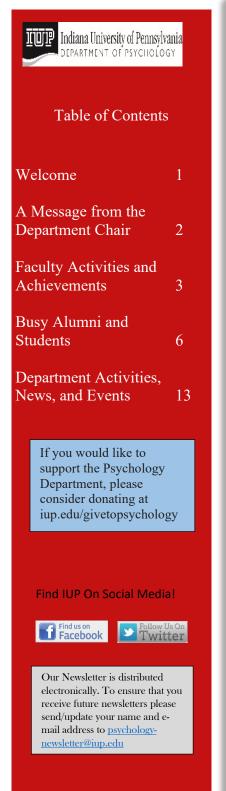
Psychology

Newsletter



IUP Department of Psychology Newsletter

Summer 2023, Issue 5





WELCOME!

Welcome to the fifth issue of the IUP Psychology Department Newsletter! We are very proud of all the accomplishments this department has experienced in the past academic year. Please enjoy reading about the Department and its various activities and accolades during the 2022-2023 academic year. We hope this newsletter achieves two primary goals: (a) provide an update of what has happened this past year; and (b) provide a mechanism to connect with alumni and others currently or previously affiliated with the Psychology Department and former Educational and School Psychology Department.

You will find information about faculty, student, and alumni activities and achievements in this newsletter. The stories showcase the diversity of psychology and our department. We are always interested in expanding the Newsletter to include varied topics of interest. If you have information and/or ideas about what to include in future Newsletters, please let us know. Send us information about what you are doing. Email us with any feedback, information, ideas, or questions at psychology-newsletter@iup.edu

Stay safe and healthy!

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A Message from the Department Chair



Welcome back to another installment of our Psychology Department newsletter! The academic year 2022-2023 was a great one for our students and faculty. I would say that the theme of this academic year was Community Building. We were thrilled to be able to safely return to fully in-person classes and events; the department felt renewed energy from being in person again. Additionally, we spent the summer of 2022 moving the School Psychology faculty, students, and facilities to Uhler Hall to finalize our departmental merger from the summer of 2021, so we are all in the same building for the first time!

This renewed energy is certainly felt when looking at the long list of accomplishments from our faculty, students, and alumni from the past year. We hope that you take the time to read all the good news about the awards, publications, and presentations of our departmental community. We also supported the moves of a few faculty members into new chapters in their careers. Dr. Pearl Berman fully transitioned into her retirement from IUP after two years of phased retirement. We miss her presence in the department but are thrilled that she is continuing the work of the National Partnership to End Interpersonal Violence. Drs. Anthony and Jennifer Perillo also moved into new positions at the University of New Mexico to further their career goals and be closer to family. We wish them the best in their new positions.

In addition to the accomplishments highlighted in our newsletter, our departmental community hosted several successful events to bring together our students and faculty, along with the greater IUP and Indiana communities. We held a Psychology Colloquium in December, the 8th annual Psychology Day in May, a workshop on microaggressions followed by a presentation on intersectionality from Dr. Byron Brooks in March, and a soup sale sponsored by the PsyD Graduate Student Organization to benefit the Dave LaPorte Memorial Fund in November.

It is quite satisfying to see the results of our hard work and rewarding to recognize the benefits that come to our students because of that hard work. We appreciate your continued support of our department and look forward to hearing from you and seeing you again soon. Please mark May 3, 2024 on your calendar and plan to join us on our 9th annual Psychology Day!

Faculty Activities and Achievements

During Research Appreciation Week, Dr. Anson Long was selected as the 2023 Dean's

Outstanding Researcher for the College of Health and Human Services. She was officially honored at the reception on April 3rd by Dean Gaiko. Dr. Long earned this accomplishment based on the quality and significance of her research to the field, as well as her mentorship of student researchers. Her research focuses on feeling alone in one's experiences with her most recent publication entitled, "Existential Isolation and the Struggle for Belief Validation" published in *British Journal of Social Psychology*. Dr. Long currently focuses on contributing factors to heightened levels of existential isolation and its consequences on psychological health.



Additionally, she is chairing seven dissertations and conducting research with three undergraduate honors students. Congratulations on this well-deserved accomplishment!

Dr. Pearl Berman presented on, "*Intimate Partner Violence in Later Life: Building Resilience and* Recovery" on June 13, 2023. This webinar focused on building resilience and recovery for victims experiencing intimate partner violence (IVP) later in life. Three patterns have been



identified based on the timing of when violence enters the victim's life. These patterns include IPV grown old, dysfunctional relationships under stress, and violence from a new partner. Three clinical cases were used to illustrate these three dynamic patterns and how they influence barriers to intervention and strategies for building resilience and recovery into intervention plans. All proceeds for registration were donated to the National partnership to End Interpersonal Violence Across the Lifespan.

