II. Executive Summary

a. Reflections from the process

This program review has provided the opportunity to conduct a more in depth evaluation of the graduate program. We have continually reviewed the program as indicative of revisions in the clinical program and the proposed changes in the general-experimental program track. However, results of this review will provide further suggestions to improve our program tracks so they are more competitive for recruiting purposes and meeting our goals/objectives.

b. Summary of key findings from Response to Standards

The General Psychology Program, including the clinical and general-experimental tracks, provides master’s level students the opportunity to develop their research skills and improve their potential for acceptance into doctoral level programs. We have been quite successful in this regard as indicative of the number of conference presentations and publication submissions in the department. The program provides not only research experience but also content courses that enhance the students’ career opportunities with a master’s degree. We do need to refine our outcome assessments to include more evaluation of the content courses, as well as develop an alumni questionnaire to survey recent graduates attending doctoral programs for determining how we can further improve their preparation for doctoral level coursework. We have experienced difficulties in recruiting high quality students into the general-experimental program track. The proposed changes to the program track are intended to make the program more competitive with similar programs in the state/region and hence, increase our enrollment. We will, however, remain highly selective in our applicants to both program tracks, as we have designed the program as primarily a pre-doctoral training program.
III. Response to Standards

Significance and Scope of the Program

Standard I. The purpose of the program reflects and supports the mission and strategic vision of Western Carolina University and the mission of its College.

The Department of Psychology provides the state, region, and university with a center of teaching and scholarship in the psychological sciences. In its graduate program in General Psychology, which results in a master’s degree, there are two disciplinary tracks, experimental and clinical psychology. The main purpose of the Masters of Arts in the General Psychology program is to prepare students for successful entry into Ph.D. training programs. A secondary purpose is to provide sufficient training to prepare students for the practice of either clinical or experimental psychology at the Master’s level. For both tracks, students gain statistical and methodological expertise, and become knowledgeable in multiple content areas.

The M.A. Psychology program mission aligns with the University mission of commitment to service, research, and creative activities and extending the benefits of its scholarship to society, and providing an environment with free exchange of ideas, intellectual challenge, and high standards of scholarship. The program also serves the College Mission of preparing human service specialists at advanced levels, developing and maintaining a community of scholars, and providing optimal learning environments for students.

The psychology department’s main strength lies in the quality of its faculty. Many have earned college or university wide awards for teaching excellence, and have national and international reputations as scholars in their specialty areas. All have a strong commitment to the mission of the department. The research specialties of the faculty are diverse, with a range sufficient to cover the needs of both tracks of the M.A. in Psychology program. A weakness in the department concerns facilities. Space is at a premium in general and laboratory space in particular is minimal. Despite these challenges, faculty members have managed to maintain a high level of research productivity. In fact, one distinctive aspect of the graduate psychology programs at Western Carolina University has been the creation of a culture of research – all graduate students complete a research-based thesis and all participate in several additional research projects, most of which result in presentations at regional and national conferences, and many of which lead to publication.
Standard 2. The program engages in ongoing, systematic planning that is reflective of the University’s strategic priorities.

The following are the program’s goals and objectives:

- Knowledge in specific areas of Psychology (clinical or experimental).
- Knowledge of research methods and statistics.
- Master’s thesis of sufficient quality to warrant presentation at professional conference and/or its publication.
- Skills and/or knowledge for acceptance to doctoral level graduate program.
- Skills and/or knowledge for practice in clinical or experimental psychology at Master’s level.

The program’s annual assessment plan (see Standard #3) includes reviewing our goals and objectives each year for subsequent reevaluation the following year. We did modify the goals of the clinical program track 3 years ago to include an emphasis on doctoral program preparation due to the scarcity of these type programs and the limited employment opportunities for master’s level clinicians. We are also in the process of modifying the curriculum in general-experimental program however the goals and objectives remain the same. The department has a graduate program committee which meets to discuss modifications to goals/objectives and hence all program modifications which are then presented to the full departmental faculty for final approval.

The curriculum is designed to achieve the program’s goals/objectives. For example, we require all students in the General graduate program to take a minimum of 6 hours of independent research study with a faculty mentor over and above their 6 hours of thesis research. We also strive to include students in research that warrants its presentation at professional conferences and hopefully subsequent publication. Our record of students presenting at professional conferences and obtaining publications in the past several years has been excellent (see Appendix for details). The 12 hours of independent study and thesis are designed to improve students’ research skills and abilities that subsequently increase their likelihood of acceptance into a doctoral level program. Overall, our goal of improving students’ skills and knowledge for acceptance into a doctoral level program has been achieved (see Appendix for details of students’ acceptance into doctoral programs). Our content courses are of sufficient rigor to afford transfer credit to doctoral level institutions.
Should our students decide not to pursue doctoral level graduate work, we offer a curriculum that provides numerous opportunities for students with a master’s degree. For example, students in the clinical program track can take practicum hours in various placements such as the VA hospital in Asheville and the Counseling Center at WCU, and coursework required to be a Licensed Psychological Associate in North Carolina. Students in the experimental program track can take interdisciplinary coursework that provides opportunities for employment in numerous research agencies, human resources departments, or marketing research firms.

Our process of implementing program goals/objectives is designing a curriculum that will afford students the opportunities of achieving the program’s goals/objectives. We continue to monitor and revise the curriculum to ensure that these goals/objectives are being met such as meetings that occurred to revise the clinical program goals/objectives (see above). We are currently in the process of increasing the number of credit hours for the Advanced Statistics class from 3 to 4 hours to accommodate the demand for further lab work in SPSS instruction. SPSS is the primary software for analyzing data. The Statistics class is therefore designed to not only provide conceptual understanding of statistical analyses but also the applied component when using SPSS. Further, we are currently in the process of revising the general-experimental program track by reducing the required hours to 37 in order to align our program with comparable masters programs in the state/region and maintain the focus on developing research skills.

**Standard 3. The program provides and evaluates a high quality curriculum that emphasizes student learning as its primary purpose.**

**Curriculum**

The General Psychology graduate program rigidly adheres to the pre-requisite requirement of 12 hours minimum undergraduate coursework including courses in statistics and methods. The courses in the graduate curriculum are selected and organized to achieve the learning goals/objectives of the program. These courses include both statistics and research methods courses, in addition to Independent Study and Thesis hours, for improving the research skills and abilities thereby increasing students’ chances of acceptance into a doctoral program, and also content courses in both the clinical and general-experimental program tracks. The statistics and methods courses along with independent study are offered in the first year of the graduate program for students’ attendance at professional conferences in both the first and second year of study, in addition to developing their thesis prospectus that is to be defended/approved by
their thesis committee by the end of the spring semester of their first year. Practicum courses are offered in the second year of the clinical program track to provide practical experience in addition to coursework for students seeking licensure at the master’s degree level. Furthermore, the Psychology Department operates a sliding scale fee for service assessment clinic for community clients and university students. In addition to providing a valuable service to students at WCU as well as members of the community, the clinic also gives our students a venue to hone their assessment and report writing skills under close supervision of graduate faculty. (See Appendix for course sequence in the current clinical and general-experimental program tracks and proposed changes in the general-experimental program.)

The typical time required for completion of both the clinical and general-experimental program tracks is 4 semesters plus summer if needed for completion of the thesis and submission to the Graduate School. The proposed change in number of hours in the general-experimental program track will continue to require 4 semesters for completion of the program.

The clinical program track has no multi- or interdisciplinary coursework; however, students in this track can take courses in other departments if these classes will benefit their course of study or research program. The general-experimental program track does offer elective graduate coursework in Human Resources, Business Management, and Marketing for those students wishing only to pursue a master’s degree. These courses were selected as a means of increasing career opportunities for students wishing only a MA in Psychology. (See Appendix for program requirements in each track.)

There is no generic statement of course objectives that reflect expected student learning outcomes of the program in all syllabi. Courses in the program are highly diverse with students from both the General Program including the clinical and general-experimental tracks and the School Psychology Program. However, the following is a sampling of objectives from course syllabi in the General Psychology graduate program that relate to expected learning outcomes in the program:

Example 1: “To read and actively reflect on the assigned readings, demonstrated through written and oral communication” Psychology624: Child and Adolescent Development

Example 2: “Develop a more sophisticated understanding of the major theories of counseling and psychotherapy.” Psychology676 Evidenced-Based Psychotherapy

Example 3: “This course is designed to further your understanding of statistics and research methods that will enable you to understand research in the behavioral sciences and to conduct reasonably sophisticated research of your own.” Psychology651 Advanced Research Methods I

(See course syllabi for all graduate courses in Appendix.)
The Graduate Committee in the Department of Psychology meets annually or as needed for review of each program track’s curriculum. For example, 3 years ago, the curriculum for the Clinical program track was reduced from 61 hours to 49 hours to align the curriculum with the revised goal of developing skills and/or knowledge for acceptance to a doctoral level program rather than for a master’s level clinician. Further, changes in the general-experimental program are currently being proposed and will be submitted to the university curriculum process this year. The number of hours in the general-experimental program will be reduced to a 36 hour program from the current 48 hour program to align it with other similar masters programs in the region/state. We believe this change in hours will make the program more competitive and increase recruitment of new students in the program. The decrease in hours reflects a decrease in number of content courses only. Our required research hours will remain the same. The hours in the graduate statistics course will be increased by 1 hour due to the required lab component in learning SPSS for statistical analyses. This increase will subsequently increase the hours of the clinical program to 50 hours and the general-experimental program to 37 hours.

**Learning Outcomes Assessment**

The following are student learning outcomes used in our annual assessment plan:

1. Students will become engaged as researchers, above and beyond the thesis requirement.

2. Students will prepare a written thesis proposal which is clear, thorough and relevant. This incorporates much of their course work over the first academic year.

3. Students will be able to present and discuss their thesis topic in a professional manner. Students should be able to:
   - Demonstrate a conceptual understanding of the purpose and relevance of their research.
   - Articulate their review of the literature.
   - Demonstrate their understanding of the research methods and design.
   - Demonstrate breadth and depth of knowledge in the area of the proposed research.

The following are program outcomes related to students’ achievements:

1. Core courses should receive positive evaluation by graduate students.
2. Program retention should be extremely high.
3. Students should demonstrate competence and productivity as researchers.
4. Our students should achieve success in making the transition to doctoral programs.

We have designed the curriculum to achieve the intended learning outcomes and continue to revise the curriculum as needed. For example, we require 6 hours of independent study with a faculty mentor in addition to 6 hours of thesis to engage students above and beyond the thesis requirement. We require a first year course that includes advanced research methods to assist students in developing their written thesis and prepare them for presenting and defending their thesis. Students in the clinical track also have to complete course work in assessment and therapy to prepare them in the event that they choose not to go to a doctoral program. Our core courses have continued to receive positive evaluations by students and our program retention is extremely high. Our retention remains high primarily because of our rigorous selection process that includes a personal interview with all potential graduate students prior to acceptance into the program.

The following are assessment measures to inform our curricular decision making:
1. All beginning students will be enrolled in PSY 680 Directed Research and will be linked to a faculty mentor during the summer before Fall semester begins.

2. The thesis proposal will be evaluated using the department’s written prospectus evaluation form. The proposal is evaluated on 4 factors using a 4 point scale (1=unacceptable; 4=very good).

   Literature review
   Statement of problem (SOP)
   Methods/Design
   Overall quality of product

Students cannot receive less than 12 points from more than 1 of their committee members.

The written evaluation component of the thesis prospectus in Spring 2009 was revised based on recommendations from a departmental workshop conducted in October 2008. The written component will be evaluated using the following 4 factors using the same 4-point scale ranging from to 1 = unacceptable to 4 = very good.

Introduction and Literature review
   Clarity of introduction, and thoroughness and relevance of literature review
   Clarity of "Purpose of the Study" and its relevance to the literature reviewed and hypotheses/research questions.
Clarity and thoroughness of proposed methodology; appropriateness of research design for testing the hypotheses or research questions presented in the “Purpose of the Study.”

Overall quality of written expression.

The student’s score on the written document must be 12 or greater from at least 2 committee members if the committee is composed of 3 members; or at least 3 members if the committee is composed of 4 members.

(See Appendix for old and revised written thesis prospectus evaluation forms.)

3. The oral presentation will be evaluated using the department’s oral prospectus evaluation form. The oral presentation is evaluated on 4 factors using a 4 point scale (1=unacceptable; 4=very good).

Conceptual understanding
Articulate literature review
Understand method/design
Overall quality of presentation
Total Points

Students cannot receive less than 12 points from more than 1 of their committee members.
(See Appendix for the oral thesis prospectus evaluation form.)

4. Course evaluations will be examined for all core graduate courses. An average student rating of 3.0 or higher on the following 5 factors is expected using a scale ranging from 1 = strongly disagree to 4 = strongly agree.

Organization and clarity
Enthusiasm and Intellectual Stimulation
Rapport and Respect
Feedback and Accessibility
Student Perceptions of Learning

5. Retention data will be computed for 1st and 2nd year students, by concentration.
6. Number of students formally presenting at local conferences, regional conferences, and national conferences will be reported by concentration.

7. The number of 2nd-year students applying to doctoral programs; number of students accepted will be tabulated.

8. Specific doctoral institutions to which our graduates are accepted will be listed.

9. Graduates after one year in a doctoral program will be surveyed to assess perceptions of their preparation for doctoral study after completing our program. (This survey has not been designed or implemented yet.)

(See Appendix for assessment reports.)

We are continually monitoring the needs of our graduate students in achieving the goals/objectives of our program. One major problem that students appear to have is their difficulty with demonstrating their knowledge of method and design in the written component of their thesis and their oral presentation. The Psy652 Advanced Methods course was revised to place more emphasis on the design and development of the methods section in the thesis prospectus. Committee chairs were also encouraged to concentrate on working with students in developing their methods section. Finally, a departmental workshop on the thesis prospectus was held in Oct. 2008 to discuss faculty expectations that can be coordinated with the Psy652 course. Recommendations from this faculty workshop led to revisions in the written component of the thesis prospectus evaluation (see above). Further, credit hours in the Psy651 Statistics course will be increased from 3 to 4 hours this academic year to reflect additional computer lab requirements. Course requirements for the clinical track were changed in 2006 to better reflect the changed focus of the program (assist students in being accepted to doctoral programs as opposed to preparing them to be licensed masters level practitioners). As such the internship requirement was eliminated as was the requirement to take multiple therapy focused courses. Finally, the required hours in the general-experimental program track will be reduced to 37 hours to align the program with other comparable masters programs in the state/region.

(See Appendix for assessment reports.)
(See Appendix for detailed description of the General Program including the clinical and general-experimental tracks – the current and proposed descriptions are included.)

Faculty Resources, Teaching, Scholarship, and Service

Standard 4. The program has sufficient faculty resources to meet its mission and goals.

The Department of Psychology currently has 18 full-time faculty members. Of these, 8 are tenured, 7 are non-tenured tenure-track, and 3 are full-time fixed term faculty members. We have 6 Full Professors, 2 Associate Professors, 9 Assistant Professors, and 1 Instructor (M.A. level). As a group, we generate approximately 18.0 FTE through undergraduate and graduate teaching combined. In a typical semester we will employ 4 or 5 adjunct instructors to teach General Psychology or Child & Adolescent Development, yielding an additional FTE of approximately 2.0.

With regard to specialty areas, our coverage includes clinical (4), school (3), counseling (1), developmental (2), educational (2), social (2), comparative-biological (1), and general-experimental (3). We have 8 female and 10 male faculty members; one is of Hispanic origin, with one a native of Sweden.

The faculty is actively engaged in professional development. A review of faculty vitas will show heavy attendance and regional and national conferences (SEPA, APA, APS, NASP, APLS, EPA, and others). We offer continuing education opportunities usually twice each year for psychologists in the region, some presented by our own faculty and others by visiting scholars/practitioners.

The clinical concentration is well supported by four faculty members with doctorates in clinical or counseling psychology (Asberg, Bobadilla, Malesky, McCord). Further, Dr. Aydlett, whose doctorate is in applied developmental psychology, completed a pediatric psychology internship and is licensed as a psychologist in North Carolina. The general-experimental concentration boasts an array of subspecialties, including social (Abel, Ford), cognitive (Goodwin), developmental (Henderson), experimental (Gordon), and human factors (Poynter). All faculty vitas are included in the Standard 4 Appendix.

During the past 2 years we completely restructured our departmental Collegial Review Document (CRD), which describes criteria and processes for faculty evaluation (reappointment, tenure, promotion, post-tenure review, and annual evaluation). A copy of the CRD is included in the appendix. Overall, the morale of the department is high. We feel that we have enough faculty to meet the demand for our courses, especially given our space and facilities constraints.
Standard 5. The program attracts, retains, and graduates high quality students.

The clinical psychology program track can only admit a maximum of 10 students per cohort/year due to resource limitations in the assessment courses. We recently revised the primary focus of the clinical program to improve students’ likelihood of being accepted to doctoral-level programs. Thus, we currently emphasize developing research skills rather than the intensive clinical practice focus that defined the program in the past. This change was due to an increasing lack of employment opportunities for masters level psychologists in North Carolina as well as the fact that this educational niche was not being offered by other educational institutions in the region. This change required being more selective in recruiting students. Specifically students should be interested and motivated to continuing their education at the doctoral level upon graduating from our program. Furthermore, students are rarely accepted with GRE scores of less than 1000. Students are also encouraged to increase their scores to at least 1200 during their first year in the clinical program.

The general-experimental psychology program is a new program track approved in the Spring 2005 with a goal of 5 new students in each new cohort. This program track was developed with 2 goals: training in research skills for a doctoral level program and coursework designed for career opportunities with a masters degree. We did have 2 students in the clinical program who chose to transfer from the clinical track to the general-experimental program track in Spring 2005, however 1 student withdrew in the summer 2005 and we were unable to recruit for Fall 2005. We are continually trying to recruit students into the general-experimental track and had 7 new students in the general-experimental track in the Fall 2006 but were unable to recruit new students for Fall 2007 despite offering admission to 5 applicants. We did recruit 4 new students in Fall 2008. We have seen an increase in the number of female graduate students compared to male graduate students in our graduate program in the past several years. We have few other minority students in our graduate program.

(See Appendix for listing of # of applicants, admissions, and enrollment in the program including academic qualifications of enrolled students.)

We have projected future enrollment in the program that would increase from the 9 (6 clinical, 3 experimental) we now have in the Fall 2008 cohort to 13 (8 clinical, 5 experimental) next Fall 2009. Our general program including both tracks are viable but may take a little longer to strength the program considering the newness of the general-experimental track and changing the focus of the clinical track. Further, many other general-experimental programs have only a 36 hour program, as such we are currently in the process of changing our current 48 hour program to
be more in line with the other masters level programs in the region which may make our program more attractive to potential students. We believe that we will be able to meet the planned increase in numbers for our clinical track given the large number of students who have applied to this program over the past several years. For example, last year over 60 students applied for 6-8 clinical track positions.

(See Appendix for long term goals of enrollment in the general program including both the clinical and general-experimental tracks.)

Students admitted to the clinical and general-experimental program tracks have high undergraduate GPAs and GRE scores. We are selective in our recruiting due to our focus on preparation for doctoral-level graduate programs. As a general rule we do not consider students with less than 1000 on their GRE.

(See Appendix for a listing of past and current students plus their GRE scores and undergraduate GPAs.)

Students in the clinical program track are advised by a clinical program faculty member. Students in the general-experimental program track are advised by an experimental program faculty member. The students are advised using the established course sequence outline semester by semester (See Standard #3). Students meet with their academic advisors at least once a semester to discuss the courses they should be taking the upcoming semester as well as to review their performance in the current semester. Faculty teaching graduate courses meet with the program director if they identify students who are struggling in their courses. The program director will then meet with that student(s) to discuss any problems and how best to improve their performance.

The graduate program requires involvement in faculty research and independent study, and practicum experience where appropriate (see Standard #3 for details). Our graduate students are also encouraged to participate in the Graduate Student Association and last year (2007-2008), students in our graduate program were officers in the GSA.

We are continually recruiting new students in the graduate program via several activities. We place an advertisement for our graduate program in the regional conference program book every year (Southeastern Psychological Association) (see Appendix). A faculty member along with graduate students, attend the UNC undergraduate research conference every year for recruitment purposes. In addition, faculty members have presented to students interested in graduate school at WCU and UNC-Asheville about the types of graduate programs we offer. We
respond to all emails from interested students. We personally respond to all posted interest emails via the Graduate School. Finally, we email all department heads in the southeast region with information about our graduate program every fall.

We have been fortunate in being allocated graduate assistantships for all graduate students. These assistantships, however, are only $7,000/year which cannot compete with other universities offering considerably more. In addition, our allocation is based on the sharing of these graduate students with other departments in the College of Education and Allied Professions who do not have assistantships. While this is appropriate in some situations and with some faculty, it is not always a welcome opportunity for students who are assigned outside the Department of Psychology. Furthermore, this past year, we were only allocated 3 out of state tuition waivers (which means students from out of state still have to pay the in state tuition part) and 2 in state tuition waivers. These waivers also had to be shared with the School Psychology graduate program. The financial support is inadequate for recruitment and subsequent retention of high quality students into our graduate program. Because of this lack of support, 3 very high quality students who were interested in the general-experimental program track and were admitted, declined our offer to go to another university offering much more financial support.

**Administrative Structure and Operational Resources**

**Standard 6. The program has an administrative structure that facilitates achievement of program goals and objectives.**

The General Psychology graduate program has a program director who is an experimental psychology faculty member. There is also a clinical faculty member who coordinates the clinical psychology program track and advises all clinical graduate students. The department has a graduate committee that meets annually or as needed to discuss changes in the program or the program curriculum. The graduate committee includes representatives from the clinical psychology program track, the general-experimental psychology program track, and the school psychology program. Representatives from all programs/tracks are included to ensure that changes do not adversely impact any one program/track.

The Graduate School offers workshops/meetings/training for all graduate program directors on an as needed basis. For example, WCU is changing from a “hard copy” application process to an online “Apply Yourself” process. The Graduate School has offered several workshops on this newly implemented online software program.
All faculty involved in the General Psychology graduate program are involved in any proposed changes to the program or the assessment process. The graduate committee meets as needed when changes are proposed from individual faculty. Once the graduate committee meets and agrees to any changes, these changes are then proposed to the faculty during departmental meetings for full vote and approval.

**Standard 7. The program has adequate resources to meet its goals and objectives.**

The traditionally lean budget, and the severe space limitations, are substantially more mission-constraining for the graduate programs than for the undergraduate program. Our M.A. program in general psychology focuses heavily on helping students gain admission to doctoral programs in their area of interest, and in most cases the key deficit in their resume is authored research. Thus, a key goal for their time here is to conduct and then present original research projects at professional conferences. The department does have funds to cover printing costs of posters for presentations. But there is almost no support to cover the costs of traveling to conferences. Our primary outlet, SEPA, meets in New Orleans this year. Even if students go by car and crowd a hotel room, the cost is daunting. We certainly encourage presentation at the local research conference (WCU Graduaate Research Symposium, WCU Gender Conference), but regional and national conferences obviously carry more weight in the application to doctoral programs. The Graduate School recently established $200 grants for students presenting at conferences, which definitely helps.

The department has limited funds to cover essential training materials such as protocols and new assessment kits for the clinical students. The only back up funds that exist are those originating from the newly established Psychological Clinic now operating on a sliding fee schedule for testing/assessment of children in the community and students at WCU. We currently have a very well-stocked testing center, but, for example, purchasing a full compliment of the recently published WAIS-IV will largely deplete the clinic account.

We struggle with dire needs for space. Faculty members have no storage, lab, or research space apart from their own very small offices. Spaces that were originally storage rooms have been converted to graduate student cubicles and then to faculty offices. Now, with 18 faculty members, we have had to reallocate the departmental library and one other relatively large meeting room into common rooms for graduate students, known as Ghttos A and B. We use the several very small spaces that used to be graduate student offices as multi-purpose shared space, for psychological testing, consultation, and research. Our Psychological Services Clinic, which
generates badly needed income for the department's graduate programs, operates in a virtual
environment, with essentially no allocated space. Clients are greeted in the main hallway, and
sessions are conducted in the shared spaces on a sign-up basis. We do have some limited access
to the McKee Clinic, with a commitment that this will become our clinic space once the new
Health Sciences building is completed and the Speech and Hearing unit moves out. We are also
optimistic about designing our space in the new education building, though planning has been put
on hold due to state budget crisis.

The Hunter Library does have adequate resources to support our graduate program, either on
site or via an ABC Express system with Appalachian State University of University of NC at
Asheville. Further, online access to journals has improved dramatically in the past few years. (See
Appendix for information on Library resources.) Instructional Technology also provides access to
SPSS via a server in several wired classrooms and labs.

Staffing needs are generally met. We are able to provide a full selection of courses for
students in the clinical track, partly because they share many of the applied courses (e.g.,
cognitive assessment) with the school psychology students and many of the research courses
(e.g., statistics) with the general-experimental students. We have some difficulty providing all the
courses we would like to provide, at an exclusively graduate level, to the general-experimental
students only. For example, we would like to provide an advanced cognitive psychology course to
this group, but the class size would be small and would make it hard to meet the ever-present
demand for FTE productivity. As this concentration grows in number we should have more
flexibility in this regard.

We have one administrative assistant, who supervises two work-study students. Graduate
teaching/research assistants are critical to our operation, and we receive extraordinary support
from the Graduate School in this regard. For the past 5 years we have been able to offer a
graduate assistantship to every one of our graduate students. Briefly, graduate students are paired
with faculty members as their assistant, which allows the faculty member to teach larger classes
with more substantial writing assignments, enhancing course quality. Very commonly, the
graduate student will also be engaged in joint research with the faculty member, although they are
free to work with other faculty members as well. This synergistic system accomplishes many
things: it enhances faculty research productivity, it enhances graduate student research activity, it
enhances the quality of our undergraduate courses, and it supports FTE generation. We are very
fortunate to have a Graduate Dean and a Provost who recognize the success of this system and
support it so strongly through graduate assistantships.
Western Carolina University

Vision

Western Carolina University will be a national model for student learning and engagement that embraces its responsibilities as an economically-engaged university. Western seeks to nurture an ever-enlarging knowledge community and economy in western North Carolina through its academic programs, public service and scholarship.

Mission Statement

Western Carolina University creates engaged learning opportunities that incorporate teaching, research and service through residential, distance education and international experiences. The university focuses its academic programs, educational outreach, research and creative activities, and cultural opportunities to improve individual lives and enhance economic and community development in the region, state and nation.

Mission Statement - 2006

Statement of Educational Mission

A member of the University of North Carolina, Western Carolina University offers courses in the arts, sciences, technologies, humanities, and professions. Students can elect degree programs at the bachelor's or master's level, or doctoral level study in educational leadership. As a regional comprehensive institution, it serves the people of North Carolina from its residential campus at Cullowhee and through off-campus instruction in Asheville and other locations.

Teaching and learning constitute the central mission of Western Carolina University. The University seeks to create a community of scholarship in which the activities of its members are consistent with the highest standards of knowledge and practice in their disciplines. The commitment of the community to service, research, and creative activities complements the central mission and extends the benefits of its scholarship to society. As a major public resource for western North Carolina, the university promotes regional economic development through its teaching, research and service. Western Carolina University seeks to provide an environment in which students, faculty, and staff jointly assume responsibility for learning, where free exchange of ideas, intellectual challenge, and high standards of scholarship prevail.
Program Mission Statement:

The main purpose of the Masters of Arts General Psychology program is to prepare students for further training at the doctoral level. A secondary purpose is to provide sufficient training to prepare students for either the practice of clinical psychology or experimental psychology at the Master’s level.

Statement on Alignment of Program Mission with University and College Mission:

The MA General Psychology program mission aligns with the University Mission of commitment to service, research, and creative activities and extending the benefits of its scholarship to society, and providing an environment with free exchange of ideas, intellectual challenge, and high standards of scholarship; and the College Mission of preparing human service specialists at advanced levels, developing and maintaining a community of scholars, and providing optimal learning environments for students.

Program Goals/Objectives:

Knowledge in specific areas of Psychology (clinical or experimental).
Knowledge of research methods and statistics.
Master’s thesis of sufficient quality to warrant presentation at professional conference and/or its publication.
Skills and/or knowledge for acceptance to doctoral level clinical or experimental program.
Skills and/or knowledge for practice in clinical or experimental psychology at Master’s level.
Strategic Plan
Department of Psychology

Strategic Vision Statement
February 1, 2004

Mission

The Mission of the Department of Psychology is to provide a center of scholarship in the psychological sciences for our university, state, and region. Our tasks include the generation of new knowledge about behavior, the application of psychological knowledge in public service, and the translation and transmission of psychological knowledge to our students and the larger community of learners.

Members of the Department of Psychology are first of all teachers-scholars but also actively engage in research and provide community service in areas of their expertise. We provide undergraduate students who major or minor in psychology with knowledge and skills that provide a foundation for life-long liberal learning. We have significant graduate programs in clinical and school psychology that prepare competent, caring practitioners and scholars. Our constituency also includes liberal studies students from throughout the university, undergraduate and graduate teacher education students, and students from a variety of majors with interests in understanding human behavior. Our faculty members share their expertise through many forms of consultation and education in the region and beyond. We recognize a special obligation to serve Western North Carolina. However, our involvement in education, research, and service is not geographically bound.

