Dr. Joe McFall Joins Psychology

Dr. Joe McFall is Psychology’s newest faculty member, joining the department in Fall 2012. His specialization in cognitive development makes a significant contribution to the Psychology program. He teaches a wide range of courses, including this year’s offerings of Research Methods, Cognitive Development, Child Psychology, and Psychology of Adulthood. Dr. McFall is an alumnus of the Psychology Department at SUNY Fredonia, having earned his B.A. in Psychology in 2005.

He pursued graduate work at West Virginia University where he earned his M.S. and Ph.D. in Life-Span Developmental Psychology. His dissertation addressed the topic of “Effectiveness of Strategies for Solving Everyday Problems during Early and Later Adulthood.” He comes to us with publications in The International Journal of Aging and Human Development, Psychotherapy Research, Psychology and Aging, Psychological Science, Clinical Psychology Review, and Journal of Nervous and Mental Disease. He is already working with independent study students this fall on research projects related to normative decision-making biases.

Natives of Western New York, Joe and his spouse, Lisa, are happy to be back in the area. They enjoy participating in music groups in their spare time, attending trivia night at Wing City, and making periodic day trips to visit their families.
More than four decades teaching at SUNY – Fredonia, where did the time go? After retiring this year I thought I would take a few moments to reflect upon the “Fredonia Experience.” First and foremost, it is all about the students. What a great collection of young adults I have had the privilege to serve over the four decades. And yes, we, the faculty, do serve you even though the student probably doesn’t perceive it that way.

My memories of the first decade include settling into a new – small community, establishing a career agenda (which constantly changed), developing a physiological psychology laboratory and meeting my future wife who swept me off my feet. I’d like to focus here on the laboratory.

The physiological psychological laboratory was a very special place. Each semester 8 to 12 students participated in ongoing research leading to their own research project. Most of those students spent 3 or 4 semesters involved in the experience. Each semester they learned research skills including equipment programming and use, surgical techniques, teamwork and responsibility. Each week they participated in a research oriented seminar where all the current projects were discussed and evaluated. Other issues involved in research were also topics of the weekly seminar such as: ethics in research, funding, time management and the like. Many of these students spent in excess of 25 hours a week in the lab. During that time a SA (student association) approved and funded club was even established by the students, the Physiological Psychology Club. Many students working in the lab presented papers at professional conferences, published their findings, and won local research awards. A number went on to graduate programs and one, after earning her PhD, published a textbook in Physiological Psychology. What a great experience the lab was for those involved including me!
The memories I have of you during my second and third decades are dominated by the TAs (teaching assistants). These students were responsible for teaching the 1 credit hour optional laboratory that complimented the Introduction to Psychology class. Again, a “Fredonia Experience” that affected many psychology majors. During this time, 6 to 8 students per semester were part of the program. Each week we would meet to learn the material to be taught in the lab class. The TAs were responsible for their 2 sections of the lab. With faculty supervision and tutoring the TAs conducted the lab, led the subsequent discussion of the material and graded the lab papers. It was so exhilarating to watch many of the TAs blossom. It was not uncommon for the TAs to start the semester with little self-confidence and petrified to stand in front of a classroom and teach. By the end of the semester the change in self-confidence level was apparent and most learned to love to be in front of a classroom full of eager students.

In writing this message, I just wanted to take a moment to reflect on my journey at Fredonia and thank you for all you contributed to that journey. Over my 40+ years at Fredonia it was you, the students that inspired and kept me young (at least young at heart). As faculty, our role is to educate, giving you experiences in and outside the classroom. The psychology department has been a role model for providing both types of experiences; taking advantage of both is what makes the “Fredonia Experience.”

When I announced my retirement many said “Oh, now you’ll be riding off into the sunset.” I don’t see it that way at all. To me, I’m exploring a new sunrise. A new day is dawning and I have many new things to explore. Thank you all for the fond memories.
Dr. Jack Croxton of the Department of Psychology and Professor Julie Newell of the School of Music received appointments by the State University of New York Board of Trustees to two of SUNY’s highest honors.