Drs. Jenna Hennessy and Mark McGowan co-authored a chapter titled Assessment of

Intellectual Disabilities (ID) and Comorbid Disorders in Children (Editor J. L. Matson; Springer). This chapter provided an overview of an assessment of the multimethod, multisource approach that is typically employed when completing a comprehensive of children and adolescents with an intellectual disability (ID) who may present with comorbid disorders. Current diagnostic practice guidelines emphasize the importance of assessing intellectual ability





and adaptive functioning to establish a diagnosis of ID, while also taking into consideration possible comorbid

mental, emotional, and behavioral disorders. Their chapter reviews assessment measures used to evaluate cognitive, adaptive, social, emotional, and behavioral functioning in youth suspected of having an intellectual disability. Attention is given to the modifications and adaptations that may need to be considered when assessing youth with comorbid conditions.

Dr. Krystof Kaniasty had several paper publications throughout 2022 and 2023. He coauthored an article, *Stressful Events and Posttraumatic Stress Symptoms Mediate the Relationship Between Disaster Exposure and Identity-Related Distress in Emerging Adults*, published in the *Journal of American College Health*. The multi-university, multi-disaster study examined the impact of natural disaster exposure on identity-related distress through life stressors and posttraumatic stress symptoms (PTSS). Disaster exposure

impacted identity-related distress concurrently and longitudinally through increasing life stressors since disaster and PTSS.

Dr. Kaniasty also co-authored a chapter titled Social Support Mobilization and Deterioration Following Disasters Resulting from Natural and Human-Induced Hazards in the book Pandemics, Major Incidents and Mental Health. This contained a review of empirical literature that investigated postdisaster social support dynamics from the perspective of two leading theoretical frameworks: mobilization of



received social support model and perceived social support deterioration deterrence model.

Another co-authored article was written entitled *COVID-19: Why Do People Refuse Vaccination? The Role of Social Identities and Conspiracy Beliefs: Evidence from Nationwide Samples of Polish Adults* published in *Vaccines*. Two studies focused on COVID-19 vaccine hesitancy and examined how different forms of social identity (defensive vs. secure national identity and identification with all humanity) and conspiracy beliefs are associated with willingness to received COVID-19 vaccine. The willingness to vaccinate against COVID-19 was negatively linked to national narcissism, but positively related to a secure national identification and identification with all humanity.

Dr. Kaniasty also co-authored an article titled *Disaster Survivors' Perceptions of Received Social Support: Outcome, Delivery, and Provider All Matter* published in the *Journal of Disaster Risk Reduction.* This qualitative study explored factors that may account for variations in survivors' perceptions of received social support. The results indicated that features of support outcomes, delivery, and support providers all played key roles in shaping survivors' perceptions of received social support.

Lastly, Dr. Kaniasty co-authored an article entitled *How Does Parenthood Moderate Paths Between Personal and Community Resources and Distress Following Collective Trauma?* published in the *Journal of Child and Family*. The study examined the role of parenthood in associations between personal and community resources and well-being following collective exposure to security threats. Among parents, trauma exposure was associated with lower mastery, which in turn, was associated with higher levels of distress, However, trust in local leaders was associated with lower levels of psychological distress.

Dr. Timothy Runge received three externally-funded contracts. The first funded project was for the 15th annual program evaluation of the Pennsylvania Department of Education's installment of School-Wide Positive Behavioral Interventions and Supports (SWPBIS) initiative in over 1,100 schools across the commonwealth. This project was a collaboration with **Dr. Mark Staszkiewicz**

(IUP Professor Emerita) and funded four graduate student workers: Kaitlyn Mazor, Amber Ulrich, Casey Hoover, and Caitlyn Pike. Their work culminated in one comprehensive program evaluation report and an executive summary, with additional contributions by EdS in School Psychology student, Zachary Ulisse. This research team also shared their work at a variety of conferences throughout the 2022-2023 academic year, reviewed in later sections of this newsletter. Dr. Runge also co-presented earlier SWPBIS program evaluation results with IUP alumni Sadie Breon and Tyler Myers at the December 2022 PAPBS conference.



Dr. Runge's two additional extramural funding awards were received from the United States Substance Abuse and Mental Health Services Administration in partnership with the Central Susquehanna Intermediate Unit 16 and Commonwealth University of Pennsylvania (CUP), Bloomsburg. Both were collaborations with CUP professor of special education Timothy Knoster and focus on suicide prevention and mental health awareness training for educators and community members.

Dr. Runge also co-presented a session at the December 2023 PAPBS conference on the integration of SWPBIS and academic Multi-Tiered Systems of Support with local public school district employees, **Dr. Angela McMasters (IUP School Psychology Alumni)** and Kelly Underwood.