Clientele

The Department of Psychology serves psychology graduate students, education graduate students, and undergraduates from programs throughout the university. The department offers a large number of Liberal Studies courses and teacher education courses every semester. Over the span of an academic year, we teach over 1,000 students in Liberal Studies courses and approximately 350-400 education majors. The department also provides courses for psychology minors, Second Academic Concentrations for education majors, and psychology majors. There are currently 147 majors in psychology. The department plans to increase the number of majors to 250 in the next 5 years.

There are currently two graduate programs housed within the psychology department: clinical psychology and school psychology. The two programs combined include over 35 full-time students. There are plans to expand the number of students served in the school psychology program through the development of a doctoral program. We will also add a third master's track, in general experimental psychology, which will further increase the number of graduate students.
Department of Psychology Strategic Vision Statement

Page 2

We have established this year the WCU Psychological Services Clinic, providing fee-based assessment, consultation, and intervention services to the community at large. We serve infants and toddlers, school-aged individuals, and adults. Services are provided by advanced graduate students under supervision of licensed faculty members.

We are proposing an extension of our regional outreach services by incorporating the Child’s Garden Program into the department. This program serves children from birth through 5 years of age that display significant emotional/behavioral difficulties. Relocating this important existing program into the Department of Psychology will provide unique training experiences for our students at all levels.

The Department of Psychology also provides training opportunities for psychologists in the region. In the Fall of 2003, the department hosted a training session on the Wechsler Intelligence Scale for Children, Fourth Edition, and other such continuing education programs are planned for the future. We will establish a pattern of providing two training sessions per academic year for psychologists in this region.

Programs and Services

Major Programs – Major in Psychology

Minor Programs –
  Minor in Psychology
  Minor in Life Span Development
  Secondary Academic Concentration – Teacher Education

Graduate Programs – M.A. in Psychology
  School psychology track
  Clinical psychology track
  General experimental psychology track (proposed)

Service Courses –
  Psychology 150 – General Psychology:
    Liberal Studies
    Criminal Justice
    Nutrition and Dietetics
    Nursing
    Theatre
    Social Work

  Psychology 190 – First-Year Seminar: Liberal Studies

  Psychology 251 – Research Methods I: Statistics:
    Environmental Health
    Health Information Management
    Health Services Management
Psychology 210, 331, 363, 430, 470
Criminal Justice

Psychology 313 – Industrial/Organizational Psychology
Industrial Technology

Psychology 333
Women’s Studies

Psychology 320, 321, 322, 621
Teacher Education Sequence courses

Psychology 370 – Psychology and Law
Psychology 331 – Human Sexuality
Upper Level Liberal Studies Courses and Psychology Major Electives

Services to external communities
WCU Psychological Services Clinic
Child’s Garden – psychological services for children 0-5 years (proposed)
Department-sponsored professional education workshops for psychologists

Interdisciplinary linkages
The undergraduate and graduate programs in psychology will be involved in the new Forensic Sciences program

Student Advising
All full time faculty advise undergraduate majors in psychology

Proposed new programs:
A new track in the graduate psychology program is being proposed in general psychology emphasizing courses in areas other than clinical and school psychology. This track will offer more opportunities for students who either want to seek employment with a masters degree or further their graduate education by seeking a non-clinical Ph.D. We believe this track will attract numerous students interested in doctoral programs in several different disciplines, including developmental, social, cognitive, and industrial-organizational psychology. In addition, the focus of the M.A. clinical psychology program is being redirected to preparing our graduates to go on to doctoral programs because our graduates are facing an increasingly difficult job market at the M.A. level. North Carolina is in the process of privatizing much of what had been community mental health (CMH). These changes to the CMH system have decreased both the training and employment opportunities for our students. Offering courses in the applied/experimental area will also strengthen the possibility of our M.A. clinical graduate students seeking a Ph.D. We will hire a new cognitive psychologist and a new faculty member with a Ph.D. in general experimental psychology in order to strengthen our offerings in this program area.
Department of Psychology Strategic Vision Statement
Page 4

A Ph.D. program in school psychology is being proposed. This graduate program would be the only Ph.D. program in school psychology in Western North Carolina. There are currently only two doctoral programs in the state, and both are located in the Raleigh-Durham area. The program would significantly increase the role of the department in the region by providing additional community assessment services. A doctoral degree in school psychology provides opportunities for supervisory roles and increases in pay.

Comparative Advantages

The Department of Psychology at Western Carolina University offers several comparative advantages including its location; a modern digital electrophysiology research lab; a collaborative and collegiate faculty; significant involvement in a university wide program in forensic science and a rapidly growing undergraduate major in psychology; and two highly competitive and successful graduate programs (clinical and school psychology). Each of these will be discussed in turn.

One reason that many of our students choose to attend WCU (and faculty and staff select WCU as a place of employment) is the location. We are situated in a beautiful rural valley in the mountains of western North Carolina. We are minutes from Great Smoky Mountains National Park and as a result, have a multitude of outdoor activities immediately available (e.g., whitewater boating, mountain biking, hiking and camping).

In the summer of 2003 we were fortunate to receive funding from WCU administration to purchase and establish a human electrophysiology lab. This kind of equipment allows investigators to examine the relationship between the electrical activity in the brain and various social, cognitive and emotional variables. One of the central goals of this lab is to increase the involvement of undergraduates in faculty research.

The Department of Psychology at WCU is made up of a unique group of faculty. While there is little overlap in our scholarly activity, there is great respect among us and considerable collaboration on various graduate student theses and undergraduate research projects. This is an important (and unique) advantage in that it affords a positive and supportive environment for students at all levels. In addition, faculty in the early stages of their careers find themselves in a situation where they can continue to learn and grow as scholars and teachers. The net effect is an outstanding learning environment for all students.

One of the major university initiatives is the development of an interdisciplinary program in Forensic Sciences. The Department of Psychology will play a significant role in this program with the addition of a new forensic psychologist. We will have a forensic person in place by Fall of 2004. In addition to their role in the interdisciplinary program, our forensic faculty member will be responsible for developing both undergraduate and graduate courses in forensic psychology. An undergraduate course in Forensic Psychology will complement the existing course in Psychology and Law that is always in demand. This is a very popular subfield within psychology at this time and we hope it will contribute to ongoing recruitment of undergraduate majors. In fact, continued recruitment and growth at the undergraduate level is a primary concern for the department at this time. We are currently growing at a significant rate and are committed to expending resources as needed to help ensure that psychology develops into a very popular major among WCU undergraduates.
Department of Psychology Strategic Vision Statement
Page 5

The Department of Psychology at WCU currently offers graduate programs in clinical psychology and school psychology. The WCU clinical psychology program is unique in the state of NC. The primary focus of this program is to provide students with the training and experience necessary to make them more competitive for doctoral programs in psychology. Most MA clinical programs in NC are geared toward preparing MA-level psychologists. The school psychology program is equally impressive. It has evolved (under the excellent leadership of Dr. Candace Boan) from a program that almost floundered 5 years ago to one that is fully accredited by the National Association of School Psychology. Our enrollment in that program has quadrupled over the last 5 years. In fact, the program has been so successful that the department has recently initiated development of a doctoral program in school psychology. Finally, as evidence of our commitment to serve the community and provide our clinical and school psychology graduate students with the highest quality of training, we have established a psychological services clinic. Our graduate students provide psychological assessment and consultation services (under the strict supervision of our clinical and school psychology faculty) to children and adults from the community as well as members of our undergraduate student body. All revenues generated by the clinic services are used to support the mission of the undergraduate and graduate mission of the department.

Strategic Goals

[Nota bene: These Strategic Goals are NOT listed in order of priority. They are all endorsed as important initiatives within the department and will be pursued simultaneously.]

Strategic Goal: Establish a doctoral program in school psychology. In 5 years we will have a successful doctoral program in school psychology, in addition to our existing master’s programs in clinical and school psychology. (See also Strategic Goal #2 with regard to an additional proposed master’s program in general psychology.) This program will be accredited by the American Psychological Association, will be defined by a child-clinical focus, and will graduate 10 students per year with the Ph.D. degree. We will have two additional faculty members with established track records in school psychology who will help implement this program successfully with high quality.

Strategic Goal: Establish a master’s program in general experimental psychology. This program will offer a flexible curriculum, based on individual goals. Students with interest in non-clinical areas of psychology (e.g., cognitive, developmental, social) will prepare for entry into doctoral programs elsewhere or will develop applied skills marketable at the master’s level. For example, students may focus on program evaluation, behavioral sciences research, statistics and measurement, and applied social psychology, within business and industry as well as other domains. We will hire a new faculty member in cognitive psychology (especially important with the retirement of Dr. White) and a new faculty member in general experimental psychology with a focus on developmental issues, life-span issues, and research methodology. This position will provide additional research support
as well for the Ph.D. program in School Psychology. We will also hire a cognitive psychologist, as Dr. Hedy White is currently on phased retirement.

**Strategic Goal: Establish a fee-based Psychological Services Clinic within the Department of Psychology.** With the rapid decline of applied practice training sites for practicum and internship placements, it is imperative for the Department to develop programs and opportunities for assessment and intervention training for our graduate students. With the establishment of the doctoral program in school psychology this need will be even greater. We will have a clinic that provides psychological services to the community and will provide important educational experiences to our students.

**Strategic Goal: Achieve a count of 250 undergraduate psychology majors.** Given the size of this university and a department faculty of 16, we will have 250 psychology majors. We will maintain a rigorous traditional curriculum and also offer a variety of interesting topical electives at both lower and upper undergraduate levels. We will begin offering an upper-level undergraduate course in applied psychology, which should further increase the attractiveness of the major.

**Strategic Goal: Increase the number of undergraduate students formally involved in empirical research.** We have a freshman-sophomore level research experience, Psy 280, intended for providing an exposure to research in progress by playing a minor role (e.g., gathering background articles, running subjects, collating materials, entering data, attending discussions and meetings), and a junior-senior level research experience, Psy 480, intended for more advance research participation. In 5 years we will have at least 50% of our graduating majors to have earned at least 3 credit hours in these research experiences. With a doctoral program and three master’s programs, we will have vertical teams as the standard approach to doing research in this department. The model team would have 1 or 2 Psy 280 students, 1 or 2 Psy 480 students, 1 or 2 graduate students, and a faculty senior researcher. We anticipate that extensive involvement of students in research activities will improve retention rates within the major and thus contribute the university-wide focus on improving retention.

**Strategic Goal: Continue to provide a large number of service courses to the liberal studies program and the professional education program.** We will meet the high demand for General Psychology sections, offering as many as are needed, partly through the use of full-time fixed-term “Visiting Professors” and instructors who have experience and demonstrated excellence in teaching this course. We will offer several 1st-year seminars each Fall Semester. We will continue to offer developmental and educational psychology courses at both undergraduate and graduate levels in order to meet the needs of the teacher education programs at Western, and our faculty will continue to play an active role in developing and monitoring these programs.
Department of Psychology Strategic Vision Statement
Page 7

Strategic Goal: Develop a key role for psychology in the university’s forensic sciences programs at both the graduate and undergraduate levels. This year we will hire a forensic-clinical psychologist to join our faculty at the assistant professor level. We have contributed to the planning process for the multidisciplinary graduate program in forensic sciences, which will be primarily housed in the Department of Chemistry and Physics. We will add an undergraduate course in forensic psychology to be taught in the Fall semester of 2004, and we will add graduate courses in forensic psychology and forensic psychological assessment over the next several years.

Strategic Goal: Significantly increase internal funds available to faculty for professional development. Through clinic revenue, grants, reallocation of departmental budget, and other sources, we will at least double the allowance to each faculty member for professional development.

Strategic Goal: Enhance teaching effectiveness through improved method of teacher-course evaluation. The department will extensively review and revise existing methods of obtaining student feedback regarding teaching effectiveness and will implement a new system that exhibits empirical soundness, consensus of support of faculty, and consistency with broader university practices.
Strategic Plan
Department of Psychology

Strategic Vision Statement
February 1, 2004

e) Strategic Goals

Strategic Goal #1: Establish a doctoral program in school psychology. In 5 years we will have a successful doctoral program in school psychology, in addition to our existing master’s programs in clinical and school psychology. (See also Strategic Goal #2 with regard to an additional proposed master’s program in applied psychology.) This program will be accredited by the American Psychological Association, will be defined by a child-clinical focus, and will graduate 10 students per year with the Ph.D. degree. We will have two additional faculty members with established track records in school psychology who will help implement this program successfully with high quality.

Strategic Goal #2: Establish a master’s program in applied psychology. This will be a graduate program for professionals with expertise in program evaluation, behavioral sciences research, statistics and measurement, and applied social psychology, within business and industry as well as other domains. Students with interest in non-clinical areas of psychology (e.g., cognitive, developmental, social) will prepare for entry into doctoral programs elsewhere or will develop applied skills marketable at the master’s level.

Strategic Goal #3: Establish a fee-based Psychological Services Clinic within the Department of Psychology. With the rapid decline of applied practice training sites for practicum and internship placements, it is imperative for the Department to develop programs and opportunities for assessment and intervention training for our graduate students. With the establishment of the doctoral program in school psychology this need will be even greater. We will have a clinic that provides psychological services to the community and will provide important educational experiences to our students.

Strategic Goal #4: Achieve a count of 250 undergraduate psychology majors. Given the size of this university and a department faculty of 16, we will have 250 psychology majors. We will maintain a rigorous traditional curriculum and also offer a variety of interesting topical electives at both lower and upper undergraduate levels.

Strategic Goal #5: Increase the number of undergraduate students formally involved in empirical research. We have a freshman-sophomore level research experience, Psy 280, intended for providing an exposure to research in progress by playing a minor role (e.g., gathering background articles, running subjects, collating materials, entering data, attending discussions and meetings), and a junior-senior level research experience, Psy 480, intended for more advance research participation. In 5
years we will have at least 50% of our graduating majors to have earned at least 3 credit hours in these research experiences. With a doctoral program and three master’s programs, we will have vertical teams as the standard approach to doing research in this department. The model team would have 1 or 2 Psy 280 students, 1 or 2 Psy 480 students, 1 or 2 graduate students, and a faculty senior researcher. We anticipate that extensive involvement of students in research activities will improve retention rates within the major and thus contribute the university-wide focus on improving retention.

**Strategic Goal #6: Continue to provide a large number of service courses to the liberal studies program and the professional education program.** We will meet the high demand for General Psychology sections, offering as many as are needed, partly through the use of a stable pool of instructors. We will offer several 1st-year seminars each Fall Semester. We will continue to offer developmental and educational psychology courses at both undergraduate and graduate levels in order to meet the needs of the teacher education programs at Western, and our faculty will continue to play an active role in developing and monitoring these programs.

**Strategic Goal #7: Develop a key role for psychology in the university’s forensic sciences programs at both the graduate and undergraduate levels.** This year we will hire a forensic-clinical psychologist to join our faculty at the assistant professor level. We have contributed to the planning process for the multi-disciplinary graduate program in forensic sciences, which will be primarily housed in the Department of Chemistry and Physics. We will add an undergraduate course in forensic psychology to be taught in the Fall semester of 2004, and we will add graduate courses in forensic psychology and forensic psychological assessment over the next several years.

**Strategic Goal #8: Significantly increase internal funds available to faculty for professional development.** Through clinic revenue, grants, reallocation of departmental budget, and other sources, we will at least double the allowance to each faculty member for professional development.

**Strategic Goal #9: Enhance teaching effectiveness through improved method of teacher-course evaluation.** The department will extensively review and revise existing methods of obtaining student feedback regarding teaching effectiveness and will implement a new system that exhibits empirical soundness, consensus of support of faculty, and consistency with broader university practices.
List of Conference Presentations and Publications:
(Graduate Students in Bold Face)

2004


2005

Abel, M.H., & Owings, L. (April, 2005). *Moderating effect of positive schemata between neuroticism and related constructs*. Presented at the annual meeting of the Southeastern Psychological Association, Nashville TN.


2006


2008


List of Publications: (Graduate Students in Bold Face)

2005


2007


2008


In Press


Under Review


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<tr>
<td>General-Experimental Graduate Students</td>
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<tr>
<td>Ross May</td>
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<td>1060</td>
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<td>Alan Socha</td>
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<td>Marisa Sullivan</td>
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**Course Sequence for 2-Year Graduation**

**Clinical Program Track**

<table>
<thead>
<tr>
<th>Fall 1st Year</th>
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<tbody>
<tr>
<td>Psy 651</td>
<td>Adv. Research Methods</td>
</tr>
<tr>
<td>Psy 661</td>
<td>Assessment I</td>
</tr>
<tr>
<td>Psy 671</td>
<td>Adv. Psychopathology</td>
</tr>
<tr>
<td>Psy 680</td>
<td>Directed Study</td>
</tr>
<tr>
<td></td>
<td><strong>Total: 13 hours</strong></td>
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<table>
<thead>
<tr>
<th>Spring 1st Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 652</td>
<td>Adv. Research Methods</td>
</tr>
<tr>
<td>Psy 662</td>
<td>Personality Assessment</td>
</tr>
<tr>
<td>Psy 672</td>
<td>Evidenced-Based Psychotherapy</td>
</tr>
<tr>
<td>Psy 680</td>
<td>Directed Study</td>
</tr>
<tr>
<td></td>
<td><strong>Total: 12 hours</strong></td>
</tr>
</tbody>
</table>

**Thesis Prospectus Exam**: The student’s thesis committee must be identified and the first three chapters of the thesis written and orally defended by the end of the Spring semester of the first year.

<table>
<thead>
<tr>
<th>Fall 2nd Year</th>
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</thead>
<tbody>
<tr>
<td>Psy 650</td>
<td>Adv. Gen. Psychology</td>
</tr>
<tr>
<td>Psy 548</td>
<td>Human Neuropsychology</td>
</tr>
<tr>
<td>Psy 675</td>
<td>Cognitive &amp; Behavioral Interventions</td>
</tr>
<tr>
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<tr>
<td></td>
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<table>
<thead>
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<tbody>
<tr>
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<tr>
<td>Practicum/Elective</td>
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<tr>
<td>Elective/Thesis</td>
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</tr>
<tr>
<td>Thesis</td>
<td>3</td>
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</table>
General-Experimental Program Track

<table>
<thead>
<tr>
<th>Fall 1\textsuperscript{st} Year</th>
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<tbody>
<tr>
<td>PSY 651 Advanced Research Methods – Statistics</td>
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<tr>
<td>PSY 650 Advanced General Psychology</td>
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<tr>
<td>PSY 680 Directed Study</td>
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<tr>
<td>Elective</td>
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<td></td>
<td>12 hours</td>
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</table>

<table>
<thead>
<tr>
<th>Spring 1\textsuperscript{st} Year</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>PSY 610 Advanced Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 652 Advanced Research: Thesis Proposal Writing</td>
<td>3</td>
</tr>
<tr>
<td>PSY 680 Directed Study</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>12 hours</td>
</tr>
</tbody>
</table>

**Thesis Prospectus Exam:** The student’s thesis committee must be identified and the first three chapters of the thesis written and orally defended by the end of the Spring semester of the first year.

<table>
<thead>
<tr>
<th>Fall 2\textsuperscript{nd} Year</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>PSY 699 Thesis</td>
<td>3</td>
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<tr>
<td>Electives</td>
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<tr>
<td></td>
<td>12 hours</td>
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</table>

<table>
<thead>
<tr>
<th>Spring 2\textsuperscript{nd} Year</th>
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</thead>
<tbody>
<tr>
<td>PSY 699 Thesis</td>
<td>3</td>
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<tr>
<td>Electives</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>12 hours</td>
</tr>
</tbody>
</table>
Curriculum of the Clinical Psychology Program Track

The program requires 49 hours of course work. The program is designed for full-time students to graduate in two calendar years. Part-time students are not admitted to the program.

Required Courses (40 hours)
Psy548 – Human Neuropsychology (3hrs)
Psy650 – Advanced General Psychology (3hrs)
Psy651 – Advanced Research Methods: Statistics (3hrs)
Psy652 – Advanced Research Methods: Proposal Writing (3hrs)
Psy661 – Assessment I (4hrs)
Psy662 – Personality Assessment (3hrs)
Psy671 – Advanced Psychopathology (3 hrs)
Psy672 – Evidence-based Psychotherapy I (3 hrs)
Psy675 – Cognitive and Behavioral Interventions (3 hrs)
Psy680 – Directed Study (6hrs)
Psy699 – Thesis (6hrs)

Electives – (9 hours of graduate courses per director/advisor approval): students interested in licensure should pursue 6 hours of Practicum plus Psy677 Group Psychotherapy within their elective hours

Practica/Internship Requirements

Students in the Clinical Psychology Track who are interested in licensure eligibility, must complete a total of 6 credit hours of practicum. These practica hours can also provide a base of clinical experience that will facilitate admission into doctoral programs. Practica are available to students based on the students’ interests and the needs and interests of the practica centers. Students must be recommended by the clinical or school faculty before beginning practicum. Practicum sites include: WCU Counseling Center, WCU Psychological Services Clinic, Meridian Behavioral Health Center, the Child Development Services Agency (formerly, Developmental Evaluation Center), the Pisgah Institute, Cherokee Behavioral Health, and the North Carolina Department of Public Instruction. Some sites will require students to commit to a 2 semester sequence due to the nature of the training program.
### Tentative Schedule of Classes

**Fall 1st Year**
- Psy 651  Adv. Research Methods  3
- Psy 661  Assessment I  4
- Psy 671  Adv. Psychopathology  3
- Psy 680  Directed Study  3

**Spring 1st Year**
- Psy 652  Adv. Research Methods  3
- Psy 662  Personality Assessment  3
- Psy 672  Evidenced-Based Psychotherapy  3
- Psy 680  Directed Study  3

**Fall 2nd Year**
- Psy 650  Adv. Gen. Psychology  3
- Psy 548  Human Neuropsychology  3
- Psy 675  Cognitive & Behavioral Interventions  3
- Practicum/Elective/Thesis  3

**Spring 2nd Year**
- Elective  3
- Practicum/Elective  3
- Elective/Thesis  3
- Thesis  3

12 hours

**Note 1:** To be eligible for licensure students must take 6 credits (500 hours) of Practicum

**Note 2:** Ethics and professional conduct will be covered in courses and Practicum

**Note 3:**

<table>
<thead>
<tr>
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<th>License-Eligible</th>
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<tr>
<td>28 hours of required courses</td>
<td>28 hours of required courses</td>
</tr>
<tr>
<td>6 hours of electives</td>
<td>3 hours of electives</td>
</tr>
<tr>
<td>3 hours of practicum</td>
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<tr>
<td>6 hours of directed study</td>
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<td>6 hours of thesis</td>
<td>6 hours of thesis</td>
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<tr>
<td>49 hours</td>
<td>49 hours</td>
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(October 24, 2008)
Curriculum of the General-Experimental Psychology Program Track

The program requires 48 hours of course work, 21 hours of required classes and 27 hours of electives selected from a General (15 hours minimum) and Interdisciplinary category (12 hours maximum). The program is designed for full-time students to graduate in two calendar years.

Required Courses (21 hours)
Psy610 – Advanced Social Psychology (3hrs)
Psy651 – Advanced Research Methods (3hrs)
Psy652 – Advanced Research Methods: Proposal Writing (3hrs)
Psy680 – Directed Study in Psychology (6hrs)
Psy699 – Thesis (6hrs)

Electives – (27 hours of graduate courses per director/advisor approval from the General and/or Interdisciplinary categories below)

I. General (Approved/Guided Electives – 15 Hours Minimum)

Psy526 – Death and Dying (3hrs.)
Psy530 – Personality (3hrs)
Psy540 – Biological Psychology (3hrs)
Psy541 – Health Psychology (3hrs)
Psy544 – Language, Memory, and Cognition (3hrs)
Psy555 – Systems and Theories in Psychology (3hrs)
Psy548 – Human Neuropsychology (3hrs)
Psy570 – Abnormal Psychology (3hrs)
Psy574 – The Emotionally Disturbed Child and Adolescent (3hrs)
Psy621 – Advanced Educational Psychology (3hrs)
Psy624 – Child Development (3hrs)
Psy625 – Adolescent Development (3hrs)
Psy650 – Advanced General Psychology (3hrs)
Psy671 – Advanced Psychopathology (3hrs)
Psy675 – Cognitive and Behavioral Interventions (3hrs)
Psy677 – Group Psychotherapy (3hrs)
Psy678 – Family Systems (3hrs)
Psy693 – Topics in Psychology (3hrs)
EDCI711 – Qualitative Research (3hrs)

II. Interdisciplinary (Approved/Free Electives: 12 Hours Maximum)

HRD605 – Orientation to Human Resource Development (3hrs)
HRD610 – Human Resource Development (3hrs)
HRD615 – Organizational Development (3hrs)
MGT605 – Organizational Behavior and Analysis (3hrs)
MGT608 – Human Resource Administration (3hrs)
MGT609 – The Collective Bargaining Process (3hrs)
MKT601 – Marketing Management (3hrs)
MKT602 – Marketing Research (3hrs)
MKT603 – Consumer Behavior (3hrs)

**Tentative Schedule of Classes**

**Fall 1st Year**

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<tr>
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<tbody>
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<td>PSY 651</td>
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<td>Advanced General Psychology</td>
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<tr>
<td>PSY 680</td>
<td>Directed Study</td>
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</tr>
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**Spring 1st Year**

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<tr>
<td>PSY 610</td>
<td>Advanced Social Psychology</td>
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<tr>
<td>PSY 652</td>
<td>Advanced Research: Thesis Proposal Writing</td>
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</tr>
<tr>
<td>PSY 680</td>
<td>Directed Study</td>
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**Thesis Prospectus Exam:** The student’s thesis committee must be identified and the first three chapters of the thesis written and orally defended by the end of the Spring semester of the first year.

**Fall 2nd Year**

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**Spring 2nd Year**

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</table>

(October 24, 2008)
General-Experimental Graduate program track: 37 hour proposed program

Required Courses: (28 hours)

PSY 555 – History of Psychology (3hrs)
PSY 650 – Advanced General Psychology (3hrs)
PSY 651 – Advanced Research Methods I: Methods and Statistics (4hrs)
PSY 652 – Advanced Research Methods II: Methods and Statistics (3hrs)
PSY 680 – Independent Research (9 hours)
PSY 699 – Thesis (6 hours)

Rotating requirements/Guided Electives Approved by Program Director
(9 hours minimum)

PSY 548 – Neuropsychology
PSY 610 – Advanced Social Psychology
PSY 624 -- Child and Adolescent Development
PSY 693 – Special Topics/Seminar
PSY 671 -- Psychopathology
PSY 674 -- Advanced Child Psychopathology
PSY 678 -- Family Systems
EDRS 811-- Qualitative Research

Interdisciplinary Courses:
HRD605 – Orientation to Human Resource Development (3hrs)
HRD610 – Human Resource Development (3hrs)
HRD615 – Organizational Development (3hrs)
MGT605 – Organizational Behavior and Analysis (3hrs)
MGT608 – Human Resource Administration (3hrs)
MGT609 – The Collective Bargaining Process (3hrs)
MKT601 – Marketing Management (3hrs)
MKT602 – Marketing Research (3hrs)
MKT603 – Consumer Behavior (3hrs)
Tentative Schedule of Classes

**Fall 1st Year**
PSY 555 History of Psychology or PSY 650 Advanced General Psychology 3
PSY 651 Advanced Research Methods I – Statistics 4
PSY 680 Directed Study 2 10 hrs

**Spring 1st Year**
PSY 652 Advanced Research: Thesis Proposal Writing 3
PSY 680 Directed Study 3

Guided Electives:
PSY 610 Advanced Social Psychology
PSY 693 Topics Seminar
PSY 624 Child and Adolescent Development
PSY 678 Family Systems
Interdisciplinary Course 3 9 hrs

**Thesis Prospectus Exam**: The student’s thesis committee must be identified and the first three chapters of the thesis written and orally defended by the end of the Spring semester of the first year.

**Fall 2nd Year**
PSY 555 History of Psychology or PSY 650 Advanced General Psychology 3
PSY 680 Directed Study 3
PSY 699 Thesis 2 9 hrs

**Spring 2nd Year**
PSY 699 Thesis 3

Guided Electives:
PSY 610 Advanced Social Psychology
PSY 693 Topics Seminar
PSY 624 Child and Adolescent Development
PSY 678 Family Systems
Interdisciplinary Course 6 9 hrs

(October 24, 2008)
Psychology 540
Biological Psychology
Fall 2008

Instructor: Dr. Hal Herzog
Office: 325 Killian
Phone: office 227-3360, home 293-5952
E-mail: herzog@email.wcu.edu

Office Hours – Tuesday and Thursday 11 – 12, 2-3; Wednesday 4-5

You can also drop by my office any time. In addition, you can drop me an e-mail to schedule a meeting.

