

Journey



*Florida Institute
of Technology*

School of Psychology
School of Behavior Analysis

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*“Our research has
the greatest import
when it is translated
into practice ...”*

Mary Beth Kenkel, Ph.D.

The Many Applications of Psychological Research

Mary Beth Kenkel, Ph.D.

Dean, College of Psychology and Liberal Arts

One of my longtime favorite sayings in psychology was coined by George Miller back in 1969 as part of his APA Presidential speech. He said our duty as a discipline was to “give psychology away.” “Our responsibility is less to assume the role of experts and try to apply psychology ourselves than to give it away to the people who really need it—and that includes everyone.” Psychology has a good record of doing just that by putting its research and theories to use to improve the lives of individuals, the functioning of organizations and the welfare of societies. Psychology is not the only field that received that admonition. In 1931, as part of his presidential address to the American Historical Association, Carl Becker stated, “Research will be of little import except in so far as it is translated into common knowledge.”

These sentiments were the forerunners of efforts by many fields to bridge the gap between research and practice and to ensure that new discoveries and research findings actually reach the people for whom they are intended. Both of these pioneers tried to bring attention to the fact that our research has the greatest import when it is translated into practice or becomes known and used outside the small circle of like-minded researchers. The gap between research discoveries and practice improvements has been noted by many in psychology and other fields for many years. It is frequently stated that it takes an average of 17 years for medical research discoveries to produce change in clinical practice. Recently, more attention is being paid to how to effectively disseminate recent research discoveries to both general and targeted audiences and how to implement new discoveries and interventions into the practices of clinics, organizations, systems, etc. where they can lead to improvement. This

interest has led to the development of the field of Dissemination and Implementation (D&I) research—where dissemination research is the scientific study of targeted distribution of information, intervention and/or new discoveries to a specific audience with the intent of understanding how best to spread and sustain this new knowledge and implementation research is the scientific study of the use of strategies to adopt and integrate new interventions into clinical, organizational or community settings in order to effect beneficial outcomes.

This issue of *Journey* showcases many examples of our FIT psychology and behavioral analysis faculty and students closing the gap between research and practice through dissemination and implementation efforts. Our researchers are working with such diverse settings as the criminal court system, the U.S. military (Navy and Army), the Brevard County zoo, hospital emergency rooms, and other business and organizations to investigate how to improve their functioning and the welfare of their targeted populations. The research has immediate applicability for these settings. Faculty are also investigating how best to disseminate research findings to the people and organizations that can actually use them with the result of more effectively implementing new evidence-based practices, such as how to routinely screen very young children for autism. Enjoy learning how our faculty and students are improving the lives of many through their applied research and their dissemination efforts. They are having a broad reach.

I/O Psychology Conducts Meaningful Research, Increases Grant Funding

Lisa Steelman, Ph.D., Senior Associate Dean and Chair of the Industrial/Organizational Psychology Program

Faculty and students in the Industrial/Organizational (I/O) Psychology program are working on a number of federally funded research projects designed to increase knowledge and improve operations of U.S. military agencies, as well as enhance employee well-being. I/O graduate students participate in all the funded research projects allowing these students to gain valuable experience in the area of applied research design and implementation.

Faculty members Patrick Converse, Erin Richard and Jessica Wildman continue to work on an applied research contract with the Office of Naval Research. Seven I/O graduate students have contributed to the project since it began. The purpose of the project is to identify training needs and develop performance measures for Naval multi-team systems (MTSs). MTSs are large teams made up of several smaller, component teams that must work together toward a common goal. The researchers interviewed sailors and aviators in order to identify the knowledge, skills and attitudes that contribute to the success of MTSs in the Navy, and they are currently developing measures of team and MTS performance based on those interviews. The measures will be used to provide feedback to Fleet members during training, with the goal of maximizing warfighter readiness. Future plans are for the FIT team to design and conduct laboratory experiments that will further contribute to understanding of MTS processes and how best to train them.

Dr. Richard Griffith's research lab is working with the Army Research Institute to validate a measure of cross-cultural competence. The project team includes four I/O students. The measure will ultimately be used to select and train military and civilian personnel for overseas assignments—maximizing the U.S.'s effectiveness in operating in culturally complex environments. The research examines the extent to which the Cross-Cultural Competence Assessment System (3CAS) effectively assesses U.S. Army Special

Forces and Civil Affairs soldiers' cross-cultural competence. A unique aspect of this study is the ability to collect performance data in high-fidelity training simulations. These simulations, Robin Sage (for Special Forces) and Sluss-Tiller (for Civil Affairs), are designed to simulate realistic challenges soldiers often face while deployed. Additionally, the research explores practical considerations in terms of rater training and rating scale formats and materials.

