

Rocky Mountain Psychological Association Newsletter Fall 2013

www.rockymountainpsych.org



President's Message

Steve Barney

Southern Utah University

On behalf of the RMPA Executive Committee, I am happy to announce that the 84th Annual Convention of the Rocky Mountain Psychological Association will be held April 24th-26th in beautiful downtown Salt Lake City, Utah. Conference events will take place at the Salt Lake City Marriott, City Center. This centralized location features a modern conference center with all the amenities. It is within walking distance to myriad attractions in the downtown area of Salt Lake City including gourmet restaurants, professional sporting venues, iconic religious and cultural centers, world class shopping, and a diverse array of nightclubs. The hotel also features a commanding view of the impressive Wasatch Mountains to the East. More information can be found on our newly updated website <http://www.rockymountainpsych.org/>, and in this newsletter assembled by Bob Rycek the RMPA Secretary. This document also contains information about submissions to the conference, invited speakers, a research article by Aaron Ashley and Todd Baird, a listing of award winners from the Spring 2013 Annual Meeting, news from PSI CHI, a treasurer report, and a call for RMPA award nominations. Please take a few minutes to avail yourselves of this important and informative newsletter.



About our Spring Meeting, we have some wonderful programming for all of our members. William "Doug" Woody is organizing the Portenier-Wertheimer Teaching Conference for Thursday, April 24. Professor Dana Dunn will serve as the Teaching Conference Keynote Speaker. Dr. Dunn is the Director of the Learning in Common Curriculum at Moravian College. Susan Becker, Regional PSI CHI Vice President has arranged student-oriented workshops and leadership seminars

to run concurrently with the teaching preconference. She has invited Skip Beck from Appalachian State to deliver the PSI CHI Distinguished Speaker address. Dr. Beck's presentation will center around the real story of Little Albert of the John Watson experiments.

On Thursday evening Worth Publishers has sponsored our Kickoff Speaker, Harvard Professor and National Academy of Sciences member, Daniel Schacter. Professor Schacter is the William R. Kenan Jr. Professor of Psychology and has authored several books including *The Seven Sins of Memory* and *Searching for Memory*, both of which were named as New York Times Notable Books of the Year, and were honored as the APA's William James Book Award. He has published over 350 articles and chapters on memory and cognition, as well as a very popular general psychology text. He sits on 13 editorial advisory boards, which can attest to his depth and breadth of knowledge and expertise. A consummate scholar, Professor Schacter is also an impassioned teacher. He was awarded Harvard's Phi Beta Kappa Teaching Prize. This April, Professor Schacter will be honored as a newly elected member of the National Academy of Sciences.

Our Rocky Mountain Psychological Association Alumni Address will be given by Brad Bushman, the Margaret Hall and Robert Randal Rinehart Chair of Mass Communication Professor at The Ohio State University. His work on causes and consequences of human aggression has been widely acclaimed and has been a major influence on our understanding of many important social issues. Dr. Bushman has also consented to hold a special student discussion hour following his presentation. We are pleased to announce that our Invited Diversity Speaker will be David Matsumoto, a professor of psychology at San Francisco State University. He is the founder and director of SFSU's Culture and Emotion Research Laboratory and is an expert on microexpressions and nonverbal communication. In addition to Dr. Matsumoto's address, Dr. Anna Ropp from Metropolitan State University, our Diversity Council Chair, has arranged for a strong

Arizona Colorado Idaho Montana Nevada New Mexico Utah Wyoming

diversity programming throughout our conference in Salt Lake.

Professor Robert Bjork, Distinguished Professor of Psychology from UCLA will be delivering our Ellis-Battig Lecture. Dr. Bjork is renowned for his work in human learning and memory and the implications of the science of learning for instruction and training. He has served as Editor of *Memory & Cognition*; Editor of *Psychological Review*; co-founding Editor (with Steve Ceci) of *Psychological Science in the Public Interest*; and Chair of the National Research Council's Committee on Techniques for the Enhancement of Human Performance. He is a past president or chair of the Association for Psychological Science (APS); the Western Psychological Association (WPA); the Psychonomic Society; the Society of Experimental Psychologists; the Council of Editors of the American Psychological Association (APA); the Council of Graduate Departments of Psychology; and the Department of Psychology at UCLA. He is a recipient of UCLA's Distinguished Teaching Award, the American Psychological Association's Distinguished Scientist Lecturer Award and Distinguished Service to Psychological Science Award, and the American Physiological Society's Claude Bernard Distinguished Lecturership Award. He was selected to give the keynote address at the November 2010 national meeting of the Psychonomic Society (video: <http://www.psychonomic.org/annual-meeting.html>). We appreciate Dr. Aaron Richmond for coordinating this year's Ellis-Battig Lecture.

This year we are bringing an exciting innovation to our annual meeting. We have teamed up with the Utah Psychological Association and are co-sponsoring a 6-hour Continuing Education program to be held on Thursday, April 24 from 9:00 a.m. to 4:00 p.m. Dr. Lisa Diamond from the University of Utah will conduct a workshop related to her research interests in affectional bonds and human sexuality. We hope RMPA members who need CE hours for licensure will find this opportunity to be convenient and professionally rewarding. We also hope to attract clinical practitioners to participate in the Annual Meeting. The CE program is approved by the APA and should count towards educational requirements in any state.

RMPA Historian, Rick Miller from the University of Nebraska at Kearny has worked with the American Psychological Association to secure Barney Beins as the Harry Kirk Wolfe speaker. Dr. Beins is a Professor of Psychology at Ithaca State University, has been the recipient of the Charles L. Brewer Distinguished Teaching Award, and has worked tirelessly with the APA, APS and STP to promote effective teaching practices. I know Professor Beins is excited to be speaking at our Annual Meeting and he will edify our program immensely.

Elections

Two positions are up for election this year; President-Elect and Secretary. All Professional and Faculty Full Members of RMPA are invited to vote in the upcoming elections. An electronic ballot will be sent to all eligible voting members shortly.

Candidate for President-Elect

Michelle Butler, Ph.D.
U.S. Air Force Academy

Biography

Michelle Butler is an associate professor in the Behavioral Sciences and Leadership Department at the U. S. Air Force Academy (USAFA) where she has been employed since 1999. Michelle spent her entire graduate and professional career in the Rocky Mountain region. She earned a Master's in Neuropsychology at the University of Northern Colorado (UNC) and then earned a Doctorate in Experimental Psychology, with an emphasis in Behavioral Neuroscience, from Colorado State University (CSU). While in graduate school, she worked as a neuropsychological technician for Dr. Tim Bennett at the Brain Injury Recovery Program (now-Center for Neuro-rehabilitation) and collaborated with Drs. Frank Vattano and Tim Bennett to co-produce the *Brain and Mind Video Teaching Module Series, Second Edition*. She is very grateful to these amazing mentors and role models in her life who shaped her interests for years to come. After graduate school, Michelle continued her involvement in neuroscience-related pedagogical projects. She was the primary content editor for a biopsychology textbook and has edited numerous neuroscience chapters in introductory textbooks.



She joined USAFA in 1999 where she currently teaches *Brain and Behavior* and *Introduction to Psychology* and oversees the experimental psychology program. Michelle believes the best part of working at USAFA is the small section size (<20) which allows her to directly mentor each of her students. Nothing is better than staying in touch with her students years later because of this opportunity. Similarly, one of her greatest joys is mentoring students in independent research and supporting their work at national and regional conferences, such as RMPA. Michelle is also the Psi Chi faculty advisor and a regular reviewer of international Psi Chi

papers and proposals. She also serves as the RMPA liaison at USAFA and has reviewed numerous RMPA conference proposals over the years.

From 2002 to 2006, she served as Treasurer. She is grateful to the executive committee for mentoring her through those four years as she learned the position. Leadership roles outside RMPA have included: USAFA Vice Chair of the Institutional Review Board, Assistant Dept. Head of Academics, the Dept. Director of Research and the Dept. Director of Faculty Development. In 2007, she coordinated a long-term effort to align her department's curriculum with APA's learning competencies for undergraduates. This contribution continues to evolve today to best serve students and reinforce national initiatives.

Her early work in neuropsychology sparked an interest in disabilities and inclusion that continues today. She has developed long-term community partnerships with the Colorado School for the Deaf and the Blind and Craig Hospital to permit academic and research collaboration. She and her colleagues have evidence that after her students meaningfully interact with individuals who are deaf, blind, or brain/spinal cord injured, their stereotypes start to dissolve. Lessons learned from disability research can apply to other groups that students may perceive as "different."

Michelle's research has centered on neuropsychology (multiple sclerosis, concussion), the scholarship of teaching and learning (APA outcomes, high-impact learning experiences) and inclusion (e. g. deaf, blind, brain/spinal cord injuries).

