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*“And now it’s time
to say goodbye ...”*

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Building Global Citizens: FIT's Certificate in Cross-Cultural Competence

2018 Cross Cultural Management Summit: Going Beyond Global

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The Institute for Cross Cultural Management (ICCM) at Florida Institute of Technology has successfully hosted the 3rd Cross Cultural Management Summit at Caribe Royale in Orlando, March 22–24, 2018. The theme of this year's summit was “Going Beyond Global” that discusses cross-cultural challenges not only in business and management but also in potential space activities.

The 2018 Cross Cultural Management Summit kicked off with a keynote speech on March 22 by former NASA Astronaut Captain Winston Scott, who shared his experiences dealing with various challenges from different cultures during his education, military career and space career. After the keynote, ICCM

Research Applications in Behavioral Health: A Focus on Tobacco Control

Integrated behavioral health care is a model of patient care that involves primary care providers and behavioral clinicians working together with patients and families to address their physical and mental health care needs. This emerging field has the potential to improve health outcomes and health care delivery for adult and pediatric patients seen in health care settings. Many patients who present in medical offices and clinics with physical problems are affected by stress, have difficulty engaging in healthy lifestyles, and/or have substance use or mental health problems. Integrated behavioral health combines medical and behavioral health services to more fully address the spectrum of physical and mental health problems that patients bring to primary and specialty care and psychologists play a significant role in the delivery of these services in behavioral health systems.

Tobacco control initiatives are a major focus in behavioral health care. Tobacco use and secondhand smoke exposure (SHSe) are serious health hazards for children, particularly those who are medically compromised and vulnerable to respiratory and cardiopulmonary complications. Dr. Vida Tyc and doctoral psychology students, Emily Crochet and Lauren Dilullo, recently examined attitudes about SHSe and behavioral practices to avoid SHSe in the home, car, and social settings in non-smoking

children, 10–18 years, being treated for cancer and sickle cell disease. Study findings demonstrated that children with cancer and sickle cell disease similarly reported a general awareness of their health risks associated with SHSe and the importance of engaging in behaviors to reduce those risks. Despite this knowledge, a significant proportion of children with cancer and sickle cell disease reported permissive attitudes toward smoking in the home and car, as long as the child/teen was not present, thereby ignoring the lingering health effects of residual tobacco smoke in these closed environments. Additionally, children more frequently engaged in non-verbal risk-reduction behaviors (i.e., leaving the room with a smoker) than directive verbal behaviors (i.e., discussing risks/concerns, asking a person to stop smoking) to protect themselves from SHSe. Results suggest that increasing children's awareness of SHSe-related health risks alone may not be sufficient to promote risk reduction behaviors among children who are vulnerable to SHSe-related health problems. Interventions that encourage at-risk youth to take a more proactive and assertive stance in reducing their SHSe are warranted. Results from this study were presented at the 2nd Annual Brevard/Indian River/Central Chapters of the Florida Psychological Association Regional Conference



held in Melbourne in October 2017 and will be presented at the national Society of Pediatric Psychology Conference in Orlando in April 2018.

This study is just one example of work being conducted in the area of integrated behavioral health at FIT. This semester, a new graduate course is being offered by Dr. Tyc, entitled Supervised Research in Integrated Behavioral Health. This course is intended to provide students with the necessary skills to become critical consumers of research in behavioral health care settings. Students will also have the opportunity to develop research projects with a health promotion and behavioral health focus. In addition to tobacco control, pediatric sleep, pain management and information technology addiction are just a few of the content areas students have elected to address.