Lastly, Dr. Runge published a peer-reviewed article on the identification of specific learning disabilities in *Learning Disabilities Quarterly* with two DEd in School Psychology alumni, **Drs. Drew Hunter** and **Michael Boneshefski** and **Dr. Joseph Kovaleski (IUP Professor Emerita)**. Dr. Runge also co-authored two books. The first, published by Guilford Press and written with **Dr. Joseph Kovaleski**, Amanda VanDerHeyden, Perry Zirkel, and Edward Shapiro, was titled *The RTI Approach to Evaluating Learning Disabilities* (2nd ed.). The second, published by Routledge and co-authored with IUP DEd in School Psychology alumni, **Drs. Nikole Hollins-Sims** and **Erica Kaurudar**, is titled *Creating Equitable Practices in PBIS: Growing a Positive School Climate for Sustainable Outcomes*. This work has resulted in numerous virtual book study series at both the state and national level.

Busy Alumni and Students

Alumni Accomplishments

Dr. Nikole Hollins-Sims (IUP DEd in School Psychology Alumna) was voted as Pennsylvania's 2021 School Psychologist of the Year (SPOTY). The SPOTY award was recognized at the 2022 Association of School Psychologists of Pennsylvania conference in State College, PA. The following is a summary of Dr. Hollins-Sims' contributions, reprinted with permission from the Association of School Psychologists of Pennsylvania's *InSight* newsletter.

Special Assistant to the Secretary Dr. Nikole Hollins-Sims was recognized as the Association of School Psychologists of Pennsylvania (ASPP) 2021 School Psychologist of the Year. Dr. Hollins-Sims is an extraordinary school psychologist whose advocacy work impacts on social justice and equity across the Commonwealth and nationally.

In the beginning of her career, Dr. Hollins-Sims worked as a school psychologist in the Harrisburg and Susquehanna Township School Districts. After 9 years of practicing as a school psychologist, Dr. Hollins- Sims emerged as a state-level leader in her role as an educational



consultant for the Pennsylvania Training and Technical Assistant Network (PaTTAN) before becoming the Special Assistant to the Secretary at the Pennsylvania Department of Education. Throughout her career, Dr. Hollins-Sims has become a champion for positive behavior supports and enhancing equitable practices in school systems. Dr. Hollins-Sims has worked tirelessly to advocate for systems-level practices that enhance student outcomes, including multi-tiered systems of support and family engagement, with the goal of increasing graduation rates, decreasing drop-out rates, and improving school climate. Throughout all her professional endeavors, Dr. Hollins-Sims works to address systemic inequities in education.

In 2017, she helped develop the PA Equity Inclusion Toolkit to provide resources and strategies for schools in Pennsylvania to address bias and discrimination. Advancing her efforts to enhance social justice and equity, in 2020, Dr. Hollins-Sims established the Pennsylvania Department of Education's Equitable Practices Hub to provide easily accessible resources to school personnel to conduct an equity audit and subsequently action plan for enhanced equitable practices.

Dr. Hollins-Sims is highly regarded throughout the Commonwealth and nationally as an expert and advocate for equity, inclusion, and belonging. Most recently, Dr. Hollins-Sims was awarded the inaugural Emerging Professional Award for Outstanding Commitment to Anti-Racism in School Psychology by Division 16 of the American Psychological Association. Throughout her work, Dr. Hollins-Sims has fought for access and opportunity for all students, and she is an outstanding model of the way in which school psychologists can position themselves to make a meaningful impact on children, families, schools, and communities **Alisha Hall** is an IUP Educational and School Psychology student who completed her internship within the Indiana Area School District in 2022-2023. Alisha has wasted no time diving into the field and is already making a difference!



The beginning of the year started off with a lack of excitement until the superintendent urgently approached the district's team about aligning their threat assessment procedures to the updated guidance of their current procedures by the Pennsylvania Commission on Crime and Delinquency (PCCD).

Alisha states "Threat assessment is difficult to plan for due to arising unique circumstances, it can often be complex. Protocol procedures with associated resources can assist individuals and teams with doing all the investigative elements needed more efficiently and effectively.

For direct and imminent threats, time can be a critical factor." To help update the current procedure, Alisha and her co-intern were able to create a guide of related elements that could assist teams throughout the procedure. After revision, they presented their work to administration and were given the green light to train staff. They presented their new protocol to the PCCD resulting in the PCCD adopting the protocol for use in other districts in Pennsylvania. Alisha excels in challenging endeavors. She was tasked with combining the model the district previously had in place with new instruction that satisfied several desired elements. She used common themes that were presented between the two to guide her in the right direction. Alisha's favorite part of the process was knowing she was proactively making changes within the district that would benefit students, teachers, and administrators.

One major obstacle Alisha recalls was not having background knowledge and experience of how the past practice functioned and how it looked like within the district. Another challenge was writing the protocol in a way that allowed individuals of all levels of experience regarding threat assessment to comprehend and utilize it efficiently. Alisha ran a tabletop scenario with a team from the district to revise the protocol based on flaws and insights gained from the meeting. The protocol will continue to evolve as flaws and scenarios arise.