Presidential Statement

Given my rich experiences with RMPA over the years, returning to RMPA always feels like coming home. Every time I return and interact with the next generation of students, their mentors and their mentors' mentors, I am reminded of the good of RMPA and the beauty of education. I would be honored to serve on the executive committee in the role of president. Although I question my readiness to serve, if I can bring some positive energy, an emphasis on inclusivity of all people and a commitment to making knowledge about the brain accessible to everyone, I would feel that we pointed ourselves in the right direction for 2016.



Arizona Colorado Idaho Montana Nevada New Mexico Utah Wyoming

Candidate for President-Elect

**Rona J. McCall, Ph.D.
Regis University**

Biography:

Rona McCall is a Professor of Psychology in the Department of Psychology and Neuroscience at Regis University in Denver, Colorado. She received her bachelor's degree in Psychology from Skidmore College in Saratoga Springs, New York. As an undergraduate she began to develop questions



about factors that influence academic success and motivation. After graduating from Skidmore College she received a Fulbright Scholarship to teach English in a German gymnasium (high school) and conduct cross cultural research on people's attitudes about what factors influence academic success and motivation. Returning back to the United States, she did her graduate work in Developmental

Psychology with a concentration in Cognition at the University of North Carolina, Chapel Hill. At UNC-Chapel Hill, she continued to focus on cross cultural comparisons of academic attributions and began asking questions about factors that contribute to a lack of academic success and motivation, such as school drop-out.

After completing her graduate studies she decided to move west and find a small school that focused on the intersection of academia and community, while promoting dialogue amongst diverse populations. At Regis University, a Jesuit liberal arts institution, she found she could integrate her passion for teaching, student-centered research and service learning. The majority of her research projects at Regis have had some component of academic success or failure. For example, with her students she has explored issues of technology, service learning, religiosity, plagiarism, child care centers and name stereotypes as related to academic success and motivation. Many of these projects have been presented at RMPA or other national conferences. Most recently, she and her students have begun investigating the factors that influence the academic and career success of first generation college students.

Having experienced the importance of mentorship in her own academic career, McCall is committed to modeling this for her students. She has been recognized as being an outstanding academic student advisor. She has been a co-advisor to the Regis University Psi Chi Chapter for over 15 years and currently serves on the Psi Chi Regional Steering Committee. Believing firmly that college is the place where students must grapple with the ethics involved in human subject research, McCall demonstrates this by her tenure as the longest serving

member of the university's Institutional Review Board. Since she arrived at Regis, she has been a advocate for student travel to conferences to present their work and/or to share in the exchange of scientific injury.

McCall served at the Chair of the Department of Psychology and Neuroscience at Regis University from 2006-2012. Currently, she is enjoying trying out new pedagogies, such as team based learning and the flipped classroom, in her psychology and college core based classes.

Presidential Statement:

I am honored to be nominated to serve as President of the Rocky Mountain Psychological Association. The chance to serve our region and continue the outstanding work of past Presidents is both humbling and exciting. When I arrived in the Rocky Mountains over 15 years ago, my department chair encouraged me to attend RMPA and get our students involved. I choose to just attend, and not present, at my first RMPA experience. I left that conference knowing I wanted to become more involved with an organization that was dedicated to the exchange of scientific ideas, professional development and student involvement. I first presented in 2002 with my students at RMPA. Ever since then I have sought out ways to be become more involved in this organization. Over the years, I have presented research with students, been my university's Psi Chi faculty representative, helped plan, participate, and present in the pre-teaching conference, been a program reviewer, judge for the Psi Chi Student Paper Competition, and most recently, am a member of the Psi Chi Regional Steering Committee. The connection with colleagues from other regional universities, who are committed to excellence in teaching and research while giving our students a forum to develop professionally each year, has influenced my decision to become even more involved with the RMPA region. Being in a Department of Psychology and Neuroscience my own psychological perspective has grown to be more inclusive and integrative. I hope that my approach to psychology as well as my dedication to the interplay of our own professional development and our student's academic growth will provide the executive committee and the region with a diverse perspective that will enhance our organization and our future conferences.

Candidate for Secretary

Robert F. Rycek, Ph.D.
University of Nebraska at Kearney

Biography:

Bob Rycek, Professor of Psychology at the University of Nebraska at Kearney, received his B.A. in Psychology from the University of Illinois, Chicago in 1976, his M.A. in Psychology from Northern Illinois University in 1980, and his Ph.D. in Developmental Psychology from Northern Illinois University in 1983. Rycek joined the UNK (then Kearney

State College) faculty in 1983. Rycek was Associate Dean for the College of Natural & Social Sciences from 2002-2008, served as Interim Dean from 2008-2010, and Department Chair from 2010-2012.

Trained as a developmental psychologist, his research interests focus on cognitive development including work on conditional logic problem solving and changes in memory strategies with age. More recently, Rycek has been studying adolescent egocentrism as well as adolescent peer group interactions. He has published articles in *Developmental Psychobiology*, the *Journal of General Psychology*, *Adolescence*, among others and has published ancillary materials for a number of developmental textbooks. In addition, he has recently co-edited an e-book on undergraduate research published by the Society for the Teaching of Psychology. He was the Founding President of the Nebraska Psychological Society and has been active in a number of professional organizations, particularly those that focus on undergraduate research. He has served as a CUR (Council for Undergraduate Research) Councilor from 2004-present and currently serves as the Psychology Division Chair of CUR. Rycek has served as the Rocky Mountain Psychological Association Secretary since 2006.



Rycek received the 1999 College of Natural & Social Sciences Award for Faculty Mentoring of Undergraduate Student Research, the 1999 UNK Faculty Mentoring of Student Research Award, two UNK Creative Teaching Awards (2000, 2001), the University of Nebraska Outstanding Teaching and Instructional Creativity Award in 2001, and the Pratt-Heins Faculty Award for Excellence in Service in 2004.

In his spare time, Bob enjoys traveling, camping, alpine skiing, and photography.

Secretarial Statement:

I attended my first RMPA Convention back in 1986 and have watched this organization evolve into what I consider one of the best, if not the best, regional association. You would be hard pressed to find a nicer and more dedicated group of people than those who are currently serving on the RMPA Executive Committee. The organization continues to respond to the needs of its membership by putting together a solid program at good locations and at affordable prices. Of course, we can always do better and I'm proud to be a part of those continuing efforts and would be honored to continue to serve as your secretary.



RMPA Call-for-Papers

The Call-for-Papers for the 84th Annual Convention of the Rocky Mountain Psychological Association which will be held at the Salt Lake Marriott City Center Hotel in Salt Lake City, Utah from April 24-26, 2014 has been issued. The Call is posted on the RMPA website (www.rockymountainpsych.org). Submission deadlines are January 5, 2014 for faculty/professional presentations and January 12, 2013 for student presentations. Advanced registration for the convention is available through March 14, 2014. See the website for details including submission requirements and process.

RMPA 2014 CONVENTION INFORMATION

APRIL 24-26, 2014

Salt Lake Marriott City Center Hotel

220 South State Street

Salt Lake City, Utah 54111

Hotel Direct: 1-801-961-8700

Toll Free Reservations: 1-800-334-0344

www.marriott.com/slccc

Convention Managers

Aaron Ashley

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Todd Baird

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Department of Psychology

Weber State University

1114 University Circle

Ogden, Utah 84408-1114

Lodging

The Salt Lake Marriott City Center Hotel is a AAA 4-Diamond Hotel located in downtown Salt Lake City. Reservations should be made by calling either calling the hotel



reservation number at 1-800-334-0344 by March 24, 2014. Please specify that you are attending the RMPA annual meeting in order to get the special rate. Single/double rooms are \$99 (king or two double beds). As of the newsletter publication date, there is no dedicated link for RMPA reservations. If one becomes available we will publish it on the home page of the RMPA website. Amenities for the convention include free WiFi in the room.

Transportation

The new UTA TRAX Light Rail makes it convenient to travel from the airport to the hotel and back. The 20 minute ride will put you within a half block of the hotel for \$2.50. There is also a \$15 group rate available. More detailed transportation information will be providing in the Spring 2014 Newsletter including, more detailed information about TRAX, shuttles, cabs, driving instructions, and maps.

SALT LAKE CITY at a glance:

Salt Lake City is at the heart of the Wasatch Front which is home to 2 million of Utah's population of 3 million. The Salt Lake City Marriot City Center, site of RMPA 2014, is located downtown near Temple Square and the beautiful City Creek Center, Salt Lake City's newest upscale shopping district.