Dr. Jessica Wildman's research team (which includes three I/O students) is also working with the Army Research Institute. The purpose of this project is to model and test a theory of trust development, violation and repair processes across cultures. Often, U.S. Armed Forces interact with individuals from other cultures without an understanding of what characteristics and behaviors those individuals consider trustworthy or untrustworthy. If U.S. Armed Forces are to build and sustain peace overseas and achieve mission success, there is a critical need to explore how other cultures approach the concept of trust. Trust deficits hamper the U.S. Army's ability to adapt quickly to dynamic missions and environments across a wide spectrum of cultures. Therefore, the goals of this research are to uncover the underlying mechanisms that define the experience of trust violation and repair universally across all cultures, and identify the value-driven differences across cultures in reactions to trust violations and repair strategies.

Dr. Zhiqing Zhou's research lab is working on a project funded by the National Institute for Occupational Safety and Health (NIOSH) and the University of South Florida. Two I/O students are also working on this project. The project explores causes and consequences of the conflict between the work and family domains. Dr. Zhou takes a novel approach



Naval aircraft carrier associated with the MTSs research.

to work-family conflict by separating it into four different factors. First, work and family can conflict because the amount of time one spends with either work or family does not allow adequate time for the other domain. Work-family conflict can also be a result of the energy one expends in one domain reducing the amount of energy available for the other domain. Third, stress in one domain can spill over and create stress in the other domain, increasing conflict. Finally, the behaviors required in one domain might be quite different than the behaviors required in the other domain, creating a tension. The study will follow employees over a period of several weeks to examine the causes and consequences of these various types of conflict between work and family life. This study will uncover information that organizations can use to help employees reduce the types of conflict they feel between their work and home life, leading to greater satisfaction and effectiveness on the job, greater personal well-being and greater retention.

Animal Behavior Research Expanding at Brevard Zoo

Darby Proctor, Ph.D., Professor, Psychology

Florida Tech is one of the few universities where students can get meaningful research experience in animal behavior at the undergraduate level. Our recent partnership with Brevard Zoo has greatly expanded these opportunities. Students who work in my lab not only have a chance to conduct research, but sometimes that research is of immediate benefit to the animal's psychological wellness. For example, we recently tracked how jaguars adapted as they moved into a newly built exhibit. We found a few areas that were either under- or over-utilized and made suggestions to the zoo about how to modify the exhibit. Thus, students are able to gain valuable experience and the data they collect contribute to current management decisions at the zoo.

Similarly, my students and I tracked spider monkey behavior during a nighttime Halloween event that took place outside of normal zoo hours. We found the event disturbed the monkeys' sleeping habits, but was likely no worse for them than it was for me and my students, who were a bit tired the next day. Two undergraduate students in my lab, Jennifer Kramer and Tyler Tower, presented a poster on this at the UCF-Palm Bay Undergraduate Psychology Conference in November 2016 and were awarded first place in the research division.

In addition to this line of research on animal wellness, we are also working on a number



Matilda, a ring-tailed lemur housed at Brevard Zoo, performs cognitive tests via a touchscreen computer.

of projects to test the cognitive abilities of nonhuman primates. The animals always have a choice about whether or not to participate in research, but most actively participate and seem to enjoy it. We have recently completed data collection testing the cooperative abilities of spider monkeys, and I am currently training ring-tailed lemurs how to use touchscreen computers. Once trained, we will be able to assess a number of different cognitive abilities using that interface.

One of our former undergraduates (now in the ABA master's program), Cassie Vergason,

is conducting a project on whether or not the spider monkeys at the zoo have full color vision. In similar monkey species, one of the sexes has full color vision and the other is color blind, making them an evolutionary anomaly. Cassie won a Psi Chi undergraduate research grant to explore this topic.

Over the coming years, I hope to increase the amount of cognitive testing and continue to assist the zoo with wellness-related questions.

Hybrid Program in the School of Behavior Analysis

Nicholas Weatherly, Ph.D., BCBA-D, Associate Professor, Behavior Analysis

The Master of Arts Program in Professional Behavior Analysis is a remote program with students and faculty located across a wide range of geographic locations. It is a "hybrid" degree program, in that part of the degree requirements include online courses and part of the requirements include in-person classes conducted at various remote locations. Students complete course work, a capstone project and practica in accordance with standards set forth by the Behavior Analyst Certification Board. We recently welcomed our first cohort of students from Abu Dhabi as part of a partnership between the M.A. in Professional Behavior Analysis and the New

England Center for Children. The students will be working both with U.S.-based FIT faculty and adjunct instructors in Abu Dhabi, providing an exciting opportunity to disseminate behavior analysis across the world and continue to expand Florida Tech's global impact.

The M.A. Professional Behavior Analysis is designed to produce competent science-based practitioners who are grounded in the basic principles of behavior, who approach problems in a conceptually systematic way tied to those basic principles, who will attain Board Certified Behavior Analysis (BCBA

certification, who adhere to best data-based and evidenced-based applied behavior analysis practices, and who will continue to inform their practice with current research findings. The program launched in 2013 and has grown to a current enrollment of approximately 170 students, with a team of seven full-time faculty members, one part-time faculty member, a program coordinator and two administrative assistants. Students and faculty are working in numerous areas of behavior analysis including human operants, autism treatment, relational-frame theory, organizational behavior management and instructional design to name a few.

