

INPSYGHT



Annual Newsletter for Students, Alumni, and Faculty of the Creighton Psychology Department.

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A Year of Changes and Challenges

It has been an eventful year in the Psychology Department, mostly in good ways, but unfortunately with one particularly sad exception. In March of 2018 we lost a colleague, teacher, advisor, mentor, and friend with the untimely passing of Dr. Vic Lupo. Please read the story on the following page.

Despite this loss, the students, staff, and faculty in our department continued to work hard and we highlight some of their successes, as well as some other newsworthy events and changes in the department in the pages that follow. For example:

- We are no longer the Department of Psychology (see p. 3)
- Student researchers traveled far and wide and rubbed shoulders (literally) with famous psychologists (see p. 6)
- We learned about the psychology of terrorism (see p. 5)
- Hundreds of alumni helped us identify strengths, as well as a few areas where we can improve (see p. 4)
- We toot our own horn and highlight two of our award winning faculty members (see p. 3)



Are you an alumnus? Your voice is valued!

First, visit this link to inform the psychology department of your latest achievements:
https://blueq.co1.qualtrics.com/SE/?SID=SV_1NsDYZndNVqRkz3&Q_JFE=0

Do you have topics or story ideas you would like to see in next year's Inpsyght?
Contact Dr. Lee Budesheim (budesheim@creighton.edu) to share your suggestions!

In Memoriam: Dr. Vic Lupo

March 13, 1950 - March 27, 2018

Dr. James Victor "Vic" Lupo passed away in his office on the morning of Tuesday, March 27, 2018 at the age of 68. He is survived by his wife of 44 years, Regina Lupo; their 4 sons, Joseph, Aaron, David, and Benjamin; their 4 daughters-in-law, Lynn, Jessica, Molly, and Samantha; and their 6 grandchildren, Collin, Gabriel, Charles, James, Finian, and Claire.

Dr. Lupo had worked at Creighton University for over 40 years, beginning in 1977. He taught courses in Learning, Physiological Psychology, Sensation & Perception, Statistics and Research Methods, and Neuropsychology. He played an invaluable role not only in the Psychology Department, but helped develop our Neuroscience minor, which foreshadowed the development of the Neuroscience major now available at Creighton University.

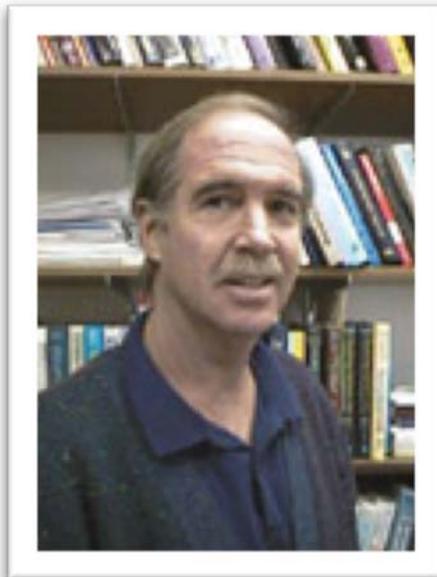
Dr. Lupo mentored dozens of students in research over the years (see last year's issue of *Inpsyght*, vol. 24, in which his recent research with students was discussed). Dr. Lupo collaborated with faculty researchers across the health professions, and served as a pre-health advisor to undergraduate students, either formally or informally, throughout his many years of service. In short, Dr. Lupo positively affected countless future professionals in the Omaha community and beyond during his time at Creighton.

In recognition of his service, Creighton University has honored him as Associate Professor Emeritus.

On a personal level, Vic Lupo was famous for having the best tan in the department. He enjoyed nature and the outdoors, such as working in the garden or simply befriending wildlife. He loved reading science fiction novels and creating music, whether it be on piano, keyboard, or guitar. He was passionate about technology, a characteristic he passed on to his 4 sons.