Veterans Evaluation Team (VET) at Florida Institute of Technology

The Veterans Evaluation Team (VET) at Florida Institute of Technology began in 2016 as a part of the Center for Combat Veteran Resiliency. The team provides an opportunity for Clinical Psychology Psy.D. students to hone their clinical assessment skills while working with veterans in our local community. The team's purpose is to provide veterans with a thorough and comprehensive psychological evaluation regarding their psychological functioning and related eligibility for service-connected benefits. The veterans served are extensively interviewed regarding their military history, social functioning, occupational functioning, and symptoms of PTSD and other psychological disorders that may have a significant negative impact on these areas of life. The veterans are also given numerous psychological inventories which provide the evaluators with information regarding the veteran's current psychological functioning. Together with the

veteran's history, the VET members develop a diagnosis that fits with the psychological concerns and history of each client. The diagnoses and detailed history of the client allows the VET members to provide a thorough list of recommendations for treatment. These recommendations may include individual therapy to address personal traumas and symptoms; group therapy where veterans are able to gain perspective and insight while learning from others who have had similar experiences; consultation with a psychiatrist to obtain psychotropic medications which may reduce symptom intensity, frequency, and duration; and other more personalized recommendations relating to physical health, as well as social and occupational matters. Many times, the reports provided by the VET team are used to aid the veteran in gaining well-deserved benefits for service-connected disabilities.

The students involved on this team are passionate about working with this very worthy population and providing the evaluations to assist our veterans in obtaining necessary aid and mental health care. The compassion and quality work put into the evaluations are the VET's way of giving back to well-deserving veterans in our community. This advanced practicum team is supported and supervised by Dr. Richard T. Elmore Jr. He served as a Captain in the Army (1968–71). His assignments include serving as a Section Commander within the Combat Assault Helicopter Company, 82nd Aviation BN, 82nd Airborne Division at Ft. Bragg, NC. Under his trusted guidance and with his unique understanding of the veterans' needs, clinical students learn to refine their understanding of combat-related PTSD and other psychological disorders that veterans experience as a result of military service to our country.

An Integrated Approach to Child Advocacy at Florida Institute of Technology

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The Maasai people of Kenya
use the greeting “Kasserian
Ingera?” translated into English
as “And how are the children?”
reflecting the cultural value

The School of Psychology's Diversity Committee has been making an impact in 2018

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The Diversity Committee's main goal has always been to encourage a climate of appreciation and respect for human equality within the School of Psychology, the FIT campus and the community at large. This year, they hoped to host events that could serve as a place for students and faculty to engage in insightful discussion about relevant and global issues in diversity. As part of their goal to enhance appreciation and respect for all individuals, the committee has organized multiple events to educate and widen the perspectives of others. In January, the committee participated in FIT's International Festival, which is held annually at the Panther Plaza. They sponsored a booth that showcased a variety of board games and play-related activities from around the world. The

Cockroaches in the Classroom: Proctor and Jones Awarded Teaching Grant

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Students learn better when they can engage in active learning (doing things) as compared to passive learning, like reading a book (see for example the *Oxford Handbook of Undergraduate Psychology Education*). As an instructor, I try to incorporate active learning experiences in my classroom whenever possible. Recently, this effort has taken me to an unexpected tool for hands-on learning, the discoid cockroach (*Blaberus discoidalis*).

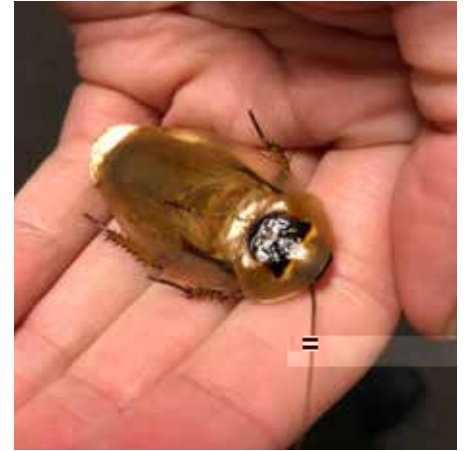
Last spring, I taught our Physiological Psychology class for the first time and struggled to create engaging activities to illustrate the principles of neurophysiology. Fortunately, a company called Backyard Brains had a solution. They sell neuroscience equipment that allows you to see and record live action potentials, manipulate neurons using electrical stimulation and conduct simple experiments ... with cockroaches. So, naturally, I bought a cockroach colony and some equipment.