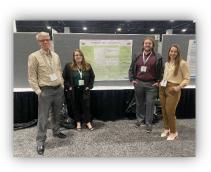
Alisha thanks the professors at IUP for preparing her for this role by teaching all the different domains in the field of school psychology. Alisha is eternally grateful for her graduate assistantship at D2A2 for teaching her how to assist students beyond just teaching and coaching. (Written by IUP School Psychology students, **Tyra Paisley** and **Sarah Huck**)

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Student Publications and Presentations

Dr. Timothy Runge worked with students **Katie Mazor, Casey Hoover**, and **Amber Ulrich** all currently in the Educational and School Psychology EdS program, on presenting their research on School-Wide Positive Behavior Intervention and Supports (SWPBIS) and driver education. They investigated how to increase seat belt use and decrease cell phone use while driving for novice drivers and passengers. Their findings can assist in determining the trajectory of driver education in public schools implementing tier one SWPBIS. The project also helped to increase awareness about how SWPBIS and driver education can help students become safer drivers. The research team traveled to present their poster by attending the November 2022 ASPP Conference in State College, PA; December 2022 PAPBS Implementers' Forum in Hershey, PA; and at the 2023 National Association of School Psychologists Conference in Denver, CO!



Amber Ulrich, Casey Hoover, and Katie Mazor conducted research with Dr. Timothy Runge and attended the 2023 NASP in Denver, CO to present their research on School-Wide Positive Behavior Intervention and Supports (SWPBIS). The three graduate students all currently enrolled in the Educational and School Psychology EdS program compared equity in discipline for schools implementing versus not implementing SWPBIS. Past research has consistently shown that exclusionary discipline practices are disproportionately used with minoritized groups such as students with disabilities or

students belonging to racial minority groups. Their study aimed to show the effects of SWPBIS in decreasing the disproportionate use of office discipline referrals by race.

Graduating undergraduate student **Sean Bennett** is completing his Psychology Honors Program thesis on how people's adverse childhood experiences (ACEs) and social dominance orientation impact their perceptions of questionable police tactics such as planting evidence. Sean received monetary support for this project from the American Psychology-Law Society, IUP's Graduate School and Psi Chi, the International Honor Society in Psychology. Sean will be presenting this research at the department's Psychology Day event.

Graduating undergraduate student **Olivia Rager** is completing her Psychology Honors Program thesis on how suspect racial stereotypicality impacts perceptions of police use of force and will be presenting this work at the department's Psychology Day event. Olivia will be attending IUP's Clinical Mental Health Counseling Masters program after she graduates.

Dr. Jennifer Perillo (former IUP faculty), Dr. Meg Reardon, Rochelle Skyes (IUP PsyD in Clinical Psychology alumna), and **Sean Bennet (IUP undergraduate student)** published a paper on the impacts of dehumanization of Black boys and girls within police interactions. This paper was published in a special issue of *Law and Human Behavior* that focuses on racial justice in the criminal justice and legal systems.

Sean Bennett presented portions of this work at the annual meeting of the American Psychology-Law Society this past March in Philadelphia, PA. Paper presented at the American Psychology-Law Society Conference, Philadelphia, PA.

Undergraduate Student Awards

Lauren Croyle has maintained the Dean's list since the Fall 2021 semester and clearly sets her education as the top priority. She is a member of our Psychology Honors program and is currently working with **Dr. Anson Long** on her honors thesis, which is titled, "Examining I-Sharing as a First Step in Forming Friendships." She intends on completing her honors thesis next semester and hopes to present her research during the next Psychology Day. Lauren is double minoring in Sociology and Child and Adult Advocacy Studies. She is also a member of the American Psychological Association. She plans on interning at Penn Highlands DuBois Behavioral Health Unit in Summer 2023 to gain experience in Clinical Psychology, which she plans to pursue for graduate school at the doctoral level. When she can fit it in, she works at a creamery back home and enjoys spending time with family and friends outdoors.



Jacob Drexler has also maintained the Dean's list since the Fall 2021 semester and is also a member of our Psychology Honors Program. He is minoring in Human Resource Management. Jacob is currently working with **Dr. William Meil** on his honors thesis, which is titled, "The Relationship Between Executive Function as Measured by the Frontal Lobe Systems Behavior Scale (FrSBE) on Positive Life Outcomes." He intends to complete this project next semester. Jacob is involved in many leadership positions on campus. He is a Campus Tour Guide, the President of Phi Eta Sigma, an IUP Ambassador, a Psychology Department tutor, and the Captain and Recruiting

Chair of the IUP Ultimate Frisbee Team. It is no surprise that Jacob was also the recipient of the Emerging Leader award.

Kara Haim is a Cooks Honors College Student who also maintained the Dean's lis

Kara Heim is a Cooks Honors College Student who also maintained the Dean's list since the Fall 2021 semester. Kara is minoring in Women's and Gender Studies and will complete her

undergraduate degree in just 3 years. Kara is a resident assistant on campus and is involved in a few music ensembles. She has performed with the IUP University Chorus and is the President of IUP's student-led a cappella group, the Crimson Chords. Kara had the opportunity to study abroad in Paris, France last summer for her honors experiential trip. Her plans for this summer are to work at a summer camp to gain some experience for her future goal of entering a Counseling Psychology graduate program.