Dr. Croxton, who also is Director of the Office of Student Creative Activity and Research, was appointed a SUNY Distinguished Service Professor. This is the State University’s highest academic rank. The Distinguished Service Professorship is conferred upon faculty who have achieved a distinguished reputation for service not only to the campus and the University, but also to the community, the State of New York, or even the nation, by sustained effort in the application of intellectual skills drawing from this person’s scholarly and research interest to issues of public concern. In Dr. Croxton’s case, the designation honors and recognizes his extraordinary service to SUNY, and it also honors his influential service at the international level.

A member of the faculty since 1979 and promoted to Full Professor in 1993, Dr. Croxton served as chair of the Department of Psychology for 17 years and as Interim Dean and Assistant Dean of the College of Natural and Social Sciences for two years. His expertise is in the areas of social psychology and attribution processes. Dr. Croxton is the recipient of the SUNY Fredonia President’s Award for Excellence in Teaching, the SUNY Chancellor’s Award for Excellence in Faculty Service, and two Fulbright Awards for work in Bulgaria and Russia. Dr. Croxton also has co-chaired SUNY Fredonia’s Middle States Decennial Review and was the founding Director of Campus Assessment.
Chairperson Receives President’s Award for Excellence

Dr. Cheryl Drout, Chair of the Department of Psychology, received the President’s Award for Faculty Excellence, in recognition of making a significant contribution to the campus community, on April 24, 2012. She presented the President’s Award address, “What is the Sound of One Voice Teaching?” on September 11, 2012. Below is the bio composed by the President’s Award for Excellence Committee, highlighting some of the activities and roles for which she was recognized.

Dr. Cheryl Drout joined the SUNY Fredonia Department of Psychology faculty in 1989 and has served as Chair since 2008. Dr. Drout earned her Bachelor of Arts degree in Psychology in 1978 from Muhlenburg College, her Master of Arts in Psychology in 1983, and Ph.D. in 1987 from the University of Delaware. She specializes in social psychology with a focus on gender roles.

As Chairperson of the psychology department, Dr. Drout oversees 12 permanent faculty serving over 300 majors and another 100 students with minors in Psychology. She worked with her faculty to successfully develop and implement a new Bachelor of Science degree. She also successfully developed and implemented SUNY’s first Dual Diploma program in psychology in Turkey with Izmir University of Economics.

In her 20-plus years at SUNY Fredonia, Dr. Drout has served the campus in numerous capacities. Dr. Drout served as Director of the General College Program and Chair of the General Education Committee for three years, and spearheaded the general education revision that resulted in the College Core Curriculum. In addition, Dr. Drout served as Co-Director of Campus Assessment for two years and General Education Activity Director of the campus’ Title III Strengthening Institutions grant for five years. As Fredonia Senator to the SUNY-Wide Faculty Senate, she worked closely with campus governance for three years as well.

Dr. Drout has played an integral role in the campus commitment to serve international students and expand international educational opportunities. She has worked closely with Japanese international students and hosted students from Aichi University of Education and Aichi Prefectural College in her classroom. She has supervised a variety of international students as research assistants collaborating on projects such as, “Diverse Perspectives on Rape Myth Acceptance and Comparative Education Reform.” These students feel at ease partly due to Dr. Drout’s own experiences overseas, including living in Aichi, Japan, as a Fulbright Scholar.

Following tsunamis in Sri Lanka and Japan, Dr. Drout participated in the campus’ Hearts for Sri Lanka campaign with her students in cross-cultural psychology and worked with the Flight of Hope Committee to involve the campus in folding cranes and collecting donations for Tsunami relief.
Psychology Majors Receive Honors and Present Research

During April 2012, undergraduate Psychology majors presented their research at the Western Pennsylvania Undergraduate Psychology Conference (WPUPC) and on campus at the Student Research and Creative Endeavors Expo (SCREE). Outstanding students were also honored at the annual department Psi Chi Initiation and Awards Ceremony.