Breaking the Cycle of Jailing the Mentally III

Julie Costopoulos, Ph.D., Associate Professor, Psychology

People with mental illnesses are three to ten times more likely to be arrested for nuisance offenses like loitering and trespass, and there are ten times more mentally ill in jails than hospitals (Torrey et al., 2014; Valdiserri, Carroll, & Hartl, 1986). Brevard's Mental Health Court (MHC) is helping to solve this problem. MHC is an alternative court that diverts defendants with a record of mental illness facing misdemeanor or non-violent third degree felony charges away from incarceration and into a supervised treatment program. Upon successful completion, criminal adjudication is withheld. But is it working? Published in the journal *Psychological Injury and Law*, Dr. Julie Costopoulos and doctoral student Bethany Wellman, with the help of many psychology students, demonstrated that re-offense rates are reduced as far out as three years after completing MHC. This was the first study to

examine the impact of a full criminal history on success after MHC, and to determine if benefits were sustained three years after release from the court. Brevard's MHC overcame the old adage that the best predictor of future behavior is past behavior. Prior criminal behavior, no matter how serious, was not a predictor of post-release recidivism; rather, completion of the MHC program significantly reduced recidivism. Even those who were dismissed from the MHC program benefitted. The longer they were in the program, the less severe their future offenses. MHC shields society from new offenses and the financial burden of incarceration while helping the mentally ill.

This study is one way psychology is supporting evidence-based treatment of defendants with mental illnesses in the criminal justice system. Disseminating psychological research to the

criminal justice system can be challenging. Estimates are as high as 17 years from research to implementation (Morris, Wooding, & Grant, 2011). However, this study was conducted in partnership with the Court, State Attorney, Public Defender, and primary treatment provider Circles of Care. Collaborative research greatly increases the probability of integration into policy, which can significantly impact the community. The outpatient treatment utilized by MHC is a significant cost savings over incarceration and inpatient treatment. It reduces jail overcrowding and helps participants find support to live independently and successfully while getting treatment. Despite this, there are only 300 mental health courts in the country, and seven states have none at all. Research has demonstrated it—jail doesn't reduce re-offending by those with mental illness, treatment does.

Costopoulos, J. S. & Wellman, B. L. (2017) The effectiveness of one Mental Health Court: Overcoming criminal history. *Psychological Injury and Law*, 10(3), 254-263.

Morris, Z. S., Wooding, S., & Grant, J. (2011). The answer is 17 years, what is the question: understanding time lags in translational research. *Journal of the Royal Society of Medicine*, 104(12), 510-520.

Torrey, E. F., Zdanowicz, M. T., Kennard, A. D., Lamb, H. R., Eslinger, D. F., Biasotti, M. C., & Fuller, D. A. (2014). The treatment of persons with mental illness in prisons and jails: A state survey. Treatment Advocacy Center.

Valdiserri, E. V., Carroll, K. R., & Hartl, A. J. (1986). A study of offenses committed by psychotic inmates in a county jail. *Psychiatric Services*, 37(2), 163-166.

Autism Research and Treatment: Advances in Telemedicine and Telehealth

Boyd Mark, MBA, Director of Telehealth, The Scott Center for Autism Treatment

When Dr. T. Dwayne McCay became president of the university, he outlined several areas of excellence that were to be developed over the next several years. Included in that list was The Scott Center for Autism Treatment. With a \$750,000 gift from Ed and Cheryl Scott—who made the initial gift to establish the center—The Scott Center will be using technology in new ways to overcome obstacles to treatment. Boyd Mark, The Scott Center's director of Telehealth, agrees with the need to expand Scott Center services, all the while in accordance with Florida Tech's policy of "High Tech with a Human Touch."

Increases in autism spectrum disorder (ASD) incidence rates, long wait lists, geographic barriers and financial concerns have all been serious obstacles to treatment for children with ASD. Expanding The Scott Center's mission of research, service and training to include the virtual environment will help increase access to services and resources to individuals without

proximity to the physical Central Florida facility. In doing so, The Scott Center also provides a unique opportunity for students to learn to be providers in telehealth and telemedicine, which has been experiencing steady growth for several years.

As a result of the Scott's gift, The Scott Center has begun implementing a three-phase program in order to implement telemedicine and telehealth service. The first phase, implemented in 2016, involved creating the AutismAdvisor.org website, which provides over 100 free online videos and resources for many topics pertinent to families of children with autism. The current phase two focuses on the delivery of telemedicine services. From diagnosis and assessment to applied behavior analysis therapeutic sessions, The Scott Center aims to connect families in need with qualified providers—or in some cases, to connect providers with remote supervisors. The next

phase looks forward to providing online tools for therapists around the world.

