on acquiring political knowledge. *Learning and Individual Differences, 20,* 40-45.

Hambrick, D.Z., Pink, J. E., Meinz, E. J., Pettibone, J. C., & Oswald, F. C. (2008). The roles of ability, personality, and interests in acquiring current events knowledge: A longitudinal study. *Intelligence, 36,* 261-278.

Jewell, J. D, Krohn, E. J, Scott, V. G, Carlton, M, & Meinz, E. (2008) The differential impact of mothers' and fathers' discipline on preschool children's home and classroom behavior. *North American Journal of Psychology, 10*, 173-188.

Hambrick, D. Z., Meinz, E. J., & Oswald, F. L. (2007). Individual differences in current events knowledge: Contributions of ability, personality, and interests. *Memory and Cognition, 35,* 304-316.

Meinz, E.J., D'Amore-Krug, F., Gauen, B.L., Hart, C.L., Weir, G.R., Lanari, J.E., & Hurlbut, S.L. (2006). What do we, and should we, call "older" people? Changes in age-related labels and their implications. *Individual Differences Research*, *4*, 244-252.

Meinz, E. J. (2004). Paired Associates Learning, the Shortfalls of Behaviorism, and the Rise of Cognitivism. *National Center for Case Study Teaching in Science Case Collection. http://ublib.buffalo.edu/libraries/projects/cases/ubcase.htm#psychology.*

Ginn, S.L., & Meinz, E. J. (2004). A rush to judgement? A case of research ethics and design. *National Center for Case Study Teaching in Science Case Collection. http://ublib.buffalo.edu/libraries/projects/cases/ubcase.htm#psychology.*

Meinz, E. J. (2000). Experience-based attenuation of age-related differences in music cognition tasks. *Psychology and Aging*, *15*, 297-312.

Hambrick, D.Z., Salthouse, T.A. & Meinz, E.J. (1999). Predictors of crossword puzzle proficiency and moderators of age-cognition relations. *Journal of Experimental Psychology: General*.

Meinz, E.J., & Salthouse, T.A. (1998). Is age kinder to females than to males? *Psychonomic Bulletin and Review*, *5*, 56-70.

Meinz, E.J., & Salthouse, T.A. (1998). The effects of age and experience on memory for visually presented music. *Journals of Gerontology: Psychological Sciences, 53B*, P60-P69.

Salthouse, T.A., Hancock, H.E., Meinz, E.J., & Hambrick, D.Z. (1996). Interrelations of age, visual acuity, and cognitive functioning. *Journals of Gerontology: Psychological Sciences, 51B*, P317-P330.

Salthouse, T.A. & Meinz, E.J. (1995). Aging, inhibition, working memory and speed. *Journals of Gerontology: Psychological Sciences, 50B*, P297-P306.

Nonrefereed Publications

Meinz, E. J. (Jan/Feb 2003). Early career psychologists (ECPs): The future of APA. *The American Psychological Association Division Dialogue*, 3.

Meinz, E. J., & Manning, G. J. (2001). Aging, practice, respiratory functioning, and trombone skill: The results of a study conducted at the 1999 International Trombone Festival. *International Trombone Association Journal*, *2*9, 50-51.

Book Chapters

Ginn, S. J., & Meinz, E. J. (2012). *A Rush to Judgment?* Published in C.F. Herreid, N.A. Schiller, & K.F. Herreid (Eds). *Science Stories: Using Case Studies to Teach Critical Thinking*. Arlington, VA: National Science Teachers Association.

Hambrick, D. Z. & Meinz, E. J. (2012). Working Memory and Musical Skill. In (T. Alloway, Ed.) *Working Memory: The New Intelligence*. Psychology Press.

MacNamara, B., Hambrick, D. Z., Franke, D., King, M., Burgoyne, A., Meinz, E. J. (in press). The Deliberate Practice View: Inconsistent Definitions, Controversial Claims, and Empirical Evidence. In Hambrick, D. Z., Campitelli, G., & MacNamara, B. (Ed.), *D. Z. Hambrick, G. Campitelli, & B. N. Macnamara (Eds.), The Science of Expertise: Behavioral, Neural, and Genetic Approaches to Complex Skill. London: Psychology Press, Routledge.* (1st ed.). London: Psychology Press, Routledge.

CONFERENCE PRESENTATIONS (REFEREED)

<u>National</u>

Meinz, E. J., Bolton, G. Cole, Allison, A. (2016)"Psychological Statistics-Methods Knowledge and Critical Thinking: The Roles of Ability and Personality", Annual Conference on Teaching (Society for the Teaching of Psychology). Decatur, GA.

Meinz, E.J. (2014). *Teaching the Careers in Psychology Course: A Participant Idea Exchange*. National Institute on the Teaching of Psychology.

Meinz, E. J. (2014). *Time of Semester, Time of Day, Personality, and Ability Correlates of Introductory Psychology Students' Participation in Research.* National Institute on the Teaching of Psychology.

Hambrick, D.Z., Oswald, F.L., Altmann, E.M., Meinz, E.J., Gobet, F., & Campitelli, G. (2013). *Is Deliberate Practice All It Takes To Become An Expert?*" Presented at the Annual Meeting of the Association for Psychological Science, May 2013.

Meinz, E.J., & Hambrick, D. Z. (2011). The Underpinnings of Skilled Performance: The Case of Music. Invited talk given at The Science of Student Success Conference (presented by the Learning and the Brain group, sponsored by Northwestern University and the University of Chicago. May, 2011.

Meinz, E. J. (2011). Using Popular Science to Encourage Critical Thinking: A Course on Gladwell's "Outliers". Poster presented at the Meeting of the Association for Psychological Science, Washington DC, May 2011.

Meinz, E. J., & Hambrick, D. Z. (2010). *Predictors of Knowledge Acquisition in Introductory Psychology.* Poster presented at Meeting of the Association for Psychological Science, Boston, MA, May 2010.

Rankin, S., Pawlow, L., Meinz, E., & Pomerantz, A. *Factors Affecting Bias towards Weight Loss Methods*. Poster presented at the annual meeting of the North American Association for the Study of Obesity, Washington DC. 10/09

Meinz, E. J., Pettibone, J. C., Skelly, M. J., & Atkins, K. L. *The Integration of Statistics and Research Methods: A Presentation and Evaluation of One Model.* Poster presented at the National Institute on the Teaching of Psychology. 01/09

Hambrick, E.J., & Meinz, E.J. *The Role of Gc in Real-World Learning. Invited presentation in symposium on Cattell's Investment Theory of Intelligence.* Paper presented at the International Society for Intelligence Research, Atlanta, GA. 12/08.

Meinz, E. J., & Hambrick, D. Z. *The Role of Working Memory Capacity in Skilled Performance. Invited presentation in symposium on working memory's role in intelligence.* Paper presented at the International Society for Intelligence Research, Atlanta, GA. 12/08.

Meinz, E. J., & Hambrick, D. Z. *Practice Makes Perfect: Can it Compensate WM's Effect on Skill?* Poster presented at the Meeting of the American Psychological Society, Chicago, IL. 05/08.

Meinz, E. J., Hambrick, D. Z., Chin, H. L, & Downey, S. L. (2006). *Do experience and knowledge influence the role of fluid abilities on musical skill?* Poster presented at the May, 2006 conference of the American Psychological Society, NY, NY.

Chin, H. L., & Meinz, E. J. (2006). *Effects of hand dominance, practice habits, and familiarity with treble clef on sight-reading skills.* Poster presented at the July, 2006 conference of the International Society for Music Education, Kuala Lumpur, Malaysia.

Pettibone, J., Meinz, E. J., & Hambrick, D. Z. *Contextual and knowledge influences on political decision making.* Presented at the Meeting of the Society for Judgement and Decision Making, November, 2005.

Hambrick, D. Z., Meinz, E. J., & Pettibone, J. *Determinants of individual differences in current events knowledge: A longitudinal study.* Presented at Conference of the Psychonomic Society, November 2005.

Hambrick, D. Z., Meinz, E. J., & Oswald, F. L.. *Ability and nonability predictors of individual differences in current events knowledge.* Conference of the Psychonomic Society, November 2004.

Meinz, E. J., & Ouellette, J. A. *Mentoring in Undergraduate College Teaching*. Invited presentation at symposium "Perspectives on Mentoring Across the Career-span". The Convention of the American Psychological Association, Chicago, IL, August, 2003.