All three of these students are so very deserving of this scholarship for outstanding academic excellence. Let's all congratulate them on their hard work at IUP.

Psychology Students Have Strong Showing During IUP Research Appreciate Week

April 3-7, 2023 was Research Appreciation Week at IUP, a week-long celebration that included awards ceremonies, receptions, scholarly presentations, and professional development opportunities to support student, staff, and faculty research. One of the many activities highlighting research was the STEM Women's Summit held on Monday, April 3rd at Kovalchick Convention and Athletic Complex. Graduate students Meghna Babu and Julie Bullock (Dr. Lisa



Newell, Advisor) presented their poster "Social Media Use in Early Adulthood and the Impact of Past Parental Mediation Practices" at that event.

On April 5th, the annual IUP Scholars' Forum was held for students to present posters, threeminute theses, and other creative works. Maghna Babu and Julia Bullock received the College of Health and Human Services' Dean's Award for best graduate oral presentation, "Social Media Use in Early Adulthood and the Impact of Past Parental Mediation Practices." Undergraduate student **Christina Horst (Dr. Tara Johnson**, Advisor) received the College of Health and Human Services' Dean's Award for their oral presentation, "*Examining Forgiveness and Reconciliation Among Estranged Adult Children.*" Undergraduate students **Riley Morrison**, **Hannah Culp, Emma Romberger**, and **Sophia Redmon (Dr. Mark Palumbo**, Advisor) won the College of Health and Human Services' Outstanding Poster for their work, "Perceptions and Cognitive Ability." Congratulations to all our student award winners!

Psi Chi/Psychology Club

Psi Chi is the International Honors Society in Psychology. IUP's chapter of Psi Chi also functions as our Psychology Club. We aim to make the content of our meetings relevant to a broad audience and welcome everyone to attend meetings (whether or not students are official members).



This year's Psychology Club's meetings covered a variety of topics. **Dr**. **William Meil** provided information on practicum and several current and former practicum students answered questions and shared their experiences. Staff from the Career and Professional Development Center discussed how to prepare a resume and CV, and representatives from IUP Wellness Coaching provided a presentation on self-care. These informational meetings were interspersed with opportunities for students to interact with each other and take a break from studying, including having craft nights where attendees made their own stress balls and colored fall themed coloring pages, having a visit from the therapy dogs, and watching an empowering film for International Women's Day. We also engaged in activities to support the community such as holding a food drive for the IUP Food Pantry and making holiday cards for a children's hospital.

Psi Chi inducted fifteen new members into the honor society this year. To be eligible students need to be a Psychology major or minor, have an overall GPA of 3.3 or higher and a Psychology GPA of 3.0 or higher. Congratulations to our new members!

We are always interested in hearing from alumni! If you would like to talk with current students about job opportunities, career trajectories, advice on life after college, or any topics/issues of interest, please email the Psi Chi Faculty Advisor, **Dr. Stephanie Davis**, at sdavis@iup.edu. If you are not local, we can always have you chat with us via Zoom.



Psi Chi Induction Ceremony March 22, 2023

From left to right: Tyler Swanson, Rachel Snyder, Sandra Shanshala, Emily Richards, Taylor Smallwood, Darcy Mossholder, Trinity Miller, Brendan McGurgan, Kylie Krantz, Kyle Dovidio, Olivia Durand (Vice President), Symia, Taimuty Loomis. Front row: Danielle Manning (Social Media Chair), Morgan Zagorski (President). Not present: Kayla Dawes, Katelyn Rayba, Haley Ross

Honors Program

Every January, **Dr. Tara Johnson** (coordinator) invites Sophomore Psychology undergraduates to apply to the Honors Program in Psychology, and they are selected in March. The honors program is a 4-semester rigorous program that consists of two semesters of independent research and two honors seminar courses. The new class is strong with an average overall GPA of a 3.80 and includes Hannah Culp, Angie Davis, Alivia Lelii, Brendan McGurgan, Emily Richards, and Symia Taimuty-Loomis. These students will begin their honors thesis research in the Fall 2023 semester with the support of a Psychology faculty member.