The roach colony in my office stimulated much conversation with my colleagues, some of it revolving around people threatening to step on them if they escaped. During one such conversation, Marshall Jones and I stumbled upon an idea to use the roaches more broadly in our undergraduate curriculum,

particularly in courses like Comparative Animal Cognition and Animal Learning and Behavior. We thought this would add more active learning experiences and thereby increase student learning outcomes.

Traditionally, psychology undergrads worked with pigeon or rat labs if they desired hands-on experience. However, those types of labs have fallen out of favor in the U.S. due to the expense of maintaining the animals as well as ethical concerns about using vertebrates for teaching purposes. Roaches are much less expensive than vertebrates, and there are fewer ethical issues since most people would not hesitate to step on one. Knowing that students learn better with lab experiences, Marshall and I decided that if we could replicate some classic psychology experiments using roaches we might be able to get other universities to adopt this model.

In December 2017 the Association for Psychological Science awarded us a teaching grant to test out using roaches in the classroom. We are going to replicate several experiments demonstrating phenomenon like classical and operant conditioning and post the plans and materials for those experiments online. We believe that this could encourage other universities to do the same.



While we do not have experimental results yet, Florida Tech undergrads are already learning concepts thanks to the roach model. In addition to using them to help students understand neurophysiology, my students in Comparative Animal Cognition are designing and running their own cognition experiments with the roaches this semester. As we hoped, handling roaches is proving more helpful than stepping on them.

If you are on campus, feel free to drop by my office to meet the roaches.

The Psychology Honors Program in la Ville Sophistiquée

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Sometimes (rarely), I can imagine it is in a café on the Paris Left Bank that my Honors Seminar is discussing some shocking new psychological discovery—1935, Sartre and de Beauvoir admiring the brilliance of our debate from one table over. Alas, it is nonetheless a delightful experience, here at the Sun Shoppe in la ville sophistiquée downtown Melbourne, to share ideas with an enthusiastic group of incipient psychologists over what is, I expect, superior coffee. The Psychology Honors Program was initiated in 2006 and now about 10 students in any given semester are participating in seminars and working on their Honors Theses. The seminar, sans Sartre or his lover, provides honors students the experience of drilling down into research reports not unlike many of them will soon confront in doctoral research programs. The Honors Thesis is



essentially a master's thesis in all ways excepting the hard-cover binding and Graduate School rules—and often of comparable quality. Our best students join the Honors Program because they really do like research and most hope to earn postgraduate degrees in research-oriented areas of psychology or related disciplines. For faculty, it is a pleasure indeed to interact closely with students who enjoy research and have little fear of statistics; and for honors students, finding like-minded peers facilitates expressing their interests in a manner unlikely to be afforded in regular classes. Please take a look at <http://cpla.t.edu/psych/ugrad/honors-thesis.php> to appreciate the diversity of topics that our honors students have taken up in their thesis research.

The School of Psychology is at present the only department at Florida Tech offering an honors program. The department has devoted considerable resources to support the program, including faculty staffing for the seminars and a director position. The faculty, in turn, have been willing to supervise theses, 26 so far with 10 currently in progress, on top of their normal work load to make it all possible. A few years ago, the undergrad program formed a committee to administer the program, comprised of myself as director and three young faculty who have been heavily invested in undergrad teaching and advising. Drs. Travis Conradt, Vanessa Edkins and Darby Proctor. After passing on a proposal led by Psychology to initiate a university-wide honors program back in 2005, the university is once again exploring this concept using the Psychology Honors Program as a preliminary model. Ah, Simon de Beauvoir ...