Hurlbut, S. E., Meinz, E. J., & Lanari, J. E. *What do we, and should we, call old people? An archival investigation of changes in age-related terminology across the 20th century.* Cognitive Aging Conference, Atlanta, GA, April, 2002.

Whiting, W. L., Meinz, E. J., & Macalister, H. E. *Hosting an Undergraduate Conference*. Teaching Institute: The Meeting of the American Psychological Society, Toronto, Ontario, June, 2001.

Meinz, E. J. *The Role of Practice in Maintaining Musical Skill Across Age*. The Meeting of the American Psychological Society, Toronto, Ontario, June, 2001.

Meinz, E. J. *Age, experience, and skill in wind musicians*. Cognitive Aging Conference, Atlanta, GA, April, 2000.

Meinz, E. J. *Experience as a mediator, not moderator, of age-cognition relations*. The Convention of the American Psychological Association, Boston, MA, August, 1999.

Meinz, E.J., Hambrick, D.Z., & Salthouse, T.A. *Self-rated interest as a moderator of age-knowledge relations*. Cognitive Aging Conference, Atlanta, GA, April, 1998.

Salthouse, T.A., Hambrick, D.Z., & Meinz, E.J. *Moderators of Age-Process and Age-Product Relations in Cognition*. Annual Meeting of the Psychonomic Society, Philadelphia, PA, November, 1997.

Meinz, E.J. & Salthouse, T.A. *The effects of musical experience, knowledge, and age on memory for music.* The Convention of the American Psychological Association, Toronto, Ontario, Canada, August 1996.

Meinz, E.J. & Salthouse, T.A. *The effects of musical experience and age on memory for music*. Cognitive Aging Conference, Atlanta, GA, April 1996.

Shapiro, J.K. & Meinz, E.J. *The inhibition-deficit hypothesis: a possible neurological mechanism for problem-solving set.* Cognitive Aging Conference, Atlanta, GA, April 1994.

Regional

Meinz, E. J., (2016). What Does It Take To Get To Carnegie Hall? Practice is not Enough". Invited talk in Symposium on Skill Acquisition and Expertise. Meeting of the 2016 Midwestern Psychological Association, Midwestern Psychological Association, Chicago, IL.

Meinz, E. J., Dominguez, W., & Tennison, J. A. (2014). Beliefs in the "Great Myths" of Psychology among College Students. Poster presented at the meeting of the Midwestern Psychological Association.

Meinz, E.J., Hambrick, D.Z., Gourley, E., Grybinas, D., & Vogel, T. (2013). Evidence for a Critical Period in Skilled Performance: The Case of Piano Sight-Reading. Poster presented at the meeting of the Midwestern Psychological Association.

Pawlow, L, & Meinz, E. *Characteristics of Psychology Students who serve as Research Assistants.* Poster presented at the Meeting of the Midwestern Psychological Association, May 2013. Segrist, D., & Meinz, E. *Looking for a good read? Creating a Psychology book club*. Presented at the 2012 annual meeting of the Southeastern Conference on the Teaching of Psychology, Atlanta, GA.

Maynard, D. R., Smith, P. S., Meinz, E. J., Johnson, J. W., & Brooks, M. J. (2011). *Bowling skill: Is it all just practice, or do cognitive abilities play a role?* Presented at the 2011 meeting of the Midwestern Psychological Association. Chicago, IL.

Meinz, E. J., & Hambrick, D. Z. *Do experience and knowledge moderate WM's role in complex tasks? Evidence from poker and music.* Presented at the 2006 Show-Me Mental State Conference on Cognition.

Meinz, E. J. *Informative testing and team learning: Successful use in a cognitive psychology course.* Presented at the Council of Teachers of Undergraduate Psychology meeting at the 2005 Conference of the Midwestern Psychological Association.

Meinz, E. J., D'Amore-Krug, F., Gauen, B.L., Hart, C.L., & Weir, G.R. *What should we call "older"* people? Changes in age labels across the 20th century and labels' effects on perceptions of older adults. Submitted for presentation at the 2004 Conference of the Midwestern Psychological Association.

CONFERENCE SESSIONS PLANNED AND MODERATED

Meinz, E. J. *The Early Career Academic: How to Thrive (and Survive) as a Researcher and Teacher in the Early Years.* The Convention of the American Psychological Association, Chicago, IL, August, 2002.

COURSES TAUGHT

Undergraduate Courses	Statistics, Research Methods, Cognitive Psychology, Undergraduate Directed Research Experience, Experimental Psychology, Psychology of Adulthood & Aging, Child Psychology, Exploring the Human Experience (survey of the Social and Behavioral Sciences), Psychology Capstone, Seminar on Success, Honors Seminar, Intelligence, Psychology Field Study		
Graduate Courses	Human Cognition, Quantitative Inquiry (for Ed.D. students)		
SERVICE TO THE PROFESSION			
2006	Co-chair, Program Committee for the Council of Undergraduate Teachers of Psychology Meeting at the Midwestern Psychological Association		
2004-2013 (most years)	Reviewer, APA Division 2 Convention program submissions		
2001-2004	American Psychological Association Ad Hoc Committee on Early Career Professionals (APA-ECP), Science Directorate representative		
2001-2004	APA-ECP liason to Membership Committee of APA		
2001	Reviewer, APA Division 20 Student Research Awards		
2000-2002	Co-Coordinator, Finger Lakes Undergraduate Psychology Conference		
2005	Ad Hoc Reviewer, Illinois School Psychologists Association Research Grant Committee		
Editorial Service	Consulting Editor, <i>Journal of Expertise</i> (appointed 2017) Ad hoc Reviewer, <i>Journal of Experimental Psychology: General</i> Ad hoc Reviewer, <i>Psychology and Aging</i> Ad hoc Reviewer, <i>Journals of Gerontology: Psychological Sciences</i> Ad hoc Reviewer, <i>Quarterly Journal of Experimental Psychology</i> Ad hoc Reviewer, <i>Developmental Psychology</i> Ad hoc Reviewer, <i>Journal of Cognitive Psychology</i> Ad hoc Reviewer, <i>Psychomusicology</i> Ad hoc Reviewer, <i>Psychomusicology</i> Ad hoc Reviewer, <i>Memory and Cognition</i> Ad hoc Reviewer, <i>Journal of Applied Research on Memory and Cognition</i>		

Ad hoc Reviewer, *Applied Cognitive Psychology* Ad hoc Reviewer, *PLOS-One* Ad hoc Reviewer, *Journal of Behavioral Decision Making* Ad hoc Reviewer, *Journal of Expertise* Ad hoc Reviewer, *Scholarship of Teaching and Learning* Reviewed book chapter for the *Handbook of Human Systems Integration* (APA Press) Stacey L. Adams 300 Dewberry Trail Chatham, IL 62629 (618)977-8648 sadams@siue.edu

Education

Master of Science in the Clinical Child Track of Community-School Psychology Southern Illinois University Edwardsville, Edwardsville, IL May 2004, GPA 4.0/4.0

Bachelor of Arts in Psychology, minor in Sociology and in Gender Studies McKendree College, Lebanon, IL May 2002, GPA 3.87/4.0

Current Positions

Instructor at Southern Illinois University Edwardsville (January 2010-Present) Edwardsville, IL

Full-time instructor in the Department of Psychology. Courses taught include:

- Psyc 111 Foundations of Psychology
- Psyc 200 Careers in Psychology
- Psyc 201 Child Psychology
- Psyc 203 Adolescent Psychology
- Psyc 305 Psychology of Gender
- Psyc 539 Crisis Intervention & Crisis Therapy
- Psyc 537 Counseling and Psychotherapy with Children, Adolescents, & Families
- Psyc 553 Seminar in Clinical Child Psychology: Psychopathology of Children & Families

Class sizes range from 10 graduate students to undergraduate lecture based courses of 175 students. Supervision of Teaching Assistants that entails leading these students in developing effective teaching strategies, accurate completion of grading, monitor assistants' interactions with students for appropriateness, and mentoring assistants in their career goals. In addition to teaching responsibilities, advisor for Psi Chi, The International Honor Society in Psychology, including advising over 30 active members, maintaining communication with previous members, and leading each year's new officers in organizing fundraisers and events. Duties also include coordinating the Psychology Department's annual awards banquet and paper presentation competition.

Psychological Associate at Jewell Psychological Services, LLC (October 2009-Present)

Edwardsville, IL

Conduct evaluations of juveniles for the Redeploy Illinois Program, a program targeting juveniles with significant criminal charges. Assess youth's mood, current psychological functioning, social functioning, and developmental, educational, and criminal history to develop treatment recommendations for the youth and their families. Also, complete evaluations for Attention Deficit Hyperactivity Disorder, Anxiety Disorders, Learning Disabilities, and other emotional or behavioral problems. Facilitate parenting skills groups. Supervisor: Jeremy Jewell, Ph.D.