Many honors students presented their research ideas to the department during either the **Psychology Colloquium** in December or during **Psychology Day** in April, and they will complete their honors theses during the Fall 2023 semester. These students and their faculty advisors include:

- **Bensinger, Kelcie (Dr. Lynanne Black)**: *Effects of the Covid-19 Pandemic: Understanding Early Childhood Educators' Well-being in Indiana County.*
- Lauren Croyle (Dr. Anson Long): Examining I-Sharing as a First Step in Forming Friendship.
- Jacob Drexler (Dr. William Meil): The Relationship Between Executive Function as Measured by the Frontal Lobe Systems Behavior Scale (FrSBE) on Positive Life Outcomes.
- Meghan Grill (Dr. Tara Johnson): Negative Mental Health Outcomes in Emerging Adults Estranged from a Parent.
- Erika Jackson (Dr. Timothy Runge): Does Active Perspective Taking Reduce Office Discipline Referrals?
- Sophia Johnson (Dr. Laurie Roehrich): Effect of Body Image and Eating Habit Vignettes on Math Task.
- Morgan McNaught (Dr. Anson Long): Expanding our Self-Views: Examining a Writing Intervention to Reduce Self-Objectification.
- **Taylor Smallwood (Dr. William Farrell)**: The Effect of Phosphene Characteristics on the Perception of Letters Designed to Stimulate Prosthetic Vision.
- Joshua Stover (Dr. Anson Long): Examining Autistic Traits and Developmental Stages as Predictors of Existential Isolation.

Many of the honors students graduated in December or are graduating in May or August. They presented their completed research during either the Psychology Colloquium in December or during Psychology Day in April. These students were recognized during the Psychology Department's Graduation Ceremony. These students and their faculty advisors include:

- Nicole Bakaitis (Dr. Mark McGowan): The Prevalence and Fatality Rate of School Shootings Across Rural, Suburban, and Urban Communities
- Sean Bennett (Drs. Jennifer Perillo & Margaret Reardon): Exploring the Relationship between Children Maltreatment, Social Dominance Orientation, and Support for Police Use of Power

- Hannah Burtner (Dr. Mark Palumbo): Cognitive Ability and Perceptions
- Madysen Hall (Drs. Anthony Perillo & Laurie Roehrich): Prodromal Symptoms of Bipolar Disorder and Borderline Personality Disorder: Impact of Sexual Abuse History on Clinical Impressions.
- Christina Horst (Dr. Tara Johnson): Understanding the Roles of Forgiveness and Reconciliation Among Estranged Adult Children
- Riley Morrison (Dr. Mark Palumbo): Perceptions and Cognitive Ability
- Olivia Rager (Drs. Jennifer Perillo & Margaret Reardon): Examining the Influence of Racial Stereotypicality on the Relationship Between Digust and Dehumanization in Predicting Jurors' Capital Sentencing Decisions
- Summer Skillen (Drs. Maureen McHugh & Laurie Roehrich): Romantic Beliefs and Femininity Ideology in Relation to Viewing The Bachelor
- Isabel Valle (Drs. Anthony Perillo & Margaret Reardon): Perceptions of Masked Referral to Combat Adversarial Allegiance in the Courtroom: A Survey of Attorneys
- Jacob Walko (Dr. Jenna Hennessey): Exploratory Factor Analysis of the Wraml-2 with Academically At-Risk Students

Congratulations to the many accomplishments of our Psychology Honors students and their faculty mentors! Several of them presented their research locally and nationally, earned awards, won scholarships, and published manuscripts! Many thanks to the mentors for their guidance and to Dr. Johnson for coordinating this program.

Department Activities, News, and Events

An Honor to Drs. Anthony and Jennifer Perillo Submitted by Drs. Laura Knight and Meg Reardon

Dr. Anthony Perillo left the Psychology Department at IUP last August to take a position at the University of New Mexico, where he is the training director for their Forensic Psychology



Postdoctoral Fellowship. Dr. Perillo joined the Psychology Department at IUP in 2016 and quickly distinguished himself as an all-star educator who genuinely cares about student success and was invested in his students as individuals. He is an award-winning student advisor, having received the 2020 Academic Advising and Mentoring Award from the Center for Teaching Excellence, the 2021-202222 Outstanding Academic Advisement Award for the College of Health and Human Services, and the 2021 Early Career Teaching and Mentoring Award from the American Psychology-Law Society (Division 41 of APA). The

latter award honors recipients for outstanding teaching and mentoring in the field of psychology and law. Dr. Perillo's approach to teaching and mentoring followed a pedagogy of kindness, prioritizing compassion for student needs, and he approached his work at IUP striving to offer students an instructor and mentor they could respect and trust.

Dr. Perillo excelled in his teaching of graduate courses in the Clinical Psychology Doctoral Program (Psy.D. Program), where he taught core courses in assessment and psychopathology and an elective in his specialty of forensic psychology. Dr. Perillo also made a substantial contribution to the development of many of our student researchers and had a well-developed research program that involved students at both graduate and undergraduate levels. Drs. Anthony and Jennifer Perillo were awarded over \$300,000 in grant funding by the National Science Foundation for support of their project, entitled "Understanding the Cognitive Factors and Legal Processes of Expert Opinions." This grant is evidence that experts in the field recognized the value of Dr. Perillo's work, and this work has the potential to improve many aspects of forensic service delivery. The field is fortunate that Dr. Perillo will continue his research at the University of New Mexico.

