Dr. He Len Chung was awarded the Jane S. Halonen Teaching Excellence Award given by the Society for the Teaching of Psychology (Division Two of the American Psychological Association). The award, plaque, and check for $1500 were presented during the 2012 APA Convention in Orlando, Florida on August 4.

The Jane S. Halonen Teaching Excellence Award recognizes teaching excellence for early career practitioners and it has been awarded since 2006, when it was known as the Early Career Teaching Excellence Award. Dr. Chung won the award under the category of professors in their first five years of teaching at any level.

This award adds to a list of Dr. Chung’s growing accomplishments. Since the beginning of her career at TCNJ in 2007, Dr. Chung has received multiple Support of Scholarly Activities (SOSA) Awards, a Phi Kappa Phi Student-Faculty Research Award, two Mentored Undergraduate Summer Experience (MUSE) Awards, and multiple grants to advance her teaching, research, and collaborations with students. In all, she has worked with 20 different students on three publications and 10 presentations at peer-reviewed conferences.

Pictured from left to right: Andy Leynes, He Len Chung, Ben Rifkin (Dean), and Susan Bakewell-Sachs (Interim Provost).
Assessment

The committee has been very active this past year and notes the following accomplishments:

- Department Assessment Plan was approved by the department as a “working plan”. The plan was also approved by HSS’ Learning Outcomes Assessment Committee (LOAC) and will be implemented next year in lieu of the 1 Question; 1 Answer
- Committee also revised the senior exit and alumni surveys
- With the help of the TAPLab, the 1 Question; 1 Answer was completed as follows:
  - Using a pre/post methodology we determine that the curricular goals of PSY121 are largely being met. We compared pre and post course performance on a direct knowledge test and showed improvement in most areas. Two areas that did not improve were APA writing style and “level of measurement”. Post assessment discussions revealed that APA style writing cannot be measured in an objective multiple choice test. Students noted that they do not memorize the APA rules, but instead use web and other resources when writing APA style papers. Assessment of this type of Communication will be moved to the writing rubric which will be used in PSY 299 and PSY 4** final papers.
  - A senior researcher in the lab compared the validity of direct vs. indirect measures of student knowledge. While both showed an increase from pre to post; the two measures did not correlate. Further analysis revealed that students who performed poorest on the final (post) knowledge test had higher “indirect” scores than moderate scorers on both the pre and post indirect measures. This supports findings in the published literature, and suggests we cannot use indirect measures if the Learning Objective is knowledge; only if the Learning Objective is attitudinal change.
  - A preliminary measure of PSY 203 was successfully developed and administered in a post test only methodology in fall 2011. PSY 386 and TAPlab members conducted an item analysis and revised the measure. We have IRB approval for a fall 2012 pre and post methodology. Our goal is to finish next year with an instrument that merges

<table>
<thead>
<tr>
<th></th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship</td>
<td>88</td>
<td>93</td>
<td>68</td>
<td>59</td>
</tr>
<tr>
<td>Independent Study</td>
<td>31</td>
<td>39</td>
<td>35</td>
<td>27</td>
</tr>
<tr>
<td>Senior Honors Thesis</td>
<td>11</td>
<td>14</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>Instructional Internships</td>
<td>29</td>
<td>35</td>
<td>34</td>
<td>35</td>
</tr>
<tr>
<td>Research Labs</td>
<td>178</td>
<td>229</td>
<td>207</td>
<td>218</td>
</tr>
</tbody>
</table>

ELOPsy

This year, ELOPsy continued to work hard to help students gain important experience in the field. One of the biggest tasks the ELOPsy committee undertook was working with IT to improve the online application system.

PIPER & RPE

The PIPER program had another successful year. In fall 2011, we offered 39 studies with 1251 occurrences and distributed 4549 points of credits to student participants. In spring 2012, we started the transition to the new "strike" system to comply with new guidelines from the federal Office for Human Research Protections. The new PIPER version went online in summer 2012 and includes several features requested by researchers to effectively manage participant sign-ups.

Reviewing new and revised research proposals was the primary work of the RPE committee this past year. The committee reviewed a total of 40 new proposals this year, which is similar to the volume that we have reviewed in the recent past. Even when minor or major revisions were requested, each proposal was ultimately approved.

Another major initiative was to review and revise the guidelines for what kinds of student research the RPE committee can review. In consultation with the James Graham, Chair of the TCNJ Institutional Review Board, the members of the RPE committee, and the department at large, we crafted a document clarifying the guidelines.

Psychology Club

The Psychology Club had another successful year, with weekly meetings and several social and educational events. The club sponsored a presentation from Kaplan and a practice GRE session for students planning to attend graduate school. They also sponsored a presentation from NAMI (National Alliance on Mental Illness) in which individuals spoke about their personal experience living with mental illness. This is an annual event that is consistently well attended. Many members also signed up to be mentors to incoming freshmen and transfer students, and a "meet your mentor" social was held.
Academic Programs

This past year, the Academic Programs committee discussed the presentation and oral defense requirements for seniors honors theses, developed language to clarify these requirements (to be included on the pertinent ELOPsy application materials), and reviewed these requirements at a department meeting.