Additional Teaching Experience

Lecturer at Lincoln Land Community College (January 2013- May 2014) Litchfield, IL Instructor in Department of Psychology. Courses taught include: Psyc 101 Introduction to Psychology Psyc 202 Human Development

Previous Clinical Experience

Therapist position with Gateway Regional Medical Center (June 2004-June 2010)

Granite City, IL

Therapist on the inpatient psychiatric unit developing treatment interventions and safety plans for patients admitted for homicidal, suicidal, or psychotic behaviors. Worked with adult, adolescent, and child populations providing individual, family, and group therapy. Interacted with all parties involved in patient's care, including psychiatrists, nurses, and families. Supervisor: Patty Morrow, LCPC

Assistantship with Head Start

(September 2003-May 2004)

Cahokia, IL

Coordinated screening and additional assessment measures to create cognitive and/or behavior plans for at-risk preschool aged children. Instructed teachers on implementing classroom behavior strategies, trained teachers on assessment measures, and consulted with teachers and social work staff. Educated parents about developmental delays and instructed them on strategies to be used in the home. Also, responsible for supervising graduate students. Supervisor: Robert Lamp, Ph.D.

Practicum with Family Court of St. Louis County

Clayton, MO

Conducted assessments of juveniles and their families to develop recommendations for treatment. Also, participated in individual therapy and cognitive assessments with juveniles in detention center.

Supervisor: Margo C. Layton, Ph.D.

Practicum with Child Center of Our Lady

(January 2003-May 2003)

(June 2003-December 2003)

St. Louis, MO

Managed therapy case and conducted cognitive assessments with children at a residential treatment center. Participated in classroom observations and attended Individual Education Plan reviews.

Supervisors: Barbara Litton, Ph.D. and Cynthia Briggs, Psy.D.

Previous Experience with Children First Foundation, Inc. (October2014-January 2015) Completed revisions to the Children First Foundation classroom, online, and training curriculum to remain in accordance with The Family Marriage and Divorce Law (IL-SB57). Conducted a training session with facilitators of the Parenting Education Curriculum instructing how to present the revisions to clients of Children First Foundation.

Licenses

I have completed all of the required coursework and supervision to be eligible to be a Licensed Clinical Professional Counselor.

Clinical Research Experience

Masters Thesis

Edwardsville, IL

Conducted research regarding adherence to relaxation techniques. This research study involved teaching 200 18-19 year-old participants relaxation skills, including guided imagery, progressive muscle relaxation, and deep breathing. Chair: Stephen D. A. Hupp, Ph.D.

Grants, Honors, and Awards

Research Grant for Graduate Students (2003-2004)Co-recipient of SIUE grant used for research based on thesis, Comparing Relaxation Strategies: Satisfaction with and Likelihood of Future Use. \$491. Chair: Stephen D.A. Hupp, Ph.D.

Competitive Graduate Award (2002-2003)Awarded tuition waver and monthly stipend from SIUE during first year of graduate study.

Pi Gamma Mu Honor Society

Acted as the vice president (2001-2002) for the social sciences honor society at McKendree College. Responsibilities included organizing fund raisers, meetings, and social service activities.

Psychology Club Scholarship

Received scholarship from the McKendree College Psychology Department.

Presidential Scholarship

(1998-2002)Awarded four year academic scholarship from McKendree College.

Magna Cum Laude

Graduated from McKendree College with a GPA of 3.8.

Professional Publication

Hupp, S. D. A. & Adams, S. L (2004). Making diagnostic labels reflective of environmental influences: A rose by any other name may not be so thorny. The Behavior Therapist (27), 4-6.

Workshop Presentation

Raising Awareness about Common Disabilities (April 2004) Cahokia and St. Joseph's Head Start Center Cahokia and East Saint Louis, IL Presented a workshop to social work staff and teachers at SIUE affiliated Head Start centers to increase their knowledge of developmental delays and learning disabilities.

3

(2003-2004)

(1999-2002)

(2002)

(2002)

Program Assessment Plan

Undergraduate

Program: Psychology **Date:** October 2016

I. Student Learning Benchmarks or Outcomes

A. What do you want your students to demonstrate?

GOAL 1: Knowledge Base of Psychology

Students should be familiar with the major concepts, theoretical perspectives, empirical findings, and historical trends in Psychology, as reflected in our required Psychology curriculum.

GOAL 2: Methodological and Statistical Skills

Students should understand and apply basic research methods in Psychology, including research design, data analysis, and interpretation.

GOAL 3: Critical Thinking Skills in Psychology

Students should respect and use critical and creative thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and mental processes.

GOAL 4: Application of Psychology

Students should understand and apply psychological principles to personal, social, and organizational issues.

GOAL 5: Information and Technology Skills Specific to Psychology

Students should demonstrate information competence and the ability to use computers and other technology for uses specific to Psychology.

GOAL 6: Communication Skills Specific to Psychology

Students should communicate effectively in a variety of formats.

Goal 6a: Written communication

Goal 6b: Oral communication

GOAL 7: Psychology-Related Career Planning and Development

Students should demonstrate knowledge of career development and options in Psychology.

II. Performance Indicators or Assessments

- A. What do you use to measure student learning benchmarks or outcomes?(At least two performance indicators/assessments are recommended. Senior Assignment must be used for undergraduate programs)
- B. Criteria for Passing
- C. Where will the benchmarks or outcomes be assessed in your program?

See table below.

Benchmark/ Outcome	Performance Indicator or Assessment	Criteria for Passing (Exceeds, Meets, or Does Not Meet Expectations)	Where Will the Benchmark / Outcomes Be Assessed
1: Knowledge Base of Psychology Students should be familiar with the major concepts, theoretical perspectives, empirical findings, and historical trends in Psychology, as reflected in our required Psychology curriculum.	Scores on Undergraduate Assessment Test a items reflecting knowledge acquired in PSYC 201, 203, 204, 206, and 208.	<u>Exceeds</u> : >80% <u>Meets</u> : 60-79% <u>Does not meet:</u> < 60%	During the Capstone course (PSYC 494), taken while of Senior standing. b
	Ratings on items #1a and #1b from Senior Assignment Poster Presentation Evaluation c	On a 1 (low) to 7 (high) scale, an average inter-rater score: Exceeds: ≥ 6 Meets: 4-5.99 Does not meet: < 4	During the Capstone course, taken while of Senior standing

2: Methodological and Statistical Skills Students should understand and apply basic research methods in Psychology, including research design, data analysis, and interpretation.	Scores on Undergraduate Assessment Test _a items reflecting knowledge acquired in PSYC 220 and 221.	<u>Exceeds</u> : >80% <u>Meets</u> : 60-79% <u>Does not meet:</u> < 60%	During the Capstone course, taken while of Senior standing _b
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Ratings on items #3a, 3b, and 3c from Senior Assignment Poster Presentation Evaluation c	On a 1 (low) to 7 (high) scale, an average inter-rater score: Exceeds: ≥ 6 Meets: 4-5.99 Does not meet: < 4	During the Capstone course, taken while of Senior standing
Student self-ratings of impact of PSYC 491 experience(s) on their understanding of the research process from Assessment Test item ("My experience as a Research Assistant has increased my understanding of the research process").Administered during the Capstone course (PSYC 494), taken while of Senior	Exceeds: • 5 <u>Meets</u> : • 3-4 <u>Does not meet:</u> • 1-2	
standing.Student self-ratings of impact of PSYC 491 experience on strengthening of research skills from Assessment Test item ("My experience as a Research Assistant has strengthened my research skills").Administered during the Capstone course (PSYC 494), taken while of Senior 	Exceeds: • 5 <u>Meets</u> : • 3-4 <u>Does not meet:</u> • 1-2	

3: Critical Thinking Skills in Psychology Students should respect and use critical and creative thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and mental processes.	Scores on Undergraduate Assessment Test Critical Thinking subtest a	<u>Exceeds</u> : >80% <u>Meets</u> : 60-79% <u>Does not meet:</u> < 60%	During the Capstone course, taken while of Senior standing b
	Ratings on items #2a, 2b, and 4c from Senior Assignment Poster Presentation Evaluation c	On a 1 (low) to 7 (high) scale, an average inter-rater score: <u>Exceeds</u> : ≥ 6 <u>Meets</u> : 4-5.99 <u>Does not meet:</u> < 4	During the Capstone course, taken while of Senior standing b
Survey of Baacalaureate Graduates (conducted annually by the University), part VI-K (Educational Effectiveness Questions), Question 26-A: Helpfulness of University Experiences in developing critical thinking skills		On a scale of 1(not helpful) to 5 (extremely helpful): <u>Exceeds:</u> Over 90% of students indicate the midpoint of scale or higher <u>Meets:</u> Over 70% of students indicate the midpoint of scale or higher <u>Does not meet:</u> Less than 70% of students indicate the midpoint of scale or higher	All graduates have opportunity to take survey the year after graduation. Data available each year.