Textbooks:


Course Objectives:

The objectives of this course are to help you gain and understanding of:

1. the historical foundations of the study of the brain and behavior
2. the evolutionary antecedents of human behavior
3. the major research techniques in neurology and physiological psychology
4. the structure and function of neurons - the basic unit of the nervous system
5. the anatomy of the central and peripheral nervous systems
6. the effect of drugs of the brain and behavior
7. sleep and sleep disturbance
8. the mechanisms underlying the experience of pain
9. the psychology of eating and drinking
10. neural and hormonal and evolutionary underpinnings of sex

11. the effects of disturbances of the brain on experience and behavior

**RULE: DO NOT TEXT MESSAGE DURING CLASS! TURN YOUR CELL PHONES OFF.** (Also, I may ban laptops in class.)

Grades will be based on the following

Tests: There will be five unit tests and a comprehensive final exam during the semester. Each will be worth 100 points. I do not give make-up tests. Instead I will drop your lowest unit test grade. If you miss a test during the semester, it will count as your lowest grade. The final exam grade will not be dropped. (Graduate students will take a different final exam.)

Book review: Each student will write a book review which will count 25 points toward your final grade. (Details below)

Quizzes: There will be 6 quizzes during the semester that will be based on outside readings. I will drop your lowest quiz grade. As with the tests, are no make-up quizzes. You must be on time for the quizzes. Together, the quizzes will be worth 50 points toward your final grade.

Final Examination: a comprehensive essay examination.

Research paper: I will consult with you individually about your research paper topic.

**Course Web Page**
During the semester I will use MyCat to communicate with you. I will use it to post messages and announcements of course-related events on campus. Course materials such as the syllabus, reading list and articles for quizzes will be available through the FILES and the LINKS pages of MyCat.

**E-mail**
I will use the MyCat system to send e-mail messages to the class. It is critical that you check your campus e-mail regularly as I will sometimes use this system to let you know about upcoming assignments and quizzes.
The grading scale is:

Percent
A  = 93 and above
A- = 90-92
B+ = 88-89
B  = 84-87
B- = 80-83
C  = 70-79
D  = 65 - 69
F  = below 65

Book Review

As a course requirement worth 25 points, you will need to read and write a critical review of a book related to biological psychology. I suggest that you purchase the book as they are all inexpensive paperbacks. There are some copies available at the WCU bookstore and at City Lights Bookstore on Spring Street in Sylva. You can also get them over the Internet through Amazon.com. Some are in the WCU library.

1. Do not turn in a review for this class for a book that you have already read for a different course.

2. Plagiarism will not be tolerated. **All sentences not in direct quotes must be written by you and in your own words.** It is not sufficient to simply change a word or two taken from an article or book or from the Internet. I know how college students write and I know how professional writers write. A useful guideline is that when paraphrasing someone else's work, close the book and express the ideas in your own words. (You will still need to cite the reference.) **Plagiarized papers will be handled according to the university academic honesty policy and may result in failure for this course.** I strongly suggest you check the WCU Writing Center website for plagiarism information. It is located at http://www.wcu.edu/WritingCenter/isource/aplagiarism.html.

3. A book review is not the same a book report. It should contain enough information about what the book says that I know that you actually read it. However, I am also looking for your opinion about the book. For example, what did you think were the most significant points made by the author? Did it change your thinking about the topic? Was it well written? Would you recommend it to other students? The review should be three or four pages long.

4. You may read a book that is not on this list. However, your choice **MUST** be approved by me at least two weeks in advance.
<table>
<thead>
<tr>
<th>week</th>
<th>topic</th>
<th>reading (chapter)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Ch. 1 (p. 2-7)</td>
</tr>
<tr>
<td>2</td>
<td>Genetics and Evolution</td>
<td>Ch. 5 (pp. 120-133)</td>
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<td>3-4</td>
<td>Evolutionary Psychology</td>
<td>Evans and Zarte</td>
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<td>Test 1</td>
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<td>5</td>
<td>Nerve Cells</td>
<td>Ch. 3</td>
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<td>6</td>
<td>Neural Transmission and Drugs</td>
<td>Ch. 4</td>
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<td></td>
<td>Test 2</td>
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<td>7</td>
<td>Anatomy of the Nervous System</td>
<td>Ch. 2</td>
</tr>
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<td>8</td>
<td>Research Methods</td>
<td>Ch. 1 (p. 8-25)</td>
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<td></td>
<td>Test 3</td>
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<td>9</td>
<td>Rhythms and Sleep</td>
<td>Ch. 11</td>
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<td>10-11</td>
<td>Motivation and Hunger</td>
<td>Ch. 9</td>
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<td>Test 4</td>
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<td>12</td>
<td>Neurological disorders</td>
<td>Ch. 15</td>
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<td>13-14</td>
<td>Psychopathology</td>
<td>Ch. 16</td>
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<td>Test 5</td>
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</tbody>
</table>

Tuesday November – Book review due November 13

Thursday December 11 – 3:00 - 5:30 Final Exam
Approved Books
Psychology 540

Phantoms in the Brain by V.S. Ramachandran and Sandra Blakeslee

Evolution for Everyone: How Darwin’s Theory Can Change the Way We Think About Our Lives by David Sloan Wilson

The Accidental Mind: How Brain Evolution Has Given Us Love, Memory, Dreams and God by David J. Linden

The Nurture Assumption: Why Children Turn Out the Way They Do by Judith Rich Harris

The Murderer Next Door: Why the Mind Is Designed to Kill by David M. Buss

Darwin's Cathedral: Evolution, Religion, and the Nature of Society by David Sloan Wilson

The Man Who Mistook His Wife For A Hat: And Other Clinical Tales by Oliver Sacks

The Female Brain by Louann Brizendine

In Search of Memory: The Emergence of a New Science of Mind by Eric R. Kandel

The Essential Difference: Male and Female Brains and the Truth About Autism by Simon Baron-Cohen

Genome: The Autobiography of a Species in 23 Chapters by Matt Ridley

The Red Queen: Sex and the Evolution of Human Nature by Matt Ridley

The Agile Gene: How Nature Turns on Nurture by Matt Ridley

Why Zebras Don't Get Ulcers by Robert M. Sapolsky

Our Inner Ape: A Leading Primatologist Explains Why We Are Who We Are by Frans De Waal

How the Mind Works by Steven Pinker

Human: The Science Behind What Makes Us Unique by Michael Gazzaniga
Psychology 548 – Neuropsychology
Fall 2008

Instructor: William Poynter, Ph.D.
Office Hours: by appointment
Web Page: http://paws.wcu.edu/poynter

Office: Killian 324
Office Phone: 227-3362
E-mail: poynter@wcu.edu

I. Required Text:


II. Course Description and Objectives:

The objective of this course is to provide an introduction to neuropsychology, with an emphasis on the neural mechanisms underlying behavior and cognition.

It will begin with a study of the micro- and macro-anatomical architecture of the brain, the neuron and how it produces electrical signals, the role of neurotransmitters in neural communication, and the mechanisms of drugs that influence the brain and psychological experience.

We will then redirect our attention to a more cognitive focus, with the goal of linking what we have learned about brain anatomy and physiology to our sensory, perceptual, and cognitive abilities. In that regard, we will study the neurological underpinnings of movement and sensation (with an emphasis on vision and hearing), examine the functional differences between the brain hemispheres, and how hemispheric function varies between individuals as a function of sex, handedness, etc. In the second half of the course, we will explore the functional organization of the brain’s cortex and the special cognitive roles of its major lobes, multi-lobe functional networks that carry out higher order cognitive activities (working and long-term memory, attention, emotional response, etc.), and common psychological disorders and their neurological correlates.

Neuropsychology is a relatively new science. While a great deal has been discovered, knowledge of how the brain carries out most cognitive functions is still rudimentary. As a result, what you will learn in this class regarding the neurological origins of psychological disorders is incomplete. But brain imaging technology has greatly advanced the state of the art of cognitive neuroscience in recent years, and so it is my hope that this introductory course will provide a foundation in neuropsychology that you can build upon to support your professional development and expertise as clinical and school psychology professionals.

III. Course Schedule:

1. Background and Overview (parts of chapters 1-7)
   a) Organization of the Central Nervous System
   b) The Neuron and Action Potentials
   c) Communication between Neurons
   d) Imaging the Brain
   e) Mechanisms of drugs

2. Large-scale Cortical Systems and Organization (parts of chapters 8-12)
   a) Sensory systems
   b) Motor systems
   c) Cortical hemispheres and hemispheric asymmetries in structure and function

   Mid-Term Exam: tentative date: October 15

3. Cortical Lobes and their Cognitive Functions (parts of Chapters 13-22)
   a) Occipital
   b) Parietal
   c) Temporal
   d) Frontal
4. Brain Plasticity and Disorders
   a) Developmental disorders
   b) Injury disorders
   c) Psychiatric disorders

   **FINAL EXAM. As scheduled**

IV. Course Requirements:

1. **Semester exams.** During the semester, you will take two exams (each worth 150 points). The total value of these exams will be 300 points. The midterm date might change. You will be given two weeks advanced notice of any change.

2. **Assignments.** You will develop 2 special topic presentations for the class, each summarizing current neuropsychological knowledge relating to a cognitive dysfunctions relevant to your area of study (i.e., clinical and school psychology). The presentations (~15 minutes or so in length) will discuss the neurological correlates of the dysfunction, treatment/s, prognosis, etc. Your oral presentation and written documentation will count equally in determination of your grade on these assignments. Several other assignments involving information collection, summarization, and synthesis will be developed as the course unfolds. Taken together, they will be worth 300 points. Deadlines for assignments will be as announced in class.

3. **Summary.**

<table>
<thead>
<tr>
<th>Exams</th>
<th>300 points</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>300 points</td>
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   **Sum** ................................................. **600 points**

   Once a point total has been determined, letter grades for the course will be assigned as follows:

   - A = 94 – 100%  = 564-600 points
   - A- = 90 – 93%  = 540-563 points
   - B+ = 87 – 89%  = 522-539 points
   - B = 83 – 86%   = 498-521 points
   - B- = 80 – 82%  = 480-497 points
   - C+ = 77 – 79%  = 462-479 points
   - C = 73 – 76%   = 438-461 points
   - C- = 70 – 72%  = 420-437 points
   - D+ = 67 – 69%  = 402-419 points
   - D = 63 – 66%   = 378-401 points
   - D- = 60 – 62%  = 360-377 points
   - F = 0 – 59%    = 000-359 points

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.
PSY 555 – History of Psychology
Course Syllabus – Fall Semester, 2007

I. Course Instructor:
Dr. C. James Goodwin
Office: 326 Killian
Office hours: M, W, Th, F 10-11, or by appointment
phone/voice mail: 227-3358
The best way to reach me is via email → jgoodwin@wcu.edu

II. Required Text:
A set of assigned readings, available electronically

III. Course Description and Objectives:
PSY 555 has four main goals. The first is to review the history of modern psychology. The course
will focus on the 19th and 20th centuries, from the time that psychology emerged from philosophy,
physiology, and evolutionary theory to become a new academic discipline. I will assume that you already
know some history, so our discussion of the textbook will be primarily as a review. Prior to Thanksgiving,
our weekly sessions will involve discussions of the textbook, the assigned articles, and any other
assignments that are made. In our last two meetings, you will be making presentations.

The second course goal is to give you some insight into what a historian of psychology does and
how a historian thinks, evaluates evidence, and so on. You will learn about the methods used by
historians and the problems they face when constructing their histories and you will gain some experience
handling and interpreting archival materials.

Goal three is for you to become an expert about some major historical character. I will try my best
to assign you a person who is in some way relevant for you (e.g., interested in sports psych? – then you
might become the Coleman Griffith expert; interested in women in psych? – then you might get Mary
calkins). You will do a presentation to the group at the end of the semester on “your” person.

The fourth course goal is to give you some experience in teaching at the undergraduate level.
You will prepare and deliver a videotaped 25-minute lecture (i.e., one-third of one of my 75-minute class),
with whatever electronic bells and whistles you wish to include, to my undergraduate history of
psychology class (PSY 455).

IV. Course Schedule:
Week of:
August 20 → chapter 1; article by O’Donnell
August 27 → chapters 3-4; article by Benjamin & Crouse
September 3 → chapters 5; article by Furumoto
September 10 → chapters 6; article by Coon
September 17 → chapters 7; article by Winston
September 24 → chapters 8; article by Benjamin, Rogers, & Rosenbaum
October 1 → chapters 9; article by Danziger
October 8 → chapters 10; article by Harris
October 15 → no class, fall break
October 22 → chapters 11; article by Smith
October 29 → chapters 12; article by Hornstein
November 5 → chapters 13; article by Baker & Benjamin
November 12 → chapters 14, 15; article by Nicholson
November 19 → no class, Thanksgiving
November 26 → seminar presentations
December 3 → seminar presentations

V. Course Requirements:

1. **Seminar Discussion.** Each week we will discuss the textbook and assigned reading. (20%)

2. **Historiography assignments.** At various times during the semester, I will construct small “historiography” assignments for you to complete. They will include such activities as searching for materials and interpreting archival information. (10%)

3. **Article summaries.** You will write brief (two-page) summaries and analyses of the 12 articles on the assigned reading list (see section VII below). These summaries will be due at class time on the assigned day. (20%)

4. **Seminar Presentation/Paper.** At some point during the final two weeks of the semester, you will do a seminar presentation (with PowerPoint) on the person assigned to you. (30%)

5. **Teaching.** You will prepare and deliver a 25-minute lecture (with PowerPoint) on some aspect of history to my undergraduate history of psychology class. (20%)

6. **Summary.**

   |                |        
   |----------------|--------|
   | Discussion     | 20%    |
   | Assignments    | 10%    |
   | Summaries      | 20%    |
   | Presentation/Paper | 30% |
   | Teaching       | 20%    |
   | **Sum**        | **100%** |

Letter grades for the course will be assigned as follows:

- **A** = 91 to 100%
- **B** = 81 to 90%
- **C** = 71 to 80%
- **F** = 70% or below

VI. Miscellaneous:

**Class Attendance.** I expect to see you in class on a regular basis (i.e., every week) and I will keep a record of attendance. The most fundamental reason for coming to class is simple—it will have an effect on your grade, as a substantial portion of it (20%) will be determined by the quality of your contribution to the discussion each week.

**Deadlines.** The schedule for the article summaries can be found in section VII. The paper, on which your seminar presentation will be based, is due on Monday, December 10 (first day of exams). Late penalties: half value per day late for the paper, both parts; half value per day late for the article summaries.

**Academic Honesty.** Plagiarizing on any of the written work will result in an automatic grade of F for the course and a recommendation from me to the Department Head and Dean that you be dismissed from the university.
VII. Assigned Readings.

Your textbook provides an account of psychology's history. The readings on the list below are all examples of historical analysis, written by modern historians of psychology. They have been chosen to illustrate some of the historiographic issues to be discussed in the class. In particular, they all show how historians try to fit events in psychology's history into the broader historical context.

Your job will be to read these articles carefully and write brief, two-page summaries of them. The summaries should be specific about showing how historical context has been integrated into the article.

Here is how to proceed:

1. Find a copy of the article. There are two main ways to do this. First, I will place a copy of each article on electronic reserve in Hunter library. Second, most of the articles are either from American Psychologist, The American Journal of Psychology, or The Journal of the History of the Behavioral Sciences; Hunter library carries all three journals. The best way to proceed is to make a copy of the article, either directly from the journal or from the electronic copy on reserve.

2. Read each article carefully and write a brief two-page summary of its content. Be sure to include specific examples of how the author informed you about historical context or, if the article is weak in setting the context, point out the omission and describe what you think was missing.

3. The paper must be word-processed (i.e., cannot be handwritten) and double-spaced.

4. Scoring: There will only be four possible scores:
   - 10  this means you have done everything well, especially the context part.
   - 7  this means you've written a pretty good summary, but have omitted some important part of the article or have not done much with historical context.
   - 4  this means your summary is relatively weak, either poorly written, missing important pieces, and/or totally lacking in any reference to context
   - 0  this means you've written a poor summary or failed to turn one in on time.

At the end of the semester, I will convert your point total (max = 120) so that it will comprise 20% of your final grade (simple procedure → your total is to 120 as X is to 20 → solve for X)
Schedule

NOTE: JHBS = Journal of the History of the Behavioral Sciences
      AP = American Psychologist
      AJP = American Journal of Psychology

Week of                                      Article


                                                Association's response to Brown v. Board of Education: The case of

September 3                                Furumoto, L. (1992). Joining separate spheres—Christine Ladd-Franklin,

                                                experimental psychologists combat spiritualism. American Psychologist, 47,
                                                143-151.

                                                How the psychological experiment was redefined. American Journal of
                                                Psychology, 103, 391-401.

                                                caffeine, and mental deficiency: Harry Hollingworth and the Chattanooga

                                                329-347.

October 8                                  Harris, B. (1979). Whatever happened to Little Albert? American Psychologist,
                                                34, 151-160.


                                                relations with psychoanalysis, 1909-1960. American Psychologist, 47, 254-
                                                263.

November 5                                 Baker, D. B., & Benjamin, L. T., Jr. (2000). The affirmation of the scientist-

                                                1897-1937. History of Psychology, 1, 52-68.
PSY 570 Abnormal Psychology
Instructor: Leonardo Bobadilla  Office: Killian 347  Phone: (828)227-2109

**F to Contact the Instructor:**
- email: lbobadilla@wcu.edu (BEST METHOD)
- Office hours: M/W: 1:00pm-2:15.
- OR please leave voice mail on my office phone. I will be able to answer most questions within 24 hours (with the exception of holidays and weekends).

**Online Links of Help/Interest:**
- MY CAT: https://mycat1.wcu.edu Log in, click on “my courses” tab, and then on the course name “psy 450” to view course announcements. Be sure to check here frequently for info such as weather related class cancellations, syllabus changes, study sessions, and other important information.

**Course Textbook:** Kring, Davison, Neale & Johnson. Abnormal Psychology (10th edition). The text is a rental book from the bookstore.

**Course Description:** This course is meant to provide a more in depth examination of the biopsychosocial causes of psychological disorders. We will also cover various treatments, and current controversies in diagnostic issues. This course will NOT make you a diagnostican.

**Expectations:**
- Attend class regularly and get notes from a classmate if you have to be out.
- Be an active participant in class.
- Read and review the assigned readings before class. It will make it easier and more enjoyable.
- Use the features of the course web page to review the materials further if needed.
- Success in the class is in YOUR hands. Take advantage of office hours or make an appointment to see me if you are unhappy w/ your performance at ANY time during the semester. The sooner you tackle problems the better. Don’t wait until the end of the semester to come for help. I’m HAPPY to help you in any way I can, but I can’t read minds, or make house calls.
- Suggestions, comments, about or for the course, please, please, please, let me know. Tell me before, during, or after class, send me an e-mail, whatever. I enjoy and value what you have to say, and try to implement your suggestions.

**Course Format:** The lectures will cover important aspects of the chapters in greater depth, and extra material that may not be in the book. You will be responsible for text AND lecture material. This format will allow us to use class time to engage in class discussions, demonstrations, show audiovisual material relevant to the class and guest lecturers. W would not have enough time for these important activities in class if I covered everything in the textbook. Of course, I encourage you to ask me questions about the reading (especially if there is something you don’t understand) during or after class.

**Attendance:** Attendance will not be taken, but consistent attendance is NECESSARY in order to do well in this course. We will view various videos and engage in substantial discussion in class that WILL be included in the tests. Also per university policy, students at Western Carolina University are expected to attend all classes. I recognize that you might have to miss an occasional class but if you have three (3) absences in this course your grade may be reduced (See the Class Attendance policy in the Undergraduate Catalog at http://catalog.wcu.edu). Athletes, Band, and other WCU Sponsored field trips: Please see me well in advance of any possible conflicts concerning approved University activities. Official university sponsored trips and event participation must be accompanied by a letter from the sponsoring instructor/sponsor, include your name, and be presented to me BEFORE you miss coursework /assignments. Failure to do so will result in an unexcused absence.

**Participation:** Participation in this class is extremely important, and includes taking part in class discussions, asking and answering questions in class, volunteering for in-class demonstrations, talking with me during office hours, or
even asking questions or making comments via e-mail. Participation also includes checking the course web site on https://mycat1.wcu.edu regularly for announcements, course materials, grades, and resources.

**Grades:**

**Exams:** Exams will cover information presented in class as well as information from the assigned readings in the textbook. There will be 4 multiple-choice tests, worth 25 points throughout the semester. **MAKE UP EXAMS:** If for some reason you miss any of the tests, **YOU MUST CONTACT ME A.S.A.P** and **you will have an opportunity to make up the missed test during the time of the scheduled final exam.** The final exam will be **CUMULATIVE AND OPTIONAL,** you can take it if you are not happy with your performance and would like to try to improve your grade. This exam schedule should be a strong incentive for you to do your best and not miss any of the first 4 exams so that you can be done with school early, and not have to worry about a final. If you miss a test **AND** would like to take the final you can do so, but **ONLY** during the scheduled time on finals week. In other words you can take the make up exam **AND** final test during the allotted time on finals week.

**Psychological Disorder Paper:** We will be discussing psychopathology in class but given time constraints, we will be unable to review each disorder in detail. Consequently, I am asking you to complete a three to five (3 - 5) page typed research paper on a mental disorder you choose. You will need to use at least three (3) reference sources to support your facts/statements/assertions in your paper. These sources should include at least one journal article, your textbook, and the Diagnostic and Statistical Manual of Mental Disorders (DSM IV-TR). The references need to be cited in APA style format on a reference page at the end of your paper. The reference page does not count toward the 3-5 pages required for your paper.

The following are suggestions of what to include in your paper:

- Prevalence Rates (How often does the disorder occur in the general population? more common in males/females? etc)
- Typical symptoms of this disorder (How do symptoms manifest themselves?)
- Typical course of the disorder (When does it start? Do symptoms ever remit?)
- Typical treatment for this disorder (psychotropic medications, therapy, etc.)

This paper will be worth a maximum of 50 points.

**The paper is due by the end of class on 12/05.**

**REACTION PAPERS.**
You are expected to submit five brief (no less than 1.5 pages no but no more than three pages typed) papers during the semester. **One paper is due on the date of each of the five exams.** You may choose to turn in a paper early. If you are choosing not to take the final, you can turn in two papers on the day of the last test. These papers may address any topic we discuss in class or reaction to a video or additional article or reading material given in class.

To be accepted the papers must be typed, double-spaced in Courier, Arial or Times-New Roman. For grading all standard rules of grammar and college writing apply. These papers will be scored between 0 and 10 points and up to five papers will be used in calculating the final grade. Up to ten points will be awarded for the reaction or opinion portion of the paper then points will be subtracted for errors in format or grammar. A paper may be rewritten for additional credit **during the unit following each exam.**

**GRADING:** Your final grade will be the simple addition of your 4 highest scores on the exams, plus your grade on the psychological disorders paper, plus your reaction papers. Take that total, divide it by two, and add any extra credit. That will be your final grade. I will round up to the nearest integer if your grade ends in .5
Grades:

- 95 – 100 = A
- 90 – 94 = A-
- 87 – 89 = B+
- 83 – 86 = B
- 80 – 82 = B-
- 77 – 79 = C+
- 73 – 76 = C
- 70 – 72 = C-
- 67 – 69 = D+
- 63 – 66 = D
- 60 – 62 = D-
- < 59 = F

Your grade=

Grade of 4 highest exams
+Psychological Disorders Paper Grade
+Reaction Papers

Total/2

ACADEMIC INTEGRITY.

I expect all work in the course to be original, or for proper credit to be given. In your writing cite any reference that you use; plagiarism is a serious offense. My testing philosophy is very flexible and I operate under a strict honor code. If you violate my expectation of honesty I will assign you a final grade of “F,” the most severe penalty allowed by Western Carolina University policy. An Act of academic dishonesty, including a first offense, may place the student in jeopardy of suspension from the university. A repeated violation or more serious first offense may result in expulsion. Disciplinary records for any act of academic dishonesty are retained by the Department of Student Judicial Affairs for at least five years from the date of final adjudication. These records are available to prospective employers and other educational institutions in accordance with federal regulations.

Academic dishonesty includes the following:
- **Cheating.** Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- **Fabrication.** Intentional falsification or invention of information or citation in an academic exercise.
- **Plagiarism.** Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.
- **Facilitation of academic dishonesty.** Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

For more information on your rights and responsibilities concerning academic integrity see your undergraduate catalog or the student handbook *(See the Academic Honesty Policy in the Undergraduate Catalog at [http://catalog.wcu.edu](http://catalog.wcu.edu))*

Note: The following schedule is **TENTATIVE** and subject to change as the semester progresses.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics of Discussion</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction; Syllabus, What is abnormal behavior. History of psychopathology</td>
</tr>
<tr>
<td>Week 2</td>
<td>Genetics, neuroscience, current paradigms. Diagnosis and assessment. The DSM-IV</td>
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<tr>
<td>Week 3</td>
<td>Brief review of research methodology. Stress &amp; Health</td>
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<td>Week</td>
<td>Topic</td>
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<tr>
<td>Week 4</td>
<td>Intro to Anxiety disorders</td>
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<tr>
<td>Week 5</td>
<td><strong>Exam 1 (Sept. 15)</strong></td>
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<td></td>
<td>Anxiety disorders continued.</td>
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<td>Somatoform disorders.</td>
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<td>Week 6</td>
<td>Mood Disorders</td>
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<td>Week 7</td>
<td>Eating disorders</td>
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<td>Week 8</td>
<td><strong>Exam 2 (Oct. 8)</strong></td>
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<td>Week 9</td>
<td>Fall Break!!</td>
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<tr>
<td>Week 10</td>
<td>Schizophrenia</td>
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<td>Week 11</td>
<td>Personality disorders.</td>
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<td>Week 12</td>
<td>Substance use disorders.</td>
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<td><strong>Exam 3 (Nov 5)</strong></td>
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<tr>
<td>Week 13</td>
<td>Sexual and gender identity disorders</td>
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<td>Disorders first diagnosed in Childhood: ADHD, Autism, mental retardation. Learning disabilities.</td>
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<td>Week 14</td>
<td>Psychological treatment, Legal and ethical issues</td>
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<tr>
<td>Week 15</td>
<td><strong>Exam 4 (December 4)</strong></td>
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<tr>
<td>Finals Week</td>
<td>Optional Cumulative Final</td>
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PSY610 Advanced Social Psychology
Spring 2008

Instructor: Millie Abel, Ph.D.
Office: 310 Killian Building
Office Telephone/Voice Mail: 227-3369
Office Hours: By appointment
Email: abel@email.wcu.edu

Course WEB Page: via WebCAT

John Wiley & Sons.

Additional Readings: As listed in course schedule - all are available in Hunter Library (some are microfilm)

Course Description: This is a graduate level course in Social Psychology and NOT intended to be simply a survey of social psychology. We will explore several major areas using each as an opportunity to read a background piece from the text and read classic research articles related to the area. Most of the success of this class rests with the students and their preparation. This is a seminar class that requires students to lead discussions each week, with student facilitators determining how to best organize and facilitate discussion on the week’s topics with me as your guide. Because this is a small seminar class, contribution to group discussion is essential. Moreover, it is through the process of discussion and debate that one’s knowledge becomes defined and sharpened. One of the major goals of this class is to help develop one’s thinking and problem solving skills, and this is best accomplished by expressing your ideas in writing and class discussions.

Exams: There will be a midterm and final exam. The exams will be essay. I will provide you with a list of questions prior to the exam. You will then select and respond to 4 of the questions during the exam time. Each exam will be worth 100 points.

Facilitating: During the semester, each student will have the responsibility of facilitating discussion on a topic. You will determine how best to accomplish this goal for the readings. As facilitators, it is not your responsibility to explain the readings to others or review the important points. Instead, your role is to provide a framework that seems sensible for discussing the topic. For example, you may want to circulate questions via email before class to pose questions of your fellow students. Perhaps you
might present an initial framework at the beginning of class (on the board or via overhead) to highlight common (or divergent) themes that run throughout the readings. Or, you might want to incorporate demonstrations, activities, or internet resources to emphasize/explain an issue/topic. There is no right or wrong way to facilitate. The goal of facilitation is to provide structure and direction for fellow students during discussion, not BE the discussion. You will be selecting a topic/area/chapter from a list that I provide by the second class.

**Reflection Papers:** Because this seminar-style class depends so heavily on discussion, careful and critical reading of the assigned readings is very important. Writing down your reactions to the readings is an invaluable way to become a more critical reader, thinker, and discussion participant. Therefore, each week, students will submit a brief reaction paper (2 pages only) describing their reactions to the week's readings. These papers are NOT summaries of the readings but rather reflections/reactions to the readings assigned. There are 10 weeks of class discussion. This means a possible 10 reaction papers. They must be typed, double spaced. The primary goal is to make sure that you come to class not only with the readings read, but also after putting some degree of thought into the implications of the readings that will provide points for class discussion. These papers are due class time as they will be the basis for that day’s discussion and late papers will NOT be accepted. These papers will be graded on content and grammar. Each paper is worth 10 points each.