Award winners recognized at the Spring 2012 Psi Chi Initiation and Awards Ceremony included:

Keri Filsinger
  Don Lehr Award
  Psychology Merit Award

Cassie Fleck
  Don Lehr Award Honorable Mention

Whitney Riley
  Don Lehr Award
  Psychology Merit Award

Brittany White
  Psychology Merit Award
  Virginia Sexton Memorial Award
  Dr. Daniel Krawczyk Exemplary Award

34 Students were also inducted into Psi Chi.
Projects Mentored by Dr. Guy Boysen:

“Optimism as a Predictor of Complacency”
Joe DeMaria

“The Effect of Combined Etiological Information on Attitudes about Mental Disorders Associated with Violent and Nonviolent Behaviors”
Justine Gabreski

“Teacher v. Student Confrontation of Bias in the Classroom”
Ashley Schosek

“A Review of Studies Examining Simulation of Multiple Personalities”
Alexandra Van Bergen

Projects Mentored by Dr. Jack Croxton:

“The Perceptions of Bearded Men as a Function of Occupation, Sexual Orientation, and Mental Health”
Skyelor Menard and Samantha Miosi

Projects Mentored by Dr. Justin Couchman:

Kathryn Feather and Shaun Zmuda

Projects Mentored by Dr. Justin Couchman and Dr. Nancy Gee:

“The Effect of Therapy Dogs on Categorization Strategies in Children”
Emily Lipski, Philip Best, & Raela Wiley

Projects Mentored by Dr. Jennifer Dyck:

“Effects of Information on Reducing Anti-Fat Bias”
Kathryn Kilpatrick and Chelsea Fischer

“Examining the Effects of Empathy Levels on Pro-Environmental Attitudes”
Brittany White, Vanessa Sanchez, & Brittany Waller
Project Mentored by Dr. Nancy Gee:

“Physiological Reactions of Preschool Children to the Presence of a Real Dog During a Memory Task”
Zach Braunscheidel and Jacquelyn Gregory

Projects Mentored by Dr. Ingrid Johnston-Robledo:

Angela Barney
“The Pursuit of the Perfect Pudenda”
Whitney Riley
“Where Do We Go From Here? Implications of LGBT Climate Survey Results”
Vanessa Sanchez

Project Mentored by Dr. Bruce Klonsky:

“An Investigation of the Utilization of Sport Psychologists”
Leah Palmer

Project Mentored by Dr. Sutha:

“Internal Attributions and Information Processing Style in Cause-Joining Behavior”
Brittany White, Lynsay Paiko, & Keri Filsinger

Projects Mentored by Dr. Andrea Zevenbergen:

“Child Behavior Problems, Parental Stress, and Family Income as Predictors of Preschoolers’ Gains from a Shared Reading Program”
Bryanna Milligan
“A Dialogic Reading Intervention for Preschool-Aged Children with ADHD Symptoms”
Lynsay Paiko
Psi Chi 2012 Inductees

Alysha Alfieri  William Fuller  Daniel Rowe/
Philip Best  Kimberly Griewisch  Corey Shirley
Karli Brinthaupt  Alyssa Hancock  Elizabeth Smith
Andrea Burns  Lauren Kaczkowski  Marcus Stendhal
Maryanne Calabrese  Rachel Latone  Lindsay Sutherland
Danica Carlson  Lindsay McLaughlin  Alexandra VanBergen
Victoria Coglitore  Olivia Merisola  Elizabeth Wierbinski
Erin Copland  Christa Monachino  Raela Wiley
Joseph DeMaria  Claire Moran
Samantha DiVietrol  Kelly O’Donnel
Sarah Falkenhangen  Kaitlyn O’Neill
Chelsea Fisher  Molly Penrose
Heather Frank  Courtney Platek

Dr. Andrea Zevenbergen Assists with NCAA Initiatives

In November 2011, Dr. Andrea Zevenbergen, Professor in the Psychology Department, was elected to a 2-year term on the Faculty Athletics Representatives Association (FARA) Executive Committee for the National Collegiate Athletic Association (NCAA). FARs serve as a liaison between student-athletes and faculty members on college campuses that have NCAA sports, and work to facilitate student-athlete academic and overall well-being.