The Academic Programs committee also discussed the problem of having too many internships sponsored in overload, including causes and potential remedies. After additional consultation with the Internship Committee and other interested colleagues, we brought ideas to a department meeting for consideration as new business.

In preparation for the department’s May retreat, the committee discussed the characteristics of a senior experience (400-level psychology course) and drafted a document outlining their ideas as well as questions to stimulate the conversation at the retreat.

Brown Bag Series

The Brown Bag Series hosted several speakers this year.

- G. Scott Morgan, Drew University: *Through colored glasses: How political and moral worldviews shape social understanding and motivate action*
- Drew D’Amore, Temple University: *BDNF Modulation of Corticostriatal Glutamate Networks: Implications for* *Decision Making*
  - Florence Seaman, recent TCNJ graduate: *Study of Prevalence and Dynamics of Suicide Among Young People in Tajikistan*
  - Ashley Borders: *The causes and consequences of rumination.*
  - David Redlawsk, director of Eagleton Center for Public Interest Polling and Professor at Rutgers: *Feelings Drive Thinking: Motivated*

Reasoning and Candidate Evaluation in American Politics

- Lisa Grimm: “Implementing the Optimal Level of Fuzz”

Admissions

Psychology continues to be a popular major among TCNJ students looking for a new major and among students at other institutions. Last spring, the Admissions Committee reviewed almost 50 applications from current TCNJ students wishing to declare psychology as their major, and we were able to accept the majority of those students. We also reviewed close to 60 applications from students applying to transfer to TCNJ from other institutions who were interested in majoring in psychology if admitted. The coming year promises to bring even more applications our way!

Psi Chi

Psi Chi, the international honors society in psychology, expanded its involvement on campus last year. Under its excellent student leadership, Psi Chi members participated in campus-wide service opportunities and charitable fundraisers. Psi Chi also inducted 58 new, outstanding members to the organization, and worked with the Psychology Department to host events that contribute to the department's unique advising sequence for psychology majors.

• Zielinski, M., Borders, A., & Giancola, P. (2012, May). Does hostile rumination mediate the associations between child abuse, perceived parenting, and borderline features in adulthood? Poster session presented at the annual convention of the Association for Psychological Science, Chicago, IL.


• Chung, H. L., Larson, S., & Reuckert, L. (2012). Course embedded undergraduate research in Psychology. Interactive Session to be presented at the biennial national meeting of the Council on Undergraduate Research, Ewing, NJ.


• Chung, H. L., Borland, E., & Meixner, E. (2012). Promoting undergraduate research through campus-based undergraduate research councils. Interactive Session to be presented at the biennial national meeting of the Council on Undergraduate Research, Ewing, NJ.


Faculty Accomplishments: Conference Presentations
(Students Underlined)


- **Grimm, L.R.** (2012). *Designing and implementing independent study courses*. Poster presented at the 14th Meeting of the Council on Undergraduate Research, Ewing, NJ.


- **Ruddy, M.** *Orientation to the Psychology Major: A Four Year Sequence*. Eastern Psychological Association, March, 2012


Faculty Accomplishments: Publications

(Students Underlined)

45 Publications, 22 Student Contributors


- **Crawford, J. T., & Bhatia, A.** (2012). Birther nation: Political conservatism is associated with explicit and implicit beliefs that President Barack Obama is foreign. *Analyses of Social Issues and Public Policy.*


Faculty Accomplishments: Publications

(Students Underlined)