**Major Research Paper and Presentation:** You will pick one classic area of research and follow it through to the present. You may find that there have been several strands of research that have resulted from the first studies. Either summarize the different lines of research that have been covered or pick one strand and go into more depth. You are likely to find review papers on the topic area and it is recommended that you use these papers but not as sole references. Once you find a review paper, do not assume that you have found a sufficient summary of the field. There may easily be several reviews on a specific topic. This can include reviews that occurred at different times, different types of reviews (meta-analyses and qualitative reviews), and reviews by people who come to different conclusions about a topic area. The literature review should be approximately 12 pages long and include a minimum of 15 professional references. It should summarize what you perceive to be the important conclusions and debates that have occurred in a particular area. As a conclusion for this paper, include a final section that discusses what research still needs to be done, e.g., what are the questions still remaining, what hypotheses need to be tested, what studies should be conducted to answer these questions. This is NOT meant to be a formal research proposal, but rather an opportunity to develop a well-thought out literature review and "statement of a problem" that could be developed later for potential research projects or
dissertations. The topic need not be one that a student facilitated, though doing so may be beneficial. Papers must be written in accordance with the APA Publication Manual (5th edition). I must approve the topic by February 25. You will be required to give a 20-30 minute presentation of your paper. I require a powerpoint presentation to guide your presentation. I will grade and give feedback to the presenter based upon the presentation style, and content and quality of the material and conclusions. I will randomly assign you to a presentation day/time. I will provide a copy of the evaluation form for the research presentation. The paper is due on the first day of presentations, April 21. If late, your paper will receive 1 letter grade reduction and will NOT be accepted after 4:00pm following the day it is due. See class schedule for dates of presentations. Your paper is worth 100 points; your presentation is worth 50 points.

Examples of paper topics:
Emotional regulation
The relationship between self-esteem and social comparisons
Strategic self-presentation in relationships
Is there true altruistic behavior?
Failures in impression formation associated with prejudice and discrimination
Facial expressions and attributions of traits

Grades: Your final grade will be based on the following distribution:
Midterm Exam (20%)
Final Exam (20%)
Reflection papers (20%)
Research Paper (30%)
Presentation (10%)

Grading Scale:
A = 94 - 100%
B = 80 - 93%
C = 70 - 79%
F = < 70%
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 Jan</td>
<td>Introduction to class – Fiske: Chapter 1</td>
</tr>
<tr>
<td>21 Jan</td>
<td>Martin Luther King Holiday – NO CLASS</td>
</tr>
</tbody>
</table>
| 28 Jan | Fiske: Chapter 1 continued  
| 4 Feb  | Fiske: Chapter 3 - Ordinary Personology  
Article 9 |
| 11 Feb | Fiske: Chapter 4 - Social Cognition  
Article 6 |
| 18 Feb | Fiske: Chapter 5 - The Self  
Article 5 |
| 25 Feb | Fiske: Chapter 6 - Attitudes and Persuasion  
Articles 11 & 13 |
| 3 Mar  | SPRING BREAK – NO CLASS |
| 10 Mar | Fiske: Chapter 7 - Attraction  
Article 19  
Fiske: Chapter 8 - Close Relationships  
Article 18 |
<p>| 17 Mar | MID TERM EXAM |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading and Notes</th>
</tr>
</thead>
</table>
| 24 Mar  | Fiske: Chapter 9 - Prosocial Behavior  
                Article 31 |
| 31 Mar  | Fiske: Chapter 10 - Aggression  
                Articles 28 & 29 |
| 7 Apr   | Fiske: Chapter 11 - Stereotyping, Prejudice, and Discrimination  
                Article 23  
                Video: A Divided Classroom -- Discussion. |
| 14 Apr  | Fiske: Chapter 12 - Groups  
                Article 37  
                Fiske: Chapter 13 - Social Influence  
                Articles 15 & 26 |
| 21 Apr  | PRESENTATIONS OF RESEARCH PAPERS  
                RESEARCH PAPERS ARE DUE |
| 28 Apr  | PRESENTATIONS OF RESEARCH PAPERS |
| 5 May   | Final Exam |
PSYCHOLOGY 621  
Advanced Educational Psychology, Fall 2008  
Section 80, Monday 6-8:50, UNCA

Instructor: John Habel, Ph.D.  
Phone: 828-227-3367  
e-mail: habel@email.wcu.edu

Office: Killian 308  
FAX: 828-227-7005

Office Hours: Mon. & Fri. 10-11 & Wed, 12:30-1:30 and by appointment prior to our class meetings in the WCU office in Karpen Hall

Required Texts
Selected online readings

Course Description and Philosophy
In 1968 David Ausubel gave us a good maxim: "The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him [or her] accordingly." The implication of this maxim for this course is that we will attempt to attend to and connect with the knowledge, habits, and attitudes that you bring to the course. This means that what we focus on will not limited to a prescribed (by me or by a textbook) body of material about educational psychology that is to be "covered" in a semester. We also will address the interests, concerns and questions of the students in the course.

Educational psychology is more than a body of knowledge to be presented to you; it also contains theories about learning that should be exemplified in the way the subject is taught. Accordingly, the teaching methods in this course are based on the proposition that a “mindful” approach to learning requires active involvement by students in the construction of their own knowledge and skills. We must beware of a prevalent view of teaching in higher education that equates teaching with lecturing and content with "covering" the material. This view turns learning into, in John Dewey's words, a "spectator sport."

Ellen Langer, author of one of the texts in this course, uses the term “mindful learning” to refer to learning that has three characteristics: “the continuous creation of new categories; openness to new information; and an implicit awareness of more than one perspective.” To promote this “mindful,” active involvement in learning, this course provides opportunities to read about, reflect on, discuss, and write about the topics that comprise educational psychology. Implicit in this course is the position that knowledge is not enough! Specifically, formal or declarative knowledge about the psychological explanations of learning and teaching is a necessary but not a sufficient condition for an expansion of one’s competence as an educator. Also required is experiential or procedural knowledge, that part of one’s cognitive apparatus that controls perception and action and that is mostly developed and modified through experience.

Conceptual Framework Statement
The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests,
experiences, an welfare of the persons affected by the decisions; (2) appreciation of and respect for diversity; (3) and the fostering of the responsible use of technology. This educational psychology course draws on this conceptual framework by:
1. Giving you the opportunity to engage in reflective thinking to help you organize and reflect on your experiences in this course.
2. Addressing such topics as the impact on teaching and learning of socioeconomic differences, race and ethnicity, learning English as a second language, and gender.
3. Providing you with opportunities to explore web-based resources and use presentation software.

Class Meeting Format
Portions of class meetings will consist of cooperative learning activities in which you will have opportunities to select topics that you want to study in depth and to share information and points of view in ways similar to those in which teachers, administrators, and other educators engage when addressing their professional practice.

We will devote much of our time together to class discussions, case studies, and activities that address the topic for the evening. This class will have a minimum of lecture. Therefore, you are asked to be prepared to discuss the readings. If you try to wing it or simply sit out for the evening, you will let your classmates down. Beginning with our seventh class meeting on October 6, we will devote 75 minutes of some class meetings to a presentation by a small group of students (See Class Presentation assignment below).

Diversity Statement
We will devote attention throughout the course to multicultural and gender issues. A unit of the course addresses teaching and learning in schools and cultural differences in the classroom. The purpose of this focus is to both build your awareness of multicultural issues and to promote your appreciation of the need for culturally compatible schools and classrooms.

Specific Competencies
The specific competencies students should develop as a result of successfully completing this course include the following: ability to:
1. describe Gardner's synthesis of current knowledge about cognitive development in children that is presented in The Disciplined Mind.
2. describe and take an informed stand on Gardner's proposed solutions, outlined in The Disciplined Mind, to the central educational problems that the book identifies.
3. describe an take an informed position on Langer's seven myths, or mindsets, that underlie the process of learning.
4. describe and take an informed position on Langer's discussion of how one can avoid the debilitating effects of the seven myths.
5. understand the general principles of cognitive learning theories.
6. understand and take an informed stand on the controversy in psychology and education over the definition of intelligence, how to measure it, its etiology, and the use of intelligence test scores.
7. describe how students with specific exceptionalities can be accommodated in teaching/learning settings.
8. explain how social status and ethnicity affect orientation toward schooling and describe the implications of this diversity for practice in teaching/learning settings.
9. describe the implications of theories of motivation to teaching individuals and to establishing effective learning environments.
10. describe and take an informed stand on the controversies in education and psychology over the uses, limits, and impact of standardized testing
11. describe and give examples of performance-based, “authentic” assessments that are designed to evaluate learning in real-life contexts.
12. become a reflective practitioner: continue the process of developing as learners and teachers by reflecting on reading, written assignments, collaborative learning, and class participation in the course.

Assignments
Reflective Journal
One of your assignments is to prepare for every class meeting by completing a reflective journal entry in which you describe:
1. The main point of each of the chapters and/or articles assigned for the class meeting.
2. Your response to each of the chapters and/or articles. As you consider your response, consider the following questions: Do the main points conform to your own experience? Why or why not? Are they well supported in the reading? How do they affect your practice as an educator?

The entries in your Reflective Journal should not be simple summaries of the assigned readings. They should reveal careful thinking about one or two of the main topics in the reading. Please date your entries (they are to be typed or word processed and double spaced), bring your Reflective Journal to class meetings, and be prepared to discuss your entry.

One purpose of this assignment is to promote advance organization of what you know about the topic to be addressed in each class meeting for the purpose of fostering lively and informed discussion. In addition, your reflective entries are meant to provide a tool with which you can maintain a metacognitive record of what you learn in this course and what you think about what you learn.

Every other week during the semester you are asked to submit your Reflective Journal. I will comment on your entries each time you submit them. Feel free to go back and edit prior entries and to embellish them with clarifications, additional musings, and so forth. On October 6 submit journal entries 1-6 for a midterm grade, and on December 1 submit journal entries 7-13 for a grade for the second half of the semester. Please keep your Reflective Journal in a slim file folder.

For one week of your choice during the semester you are excused from submitting a journal entry. Simply place a note in your journal folder indicating that you have selected a particular week as your “bye” week. I will assign grades for your reflective journal on the basis of:
1. the evidence you provide of careful reading of, and reflection about, assigned materials
2. the evidence of your understanding of the material
3. the quality of your writing in terms of style and mechanics

Student/Client Interview Project (approximately 15 pages)
With the student interview project you apply and extend learning in this course to your work setting. The purposes of this assignment are to:
1. acquire techniques you can use to learn about how your students/clients experience school or the setting in which you work with them
2. practice the art of interviewing
3. collect, analyze, and report on qualitative data
4. gain exposure to action research that is designed to improve your professional practice
5. learn about procedures for ensuring the ethical treatment of human subjects in psychological and educational research
6. become familiar with the educational psychology literature that addresses the circumstance or predicament that you face in your work with students/clients

In this project you interview individual students/clients or a small group, using questions that you develop in advance, about any circumstance or predicament that you face in your work with them. These interviews should be audio taped. When you have completed your interviews, you will analyze them and design an intervention that you could implement in your professional practice as a response to what you have learned in your interviews. You are not required to actually implement your intervention; only to design and describe an intervention that you could implement.

This is a type of action research project that focuses on your actual work situation while being grounded in the literature that addresses the situation. Your report about your project should include the following:
1. An introduction in which you describe the topic you will investigate in your interviews and your reasons for selecting the topic.
2. A description of the circumstance or predicament that you face in your work, including the full historical and contextual background
3. Your analysis of your interview data, including excerpts from the interview data you collect and a description of the themes or categories that emerge from students'/clients’ responses to your questions.
4. A detailed description of an intervention that you could use to respond to what you have learned from in your interviews
5. Support from the educational psychology literature, including references, to: (a) indicate how others have addressed your topic, and (b) provide evidence to support your decisions about the design of the intervention you plan.

Alternatives to the Student Interview Project
If you are unable to complete the Student/Client Interview Project because you lack access to students/clients this semester, choose one of the following alternatives:
1. Research Paper (approximately 15 pages)
   A research paper affords you an opportunity to explore some aspect of this course in more depth than is possible to cover in class readings or discussions. The paper should be a synthesis and assessment of relevant and current educational psychology research on the topic, and effort must be made to show the significance of your topic to educational psychology and to your work, on-going scholarship, or personal interest. Your paper should draw on information from books, journal articles, the Internet, etc. Research papers include an introduction, a literature review (the major component of the paper), and a final section with your assessment, conclusions, and recommendations.
2. Application Project (length will vary depending on the project)

An application project is an opportunity to apply and extend your learning in this course to some aspect of your work setting, to a hypothetical setting/circumstance, or to your own research/interest agenda. An application project offers a great deal of latitude for creative expression and inquiry. As with the research paper, the relationship of the application project to educational psychology must be clearly established. Format, length, and other logistical matters depend on the project itself. Some possible projects are: write a grant proposal; design a workshop or conference presentation; develop a curriculum package; conduct an analysis of a collection of related films, novels, or plays; conduct a pilot study of some research interest.

Please do not “double dip” with the report of your project or paper. Your report should be based on original work you have completed for this course alone and not reflect work you have done for another course.

As you prepare the report of your project or paper, follow current APA style from the Publication Manual of the American Psychological Association, 5th ed. (Washington: APA, 2001). Information about current APA style is available at the following: http://www.wcu.edu/WritingCenter/isource.asp?page=apa_format.html

Your report should be double spaced with one-inch margins. I encourage you to use subtitles to create discrete sections of your report and so that the structure and organization of it is clear.

I will use the following criteria in evaluating your report of your project or paper:

1. Evidence of careful interviewing and data analysis
2. Use of current, relevant, and varied reference materials drawn from the educational psychology literature. Include a minimum of six reference sources cited in APA style, including at least two books and two journal articles.
3. Coherent organization and presentation of information
4. Logical and persuasive argument
5. Quality of writing in terms of style and mechanics

Proposal: On September 15 please submit a brief written proposal for your project or paper in which you describe the type of project or paper you plan to complete, your topic, and, when applicable, your interview procedures—including proposed questions, a description of your participants, your procedures for selecting participants, and drafts of your “consent” and “assent” forms. Include in your proposal a minimum of five prospective reference sources cited in APA style

Class Presentation

The old cliché about the benefits of teaching for learning is true: an excellent way to learn something is to teach it. Therefore, you are asked to work collaboratively in a small group to prepare a class presentation on a topic you select from the weekly topics beginning on October 6 and listed in the Schedule of Instruction.

Procedure:
1. Beginning with our seventh class meeting on October 6, the pair of students who has selected the topic for the evening will make a presentation to the class that is about 75 minutes long. As a rule, presentations will begin after the mid-class break. This presentation should focus
on the applied aspects of the topic for the evening—how the topic can be applied to teaching and learning that occurs in schools. As you prepare for your presentation, think of it as a workshop presentation designed to help the members of your audience improve their professional practice. During my portion of the class meeting I will focus on the assigned readings for the topic.

2. You and your co-presenters should prepare an Annotated Bibliography (see below) and an outline of your topic and distribute copies of the outline to the students in our class. What you do in your presentation will be up to you. I encourage you to include audio-visual materials, activities, handouts, and demonstrations in your presentation. Please be mindful of the limits of PowerPoint as a presentation tool. It is wise to avoid presenting too much information in a given PowerPoint slide and limit the number of slides you use in your presentation. Interesting information about the visual display of information is available at http://www.edwardtufte.com/bboard/q-and-a-fetch-msg?msg_id=0001vB

You are encouraged to include audio-visual materials, activities, handouts, and demonstrations in your presentation. Please be mindful of the limits of PowerPoint as a presentation tool. I encourage you to avoid presenting too much information in a given PowerPoint slide and to limit the number of slides you use in your presentation. As you prepare your presentation, keep in mind the needs and interests of the members of our class, promote active engagement with the members of our class, and address your topic in interesting ways. Please discuss your presentation with me at least one week ahead of time.

3. Develop a Feedback Form for the members of our class to complete at the end of your presentation.

4. I will evaluate presentations according to the following criteria: (a) scholarly and informative, (b) comprehensive and well organized, (c) involving and intriguing, (d) all members of your group participate in a genuinely cooperative way.

6. Due from each presenter on the evening of your presentation is a "Narrative Evaluation of Collaborative Work." Please write a description (typed or word-processed) of your effort to complete the annotated bibliography and prepare the presentation. This paper should describe how the work is divided, how you and each of your co-presenters contributed to the completion of the work, and how you evaluate your overall effectiveness in preparing the presentation.

I will evaluate presenters on individual contribution to the preparation and delivery of the presentation.

Annotated Bibliography

An annotated bibliography consists of a collection of annotations/abstracts, each about one page in length, that provide a brief, comprehensive summary of the contents of a journal article, book chapter, or other reference source. In this category of assignment you are asked to work collaboratively to prepare an annotated bibliography of reading materials about the topic that your group has selected for presentation. Your group's annotated bibliography should include annotations/abstracts of at least ten books, journal articles, book chapters, and/or postings from the Internet that you consider to be valuable and interesting. Please do not include assigned readings for our course in your annotated bibliography.

An annotation/abstract of an empirical study should describe the:

• problem or question under investigation
• subjects, specifying pertinent information such as number, type, age, gender, etc.
• method of investigation—experiment, survey, field study, etc.
• findings/conclusions
• implications or applications—this is where you should comment on the value of the reading selection

An annotation/abstract of a review or theoretical article should describe the:
• topic
• purpose, thesis, or organizing construct and the scope (comprehensive or selective) of the reading selection
• sources used; e.g., personal experience, published literature
• conclusions and the implications or applications—this is where you should comment on the value of the reading selection

The citations of the articles, web sites, books, and book chapters that you annotate/abstract should be in APA style.

Submit the annotated bibliography on the evening of your presentation. You and each of your co-presenters will receive the same grade for the annotated bibliography.

Participation
Because much of our learning and thinking originates in, and is supported by, interactions with other people, your performance on in-class activities and contributions to class discussion are important. I will assess your contributions with respect to your participation in in-class, small-group cooperative learning activities; whole-class discussions; and attendance.

Attendance
You are asked to attend all class meetings, to arrive promptly, and to remain for the entire class meeting. Occasionally there may be circumstances that require you to miss a class meeting. If for any reason you miss more than one class meeting, submit an annotation of each of the chapters and/or articles assigned for that class meeting, following the guidelines described above. These annotations are due no later than one week after the class meeting that you missed.

Policy re Late Assignments
Written assignments submitted after the due dates will lose one letter grade for each weekday they are late.

Evaluation

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Reflective Journal:</td>
<td>30</td>
</tr>
<tr>
<td>Student Interview Project (or alternative)</td>
<td>30</td>
</tr>
<tr>
<td>Presentation (including Narrative Evaluation of Collaborative Work):</td>
<td>20</td>
</tr>
<tr>
<td>Miscellaneous Assignments and Participation:</td>
<td>10</td>
</tr>
<tr>
<td>Annotated Bibliography:</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
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</table>
This is a proposed schedule for the semester. I will announce in advance additional online readings and any other changes.

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Assignment and Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I</td>
<td></td>
<td><strong>Acquiring Background Knowledge about Development, Learning, and Schooling</strong></td>
</tr>
<tr>
<td>1</td>
<td>Aug. 18</td>
<td><em>Introduction: structure of course, overview of educational psychology</em></td>
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<tr>
<td>2</td>
<td>Aug. 25</td>
<td>Gardner: chapters 1-4, Establish group presentation schedule</td>
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<tr>
<td></td>
<td>Sept. 1</td>
<td><em>No class meeting, Labor Day holiday</em></td>
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<tr>
<td>3</td>
<td>Sept. 8</td>
<td>Gardner: chapters 5-7</td>
</tr>
<tr>
<td>4</td>
<td>Sept. 15</td>
<td>Gardner: chapters 8-11 and afterward, <em>Project or paper proposal due</em></td>
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<tr>
<td>Unit II</td>
<td></td>
<td><strong>Learning and Instruction</strong></td>
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<tr>
<td>5</td>
<td>Sept. 22</td>
<td>Langer: introduction and chapters 1-3</td>
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<tr>
<td>6</td>
<td>Sept. 29</td>
<td>Langer: chapters 4-7</td>
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<tr>
<td>7</td>
<td>Oct. 6</td>
<td><em>How People Learn, Part I</em></td>
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<tr>
<td></td>
<td></td>
<td>Submit entries 1-6 of Reflective Journal for grade</td>
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<tr>
<td></td>
<td>Oct. 13</td>
<td><em>No class meeting, Fall Break</em></td>
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<tr>
<td>8</td>
<td>Oct. 20</td>
<td><em>How People Learn, Part II</em></td>
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<tr>
<td>9</td>
<td>Oct. 27</td>
<td><strong>Instructional Strategies</strong></td>
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<tr>
<td></td>
<td></td>
<td>&quot;Learning Influences,&quot; by Wang, Haertel &amp; Walberg, Chap. 9 in <em>Psychology and Educational Practice (PEP)</em> (Web Cat PDF file)</td>
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<tr>
<td>Unit III</td>
<td></td>
<td><strong>Individual, Developmental and Group Differences Among Students</strong></td>
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<tr>
<td>10</td>
<td>Nov. 3</td>
<td><em>Defining, Measuring, and Making Use of the Concept of Intelligence</em></td>
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<td></td>
<td></td>
<td>&quot;Who Are the Bright Children? The Cultural Context of Being and Acting Intelligent,&quot; by Sternberg (Web Cat PDF file); &quot;On what Intelligence Is,&quot; by Howard (Web Cat Word file); &quot;Intelligence: Heredity, Environment, and Time&quot; (Web Cat Word file)</td>
</tr>
<tr>
<td>11</td>
<td>Nov. 10</td>
<td><em>Special Education, Hyperactivity and Attention Deficits, and Giftedness</em></td>
</tr>
</tbody>
</table>
|       |        | "Education of Gifted Students," by Davis, chapter 18 in PEP (Web Cat PDF file); "Categorical Programs," by Reynolds, Walberg & Wang, Chap.
20 in PEP (Web Cat PDF file); “Conducting a Mind,” Chap. 3 in *A Mind at a Time*, by Levine (Web Cat PDF file)

**Diversity in Education**

“Long Division” by Fletcher (Web Cat PDF file); Using anthropology to make sense of human diversity,” by Mukhopadhyay & Henze (Web Cat Word file); “The Silenced Dialogue: Power and Pedagogy in Educating Other People’s Children,” Pts. 1 & 2, by Delpit (Web Cat PDF files) (*This is the common assignment for all PSY 621 courses. You will post your response on TaskStream and submit your response as a journal entry.*);

**UNIT IV  Motivation and Assessment**

**Achievement Motivation**

“Motivation and Cognition,” by Blumenfeld & Marx, Chap. 4 in PEP (Web Cat PDF file); “Messages That Motivate: How Praise Molds Students' Beliefs, Motivation, and Performance (in Surprising Ways),” by Dweck (Web Cat PDF file); “Beliefs, Attritions and Motivation” (Web Cat Word file)

**Project or Paper Due**

**Standardized Testing and Accountability**

“Assessment crisis: The absence of assessment FOR learning,” by Stiggins (http://www.pdkintl.org/kappan/k0206st.htm) and (Web Cat Word file); “High Stakes Testing and Lost Opportunities: The New York State Regents Exams,” by Fine (Web Cat PDF file); “Changing Needs and Uses of Standardized Tests” (Web Cat Word file)

**Submit entries 7-13 of Reflective Journal for grade**

**Performance-based Authentic Assessment**

“Student Performance Portfolios,” by Resnick, chapter 7 in PEP (Web Cat PDF file); “Dissolving the Line between Assessment and Teaching,” by McNamee and Chen (Web Cat Word file); “Why Authentic Assessment?” (Web Cat Word file)
Syllabus - Psy 624
Advanced Child and Adolescent Development
Spring 2008

Instructor:
Lydia Aydlett, Ph.D.
Department of Psychology, K324
Phone: 227-3362
aydlett@email.wcu.edu

Office Hours:
TWR 1:00 – 4:00 (I am available other times by appointment)

Required Text:

Additional Sources:
Other readings will be available on WebCT.

Statement of Purpose
The fundamental role of Western Carolina University is to develop a community of scholarship in which students, faculty members, administrators, and staff members learn and apply the products of learning. The College of Education and Allied Professionals fulfills this mission by providing students the opportunity to grow within their personal roles as educational decision makers. The guiding principle for all instruction in the College is the belief that the best educational decisions are made after adequate reflection and with the interests and welfare of the persons affected by the decisions in mind.

Description
This course for graduate students provides an overview of the major theories in developmental psychology applicable to children’s cognitive, social and emotional development. This course should give you experience in practicing critical, independent, reflective thinking in solving educational or psychological problems and will encourage you to value individual and group differences.

Objectives
To read and actively reflect on the assigned readings, demonstrated through written and oral communication.
To communicate the essence of a journal article or other reading to the class.
To research an area of specific interest to you in the area of developmental psychology.

To apply the course content about developmental patterns, processes and individual differences to case studies and the observation of children.

**Students with disabilities:** Western Carolina University makes every effort to provide reasonable accommodations for students with documented disabilities in compliance with the Americans with Disabilities Act. Please let me know at the beginning of class if you have a disability or any other problem that may require special accommodations. To receive academic accommodations, students must be registered with the Office of Student Support Services and bring a letter to me as documentation.

**Diversity:** Throughout the course we will address multicultural and gender issues. These will be primarily presented in the videos but will also be included in some of the readings. The purpose of this focus is to promote the appreciation of gender and cultural differences and similarities in development.

**Class format**

Most of our class time will be spent in class discussion, class presentations, videos, and exercises or demonstrations. There will be a minimum of traditional lectures, maybe 15 – 30 minutes a week. Your active participation is important to the success of this class. I will expect that each person will contribute in a meaningful, substantive way. You will be evaluated on the quality of your engagement and thoughtfulness of your observations in the small group discussions.

You are expected to attend every class. You are expected to be on time, to stay for the full period, to be respectful to your colleagues, to listen when others (classmates and instructor) are talking, and to be alert. It is not appropriate for you to leave the room after class has begun for any reason except illness. Cell phones must be turned off during class.

1. Required learning activities
   a. **In-class activities** – At least once a week, there will be an activity completed individually or in groups in class. Some activities will be collected at the end of the class. For some of these activities, students will write a reaction paper to be turned in at the next class. The grades for each activity will vary based on the complexity of the task. Your final participation grade will be based on the number of points you have acquired divided by the total number of points available x 50.
   b. **Childfest**
      Objective: To develop skills in interacting with infants, toddlers and preschoolers by understanding children’s capacities at each age. You will demonstrate children’s skills to a class. See handout for further details. 20 points
c. **Presentation of articles** – You will be responsible for presenting readings for two class periods and for developing questions to spur discussion on the assigned topics. 20 points.

d. **General participation** – 10 points

e. **Reflection papers** - Eight reflections are required for this course, each based on one week’s topics. A reflection paper is due on each film in the video series, exercises, and on the class presentations by your peers. The reaction paper will review three main points of each article and any other class activities such as videos or presentations and your response to each. In writing your reflection, you may consider these questions: Do the points made in the readings, presentation or video conform to your experience? How does the material relate to other readings? Was there something in the material that was useful to you outside of class? Was there something that you were not sure you understood? The purpose of the reflection paper is to give you a tool for integrating course material and for applying course material to school psychology. Your reflections will also give you a record of what we have discussed and what you have learned in this class. Each paper will count 12.5 points for a total of 100 points.

f. **Case Study** - A Case Study will be distributed at the beginning of the semester. Your task is to use all the information you learn about development this semester to discuss what happens in this case. You should develop the case study as we cover the ages and topics. The case study is due on April 27 and is worth 100 points.

g. **Observations** - Objective: To develop observational skills. This will allow the accurate description and assessment of child behaviors and the placement of child behaviors in developmental context. You will complete two field observations, for one of three age groups: preschool or kindergarten, elementary school or adolescence. Directions for the Field Observations will be posted on WebCt. 50 points each.

**Academic integrity policy**

Plagiarism will not be tolerated in this class. Everything not in direct quotes in your writing must be written by you. The WCU Writing Center webpage has an excellent discussion of plagiarism. Plagiarized papers will be handled according to the university academic honesty policy and may result in failure for this course.

Plagiarism applies to your papers, field observations and to your journals. It is fine to gather information from others but you must credit your sources.
You may not use material for your paper or presentation in this class that you have used in other classes.

**Evaluation**

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Reflections</td>
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<td>Participation</td>
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<td>Field observations (2)</td>
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A = 90\%, B = 80\%, etc.

All work is due when stated. Late work will be reduced by a letter grade for each day late. You are welcome to turn in work early for feedback.
Evidence-Based Psychotherapy
Spring 2008

Instructor: L. Alvin Malesky, Jr., Ph.D.
Office: 347 Killian
Office Phone: 227-3357
Email: malesky@wcu.edu
Office hours: Wed 10 – 12 & Wed 2 – 4 (or by appointment)

Textbook: Theory and Practice of Counseling & Psychotherapy - Seventh Edition (Corey)
Practitioner’s Guide to Evidence-Based Psychotherapy (Jane E. Fisher & William T. O’ Donohue)
The Clinical Interview Using DSM-IV-TR (Volume 1)
Man’s Search for Meaning

Course Description:
This course provides an overview of the major approaches and theories of psychotherapy. Students will also become knowledgeable about evidence-based intervention. In addition, clinical interviewing techniques will be reviewed and practiced.

Objectives:
1. Develop a more sophisticated understanding of the major theories of counseling and psychotherapy.
2. Demonstrate counseling techniques related to various psychotherapy orientations that are appropriate for the clinical situation.
3. Begin to develop an individual approach to psychotherapy.
4. Become knowledgeable about evidence-based interventions for different clinical presentations.
5. Become competent in conducting basic clinical interviews.
6. Identify potential ethical dilemmas regarding individual therapy.
7. Continue to develop as culturally aware and sensitive counselors.