Dr. Jennifer Perillo took a job as Assistant Professor at the University of New Mexico Health Sciences Center School of Medicine in August 2022, where she can focus almost exclusively on research. In her time at IUP (2016-2022) Dr. Perillo was instrumental to the undergraduate program within the Psychology Department where she taught research design and analysis courses, social psychology, the honors seminar, and forensic psychology. She also taught one of the research design courses and history of psychology for the PsyD program. Dr. Perillo was a key contributor to the development of the new curriculum within the undergraduate program, particularly regarding the revision and re-



sequencing of the research methods and statistics courses. A proponent of transparency and accountability within research, Dr. Perillo advocated for the use of study pre-registration and the use of open-access sources. As such, Dr. Perillo initiated the use of jamovi, an open-source statistical software as a replacement for SPSS within the undergraduate research courses. The use of open-access resources whenever possible is one example of Dr. Perillo's consideration of student needs and circumstances. As another example, Dr. Perillo utilized a project-based learning approach in her research design and analysis course in lieu of more traditional assessments, such as exams, to provide fair and equitable assessment for students attending face-to-face and online. Dr. Perillo was a champion of equitable, inclusive, and student-centered practices within her teaching and throughout her work at the university more broadly.

Dr. Perillo was a strong research presence within the department. She had active research programs in multiple areas within the field of legal psychology such as plea bargaining, hindsight bias in clinical decision making, pre-trial publicity, and the effects of dehumanization on perceptions of force and trial outcomes. During her time at IUP Dr. Perillo published two book chapters, five journal articles, and presented 15 presentations at national conferences, 10 of which included student authors. Dr. Perillo also had a strong track record of obtaining funding for her work. She was awarded funding numerous times at both local and national levels, including a National Science Foundation grant for over \$300,000 with co-investigator Dr. Anthony Perillo. Dr. Jennifer Perillo is active within her discipline, taking leadership roles within the American Psychology-Law Society and editorial and review responsibilities for various journals. Within all her many and varied roles in academia she served as a mentor and role model for undergraduate and graduate students. While at IUP she mentored approximately 25 students (including chairing four undergraduate Honors Projects and one dissertation) on various research

projects and mentored three graduate students as student reviewers in her role as Consulting Editor for *Law and Human Behavior*. Dr. Perillo has continued to work closely with these students even after leaving IUP.

Dr. Jennifer Perillo was well known by students and colleagues alike for her support of students both inside and outside the classroom. She is also known for her Halloween costumes, baking fancy cakes, and making her own cheese. She and Dr. Anthony Perillo (along with dog Cotto) regularly opened up their home for departmental gatherings and were a big part of the feeling of community within the Psychology Department.

IUP and the Psychology Department wish Drs. Anthony and Jennifer Perillo success in their next professional endeavors.

Faculty Retirement

Dr. Pearl Berman Submitted by Dr. Pearl Berman

Pearl Berman, Ph.D. started her career in IUP Psychology department in 1986. She was brought into the department to help Dr. Dick Magee further develop the newly created specialty in Family Therapy. At this time, this family therapy work collaborated vigorously with the

Educational Psychology program which also had faculty interested in family therapy, as well as child and adolescent assessment. The move to Uhler Hall, and changes in faculty in Educational Psychology, ended the most active collaborations with Psychology as the physical distance led to less in-person meetings. Dr. Berman helped with all aspects of the doctoral program, including participating in its first American Psychological Association (APA) accreditation site visit. Dr. Magee ran his family clinic with a heavy emphasis on marital treatment. Dr. Berman's role was to have her clinic provide family treatment for mandated cases of Child Abuse and Neglect paid for by Children and



Youth Services. Her clinic also provided concurrent groups for women, children, and teens, through a grant from a now defunct, human services program that helped women and their children who had left violent partners. Together, Pearl and Dick expanded the reputation of the Center for Applied Psychology (CAP) within Indiana County so that three days of family clinic were needed for direct services. In addition, she supported Dr. Magee in developing and implementing countywide conferences to support interagency collaborations. CAP faculty served as the presenters and one conference on ethics, when working with violent families was turned into a book that was published by turned the presentations that were offered at one of these trainings to be a book that was published by Wiley Press in 1997 and was titled *Ethical and Legal Issues in Professional Practice with Families*.

Dr. Berman actively worked at finding a solution to the problem of prioritizing her teaching, while also conducting scholarship she found meaningful. She actively integrated training in the warning signs of violence and strategies for dealing with cases of violence into her undergraduate and graduate courses as appropriate for the experience of her students. For

example, in general psychology she taught all her students how to recognize the warning signs of violence across the lifespan and how to make reports to ChildLine, the police, and Child Protective Services. For her doctoral students training within the family clinic, she trained students in carrying through complex psychological evaluations including child sexual abuse, and child physical abuse cases that involved court testimony. She also involved doctoral students in learning how to carry out individual, group, and family therapy of cases involving complex abuse and/or trauma.