In fact, the name "DrLupo" lives on as the professional online name for his son Benjamin, a noted professional gamer and Twitch Streamer (you can find videos of "DrLupo" playing a video game with his mom on YouTube).

The real Dr. Lupo loved to cook Italian meals and loved holiday celebrations with his family, and in particular, his grandchildren. Though he will be missed by his family and colleagues, we are grateful for the many memories we have of him, and the many stories we can retell of our times together.



Inaugural Vic Lupo Award

Every faculty member in the department can recall a time when Vic had posed to them a tough question or challenged an assertion they were making. In fact, for most of them, this happened the first time they met Dr. Lupo, during the talk they gave as part of the job interview to be hired at Creighton!

Students, colleagues, and the Lupo family donated money in recognition and appreciation for Dr. Vic Lupo's service to the department. We sought to find a way to use this money that Dr. Lupo himself would have endorsed.

The result is the ***Vic Lupo Award*** to be given to one student each year who exhibited the skills Dr. Lupo would have most admired - having the courage, confidence, and skill necessary to present your research to others and to submit yourself to their probing questions.

The inaugural ***Vic Lupo Award*** will be given in 2019 to the best student research presentation. Student researchers will apply, and a day will be set when applicants will make their oral presentations to the faculty (and to any fellow students who wish to attend). Each presenter will have a fixed amount of time to make their presentation and a fixed amount of time in which to answer questions from the faculty.

The winner will be determined by a vote of the faculty and a \$250 prize will be awarded.

We will have more information in next year's *Inpsyght* about the inaugural ***Vic Lupo Award*** and who won!

Two Psychology Faculty Receive Awards

Congratulations to Dr. Corey Guenther & Dr. Maya Khanna



Dr. Corey Guenther was recognized with two College-wide awards during Founders' week in February 2018:

The Dean's Award for Excellence in Teaching *and* The Dean's Award for Excellence in Major Advising

Dr. Corey Guenther is widely recognized as an outstanding teacher. He also works diligently to provide the highest quality advising to his students, whether they are psychology majors or RSP freshmen. Moreover, he goes above and beyond the basic academic advising, often providing basic life lessons and helping students to focus on their long-term goals. Dr. Guenther, who teaches and does research on issues related to motivation, often touts the value of setting goals. We wonder what his goals will be for next year?



Dr. Maya Khanna was recognized with a University-wide award during Founders' week in February 2018, receiving the **Distinguished Educator in Teaching as Scholarship Award**.

Dr. Khanna is widely recognized as an outstanding teacher and scholar, and she has applied her expertise in cognitive psychology to study how best to enhance student learning and retention. She has published work on how to engage students in community-based learning, how to maximize the effectiveness of quizzes (*hint*: if you minimize anxiety, you maximize learning and retention), and how to maximize long-term retention of course materials (*hint*: those cumulative final exams that students dislike actually help them remember the material better). In sum, Dr. Khanna uses science to figure out how to improve what students accomplish in her classes, and she helps her colleagues at Creighton and beyond to become better teachers as well.

Department of What?

A Discussion with Dr. Matthew Huss on Renaming the Department and Other Changes

Yes, it's true. The Department of Psychology at Creighton University is now the Department of Psychological Science.

Linden Loutzenhiser, Outstanding Senior from the graduating class of 2018, interviewed Dr. Matthew Huss, the department chair, about this name change as well as other changes in the department's curriculum.

Linden: *The department recently changed its name to the "Department of Psychological Science." What motivated that change?*