Course/Classroom Expectations:
1. It is imperative that we foster a safe and supportive environment for growth and learning in this class; therefore, professional conduct is expected at all times. I expect you to display a high level of professionalism with the “student volunteers.” Please remember that you will be in a position to have a tremendous impact on these students. It is imperative that you behavior accordingly.
2. You will need to have read the assignments and be prepared to participate in classroom discussions.
3. I do not anticipate this to be an issue but I will not accept late assignments.
Note: The following schedule is *tentative* and subject to change as the semester progresses.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Jan 15</td>
<td>Introduction to the Class</td>
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<tr>
<td>Jan 22</td>
<td>Evidence – Based Psychotherapy (Chapter 1 in EBP)</td>
</tr>
<tr>
<td>Jan 29</td>
<td>The Counselor (Chapter 1 &amp; 2 in Corry) Ethics &amp; Cultural Issues (Chapter 3)</td>
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<tr>
<td>Feb 5</td>
<td>Rapport &amp; Acquiring Information (Chapter 2 &amp; 3 in The Clinical Interview)</td>
</tr>
<tr>
<td>Feb 12</td>
<td>Mental Status &amp; Feedback (Chapter 4 &amp; 7 in The Clinical Interview)</td>
</tr>
<tr>
<td>Feb 19</td>
<td><strong>No Class</strong> – I will be at a Forensic Science Conference</td>
</tr>
<tr>
<td>Feb 26</td>
<td>Psychoanalytic Therapy (Chapter 4 in Corry) &amp; Adlerian Therapy (Chapter 5 in Corey)</td>
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<tr>
<td>Mar 4</td>
<td><strong>No Class -- Spring Break</strong></td>
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<tr>
<td>Mar 11</td>
<td>Existential Therapy (Chapter 6 in Corey &amp; Man’s Search for Meaning)</td>
</tr>
<tr>
<td>Mar 18</td>
<td>Person-Centered Therapy (Chapter 7 in Corey)</td>
</tr>
<tr>
<td>Mar 25</td>
<td>Behavior Therapy &amp; Cognitive Behavior Therapy (Chapters 9 &amp; 10 in Corey)</td>
</tr>
<tr>
<td>April 1</td>
<td><strong>No Class -- Advising Day</strong></td>
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<tr>
<td>April 8</td>
<td>Feminist Therapy (Chapter 12 in Corey)</td>
</tr>
<tr>
<td>April 15</td>
<td>Group Therapy</td>
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<tr>
<td>April 22</td>
<td>Family Systems Therapy (Chapter 14 in Corey)</td>
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<td>April 29</td>
<td>Wrap-up (finish presentations)</td>
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**GRADES:**

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<td>300 - 349</td>
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Course Assignments:

**Class Participation:** Given the nature of this course, class participation is essential. Therefore, you must come to class ready to discuss the readings and actively participate in classroom discussions. There will be six short quizzes over the course of the semester. These quizzes will cover the assigned readings and will be given at the beginning of the class. These quizzes will be worth 20 points each (max total = 100). You can drop your lowest quiz grade.

**Midterm/Final Exam:** The midterm and final exam will cover material from the readings and lectures.

The midterm will be worth a maximum of 100 points and will likely be presented in a multiple choice and short answer format.

The final exam is an in-class oral exam. You will be randomly assigned to diads and assigned a case example and a theory. You will be required to prepare a brief case conceptualization and treatment plan according to your assigned theory. You will then present your case conceptualization and treatment plan in class. The final exam will be worth a maximum of 100 points.

**Evidence-Based Psychotherapy Presentations:**
You will pick one topic from the PG to EBP text and present it to the class. The presentation should last approximately half an hour. Address the unique characteristics of the presenting issue; however, spend most of your time addressing treatment issues from the evidence-based perspective. I would use PowerPoint in your presentation. Try to pick a topic that you are not already knowledgeable about but also one that you might see clinically in the future. Grades will be based on thoroughness and professionalism. You can earn a maximum of 100 points for this assignment.

**Counseling and Case Presentations:**
Most of you are in practicum or will see “clients” in Dr. McCord’s personality course. I would like you to present one of your clients in class. You will need to conceptualize this client’s presenting issues from one of the theoretical orientations that we discuss in class.

**Taping:** First-year students will also need to tape at least one initial session and one feedback session to present in class. If any other student can videotape clients to present please do so. It is your responsibility to make sure that the tapes are destroyed at the end of the course.

You will be graded on your professionalism working with your clients as well as on the quality of your case conceptualization and presentation. This assignment is worth a maximum of 100 points. Additional guidelines regarding this assignment will be provided in class.
Note: The following schedule is *tentative* and subject to change as the semester progresses.

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Psy 650 Advanced General Psychology

Bruce Henderson
227-3784
K345
henderson@wcu.edu

Office Hours: M, 10-3; T, 8-9; W, 10-3;
R, 8-9; F, 8-10

Introduction

This course is in the graduate program in order to ensure that students will leave their
graduate education with a broad sense of the science of psychology. For those of you in clinical
psychology, along with your thesis work and other course work in areas such as physiological
psychology and systems and theories, this course should help balance the science and practice in
the scientist-practitioner model of graduate education we adhere to at WCU.

In many ways, this course is designed to bring you full circle to the very first course most
of you took in psychology: general or introductory psychology. If you took such a course as an
undergraduate, you remember how overwhelming the textbook was. Now, after numerous more
specialized courses, you have a chance to get back to the big picture with the wisdom of your
greater years and the knowledge you have accumulated. As you will see in the Course Outline
below, the topics we will cover include many you would see in an introductory course.

The set you need for this course is one of integration. That is, you should be prepared to
try to self-consciously integrate the disparate knowledge you have acquired as a student of
psychology. When you are having difficulty making connections, you need to be asking
questions of your instructor and fellow students.

Readings

You will read a biography of a psychologist, a self-help book, and a book on a
controversial issue in the field (see below). You will also read a chapter or article for each major
topic we cover.

Course Outline

*Indicates that you should read the item listed.

I. Orientation

We will begin by taking a look at the philosophy of science as it applies to psychology,
the history of the major research traditions in psychology, and some major themes that have held
the attention of modern psychologists for over a hundred years. In a course on the “big picture,”
this is the biggest picture.
A. Psychology and the Philosophy of Science
B. History of Psychology: The Briefier Course
C. Continuing Themes

References


II. Methodological Issues

We will very briefly review some basic methodological issues. Few of the ideas here should be completely new to you.

A. Experimental Designs: Tools for Thinking
B. The Central Issue of Construct Validity
C. Psychological Constructs: Diagnosis, Development and Explanations

References

III. Experimental Psychology

A. Biopsychology
B. Learning
C. Motivation and Emotion

References

See relevant chapters in D. K. Freedheim & I. B. Weiner (Eds.), Handbook of psychology.

IV. Cognitive Psychology

A. Sensation and Perception
B. Memory
C. Thinking and Consciousness
D. Intelligence and Individual Differences

References


V. Developmental Issues

A. Cognitive Development
B. Social Development
References


VI. Social and Personality Psychology

A. Personality
B. Social Psychology: Individual
C. Social Psychology: Groups
D. Evolutionary Psychology

References


VII. Summing Up

A. Is Psychology a Science?
B. What is the future of Psychology?

Assignments

Biography Reviews

Your job in this assignment is to read, review and report on a biography of an important psychologist and relate the essentials of the biography to the rest of the class. In order to provide context for your review, you need to read the following two chapters (they are marked with an asterisk in the outline above):


Your written report should be 5 double-spaced pages and include the following: (a) a summary of the most important aspects of the individual’s background and life story; (b) a brief review of the individual’s major accomplishments; and (c) an assessment of the individual’s accomplishments, including contributions to the development of the field of psychology and their present status. Your class presentation should do the same in no more than 15 minutes. Due date: September 15.

**Psychology Self-help Book Review**

By Friday, August 29, give me a list of four psychology-oriented self-help books that you might want to review. I will okay one of them. You will then read the book and the following article:


Then you will write a *PsycCritiques*-style review of the book, about 3-4 pages in length. In your review you will: (a) briefly summarize the content of the book; (b) evaluate the content in terms of its consistency with the science of psychology; (c) evaluate the book in terms of its likely helpfulness; and (d) make a recommendation about the book to potential readers. Your review will be due September 29 (e-mail a copy to each class member). You will share your book briefly in class.

**Reader's Guides and Presentations**

Each class member will make a class presentation and prepare a reader's guide to a topic in psychology. You will be assigned a topic to cover (see Appendix for indicating your preferences). You will prepare a guide with the components listed below. A hard copy of your Reader’s Guide should be delivered to all members of the class by October 15.

**Reader's Guides.** These guides will be designed to give each participant an overview of the topic (see section below on RG Plan). They should be useful in the short run for preparing for your final exam. In the long run, they should be useful for such events as license exams or doctoral orals or teaching experiences. You will be able to use your Guides and whatever you have written on them during your Final Exam. I will make up much of the Final from the Guides and the class presentations (see the next section). You will need to prepare enough copies of your Guide for each class member by October 15.

The components of your Guide should include the following:

1. **Definition and Overview.** Using textbooks, encyclopedias, and handbooks, get an idea of just what your subfield is about. In a page or two summarize what you have found. In this section you should address questions such as: What concepts, theories, and studies are common? What are the differences in how the authors have treated the topic? What names are common to
all three treatments? Good sources include *Companion encyclopedia of psychology*. *The Corsini encyclopedia of psychology and the behavioral sciences*, and the *Encyclopedia of psychology* (edited by Kazdin). You also should look at relevant material in the 10-volume *Handbook of psychology* (2003) and any major handbook that applies to your subfield (you will be providing an annotated bibliography with these handbooks listed—see the description for #7 below).

2. **Historical Context.** Using your knowledge of the general history of psychology, you should put your topic into historical perspective (1-2 pages). Where did the interest in your topic come from? What bigger issues in the field is it related to? Who were the historically important individuals in that history? Your historical background should bring us at least to 1990. The same sources as those listed above should be useful in gaining a historical context. The handbooks for your subfield are likely to include at least one chapter on history.

3. **Recent Methodological Issues.** In this section you will very briefly summarize the state of the art in regard to how your topic is currently being studied (1-2 pages). Especially important here is what has changed in recent times in regard to research methods (this can include statistical procedures). If a methodological issue is a “hot topic” (see below), just refer to it here and detail it as a hot topic. Again, the handbooks should provide you with most of what you need here.

4. **Topics.** In this section you will make an assessment of what are the enduring issues that the subfield is dealing with and has dealt with over an extended period of time. For example, those who study memory have long been interested in different types of memory (e.g., semantic, episodic, procedural). Personality theorists have long been concerned about the nature of the self. Think about what you would say if you were talking to undergraduate psychology students who were considering what subfield of psychology to go to graduate school in. Perhaps one way of distinguishing this section from the next is that in this section there is less controversy. Even if there is not total agreement about the details of topics in this section, there would not be controversy about their importance. Topics in this section also are likely to have a longer history of investigation.

5. **Hot topics.** This is where you will review hot topics in the field. This is the most important part of the assignment and probably the second hardest to do. Specifically, you will need to (a) describe the three or four most important issues that have received attention in the subfield published over the past 10-15 years; (b) give the gist of the arguments and counterarguments that have been involved; and (c) provide annotated references (3-5 per topic) that are representative of the new ideas and controversies related to the topic.

Obviously, there will be a degree of subjectivity to determining the "most important" books and articles (and articles will be harder to judge than books). How should you identify these topics? Some possibilities include: interviewing faculty members, book review sections of journals, *PsycCritiques (Contemporary Psychology)*, *APA Monitor*, recent journals in the subfield (especially "special issues", and "boxed" materials in textbooks..
6. You will conduct an *Ignorance Assessment*. This is the hardest part of the Reader’s Guide. It requires a considerable amount of thought, even speculation. Your assessment will include a response to each of the following questions in regard to your topic (keep in mind that these are necessarily going to be vague notions of what we are ignorant about because we are ignorant about them):

(a) In the area of study, what do we know that we don’t know (the **Known Unknowns**)?

(b) From your own perspective, what do we actually know that one might think we don’t know (**Unknown Knowns**)?

(c) In recent times, what things did we think we knew, but really didn’t (the **Humbling Errors**)? What candidates do you have for this category for the future?

(d) How can we make ourselves aware of some characteristics of those things we don’t know we don’t know (the **Unknown Unknowns**)?

(e) What kinds of things do we not know because we are afraid to know them (**Taboos and Denials**)?

Complete this section with a summary of the status of our ignorance.

7. **Annotated Bibliography**. In this last section you will provide lists of resources along with brief descriptions of the nature of each resource.

**Handbook of psychology**. List and briefly describe the chapters in the Handbook of Psychology that pertain to your subfield.

**Journals**. What are the mainstream journals in this subfield? How do they differ from each other?

**Major textbooks** (topical, not introductory). What are the two or three most important textbooks in this subfield? What topics are included in each one?

**Internet sites**. List and briefly describe 5-8 Internet sites that include scholarly material.

**Books**. List 5 books that would be considered important resources for scholars in this subfield. You do not need to read the books, but try to get a sense of what they are about.

**Reader’s Guide Plan**

To help you with your Reader’s Guide, you need to hand in a RG Plan by **September 17**. In the plan, you should include: (1) a list of major topics for your subject area; (2) a list of hot
topics you plan to include in your Guide; (3) a list of journals for your subject area; (4) a list of major books in your area; and (5) a list of important websites relevant to your area.

**Presentations.** The old cliche that the best way to learn something is to teach it is true. You will be responsible for a class session on the same topic you had for your Reader’s Guide. What you do in those sessions will be up to you, except that in part of the session you must go over your reader's guide (that can be quite brief and **in no case should be longer than 15 minutes**), and you must provide at least one demonstration (described below) and one media form (e.g., website, video/DVD). Use your own judgment about the most helpful ways to use your time. Possibilities for the use of the class include conveying information on new findings from your readings, discussion of major conceptual issues (e.g., mind/body or nature/nurture) as they apply to your topic, or additional demonstrations. **You should discuss your presentations with me at least two weeks ahead of time. I will give you suggestions after you hand in your plan, but you may want to meet with me before you do your plan.**

The demonstrations/activities will be of research procedures or phenomena found in reports or studies in your topic area. They may be "classics" or more recent experiments. You will provide the class with materials for the demonstration and a 1-2 page handout with a statement of the problem/issue being studied and a brief discussion of the role of the of the experimental procedure or phenomena in current research. **Not permitted are studies involving tests, questionnaires, surveys, or interviews included in the graduate course work here. Examples of appropriate demonstrations would be: after-images; illusions; memory tasks or strategies; communication manipulations; or any other procedure that would involve members of the class.** The single best source of information on teaching demonstrations is the journal *Teaching of Psychology*. Many items from ToP have been compiled in the *Activities Handbook for the Teaching of Psychology*, which should be on reserve. Other good sources include instructor's manuals.

**Presentation Plan**

By **October 1** you should hand in a plan for your presentation. Your plan should include: (1) what activities you plan to do in your class; (2) a list of possible media you are thinking about using; (3) a list of the topics you plan to cover in some way or another during your class period; and (4) identification of an article on your topic that everyone in the class will read before your class session (particularly good sources for these articles include: *American Psychologist*, *Perspectives on Psychological Science*, *Current Directions in Psychological Science*, *Child Development Perspectives*, *Review of General Psychology*, and *Psychological Bulletin*).

**Issue Book Discussions**

Each of you will read a different book from the list in the appendix. Each of these books is on a major issue in psychology, in some cases a controversial issue. Some are recent and others are “older” classics. You will be responsible for writing a 4-5 page summary of the book. You also will provide a list of 5-7 thought-provoking questions about the book. Your summary should
be written while keeping in mind the questions you will be developing for an hour-long discussion of the book. You will want to tell your classmates enough about the book that they will be able to intelligently discuss the questions you provide. You may want to read some reviews of or responses to your book to help you formulate your questions. Your summary and questions must be e-mailed to your classmates and instructor by November 17.

**Attendance**

Attendance is expected.

**Grading**

1. **Biography Review (15%).**
2. **Self-Help Book Review (15%).**
3. **Reader's Guides (15%)**
4. **Presentations (10%).**
5. **Issue Book Review (15%).**
6. **Final exam (30%)** (up to 10% of this could be channeled into quizzes if the class decides to do so).

Grading scale: 90-100, A; 80-89, B; etc.

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*Accommodations for Students with Disabilities:*

*Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Kimberly Marcus for more information. Phone: (828) 227-7234; E-mail: kmarcus@email.wcu.edu.*
Appendix

Biography Choices


Reader's Guide/Presentation Topics

Biological psychology
Motivation
Sensation/perception
Learning & conditioning
Psycholinguistics
Evolutionary psychology
Social psychology
Memory
Personality
Consciousness
Cognitive development
Social development
Issue Books


Important Dates

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<tr>
<td>Reader’s Guide Plan</td>
<td>9/17</td>
</tr>
<tr>
<td>Self-help Review</td>
<td>9/29</td>
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<tr>
<td>Presentation Plan</td>
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<td>Reader’s Guide</td>
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<tr>
<td>Presentation</td>
<td>varies—start on Gustav Fechner Day</td>
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<tr>
<td>Issues Book Summary</td>
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<tr>
<td>Final</td>
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</tbody>
</table>
PSY651 Advanced Research Methods: Statistics
Fall 2008

Instructor: Millie Abel, Ph.D.
Office: 310 Killian Building
Office Telephone/Voice Mail: 227-3369
Office Hours: On web page and by appointment
Email: abel@wcu.edu

Course WEB Page: via WebCAT

Texts:


Software:
I strongly encourage you to purchase the SPSS 16.0 software for graduate students that includes the SPSS base plus 2 add-on modules: SPSS Advanced Models and SPSS Regression Models. This is available at the following web site for $199.98 - just select SPSS in the vendor box. The software is available for MAC or WIN. While this cost may seem high at first, remember that you will be using this software for Psy652 plus for analyzing your thesis data (Psy699- 6 hours). You will need to submit proof of your student registration.

See web site: http://www.journeyed.com/
The SPSS Survival Manual by J. Pallant is also available for purchase via web page: journeyed.com.

Course Description: Psychology651 is designed to further your understanding of statistics and research methods that will enable you to understand research in the behavioral sciences and to conduct reasonably sophisticated research of your own. This course will cover inferential statistics emphasizing both experimental and correlational design; univariate and multivariate techniques and regression. You will learn to enter and analyze data using SPSS (version 15.0), one of the most widely used statistical software packages. These skills will serve you well in developing your thesis prospectus next semester. The first few weeks will be a quick trip through basic introductory level statistics because I will assume that you come to this class with more than just a passing acquaintance with these topics (e.g., central tendency, dispersion, standard normal distribution, hypothesis testing, z scores). We will focus on a variety of ANOVA designs including ANCOVA and MANOVA, correlation and multiple regression. There will be several computer labs during the semester; labs will be incorporated into class time plus additional lab time is scheduled right after the regularly scheduled class. These computer labs are essential for learning SPSS, running all analyses and interpretation of results.
Expectations: Your objective in this course is to learn more advanced statistics used in behavioral sciences. Many people fear statistics due to what is perceived to be its mathematical nature. If you can use a calculator to add, subtract, multiply, and divide and know some basic algebra, you have all the mathematics you need. Traditionally, statistics courses are taught with great attention to formulas and their manual calculation. We cannot totally avoid formulas and calculations, however, our attention will be devoted to learning the concepts that underlie behavioral statistics and we will learn how SPSS can crunch the numbers for us. The orientation of this course is thus applied: I will expect you to understand the statistical techniques covered in the sense of knowing why they are appropriate, when and how to use them, and how to interpret the results. You should have a basic handheld calculator that includes a "square" and "square root" key for in class activities.

Exams: There will be four (4) tests during the semester and a final exam. Each of the 4 tests will cover the conceptual (the "why") and the practical (the "how") aspects of the topics covered. The practical ("how") will include a take home SPSS part of the test. Therefore, part of each test is an in-class component, and the other part is a take home SPSS exercise. The practical aspects of each test will be cumulative. That is, once you learn how to do something in SPSS which you were be required to do for tests, you will be expected to remember how to do it and apply that knowledge and skill later. Each of the regular semester tests are worth 100 points and the final exam (cumulative) will be worth 200 points. Each semester test is worth 15% of your final grade. The final exam is worth 25% of your final grade.

Labs/Tutorial/Review Sessions: The graduate teaching assistant (Erin Hambrick) for this class will hold office hours each week and review sessions before each exam. The TA will also be conducting some labs that are required for learning about SPSS or answering questions on homework etc.

Assignments (in-class and out-of-class): A variety of homework assignments will be made throughout the semester. Many of these will involve use of SPSS. You will be expected to submit in-class assignments at the end of the class period. You are expected to show all of your work for homework involving calculations and problems. Your assignments will be worth 15% of your final grade.

Grades: Your final grade will be based on the following:
4 Semester exams (100 points each) - each 15% of final grade
Final Exam (200 points) - 25% of final grade
Homework assignments (points vary) - 15% of final grade

TOTAL Possible = 800 points
Grading Scale:
A = 93 - 100%
B = 80 - 92
C = 70 - 79
F = < 70%
Note: This syllabus is subject to change. You will be given fair warning before any changes are made effective. Announcements concerning changes will be made during class and posted on the course web page via WebCAT. Check the Announcements frequently.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>19 Aug.</td>
<td>Introduction to class – Chapter 1</td>
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<td>21 Aug.</td>
<td>Chapter 1 and Chapter 2: Organizing and Graphing Data</td>
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<td>Chapter 3 - Describing Data</td>
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<td>Lab: SPSS Manual, Chapters 1 - 8, 10</td>
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<td>Chapter 4 - Normal Distribution and z-scores</td>
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<td>2 Sep.</td>
<td>Chapter 4 cont.</td>
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<td>Chapter 7 - Sampling, Probability, and Sampling Distributions</td>
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<td>9 Sep.</td>
<td>Chapter 7 cont.</td>
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<td>11 Sep.</td>
<td>IN CLASS - TEST 1</td>
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<td>16 Sep.</td>
<td>Chapter 8 - Hypothesis Testing: One sample case</td>
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<td></td>
<td>Lab: SPSS Manual, read pp 201-209</td>
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<td>18 Sep.</td>
<td>Chapter 9 - Estimation: One sample case</td>
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<td>Lab</td>
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<tr>
<td>23 Sep.</td>
<td>Chapter 11 - Hypothesis Testing: Two sample case</td>
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<td>Chapter 13 – Determining Power and Sample Size</td>
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<td>30 Sep.</td>
<td>IN CLASS - TEST 2</td>
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<td>2 Oct.</td>
<td>Chapter 14 - One-way ANOVA</td>
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<td></td>
<td>Lab: SPSS Manual, Chapter 18</td>
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<td>Take Home SPSS DUE</td>
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<tr>
<td>7 Oct.</td>
<td>Chapter 14 cont. &amp; Chapter 15 – Comparisons</td>
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<td></td>
<td>Lab: SPSS Manual, Chapter 18</td>
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<td>9 Oct.</td>
<td>FALL BREAK</td>
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<td>14 Oct.</td>
<td>FALL BREAK</td>
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<tr>
<td>16 Oct.</td>
<td>Chapter 16 - Two-way ANOVA</td>
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<td>21 Oct.</td>
<td>Chapter 16 cont., Chapter 19 – ANCOVA</td>
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<td>23 Oct.</td>
<td>MANOVA &amp; MANCOVA</td>
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<td>MANOVA Book Chapter: purchase from Judy Hale: $5</td>
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<td>Lab: SPSS Manual, Chapter 21</td>
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<td>MANOVA &amp; MANCOVA</td>
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<td>Lab</td>
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<tr>
<td>30 Oct.</td>
<td>MANOVA &amp; MANCOVA</td>
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<td>Lab</td>
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<td>4 Nov.</td>
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<td>Date</td>
<td>Assignment</td>
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<td>6 Nov.</td>
<td>IN CLASS - TEST 3&lt;br&gt;Take Home SPSS exam</td>
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<td>Chapters 5 &amp; 20 – Correlation&lt;br&gt;Lab: SPSS Manual, Chapter 11 &amp; 12&lt;br&gt;Take Home SPSS DUE</td>
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<td>13 Nov.</td>
<td>Chapters 6 &amp; 17 - Linear Regression&lt;br&gt;Lab: SPSS Manual, Chapter 13</td>
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<tr>
<td>18 Nov.</td>
<td>Lab: Linear Regression&lt;br&gt;Chapter 18 - Multiple Regression</td>
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<tr>
<td>20 Nov.</td>
<td>MR Lab&lt;br&gt;SPSS Manual, Chapter 13</td>
</tr>
<tr>
<td>25 Nov.</td>
<td>MR Lab&lt;br&gt;Review for Test</td>
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<tr>
<td>26 Nov.</td>
<td>THANKSGIVING</td>
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<tr>
<td>2 Dec.</td>
<td>IN CLASS - TEST 4&lt;br&gt;Take Home SPSS exam</td>
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<tr>
<td>4 Dec.</td>
<td>Last class - review and wrap-up&lt;br&gt;Take Home SPSS DUE</td>
</tr>
<tr>
<td>11 Dec.</td>
<td>TAKE HOME FINAL EXAM DUE Wednesday, Dec. 11 at 3:00pm</td>
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Psychology 652 - Advanced Research Methods
Spring 2008; Tuesday/Thursday, 12:30 – 1:45; KL268B

Instructor: Millie Abel
Office Hours: by appointment

Office: Killian 310
Office Phone: 227-3369

Texts:
SPSS grad pack. This is the software you will need to analyze data for your thesis. (this was also required for Psy651)
WCU Guide for preparing graduate dissertations and theses. Available on my website or the graduate school website. (required)
Additional readings will be assigned as necessary.

In addition, any of the following you are not already familiar with should become your dear friends:
Elements of Style by Strunk & White--must-reading (available free various places on the Web);
Procedures for Experiments with Human Subjects-- WCU;
Guidelines for Prospectus Examination--you should go over this with your thesis director;
APA Ethical Guidelines - relevant sections

Introduction:
The three major purposes of this course are to (a) help you develop your thesis prospectus, (b) to provide you with a background in research design and some of the more advanced statistical procedures that will be useful for your thesis, and (c) to provide you with continued instruction in the use of SPSS which most of you will use for analyzing your thesis data.

Your written thesis prospectus and an oral exam on your prospectus constitute the comprehensive requirement for all graduate programs in psychology. You must pass the exam before the beginning of your second year in our graduate programs. In this course, you will be required to formulate an appropriate study, present an outline of your study to the other members of the class, and prepare a written proposal to be reviewed by your thesis committee. The proposal will include a review of relevant research and theory, a statement of the problem which you will address in your study, a description of specific hypotheses and a detailed presentation of the design or method you will use to gather your data. You will also have to propose appropriate statistical analyses of your data.

If you fail to pass your prospectus meeting, you will receive an incomplete in this course. However, all assignments for the course must still be completed by the end of the semester, including completion of the final exam. If you receive an incomplete, you will be expected to complete the prospectus no later than the end of the 1st summer. The computer component of the course will continue your introduction (from last semester) to the Statistical Package for the Social Sciences (SPSS).
In this course, you should learn to:

(a) effectively use library resources, including interlibrary loan, ABC Express, TOPCAT, Psych Abstracts and Psych Info, and Social Science Citation Index in organizing a literature search;
(b) understand the parts of a research study and apply that understanding to your own study;
(c) use your analytical skills for assessing the adequacy of experimental and observational designs and the reliability and validity of psychological measures used in research. This also includes understanding the appropriate use of some of the more advanced statistical techniques;
(d) state theoretical hypotheses in a testable form;
(e) clearly describe the methodology of a study;
(f) use APA style correctly
(g) enter data into the computer and use simple editing commands
(h) use SPSS to analyze data;
(i) write a clear Results section and prepare APA-style tables

By the end of this semester you should be able to (a) read and critique reports of psychological research; (b) conduct independent research and analyze and interpret data; and (c) communicate that psychological research effectively.

Course Requirements

This course requires a number of exercises (written and on the computer), and you will make an oral presentation. You will also take two exams. These assignments are briefly described below.

Concept Summary. By February 5th, you must hand in a 1-2 page, typed summary of the basic concept of your proposed thesis project. It should include a brief rationale or thesis of the study that identifies the central theoretical concepts and their relations to each other. Your paper should also outline your research design, indicate the subject population, and at least tentatively identify the measures or types of measures to be used. This is a first shot, but it should have some substance and should be the result of substantive discussions with your thesis director. To begin to shape your thesis proposal, even this very brief summary should be in APA style. That is, you should have an APA-style title page, an introduction, and a method section. Obviously, each of these will be quite brief.

Outline and references. By February 19th, you must hand in a detailed outline indicating the main topics of the literature review and features of your project. The headings of your outline should provide at least a first attempt at the headings of your thesis introduction. A reference list should be attached and it should be carefully done in APA style. This should include articles you have read or intend to read for your thesis. This is not necessarily the final reference list.

Report of first draft. By March 18th (at the very latest), I must have an email or signed note from your thesis chair that you have submitted a first draft of your prospectus. I do not want a copy of the prospectus with his or her comments, just a note saying you have turned in a draft.