Florida Tech is unique in its ability to adapt to the recent growth in telemedicine and telehealth—with the help of other departments at the university, The Scott Center has access to a secure web infrastructure that is able to maintain HIPAA compliance throughout the process. Mr. Mark also points out how fortunate the College of Psychology and Liberal Arts is to have had our own Dean Mary Beth Kenkel advocate for distance-based services for many years. With his background in software product development and business strategies, Mr. Mark expressed his gratitude for his ability to work in such a meaningful field and attributed much of Florida Tech's advances in telemedicine and telehealth to Dean Kenkel's leadership and vision throughout her career of pushing the boundaries of rural medicine.

Updates in Organizational Behavior Management

Nicole Gravina, Ph.D., Assistant Professor, Behavior Analysis

Recently, behavior analysis has gained recognition for its applications for individuals with autism or other developmental disabilities. Organizational behavior management (OBM) is an area of study based in behavior analysis that aims to improve the performance of staff in health-care based organizations. Often, the focus of OBM is on organizations that provide behavior analysis services to developmentally disabled individuals. However, Florida Tech is considered on the cutting edge by expanding OBM work to include health care in a more general medical sense. Many exciting projects have been taking place by Florida Tech students themselves, several of which are described below.

For example, one student working in a local emergency room was able to significantly decrease the amount of time patients spent between admittance to the receipt of the first doctor's orders. In order to do so, the student helped automate orders for the

10 most common reasons for emergency room visits. For example, the same sets of medical tests are typically ordered when people come in complaining of abdominal pain, regardless of which doctor they see. Therefore, under the automated system, nurses could immediately place the order rather than waiting for a physician to see the patient. The estimated savings as a result of this project was \$135,000 per year. Faculty and students have also been working at local hospitals to improve performance in areas such as emergency room wait times, nurse rounds, and performance and service quality in behavioral health clinics.

Another student conducted a study aimed at reducing patient falls. In the process, the student completed a comprehensive assessment and discovered that a contributing variable was patients refusing fall precautions. As a result, the student was able to recommend some strategies to reduce refusal and impact the incidence of patient falls.

Additionally, faculty members Dr. David Kelly and Dr. Nicole Gravina have recently had a manuscript accepted to the *Journal of Organizational Behavior Management*. The article discusses OBM in health care—more specifically, how funding has changed in the field based on meeting metrics in four areas. These four areas are as follows: clinical processes of care (e.g., hospital-acquired infections), patient experience of care (e.g., communication with nurses), outcomes (e.g., 30-day mortality rates), and efficiency (e.g., hospital readmission rates). The article further recommends ways in which OBM can help hospital leaders improve their hospital's performance on these metrics. The citation for this study is as follows:

Kelly III, D. P. & Gravina, N. (In press). A paradigm shift in healthcare: An open door for OBM. *Journal of Organizational Behavior Management*.

Impactful Advancements and Developments in the Screening for Autism

Michael E. Kelley, Ph.D., BCBA-D, Executive Director of The Scott Center for Autism Treatment and Professor, Behavior Analysis

The Scott Center for Autism Treatment provides diagnostic evaluations, assessments and interventions for individuals at risk for or diagnosed with autism. One major barrier to getting access to services for autism is obtaining access to a diagnostic evaluation. Diagnostic evaluations are often underutilized for a variety of reasons. We have developed a strategy for making an impactful change in the way children are screened for autism risk, and then to provide the much-needed subsequent access to information, education and diagnostic evaluations.

The American Academy of Pediatrics (AAP) recommends that all children get screened for autism on a specific schedule that aligns with their expected developmental milestones. These screenings usually occur a few times per year at early ages. However, recent research (Bethell et al., 2011) found that



Michael E. Kelley, Ph.D., BCBA-D

only 19.5% of children aged 10–71 months had received a screening in the past 12 months, while the AAP recommends that all children should have received such a screening.

The Scott Center is launching the "Screen our Kids" initiative (www.ScreenOurKids.org). This website will provide parents, caregivers and professionals with access to a state-of-the-art screener. Once filled

out, the parent, caregiver or professional will get feedback about the risk for autism and will be provided with access to the Autism Advisor website (www.AutismAdvisor.org), which includes information and education about autism. Finally, the parent, caregiver or professional will have the opportunity to get access to a professional to answer all of their questions and to initiate services, if required and requested. The Scott Center will provide information and education about what steps to take next, whom to contact and what to expect. Parents, caregivers and professionals can simply utilize the free content on the

website, or they may choose to obtain a diagnostic evaluation and assessment via our telemedicine program.

The Scott Center for Autism Treatment is dedicated to empowering parents, caregivers and professionals to be educated about autism. We endeavor to reach beyond the "brick and mortar" programs here on Florida Tech's campus so that we can make a worldwide, positive impact on those affected by autism.

Psychology and Technology Concentration

Katrina Ellis, Ph.D., Assistant Professor, Psychology

Exciting changes are coming to the undergraduate psychology department thanks to the development of a new concentration in Psychology and Technology. Dr. Katrina Ellis, the driving force behind the new undergraduate concentration, describes the new concentration as an intersection of psychology and engineering. The core principle?

Ensuring that humans and machines are able to work efficiently and effectively together, in harmony.

