

Psychology Department

Adjunct Faculty

Fall 2018



Dr. Travis Flewelling

Education:

2002 BS, Iowa State University, Double major in Psychology and Sociology
2006 MS, Kansas State University, Industrial-Organizational Psychology
2013 PhD, Northern Illinois University, School Psychology

About Dr. Flewelling: Dr. Flewelling, a state of Iowa native, majored in Psychology and Sociology at Iowa State University. Next, he pursued a Masters degree in Industrial-Organizational Psychology at Kansas State University. During his studies, he spent two years working as a research fellow at the Center for Army Leadership in Ft. Leavenworth, Kansas. A chance opportunity volunteering at

a camp for children with cancer led to a change of direction in his studies. Dr. Flewelling completed his education by earning his Ph.D. at Northern Illinois University. His dissertation focused on the role of bystanders in bullying situations. Dr. Flewelling has been employed as a school psychologist for Sycamore CUSD 427 since 2010. Sycamore is a medium sized community in northern Illinois, geographically located about 60 miles west of Chicago. During his tenure in Sycamore, Dr. Flewelling has had the opportunity to work with children of all age levels (Pre-K to 21 years-old). Currently, he is responsible for two elementary school buildings and the Early Childhood Special Education program. Dr. Flewelling has a passion for promoting social-emotional learning in schools. He has helped push his own district to adopt a social-emotional curriculum and has volunteered to teach the 2nd Step social emotional curriculum for several years. His passion for social-emotional learning has been fueled by research findings that promote the impact of group norms on positive change in children. Dr. Flewelling strongly believes that the best way to improve child outcomes for emotional regulation, social problem-solving, and relational skills is to explicitly teach them these skills and make it part of the school culture. Schools that teach these skills will create a culture that fosters responsible problem-solving skills, enhances self-esteem, promotes better relationship skills between students and staff, improves levels of empathy, and improves students' ability to regulate and control their own behaviors. As a result, these schools should also see noticeable decreases over time in conduct problems, including incidents of bullying. In his free time, Dr. Flewelling enjoys getting to spend time with his wife, Amy, and his own three children (Morgan – 9, Ayla – 6, and Eli – 3). His experiences at home have taught him that he still has a lot to learn about kids! However, it also continues to help ignite his drive for positive outcomes for all children.



Dr. Elin Grissom

Education:

2006 BA, Eastern Illinois University, Psychology
2008 MA, Indiana State University, Experimental Psychology
2013 PhD, Tulane University, Psychology with a specialization in Behavioral Neuroscience

About Dr. Grissom: My research interests include how stress influences learning and memory, and how this may differ based on biological sex and age. My interest in learning and memory began at EIU, where I received great mentorship and an undergraduate research grant for my first research project!



Dr. Victoria Phillips

Education:

1990 BA, California State University, Long Beach, Psychology

1993 MA, California State University, Long Beach, Psychology

1999 PhD, University of Iowa, Psychology

About Dr. Phillips: Applying psychology to real-world settings can be challenging but never boring. My job titles reflect a lot of variety: organizational consultant, customer experience director, consumer psychologist. I started my private sector career supporting financial institutions, but I have shifted my focus

to humanitarian and prosocial psychology efforts. I live in perpetually sunny Phoenix, AZ, and love to hike and run our beautiful trails.



Dr. Suzette Reed

Education:

1994 BA, University of Illinois at Chicago, Psychology

1997 MA, California School of Professional Psychology, Clinical Psychology

2004 PhD, North Carolina State University, Psychology in the Public Interest

About Dr. Reed: On a professional level, I love working with busy non-traditional students. My research interests revolve around community resilience and examining Adverse Childhood Experiences (ACEs). Personally, I am very family oriented and love to travel.



Dr. Christine Weinkauff Duranso

Education:

2008 BA, Eastern Illinois University, Psychology

2010 MA, Claremont University, Positive Developmental Psych & Prof Evaluation

2017 PhD, Claremont University, Positive Developmental Psychology

About Dr. Weinkauff Duranso: My research focuses on exercise, nature, and flow as contexts for positive development, especially for emerging adults. My most recent project found that previously sedentary emerging adults experienced significant improvement in general self-efficacy and global approach motivation tendencies after participating in an 8-week brisk walking intervention. I recently co-

authored a book with Mihaly Csikszentmihalyi (co-founder of Positive Psychology) and Phil Latter. The book, *Running Flow*, was published by Human Kinetics, in Champaign, IL. I have 4 children: three of whom were born in Charleston IL: Michelle, Marisa, and Joey Borreggine. I live in Southern California, teach at CSU-San Bernardino in addition to EIU, and love to run and hike in the mountains of SoCal.

Classes I teach: Positive Psychology, Health Psychology, Intro Psychology, Lifespan Development, Child/Middle Child/Adolescent/Adult Development, Social and Personality Development, Parenting & Family Issues, Critical Thinking, and Advanced Developmental Psychology Seminar.