4: Application of Psychology Students should understand and apply psychological principles to personal, social, and organizational issues.	Student self- ratings of Field Study on one item : Through this field study experience (including any required assignments, I was able to apply psychological principles that I learned in my psychology courses to a real- world setting	On a 1 (disagree) to 5 (agree) scale: <u>Exceeds</u> : = 5 <u>Meets</u> : = 3 - 4 <u>Does not meet:</u> < 3	At the conclusion of PSYC 493 (Field Study in Psychology) _d
	Ratings on items #4a and 4b from Senior Assignment Poster Presentation Evaluation c	On a 1 (low) to 7 (high) scale, an average inter-rater score: Exceeds: ≥ 6 <u>Meets</u> : 4-5.99 <u>Does not meet:</u> < 4	During the Capstone course, taken while of Senior standing

5: Information and Technology Skills Specific to Psychology Students should demonstrate information competence and the ability to use computers and other technology for uses specific to Psychology.	Ratings on items #7a and 7b from Senior Assignment Poster Presentation Evaluation c	On a 1 (low) to 7 (high) scale, an average inter-rater score: Exceeds: ≥ 6 <u>Meets</u> : 4-5.99 Does not meet: < 4	During the Capstone course, taken while of Senior standing
	Student self- ratings of SPSS competence from Assessment Test a ("I know how to use SPSS")	Exceeds: 5 Meets: 3-4 Does not meet: 1-2	During the Capstone course, taken while of Senior standing b
	Student self- ratings of Powerpoint competence from Assessment Test a ("I know how to use Powerpoint")	Exceeds: 5 Meets: 3-4 Does not meet: 1-2	During the Capstone course, taken while of Senior standing b

6: Communication Skills Specific to Psychology Students should communicate effectively in a variety of formats. <u>Goal 6a</u> : Written communication	Scores on Undergraduate Assessment Test Writing subtest a	<u>Exceeds</u> : >80% <u>Meets</u> : 60-79% <u>Does not meet:</u> < 60%	During the Capstone course, taken while of Senior standing b
	Ratings on items #6a, 6b, and 6c from Senior Assignment Poster Presentation Evaluation c	On a 1 (low) to 7 (high) scale, an average inter-rater score: Exceeds: ≥ 6 Meets: 4-5.99 Does not meet: < 4	During the Capstone course, taken while of Senior standing
	Survey of Baacalaureate Graduates (conducted annually by the University), part VI-K (Educational Effectiveness Questions), Question 26-K: Helpfulness of University Experience in development of written communication skills	On a scale of 1(not helpful) to 5 (extremely helpful): <u>Exceeds:</u> Over 90% of students indicate the midpoint of scale or higher <u>Meets:</u> Over 70% of students indicate the midpoint of scale or higher <u>Does not meet:</u> Less than 70% of students indicate the midpoint of scale or higher	All graduates have opportunity to take survey the year after graduation. Data available each year.

6: Communication Skills Specific to Psychology Students should communicate effectively in a variety of formats. <u>Goal 6b</u> : Oral communication	Ratings on items #5a and 5b from Senior Assignment Poster Presentation Evaluation c	On a 1 (low) to 7 (high) scale, an average inter-rater score: <u>Exceeds</u> : ≥ 6 <u>Meets</u> : 4-5.99 <u>Does not meet</u> : < 4	During the Capstone course, taken while of Senior standing
	Survey of Baccalaureate Graduates (conducted annually by the University), part VI-J (Educational Effectiveness Questions), Question 26-K: Helpfulness of University Experience in development of oral communication skills	On a scale of 1(not helpful) to 5 (extremely helpful): <u>Exceeds:</u> Over 90% of students indicate the midpoint of scale or higher <u>Meets:</u> Over 70% of students indicate the midpoint of scale or higher <u>Does not meet:</u> Less than 70% of students indicate the midpoint of scale or higher	All graduates have opportunity to take survey the year after graduation. Data available each year.
	Field Study Site Supervisors' ratings of students on two questions: The student related well with customers, patients, or clients and The student related well with staff/colleagues.	Supervisor ratings of: <u>Exceeds:</u> = 5 <u>Meets:</u> = 3 - 4 <u>Does not meet:</u> < 3	At the conclusion of PSYC 493 (Field Study in Psychology) _d

7: Psychology- Related Career Planning and Development Students should demonstrate knowledge of career development and options in Psychology.	Score on Undergraduate Assessment Test a items from PSYC 200	<u>Exceeds</u> : >80% <u>Meets</u> : 60-79% <u>Does not meet:</u> < 60%	During the Capstone course, taken while of Senior standing b
	Student self-ratings of influence of PSYC 493 (Field Study) experience(s) on career goals from Assessment Test item (<i>"Field Study has</i> <i>influence my career</i> <i>decisions/plans"</i>). Administered during the Capstone course (PSYC 494), taken while of Senior standing.	Exceeds: • 5 <u>Meets</u> : • 3-4 <u>Does not meet</u> : • 1-2	

^a Undergraduate Assessment Test available on request.

^b Note that we are also beginning to collect Undergraduate Assessment Test data from students just declaring their majors in psychology so we may eventually make pre-post comparisons, but those comparisons are years away.

c Senior Assignment Poster Presentation Evaluation Form attached. Note that students present posters based upon their Senior Assignment projects (completed in small groups) at the conclusion of their Capstone course (PSYC 494). A modified version of this form is also completed for Senior Honors Academy students, who orally defend individual honors thesis projects.

_d Note that this course is not required of all majors. On average, 80-100 students take this course per academic year.

SIUE Psychology Senior Assignment Poster Presentation Evaluation

Poster	#	Poster Presentation Date					
Studen	t Names						
Poster	Title						
Evalua	ting Professor						
1.	<i>Literature Review</i>The content of the project	literature	e review co	ontained studie	es relevant	to the top	bic and hypothesis of the
	Unsatisfactory 1	2	3	Satisfactory 4	5	6	Excellent 7
	• The literature rev of psychology.			ncisely capture			ontext of a specific area
	Unsatisfactory			Satis	factory		Excellent
	1	2	3	4	5 Č	6	7
2.	<i>Research Question/Hypothesis</i>The literature review adequately supported the hypothesis.						
	Unsatisfactory			Satisfactory			Excellent
	1	2	3	4	5	6	7
	• Hypothesis repres	ents a cri	tical evalua	ation of the lit	erature.		
	Unsatisfactory			Satisfactory			Excellent
	1	2	3	4	5	6	7
3.	 Methodology/Result A methodology was and/or address the result 	as choser	n that woul	d clearly iden	tify the rela	ationship	between the variables
	Unsatisfactory			Satisfactory			Excellent
	1	2	3	4	5	6	7
	• The correct tests v	vere used	to analyze	the data and	interpreted		
	Unsatisfactory 1	2	3	Satisfactory 4	5	6	Excellent 7
	• The results were a	ccurately	reported.				
	Unsatisfactory 1	2	3	Satisfactory 4	5	6	Excellent 7