The developing concentration brings together the fields of engineering, computer science and psychology to form a discipline known as applied cognitive science. Known by many names, you may have heard of this field referred to as engineering psychology or human factors—all different names to refer to the study of how humans interact with the technology in their worlds. The field has existed since the World War II-era, but is still growing and developing as time goes on. What do we know? Many major companies employ a research and design team to test the efficiency and intuitiveness of their designs—which is where this new concentration comes into play. Where does



Katrina Ellis, Ph.D.

the psychology come in? The key to applied cognitive science is keeping the person in mind during the design process, Dr. Ellis says. It is imperative to work within norms of human expectation for their technology and to ensure safe and human-friendly tech is developed. Technology is meant to be an asset to humans, not a struggle—and students in the Psychology

and Technology concentration will help assure that it is. The key to the Psychology and Technology concentration is bringing the university's motto of "High Tech with a Human Touch" to life, and doing so in a big way.

Graduates of this concentration, says Dr. Ellis, will be positioned well to move into industry or seek a graduate education. This concentration will be one of few in the country to provide undergraduates with specialized training in the area of Psychology and Technology. Even more unique are the multiple "tracks" planned for the concentration which will allow students to choose from several areas of applied cognitive science to focus on in their studies. Graduates will get the chance to involve themselves directly with the iterative design process and the ensuing cycle of change that

ensures the readiness of technology for the market. The field is continuing to grow, and job demand remains steady for this area.

Dr. Ellis describes her experiences and education as the basis for her spearheading this project. After taking a philosophy class in her undergraduate years, she wanted to find a way to bridge the gap between the worlds of psychology and engineering. The results found her changing her career goals from engineer to applied cognitive scientist, in order to help her embrace the "shades of gray" that often go unnoticed in the design process.

So, what will the concentration look like? Students can look forward to unique course work involving classes outside of the classic psychology core. This would include introductions to engineering, focused course work in human cognition and practical applications in app design or Human-Machine Interaction. The concentration not only brings together a conglomerate of classes unlike what traditional psychology students are exposed to, it will also bring together the university through collaboration among departments. The Psychology and Technology concentration has a bright future and will be a strong link between the "high tech" and "human touch" sides of Florida Tech.

Integrated Care Project Awarded \$347K in Second Year Funding

Kristi S. Van Sickle, Psy.D., Project Director

After a highly successful first grant year, the Clinical Psychology Doctoral (Psy.D.) program received \$347,422 for the second year of its Integrated Behavioral Healthcare Training Project from the U.S. Health Resources Services Administration (HRSA) Bureau of Health Workforce. Florida Tech's project is part of the Graduate Psychology Education (GPE) Program, the only federal program dedicated solely to the education and training of doctoral-level psychologists. GPE funds the training and placement of psychology trainees working in medical settings with underserved populations (more than 60% of the grant award funds student stipends), in addition to interprofessional training for partner agencies. FIT is one of only 30 GPE grantees in 2017, and the only grantee in the state of Florida.

During the first grant year, a diverse cohort of 13 clinical psychology doctoral students received grant-funded practica training (\$12,500 stipend per student per semester for a maximum of two semesters), and seven new students will be starting as of January 2018. The majority are trained within clinics of the Brevard Health Alliance (BHA), Brevard County's only Federally Qualified Health Center (FQHC) and NCQA Level 3 Patient Centered Medical Home serving the underserved and uninsured. Two additional practicum slots are available at Parrish Medical Group—Titusville, a NCQA Level 3 Patient Centered Medical Home located in a Medically Underserved Area and HRSA Primary Care Shortage Area. In both settings, students work as primary care team members and collaborate closely with physicians, nurse practitioners, medical assistants, psychologists and psychiatrists. Students at Parrish Medical Group are also involved in plan development, service provision and outcome evaluation of a targeted diabetes management program.

The interprofessional education funded by the grant in year two has already included two motivational interviewing seminars offered for community organizations. Motivational interviewing is a guiding method of counseling used to elicit and strengthen a person's own motivation for



Clinical psychology doctoral students attending the 2017 American Psychological Association Convention in Washington, D.C. Pictured left to right: Lauren DiLullo, Tatiana Vallejo-Luces, Emily Crochet, Kristi Van Sickle, Ph.D., Taylor Anderson, Gabriela Gonzalez, Lisa Stewart, Miranda Spain

change. In September 2017, a seminar titled "Motivational Interviewing to Enhance Patient Medical Adherence" was presented to interprofessional members of Parrish Medical Center's Wound Care team, including physicians, RNs and hyperbaric technicians. In the months to come, Psy.D. student trainers will shadow seminar participants' interactions with specific non-adherent patients and provide feedback and suggestions about their interactions.

In October 2017, motivational interviewing training for use with patients with substance use disorders was offered to an interprofessional group of Circles of Care mental health professionals that included psychiatrists, psychologists, mental health counselors and social workers.