The hotel (<http://www.marriott.com/hotels/hotel-rooms/slccc-salt-lake-city-marriott-city-center/>) offers the following amenities: computers with printers in lobby, concierge service, faxing/copying, fitness center, WiFi in all guest rooms and public areas, indoor heated pool/whirlpool, self-parking (\$4/hour, \$14 overnight), in-room coffee maker and free local calls, etc. The hotel has an on-site restaurant (The Bella Piastra), open for breakfast, lunch and dinner.

The Marriot City Center is accessible to nearly every attraction in the Salt Lake area. For complete information on "What to Do" in Salt Lake City, explore www.visitsaltlake.com. There is plenty to do and enjoy outside the Marriott City Center. The following are just a few suggestions.

- Nova in Canyon Country: The splendid music of Utah composer Bruce Quaglia returns to NOVA for a world premiere performance of his new chamber concerto, featuring soloists Brant Bayless and Jason Hardink (see www.visitsaltlake.com for more information).
- The Salt Lake Acting Company will perform 4,000 Miles a dramatic comedy by Amy Herzog. This play was a finalist for the 2013 Pulitzer Prize for Drama. It won the 2012 Obie Award for Best New American Play, and was named *Time Magazine*'s #1 Play or Musical of 2012
- The Utah Symphony conducted by Andrey Boreyko will perform Tchaikovsky's Suite No 3 on April 25-26. The performance will be at Abravental Hall which is just a few blocks from the Marriott City Center Hotel.
- Real Salt Lake (2009 Major League Soccer Champions) has home games at Rio Tinto Stadium in Sandy. This stadium is located 10 miles south of the Marriot Hotel off I-15, accessible by TRAX light rail from in front of our hotel (www.realsaltlake.com).
- The Salt Lake Bees (Triple-A affiliate of Los Angeles Angels) play April home games at Spring Mobile Park, just 10 minutes from the Marriot Hotel by TRAX (light rail) - <http://web.minorleaguebaseball.com/index.jsp?sid=t561>.
- The Mormon Tabernacle Choir rehearses on Thursday April 14 in the Tabernacle (4-minute walk from Radisson). Rehearsals are free and open to the public; doors open at 8PM and the rehearsal ends at 9:30. For those who stay until Sunday, the choir broadcasts Music and the Spoken Word (nation's longest-running network program, since 1929). The broadcast is every Sunday morning at 9:30 a.m. in Tabernacle. Admission free; dress modestly. (www.mormontabernaclechoir.org)
- The Off Broadway Theatre performs parodies of familiar and not so familiar shows on Friday and Saturday nights at 7:30 p.m and 10:30 p.m. (for additional information visit <http://www.theobt.org/>)
- For children, Discovery Gateway is a children's museum is located in the Gateway Mall, 10 minute walk from the convention. Discovery Gateway offers 60,000 square feet of interactive fun, and our engaging exhibits invite guests to explore and play together! (www.discoverygateway.org/)
- On the University of Utah campus, you can find the **Utah Museum of Fine Arts** (<http://umfa.utah.edu/>), the **Utah Museum of Natural History** (<http://umnh.utah.edu/home>), and Rice-Eccles Stadium (the 2002 Olympic Stadium).
- On West Temple is the world's largest genealogical library, the Family History Library is the largest library. With 2.4 million rolls of microfilmed genealogical records, it is open to the general public and members of all faiths, and offers daily family-search classes and workshops; open 8AM – 9PM; dress modestly. (www.familysearch.org/eng/library/FHL/frameset_library.asp)
- Park City is a 30-minute drive from the downtown, and in addition to ski resorts, it is the home of the Utah Olympic

Park, which includes an Olympic museum and self- and expert-guided tours.

www.utah.com/olympics/utah_olympic_park.htm

- The Great Salt Lake is 17 miles west of Salt Lake City on I-80, Exit 104 (www.utah.com/stateparks/great_salt_lake.htm)

Getting around Salt Lake City:

The [Utah Transit Authority](http://www.rideuta.com) (www.rideuta.com, 801-743-3882, 888-743-3882,) has service to northern Utah's major cities from [Provo](http://www.rideuta.com) north to [Ogden](http://www.rideuta.com), including extensive coverage in the [Salt Lake Valley](http://www.rideuta.com). It has a FREE RIDE ZONE in the downtown area. UTA also operates a light rail system called "TRAX" with access to major destinations in the Salt Lake area (including University of Utah). There are TRAX/bus stops minutes from the Marriott.

The best place to go for ideas on **tourism, tour busses**, etc., is the Salt Lake Visitor's Bureau, at 90 S. West Temple (801-534-4900, 800-541-4955)

The easiest **shopping**, besides many great downtown local stores, is at the City Creek Center (www.shopcitycreekcenter.com/) and the Gateway Mall (www.shopthegateway.com). Both are within walking distance of the Marriott.

Dining in Salt Lake:

A student-produced and student-friendly dining guide/map (with personal recommendations and all contact information) will be provided at the convention Registration Desk. Zagat-rated restaurants in Salt Lake City include the following and many more: Red Rock Brewing Company (casual), Tuscany (fine dining, owned by former Utah Jazz star Mark Eaton), **Market Street Grill (seafood)**, **New Yorker** (fine dining), Lugano Restaurant (best Italian), **Metropolitan Restaurant**, Ichiban Sushi, and Log Haven (romantic/rustic). Some of these are up-scale and may require a cab ride, but are worth the effort to reach for dinner. Some of the popular lunch establishments within easy walking distance of the Marriott include the Lion House Pantry, P.F. Chang's, Romano's Macaroni Grill, Lamb's Café (Main Street), Tucano's Brazilian Grill, Little America Steak House, Blue Iguana (Mexican), and JB's Family Restaurant. There are many good places to eat at every price level.

For those who have been confused in past visits by Utah's liquor laws, an explanation of the new rules is at www.utah.com/visitor/state_facts/liquor_laws.htm. There are also late night places to go **dancing** and hear **live music** in the downtown area (www.slctravel.com/nightlife.htm, www.saltlakecity.com/nightlife/live-music-clubs.html).

We hope you will venture out and discover the town.

See you in Salt Lake!



RMPA Convention at a glance:

RMPA Distinguished Lecturer

Sponsored by Worth Publishing

Constructive Memory and Imagining the Future



Daniel L. Schacter

Harvard University

Studies of memory have mainly focused on remembering the past, but an important function of memory is to allow individuals to simulate or imagine future scenarios. A rapidly growing number of studies have shown that simulating future events depends on much of the same neural and cognitive machinery as does remembering past events. To account for these findings, we have suggested the *constructive episodic simulation* hypothesis, which holds that simulation of future events requires a system that can draw on the past in a manner that flexibly extracts and re-combines elements of previous experiences, sometimes producing memory distortions that reflect the operation of adaptive processes. This talk considers both pitfalls and adaptive aspects of future event simulation in the context of research on planning, prediction, problem solving, mind wandering, and the interconnected set of brain regions known as the default network.



Rick Miller and Ken Keith take some time out from the 2013 Convention and enjoy dinner at the Buckhorn Exchange Restaurant in Denver.

APA Harry Kirke Wolfe Distinguished Lecture

Skeptical but Not Cynical: The Importance of Critical Thinking



Barney Beins

Ithaca College

Research interpretations achieve a deceptive permanence. In reality, meaning arises from varying assumptions about measurement, selective use of data, and underlying perspective. This presentation illustrates how we fall prey to lapses in critical thought and provides questions to ask in avoiding simplistic thinking and fostering complex thought as students learn about psychology and psychological research.

This year, the Harry Kirke Wolfe Lecture will be given by Bernard C. Beins, Professor of Psychology at Ithaca College. Professor Beins is a past recipient of the Charles L. Brewer Distinguished Teaching Award from the American Psychological Foundation. He is a Fellow of APA Divisions 2 (Teaching of Psychology), 3 (Experimental Psychology), and 52 (International Psychology), the Association for Psychological Science, and the Eastern Psychological Association.

He has served as president and as secretary of the Society for the Teaching of Psychology. In addition, he was Director of Precollege and Undergraduate Education at APA and has been a member of APA's Board of Educational Affairs and Council of Representatives. He is also a member of the test development committee for the Psychology test of the Graduate Record Exam and served as chair of the test development committee for the Advanced Placement test in Psychology.

Along with authoring textbooks in research methods and writing, Dr. Beins has participated in the APA's National Conference on Undergraduate Psychology, the St. Mary's Conference, and the Psychology Partnerships Project. He founded the Northeastern Conference for Teachers of Psychology, which continues in conjunction with the New England Psychological Association convention. He was e-books editor for the Society for the Teaching of Psychology and editor of the Computers in Psychology section of *Teaching of Psychology*, and he currently edits the Teaching of History section of the journal *History of Psychology*.

Psi Chi Keynote Address

What Can We Really Learn From the Study of Little Albert?