4.	 Implications The student displayed the ability to relate the findings of the study to broader cultural, historical, ethical, or economic contexts. 						
	Unsatisfactory 1	2	3	Satisfactory 4	5	6	Excellent 7
	• The implications	of the find	lings were	e discussed.			
	Unsatisfactory 1	2	3	Satisfactory 4	5	6	Excellent 7
	• Alternative expla	nations fo	r the resul	ts were conside	ered.		
	Unsatisfactory 1	2	3	Satisfactory 4	5	6	Excellent 7
5.	Oral CommunicatStudents sufficient		ered the qu	estion(s) asked	l of him	n or her.	
	Unsatisfactory 1	2	3	Satisfactory 4	5	6	Excellent 7
	• Students adequat	ely convey	yed his/her	r knowledge or	n the top	pic and conten	t of the research.
	Unsatisfactory 1	2	3	Satisfactory 4	5	6	Excellent 7
6.	Written CommunitThe material was			ressed in the p	roper or	der.	
	Unsatisfactory 1	2	3	Satisfactory 4	5	6	Excellent 7
	• The writing flow	ed smooth	ly and col	nerently from o	one topic	c to the next.	
	Unsatisfactory 1	2	3	Satisfactory 4	5	6	Excellent 7
	• The writing was	free of gra	mmatical	mistakes.			
	Unsatisfactory 1	2	3	Satisfactory 4	5	6	Excellent 7
7.	Visual PresentatioStudents used tec		o effective	ly display proj	ect cont	tent.	
	Unsatisfactory 1	2	3	Satisfactory 4	5	6	Excellent 7
	• Students incorpo	orated table	es/figures	to enhance lay	out of p	poster	
	Unsatisfactory 1	2	3	Satisfactory 4	5	6	Excellent 7
8.	Overall Impressio	n of the P	roject				
	Unsatisfactory 1	2	3	Satisfactory 4	5	6	Excellent 7

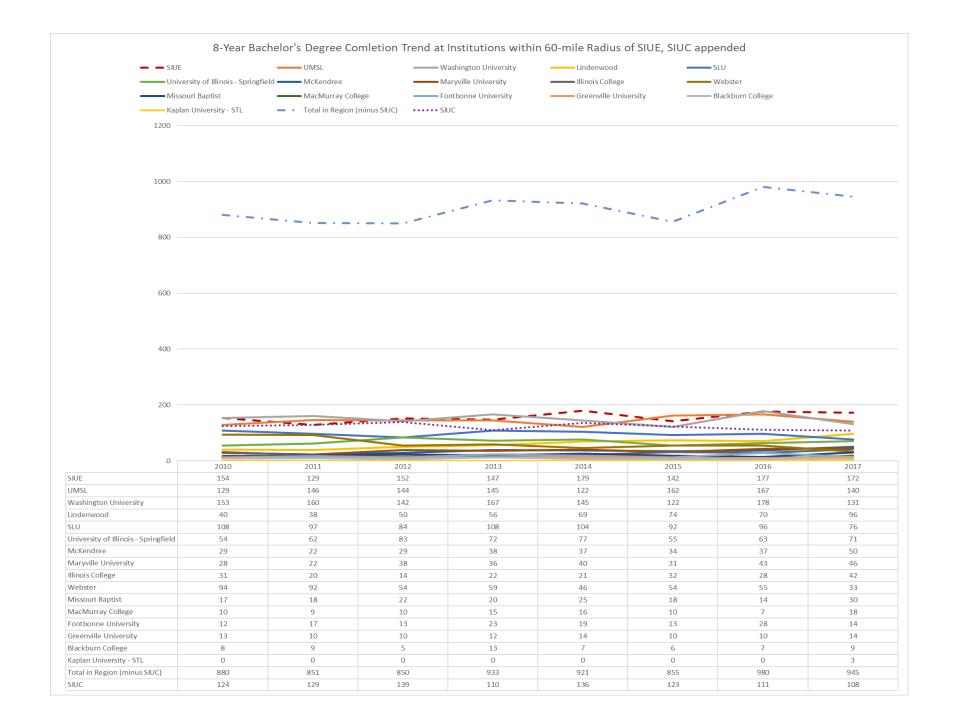
Institutional	Completions	Table
Psychology, General at	Schools in 33 Counties	(2010-2017)

Emsi Q2 2019 Data Set

May 2019

400 University Park Dr Edwardsville, Illinois 62025 618-650-3255

Parameters	
Programs	
Code	Description
42.0101	Psychology, General
Regions	
33 items selected. See Appendix A for details.	
Completions Year	
2010-2017	
2010-2017	



Institution	Bachelor's Degree > All Program Types > Completions	Bachelor's Degree > All Program Types > Growth YOY	> All Program		Fees > Undergraduate > In State	Cost Per Credit Hour > Undergraduate > In State	Room & Board > On Campus	Room & Board > Off Campus	Books & Supplies > Latest
Southern Illinois University-Edwardsville	172	(2.8%)	16.3%	\$7,576	\$2,638	\$267	\$9,481	\$9,481	\$853
University of Missouri-St Louis	140	(16.2%)	13.3%	\$10,275	N/A	\$343	\$10,140	\$9,450	\$1,000
Washington University in St Louis	131	(26.4%)	12.4%	\$50,650	\$883	\$2,110	\$16,006	\$16,006	\$992
Lindenwood University	96	37.1%	9.1%	\$16,300	\$660	\$460	\$8,800	\$9,000	\$1,200
Saint Louis University	76	(20.8%)	7.2%	\$41,540	\$626	\$1,450	\$10,996	\$10,996	\$1,000
University of Illinois at Springfield	71	12.7%	6.7%	\$9,515	\$2,008	\$331	\$9,760	N/A	\$1,200
McKendree University	50	35.1%	4.7%	\$28,560	\$1,080	\$935	\$9,350	\$7,500	\$1,000
Maryville University of Saint Louis	46	7.0%	4.4%	\$26,070	\$2,400	\$781	\$10,088	\$11,232	N/A
Illinois College	42	50.0%	4.0%	\$31,590	\$550	\$990	\$9,190	\$5,940	N/A
Webster University	33	(40.0%)	3.1%	\$26,900	\$200	\$690	\$11,050	\$9,448	\$1,000
Missouri Baptist University	30	114.3%	2.8%	\$24,764	\$1,256	\$857	\$11,105	\$6,599	\$1,298
MacMurray College	18	157.1%	1.7%	\$25,340	\$760	\$780	\$8,925	\$7,500	\$1,200
Fontbonne University	14	(50.0%)	1.3%	\$25,100	\$360	\$671	\$9,506	\$7,998	\$1,000
Greenville University	14	40.0%	1.3%	\$26,124	\$232	\$434	\$9,322	\$6,378	\$900
Blackburn College	9	28.6%	0.9%	\$21,582	\$410	\$720	\$7,660	\$4,500	\$700
Kaplan University-St. Louis	3	Insf. Data	0.3%	\$13,356	\$907	\$371	N/A	\$4,960	N/A
	1,053								
Southern Illinois University-Carbondale	108	(2.7%)	10.3%	\$8,950	\$4,482	\$298	\$10,622	\$10,622	\$1,100

Appendix A - Regions

Description
Bond County, IL
Calhoun County, IL
Christian County, IL
Clinton County, IL
Fayette County, IL
Greene County, IL
Jefferson County, IL
Jersey County, IL
Macoupin County, IL
Madison County, IL
Marion County, IL
Monroe County, IL
Montgomery County, IL
Morgan County, IL
Perry County, IL
Pike County, IL
Randolph County, IL
St. Clair County, IL
Sangamon County, IL
Scott County, IL
Shelby County, IL
Washington County, IL
Franklin County, MO
Jefferson County, MO
Lincoln County, MO
Pike County, MO
St. Charles County, MO
Ste. Genevieve County, MO
St. Francois County, MO
St. Louis County, MO
Warren County, MO
St. Louis City County, MO
Jackson County, IL appended

Appendix B - Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Occupation Overview

Emsi Q2 2019 Data Set

May 2019



400 University Park Dr Edwardsville, Illinois 62025 618-650-3255

Parameters

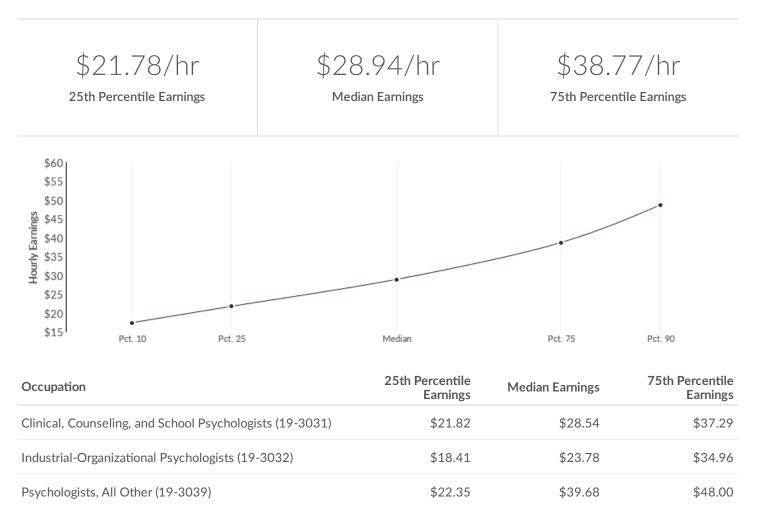
Occupations

Code	Description
19- 3031	Clinical, Counseling, and School Psychologists
19- 3032	Industrial-Organizational Psychologists
19- 3039	Psychologists, All Other