Finally, for the second consecutive year, funded students enjoyed opportunities for training from and networking with other integrated care experts at various conferences. These included the American Psychological Association Convention in Washington, D.C. in August 2017, and the Collaborative Family Healthcare Association (CFHA) conference in Houston, Texas in October 2017, where Stephen Lupe, now on internship at UF Health Science Center in Gainesville, presented a poster reflecting his unique experiences as an integrated primary care psychology trainee.

2017–18 Clinical Psychology Psy.D. Internship Placements

Alexa Barnett—

Florida State Hospital, Chattahoochee, FL

Jack Bartel—

University of Miami/Jackson Memorial Hospital, Miami, FL

Colette Beetz—

Federal Correctional Institute, Forth Worth, TX

Nicole Biondoletti—

North Florida/South Georgia VA Health System, Gainesville, FL

Eugenia Milroy Boozer—

Tuscaloosa VA Medical Center, Tuscaloosa, AL

Karly Branch—

University of Central Florida Counseling & Psych, Orlando, FL

Natasha Brown—

Family Service & Guidance Center, Topeka, KS

Diana Davis—

University of Kentucky Counseling Center, Lexington, KY

Ellen Kaye Durham—

Miami-Dade County Community Action and Human Services, Miami, FL

Jennifer Heath—

Gulf Coast Veterans Healthcare System, Biolxi, MS

Alyssa Johnson—

Federal Correctional Complex, Terre Haute, IN

Stephen Lupe—

University of Florida Health Science Center, Gainesville, FL

Maria Christina Mandina—

Central Arkansas Veterans Healthcare System, Little Rock, AR

Victoria McGrady—

Mental Health Center of Florida, Ft. Lauderdale, FL

Mary Katherine Miller—

Henry Ford Health Sciences Center, Detroit, MI

Priyanka Parikh—

Alaska VA Healthcare System, Anchorage, AK

Thomas Recine—

VA Hudson Valley Healthcare System, Montrose, NY

Mara Rowcliffe—

Malcom Grow Medical Clinical & Surgery Center (USAF), Joint Base Andrews, MD

Katherine Schmieder—

University of Rochester – Psychiatry, Rochester, NY

Anna Brenner Shuman—

James A. Haley Veterans Hospital, Tampa, FL

Saloni Taneja—

Johns Hopkins University, Baltimore, MD

APA Recognizes Alumna Apryl Alexander for Research Contributions and Early Career Accomplishments

Julie Costopoulos, Ph.D., Associate Professor, Psychology

We are extremely proud of the accomplishments of our 2012 graduate from the Clinical Psy.D. program, Dr. Apryl Alexander. Dr. Alexander received the 2017 Early Career Achievement Award from the American Psychological Association (APA). The award was presented to 10 "rising stars, with great leadership under their belts and tremendous promise to change psychology for the better." One of the ways Apryl is changing psychology for the better is through her research and practice in the field of child maltreatment. She has published eight studies in the field of trauma, child maltreatment and poly-victimization, as well as numerous book chapters and presentations. She is also the 2017 recipient of Early Career Award for Outstanding Contributions to Research/ Practice in the Field of Maltreatment from Division 37 of APA. Dr. Alexander has continued her research and clinical work since her days at FIT's Family Learning Program (FLP) in the area of interpersonal violence and trauma-informed care, and has peer-reviewed publications in *Child Maltreatment*, *Sexual Abuse*, *Journal of Sexual Aggression* and *Journal of Child Sexual Abuse*. Her work extends into other exciting areas as well, presenting with two students at Denver Comic Con on problematic themes of hyper-masculinity, stereotypical



Apryl Alexander, Psy.D.

behavior of minority groups, over-sexualization and emphasis on traditional gender roles in comics. This year Dr. Alexander also testified before the Senate State, Veterans, and Military Affairs Committee at the Colorado state Capitol regarding a bill prohibiting "conversion therapy" with minors.

During her time at FIT, Apryl was involved in sex offender treatment, managing risk at the jail practicum, providing outpatient substance abuse treatment and assisted faculty with evaluations regarding competency and capital punishment. She was the associate director of the FLP. In 2011, she received the Elizabeth B. Wolf Outstanding Clinical Student Award. After leaving campus, she interned at Patton State Hospital, the largest maximum-security forensic psychiatric hospital in the U.S. Following graduation, she took a position on the faculty of Auburn University's Ph.D. program in clinical psychology, supervising an Alabama Department of Youth Services (DYS) residential placement for adjudicated juveniles. She is currently a clinical assistant professor at the University of Denver's Graduate School of Professional Psychology. When asked for one piece of

advice for current students she said, "Gain experiences that push you out of your comfort zone. You will grow tremendously from it!"