Hall "Skip" Beck

Appalachian State University

One of the most controversial issues to arise from the recent studies of Watson's infant research concerns the health of Little Albert? Was Albert the "healthy," "well developed," infant described by Watson or was he an impaired child as some investigators have claimed? Experimental ethics, Watson's legacy, and the Albert study are discussed in light of these new findings.

Hall 'Skip' Beck received his PhD from the University of North Carolina-Greensboro in 1983, specializing in social psychology. He accepted a position in the Psychology Department at Appalachian State University in 1984 and is still happily at that university. For the past decade most of Beck's research has focused upon improving student retention; he is a co-developer of the *College Persistence Questionnaire*. His other main area of inquiry is human-computer interaction, especially the use of automated devices to reduce fratricide in the military. The search for Little Albert began as a lark, but soon became a passion taking Beck and his students on a historical journey to John B. Watson's infant laboratory.

RMPA Diversity Address

Recent Advances in the Study of Culture and Psychology



David Matsumoto

San Francisco State University

The study of the interaction and relationship between culture and mental processes and behaviors is now well established within psychology, but there is still much to do. In this talk I will highlight some of the major insights this area of study has made to our knowledge of psychological processes and behaviors, drawing not only from my own research but that of others in the field. I will discuss how an understanding of the origins of culture and its possible sources can lead to different perspectives about culture and its relationship to psychology. And I will talk about the importance of context as a crucial mediator of this relationship. Hopefully these topics will provide the audience with a broad perspective about how to think about culture and psychology, both theoretically and empirically.

Gardner Memorial Lecture

Caretaker and Culture



Sue Savage Rumbaugh

Iowa Primate Learning Sanctuary

Attempts to address the concept of human uniqueness as contrasted with ape intelligence through the lens of language, tool use and art – while overlooking basic differences in rearing methods – have delivered a misleading perspective of humanness. This method has also led to an incorrect view of the nature and driving force of change across time. Finally this approach, based on a male-centric world view, has led to a misperception of the role of caretaking in all species, but most poignantly in humans. It is important to begin now to acknowledge that change across time – which we have called evolution – is heavily influenced by epigenetic variables. These culturally driven changes predispose each ensuing generation to arrive adapted in significant ways to the lifestyle of the previous generation. As humanity comes to recognize this, a true understanding of how complex behavior is molded will arise. To reach this point will require the intellectual rigor and reflection offered by the experimental analysis of behavior and the common process based studies of comparative psychology. It will also require the development of paradigms which acknowledge that natural behavior never precisely replicates itself, that the world of behavioral interaction is quantum based, and that conscious intent is the open door into that which have viewed as specifically human – and it is a path that other species can also come to walk.

Teaching Conference Keynote Address

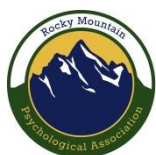
Inclusive Goals, Development, and Cultural Competence for Psychology Education: Understanding and Using the New Guidelines 2.0



Dana S. Dunn
Moravian College

Education in psychology continues to evolve. The *APA Guidelines for the Undergraduate Psychology Major 2.0* reflect current scholarship and policy concerning teaching, learning, assessment, and diversity issues within psychological science. *Guidelines 2.0* entail five inclusive goals that capture learning within the undergraduate psychology major at the *foundational* (early in the major) and the *baccalaureate* (later in the major, corresponding to indicators found in the original Guidelines) levels. I will present the rationale for *Guidelines 2.0*, present the new goals, explain their use for departmental curricula and assessment, and tie them to faculty teaching and opportunities for the scholarship of teaching and learning (SOTL). The new *Guidelines* are easier to use and represent a “national effort to describe and develop high quality undergraduate programs in psychology.”

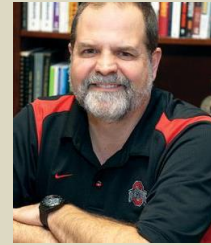
Dana S. Dunn (B.A., Carnegie Mellon University; Ph.D., University of Virginia) is currently Professor of Psychology and Assistant Dean for Special Projects at Moravian College in Bethlehem, PA. A social psychologist by training, his scholarship examines teaching, learning, and liberal education, as well as the social psychology of disability. Dunn received the Charles L. Brewer Award for Distinguished Teaching of Psychology from the American Psychological Foundation in 2013.



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RMPA Alumni Address

Blood, Gore, and Video Games: Effects of Violent Content on Players



Brad Bushman
Ohio State University

In today's popular culture, the video game industry has established itself as a major force, surpassing the movie and music industries. Most people now play video games. They are played on consoles, computers, and handheld devices (including mobile phones). The top selling video games contain lots of blood and gore. Bushman will discuss his research on the effects of violent games on players. He will also discuss his recent research on the effects of prosocial and relaxing video games on players.

Ellis-Battig Distinguished Lecture

Optimizing the Inductive Learning of Categories and Concepts: Drawing on Bill Battig's Principle of Creating 'Contextual Interference' to Enhance Learning



Robert A. Bjork
University of California, Los Angeles

Robert A. Bjork (PhD, Psychology, Stanford University) is Distinguished Professor of Psychology at the University of California, Los Angeles. His research focuses on human learning and memory and on the implications of the science of learning for instruction and the self-regulation of learning. He has served as Editor of *Memory & Cognition*;

Editor of *Psychological Review*; co-founding Editor (with Steve Ceci) of *Psychological Science in the Public Interest*; and Chair of the National Research Council's Committee on Techniques for the Enhancement of Human Performance. He is a past president or chair of the Association for Psychological Science (APS); the Western Psychological Association (WPA); the Psychonomic Society; the Society of Experimental Psychologists; the Council of Editors of the American Psychological Association (APA); the Council of Graduate Departments of Psychology; and the Department of Psychology at UCLA. He is a recipient of UCLA's Distinguished Teaching Award, the American Psychological Association's Distinguished Scientist Lecturer Award and Distinguished Service to Psychological Science Award, and the American Psychological Society's Claude Bernard Distinguished Lecturership Award. He was selected to give the keynote address at the November 2010 national meeting of the Psychonomic Society (video: <http://www.psychonomic.org/annual-meeting.html>).

RMPA Presidential Address

Making the World a Better Place, One Abnormal Psychology Class at a Time



Steve T. Barney
Southern Utah University

In recent years, tragedies perpetrated by people with severe and chronic mental illnesses seem to be occurring more frequently. Media coverage of shootings at Columbine High School; Virginia Tech; Tucson, Arizona; the Aurora, Colorado movie theater; Sandy Hook Elementary; and the Washington Navy Yard have thrust the problem firmly into the national spotlight. Political and powerful association leaders have publically referred to individuals who commit such atrocities as "monsters", and "lunatics" and have called for their removal from society. There are discussion about reversing deinstitutionalization and detaining those who may become dangerous before they commit such egregious crimes. There are also petitions to maintain a national database of those with mental illnesses without any clear articulation about how such a data base might be used. While tragic instances involving people with mental illnesses are statistically rare, because of these horrific instances, people sometimes, understandably, develop generalized fears and

apprehensions against this population as a whole. These fears and negative stigmas about those who have mental illnesses have always been problematic and may be getting worse.

Three primary predictors of violence among those with mental illnesses are: a history of past violence, drug and alcohol abuse, and failure to seek and/or follow through with treatment. Negative stigmas and derogatory social attitudes about the mentally ill are often related to decisions to avoid or abandon treatment. Many who do not receive treatment may turn to alcohol or drugs to self-medicate. Moreover, recent research on aggression related to social rejection, isolation, and loneliness, conditions not uncommon to people with chronic mental illnesses, suggest negative social stigmas against the mentally ill could contribute to increased feelings of hostility and aggression in direct ways. It seems in the best interest of society as a whole to aggressively explore ways to reduce stigma and to make seeking treatment for these conditions more available and socially amenable. Anti-stigma education programs have their niche, but do not seem to be achieving the large scale softening that has been hoped. As a profession, psychology is in a unique position to draw from research and theoretical models to help facilitate more effective and impactful interventions and strategies designed to reduce stigma and stereotypes against those who have mental illnesses. In my talk, I plan to review efforts in this regard.

Wertheimer-Portenier Teaching Conference

The 2014 Teaching Conference will begin at noon on Thursday, April 24, 2014 with *Teaching Take-Out*, a session of short, interactive demonstrations and exercises in several different areas of psychology. Our keynote address will be given by Dana Dunn. Dr. Dunn will discuss the rationale, development, and uses of new APA guidelines for undergraduate education.

Several symposia and workshops on teaching topics have been organized including (a) Flipped Classrooms, (b) How to Engage Students in Difficult Classes, (c) Advising Students through the Transition from a 2-Year College to a 4-Year University, (d) Incorporating Research and Data Collection into Teaching, (e) Student engagement with Online Learning, Interactive Broadcast, and Education Network, (f) Teaching Diversity in Nondiverse Classes at Nondiverse Universities, and (g) Best Practices in Learning Communities.