Dr. Berman always served as an instructor for both the undergraduate and graduate curricula; she is proud of how responsive she was to needs within the department that were brought on by retirement and severe illness. Over the course of her 37- year teaching career, this led her to developing 20 different courses. The last course she developed before retirement was for Psychology's new curriculum, the core course of Development. COVID led her to learn, first on the fly, and then through extensive study, how to teach her skill building courses over Zoom. IUP had undergone many changes as Dr. Berman began preparing for her retirement. There were pressures on the faculty to write more grants, but trying to find time to teach effectively and write grants was extremely difficult. It was in her last five years at IUP that she learned how to write effective grants during IUP's. She felt that as an older faculty member, who was under less pressure to complete research and whose children were now adults, she had relatively more time than her younger colleagues. She participated in the Principal Investigator Mentorship Academy program and received mentorship from Dr. Jacqueline White at the University of North Carolina, Chapel Hill on how to develop an effective proposal. As a result of this participation, she submitted one grant and one letter of interest in 2019 that were unfunded. She didn't give up.

In the Spring of 2021, she received a CVPR grant from Pennsylvania for \$228,421. As primary investigator she completed 85% of the work on the grant proposal and my colleague Dr. Garg completed 15%. She also coauthored one grant with Victor Vieth, JD for \$2.25 million dollars to the Templeton Foundation. She did 30% of the work for this grant and Mr. Vieth completed 70%. This grant was not funded. Dr. Berman worked hard to serve as a mentor for students and younger colleagues. She involved many of them in research, publications, and participation in conferences. As a result of this work, she received the Child Advocacy Studies Award (CAST) from the Zero Abuse Project at the National Child Advocacy Studies Conference (2020). In honor of my development of elder abuse curricula and mentorship of colleagues in the development of elder abuse materials, she received the Rosalie S. Wolf Memorial Elder Abuse Prevention Award at the 24th International Conference on Violence Abuse and Trauma Across the Lifespan (2020). Her clinical work with cases of violence, and her administrative expertise in working with National Partnership to End Interpersonal Violence (NPEIV) and the Zero-Abuse Project led her to being named the Pennsylvania Coordinator for Child First PA, a forensic training program for court personnel, police officers and Child Protective Service Workers.

Dr. Berman has been a member of four professional organizations including the Academy on Violence and Abuse, the American Psychological Association, the American Professional Society on the Abuse of Children, and the NPEIV Across the Lifespan. Her involvement with NPEIV has been the most intensive, including her holding the position of President of the association for two-years, and Past President for two years. This position has involved her in direct work with national and international colleagues through daily emails, and monthly through

zoom meetings on projects to prevent interpersonal violence. Dr. Berman always knew that she was not an administrator. In fact, while doing clinical work, she had changed jobs several times to avoid being made a director rather than a service provider. However, as a senior faculty member she recognized the need to provide administrative service to the department. She gave seven years of intensive service in support of the Psychology Department, and the Kopchick College of National Sciences and Mathematics. This included four years as Assistant Chair followed by three years as Chair of the department. She maintained an active role in the Clinical Training Committee (CTC) as well as on many subcommittees of the CTC that support the doctoral program until her last few years in the department. The CTC requires extensive work including writing questions for, and grading, comprehensive examinations twice a year within our doctoral program, serving on doctoral project committees, and clinical proficiency committees. She served as a peer evaluator for her colleagues and assisted in the recruitment of new graduate students. She was very active in recruitment committees for three positions that were filled. She supported new alumni by completing letters of reference so they could attain licensure or post-doctoral positions.

In support of the Center for Applied Psychology, she maintained clinical licensure despite not having her own practice after 1988. This required her to attain 30 continuing education credits every two years. This licensure was critical to the accreditation of the doctoral program and supervision of doctoral students. She worked hard as the Chair of the department to help them complete their most recent Fifth-Year Review and Inspire Evaluations. Dr. Berman presented extensively at professional venues during her tenure at IUP. This included 28 international, 30 national, and 40 regional presentations. For a professional audience, Pearl has published 13 books (some are new editions of older books), 10 chapters in edited books, 13 research articles, 4 newsletters, and one special edition of a professional journal. For a lay audience, Pearl has developed one blog, a YouTube Channel, and a TikTok Channel. All these venues for a lay audience were intended to help them understand the complex context of interpersonal violence, recognition of the warning signs of violence across the lifespan, and take action to either further educate themselves, or be activists within their communities to end interpersonal violence. Dr. Berman plans to continue with this work in retirement and expand it further.

If you would like to support the Psychology Department, please consider donating to the Psychology Department Enhancement Fund, which is used for academic events and awards. Please go to iup.edu/givetopsychology

Please contact us! We would love to hear from you! <u>psychology-newsletter@iup.edu</u> Or contact the Department Chair, Dr. Lisa Newell: <u>lisa.newell@iup.edu</u>

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