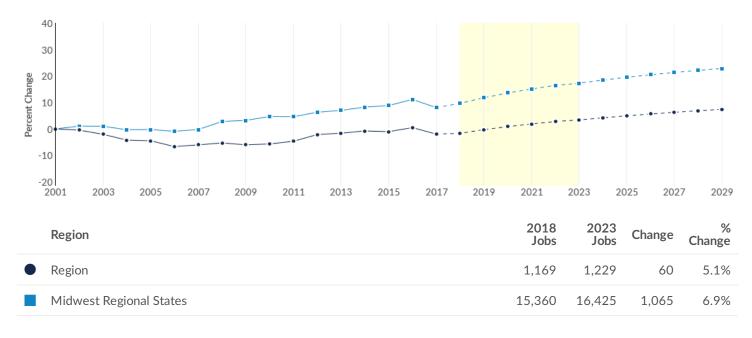
Occupation Summary for 3 Life, Physical, and Social Science Occupations

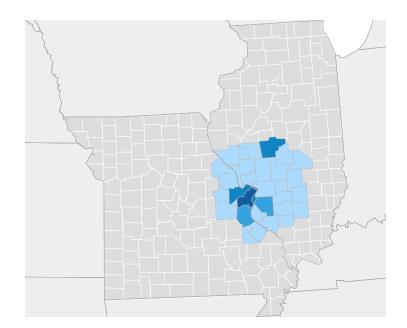
Jobs (2018) % Char		% Change	5.1% e (2018-2023) on: +8.8%		\$28.94/hr Median Hourly Earnings Nation: \$37.19/hr	
Growth						
1,169 2018 Jobs		229 3 Jobs	Change	60 (2018-2023)	5.1 % Change (24	
1.5К 1К ¹⁶ 0.5К 0К 2018	2019	2020	2021	2022	2023	
Occupation			2018 Jobs	2023 Jobs	Change	% Chang
Clinical, Counseling, and School P 8031)	sychologists (19-	1,032	1,089	57	6
Industrial-Organizational Psychologists (19-3032)			18	18	0	0
Psychologists, All Other (19-3039	2)		119	121	2	2

Percentile Earnings



Regional Trends





County	2023 Jobs
St. Louis County, MO	458
St. Louis City County, MO	188
Sangamon County, IL	169
St. Charles County, MO	148
Jefferson County, MO	56

Job Postings Summary

501	3:1	36 days
Unique Postings 1,423 Total Postings	Posting Intensity Regional Average: 4 : 1	Median Posting Duration Regional Average: 31 days

There were 1,423 total job postings for your selection from January 2018 to April 2019, of which 501 were unique. These numbers give us a Posting Intensity of 3-to-1, meaning that for every 3 postings there is 1 unique job posting.

This is lower than the Posting Intensity for all other occupations and companies in the region (4-to-1), indicating that they may not be trying as hard to hire for this position.

Job Postings vs. Hires

83

Avg. Monthly Postings (Jan 2018 - Apr 2019)

Mar 2017

In an average month, there were 83 active job postings for 3 *Occupations*, and 46 actually hired. This means there was approximately 1 hire for every 2 active job postings for 3 *Occupations*.

Sep 2017



Mar 2018

Occupation Gender Breakdown

Gender	2018 Jobs	2018 Percent	
 Males 	343	29.4%	
Females	825	70.6%	

		00	

Active Postings

Hires

Sep 2016

160



Avg. Monthly Hires (Jan 2018 - Apr 2019)

Sep 2018

Mar 2019

Occupation Age Breakdown

	Age	2018 Jobs	2018 Percent	
	• 14-18	0	0.0%	I
	19-24	14	1.2%	I
	• 25-34	294	25.2%	
	35-44	276	23.6%	
	45-54	221	18.9%	-
	55-64	260	22.3%	-
	65+	104	8.9%	-

Occupation Race/Ethnicity Breakdown



Race/Ethnicity	2018 Jobs	2018 Percent	
White	1,014	86.8%	
Black or African American	88	7.5%	•
Hispanic or Latino	32	2.7%	1
Asian	19	1.6%	1
Two or More Races	16	1.3%	I
American Indian or Alaska Native	1	0.0%	I
Native Hawaiian or Other Pacific Islander	0	0.0%	I

-	_4 ns (2017)	1,483 Completions (2017)	90 Openings (2017)
CIP Code	Program	Completions (2017)	
42.0101	Psychology, Gene	1,011	
42.2803	Counseling Psycho	blogy	271
30.1701	Behavioral Scienc	38	
42.2806	Educational Psych	ology	35
42.2799 Research and Experimental Psychology, Other			29

Industries Employing 3 Life, Physical, and Social Science Occupations

Industry	Occupation Group Jobs in Industry (2018)	% of Occupation Group in Industry (2018)	% of Total Jobs in Industry (2018)
Elementary and Secondary Schools (Local Government)	361	30.9%	0.5%
State Government, Excluding Education and Hospitals	129	11.0%	0.3%
Outpatient Mental Health and Substance Abuse Centers	83	7.1%	1.9%
Federal Government, Civilian, Excluding Postal Service	74	6.3%	0.3%
General Medical and Surgical Hospitals	72	6.1%	0.1%

Appendix A - Data Sources and Calculations

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level Emsi earnings by industry.

Emsi Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

State Data Sources

This report uses state data from the following agencies: Illinois Department of Employment Security, Employment Projections; Indiana Department of Workforce Development; Iowa Workforce Development; Kentucky Office of Employment and Training; Missouri Department of Economic Development; Tennessee Department of Labor and Workforce Development, Research and Statistics Division; Wisconsin Department of Workforce Development, Bureau of Workforce Information A Data-Informed Analysis For Southern Illinois University-Edwardsville To Review the Psychology, General (42.0101) Program at the Bachelor's Degree Level, at Distance Capacity

Contents

About Emsi	1
Program Definition	2
Competitive Landscape	3
Labor Market Demand	7
Relevant Skills	16
Appendix A (Geographies)	19
Appendix B (Geographies)	21

About Emsi

Emsi—an affiliate of the Strada Education Network—is a labor market analytics firm that is passionate about providing meaningful data for colleges and their students.

Our data is trusted by a breadth of users including researchers at colleges and universities, economic development organizations, and Fortune 500 companies.

Emsi data offers a three-pronged approach to labor market information:

- Our traditional LMI combines dozens of government sources from agencies like the Bureau of Economic Analysis, U.S. Census Bureau, and Bureau of Labor Statistics into one dataset that details industries, occupations, demographics, academic programs, and more.
- 2. Emsi's job posting analytics give a real-time look into the needs of employers in today's labor market. Each month, millions of postings are scraped from employer sites and job boards, de-duplicated, and compiled into an actionable dataset.
- 3. Emsi also leverages workforce profiles—an innovative database of more than 100 million resumés and professional profiles that are aggregated from the open web. These profiles unify information for workers such as education, employment history, skills, and more—to reveal robust detail on what is happening in today's workforce.

Together, these data related to labor market demand, relevant skills, and the competitive landscape help colleges and universities make informed decisions about their program offerings.

Program Definition

Institution

Code	Description
149231	Southern Illinois University-Edwardsville

Program in Question

Code	Description
42.0101	Psychology, General

Award Level

Description	
Bachelor's Degree	

Program Modality

Distance Offered (Includes Hybrid & Mixed Modality Programs)

Objective

Reviewing an existing program

.II Emsi Program Development & Review

Competitive Landscape

Institution Sectors

Description

Public, 4-year or above

Private not-for-profit, 4-year or above

Private for-profit, 4-year or above

Award Levels

Description

Bachelor's Degree

Program Modality

Description

Distance Offered (Includes Hybrid & Mixed Modality Programs)

Non-Distance Offered Programs

Region

33 items selected. See Appendix A for details.

Competitive Landscape - Cont.