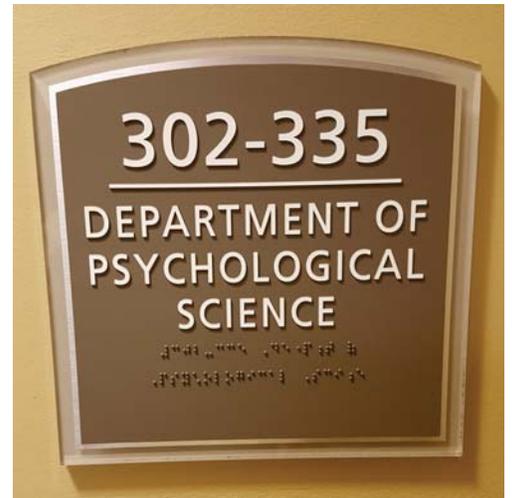
Dr. Huss: *This is something that is happening around the country more and more. Departments are changing their names to something along these lines in an attempt to emphasize the scientific and empirical nature of psychology.*

Linden: *Have you received any comments from students, faculty and staff in other departments, or alumni?*

Dr. Huss: *No, there have been no real comments from anyone. It is not a big deal. This change is just designed to send a subtle message to current and prospective students.*

Linden: *There have been some adjustments to the department curriculum, like the addition of a lab (PSY 314) to the PSY 313 stats class, and a new 1-credit course on career development. What are the reasons behind these changes, or what do you hope students will get out of these new classes?*

Dr. Huss: *I really hope the career development course becomes popular. It could be very beneficial for students who don't know what they want to do by providing them with a more expansive view of what you can do with a degree in psychology. Approximately 30-40% of our students go get a job right after they graduate, and we are not especially good at advising those students. We need to make it clear to our students, and to their parents, that they can get a job with a degree in psychology and that business is a clear path even if it doesn't feel that way. It is an area our department is striving to do better in, and this course is one step. We also want to have career panels in the future that may focus more on people who did not go straight into a graduate or professional program, providing students some valuable role models.*



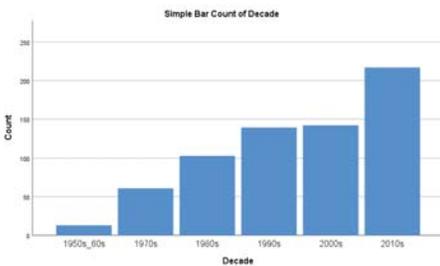
Dr. Huss: *As for the addition of the 1-credit lab course (PSY 314), it is a new requirement for all psychology students, a co-requisite that goes along with the first semester Research Methods and Statistics course (PSY 313). It provides more hands-on research experiences, which is reflective of our emphasis on the empirical and scientific nature of our discipline.*

Linden: *What other changes and improvements might we see in the department in the future?*

Dr. Huss: *I think it will be a continuation of what you have seen – greater emphasis on the neural aspects of psychology, continued emphasis on internship opportunities for students, a continued emphasis on getting students involved in research and preparing them for graduate school. And last but not least, students will soon be graduating with a B.S. in Psychology, rather than a B.A.*

Alumni Survey Reveals Strengths and Directions for Improvement

The department assessment committee conducted a survey of psychology alumni. 2154 alumni were invited to respond to the survey and 675 alumni took part, spanning from the Class of 1958 to the most recent graduates from the Class of 2017.



In addition to questions assessing their general evaluations of the department and the education they received, alumni provided information about what experiences they had while they were a psychology major, such as whether they completed an internship in psychology and whether they participated in research with a faculty member. Alumni also indicated what they did immediately after graduating from Creighton and what advanced degrees they may have earned since graduation.

What did they do immediately after earning their B.A. in Psychology?

	N	%
Entered Graduate program	211	31.3%
Entered Professional program	177	26.2%
Entered Workforce	201	29.8%
Entered Service Organization	34	5.0%
Other	52	7.7%
Total	675	

Many students who did not immediately enter a graduate or professional degree program later went back to school. Consequently, 83.5% of our respondents earned an advanced degree at some point, and only 16.5% did not.

The Good News

The department earned high marks in most areas. Alumni generally felt the overall quality of instruction they received was good ($M = 4.67$), and indicated they graduated with a sound grasp of the basic concepts and principles of psychology ($M = 4.50$) and that they were satisfied with the quality of the education they received from the psychology department ($M = 4.58$), each rated on a scale from 1 to 5. These results were remarkably similar for graduates throughout the past 4 decades, an indication that the department has been doing its job well for quite a long time.