Report of prospectus exam. By May 2nd, make sure that your director has handed in the report of the oral exam to both me and the Department Head. If you pass, you will also submit a cover
sheet for the proposal (with the signatures of the committee members) and some version of the proposal (5 page summary) to the graduate school before summer break. You will also need to complete the IRB forms and submit this with your proposal before it will be approved by the graduate school. Examples of the cover sheet and other guidelines can be found on the graduate school website: http://www.wcu.edu/graduate/forms.html.

If you do not pass the exam, you will receive an Incomplete for the course. If you receive an “I”, you must have successfully defended your proposal by the end of your 1st summer (before classes begin in the Fall) or you will receive an F for the course and you will not be allowed to continue in your program. A coversheet, copy of your proposal and IRB must also be submitted to the graduate school prior to the start of fall classes.

Oral Presentation. By the end of January, you will be assigned a date for presenting your thesis idea (early volunteers will be appreciated). Obviously, the sooner you can get some feedback on your ideas, the better. Please try to arrange to have your thesis director present at your presentation if at all possible. Presentations will be done in early to mid February. More details will be provided as the date approaches.

Exercises. You will complete a series of computer assignments using SPSS. There will also be a number of article reviews in which you summarize aspects of the study that relate to recently discussed topics from lecture. Details TBA.

Exams. There will be a mid-term and a final. The final will be comprehensive. Each test will be worth 100 points. These exams will include topics such as APA style, research design, SPSS procedures and data analysis interpretation. Exams are scheduled for March 18th and May 8th at 3:00 – 5:30 in Killian 268B.

Attendance. Attendance of course, is mandatory. It really is important that you participate and help your peers with constructive criticism. You should expect to criticize and be criticized without being personal or taking it personally.

Grades

Each of the exams will be worth 100 points. The conceptual summary and outline/references will each be worth 100 points and the exercises will be worth a total of 100 points. That means you will have a total of 500 points available this semester. Grades will be based on the percentage of those points attained:

\[
\begin{align*}
g & \geq 93\% = A \\
80 - 92\% = B \\
70 - 79\% = C \\
\leq 69 = F 
\end{align*}
\]
# Tentative Course Outline

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
</tr>
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<tbody>
<tr>
<td>January 15 – 24</td>
<td>Introduction &amp; syllabus review; Thesis writing Do’s and Don’ts; Graduate school and departmental expectations. Readings: WCU grad school thesis guide; Psych department program handbook; P &amp; B: chapters 1-15</td>
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<tr>
<td>January 29 –</td>
<td>IRB &amp; Ethics; Research pragmatics; Intro to research design. Orcher –</td>
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<tr>
<td>February 5</td>
<td>chapters 1 – 7, 11-15</td>
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<td>February 7 –</td>
<td>Presentations; power &amp; effect size; experimental validity (Orcher: chapters 20-22)</td>
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<td>March 13</td>
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<td>March 18</td>
<td>Mid-term (take home); Data Analysis review</td>
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<td>March 25 &amp; 27</td>
<td>Data analysis review cont. (Orcher: chapters 8 &amp; 9, 16-19)</td>
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<td>SPSS: Data entry and management; graphs; Frequencies and Descriptives;</td>
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<td>Univariate methods for group comparisons (t-test, ANOVA, ANCOVA);</td>
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<td>Establishing simple bivariate relationships: Correlations</td>
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<td>Chi-square analysis</td>
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<td>Reliability analysis</td>
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<tr>
<td>April 3 – 10</td>
<td>SPSS: Establishing complex relationships: multiple &amp; logistic regression; moderated multiple regression</td>
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<tr>
<td>April 15 &amp; 17</td>
<td>SPSS: Multivariate methods for group comparisons (Repeated Measures ANOVA, MANOVA, etc.); 3-way ANOVA</td>
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<td>April 22 – May 1</td>
<td>SPSS: Factor, cluster, and discriminant analysis, canonical correlation.</td>
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<td>May 8 (3:00 – 5:30)</td>
<td>Final Exam in K268</td>
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<td>Topic</td>
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<tr>
<td>15 Jan</td>
<td>Introduction to class</td>
</tr>
<tr>
<td>17 Jan</td>
<td>Research topics, questions, &amp; hypotheses</td>
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<td>P&amp;B. Chapters 1-4</td>
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<td>Orcher, Chapters 1, 4</td>
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<td>22 Jan</td>
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<td>24 Jan</td>
<td>Titles, Literature Reviews, &amp; Definitions</td>
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<td>P&amp;B, Chapters 5-7</td>
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<td>Orcher, Chapters 2 &amp; 3</td>
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<td>29 Jan</td>
<td>Research Designs</td>
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<td>P&amp;B, Chapter 8</td>
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<td>Orcher, Chapters 5 &amp; 22</td>
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<td>31 Jan</td>
<td>Method</td>
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<td>Method cont.</td>
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<td>Wed., Oral Presentations</td>
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<td>12 Feb</td>
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<td>Wed., Oral Presentations</td>
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<td>Proposed Analyses</td>
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<td>Final Thesis – next year</td>
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<td>Orcher, Chapters 10 &amp; 23</td>
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<td>4 &amp; 6 Mar</td>
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<td>MID-TERM Exam Take-Home DUE</td>
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<td>Begin Data Analysis Review</td>
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<td>EASTER BREAK</td>
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<td>25 Mar</td>
<td>Data Analysis Review</td>
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<td>27 Mar</td>
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<td>Chi-Square Analysis</td>
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<td>Chi-square and Reliability - Ross</td>
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<td>Moderated Multiple Regression (MMR)</td>
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<td>29 Apr</td>
<td>Discriminant Analysis</td>
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<td>1 May</td>
<td>Cluster Analysis &amp; Canonical Correlation</td>
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<tr>
<td>8 May</td>
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Instructor: Lori Unruh  
Dept. of Psychology, K311  
Phone: 227-2738  
lunruh@email.wcu.edu

Office Hours: My schedule will be posted on my office door and on WebCat. You are welcome to drop in anytime or email/call for an appointment.

Statement of Purpose: The fundamental role of Western Carolina University is to develop a community of scholarship in which students, faculty members, administrators, and staff members learn and apply the products of learning. The College of Education and Allied Professions fulfills this mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; appreciation of and respect for diversity; and the fostering of the responsible use of technology.

Knowledge, Values, and Experience: PSY 661 is a core course for graduate students in the school and clinical psychology programs. This course provides the foundation for understanding the process of psychological assessments, which will be built on further in other courses within each area of graduate study. The basic foundations that are introduced in this course are problem-solving skills, basic test administration skills, knowledge of variables impacting the testing process, knowledge of cognitive testing theories, knowledge of psychometric properties of test instruments, and communication skills. These foundational skills will be applied to the processes involved in psychological assessment including the development of an assessment plan, selection of test instruments, administration of test instruments, collection of other assessment data, interpretation of test results, analysis and integration of assessment data, report writing, and oral reporting of assessment results. See attached for an illustration of how the foundations of psychological assessment apply to the processes of psychological assessment. Students in this course will be introduced to each of the processes and then given an opportunity to use the foundational skills provided to engage in activities related to each of these processes. The emphasis of this course will be on acquiring the technical and clinical skills needed to ethically, reliably, and responsibly complete psychological assessments.
Required Texts:

Other Materials (information will be provided in class):
Protocol Packet
Stopwatch
WAIS-III & WISC-IV Examiner’s Manuals (optional)

Other Resources:
WebCat: This course will be strongly supported through WebCat and the students will be required to use this resource on an ongoing basis. Specifically, WebCat will have posted the syllabus, assignment sheets, additional readings, and a variety of important weblinks. It will have a calendar for the course and the grade book will be maintained there. In addition the discussion board will be used.

Intelligence Testing Blog: www.intelligencetesting.blogspot.com. This site should be visited frequently by the students during the completion of this course. A variety of information regarding current issues involved in psychological assessment is posted here and it is an important resource for students as they develop their understanding of cognitive assessments.

Course Objectives:
Upon completion of this course the student will be able to:
• Describe different theories of cognitive ability (historical and current) and how those theories impact the assessment of cognitive skills.
• Develop an assessment plan based on initial referral information and background information obtained.
• Select appropriate test instruments to use when completing a psychological assessment.
• Evaluate test instruments in terms of their appropriate use for a specific population being assessed.
• Identify additional sources of information needed when completing a psychological assessment.
- Identify important variables that may impact the process of a psychological assessment and how to address those variables in the assessment process.
- Demonstrate basic test administration skills that can be used when administering any assessment instrument.
- Complete valid assessments using the WJ-III Cognitive, WJ-III Achievement, WAIS-III (WAIS-IV will be introduced as well), WISC-IV, and ASEBA.
- Interpret accurately assessment information obtained from the WJ-III Cognitive, WJ-III Achievement, WISC-IV, and ASEBA.
- Demonstrate the ability to interpret a variety of sources of assessment information.
- Write psychological reports that integrate the analysis of all assessment information collected.
- Write psychological reports that are comprehensive but concise and written for an appropriate audience.
- Report orally the results of a psychological assessment.

Course Requirements:
Students in this course will be given a variety of ways to demonstrate their mastery of the course objectives as indicated above.

1. **Exams:** A total of 3 exams will be given during the course. Each exam will be worth 100 points and the final exam will be comprehensive. The exams will consist of multiple choice and essay questions with an emphasis on having the student demonstrate the ability to apply the information being presented in class. **A total of 300 points is possible.**

2. **Assessment Protocols:** The total number of assessments completed by each student will vary depending on the student’s ability to reach the requirements for mastery (see Test Administration and Video Guidelines). At a minimum, each student will complete 10 assessments that will include one cognitive measurement and either an achievement measure, a behavioral/emotional measure, or both. All protocols will be turned in to the Teaching Assistants according to the due dates provided in the Course Schedule. These protocols will be scored and returned to the students with feedback. At total of 10 points is possible for each cognitive test protocol. At the end of the semester the average rating that the student receives for the 10 protocols completed will be multiplied by 25 in order to obtain their total protocol score. **A total score of 200 points is possible.** All other protocols will be scored on a pass or fail basis and specifics regarding the consequences for failures on these protocols is included in the guidelines attached.

3. **Videos:** Each student will complete a total of 3 videos demonstrating their ability to administer each of the 3 different cognitive measures introduced in this course. These videos will be graded based on both technical factors as well as interpersonal interaction factors and receive a final rating of either fail, minimum pass, or full pass with points assigned to each rating. A total of 50 points is possible for each video for **a total of 150 points possible for all 3 videos.** Specifics regarding the requirements for completion of the videos and for scoring the videos is in the Test Administration and Video Guidelines.
4. **Psychological Reports:** A total of 3 comprehensive psychological reports will be completed during the semester including one with each of the three different cognitive measures administered. These reports will be based on comprehensive information obtained during the assessment activities and require the student to analyze and integrate all of the information obtained. These reports will be worth 100 points each for a total of 300 points. Specific guidelines for completing these reports and the rubric that will be used when grading these reports will be provided.

5. **Course Participation:** Students in this course will have many different opportunities to participate in activities related to understanding the psychological assessment process. These activities will include but not be limited to lab sessions with the TA’s, periodic on-line text administration quizzes, ongoing WebCat discussions regarding assessment issues, case presentations, and assisting fellow students with protocol and video reviews. Attached is a guideline regarding these activities and the process for earning points. A total of 50 points will be possible for participation in these activities.

**Grading:**
A total of 1000 points is possible for this class with the points broken down as indicated below:

- Exam #1: 100 points
- Exam #2: 100 points
- Final Exam: 100 points
- Protocols: 200 points
- Videos: 150 points
- Report #1: 100 points
- Report #2: 100 points
- Report #3: 100 points
- Course Participation: 50 points

**Total Possible:** 1,000 points

Final grades will be determined based on the following percentage of points earned:

- 90 – 100% = A
- 80 – 89% = B
- 70 – 79% = C
- < 70% = Failing

**Course Expectations/Policies:**
Students enrolled in this course are expected to be actively involved in their own learning process. They will be expected to follow the course schedule and communicate with the instructor regarding any difficulties that they are having. The instructor will be responsible for organizing the course and will provide any assistance that students need as long as there is evidence that the student has made an effort to learn the material or complete the task on their own first. In order for this course to run smoothly and for all students to have the best learning experience possible the following expectations and policies will be followed:
1. **Attendance:** Class sessions will focus on the application of information provided in the text. Simply reading the information in the textbook will not be enough to develop a comprehensive understanding of the course content. Therefore, all students are expected to attend every class scheduled unless a serious illness or injury prohibits this. If unable to attend class, please notify the instructor as soon as possible. It is the student’s responsibility to get any information missed in class and to make-up any assignments due on that day.

2. **Class Preparation:** It is the student’s responsibility to come to class prepared each day. A schedule will be provided regarding readings that need to be completed prior to class and assignments due each day. Keeping up with this schedule will be important so that the student does not get behind.

3. **Class Participation:** Active involvement in all classroom activities for this course will guarantee a greater level of understanding of course content. Students should plan to engage in discussions, ask questions, work collaboratively with other students on activities, and attend to course lectures.

4. **Professionalism and Respect for Others:** All students are expected to demonstrate a similar level of professionalism as would be expected of them in the job that they hope to attain. They need to be able to listen to the opinion of others, engage in constructive discussions, work collaboratively together in teams, support the efforts of others in the class, remain in emotional control, and keep a sense of humor.

5. **Academic Honesty:** Students at WCU are held to the same standard of academic honesty and integrity as their instructors. A student’s learning process is disrupted if they engage in cheating, fabrication, plagiarism, or the facilitation of academic dishonesty. The instructor in this course will deal with individuals who engage in any of these activities on an individual basis based on WCU rules and regulations.

6. **Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian
<table>
<thead>
<tr>
<th>PSYCHOLOGICAL ASSESSMENT PROCESSES</th>
<th>Problem-Solving Skills</th>
<th>Basic Test Administration Skills</th>
<th>Knowledge of Variables Impacting The Assessment Process</th>
<th>Knowledge of Cognitive Testing Theories</th>
<th>Knowledge of Psychometric Properties of Test Instruments</th>
<th>Communication Skills</th>
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<tbody>
<tr>
<td>Development of an Assessment Plan</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Selection of Test Instruments</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Administration of Test Instruments</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Interpretation of Test Results</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Collection of Other Assessment Data</td>
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<tr>
<td>Analysis and Integration of Assessment Data</td>
<td>X</td>
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<td>Report Writing</td>
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<td>Oral Reporting of Assessment Results</td>
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<td>ASSESSMENT</td>
<td>COGNITIVE</td>
<td>AGE</td>
<td>ACHIEVEMENT</td>
<td>ASEBA</td>
<td>VIDEO</td>
<td>REPORT</td>
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</tr>
<tr>
<td>#1</td>
<td>WJ-III</td>
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<td>X (choose one academic area)</td>
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<tr>
<td>#2</td>
<td>WJ-III</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>1 Required (assessment #3 or #4)</td>
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<tr>
<td>#3</td>
<td>WJ-III</td>
<td>At least one child and at least one adult</td>
<td>X (choose one academic area)</td>
<td></td>
<td></td>
<td>1 Required from Assessments #3 or 4</td>
</tr>
<tr>
<td>#4</td>
<td>WJ-III</td>
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<td>X (choose one academic area)</td>
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</tbody>
</table>

**Up to two additional WJ-III administrations until mastery has been established.**

| #5         | WISC-IV   |     | X (choose one academic area) |       |       | 1 Required from Assessment #5 (WISC-IV) |
| #6         | WAIS-III  |     |             |       | X     | 1 Required for WAIS-III and 1 Required for WISC-IV (1 from Assessments #7 or #8 and 1 from Assessments #9 or #10) |
| #7         | WAIS-III or WISC-IV | Any age appropriate for the test being given | X (Choose two academic areas) |       |       | 1 Required from #3, #4, #7, #8 (WJ-III or WISC IV assessment only) |
| #8         | WAIS-III or WISC-IV |     | X (Choose two academic areas) |       |       |        |

**#9 & #10** | One WAIS-III & One WISC-IV |     | None required |       |       |        |

**Up to two additional WAIS-III and/or WISC-IV administrations until mastery has been established.**

WJ-III Achievement areas include Reading, Mathematics, Written Language, and Oral Language. All subtests within each area must be administered at least one time. If you do not receive a pass in that area you will need to readminister with another client.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>Readings: (check WebCat for additional readings)</th>
<th>ASSIGNMENTS DUE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 18</td>
<td>Introduction to Course</td>
<td></td>
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<tr>
<td>Aug. 20</td>
<td>History of Psychological Assessment</td>
<td>Sattler Chapter 7</td>
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<tr>
<td>Aug. 25</td>
<td>Introduction to Psychological Assessment as a Problem-Solving Process Components of Psychological Assessment</td>
<td>Sattler Chapter 1, 2, &amp; 8</td>
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<tr>
<td>Aug. 27</td>
<td>The Assessment Process Ethical Principles of Assessment</td>
<td>Sattler Chapter 3</td>
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<tr>
<td>Sept. 1</td>
<td>Labor Day Holiday</td>
<td></td>
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<tr>
<td>Sept. 3</td>
<td>WJ-III Introduction</td>
<td>Sattler pg 697-700</td>
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<tr>
<td></td>
<td></td>
<td>WJ-III Cognitive Essentials</td>
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<tr>
<td>Sept. 8</td>
<td>WJ-III Cognitive &amp; Achievement administration &amp; scoring</td>
<td>WJ-III Achievement Essentials</td>
<td></td>
</tr>
<tr>
<td>Sept. 10</td>
<td>WJ-III Cognitive &amp; Achievement Practice</td>
<td></td>
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<tr>
<td>Sept. 15</td>
<td>ASEBA</td>
<td></td>
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<tr>
<td>Sept. 17</td>
<td>WJ-III Theory</td>
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<td>#1 Assessment</td>
</tr>
<tr>
<td>Sept. 22</td>
<td>WJ-III Interpretation</td>
<td>WJ-III Cognitive &amp; Achievement Essentials</td>
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<tr>
<td>Sept. 26</td>
<td>WJ-III Interpretation cont. Achievement administration &amp; scoring cont.</td>
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<tr>
<td>Sept. 29</td>
<td>Exam #1</td>
<td></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Resource</td>
<td>Assessment</td>
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<tr>
<td>Oct. 1</td>
<td>Psychometrics</td>
<td>Sattler Chapter 4</td>
<td>#2 Assessment</td>
</tr>
<tr>
<td>Oct. 6</td>
<td>NCSPA Conf. (Continue Psychometric instruction on-line)</td>
<td>Sattler Chapter 6</td>
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<tr>
<td>Oct. 8</td>
<td>DPI Conf. (Continue Psychometric instruction on-line)</td>
<td></td>
<td>#3 or #4 Assessment</td>
</tr>
<tr>
<td>Oct. 13</td>
<td>Fall Break</td>
<td></td>
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<tr>
<td>Oct. 15</td>
<td>Report Writing</td>
<td>Report Writing Essentials</td>
<td>#3 or #4 Assessment/Video #1</td>
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<tr>
<td>Oct. 19</td>
<td>Advising Day (no class)</td>
<td>Sattler Chapter 19</td>
<td></td>
</tr>
<tr>
<td>Oct. 22</td>
<td>Wecshler Introduction</td>
<td>WAIS-III Essentials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WAIS-III &amp; WISC-IV administration &amp; scoring</td>
<td>WISC-IV Essentials</td>
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<tr>
<td>Oct. 27</td>
<td>WISC-IV Practice</td>
<td></td>
<td></td>
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<tr>
<td>Oct. 29</td>
<td>WAIS-III Practice</td>
<td></td>
<td>Report #1</td>
</tr>
<tr>
<td>Nov. 3</td>
<td>WISC-IV Fine Points &amp; Scoring</td>
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<td>#5 Assessment</td>
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<tr>
<td>Nov. 5</td>
<td>Wechsler Interpretation</td>
<td>WAIS-III Essentials</td>
<td>#6 Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WISC-IV Essentials</td>
<td></td>
</tr>
<tr>
<td>Nov. 10</td>
<td><strong>Exam #2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 12</td>
<td>Contemporary &amp; Emerging Theories of Intelligence</td>
<td></td>
<td>#7 or #8 Assessment</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Work</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------------------------</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td>Nov. 17</td>
<td>Contemporary &amp; Emerging Theories of Intelligence</td>
<td></td>
<td>Report #1 Rewrite</td>
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<tr>
<td>Nov. 19</td>
<td>CHC Cross Battery Analysis</td>
<td>Cross Battery Analysis Essentials</td>
<td>#7 or #8 Assessment Video #2</td>
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<tr>
<td>Nov. 24</td>
<td>CHC Cross Battery Analysis</td>
<td>Other Assessment Issues</td>
<td>#9 or #10 Assessment Video #3</td>
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<tr>
<td>Nov. 26</td>
<td>Thanksgiving Break</td>
<td>Sattler Chapter 5</td>
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<tr>
<td>Dec. 1</td>
<td>Oral Reports</td>
<td></td>
<td>#9 or #10 Assessment</td>
</tr>
<tr>
<td>Dec. 3</td>
<td>Oral Reports</td>
<td>Course Wrap-up</td>
<td>Report #3</td>
</tr>
<tr>
<td>Dec. 8</td>
<td>Final Exam (comprehensive)</td>
<td></td>
<td>All make-up work</td>
</tr>
</tbody>
</table>
Psychology 662

Personality Assessment

Section 01, Tue-Thur, 10:30-11:45 am
Killian Room 312

Instructor: Dr. David McCord
Office: 301 Killian
Phone: 227-7361
Office Hours: by appointment

Catalog Description
Major techniques of objective personality assessment; emphasis on administration, scoring, and interpretation. Prerequisite: PSY 661 and admission to the graduate program in clinical psychology.

Texts

Course Objectives
This course is designed as a continuation of Psychological Assessment I. By the end of the course the student-trainee should be proficient in administering, scoring, and interpreting a full battery of psychological tests to children, adolescents, and adults and in preparing a comprehensive, integrated written report of the assessment. It is assumed that students are entering with (at least) minimum competency in the use of major cognitive ability measures (Wechsler, Woodcock-Johnson) and behavioral/emotional checklist instruments (ASEBA). During this course a variety of additional instruments will be introduced, with a heavy focus on the MMPI-2.

- Students will become proficient in the use of the following techniques:
  
  Woodcock-Johnson III Tests of Achievement
  MMPI-2 / MMPI-A
  M5 Questionnaire
  Trail Making Test
  Clinical interviewing

- In addition, students will achieve intellectual familiarity, through reading and lecture presentations, with some or all of the following:
  
  MMPI-2-RF
  16PF
  California Psychological Inventory
  Millon tests (MCMI-II, MAPI, MBHI)
  Strong Interest Inventory, Career Assessment Inventory

Finally, students will be apprised of the existence of numerous additional, lesser-known assessment techniques at appropriate points throughout the semester, and they will be directed toward major sources of information about available test instruments (Buros, Tests in Print, publisher catalogs).
Course Organization
Material will be presented through a variety of techniques, including lecture, case presentation, and group discussion. Students will conduct six full evaluations during the semester, preparing formal written reports in each case.

Tests
There will be two formal tests: a midterm examination and a final examination. The midterm exam will be an objective, fact-oriented test on the MMPI-2. The final examination will be an applied exercise; students will be given a set of test data about an individual and will prepare a comprehensive psychological report based on the information provided.

Competition
We will be competing with several other graduate programs in an online MMPI interpretation contest. Details will be provided later.

Assignments and Attendance
As with all graduate classes, perfect attendance is essential. It will be important to keep up with the reading assignments in order derive the most benefit from classroom presentations. Specific due dates for reports are presented below; there will be a 10-point penalty for each day the report is late.

Classroom Participation
Active participation is very important in this course. You cannot become a really good assessor through passive listening; you must speak up, take a few risks, and offer your interpretation of the data being presented. Although a "participation grade" is unavoidably rather subjective in nature, active involvement in this course is so important that it will be incorporated formally into the grading system.

Grade
Your grade will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 reports</td>
<td>600</td>
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<tr>
<td>Competition</td>
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<tr>
<td>Midterm exam</td>
<td>100</td>
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<tr>
<td>Final exam</td>
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</tr>
<tr>
<td>Participation</td>
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<td><strong>Total</strong></td>
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[90%=A, 80%=B, etc.]
# Reading Schedule

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Topic</th>
<th>Readings</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 15</td>
<td>Intro, Syllabus, overview, Trails, personal MMPI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 17</td>
<td>Hx of MMPI, development, status, validity scales</td>
<td>Graham ch 1-3</td>
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</tr>
<tr>
<td>Jan 22 &amp; 24</td>
<td>Validity scales</td>
<td>Graham</td>
<td></td>
</tr>
<tr>
<td>Jan 29 &amp; 31</td>
<td>Scales 1, 2, 3, 4</td>
<td>Graham</td>
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<tr>
<td>Feb 5 &amp; 7</td>
<td>Scales 5, 6, 7, 8</td>
<td>Graham</td>
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<td>Scales 9, 0</td>
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<td>2 and 3-pt. codes</td>
<td>Graham</td>
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<td>Feb 26 &amp; 28</td>
<td>Supplementary scales</td>
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<td>Mar 4 &amp; 6</td>
<td>SPRING BREAK</td>
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<tr>
<td>Mar 11 &amp; 13</td>
<td>RC Scales</td>
<td>Handouts</td>
<td>Rep 3</td>
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<tr>
<td>Mar 18</td>
<td>MMPI-2-RF</td>
<td>Handouts</td>
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<tr>
<td>Mar 20</td>
<td>EASTER BREAK</td>
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<tr>
<td>Mar 25</td>
<td>Catch up and review</td>
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<tr>
<td>Mar 27</td>
<td><strong>Midterm exam</strong></td>
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<td>Rep 4</td>
</tr>
<tr>
<td>Apr 1</td>
<td>Advising Day</td>
<td></td>
<td></td>
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<tr>
<td>Apr 3</td>
<td>MMPI-2-RF</td>
<td>handouts</td>
<td></td>
</tr>
<tr>
<td>Apr 8 &amp; 10</td>
<td>Drawings, projectives, Rorschach, TAT, SCT</td>
<td>handouts</td>
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<td>Apr 15 &amp; 17</td>
<td>Normal personality measurement -- 16 PF, CPI</td>
<td>handouts</td>
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</tr>
<tr>
<td>Apr 22 &amp; 24</td>
<td>Strong Interest Inventory, Millon tests</td>
<td>materials on reserve</td>
<td></td>
</tr>
<tr>
<td>Apr 29 &amp; May 1</td>
<td>MMPI-A, other issues as warranted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 6</td>
<td><strong>Final Exam</strong></td>
<td>9:00-12:00</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** For the final exam you will be given a full set of test results, demographic information, some history, behavioral observations, etc., on an individual. You will write a full psychological report, with conclusions and recommendations. You will be held to the 3-hr. time limit.
Instructor: Candace Boan-Lenzo, Ph.D.  
Teaching Assistant: Autumn Autry  
Phone: 227-3451  
Email: WebCat

Office: Killian 344  
Office Hours: M, T, R 12:00-2:00

Prerequisites: PSY 661 and/or admission into school or clinical psychology program.


Conceptual Framework: The College of Education and Allied Professions fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by decisions; appreciation of and respect for diversity; and the fostering of the responsible use of technology.

Course Description: Training in the administration, scoring, and interpretation of ancillary psychological instruments not covered in PSY 661. These instruments include cognitive, educational, and adaptive behavior measures.

Multicultural Focus: The purpose of the multicultural focus in this class is to increase students' awareness of the relationship between social and cultural factors and assessment, and to ensure that students develop an understanding of the multiple factors that influence interpretation of assessment information.

Course Objectives:

1. Students will identify legal and ethical standards that govern psychological assessment.

2. Students will demonstrate knowledge of psychometrics and skills as a test consumer.

3. Students will learn to administer and interpret a variety of norm-referenced measures of cognitive ability.

4. Students will learn to administer and interpret a variety of norm-referenced measures of academic achievement.
5. Students will learn to administer and interpret a variety of norm-referenced measures of adaptive behavior.

6. Students will develop skills in conducting and interpreting informal assessments of achievement and adaptive behavior.

7. Students will develop skills in writing comprehensive psychological reports.

8. Students will identify appropriate recommendations based on assessment information.

9. Students will lead a research based discussion related to an academic intervention.

Class Meeting Format: Class meetings will consist of lectures, class discussions, case presentations, and lab activities. There will be a ten minute break during the middle of each class period.

Attendance Policy: Because this class meets only once a week, it is important that students attend regularly. Missing one class is like missing a full week's worth of material. Attendance records will be kept. Students will lose 25 points for each class period they miss.

Course Assignments:

Case Presentations: Students are required to present one mock case during the semester. Assessment information will be provided to students for the case at least one week prior to the presentation date.

Comprehensive Psychological Report: Students are required to write one comprehensive psychological report during the semester. Information from case presentations will be used for psychological reports.

Lab Activities: Students will participate in lab/discussion activities. Lab activities may include scoring and interpretation of assessment data from several different instruments.