Program Overview

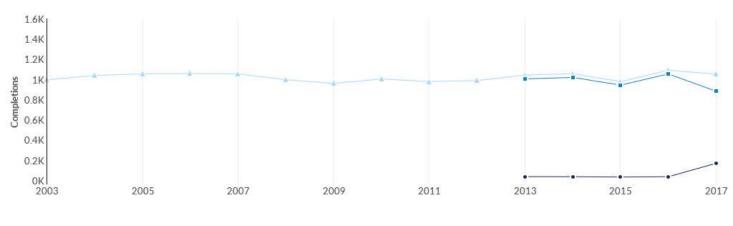


	Completions (2017)	% Completions	Institutions (2017)	% Institutions
All Programs	1,053	100%	17	100%
 Distance Offered Programs 	170	16%	4	24%
 Non-Distance Offered Programs 	883	84%	13	76%

Institution	Bachelor's Degree Completions (2017)	Growth % YOY (2017)	Market Share (2017)
Southern Illinois University-Edwardsville	172	-2.8%	16.3%
University of Missouri-St Louis	140	-16.2%	13.3%
Washington University in St Louis	131	-26.4%	12.4%
Southern Illinois University-Carbondale	108	-2.7%	10.3%
Lindenwood University	96	37.1%	9.1%
Saint Louis University	76	-20.8%	7.2%
University of Illinois at Springfield	71	12.7%	6.7%
McKendree University	50	35.1%	4.7%
Maryville University of Saint Louis	46	7.0%	4.4%
Illinois College	42	50.0%	4.0%

Competitive Landscape - Cont.

Regional Trends



	2013 Completions	2017 Completions	% Change
Distance Offered Programs	38	170	+347.4%
Non-Distance Offered Programs	1,005	883	-12.1%
All Programs	1,043	1,053	+1.0%

Rank as a Talent Provider

Emsi's workforce profile data shows Southern Illinois University-Edwardsville has 38 alumni working regionally in the occupations *Clinical, Counseling, and School Psychologists, Industrial-Organizational Psychologists,* and *Psychologists, All Other*. These 38 alumni represent 4.47% of regional profiles working in these occupations, which ranks your institution 5th among regional talent providers.

38	4.47%	5
Your Alumni in Region	Percent of Regional Profiles	Your Rank as a
Working in Target Occupations	Working in Target Occupations	Regional Talent Provider

Competitive Landscape - Cont.

Top Talent Providers

The top regional institutions supplying the labor market with workers employed in the target occupations listed above, based on Emsi's workforce profile data.

School	Profiles	Percent
University of Missouri-St Louis	68	8.00%
Saint Louis University	58	6.82%
Washington University in St Louis	57	6.71%
Lindenwood University	47	5.53%
Southern Illinois University-Edwardsville	38	4.47%
University of Missouri-Columbia	36	4.24%
Webster University	31	3.65%
Southern Illinois University-Carbondale	27	3.18%
Covenant Theological Seminary	17	2.00%
Eastern Illinois University	14	1.65%

.I Emsi Program Development & Review

Labor Market Demand

Labor Market Area Selection

33 items selected. See Appendix B for details.

Target Occupations

Code	Description
19-3031	Clinical, Counseling, and School Psychologists
19-3032	Industrial-Organizational Psychologists
19-3039	Psychologists, All Other

Degree Levels

Description

Bachelor's degree

Completions Year (default)

2017

Jobs Year (default)

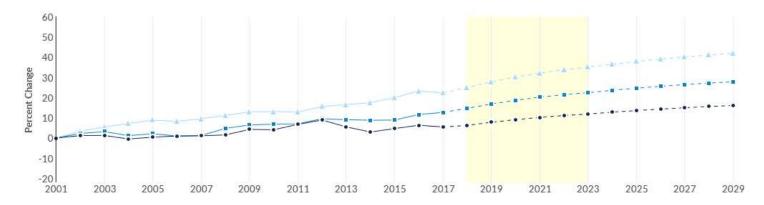
2018

Target Occupations

*Filtered by the proportion of the national workforce in these occupations with a Bachelor's degree

107 Jobs (2018)* 25% below National average*	+5.6% % Change (2018-2023)* Nation: +8.1%*	\$29.0 Median Hourl Nation: \$3	y Earnings	Ann	8 ual Openings*
Occupation	2018 Jobs*	Annual Openings*	Median H Ean	ourly nings	Growth (2018 - 2023)*
Clinical, Counseling, and School Psychologists	96	7	\$28.7	0/hr	+5.21%
Psychologists, All Other	10	1	\$36.5	51/hr	0.00%
Industrial-Organizational Psycho	ologists <10	Insf. Data	\$27.1	.6/hr	Insf. Data

Regional Trends



Region	2018 Jobs	2023 Jobs	Change	% Change
Region	1,576	1,659	83	5.3%
State	9,294	9,924	630	6.8%
Nation	186,641	201,678	15,037	8.1%

Occupation Gender Breakdown

Gender	2018 Jobs	2018 Percent	
 Males 	352	29.3%	
Females	847	70.7%	

Occupation Age Breakdown

	Age	2018 Jobs	2018 Percent	
•	14-18	0	0.0%	I
	19-24	14	1.2%	1
	25-34	301	25.1%	
	35-44	284	23.7%	
	45-54	227	18.9%	
	55-64	266	22.2%	
	65+	106	8.8%	•

Occupation Race/Ethnicity Breakdown

 White 1,040 86.7% Black or African American 90 7.5% Hispanic or Latino 33 2.8% Asian 20 1.7% 1 Two or More Races 16 1.3% American Indian or Alaska Native 0.0% Native Hawaiian or Other Pacific 0 0.0% 		Race/Ethnicity	2018 Jobs	2018 Percent	
 Hispanic or Latino Asian 20 1.7% Two or More Races 16 1.3% American Indian or Alaska Native Native Hawaiian or Other Pacific 0 0.0% 		White	1,040	86.7%	
 Asian 20 1.7% Two or More Races 16 1.3% American Indian or Alaska Native 0.0% Native Hawaiian or Other Pacific 0 0.0% 		Black or African American	90	7.5%	•
 Two or More Races American Indian or Alaska Native Native Hawaiian or Other Pacific 0 0.0% 		Hispanic or Latino	33	2.8%	1. Sec. 1. Sec
American Indian or Alaska Native American Indian or Other Pacific O O		Asian	20	1.7%	1.
Native Hawaiian or Other Pacific		Two or More Races	16	1.3%	I.
		American Indian or Alaska Native	1	0.0%	I
	•		0	0.0%	I

Job Postings Summary

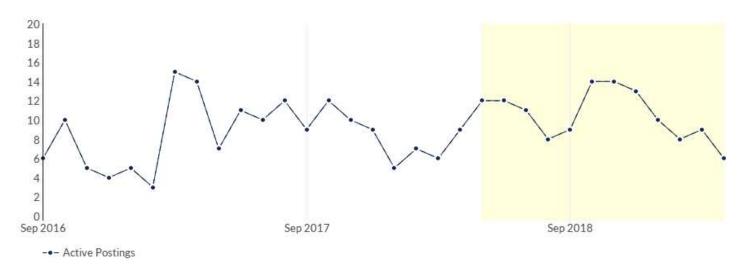
.II Emsi



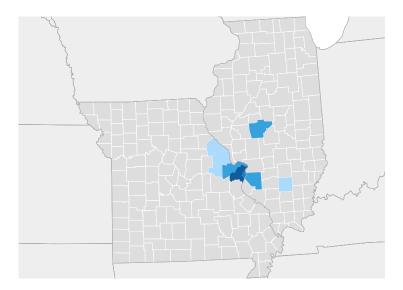
There were **144** total job postings for your selection from May 2018 to April 2019, of which **40** were unique. These numbers give us a Posting Intensity of **4-to-1**, meaning that for every 4 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (4-to-1), indicating that they are putting average effort toward hiring for this position.