Department Accomplishments

• Dr. Leynes was granted sabbatical for the Spring of 2012 and will be writing a grant for the NSF Cognitive Neuroscience Division to support research with undergraduate students. The studies will investigate the basic neural mechanisms that support how we recognize previously encountered objects or information.
• Dr. Kirnan sponsored a student publication in the TCNJ Journal of Student Achievement (Zerillo, L. (2012). The face of character: Encouraging morality in children by confronting bullying through character education. TCNJ Journal of Student Scholarship, 14.) Dr. Kirnan also continued her work with Therapy Dog International, where she worked with Bailey, a golden retriever, as a Tail Waggin’ Tutor in the kindergarten at West Belmar Elementary School. Over the summer, she was able to get Bailey’s brother, Bob, certified and she hopes to volunteer with both dogs this year.
• Dr. Ruscio joined the Editorial Board of the Journal of Experimental Psychopathology and accepted an invitation to be a founding member of the Editorial Board of the journal Psychopathology Review, which is scheduled to launch in 2013. He and his wife also welcomed their second child, Zachary, on April 13.
• Dr. Crawford was tenured, received SOSA support, and participated in MUSE.
• Dr. Martinetti is on sabbatical in Amiens, France to study the behavioral economics of alcohol consumption in French university students at the University of Picardie - Jules Verne. She is collaborating with Dr. Michel Sokolowski at UPJV to compare alcohol purchasing patterns between the French students and students at TCNJ. She is also participating in the AlcoBinge project being conducted by the GRAP Lab at UPJV.
• Dr. Grimm received a TCNJ Advancement Program Travel Grant.
• Dr. Borders gave a grand rounds talk titled Consequences of rumination in Veterans at the VA New Jersey War Related Illness and Injury Study Center, East Orange Veterans Hospital, NJ.
• Dr. Hughes received tenure and a 2-year SOSA award to examine the developmental origins of intergroup anxiety. She also had her first child in September, a girl named Lillian Louise.
• Dr. Graham was promoted to a Professor in the fall, and his article "The use of multiple evaluation approaches in program evaluation" was consistently ranked one of the Top 20 Most-Read articles in American Journal of Evaluation each month since Sept. 2005. He also served as Interim Chairperson for Department of African American Studies and as the Board of Director (Secretary) of Children’s Home Society of New Jersey. In addition to these accomplishments, he presented Children of incarcerated parents: Theoretical, developmental and clinical issues at two conferences as an invited speaker and received the contract to publish the second edition of his textbook, The African American Child and Adolescent: Development and Challenges (Publication date: May 2013).
• Dr. Dahling was tenured in the summer of 2011 and promoted to associate professor in the summer of 2012.
• Dr. Bireta had a daughter, Rose Gabrielle.
• Dr. Kim-Prieto completed her appointment as a Diversity Fellow for 2011-2012, and is currently editing a book on positive psychology. Her son, Gonzalo Kim-Prieto, was born in August.
• Dr. Vivona was invited to join the Committee on Psychoanalytic Education, a working group of the American Psychoanalytic Association. The group is developing guidelines for integrating instruction in psychological development into training of psychoanalysts. She was also the second interviewee in a new podcast series conducted by the editor of the Journal of the American Psychoanalytic Association (JAPA). The interview centered on a recent paper of hers, which was published in JAPA along with four commentaries and her response. The editor of JAPA, Steve Levy, believes the paper addresses an important controversy in the field and for this reason, featured it in JAPA and in the podcast series. The podcast is currently highlighted on the organization’s home page (www.apsa.org).
• Dr. Chung was tenured in the summer of 2011 and promoted to associate professor in the fall of 2012.

Pedagogical Workshops

Mandatory workshops for Instructional Interns included:
• "Commenting on Papers: APA Style and Writing Help" with Dr. Ruscio
• “How to be Effective II” with Dr. Chung
• "Facilitating Group Learning," with Dr. Hughes
• “Using PowerPoint Effectively” - with Dr. Borders and Dr. Grimm
• “Ethics” with Dr. Kirnan
• “The Use of Dyadic Discussion in the Classroom” with Dr. Martinetti
Day to Day Activities

Many thanks to Nadirah Shakir who continues to manage the front office. We have been blessed with excellent assistance from student workers, Bijou Egwuonwu and DeAnna Varilias, research assistant, Jane Pilanski, and graduate assistant, Katie Pucci. There is insufficient room in this newsletter to cite all the day to day contributions of staff, student workers, adjuncts and faculty. Thanks for your ongoing efforts on numerous committees and ad hoc assignments. The department keeps functioning smoothly thanks to the following (with their chairs): Academic Programs (John Ruscio), Adjunct Mentoring and Support (Art Hohmuth), Admissions (Julie Hughes & Jean Kirnan), Ceremonies & Recognition (Margaret Martinetti), Colloquia (Jarret Crawford), Department Resources (Tamra Bireta), Grievance (Jean Kirnan), Independent Study (Lisa Grimm), Internship (Ashley Borders), PIPER (Jason Dahling), Promotions (Jeanine Vivona), Research, Planning and Ethics (Shaun Wiley), Psychology Club (Tamra Bireta & Art Hohmuth), Psi Chi (Jarret Crawford & Julie Hughes) & Student Awards (Margaret Martinetti).

We acquired a new staff member over the summer, Maddie Weinland, who will be joining the department as Program Coordinator in the fall of 2012. Maddie is originally from Cleveland, Ohio and is finishing her Masters in English at Arcadia University in the fall. She will be helping the faculty members with various projects and looks forward to a great new year at TCNJ. Her office is in room 109, feel free to stop by and introduce yourself.

We also hired a new faculty member, Jessica Barnack-Tavlaris. Jessica got her Ph.D from the University of Wisconsin, Milwaukee and her MPH from San Diego State University. Dr. Barnack-Tavlaris is a Health/Social Psychologist with additional training in the field of Public Health. Her broad research interests are in the psychosocial factors of reproductive/sexual health, and addressing health disparities in underserved populations. More specifically, she is interested in the predictors of sexual health attitudes and behaviors (e.g., HPV vaccination, pap smears, STI testing), as well as coping with reproductive/sexual health related illnesses. Welcome to TCNJ, Dr. Barnack-Tavlaris!