The Not-So-Good News

Despite the overall satisfaction with the quality of the education they received from the Psychology Department, there was some significant variation across alumni, depending on what they did after earning their B.A. Satisfaction was notably higher for those who entered a Professional degree program ($M = 4.66$) or a graduate degree program ($M = 4.75$) or went to work for a Service organization ($M = 4.80$) in comparison to those who entered the workforce ($M = 4.33$) or other work such as the military ($M = 4.38$).

These results were further reinforced by participants' responses to the question "How satisfied are you with the preparation the Department provided for you to enter..."

	Mean
graduate school	4.51
a professional degree program	4.27
a service program	4.10
employment after graduation	3.31

As noted in the article on the previous page, the department has taken steps already to try to better serve students heading directly into the workforce after college.

First, students can now take a 1-credit online course on career development to improve their ability to identify and pursue specific career options after college. Second, the department has prepared materials that can assist faculty in providing better advising to students who plan to enter the workforce.

A third possibility, which is to encourage workforce-bound students to get an undergraduate internship experience, was suggested by the alumni survey results themselves. An examination of factors predicting satisfaction with their educational experience in the psychology department revealed that completing a psychology internship (PSY 326) was associated with greater satisfaction. This result was especially strong for those who entered the workforce immediately after graduation with their B.A.

Specifically, workforce-bound graduates were significantly more satisfied with the education they received from the Psychology Department if they had taken the undergraduate internship course ($M = 4.66$) than if they had not taken it ($M = 4.17$).

Moreover, when asked how useful their training in psychology had been to them in their current job, alumni who entered the workforce immediately after graduation rated their training in psychology (on a scale from 1 to 10) as significantly more useful to them if they had taken the undergraduate internship course ($M = 7.79$) than if they had not ($M = 6.51$).

Hence, having an internship experience seems to be of particular value and importance for workforce-bound graduates.

Psi Chi Update

Highlights from a Productive Year

Psi Chi Sponsored Invited Talk



The Psychology of Terrorism: How Leaders of Violent Extremist Groups Influence Malevolent Innovation

Dr. Gina Ligon

Dr. Gina Ligon is an industrial and organizational psychologist at the University of Nebraska-Omaha. She is a leading expert on terrorism and has collaborated with the United States Strategic Command and consulted with various government agencies. She presented results from a longitudinal study of violent ideological groups like ISIL, Animal Liberation Front and the KKK, and she discussed how they operate similarly to conventional organizations. Her research has focused on terror group recruiting, leadership styles, and malevolent innovation. She touted the benefits of applying psychology to the problems addressed by our defense and intelligence community.

Psychology Career Panel

A panel of five alumni discussed their journeys to their current positions, provided advice, and answered questions from students. We want to give a big **"Thank You!"** to each of these panelists for giving generously of their time to advise and help our current students.

Ravan Charles

United Way of the Midlands (Non-Profit)
Manager, Solutions and Continuous Improvements

Courtney Lohrenz

School Psychologist

Karin Mussman

School Psychologist

McKenzie Miller

Research Coordinator at UNMC / Creighton Univ.

Erin Wetzel

Attorney

Psi Chi Induction

Congratulations to our newest members, inducted in the Spring 2018:

Michaela Cunningham

Megan Forby
Nick Freundt
Anastasia High
Andy Kemp
Madeline Kennedy
Ashlee Kolbe
Neha Lamsal
Andrea Laudi
Caitlin Martin
Elizabeth Maynard

Bailey McCann

Kiara McCann
Ruben Quiros
William Ramsey
Victoria Sardella
Dion Talamante
Nicholas Villarraga
Allyson Watson
Catherine Weeder
Julia Ybarra