The Teaching Conference will close with a reception and a poster session at which the best poster will be selected for the RMPA Teaching Poster Award which includes a \$100 stipend and one year's membership in RMPA.

Student Conference on Thursday, April 24, 2014

The student pre-conference will begin at noon on Thursday, April 24, 2014. Several sessions will be offered that should be of interest to students including (a) Taking Classes from Hard (or Difficult) Faculty, (b) Peer Mentoring, (c) Careers in Human Services, (d) How to Cope with Stress in Undergraduate and Graduate Programs, (e) Preparing for Job Interviews, and (f) How to Get the Most Out of Your RMPA Experience, including Convention Etiquette and Good Presentation Techniques.

Attention High School Teachers

With the help of a grant from the American Psychological Association, RMPA is able to offer free registration for both the Wertheimer-Portenier Teaching Conference as well as the full RMPA Conference to the first 20 High School Teachers of Psychology that register for the conference. To take advantage of this offer, contact Dr. Cheryl Sanders at sandersc@msudenver.edu.

News from the American Psychological Association

This past year, Rick Miller (Historian) was involved in meetings regarding the governing structure of the American Psychological Association, along with other important initiatives. Please take a moment and read his article "Actions of the APA Council of Representatives" in this Newsletter. There is a working group tasked to flesh out various ideas and prepare governance proposals for general comment. We encourage you to carefully review these proposals and offer comments to the working group.

On another front, the APA has officially supported the Garrett L. Smith Memorial Act Reauthorization of 2013. This is legislation (Senate Bill S.116, House Bill H.R. 2734) that reauthorizes the original Garret Smith Memorial Act of 2004 that allocated \$40 Million to fund competitive grants through SAMHSA. The money was intended to support suicide prevention initiatives for Indian Tribes and on Institutions of Higher Education. Garrett Smith was the son of former Oregon Senator Gordon Smith. He committed suicide at 19 years old while in his Freshman year of school. There is bipartisan support for the bill (one of the few issues on the docket in which there is some measure of agreement), but the need for additional co-sponsorship continues to exist. The bill is also "budget neutral" meaning no new allocation of funds is being requested. Please consider contacting your local senators and/or members of congress to support this reauthorization bill.

Teaching Take-Out

Call for Proposals

This is a formal invitation to participate in the 2014 RMPA Convention Teaching Take-Out session on teaching demonstrations. We invite teachers of psychology from high schools, community colleges, and universities to bring their favorite teaching demonstrations to share with other teachers of psychology.

This year we seek to expand our session to reflect the changing activities of university teaching. We invite demonstrations of active learning opportunities, discussions, debates, collaborative learning, or problem-based learning for small classes, large lecture classes, and online/distance learning classes. Technology will be available to present online activities and demonstrations.

Each presenter should be ready to walk through his or her demonstration with participants and to distribute materials that will enable session attendees to take the demonstration back to their own classrooms. We ask contributors to include in their abstract the number of minutes their talk and demonstration will require, and we hope to have as many short demonstrations as possible in our allotted hour of presentation time. We hope this format will continue to facilitate questions and the exchange of ideas. Presentation times could range from 5 to 12 minutes.

Please submit materials on the RMPA website (<http://psych.colorado.edu/~dmartich/rmpa/convinfo.htm>). For your topic, please choose "teaching demonstration." Describe your demonstration, the ideas it is intended to convey, the classes in which it would be most applicable, and the amount of time you need for your presentation.

We hope to have a wide variety of demonstrations that participants and attendees can take into their own classrooms, and we hope to have fun in the process. Please invite your colleagues and students to submit materials as well. Please contact Doug Woody (william.woody@unco.edu) with any questions. Thank you very much, and we look forward to seeing you at RMPA 2014.



Psi Chi News

Rocky Mountain Region

Regional Psi Chi Award Winners

Congratulations to the Regional Student Research Award winners for 2013:

Dylan Firsick & Elizabeth Allen, Peer and Romantic Partner Frequency and Approval of Use as Predictors of Substance Use Behavior in Late Adolescence.

Anna Fahlsing, On-Line or In-Lab? A comparison of Methodologies in Prospective Memory Experiments.

Kristin Broussard, The Effects of Cultural Thinking Styles on the Better-Than-Average Effect.

Maria Dobelmann, Aaron Lee & Catherine Carrico, Resilience in Older Adults Dwelling in Rural Wyoming.

Peter Marle, A New Instrument to Aid in early Diagnosis for Autism Spectrum Disorder.

Mika Moriwaki, Shinji Sakamoto & Itsuki Yamakawa, Beck's Congruency Model of Depression: A Comparison of Japanese and American College Students.

Other Psi Chi awards and grants from our region

Congratulations are also in order for Tucker Jones, Adams State University; Sandra Garcia, University of Colorado, Colorado Springs for winning Undergraduate Research Grants and to Ashley Martinez, University of Colorado, Colorado Springs for winning a Graduate Assistantship Grant. Lori James, University of Colorado, Colorado Springs won a Faculty Advisor Research Grant and Adams State University won the Model Chapter Award.

Check out Psi Chi's New Web Pages: Faster, Easier to use, More interactive! <http://www.psichi.org/>

Psi Chi Student Regional Travel Grants

Please also repeat last year's box on the Psi Chi travel grant – Due date is March 7

Web link for more information:

http://www.psichi.org/?page=reg_rckymtn

Psi Chi Steering Committee Members

Susan Becker, Colorado Mesa University, Regional VP
sbecker@coloradomesa.edu

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Rona McCall, Regis University
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Danette Stark, Colorado Mesa University
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Check out the Rocky Mountain Region Psi Chi page on Facebook!

Here is the Facebook link:

<http://www.facebook.com/groups/149411341813850/>

Research Feature

A Reaction-Time Measure for the Validity of Intrinsic Religiosity

Aaron Ashley, Ph.D.

Todd Baird, Ph.D.

Weber State University

Religion is one of the oldest aspects of the human social structure. All human societies have belief systems that can be associated with religion (Durkheim, 1915). Religious totems and pictures have been found throughout the world and in all societies. The universal nature of religious beliefs has led many to theorize about the role these beliefs systems play in human life. Some (e.g., Freud, 1907) have suggested that religion is a sign of neurosis exemplified by compulsive behavior. Others (e.g., Monaghan & Just, 2000) propose “religion or belief helps us do is deal with problems of human life that are significant, persistent, and intolerable” (p. 124).

Allport (1966) proposed that for those individuals who engage in religious practices, there are two ways in which he/she can personally experience religion. According to Allport, religion serves different purposes for different individuals. For some individuals, religion is a mechanism through which they are able to achieve their other goal; whereas for others, religion is the motive for their decisions. Allport (1966) referred to these modes of experience as extrinsic and intrinsic ways of being religious respectively. Current conceptualizations of Allport's ideas conceive of this breakdown in terms of how religion influences peoples' decision making processes (Burris, 1999).

Extrinsic religiosity has consistently been defined as the experience of religion as a means to an end (Hills, Francis, & Robbins, 2005). Religion, to these individuals, is perceived as a means to security, sociability, status, and self-justification. That is, extrinsically religious individuals have associated their feelings of comfort with their interactions with religious organizations, beliefs, and practices. Therefore, they are conditioned to find comfort in their religious experience. Although these individuals may not be consciously aware that they use religion in this way, their decision making processes are influenced by the conditioned association of religion and security.

Intrinsic religiosity has been conceived as religion as a means (Hills, Francis, & Robbins, 2005). That is, for intrinsically religious individuals religion is the motivation for their decision making. Individuals high in intrinsic religiosity find that their entire outlook on life and way in which they conduct their lives are influenced by their religion.

Batson and colleagues argued for a third dimension of religion, they called this third measure Quest (Bateson, 1976). This measure seeks to measure an intellectual approach to religion rather than a dogmatic one. Quest religion is defined as the degree to which an individual is (1) open to facing complex existential questions, such as the meaning of life and

death; (2) Resisting clear-cut answers by recognizing that they don't know the truth and may never know, but nonetheless view their doubts as positive; and (3) are open to changing their religious beliefs as they grow and change.

A variety of methods have been used in measuring religiosity (Hill & Hood, 1999). The Revised Religious Life Inventory (RLI-R: Hill et al. 2005) is a self-report measure based on the Religious Life Inventory (RLI: Batson & Schoenrade, 1991). The RLI was based on the Religious Orientation Scale (ROS: Allport & Ross, 1967) and was designed to assess the two constructs originally proposed by Allport (1966), extrinsic and intrinsic religiosity, and extended by Batson (1976). Over a decade later the items on this scale were reviewed and factor analyzed to improve reliability, particularly on the Quest items (Hill et al., 2005).