Since becoming part of the FARA Executive Committee, Dr. Zevenbergen has been involved in a number of initiatives for FARA and the NCAA. On October 3-4, 2012, she participated in a NCAA-sponsored Think Tank in Washington D.C. on prevention of interpersonal violence on college campuses. At the upcoming FARA national conference in November in Indianapolis, IN, she will Chair a session titled, “Student-Athlete Advisory Committees (SAAC): What Do They Need from FARs?” and be part of educational sessions for other FARs on NCAA Division III legislation to be voted upon in 2013, best practices for FARs, and communicating with constituency groups. At the NCAA convention in January, 2013, in Grapevine, TX, she will be a presenter in an educational session titled, “Social Norms and Legal Trends: Marijuana Use among Student-Athletes.”
Dr. Jennifer Dyck and Julie Bezek (Counseling Center) are heading up the “Reaping the Harvest of Reaching OUT to SUNY” grant. The grant started this past January, and included Dr. Ingrid Johnston-Robledo. Carolyn Laurenzi, graduate assistant of the Center for Multicultural Affairs and Jeff Iovannone, adjunct in History and English, are also assisting with the grant. Last semester we conducted a webinar on “The Design and Distribution of an LGBTQ Climate Survey.” This free webinar can still be viewed at our website. The results of this campus climate survey were presented by Vanessa Sanchez at the Expo on campus this past April. Later on this fall semester, Julie Bezek will host another webinar, in coordination with Cory Bezek from Admissions, on recruiting LGBTQ students. We also worked to re-organize and update our website, and we have begun to collect materials, such as syllabi and other resources, that could help faculty in teaching either LGBTQ courses, or LGBTQ-themed sections of other courses. These materials will be put into an archive that will be available on our website. The grant has also funded development of the SAFEZONE training manual, and the first training sessions for faculty, staff, and students are being offered this semester. Additionally, Carolyn Laurenzi and Tyler Williams (Social Work major, Psych minor) conducted numerous campus interviews with administration and staff to collect information for registration of SUNY, Fredonia on the Campus Climate Index. The Campus Climate Index is a national ranking system of colleges and universities on how LGBT-friendly they are. We have now received our score of 3.5 out of 5, which places us slightly above average with respect to comparable colleges. Many factors go into this ranking, so more information about our score can be found on the Campus Climate Index website. We hope to improve our ranking in the future and so we plan to continue our work on making SUNY, Fredonia a more LGBT-friendly environment.
FACULTY PRESENTATIONS


FACULTY PUBLICATIONS


FACULTY GRANTS

- Couchman, J.J. SUNY Fredonia Scholarly Incentive Award 2012—to purchase an EEG brain activity device.

- Couchman, J.J. Professional Development Grant 2012 from SUNY Fredonia New York State/United University Professions Joint Labor-Management Committee.

- Couchman, J.J. also received local SUNY-Fredonia approval for a SUNY/RF Research Collaboration Grant to investigate the evolution and neural correlates of self-monitoring using an interdisciplinary approach that involves behavioral tasks and electroencephalography. The grant is now under review for funding by SUNY.

- Klonsky, B. G. Recipient of Fredonia College Foundation's Carnahan-Jackson Humanities Fund Award ($3300) for “Healing Arts Program VI: Lessons Learned from the Frontlines of Military, Medical Health, and Mental Health Services: Preserving and Promoting Health, Resiliency, and Conflict Resolution” (Elizabeth Norman presentation, April 2012).

- Klonsky, B. G. Recipient of $500 Award from Fredonia State's Convocation Committee for “Healing Arts Program VI: Lessons from the Frontlines of Military, Medical Health, and Mental Health Services: Preserving and Promoting Health, Resiliency, and Conflict Resolution” (Brigadier General Wilma Vaught and Oral History Taking with Women in the Military, April 2012).