Diversity Committee Updates

**Nicole Murray, Clinical Psychology Psy.D Student 3rd Year;
Darby Proctor, Chair, Diversity Committee**

The School of Psychology's Diversity Committee has taken an active role in promoting awareness and discussion of diversity in its many forms. Over the past year, the Diversity Committee organized colloquia presentations featuring topics of "Overcoming Xenophobia" and "'R.E.S.P.E.C.T... Humanity.'" During the celebration of Florida Tech's 2017 International Festival, a display featuring various games from around the world were showcased. This was a popular display and visitors even taught us some games! In order to provide a platform of comfort and unity for the campus community in the harsh political climate, "Hold Hands Across Florida Tech" was conceptualized by the Diversity Committee, who then assisted in the implementation of the event in partnership with Florida Tech administrators. The president of the university Dr. T. Dwayne McCay and one of the committee's own members and chief diversity officer, Joni Oglesby, spoke words of diversity appreciation and support. The event greatly moved those who attended. The Diversity Committee continues in its mission to foster togetherness while celebrating diversity of people and thoughts this year by participating again in the International Festival in February 2018, as well as presenting another colloquium on dialogs with people of differing political ideologies in October. Readers are encouraged to attend these events and engage in the global discussion and recognition of our individuality, commonality and unity as people.



Florida Tech students, Robert Cook and Saloni Taneja, and others play games from around the world at the International Festival. The gaming station was sponsored by the School of Psychology Diversity Committee.

New Faculty in 2016 and 2017

Lauren Beaulieu, Ph.D., BCBA-D Associate Professor, Behavior Analysis

Dr. Beaulieu is based at our main campus and currently works across all School of Behavior Analysis programs. Her duties include a leadership role in academic effectiveness and compliance with accreditation standards. Dr. Beaulieu earned her M.S. in Applied Behavior Analysis (ABA) from Florida Institute of Technology, completed a post-master's internship at the Johns Hopkins University School of Medicine's Kennedy Krieger Institute and earned her Ph.D. in Behavior Analysis from Western New England University. Dr. Beaulieu comes to us from Regis College in Weston, Massachusetts, where she founded and directed their M.S. program in Applied Behavior Analysis for the past five years. Prior to that, she had a faculty appointment at the University of Massachusetts Lowell's M.S. in Autism Spectrum Disorders program. Dr. Beaulieu has been a practitioner and researcher in behavior analysis for more than 15 years across a variety of settings including schools, clients' homes, residential psychiatric hospitals and group homes with individuals diagnosed with and without disabilities. She conducts research on improving compliance with young children and training parents to implement behavior analytic procedures. Her research has been recognized by the Berkshire Association for Behavior Analysis and Therapy. Lauren has served on the editorial board of the *Journal of Applied Behavior Analysis*.



Lauren Beaulieu

Victoria M. Follette, Ph.D. Professor/Chair, Clinical Psychology Psy.D. Program

Dr. Follette was born and raised in Southern California and was trained as a registered nurse in Los Angeles. She moved to Seattle and went on to study clinical psychology at the University of Washington, where she earned her master's degree. Dr. Follette then moved to Memphis, Tennessee, where she completed her Ph.D. at the University of Memphis and her internship at the Memphis Veterans Affairs Medical Center (VAMC). She worked in a number of positions in the psychology department at the University of Nevada, Reno. Dr. Follette moved to Melbourne in 2016 in order to be a part of the wonderful psychology program at FIT. Her research and clinical work have centered on third wave cognitive-behavioral treatments for psychological trauma, with a specific focus on adult survivors of child abuse. Her work has investigated the effectiveness of Acceptance and Commitment Therapy for trauma victims, as she works with clients who have experienced a range of traumas, including sexual abuse, domestic violence, rape and combat. Recently, Dr. Follette has added survivors of hurricanes to her list of interest areas! She also works in behavioral health with a real focus on the integration of psychologists into the health care system. She has written a number of books and peer-reviewed articles in these areas and loves incorporating students into her research and clinical work. Dr. Follette moved here with her dog, Juno, and two cats. None of them have adapted to the thunderstorms and hurricanes that are a part of Florida life. She would love to hear from local psychologists who are interested in the program or who can teach her to train her dog.



Victoria Follette

Vida Lynn Tyc, Ph.D. Professor, Clinical Psychology

Dr. Tyc received her Ph.D. in Clinical Psychology from the State University of New York (Binghamton) in 1989 and has since had a long and distinguished career as a pediatric psychologist providing care to children and their families affected by medical conditions and researching health behavior problems in pediatric populations. Most recently, Dr. Tyc was a professor in the Department of Pediatrics at the University of South Florida. From 1989–2013, she served as a licensed psychologist and faculty member at St. Jude Children's Research Hospital in Memphis providing ambulatory and inpatient consultation, evaluation and therapy to children facing complex biopsychosocial conditions. She has established a nationally recognized, National Institutes of Health (NIH) funded research program in disease prevention attitudes and behaviors among medically at-risk children and their families with a particular emphasis on smoking prevention and reduction of secondhand smoke exposure. Additionally, Dr. Tyc has developed and conducted health behavior protocols and multi-site clinical trials through National Cancer Institute (NCI) and National Institute of Health (NIH)/National Institute on Drug Abuse (NIDA) funded research. She has published over 80 peer-reviewed manuscripts in the area of pediatric health care and behavioral health and is a Fellow of the American Psychological Association and the Society of Pediatric Psychology.