The self-report nature of religiosity, like any self-report instrument, opens questions about the reliability and construct validity of the instrument. Various researchers have assessed the reliability of the ROS (Donahue, 1985a) and the RLI (Batson & Schoenrade, 1991b) finding each to be reasonably reliable. Additionally, Donahue (1985b) and Batson and Schoenrade (1991b) assessed the validity of the ROS and the RLI also finding each to be valid. Unfortunately, these validity measures are based on correlations with other self-report measures. This process of using self-report measures is largely due to the fact that obtaining validity for a self-report measure assessing the influence religion has on one's decision making is an arduous task (Burris, 1999). Individuals, generally speaking, are unaware of the factors that go into their decision making processes (Bargh, Lee-Chai, Barndollar, Gollwitzer, & Trötschel, 2001). Fortunately, there are implicit measures that may allow can provide us with insight into these unconscious processes (Fazio & Olson, 2003). Implicit measures are indirect assessment techniques allowing for the measurement of automatically activated motivations that may not be readily available to direct measurements.

We are currently collecting data on a project attempting to provide validity for the measurement of intrinsic religiosity using a speeded lexical decision task. Participants in this study are randomly presented with three types of stimuli (religious words, non-religious words, and non-words). The task is to respond, as quickly but as accurately as possible, whether the string presented constitutes a word or non-word. Following the lexical decision task, participants complete the Revised Religious Life Inventory (RLI-R: Hill et al. 2005). Participants' response times and accuracy for the religious words are correlated with their scores on the RLI-R. It is expected that those individuals who are higher in intrinsic religiosity should think more often of religious ideas and concepts; as such, they should be primed for religious concepts and be quicker and more accurate in identifying religious terms than those that are low in intrinsic religiosity. Additionally, it is expected that individuals with an extrinsic orientation should be faster than those individuals reporting no religious affiliation or beliefs. Therefore, we expect those individuals who self-report the highest levels of intrinsic religiosity to have the lowest error rates and fastest response times to the religious terms, followed by those high in extrinsic religiosity, with those expressing low or no religious

orientation the longest response times and highest error rates. However, we expect no differences in response times across the non-religious terms.

The use of a lexical decision task to assess the validity of measures of religiosity represents a novel approach to the study of religiosity. These results could provide support for all studies using current measures of religiosity. Additionally, it could provide a new method for assessing religious orientation and open new avenues for the use of response time measures in personality research.

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RMPA Mentor Award Call for Nominations

RMPA is seeking nominations for the 2013 Mentor Award. The award will be presented at the 2013 RMPA convention. According to legend, Mentor is the name of the person to whom Odysseus entrusted the care of his son, Telemachus, when Odysseus set out on those famous wanderings of his that we now call an "odyssey." Mentor was Odysseus' wise and trusted counselor as well as tutor to Telemachus. Mentoring is a structured and trusting relation that brings younger professionals or students in contact with experienced faculty members or other professional psychologists who offer guidance, support, and encouragement aimed at developing the knowledge, professional skills, competencies, and character of the younger person. RMPA recognizes that the mentoring relationship is vital in the development of psychology graduates and students at all levels and has established a Mentor Award to recognize outstanding mentors. The Mentor Award Committee is comprised of the RMPA President, Past-President and the President-Elect. Recommendations of the awards committee are ratified by the RMPA Executive Committee. A nominee who does not win the award will automatically have his or her materials considered for a second year.

Criteria for the Award

Please nominate a RMPA member who has demonstrated exceptional mentoring through some or all of the following activities:

- Involving large numbers of students in the annual RMPA meeting.
- Shepherding the early career development of various members of the RMPA
- Supervising and encouraging the scholarly activities of various members of the RMPA
- Contributing to the professional development of members of the RMPA

To Nominate a Candidate for the Award

All that is required for a nomination is

- a brief nomination letter summarizing the person's mentoring by addressing the criteria above.

Self-nominations are acceptable.

Send nominations via e-mail to:

Wayne Weiten, Ph.D.
Psychology Department
University of Nevada, Las Vegas
weitenw@unlv.nevada.edu

Deadline for Nominations: February 1, 2014

Previous Mentor Award Recipients

2011 – Paul Bell, Colorado State University
2012– Steve Barney, Southern Utah University
2013 – Roxanne Sullivan, Bellevue University

2013 RMPA Mentor Award Dr. Roxanne Sullivan, Bellevue University

At the 2013 RMPA convention, RMPA honored Dr. Roxanne Sullivan of Bellevue University with the 2013 RMPA Mentor Award. Dr. Sullivan has been consistently active in RMPA for many years. Dr. Sullivan has focused her efforts on student and faculty engagement, particularly in building opportunities for conducting research, presenting research, and professional development. Throughout this process, she has mentored many students at RMPA and she has extensively mentored faculty who work with students. Dr. Sullivan has consistently invited new faculty to become involved in RMPA, and then, after the invitation, she provides concrete opportunities for mentees (both students and faculty) to become involved in research and presentations.

Dr. Sullivan's involvement in RMPA reflects her involvement in the Council for Undergraduate Research and other teaching activities. Dr. Sullivan has judged student posters for many years at RMPA, and she provides extensive helpful and positive feedback for students; one nominator believes that Dr. Sullivan has read and evaluated more students' posters than *anyone* else in RMPA history. Even her presentation topics (e.g., teaching people with disabilities, balancing work and family, etc.) provide evidence for her commitment to students, to family issues and larger questions of health and balance, and to incorporating students and faculty into RMPA. Dr. Sullivan's institution is outside the Rocky Mountain Region, but despite this she consistently inspires others to become active in RMPA, and she gives selflessly to her colleagues and students and to RMPA as a whole. RMPA is honored to recognize Dr. Roxanne Sullivan with the 2013 RMPA Mentor Award.



RMPA Early Career Award Call for Nominations

RMPA is soliciting nominations for the 2013 *Early Career Award*. The award will be presented at the 2013 RMPA convention to recognize a member of RMPA who is early in his or her career and has already made significant contributions to the Association and to psychology. The awards committee consists of the past-president, the current president, and the president-elect. Recommendations of the awards committee are ratified by the RMPA Executive Committee. A nominee who does not win the award will automatically have his or her materials considered for a second year.

Criteria for the Award

Candidates for the award must:

- have a doctorate in psychology, or a related field,
- have been granted a degree five to ten years prior to their nomination,
- have been visibly active in RMPA for no less than 5 years, and, ideally, should have mentored students who have participated in RMPA, and
- show promise of achieving national visibility.

To Nominate a Candidate for the Award

All that is required for a nomination is

- a current curriculum vitae, and
- two letters of recommendation that speak to the criteria listed above.

Self-nominations are acceptable.

Send nominations via e-mail to:

Wayne Weiten, Ph.D.
Psychology Department
University of Nevada, Las Vegas
weitenw@unlv.nevada.edu

Deadline for Nominations: February 1, 2014

Previous Early Career Award Recipients

2003 – William Douglas Woody, University of Northern Colorado
2004 – Britton Mace, Southern Utah University
2005 – Michelle Butler, US Air Force Academy
2006 – Carla Reyes, University of Utah
2007 – Krista Forrest, University of Nebraska at Kearney
2008 – Cheryl Sanders, Metropolitan University College of Denver
2009 – Jeff Elison, Southern Utah University
2010 – Aaron Richmond, Metropolitan State University of Denver
2011 – Layton Curl, Metropolitan State University of Denver
2012 – No award given
2013 – Grant Corser, Southern Utah University

2013 RMPA Early Career Award Dr. Grant Corser, Southern Utah University

At the 2013 RMPA convention, RMPA honored Dr. Grant Corser of Southern Utah University [SUU] with the 2013 RMPA Early Career. Dr. Corser has been involved with RMPA since he arrived at SUU in 2007, and at RMPA he has embodied an emerging teacher-scholar, with increasing involvement and scholarly activity through each successive RMPA convention. Dr. Corser consistently serves on the RMPA review committee, he has made numerous presentations himself, and he has mentored several students each year, bringing 30 undergraduate co-presenters to RMPA thus far. In addition to his own research and teaching load, Dr. Corser regularly incorporates students into his scholarship, and their successes become his successes at RMPA and throughout the rest of each year.

Dr. Corser's involvement with students at RMPA is not an anomaly; he consistently presents with students in his own research areas at other regional and national conferences, and his colleagues unanimously expect him to continue his journey to become a nationally recognized teacher-scholar in psychology. His colleagues report that they identify him at RMPA and in their department by searching the center of the crowd of students who gather in his office or around him. His mentorship at RMPA parallels his mentorship of students in his department and his mentorship of scholar-athletes in his university and larger communities. In addition to everything else, every colleague who nominated him discussed his positive collegiality, willingness to encourage others, and the influence he has as a role model for other teachers and scholars. RMPA is honored to recognize Dr. Grant Corser with the 2013 RMPA Early Career Award.