Spotlight on Undergraduate Research in Psychology

Five Students Received Summer Research Fellowships in 2017



Taylor Bickel

Relative Importance of Family and Peer Approval for LGBTQ individuals

The process of coming out is a time of great stress and change for members of the LGBTQ community. Studies have shown that many individuals experience rejection from friends and family during this time, leading to greater levels of depression and suicide. However, no research has compared the coming out process of those in individualist cultures with their counterparts in collectivist cultures. This study measured the weight participants placed on the opinions of their families and friends, and compared these differences with participants' scores on Kagitcibasi's related and autonomous self scales (2010). LGBTQ participants overall placed a greater emphasis on the opinions of their friends than those of their families. Additionally, participants with high autonomy scores placed less emphasis on the opinions of others, while those with high relatedness scores placed more emphasis on the opinions of others. Implications for this study include how larger cultural worldviews affect relationships within the LGBTQ community.



Linden Loutzenhiser

The Nature of Crossover Offenders in a Residential Treatment Program

The preliminary study aims to further the research in the area of sex offenders in hopes to better understand the commonality of crossover offenders, their nature, the best way to assess their risk to recidivate, and the ideal treatment to improve community safety. Researchers used institutional files of offenders associated with a residential treatment center to collect a variety of data including demographics, personal history, criminal history, psychological testing, and treatment success in order to examine differences between crossover and specialist offenders. Results indicate differences are present across these variables.



Timothy Rapp

Use of Post-Conviction Polygraphs in Sex-Offender Treatment

Historically, treatment for many sex offenders involves the use of post-conviction polygraphs to encourage offenders to be honest about previous crimes that they have committed and admit to additional crimes they may have denied in the past. This study concerns the impact and results of these polygraph tests on high and low risk offenders and to add to current knowledge of productive sex offender treatment. Specifically, the researchers hypothesized that high risk offenders will have more initial admissions, and more victims admitted post-conviction compared to low risk offenders. Results of the study indicate a trend where high risk offenders tend to have a significant increase in the amount of admissions, both initially and post-conviction compared to low risk offenders.

Spotlight on Undergraduate Research in Psychology



Isabella Tambone

Use of the Polygraph in Sex Offender Treatment

This study addresses whether post-conviction polygraph assessments are useful in the treatment of sex offenders and the reduction of sexual violence. The proposed sample includes polygraph reports from approximately 460 sex offenders across several state and federal law enforcement and treatment agencies. All records were digitized and provided in individual electronic files to the researchers. Most of the participants (75%) not only received an initial post-conviction polygraph but also received follow-up polygraphs. This archival data includes the polygraph test results as well as their responses on an extensive sexual history questionnaire along with medical, legal, employment, substance use, and residential information. This study hopes to address questions surrounding the utility of polygraph assessments through analysis of new admissions and ultimate performance on the polygraph assessments and characteristics of offenders who admit to new information such as new victims and new sexual offenses. This research will hopefully lead to the advancement of treatment for sexual offenders, a group of people with a historically low treatment success rate.



Mary Elizabeth Yeh

The Effects of Acute Moderate-Intensity Exercise on Executive Functioning and Language Processing in Young Adults

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Of course, *many* other students conducted research, co-authored presentations, and traveled to regional and national conferences to present their research.

Here we see Dr. Alicia Klanecky (left) and three of her research students (Erin Budesheim, Riley Meyer, and Julia Barash) at the American Psychological Association annual convention in 2017, rubbing shoulders (literally) with Dr. Phil Zimbardo. Yes, *that* Dr. Phil Zimbardo of the infamous Stanford Prison Study.



THE DAHL FUND

Interested in supporting student research? Make a contribution to the Dahl Fund! Contributions may be sent to:

Creighton University Office of Development
P. O. Box 30282, 68103-1382.

Checks should be made payable to Creighton University, with the Dahl Fund noted in the memo line. Any donation is acceptable and thoroughly appreciated.

For more information, please contact Dr. Amy Badura Brack at amybadurabrack@creighton.edu!

Follow the Department on Facebook and Twitter!