Protocols: Students are required to administer 6 different assessment instruments this semester. Students will turn in scored protocols for each of the administrations to the Assessment TA by the date specified below. Students will be responsible for finding volunteers for the administrations (and will be required to maintain a log and consent form for each administration following the guidelines in Psychological Assessment I). The following is a list of administration/protocol requirements:

Protocol 1: Administer one of the following instruments: DAS-II, SB-5, or K-ABC-II
Protocol 2: Administer one of the following instruments: UNIT or Leiter-R
Protocol 3: Administer the NEPSY-2
Protocol 4: Administer one of the following instruments: K-TEA-2 or WIAT-II
Protocol 5: Administer one of the following instruments: OWLS or TOWL-III
Protocol 6: Administer one of the following instruments: WRMT-R, TERA-3, KeyMath or other domain-specific instrument covered in class

Short Reports: Students will be required to complete six short reports using assessment data from protocols described above.
**Oral Quizzes:** Each student will be required to participate in oral quizzes based on reading materials and information discussed in class. There will be an oral quiz on weeks with assigned readings (12 quizzes).

**Clinic Cases:** Each student will be required to score administer, score, and interpret one cognitive and one achievement instrument as components of a clinic case. Students will be paired with a 2nd Year student as part of this assignment. Scoring and interpretation will be based on write-up for the component that is completed to be included in the comprehensive psychological report for the client. Each instrument scoring and interpretation will be worth 50 points. The due date for clinic cases will be based on the timeline identified by the 2nd year student coordinating the case.

**Evaluation:** Your final grade is based on your performance on the following assignments:

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Presentation</td>
<td>130</td>
</tr>
<tr>
<td>Comprehensive Psychological Report</td>
<td>200</td>
</tr>
<tr>
<td>Lab Activities (3 @ 50 points each)</td>
<td>150</td>
</tr>
<tr>
<td>Protocols (6 @ 25 points each)</td>
<td>150</td>
</tr>
<tr>
<td>Clinic Case Scoring/Interpretation (2 @ 50 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Oral Quizzes (12 @ 10 points each)</td>
<td>120</td>
</tr>
<tr>
<td>Short Reports (6 @ 25 points each)</td>
<td>150</td>
</tr>
</tbody>
</table>

**Grading Scale:**

A = 900-1000  
B = 800-899   
C = 700-799   
F = 699 and lower

**Late Work:** Assignments that are submitted to the WebCat dropbox are due by 9:00 am on the specified date (see WebCat calendar). These assignments include the comprehensive psychological report, the lab activities, and short reports. Protocols are to be submitted to the TA’s box by 9:00 am on the specified date. Assignments that are late will result in a 25% point reduction.

**Policy on Students with Disabilities:** Accommodations for students with disabilities will be made provided that proper documentation is presented to the instructor at the beginning of the semester. All necessary accommodations must be determined by January 28th.

**Proposed Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic/Activity</th>
<th>Assigned Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-14</td>
<td>Overview</td>
<td>Blue Chapter 6 (if you need a review)</td>
<td></td>
</tr>
<tr>
<td>1-21</td>
<td>MLK Day – No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-28</td>
<td>DAS-II</td>
<td>Blue Chapter 15</td>
<td></td>
</tr>
<tr>
<td>2-4</td>
<td>SB-IV</td>
<td>Blue Chapter 14</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>Chapters</td>
<td>Protocol</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------</td>
<td>-------------------</td>
<td>------------</td>
</tr>
<tr>
<td>2-11</td>
<td>KABC-II</td>
<td>Blue Chapter 16</td>
<td></td>
</tr>
<tr>
<td>2-18</td>
<td>CAS and UNIT</td>
<td>Brown Chapter 19</td>
<td>Protocol 1</td>
</tr>
<tr>
<td>2-25</td>
<td>Leiter-R</td>
<td>Brown Chapter 18</td>
<td>Short Report 1</td>
</tr>
<tr>
<td>3-3</td>
<td>Spring Break – No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-10</td>
<td>NEPSY-II</td>
<td>Brown Chapters 23 and 24</td>
<td>Protocol 2</td>
</tr>
<tr>
<td>3-17</td>
<td>WIAT-II</td>
<td>Blue Chapter 17</td>
<td>Protocol 3 Short Report 2</td>
</tr>
<tr>
<td>3-24</td>
<td>KTEA-II</td>
<td>Brown Chapters 16 and 17</td>
<td>Short Report 3</td>
</tr>
<tr>
<td>3-31</td>
<td>Domain Specific (OWLS and TOWL-III)</td>
<td>Blue Chapter 18</td>
<td>Protocol 4</td>
</tr>
<tr>
<td>4-7</td>
<td>Domain Specific (WRMT-R, TERA-3, KeyMath, TACL-3…)</td>
<td>Blue Chapter 21</td>
<td>Protocol 5 Short Report 4</td>
</tr>
<tr>
<td>4-14</td>
<td>Domain Specific (Visual Motor,…)</td>
<td>Brown Chapter 12</td>
<td>Protocol 6 Short Report 5</td>
</tr>
<tr>
<td>4-21</td>
<td>Class Summary Lab/Discussion</td>
<td></td>
<td>Short Report 6</td>
</tr>
<tr>
<td>4-28</td>
<td>Lab/Discussion Case Presentations</td>
<td>Blue Chapters 19 and 20</td>
<td>Comprehensive Report</td>
</tr>
<tr>
<td><strong>TUESDAY</strong> 5-6 (8:30-11:00)</td>
<td>Lab/Discussion Case Presentations</td>
<td></td>
<td>Lab/Discussion Assignments</td>
</tr>
</tbody>
</table>


Psychology 674
Advanced Child Psychopathology
Fall 2008
Wednesdays 5:00-7:50 pm

Instructor: Heather Ulrich, Ph.D.  Office: N/A
Phone: 508-7419  Email: hmu6@yahoo.com
Office Hours: Before/after class by appointment

Required Textbook:


Prerequisites: Graduate status.

This course will examine research, theories, and practices related to child and adolescent psychopathology. Students will become familiar with relevant information about both normal development and deviations from it, in addition to specific information about DSM-IV diagnoses. Less attention will be paid to treatments and interventions, although brief reviews and resources will be provided for each childhood disorder. Class meetings will follow both lecture and discussion formats. Active participation is expected. Weekly readings will be assigned from the required textbooks and other assigned articles that will be provided to you. You are expected to read the assigned chapters and articles before class. In addition, you should come to class prepared to participate with questions and comments from the readings.

Course Objectives:

1. Students will identify etiological factors that are related to the development of various childhood disorders.

2. Students will identify the prevalence rates of various childhood disorders.

3. Students will recognize the characteristics and diagnostic criteria that are used to identify various childhood disorders.

4. Students will identify preferred treatments and interventions for various childhood disorders.

Class Meeting Format: Class meetings will consist of lectures, discussions, and in-class activities. In-class activities will include things such as case studies and group discussions.

Attendance Policy: It is imperative that students attend regularly. You are expected to attend all classes and any absences should be discussed prior to the date.
Assignments:

**Paper:** Students are required to complete **two** papers over the course of the semester, each approximately 10 to 15 pages in length. You are expected to read journal articles and/or book chapters on the topic you have chosen, to synthesize the material, and to write an APA style report. Each report will cover a specific childhood or adolescent disorder chosen by the student. The purpose of these papers is to provide you a chance to complete a more thorough examination of a childhood disorder. Before proceeding on your paper, please discuss the topic with the instructor. Each paper will be worth 100 points.

**Case Studies:** Students are required to complete **two** case study assignments outside of class. Each case study will be worth 100 points. Specific information about each case study will be provided at least 2 weeks before due date.

**In-class Activities:** Students will complete **two** in-class activities over the course of the semester. Specific information about each activity will be provided at a later date. Each activity is worth 50 points.

**Exams:** Students will complete **two** exams during the semester. Each exam is worth 100 points.

**Evaluation:** Final grades will be based on a student’s performance on the following assignments:

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Papers (Two papers @ 100 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Case Studies (Two case studies @ 100 points each)</td>
<td>200</td>
</tr>
<tr>
<td>In-Class Activities (Two activities @ 50 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Exams (Two @ 100 points each)</td>
<td>200</td>
</tr>
</tbody>
</table>

**Total** 700

**Grading Scale**

A = 630-700
B = 560-629
C = 490-559
F = 489 and below

**Make-Up Policy:** There will be no make-ups for exams, case studies, papers or in-class activities. If you miss an assignment, you will receive 0 points for that activity.

**Late Work:** Assignments are due at the times specified on this syllabus unless otherwise specified. Assignments will not be accepted late.

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Kimberly Marcus for more information. Phone: (828) 227-7234; E-mail: kmarcus@email.wcu.edu.
Class Schedule:
Proposed Schedule:

*Other articles will be assigned throughout the semester and made available to you.

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Topic</th>
<th>Readings</th>
<th>Assignments Due (at beginning of this week’s class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Diagnosis and Classification</td>
<td>DSM-IV-TR Introduction</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Diagnosis, Classification, and Development</td>
<td>Handbook: 1 &amp; 5</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Context and Biology in mental health</td>
<td>Handbook: 7, 8, 10 &amp; 14</td>
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<tr>
<td>Week 4</td>
<td>Disorders of Early Childhood</td>
<td>DSM: 121-134</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Handbook: 16</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Disruptive Behavior Disorders</td>
<td>DSM: 85-103</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Handbook: 21, 22, 23, &amp; 24</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Disruptive Behavior Disorders</td>
<td></td>
<td>Case Study 1</td>
</tr>
<tr>
<td>Week 7</td>
<td>Pervasive Developmental Disorders/Mental Retardation</td>
<td>DSM: 41-44, 69-84</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Handbook: 34 &amp; 35</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Depressive Disorders</td>
<td>DSM: 345-381</td>
<td>Exam 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Handbook: 25 &amp; 26</td>
<td></td>
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<tr>
<td>Week 9</td>
<td>Anxiety Disorders</td>
<td>DSM: 429-484</td>
<td>Paper 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Handbook: 28 &amp; 29</td>
<td></td>
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<tr>
<td>Week 10</td>
<td>Pediatric Bipolar Disorder</td>
<td>DSM: 382-410</td>
<td></td>
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<tr>
<td>Week 11</td>
<td>Eating Disorders</td>
<td>DSM: 583-595</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Handbook: 32</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Trauma and Childhood Disorders</td>
<td>DSM: 463468</td>
<td>Case Study 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Handbook: 37 and 38</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Trauma and Childhood Disorders</td>
<td>Articles to be assigned</td>
<td>Paper 2</td>
</tr>
<tr>
<td>Week 14</td>
<td>Summary and Final Exam</td>
<td></td>
<td>Exam 2</td>
</tr>
</tbody>
</table>
PSYCHOLOGY 675  
Behavioral Interventions  
Fall 2008  
Wednesdays 1:00 to 3:50 in 339 Killian

Instructor: Kia Asberg, Ph.D.  
Phone: 227-3365  
Office: Killian 305  
Email: kasberg@email.wcu.edu

Office Hours: Mon 9:00-9:45; 1-2 pm. Wed 9:00-9:45am. Other times available by appointment.


Prerequisites: Admission to graduate program. (Or, in special instances, instructor/department head permission as appropriate).

Conceptual Framework: The College of Education and Allied Professions fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by decisions; appreciation of and respect for diversity; and the fostering of the responsible use of technology.

Course Description: Behavior modification techniques and their application in school & clinical settings. *The course is tailored for graduate students in school psychology and clinical psychology, thus very applied in nature.

Multicultural Focus: The multicultural focus in this course will increase students' awareness of the relationship between social and cultural factors and interventions.

Course Objectives:

1. Students will identify legal and ethical standards that relate to behavior modification.
2. Students will demonstrate knowledge of behavior principles and modification techniques.
3. Students will develop a basic understanding of how behavioral assessment relates to behavioral therapy.
4. Students will learn to utilize behavioral (and cognitive) techniques when developing intervention and treatment plans for individuals with various psychological disorders.
5. Students will conduct "mini-therapy" sessions demonstrating the application of a behavioral, cognitive, or cognitive-behavioral approach to dealing with a specific disorder or problem.

Class Meeting Format: Class meetings will consist of lectures, class discussions, and presentations.

Attendance Policy: Because this class is a graduate level course, it is important that students attend regularly. The only excused absences are those that involve a special University activity, such as attending a professional meeting out of town, or those that are due to bad weather or are otherwise approved by the University (e.g., documented medical procedures, family emergencies).
Exams and Assignments:

**Exams:** Students will be given **two exams (2)** during the semester. The first exam will focus on the basics of behavioral therapy covered in the Martin and Pear textbook. The second exam will focus on treatments, research and applications of material we are talking about in class over the course of the semester. The exams will each be worth 100 points (200 points total) and at least one of the exams will be a take-home (or, as I like to call it, “open book and use all your course resources and anything else that you think might be helpful to assess your grasp of the material and facilitate retention/learning”). Also, please know that these exams are likely very applied and will involve interpretation of cases, identification of appropriate treatment/interventions, and perhaps an example of how you would explain the intervention (and its rationale given the disorder, problem behavior) to a client/care-giver/fellow service provider/teacher. More information to come so no worries!

**Mock Sessions and Case Study activities:** Students are required to complete **two mock case study sessions** (in a group format) during the semester. For example, roles may include “parent” (family member), “psychologist/therapist”, “teacher” and “student/client” and cover symptoms/diagnosis and a proposed intervention. Scripts can be used for this activity and some time will be provided in class in terms of preparation. Each mock session is worth 50 points (100 total).

**Mini-Assignments:** Students are required to complete **five (5) mini-assignments** activities during the semester. The activities are applied in nature will focus on using content from in-class lecture notes and readings. Each mini-assignment or activity will be worth 20 points for a total of 100 points and most of them will likely take place (in part or completely) in class.

**Crisis Intervention Reflections:** Students are required to complete **five crisis intervention reflections** that are relevant to their professional plans. Specific information will be provided in class. Each crisis intervention reflections will be worth 20 points each for a total of 100 points.

**Group Therapy (Group!) Project:** Students will complete a group therapy (group) project during the semester. With one or two peers, students will gather information about a time-limited group therapy (e.g., specific number of sessions or topic areas) that is delivered in a group format. The group therapy should involve cognitive, or cognitive-behavioral techniques for treating a specific type of disorder or behavioral/cognitive area of functioning. Some information about what each session focuses on should be included. For the “write-up” it will be okay to use bullets, power-point handouts with session summaries, etc., rather than a lot of text. Topics for the group therapy project must be approved by **September 10**th. The group therapy project will be worth 100 points. Please note that this project (or at least a summary) will be disseminated/provided to your peers as a resource. Each group will give a 15-20 minute presentation on the group therapy (no extra material needed, you can present from what you turned in). The oral presentation is worth an additional 100 points.

**Individual Therapy “Research” Project:** Students will identify a (“manualized”) EST (empirically supported treatment) of their choice (as approved by the instructor) and write a 5 – 8 (no more than 10) page paper that provides an overview of the treatment (e.g., Dialectical Behavior Therapy; Coping CAT for Anxiety; “One-session” treatment of Specific Phobia; Barkley’s Parent Training/Children with ODD), the population with which it has been empirically validated (e.g., Borderline Personality Disorder; Post-traumatic Stress Disorder, Children with oppositional defiant disorder), strengths and limitations of the approach, multi-cultural implications, your personal reflection on what aspects of the treatment (or the population/disorder for which it was developed) might present a challenge to you in an applied setting. Also include at least 3 references from scientific articles pertaining to the efficacy of the specific treatment. If there is a recent meta-analysis, only one article is needed. More details will be given in class and alternatives to this particular paper will also be discussed (e.g., papers on program evaluation, novel treatments, working with maltreated children, possibly case studies). 100 points.
PSYCHOLOGY 675  
Behavioral Interventions  
Fall 2008  
Wednesdays 1:00 to 3:50 in 339 Killian

**Instructor:** Kia Asberg, Ph.D.  
**Phone:** 227-3365  
**Office:** Killian 305  
**Email:** kasberg@email.wcu.edu

**Office Hours:** Mon 9:00-9:45; 1-2 pm. Wed 9:00-9:45am. Other times available by appointment.


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Group Therapy (Group!) Project: Students will complete a group therapy (group) project during the semester. With one or two peers, students will gather information about a time-limited group therapy (e.g., specific number of sessions or topic areas) that is delivered in a group format. The group therapy should involve cognitive, or cognitive-behavioral techniques for treating a specific type of disorder or behavioral/cognitive area of functioning. Some information about what each session focuses on should be included. For the “write-up” it will be okay to use bullets, power-point handouts with session summaries, etc., rather than a lot of text. Topics for the group therapy project must be approved by September 10th. The group therapy project will be worth 100 points. Please note that this project (or at least a summary) will be disseminated/provided to your peers as a resource. Each group will give a 15-20 minute presentation on the group therapy (no extra material needed, you can present from what you turned in). The oral presentation is worth an additional 100 points.

Individual Therapy “Research” Project: Students will identify a (“manualized”) EST (empirically supported treatment) of their choice (as approved by the instructor) and write a 5 – 8 (no more than 10) page paper that provides an overview of the treatment (e.g., Dialectical Behavior Therapy; Coping CAT for Anxiety; “One-session” treatment of Specific Phobia; Barkley’s Parent Training/Children with ODD), the population with which it has been empirically validated (e.g., Borderline Personality Disorder, Post-traumatic Stress Disorder, Children with oppositional defiant disorder), strengths and limitations of the approach, multi-cultural implications, your personal reflection on what aspects of the treatment (or the population/disorder for which it was developed) might present a challenge to you in an applied setting. Also include at least 3 references from scientific articles pertaining to the efficacy of the specific treatment. If there is a recent meta-analysis, only one article is needed. More details will be given in class and alternatives to this particular paper will also be discussed (e.g., papers on program evaluation, novel treatments, working with maltreated children, possibly case studies). 100 points.
**Self-Modification Project:** Students are required to conduct one behavior modification project using themselves as the participant. Students are expected to collect baseline data, implement an intervention, and collect post-intervention data. Data collected from the intervention should be brought to class (failure to do so may result in points being reduced from the overall project grade). 200 points.

**Evaluation:** Your final grade is based on your performance on the following assignments

<table>
<thead>
<tr>
<th>Points Available</th>
<th>My Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Group Therapy (Group!) Project</td>
<td>100</td>
</tr>
<tr>
<td>15-20 min Group Therapy Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Individual Therapy Paper</td>
<td>100</td>
</tr>
<tr>
<td>Mock sessions/Cases (2 x 50pts)</td>
<td>100</td>
</tr>
<tr>
<td>Mini-Assignments (5 x 20pts)</td>
<td>100</td>
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<tr>
<td>Crisis Intervention Reflections</td>
<td>100</td>
</tr>
<tr>
<td>Self-Modification</td>
<td>200</td>
</tr>
<tr>
<td>Total points</td>
<td>1000</td>
</tr>
</tbody>
</table>

**Grades:**
- A = 900-1000
- B = 800-899
- C = 700-799
- F = 0-699

**Late Work:** Assignments are due at the start of class (if due on a Wednesday) or by 5 pm on the specific due date (as announced in class). If a student fails to submit an assignment on the specified date and time, the student must contact me immediately. Late assignments are subject to a “one grade” deduction.

**Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex. If you are a student with disability, please let me know and I will be happy to accommodate your specific needs per the guidelines set forth by the University.

**Academic Honesty Policy:** Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes: **Cheating**—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. **Fabrication**—Intentional falsification of information or citation in an academic exercise. **Plagiarism**—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise. **Facilitation of Academic Dishonesty**—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.
<table>
<thead>
<tr>
<th>Date</th>
<th>General Topics</th>
<th>Chapters</th>
<th>Other/Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed, Aug 20</td>
<td>Behavior Modification</td>
<td>Chapters 20 and 21</td>
<td></td>
</tr>
<tr>
<td>Wed, Aug 27</td>
<td>Behavior Modification</td>
<td>Chapters 3, 4, 5, and 6</td>
<td>Self-Modification Part I</td>
</tr>
<tr>
<td>Wed, Sept 3</td>
<td>Behavior Modification</td>
<td>Chapters 7, 8, 9, 10 and 11</td>
<td>Baseline wk 1</td>
</tr>
<tr>
<td>Wed, Sept 10</td>
<td>Behavior Modification</td>
<td>Chapters 12, 13, 14, 15, and 16</td>
<td>Baseline wk 2 Group topic due</td>
</tr>
<tr>
<td>Wed, Sept 17</td>
<td>Behavior Modification</td>
<td>Chapters 17, 18, 19, and 25</td>
<td>Crisis Intervention reflection 1</td>
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<td></td>
<td>Self-Modification Part II</td>
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<tr>
<td></td>
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<td></td>
<td>Baseline wk 3</td>
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<tr>
<td>Wed, Sept 24</td>
<td>Behavior Modification</td>
<td>Chapters 22, 23, 24, and 26</td>
<td>Exam 1</td>
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<td>Baseline wk 4</td>
</tr>
<tr>
<td>Wed, October 1</td>
<td>Cognitive Therapy</td>
<td>Chapters 2 and 30</td>
<td>Crisis Intervention reflection 2</td>
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<td></td>
<td>Intervention data wk 1</td>
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<tr>
<td></td>
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<td>Mock session 1</td>
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<tr>
<td>Wed, October 8</td>
<td>Cognitive Therapy</td>
<td>Chapter 27</td>
<td>Application Activity 3</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Intervention data wk 2</td>
</tr>
<tr>
<td>Wed, October 15</td>
<td>Cognitive Therapy</td>
<td></td>
<td>Crisis Intervention reflection 3</td>
</tr>
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<td></td>
<td></td>
<td>Intervention data wk 3</td>
</tr>
<tr>
<td><strong>Wed, October 22</strong></td>
<td>*Advising Day – No class</td>
<td></td>
<td>Intervention data wk 4</td>
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<td></td>
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<td></td>
<td>*Group Project due by Friday 10/24</td>
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<tr>
<td>Wed, October 29</td>
<td>Cognitive Therapy</td>
<td></td>
<td>Intervention data wk 5</td>
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<tr>
<td></td>
<td>Presentations</td>
<td></td>
<td>Crisis Intervention reflection 4</td>
</tr>
<tr>
<td>Wed, Nov 5</td>
<td>CBT in applied populations</td>
<td>Chapter 28</td>
<td>Intervention data wk 6</td>
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<tr>
<td></td>
<td>Presentations</td>
<td></td>
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<tr>
<td>Wed, Nov 12</td>
<td>CBT in applied populations</td>
<td></td>
<td>Intervention data wk 7</td>
</tr>
<tr>
<td></td>
<td>Presentations</td>
<td></td>
<td>Crisis Intervention reflection 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mock Session 2</td>
</tr>
<tr>
<td>Wed, Nov 19</td>
<td>Presentations</td>
<td></td>
<td>Intervention data wk 8</td>
</tr>
<tr>
<td><strong>Wed, Nov 26</strong></td>
<td>*Thanksgiving break - No class</td>
<td></td>
<td>*Ind. Therapy Paper due no later than Monday 11/24 (before the break)</td>
</tr>
<tr>
<td>Wed, Dec 3</td>
<td>Presentations</td>
<td></td>
<td>Self-modification due</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Exam 2</td>
</tr>
<tr>
<td>Finals Week</td>
<td>Presentations</td>
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</tr>
</tbody>
</table>
PSY 677 Group Psychotherapy
Spring 2008

Instructor:  L. Alvin Malesky, Jr., Ph.D.
Office:  347 Killian
Office Phone:  227-3357
Email:  malesky@wcu.edu
Office hours:  Wed 10 – 12 & Wed 2 – 4 (or by appointment)

           Yalom

Course Description: This course will provide an overview of group counseling, group
psychotherapy, support groups, and psychoeducational groups. Students will be expected
to attend (as an observer) four therapy/support groups in the community. Students are
also expected to participate as members in a non-therapy process group over the course of
the semester.

Objective:
1. Be able to identify (and resolve) potential ethical dilemmas in group therapy.
2. Be able to identify the developmental stages of therapy and process groups.
3. Understand and be able to discuss the therapeutic factors involved in group
   therapy.
4. Know the major facilitative and debilitative roles that group members can assume.
5. Identify practical therapeutic skills needed when conducting group therapy (i.e.
   how to deal with "difficult" clients, how to open/close groups, how to attend
to/acknowledge group members’ behavior).

Course/Classroom Expectations:
1. You will be observing groups in the community. Consequently, it is imperative
   that ethical, professional, and confidentiality standards are maintained at all times.
   Your group sessions and our class discussions which are not lecture or discussion
   of the text are to be considered confidential. Standard limits to confidentiality
   exist for this class (i.e., risk of harm to self/others, child abuse, court order, etc.).
2. It is imperative that we foster a safe and supportive environment for growth and
   learning in this class; therefore, professional conduct is expected at all times.
3. Each student is responsible for his/her behavior and for limiting any self-
   disclosure to that which is safe and appropriate for this setting.
4. You will need to have read the assignments and be prepared to participate in
   classroom discussions.
5. Your attendance is imperative. If you think you will miss more than two classes
   or will be unable to attend group sessions in the community then you should not
   take this class.
6. I do not anticipate this to be an issue, but I will not accept late assignments.
Note: The following schedule is *tentative* and subject to change as the semester progresses.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 17</td>
<td>Introduction to the Class   &lt;br&gt;<em>Yalom Intro Video</em></td>
</tr>
<tr>
<td>Jan 24</td>
<td>Overview of Different Types of Groups &lt;br&gt;Ethics &amp; Group Work &lt;br&gt;Creation of the Group: Place, Time, Size, Preparation (<em>Yalom, Chapter 10</em>) &lt;br&gt;<em>Yalom Out-Patient Video</em></td>
</tr>
<tr>
<td>Jan 31</td>
<td>The Selection of Patients (<em>Yalom, Chapter 8</em>) &lt;br&gt;AA Groups (Handouts) &lt;br&gt;AA Group Observation Discussion &lt;br&gt;<strong>FIRST PROCESS GROUP</strong></td>
</tr>
<tr>
<td>Feb 7</td>
<td>The Therapist: Basic Tasks (<em>Yalom, Chapter 5</em>) &lt;br&gt;<strong>PROCESS GROUP</strong></td>
</tr>
<tr>
<td>Feb 14</td>
<td>Stages of Group Development (<em>Yalom, Chapter 11 &amp; Handouts</em>) &lt;br&gt;<strong>PROCESS GROUP</strong></td>
</tr>
<tr>
<td>Feb 21</td>
<td><strong>No Class</strong> (I will be at a forensic sciences conference; however, <em>you will still have your process group</em>). &lt;br&gt;<strong>PROCESS GROUP</strong></td>
</tr>
<tr>
<td>Feb 28</td>
<td>Therapeutic Factors (<em>Yalom, Chapters 1 and 2</em>) &lt;br&gt;<strong>PROCESS GROUP</strong> &lt;br&gt;<em>First Two Group Reaction Papers Due</em></td>
</tr>
<tr>
<td>Mar 6</td>
<td><strong>No Class or Process Group</strong> -- Spring Break</td>
</tr>
<tr>
<td>Mar 13</td>
<td>Midterm Exam &lt;br&gt;<strong>PROCESS GROUP</strong></td>
</tr>
<tr>
<td>Mar 20</td>
<td><strong>No Class or Process Group</strong> -- Easter Break</td>
</tr>
<tr>
<td>Mar 27</td>
<td>Therapeutic Factors -- Continued (<em>Yalom, Chapters 3 and 4</em>) &lt;br&gt;<em>Turn In Group Journals For Review</em> &lt;br&gt;<strong>PROCESS GROUP</strong></td>
</tr>
<tr>
<td>Apr 3</td>
<td>Problem Patients (<em>Yalom, Chapter 13</em>) &lt;br&gt;<strong>PROCESS GROUP</strong></td>
</tr>
<tr>
<td>Apr 10</td>
<td>The Therapist: Working in the Here-and-Now (<em>Yalom, Chapter 6</em>) &lt;br&gt;<strong>PROCESS GROUP</strong></td>
</tr>
<tr>
<td>Apr 17</td>
<td>The Therapist: Specialized Formats and Procedural Aids (<em>Yalom, Chapter 14</em>) &lt;br&gt;<strong>LAST PROCESS GROUP</strong></td>
</tr>
<tr>
<td>Apr 24</td>
<td>Specialized Groups (<em>Yalom, Chapter 15 &amp; Handouts</em>) &lt;br&gt;<em>Yalom In-Patient Video</em> &lt;br&gt;<em>Last Two Group Reaction Papers Due</em></td>
</tr>
<tr>
<td>May 1</td>
<td>Training the Group Therapist (<em>Yalom, Chapter 17</em>) &lt;br&gt;Wrap up &lt;br&gt;<em>Final Group Journals Due</em></td>
</tr>
<tr>
<td>May 8</td>
<td><strong>Final Exam</strong></td>
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</table>
**Reaction Papers:** You will be observing four different groups in the community throughout the semester. You need to turn in four brief reaction papers (2-3 typed pages – double spaced) based on your group observations. These papers should include your reactions to the leadership style of the group facilitator, the type of issues that were addressed in the group, things you liked/disliked about the group, and how the groups compared/contrasted with one another. Each reaction paper will be worth a maximum of 25 points. The first two reaction papers are due **February 28.** The third and fourth papers are due **April 24.**

**Class Participation:** Each week a student will co-teach/co-lead the class with the professor. Students are expected to discuss the week’s reading with the professor (me) prior to “their class.” Although one student is given additional responsibility over his/her peers each week, the rest of the class is expected to come to class ready to discuss the readings and actively participate in classroom discussions. Class participation is worth a maximum of 100 points.