RMPA Program Chair Position available

The current program chair, Diane Martichuski, is stepping down after next year's (2015) conference. If you are interested in finding out more about what it takes to be the program chair, please contact Diane at Diane.martichuski@colorado.edu.

Featured Undergraduate Program



Utah Valley University

Nestled between the towering Wasatch Mountains and the shores of Utah Lake in Orem, Utah, Utah Valley University is home to more than 30,000 students. As one of the largest institutions of higher education in the state, UVU offers more than 145 undergraduate, associate and certificate/degree programs, with graduate degrees in education, nursing and business administration. From academic programs to athletics, UVU focuses on providing an outstanding experience to its students — with an emphasis on engaged learning, or the combination of traditional academic discovery with hands-on context and application.

The Behavioral Science Department

A multicultural perspective and respect for the range of individual differences are central to the Behavioral Science department's mission. Insight, skill acquisition, and personal application are also important collateral aspects of a student's exposure to the behavioral sciences. Classes are frequently taught using experiential methods and collaborative assignments. The department feels strongly about an interdisciplinary approach to our degrees. The degrees are structured around the Behavioral Sciences with students learning a little bit about each area while still choosing a specific emphasis in Anthropology, Family Studies, Psychology, or Sociology. A Bachelor of Social Work degree and a Licensed Substance Abuse Counseling certificate program are also available.

The Psychology Majors

Students who come to Utah Valley University may earn a B.S. or B.A. in Behavioral Science with an emphasis in Psychology. There are currently 1,029 students majoring in this specific program. There is a strong research core included in this degree which involves a course in Statistics for Behavioral Sciences, Research Methods, and Advanced Research. It requires a total of 120 credits, with 40 being upper division.

Research and Extra-Curricular Opportunities

Students are encouraged to participate with faculty members on original research. Several students have been published and had the opportunity to present at different conferences across the nation, including RMPA. A few areas of research include emergency services, sexuality in marriage, gaming and science, the death penalty and human intelligence. The Behavioral Science department offers a hands-on approach to learning in the classroom. A student research group meets weekly to discuss different opportunities and ways to further advance their skills in research.

Doug Woody Receives RMPA Distinguished Service Award

The 2013 Rocky Mountain Psychological Association Distinguished Service Award was presented to Dr. William Douglas Woody at the April Business Meeting in Denver, Colorado. Dr. Woody is a Professor of Psychological Science at the University of Northern Colorado in Greeley, CO. He received his BS, MS, and Ph.D. from Colorado State University. His research interests include jury decision-making, particularly in the psychology of interrogation and confession; issues in university teaching; and historical and philosophical issues in psychology. He is a co-author of the popular textbook on the history of psychology: *A History of Psychology: Ideas and Context* soon to be out in the 5th edition. Woody's successes as a teacher are manifold, and include innovative teaching practices, mentoring of undergraduate student research, and contributions to the scholarship of teaching and learning. He is a recipient of numerous teaching awards, including the McKeachie Early Career Teaching Excellence Award from the Society for the Teaching of Psychology (APA Division Two).

The Distinguished Service Award recognizes Woody's active involvement in RMPA that dates back to 1995 when he co-authored four presentations: two papers on teaching, one on sexual harassment and one on child neglect. Since that time, Woody has contributed 71 additional papers/posters to the annual program. Beginning in 2004 and continuing until the present time, Woody has served on the RMPA Diversity Committee. He joined the Executive Committee in 2010 and served as RMPA President in 2011-12. He has been an active contributor to the Wertheimer-Portenier Teaching Conference, especially the Teaching Take-Out and Diversity panels. For the past several years he has served as co-coordinator of the teaching conference and this year has taken over as the full-time coordinator and member of the RMPA Executive Committee. Woody has also served RMPA as a member of the Program Committee and as a session moderator. For his many contributions to RMPA over the past two decades, the Association was pleased to present him with the Distinguished Service Award.



STUDENT AWARDS

AT RMPA 2013

RMPA Student Paper Awards to:

Doris Berberic, Ashley Newell, Daelynn Shiflett, & Catarina Fuentes with Faculty Sponsor Jennifer Coleman (Western New Mexico University), "The Impact of Flattery on Self-Esteem and Mate Selection in College Males."

Anna Fahlsing with Faculty Sponsor Suzanna Penningroth (University of Wyoming), "Remembering to Help: Social Prospective Memory Performance and Accessibility."

Kaylee Litson with Faculty Sponsor John Jones (Dixie State College of Utah), "Levels of Self-Compassion Negatively Correlate with Levels of Aggression."

Julie Prims with Faculty Sponsor Diane Martichuski (University of Colorado at Boulder), "Societal Challenge and depression, Self-Esteem, and Self Concept Clarity in Asexuals."

Christopher Rowland (Colorado State University), "A Meta-Analytic Review of the Testing Effect."

The CUR-RMPA Undergraduate Research Award went to:

Janeisha Hood, Erica Lams, Cathy Wica, Constance Netisingha with Faculty Sponsor Jeremy Ashton Houska (Concordia University - Chicago) "Overachievers and Party Animals: Personality Judgments from Facebook Check-ins."

The Environmental Psychology Symposium Paper Award to:

Kirsty Kulhanek with Faculty Sponsor William Wozniak (University of Nebraska- Kearney), "Perception of Safety in Urban Environments"

STP: Teaching Poster Award

The 2013 RMPA Society for the Teaching of Psychology – Teaching Poster Award went to:

Kristin A. Broussard, Aaron Richmond, Sarah Lieberenz, Jocelyn Medina, Kristina Sanders, Justin Shardy, & Jillian Sterns (Metropolitan State University of Denver), "How White is Our Research? An Investigation of Ethnic Sample Representation in Teaching of Psychology Journals."

RMPA PSYCH BOWL, 2014

Colleges and universities with undergraduate students attending RMPA are invited to enter teams in the Rocky Mountain Psychological Association's Psych Bowl.

WHAT IS PSYCH BOWL?

Psych Bowl is a quiz tournament for teams of undergraduate students in Psychology that tests their knowledge of psychology.

ELIGIBILITY

Teams of undergraduate students from any college or university are eligible to participate. Team members must not have completed the baccalaureate degree nor have taken graduate level courses in Psychology (except courses open to undergraduates). Students must be enrolled full-time during the current semester at the school represented, and must be registered to attend RMPA.

TEAMS

During play, a maximum of 4 players per team compete at a time. Alternates may be substituted at the half. Coaches may be faculty members or currently enrolled graduate students.

NATURE OF THE COMPETITION

A Jeopardy-type format will be used. During the game, questions are presented and the first team to press the buzzer will be invited to answer. If the first team does not answer the question, the next team to press the buzzer will be invited to answer.

QUESTIONS FOR THE COMPETITION

Questions are obtained from a GRE-Psychology exam preparation resource. Item difficulty is like that of items on the actual Psychology GRE, ranging from introductory to advanced. Efforts have been made to write all questions as open-ended items, requiring one, two, or a few words to answer. Items are selected, in approximately equal numbers, from an item pool covering the following areas: Measurement [psychometrics, design, statistics], Behavioral neuroscience, Learning, Cognition, Sensation/Perception, Social, Developmental, Personality, Abnormal, and General [history, the discipline and practice of psychology, APA style, and other questions not readily classified into other categories (e.g., I/O psychology)]. In any of these categories questions may concern basic or applied knowledge, and may concern either human or non-human sources of knowledge. Judges and moderators check the items for accuracy and ambiguity prior to the competition.

MODERATORS AND JUDGES

Moderators and judges will be chosen from participating institutions of higher education, attending RMPA. Two judges (from institutions not competing) will be assigned to each match to rule on the appropriateness of the responses when doubt arises. The ruling of the judges is final. (Moderators and Judges are needed. Please consider supporting Psych Bowl by volunteering for this exciting event. Contact Rick Miller at millerrl@unk.edu, for more information.)

AWARDS

The winning team takes home the RMPA trophy until next year's competition. Members of the winning team are awarded an engraved travel mug, and all schools will receive certificates of participation suitable for framing.

REGISTRATION

To register, complete the form on the RMPA website and send to Rick Miller at millerrl@unk.edu

PSYCH BOWL 2013

Four schools, Metropolitan State University at Denver, Southern Utah University, University of Colorado at Denver, and University of Nebraska at Kearney, participated in the first ever RMPA Psych Bowl and it was a quite lively competition. The University of Nebraska at Kearney took first place and plan to defend their title in 2014 in Salt Lake City.