Monthly Active Postings



Job Postings Regional Breakdown



County	Unique Postings (May 2018 - Apr 2019)
St. Louis County, MO	22
St. Louis City County, MO	6
Sangamon County, IL	3
St. Charles County, MO	3
St. Clair County, IL	2

Top Companies Posting

Company	Total/Unique (May 2018 - Apr 2019)	Posting Intensity	Median Posting Duration
Bjc Healthcare	19 / 7	3:1	41 days
Easter Seals Midwest	16 / 6	3:1	56 days
Ogsystems, LLC	15 / 4	4:1	13 days
Francis Howell School District	7/3	2:1	14 days
Mantech International Corporation	21/3	7:1	68 days
St Louis Children's Hospital	11/3	4:1	41 days
Card	2/2	1:1	11 days
Mercy Healthcare	7 / 2	4:1	89 days
Pennsylvania Psychological Association	21/2	11:1	88 days
East St Louis School District 189	1 / 1	1:1	49 days

Top Cities Posting

City	Total/Unique (May 2018 - Apr 2019)	Posting Intensity	Median Posting Duration
St. Louis, MO	118 / 26	5:1	51 days
Saint Charles, MO	7/3	2:1	14 days
Springfield, IL	5 / 3	2:1	28 days
Bowling Green, MO	3 / 1	3:1	56 days
Bridgeton, MO	3 / 1	3:1	30 days
East Saint Louis, IL	1/1	1:1	49 days
Mount Vernon, IL	1/1	1:1	11 days
Normandy, MO	1/1	1:1	32 days
O'Fallon, IL	1/1	1:1	24 days
Troy, MO	2 / 1	2:1	56 days

Top Posted Occupations

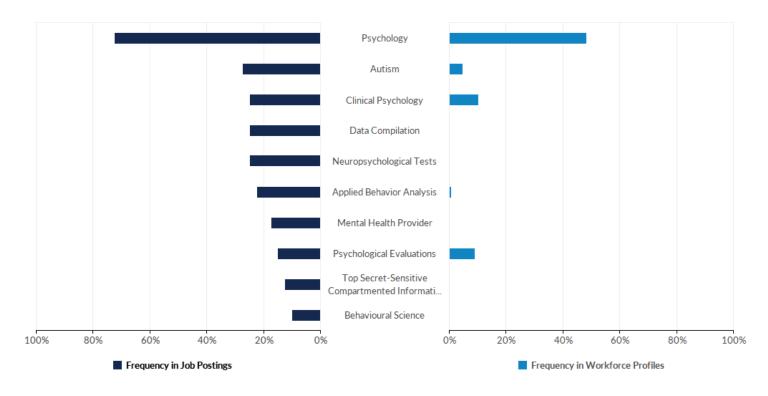
Occupation (SOC)	Total/Unique (May 2018 - Apr 2019)	Posting Intensity	Median Posting Duration
Clinical, Counseling, and School Psychologists	144 / 40	4:1	41 days

Top Posted Job Titles

Job Title	- Total/Unique (May 2018 Apr 2019)	Posting Intensity	Median Posting Duration
Psychologists (Life, Physical, and Social Science)	90 / 19	5:1	41 days
Applied Behavior Analysis (ABA) Therapists	10 / 5	2:1	56 days
Behavior Analysts	3 / 2	2:1	28 days
Certified Occupational Therapy Assistants (COTA)	7 / 2	4:1	52 days
Clinical Supervisors (Community and Social Service)	2 / 2	1:1	11 days
Data Entry Clerks	5 / 2	3:1	310 days
Behavior Specialists	1 / 1	1:1	49 days
Care Team Assistants (CTA)	5 / 1	5:1	408 days
Customer Service Representatives (Office and Administrative Support)	3 / 1	3:1	n/a
Health Information Management (HIM) Managers	3 / 1	3:1	30 days

Program Development & Review Relevant Skills

Top Hard Skills



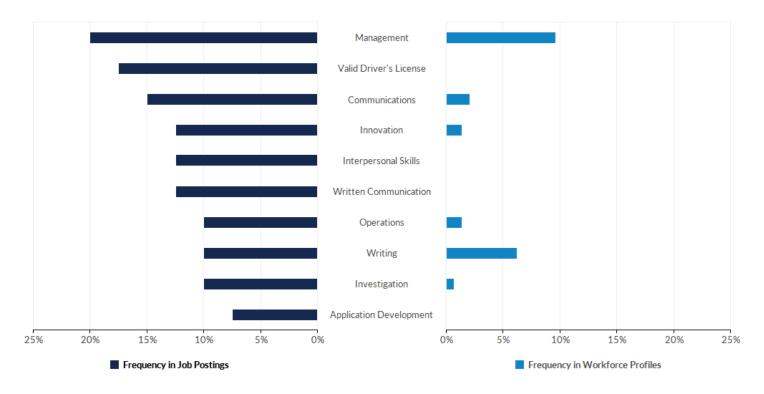
Skill	Frequency in Postings	Postings with Skill / Total Postings (May 2018 - Apr 2019)	Frequency in Profiles	Profiles with Skill / Total Profiles (2017 - 2019)
Psychology	73%	29 / 40	48%	70 / 145
Autism	28%	11 / 40	5%	7 / 145
Clinical Psychology	25%	10 / 40	10%	15 / 145
Data Compilation	25%	10 / 40	0%	0 / 145
Neuropsychological Tests	25%	10 / 40	0%	0 / 145
Applied Behavior Analysis	23%	9 / 40	1%	1 / 145
Mental Health Provider	18%	7 / 40	0%	0 / 145
Psychological Evaluations	15%	6 / 40	9%	13 / 145
Top Secret-Sensitive Compartmented Information (TS/SCI Clearance)	13%	5 / 40	0%	0 / 145
Behavioural Science	10%	4 / 40	0%	0 / 145

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.I Emsi Program Development & Review

Relevant Skills - Cont.

Top Common Skills



Frequency in Postings	Postings with Skill / Total Postings (May 2018 - Apr 2019)	Frequency in Profiles	Profiles with Skill / Total Profiles (2017 - 2019)
20%	8 / 40	10%	14 / 145
18%	7 / 40	0%	0 / 145
15%	6 / 40	2%	3 / 145
13%	5 / 40	1%	2 / 145
13%	5 / 40	0%	0 / 145
13%	5 / 40	0%	0 / 145
10%	4 / 40	1%	2 / 145
10%	4 / 40	6%	9 / 145
10%	4 / 40	1%	1 / 145
8%	3 / 40	0%	0 / 145
	in Postings 20% 18% 15% 13% 13% 13% 10% 10%	Frequency in Postings Postings (May 2018 - Apr 2019) 20% 8 / 40 18% 7 / 40 15% 6 / 40 13% 5 / 40 13% 5 / 40 13% 5 / 40 13% 4 / 40 10% 4 / 40	Frequency in PostingsPostings (May 2018 - Apr 2019)Frequency in Profiles20%8 / 4010%18%7 / 400%15%6 / 402%13%5 / 401%13%5 / 400%13%5 / 400%10%4 / 406%10%4 / 401%

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Relevant Skills - Cont.

Top Qualifications

Qualification	Postings with Qualification
Licensed Clinical Social Worker (LCSW)	2
Licensed Marriage And Family Therapist (LMFT)	2

Appendix A (Geographies)

Code	Description
17005	Bond County, IL
17013	Calhoun County, IL
17021	Christian County, IL
17027	Clinton County, IL
17051	Fayette County, IL
17061	Greene County, IL
17077	Jackson County, IL
17081	Jefferson County, IL
17083	Jersey County, IL
17117	Macoupin County, IL
17119	Madison County, IL
17121	Marion County, IL
17133	Monroe County, IL
17135	Montgomery County, IL
17137	Morgan County, IL
17145	Perry County, IL
17149	Pike County, IL
17157	Randolph County, IL
17163	St. Clair County, IL
17167	Sangamon County, IL
17171	Scott County, IL
17173	Shelby County, IL
17189	Washington County, IL
29071	Franklin County, MO

Appendix A (Geographies) - Cont.

Code	Description
29099	Jefferson County, MO
29113	Lincoln County, MO
29163	Pike County, MO
29183	St. Charles County, MO
29186	Ste. Genevieve County, MO
29187	St. Francois County, MO
29189	St. Louis County, MO
29219	Warren County, MO
29510	St. Louis City County, MO

Appendix B (Geographies)

Code	Description
17005	Bond County, IL
17013	Calhoun County, IL
17021	Christian County, IL
17027	Clinton County, IL
17051	Fayette County, IL
17061	Greene County, IL
17077	Jackson County, IL
17081	Jefferson County, IL
17083	Jersey County, IL
17117	Macoupin County, IL
17119	Madison County, IL
17121	Marion County, IL
17133	Monroe County, IL
17135	Montgomery County, IL
17137	Morgan County, IL
17145	Perry County, IL
17149	Pike County, IL
17157	Randolph County, IL
17163	St. Clair County, IL
17167	Sangamon County, IL
17171	Scott County, IL
17173	Shelby County, IL
17189	Washington County, IL
29071	Franklin County, MO

Appendix B (Geographies) - Cont.

Code	Description
29099	Jefferson County, MO
29113	Lincoln County, MO
29163	Pike County, MO
29183	St. Charles County, MO
29186	Ste. Genevieve County, MO
29187	St. Francois County, MO
29189	St. Louis County, MO
29219	Warren County, MO
29510	St. Louis City County, MO