Eye Opening Demonstrations in Sensation and Perception

Ever wonder why the stars twinkle at night? Why is the sky blue? Is your red the same as my red? How do 3-D movies work? On the first day of my Sensation and Perception course, I warn my students that there is no going back, and that they will learn things in this course that will change how they perceive the world forever. Sensation and Perception is a class on the five senses from a neurological perspective. We first discuss the connection and differences between the world and our perception of reality. By using visual illusions, I demonstrate that our perceptual worlds are different from the physical world.

I use demonstrations such as illusions to support the abstract concepts and theories that are typically difficult for students to digest. Examples of demonstrations include: 3-D glasses and VR goggles to demonstrate how we perceive depth through binocular disparity (i.e., processing of information gathered from both eyes), perceptual priming and ambiguous figures (i.e., figures that can be interpreted in multiple ways like the face-vase) to demonstrate how our visual systems make sense of imperfect information, and a box full of mystery items to demonstrate haptic (or touch) perception.

Some demonstrations have students in the participant role such as the mapping of cones of confusion (i.e., errors in finding the location of a sound) using a blindfold and classmates tapping their pencils. Other demonstrations have students in the experimenter role like when we map the size of touch receptive fields to demonstrate touch sensitivity. Still further demonstrations help me to model more abstract concepts such as the path of stimuli information from the eyes through the brain.

Though I don't use it often, the mind reading trick is my favorite to demonstrate some basic research methods concepts. First, I ask students for suggestions on topics to write on slips of paper to put in a hat. A student volunteer will draw a random topic from the hat and show it to the rest of the class while I am not looking. After, successfully reading the minds of the students, I ask them how they

think I was able to read their mind. Students create hypotheses, methods of testing these hypotheses and experience the scientific method firsthand. This demonstration affords an introduction to the terminology and concepts in research methods and design.

Every now and then, I get an email from a past student commenting on the demonstrations from Sensation and Perception. It seems these demonstrations not only help them to understand but to remember after the semester ends. The applications of perceptual research are endless from assisting people with impaired senses to artificial intelligence to designing safer technology. By engaging students in these difficult topics through demonstrations, students can experience the subject in a way that aids in retention to fuel future design and use of intuitive technology.

The Scott Center for Autism Organizes Evening of Hope 2018

On Feb. 17, 2018, The Scott Center for Autism Treatment celebrated 10 years of successful fundraising and community support by raising \$134,000 with An Evening of Hope X. Hosted by Mike and Rashmi Shah on their stunning Merritt Island estate, the night was dedicated to Ed and Cheryl Scott, whose vision and generous gift led to the founding of The Scott Center for Autism Treatment.

During the event, Ed Scott took to the stage to share the story of his son, Reece, who was diagnosed with autism in the 1990s. At the time of his diagnosis, there was little information and limited services for children with Autism Spectrum Disorder. But through the support of his parents, teachers and therapists, Reece overcame many challenges. He eventually graduated from the University of Oxford in England with a master's degree in modern Japanese studies and now is CEO of his own gaming business in Japan. This story of challenge and triumph is what inspired the Scotts to provide generous funding for the creation of The Scott Center in 2009.

While much of the night was spent honoring the past, An Evening of Hope also had an eye on the future. The Scott Center, in conjunction with Florida Tech's Virtual Reality Lab, unveiled the new technology that will expand access to autism treatment. Led by The Scott Center's Boyd Mark and the Virtual Reality Lab's Martin Gallagher, guests had an extraordinary opportunity to experience a fully immersive, 360-degree tour of the center by using the Oculus Rift. In addition to visiting the center virtually, guests also experienced a livestream of the event, allowing them to see firsthand how this technology will be used in treating children diagnosed with ASD.

Kempf's Jewelers in Indialantic once again generously donated a Rolex Oyster Perpetual GMT-MASTER II, which was raffled off as a key component of The Scott Center's fundraising efforts. Dee Dee Shefeld won the timepiece, valued at \$8,450, at the raffle drawing on Feb. 24. Guests at An Evening of Hope enjoyed food

Does Providing Advance Notice Matter?

Kudos

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