Actions of the APA Council of Representatives

The American Psychological Association has granted official observer status to representatives of the regional associations. Rick Miller attended the COR meetings at the APA Convention as a representative of RMPA. Here is his report.

In its first meeting, the Council adopted three measures to strengthen psychology teaching and training. At the undergraduate level, the Council adopted revised guidelines for the psychology major, reducing the number of learning outcomes from 10 to 5 and adding new teaching tools as well as benchmarking measures.

With regard to graduate education, the council adopted a policy that requires those who wish to practice as an independent health service psychologist, must graduate from an APA/CPA accredited doctoral program and serve an internship accredited by an accrediting body that is recognized by the U.S. Secretary of Education. The resolution gives unaccredited graduate programs five years to become accredited and seven years for internship programs to gain accreditation.

Other actions taken by the Council included:

- Reconciliation of APA's policies against torture and other illegal forms of punishment and the guidelines for psychologists working in national security settings.
- Recognized sleep psychology and police and public safety psychology as specialties in professional psychology.
- Approved continuing recognition of counseling psychology and school psychology as specialties in professional psychology.

- Extended recognition of biofeedback: applied psychophysiology as a proficiency in professional psychology for one year.
- Extended recognition of clinical psychology as a specialty in professional psychology for one-year.
- Adopted guidelines for the practice of telepsychology.
- Adopted revised standards for educational and psychological testing.
- Adopted guidelines for psychological practice with older adults.
- Adopted a resolution on Counseling in HIV testing programs.

The final meeting of the Council was devoted to considering the recommendations of the Good Governance project, which was designed to reduce the number of Council members and streamline the decision-making process. Final adoption of the recommendations will be taken at the February meeting. The recommendations agreed to in principle include:

- Enhancing the use of technology to expand communication among governance members and between governance and the general membership.
- Developing a program that would create a new pipeline for leadership in APA governance.
- Creating a triage system that would enable governance to work quickly and efficiently on new issues, without duplication.
- Expanding the Council's responsibilities to focus on directing and informing major policy issues and ensuring policy is aligned with APA's mission and strategic plan.
- Delegating responsibility for budget and internal policy matters to APA's Board of Directors for a three-year trial period.
- Changing the composition of APA's Board of Directors to be more representative of APA's membership. The board would include six members-at-large elected by and drawn from the membership, with the candidates selected based on a needs assessment following an open nominations process.
- Changing the composition of the COR using one of two models. One model calls for one unit/one vote for each division and state, provincial, territorial psychological association (SPTAs) and adding seats for other perspective groups/affiliated organizations. The second model would include some elements from the first model, including one unit/one vote for divisions and SPTAs, and add disciplinary/mission based seats (e.g., education, science, public interest practice and health) and diversity representatives (such as ethnic-minority psychological associations, early career psychologists, and members of the American Association of Graduate Students).

RMPA Treasurer's Report

9/13

Conference Income (Denver)	\$41,921.06
Conference Expenses	\$38,832.39
Profit:	\$ 3,088.67
Current Amount in Checking Account	\$40,438.32
Current Amount in Savings Account	\$16,912.85
CD Investment	\$ 1,057.79
Total:	\$58,408.96
Number of Members	158
Number of Affiliates	491
Number of Lifetime Members	54

We keep a significant savings fund in order to protect the organization from being unable to handle extreme costs of a conference where the conference expenses significantly exceed conference income.

Thanks for the help!

In addition to the efforts of the executive committee, RMPA would like to thank the following individuals for helping out with the program planning for the 2013 conference in Denver:

RICHARD L. MILLER, University of Nebraska at Kearney, and DOUG WOODY, University of Northern Colorado, for planning the teaching preconference,
PAUL BELL and ROSS LOOMIS, Colorado State University, for planning the Environmental Psychology Symposium,
AARON RICHMOND, Metro State University of Denver, for planning the Ellis-Battig Memory Symposium,
ANNA ROPP, Metro State University of Denver, for planning the GLBTQ Diversity session,
METRO STATE UNIVERSITY OF DENVER for co-sponsoring the Diversity Council Lunch and Video series and the Diversity Council Keynote Address,
GARY PACKARD, U.S. Air Force Academy, for planning and hosting the Department Chair Discussion Hour,
RICHARD L. MILLER, University of Nebraska at Kearney, for planning and hosting the RMPA Psych Bowl,
SUSAN E. BECKER, Rocky Mountain Regional Vice President of Psi Chi, for planning the Psi Chi Events and helping to sponsor our diversity council lunch and speaker,
The APA EDUCATION DIRECTORATE and the APA SCIENCE DIRECTORATE for supporting our teaching conference, and for student award help,
APA for the G. Stanley Hall Lecture,
The COUNCIL ON UNDERGRADUATE RESEARCH for the best undergraduate paper award,
WORTH PUBLISHERS for sponsoring an RMPA Distinguished Lecture and for hosting a reception,
and PEARSON EDUCATION for helping to host the opening reception!

If you are interested in planning a symposium for 2014, contact the Program Chair, Diane Martichuski, at diane.martichuski@colorado.edu.

NEW RMPA LOGO

The Executive Committee commissioned the development of a new RMPA Logo. Sheila Myntti, a student at Southern Utah University, presented a number of designs to the Executive Committee which ultimately selected the one featured below.



A limited number of RMPA 2014 Posters are still available for institutions that want to post them in their department. Contact Bob Rycek, RMPA Secretary, at rycekr@unk.edu.



The Rocky Mountain Psychological Association Newsletter is published twice a year, Fall and Spring, and posted on the RMPA website www.rockymountainpsych.org. Please direct any inquiries to the Editor, Robert Rycek, RMPA Secretary, at rycekr@unk.edu

RMPA's Network of Institutional Representatives

RMPA local institutional representatives serve as liaisons between RMPA and their Department. Local representatives receive information about association activities and the annual conference. Local representatives are invited to moderate sessions, propose program events, publicize the conference at their institution, and encourage their colleagues and students to attend.

If your institution does not have a local rep, and if you would like to volunteer to serve in that role, please contact Rick Miller, RMPA's Local Representatives Coordinator at millerrl@unk.edu.

Those institutions currently represented are listed below and on our website at: <http://www.rockymountainpsych.org/>

Local Representatives

California	Point Loma Nazarene University	Kim W. Schaeffer
Colorado	Adams State College	Robert M. Demski
	Colorado College	Emily Chan
	Colorado Mesa University	Susan Becker
	Colorado State University	Deana Davalos
	Colorado State University – Pueblo	Karen Yescavage
	Denver University	Ruth Chao
	Front Range Community College	Laura Manuel
	Metropolitan State College – Denver	Aaron Richmond & Bill Henry
	Regis University	Rona McCall
	United States Air Force Academy	Michelle Butler
	University of Colorado – Boulder	Alice Healy
	University of Northern Colorado	Nancy Karlin & Doug Woody
	Western State College	Charles Patrick Stark
Idaho	Boise State University	Elizabeth Morgan
	BYU – Idaho	Sam Clay
	College of Idaho	Jann Adams
	Northwest Nazarene University	Glena Andrews
Kansas	Fort Hays State University	Janett Naylor
	Southwestern College	Jay Nolan
Montana	Montana State University	Michael Babcock
	University of Montana	Allen D. Szalda-Petree
	University of Montana – Western	Mark Krank
Missouri	Washington University	Mark McDaniel
New Mexico	New Mexico Highlands University	Maura Pilotti
	New Mexico State University	Steven Elias
	San Juan College	Ron Salazar
	University of New Mexico	Karin Butler & Elizabeth Browning
	Western New Mexico University	Jennifer Coleman
Nebraska	Bellevue University	Roxanne Sullivan
	Chadron State College	Mary Jo Carnot
	University of Nebraska at Kearney	Bill Wozniak
Nevada	University of Nevada – Reno	William P. Wallace
	University of Nevada – Las Vegas	N. Clayton Silver
North Carolina	Western Carolina University	Winford Gordon
Texas	University of Texas-Pan American	Peter Kranz
Utah	Dixie State College	Kristine J. Olsen
	Snow College	Nick Marsing
	Southern Utah University	Steve Barney
	University of Utah	David Strayer
	Utah State University	David Stein
	Utah State University - Eastern	Heath Earl
	Utah Valley University	David Yells
	Weber State University	Theresa Kay
	Westminster College	Laura Bennett Murphy
Washington	Eastern Washington University	Mahlon Dalley
	Central Washington University	Danielle Polage
	Pacific Lutheran University	Michelle Ceynar
Wyoming	Casper College	Shawn Powell
CANADA		
British Columbia	North Island College	John Marton

2013-14 RMPA Executive Committee

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