Vida Tyc

Nicholas Weatherly, Ph.D., BCBA-D Associate Professor, Behavior Analysis

Dr. Nicholas Weatherly is an associate professor in the School of Behavior Analysis and chair of the Master of Arts program in Professional Behavior Analysis. Prior to joining Florida Tech, Dr. Weatherly was a management consultant with Aubrey Daniels International, where he led their instructional systems projects and consulted in numerous areas of business and industry including manufacturing, energy, banking, health insurance and clinical services. His areas of teaching, research and practice focus on developing sustainable business solutions, coaching systems, organizational assessments and training systems. Dr. Weatherly moved to Melbourne in May of 2017 from Michigan with his wife Allison, his daughter Emma, their dog and two cats. He enjoys fishing, hunting, running and playing the guitar.



Nicholas Weatherly

Day of Giving on November 28: Participation Matters

Florida Tech's third annual Day of Giving will take place on "Giving Tuesday," Nov. 28, 2017. All alumni are being encouraged to make a gift to the university in any amount on that day in order to increase our percentage of alumni donors. The colleges directly benefit from this drive, with the proceeds helping with programming, scholarships, research and so much more. Last year, thanks to the support of more than 70 alumni and friends of the School of Psychology and the College of Psychology and Liberal Arts, CoPLA finished second in the College Competition,

earning a bonus of \$12,000! We want to dramatically increase that number of donors this year. So mark your calendar for Nov. 28 and ask your network of alumni friends to do the same. Maybe a quick email or a Facebook post ... just something to motivate Psychology alumni to give.

And check FIT's Facebook for shareable posts all month long! Remember—it's not the amount of the gift, it's the participation that counts. So make sure you are counted as a supporter of the School of Psychology and School of Behavior Analysis.

Online giving on Nov. 28:

<http://dayofgiving.fit.edu>



#ParticipationMatters

Join us for our 10-Year Anniversary

Florida Institute of Technology
The Scott Center
for Autism Treatment

Saturday, February 17, 2018
The Shah Residence
7–10 p.m.

Evening of Hope X Sponsorship

An Evening of Hope is the annual fundraising gala to help support The Scott Center and to raise much needed scholarship/subsidy money. Sponsorships are available ranging from \$500–\$15,000. In return for sponsorship,

donors are given a corresponding number of tickets to attend the event.

Now headed into its 10th year, An Evening of Hope has become a much anticipated community event, with each year showcasing

a different location. An Evening of Hope X will be held at the Shah Residence in Merritt Island. Please join us in celebrating 10 years of support for The Scott Center for Autism Treatment and the families it serves.

For more information, please visit:

<https://www.thescottcenter.org/events/evening-hope-x>

An Evening of Hope X



Our Children Are Precious



You could win a **ROLEX**

Proceeds to benefit



Florida Institute of Technology

The Scott Center
for Autism Treatment



Rolex Oyster Perpetual GMT-MASTER II

40mm, 904L stainless steel, rotatable black ceramic bezel, black dial with 24-hour hand and independently adjustable 12-hour hand, Oysterlock bracelet.

Valued at: **\$8,450**

\$25 per raffle
ticket*

AVAILABLE AT:

**The Scott Center for
Autism Treatment**

Kempf's Jewelers

Or online at:

<http://payments.thescottcenter.org/eoh>

DRAWING TO BE HELD:

Saturday, Feb. 24, 2018, 1 p.m.
Kempf's Jewelers, 336 Fifth Ave., Indialantic

Donated by

Kempf's

Designers of Original Jewelry
www.kempfs.com
Indialantic, FL

ABOUT THE SCOTT CENTER:

The Scott Center for Autism Treatment opened in 2009 to provide research, training and service for persons with ASD and their families. The multidisciplinary treatment services offered focus on implementing research-based practice, partnering with schools and families, and collaborating with other professionals in a world-class facility.



Florida Institute of Technology

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Where are they now?

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

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

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

Please renew my support for the coming year.

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

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

Please make check payable to FIT School of Psychology Endowment Fund and return with this renewal invoice in the enclosed envelope, or mail to:
FIT School of Psychology, 150 W. University Blvd., Melbourne, FL 32901.

I wish to charge my gift.

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

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Inside this Issue

Applications of Psychology Research	1
I/O Psychology Research/Grant Funding.....	2
Animal Behavior Research at Brevard Zoo	3
ABA Hybrid Program	3
Breaking the Cycle of Jailing the Mentally Ill.....	4
Advances in Telemedicine and Telehealth	4
Organizational Behavior Management	5
Advancements in the Screening for Autism.....	5
Psychology and Technology Concentration.....	6
Integrated Care Project Second Year Funding....	7
Psy.D. Internship Placements	7
Alexander Recognized for Accomplishments.....	8
Diversity Committee Updates.....	8
New Faculty	9
Day of Giving: Participation Matters.....	10
Evening of Hope X Sponsorship	10



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