**Group Participation:** You are expected to participate in a process group for 8 – 10 weeks over the course of the semester. This group will be comprised of students in this class and will be lead by Shannon Rogers. Group meetings will be held during the second half of each class at WCU’s Counseling Center. Shannon will be supervised by Dr. Riche (the Director of the Counseling Center). The first group will be 1/31.

You need to keep a journal of your experiences in the group. You should not include “confidential” information about your classmates that was discussed in group. Instead, focus on your reactions and experiences to what is occurring in group and how this relates to the readings and class discussions. You need to do your journals the night of the group. The journal entries do not have to be extremely detailed and should only be about half a typed page. I will review your journals at the midway point of the group and again at the end of the group. Your journals will be worth a total of 100 points. I will be grading on clarity or your writing as well as how you tied in what occurred in group to classroom reading/discussions.

**Midterm/Final Exam:** The midterm and final exam will cover material from the readings and lectures. The exams will each be worth a maximum of 100 points and will likely be presented in an essay format. The final will **NOT** be cumulative.

**GRADES:**

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>450 - 500</td>
<td>90 - 100 =</td>
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<tr>
<td>400 - 449</td>
<td>80 - 89 =</td>
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<tr>
<td>350 - 399</td>
<td>70 - 79 =</td>
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<tr>
<td>300 - 349</td>
<td>60 - 69 =</td>
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<tr>
<td>&lt; 299</td>
<td>&lt; 59 =</td>
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</tbody>
</table>
Psychology 678 Family Systems Seminar: Spring 2008

Course Description:
Theory and research in dynamics of family systems: ecological models. Discussion and application of theoretical models and techniques will be emphasized. Students will also develop introductory therapeutic skills as well as develop an area of expertise pertaining to family therapy. PREQ: Permission of Instructor.

Instructor: Mickey Randolph, Ph.D.  
Office: K323  
Phone: 227-3359  
Office Hours: Posted on door

Course time and location: Wednesday 1:00-3:50 in Killian 312  
E-Mail: Randolph @wcu.edu  
Office hours: Posted and by appointment (I am generally here from 8-3. Please feel free to drop in - if I am busy, I will let you know and we can schedule a time to meet).

REQUIRED MATERIALS:  

Suggested Readings: Attached

COURSE OBJECTIVES
Course will focus on family systems therapy, theory, techniques, and applications. All students will be required to develop a thorough understanding of concepts, techniques and the philosophy of the family therapy model.

Students will use the methods and concepts discussed in class with a family of their choice by completing a series of journal activities, case studies, service learning activities and directly interacting with clinic clients.

Each student will also develop a specialty area within the general area of family therapy and participate in a service learning activity.

In addition to the journal and paper, students will be expected to have read the material assigned and be prepared for class discussions - class discussion is a major part of this course.

A midterm and a final exam will focus on the information we have discussed in class, the different models of family therapy and being able to compare and contrast the models as well as being able to apply them in different situations.
Conceptual Framework Statement: The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; (2) appreciation of and respect for diversity; (3) and the fostering of the responsible use of technology. This course focuses on the development of one of the essential competencies needed by practicing psychologists, understanding and respecting the individual differences they will encounter in their practice. I also emphasize the responsible and ethical use of technology in assessment, including, but not limited to using computerized scoring programs and computerized report-writing programs.

Diversity Statement: The course integrates diversity into each unit. I do not have a unit focusing exclusively on the concept of cultural diversity, as it fits in to each area we discuss and in which we train students. I provide diversity information as it relates to the assessment, instruments, interaction, therapy techniques as well as the theories discussed.

Technology Requirements: Students are required to use on line sources for additional information regarding assessment instruments, research issues and therapy strategies.

Family Journal Activities:
The journal is the method selected to have the student better understand the relevance of the concepts and techniques we discuss in class and that are presented in the text. For the students, the journal should be considered therapy notes. Each journal activity is composed of 6 to 9 therapy questions designed to help you better understand the philosophy and the practice of family therapy.

Specialty Papers:
Students will also develop a specialty area in the field of family therapy. This may involve an overview of how to assess, intervene and evaluate a family dealing with problems such as interracial marriages, gay marriages, alcoholism, sexual abuse, step families, mental handicaps, just to name a few. The topic will be researched from a family systems perspective in terms of typical characteristics and how a family therapist might work with his family (i.e., treatment procedures) using family systems concepts and methods. The student will present this information to the class with a reference list for his/her fellow students and should be prepared for questions from the class and professor.

Class Presentation and Paper:
Each student will select a topic which deals with some aspect of family functioning (e.g., alcoholism, divorce, abuse, etc). The topic will be researched from a family systems perspective in terms of typical characteristics of the family (structurally,
functionally and developmentally), how that particular family may present in therapy, and the most effective therapeutic interventions. In addition to the paper, the student will also present the findings to their peers (providing a bibliography)

Topics should be selected by February 6.

At least five sources should be turned in by February 12. (THIS IS ALSO THE LAST DATE TO CHANGE YOUR TOPIC AND HAVE IT APPORVED)

An outline of your paper will be due March 12.

A final list of references is due April 2.

The completed paper is due April 16.

The paper should be typed (APA style) and be no more than 25 and no less than 15 pages.

**Service Learning Activity:**
As a part of this course, students will complete a service earning activity. Service learning is an approach to education that connects students with the community through meaningful service, structured to enhance their learning experience. It combines education, action and reflection to enable students to make the connection between what they learn in the classroom and their future careers; between their careers and their community and between the community and themselves.

Each student will provide service for an approved community group for 1 hour per week for this course. You should have your service learning site selected, and the contract signed by February 6.) Last year’s students were great resources for this requirement.

*If you would like some ideas for placements that may be linked with specific course content try the following service learning sites*

http://www.wcu.edu/studentd/volunteer/searchby2.asp
http://www.wcu.edu/studentd/volunteer/org_listing.asp
http://www.wcu.edu/studentd/volunteer/main1.asp

**Service Learning Assessments:**

Students may select the type of assessment they would like to complete to document the service learning activity.
Examples:

1. Papers: students may describe the purpose and function of the site they are working, the activities they have been a part of, the impact they had on the agency and the impact the agency had on them. They may also provide an evaluation of what they learned professionally and personally.

2. Presentations: this could essentially be the same content as the paper but in an oral presentation format.

3. Class Discussions: Students could engage in small or large group discussions that allow them to reflect their individual or group activities. The professor could structure the discussions to focus on such topics as how the activity contributed to their in class learning, how it expanded in-class learning, how it may have impacted them socially or personally, how their attitudes about the activity changed from the beginning of the semester to the end. Topics are limited only by the imagination - another idea - have students generate discussion topics.

4. Portfolios: Students develop portfolios which included various projects they have been involved with during the service learning activity. In addition to describing the projects and outcomes, students may also be required to provide a reflection paper concerning what they learned from each.

5. Projects: Students may develop a project which reflects the service learning activity - e.g., videos of the site and activities, a theatre production, a scrap book, a short story.

In addition to the course assessment, the Service Learning Department will handout a short assessment for students to complete.

Assessment of Service Learning Activity is due April 9.

Clinical applications of techniques:
You will be given the opportunity to complete interviews with Clinic clients (families and individuals) this semester. These will be written up as therapist notes and submitted. Additional opportunities for you to interact with clients from a family systems perspective may develop in the clinic as the semester progresses. You will need to complete a complete assessment in conjunction with Dr. Boan-Lenzo’s course and this one - we each receive a copy of your report.
**Evaluation Procedures:**
Evaluation of students for this course is based on:
1. attendance (mandatory) and class discussion,
2. an oral presentation and the written specialty paper,
3. the family journal activities,
4. the service activity project,
5. the clinic assignments,
6. case study assignments
7. a midterm exam and
8. a final exam. All will count equally.

**Grading Scale:**
A (90 -100%)
B (80 - 89%)
C (70 - 79%)
F (69 or <)
678 COURSE OUTLINE

Introduction: History of Family Therapy
Chapters 5, 6 & 7

Theoretical Assumptions of Family Therapy
Chapter 1

Defining Families: Structurally, Functionally, and Developmentally; Ethnic and
SES considerations
Chapters 2 & 3

Boundaries, Rules and Roles
Chapter 4

Communication Patterns/Enmeshment and Disengagement
Lecture

Family Myths, Boundary Violation, Scapegoating
Lecture

MIDTERM EXAM (APPROXIMATELY)

Goals of Family Therapy
Lecture

Assessment Techniques and Therapy Procedures
Chapter 17

Transgenerational Models: Bowen's Family Systems Model
Chapter 8

Experiential Models
Chapter 9

Behavioral & Cognitive Family Therapy
Chapter 13

Strategic Family Therapy
Chapter 11

Structural Family Therapy
Chapter 10
Systemic Models
Chapter 12

The Future of Family Therapy and an Evaluation
Chapters 14, 15, 16, & 18

Individual Presentations for Remainder of Course

FINAL EXAM: MAY 7.

Suggested Readings
Family Therapy
Dr. Mickey Randolph

Behavioral Family Therapy


Structural Family Therapy


**Strategic Family Therapy**


**Communications Family Therapy**


Additional Readings


Forensic Psychology (PSY 693)  
Spring 2007 (R 6:00-8:50)

Instructor: L. Alvin Malesky, Jr., Ph.D.  
Office: 347 Killian  
Office Phone: 227-3357  
Email: malesky@wcu.edu  
Office hours: Wed 10 – 12 & Wed 2 – 4 (or by appointment)

I will also provide supplemental readings in pdf format on my website.

Course Description: This course covers major issues and concepts in the field of forensic psychology. We will start by defining forensic psychology and discuss the field’s history. We will then study various types of evaluations that are performed by forensic psychologists as well as discuss expert testimony and ethical issues in the field. From a practical standpoint, you will conduct a competence to stand trial evaluation of a classmate who will be role-playing a defendant. This “defendant” may or may not be feigning mental illness. You will use testing data and collateral information in formulating your opinion regarding the defendant’s competence. You will then write a comprehensive report for the “Court” based on the results of your evaluation. You will also “testify” on the results of a forensic report.

Objective:
1. Define forensic psychology and identify the various professional roles of forensic psychologists.  
2. Develop an understanding of the ethical issues faced by forensic psychologists.  
3. Develop an understanding of the basic components of forensic evaluations/reports.  
4. Become familiar with the most common types of criminal forensic evaluations (i.e., competence to stand trial and criminal responsibility).  
5. Conduct a forensic evaluation and write a report based on the results of your evaluation.  
6. Testify in a mock competency to stand trial hearing.

Course/Classroom Expectations:
1. We will discuss intense subject matter during the semester. It is likely that there will be multiple and perhaps conflicting views regarding the subjects we discuss. It is imperative that even if you do not agree with your classmates’ views you respect their right to hold them.  
2. Regular attendance is expected. Several course assignments require your attendance in class. Therefore, it will be very difficult (if not impossible) to get a good grade or even pass the class if you do not attend on a regular basis.  
3. Late work will not be accepted.  
4. Make up exams will be allowed only for formal excused absences.
Exams: There will be two exams (midterm & final). Each exam is worth 100 points. The final is NOT cumulative. The exams will consist primarily of multiple-choice type questions; however, short answer and essay questions COULD be on the exams.

Competence to Stand Trial Report: You are required to conduct a forensic interview of a classmate role-playing a defendant. The defendants will assume different roles depending upon the scenario they are asked to role-play. It is your job to conduct a clinical interview of the “defendant”, assess the veracity of the “defendant’s” report and write a forensic report summarizing your conclusions and recommendations regarding the “defendant’s” competence to stand trial. You will also rely on results from testing and collateral information in formulating your opinion. This assignment is worth a maximum of 100 points.

Mock Testimony: It is my goal to have the students in this class be qualified as expert witnesses and then be questioned on direct and cross in a mock courtroom setting. You will all be questioned on the same prewritten evaluation report. We will spend class time preparing for the mock testimony. You will be graded on your preparation for testifying and on your performance “on the stand”. This assignment is worth a maximum of 100 points.

Field Trip: I am in the process of organizing a trip to the Federal Correctional Complex in Butner, NC and Dorothy Dix Hospital in Raleigh, NC. These sites are the primary locations where forensic evaluations for the Federal Government and the State of North Carolina are conducted. This might be an overnight trip. Given the duration of the trip and the fact that we will be visiting maximum-security institutions, it is not mandatory that you go. Be advised that background checks will be performed on those who do intend to go on the trip. Further details will be provided as the date gets closer.

Grades:  

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>360 - 400</td>
<td>A</td>
</tr>
<tr>
<td>320 - 359</td>
<td>B</td>
</tr>
<tr>
<td>280 - 319</td>
<td>C</td>
</tr>
<tr>
<td>240 - 279</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 239</td>
<td>F</td>
</tr>
</tbody>
</table>
Note: The following schedule is tentative and subject to change as the semester progresses.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 11</td>
<td>Introduction to the Class</td>
</tr>
<tr>
<td>Jan 18</td>
<td>History of Forensic Psychology</td>
</tr>
<tr>
<td></td>
<td>Roles/Responsibilities of the Forensic Psychologist (Chapter 1 &amp; 2)</td>
</tr>
<tr>
<td>Jan 25</td>
<td>Ethical Issues in Forensic Psychology</td>
</tr>
<tr>
<td></td>
<td>Video: <em>Titticut Follies</em></td>
</tr>
<tr>
<td></td>
<td>(Chapter 3)</td>
</tr>
<tr>
<td>Feb 1</td>
<td>Mental Illness &amp; Malingering in Forensic Settings</td>
</tr>
<tr>
<td></td>
<td>Video: <em>Many faces of Mr. Greene</em></td>
</tr>
<tr>
<td></td>
<td>(Chapter 7)</td>
</tr>
<tr>
<td>Feb 8</td>
<td>Forensic Evaluations / Forensic Report Writing</td>
</tr>
<tr>
<td></td>
<td>(Chapters 5, 6, &amp; 7)</td>
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<tr>
<td></td>
<td>(Handouts)</td>
</tr>
<tr>
<td>Feb 15</td>
<td>Competence to Stand Trial Evaluations (CST)</td>
</tr>
<tr>
<td></td>
<td>(Chapter 19)</td>
</tr>
<tr>
<td>Feb 22</td>
<td><strong>SEPA -- No Class</strong></td>
</tr>
<tr>
<td></td>
<td>Mock Competence to Stand Trial Interviews <em>(On Your Own)</em></td>
</tr>
<tr>
<td>Mar 1</td>
<td><strong>MIDTERM EXAM</strong></td>
</tr>
<tr>
<td>Mar 8</td>
<td><strong>Spring Break--No Class</strong></td>
</tr>
<tr>
<td>Mar 15</td>
<td>Criminal Responsibility Evaluations (CR)</td>
</tr>
<tr>
<td></td>
<td>(Chapter 20)</td>
</tr>
<tr>
<td></td>
<td>Video &amp; Audio</td>
</tr>
<tr>
<td></td>
<td><strong>Competence to Stand Trial Reports Due</strong></td>
</tr>
<tr>
<td>Mar 22</td>
<td>Forensic Evaluations of Competence to be Executed</td>
</tr>
<tr>
<td></td>
<td>Video: <em>Sentenced to Die</em></td>
</tr>
<tr>
<td></td>
<td>(Chapter 21)</td>
</tr>
<tr>
<td>Mar 29</td>
<td>Forensic Evaluation of Sex Offenders</td>
</tr>
<tr>
<td></td>
<td><em>Video: Sexual Predators Among Us</em></td>
</tr>
<tr>
<td></td>
<td>(Chapter 23)</td>
</tr>
<tr>
<td>Apr 5</td>
<td><strong>Easter Holiday--No Class</strong></td>
</tr>
<tr>
<td>Apr 12 &amp; 13</td>
<td>Correctional Psychology</td>
</tr>
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<td></td>
<td>Butner/Dix/Central Trip</td>
</tr>
<tr>
<td></td>
<td>Butner 4/12</td>
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<td></td>
<td>Durham Bulls</td>
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<tr>
<td></td>
<td>Dix 4/13</td>
</tr>
<tr>
<td></td>
<td>Central 4/13 1:00pm</td>
</tr>
<tr>
<td>Apr 19</td>
<td>Expert Witness Testimony</td>
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<td></td>
<td>(Chapters 4 &amp; 10)</td>
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<tr>
<td></td>
<td>Mock Expert Witness Testimony</td>
</tr>
<tr>
<td>Apr 26</td>
<td>Juvenile Forensic Psychology</td>
</tr>
<tr>
<td></td>
<td>(Chapters 11, 12, 17, 22 &amp; Handouts)</td>
</tr>
<tr>
<td>May 3</td>
<td><strong>FINAL EXAM</strong></td>
</tr>
</tbody>
</table>
Psychology 693—Social Psychology of Prejudice
Spring, 2008

Instructor
Thomas E. Ford
Office
309 Killian Hall
Phone
227-2109
Email
tford@email.wcu.edu

Office hours
TBA

Assigned Readings
A reading list is included in this syllabus. It is important that you keep up with all of the readings.

I. Course Objective

This course is designed to help you better understand complicated processes by which stereotypes and prejudice influence social interaction and thought. You will learn by reading and discussing research articles, theoretical articles and book chapters assigned in class, as well as through your own research on topics of your choice. It is hoped that you will leave the course with greater sensitivity and insight into the obvious and not so obvious ways that stereotypes and prejudice influence social interaction.

II. Course Structure

A. Class Style. The course is structured as largely a lecture course. However, class time will focus on application and discussion of information in the readings as well. This means that you are expected to critically read and think about the assigned reading material, and be ready to raise questions and discuss issues relevant to the readings in class.

B. Class Attendance. Perfect or near perfect attendance is expected. Since this is such a small class, your absence will be obvious and memorable. Keep in mind that you will be responsible (at the time of exams) for everything covered in class. Also, your participation grade will suffer as a result of poor attendance.
III. Graded Assignments

A. Take-Home Exams. You will be given TWO take-home essay exams. The exams are not cumulative, and you will be notified in advance of the reading material that will be covered on each exam. You will be given one week to complete each exam. The due dates of the exams are listed on the course outline.

B. Final Exam. You will be given an essay exam to complete in class (consult final exam schedule for the date and time). The final exam will cover material from the entire semester but will focus primarily on material covered since the second take-home exam.

C. Individual Research Project. Each student will write a paper (approximately 15 pages) on a topic of his or her choice that is relevant to prejudice or intergroup relations more generally. I must approve your topic before you begin your research.

- You will conduct a computer search for articles and other material relevant to your topic. Be sure to read and cite in your paper at least 10 different sources.

- The individual research project is due on Wednesday, April 23.

D. Participation. Your participation grade is based on: attendance, active involvement in class (e.g., demonstrating that you have read and critically thought about the assigned articles), and completion of in-class exercises and out-of-class assignments.

E. Extra credit. You will have the opportunity to earn extra credit points by watching for news stories or magazine articles that can be understood in terms of theories or research discussed in class. Bring the news story or article to class along with a short review (2 typed pages or so) of how class material can be applied to understanding it. You will earn up to 3 points for each review. You may complete 3 such reviews.

IV. Grading

Grades are based on the total number of points you earn over the duration of the course. There are a total of 450 points:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take-Home Exams @ 100 points</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Individual Research Project</td>
<td>100</td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total possible points</strong></td>
<td><strong>450</strong></td>
</tr>
</tbody>
</table>
At the end of the course, the number of points you have earned will be totaled. Grades will be assigned by comparing your performance to the best possible score (450 points) as follows:

\[
\begin{align*}
93\% - 100\% &= \text{A} \\
90\% - 92\% &= \text{A-} \\
87\% - 89\% &= \text{B+} \\
83\% - 86\% &= \text{B} \\
80\% - 82\% &= \text{B-} \\
77\% - 79\% &= \text{C+} \\
73\% - 76\% &= \text{C} \\
70\% - 72\% &= \text{C-} \\
67\% - 69\% &= \text{D+} \\
63\% - 66\% &= \text{D} \\
60\% - 62\% &= \text{D-} \\
\text{Below 60\%} &= \text{F}
\end{align*}
\]

Note: Extra credit points will be added to your point total at the end of the course.

V. Learning Disabilities

If you have a disability that might influence your performance in this class, I encourage you to see me as soon as possible to discuss appropriate arrangements to ensure that you have the best opportunity to perform to your potential.
COURSE OUTLINE & READING LIST

UNIT 1: THE NATURE OF PREJUDICE

I. Introduction to the study of prejudice in social psychology


II. Models of Contemporary Forms of Prejudice


III. Regulation of Prejudiced Responses

A. Controlled Processes–Internal and External Sources of Regulation


B. Automatic Processes–Unconscious Activation of Prejudice

UNIT 2: THE ORIGINS OF PREJUDICE

IV. Traditional Social-Psychological Models


Exam #1: Administer on February 13, Due on February 20. These dates are subject to change. Exam #1 covers all assigned readings and topics discussed in class.

V. Contemporary Social-Psychological Models: Effects of Social Categorization

A. Social Categorization


B. Outgroup homogeneity


C. Ingroup favoritism


D. Stereotypes and Stereotyping

• General Overview


• Stereotypes influence our perceptions of people


• Stereotypes influence our behavior


• Stereotype Representation in Memory


• **When do we use stereotypes?**


• **Experiencing Stereotyping and Prejudice: The Target’s Perspective**


Exam #2: Administer on March 26, Due on April 2. These dates are subject to change. Exam #2 covers assigned readings and topics discussed in class since Exam #1.

• **Stereotype Formation**

  a. **Cultural Transmission--socialization and the media**


  b. **Cognitive processes**


- **Stereotype Maintenance and Change**


**Unit 3: Combating Prejudice**

**VII. Increasing Intergroup Contact: The Contact Hypothesis**


**VII. Integration in Schools: The “colorblind” perspective and cooperative learning techniques**


VIII. Re-categorization


**Final Exam: Consult Final Exam Schedule.**

**Note:** This course outline is tentative. You will be made aware of substantive changes. It's wise to keep up on the readings.
Psychology 697
Seminar: Behavioral/Emotional Evaluation of Children and Adolescents
Spring 2008
Tuesday/Thursday 2:05-3:20

Instructor: Candace Boan-Lenzo, Ph.D.
Phone: 227-3451
Email: WebCat

Office: Killian 344
Office Hours: M, T, R 12:00-2:00

Prerequisites: PSY 661 and/or admission into school or clinical psychology program.


Conceptual Framework: The College of Education and Allied Professions fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by decisions; appreciation of and respect for diversity; and the fostering of the responsible use of technology.

Multicultural Focus: Information about individual differences and diversity with regards to child and adolescent disorders will be stressed throughout the semester. The purpose of this multicultural focus is to increase awareness of the relationship between social/cultural factors and childhood disorders, and to develop an understanding of the multiple factors that influence an individual’s development and psychological functioning.

Course Objectives:

1. Students will increase their knowledge of assessment related to various childhood disorders.
2. Students will examine and apply ethical and legal guidelines that govern assessment services provided by psychologists.
3. Students will expand their repertoire of assessment instruments to better facilitate a comprehensive evaluation of a child with emotional or behavioral difficulties.
4. Students will develop skills in interpreting and integrating assessment results from a variety of sources.
5. Students will write comprehensive psychological reports that link assessment information to recommendations and treatment plans.

Class Meeting Format: Class meetings will consist of lectures, on-line discussions and in-class activities. In-class activities will include things such as case studies, administration of assessment instruments, role playing interviews, and interpretation/integration of assessment results.

Attendance Policy: Attendance is mandatory. Students will be dropped 25 points for each day that they miss. Excused absences are determined by the instructor and require appropriate documentation.

Assignments: Most assignments will be submitted online in the dropbox or quiz icon. The following assignments will be used to determine grades in this class:
**In-Class Individual Activity:** There will be 4 in-class activities that require each individual student to demonstrate competency in scoring and/or interpretation of data related to behavioral and emotional issues. These class periods will be similar to tests administered in other classes. Each in-class individual activity is worth 100 points.

**Short Reports:** Each student will be required to write 5 short-reports (of a possible 6 short reports). The short-reports will be worth 20 points each. I will provide protocols for scoring and interpretation.

You will select 5 of the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASC-2</td>
<td>2-14</td>
</tr>
<tr>
<td>Conner's</td>
<td>2-21</td>
</tr>
<tr>
<td>BRIEF</td>
<td>3-13</td>
</tr>
<tr>
<td>MSCS</td>
<td>3-25</td>
</tr>
<tr>
<td>PIC2</td>
<td>4-8</td>
</tr>
<tr>
<td>ABAS 2</td>
<td>5-1</td>
</tr>
</tbody>
</table>

**Comprehensive Psychological Report:** Each student will be required to write 1 comprehensive psychological report (using mock data) that integrates data from cognitive, achievement, and behavioral/emotional data. The comprehensive psychological report will be worth 200 points.

**Case Presentation:** Each student will be required to report the results of their case (the one used in the comprehensive psychological report) in class. The case presentation will be worth 100 points.

**Oral Quizzes:** Each student will be required to participate in oral quizzes based on reading materials and information discussed in class.

**Clinic Cases:** Each student will be required to score and interpret 2 behavioral/emotional instruments as components of a clinic case. Students will be paired with a 2nd Year student as part of this assignment. Scoring and interpretation will be based on write-up for the component that is completed to be included in the comprehensive psychological report for the client. Each instrument scoring and interpretation will be worth 50 points.

**Evaluation:** Final grades will be based on a student's performance on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class Individual Activity (4 @ 100 points each)</td>
<td>400</td>
</tr>
<tr>
<td>Short-reports (5 @ 20 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Comprehensive Psychological Report</td>
<td>200</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Clinic Case Scoring/Interpretation (2 @ 50 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Online Quizzes (5 @ 20 points each)</td>
<td>1000</td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
</tr>
<tr>
<td>F</td>
<td>699 and lower</td>
</tr>
</tbody>
</table>

**Make-Up Policy:** There will be no make-ups for in-class activities. If you miss an activity you will receive 0 points for that activity.
**Late Work:** Assignments are due at the times specified by the dropbox unless otherwise specified. The dropbox will stop accepting assignments at the specified time. Assignments will not be accepted late.

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Kimberly Marcus for more information. Phone: (828) 227-7234; E-mail: kmarcus@email.wcu.edu.

**Proposed Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic/Activity</th>
<th>Assigned Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15</td>
<td>Overview</td>
<td></td>
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</tr>
<tr>
<td>1-17</td>
<td>Observations</td>
<td>Chapter 8</td>
<td></td>
</tr>
<tr>
<td>1-22</td>
<td>Observations</td>
<td>Chapter 9</td>
<td></td>
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<tr>
<td>1-24</td>
<td>Interviewing</td>
<td>Chapter 5</td>
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<tr>
<td>1-29</td>
<td>Interviewing</td>
<td>Chapter 6 and 7</td>
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<tr>
<td>1-31</td>
<td>BASC-II</td>
<td>Chapter 10</td>
<td></td>
</tr>
<tr>
<td>2-5</td>
<td>BASC-II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-7</td>
<td>BASC-II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-12</td>
<td>In Class 1</td>
<td></td>
<td>In Class 1</td>
</tr>
<tr>
<td>2-14</td>
<td>Conner's/BY12</td>
<td>Chapter 15</td>
<td>Short Report 1 (BASC-II)</td>
</tr>
<tr>
<td>2-19</td>
<td>BRIEF/FSBS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-21</td>
<td>BRIEF/FSBS</td>
<td></td>
<td>Short Report 2 (Conner's)</td>
</tr>
<tr>
<td>2-26</td>
<td>SSRS/ERS/SAED</td>
<td>Chapter 14</td>
<td></td>
</tr>
<tr>
<td>2-28</td>
<td>In Class 2</td>
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<td>In Class 2</td>
</tr>
<tr>
<td>3-5</td>
<td>No Class – Spring Break</td>
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<tr>
<td>3-7</td>
<td>No Class – Spring Break</td>
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<td>3-11</td>
<td>RADS/RCDS/RCMAS</td>
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<td>3-13</td>
<td>MSCS</td>
<td></td>
<td>Short Report 3 (BRIEF)</td>
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<td>3-18</td>
<td>PHSCS2/TSCS</td>
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<td>3-20</td>
<td>No Class – Easter Break</td>
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<td>3-25</td>
<td>PIC2/PYI</td>
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<td>Short Report 4 (MSCS)</td>
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<td>3-27</td>
<td>PIC2/PYI</td>
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<td>No Class – Advising Day</td>
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<td>4-8</td>
<td>Case Work</td>
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<td>4-10</td>
<td>Case Work</td>
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<td>4-15</td>
<td>Case Presentations:</td>
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<td>Comprehensive Psychological Report</td>
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<td>4-17</td>
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<tr>
<td>4-22</td>
<td>Case Presentations:</td>
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<td></td>
</tr>
<tr>
<td>Date</td>
<td>Case Presentations:</td>
<td>Chapter 11</td>
<td>Chapter 13 and 22</td>
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<td>------------</td>
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<td>4-24</td>
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<tr>
<td>4-29</td>
<td>Vineland2/ABAS2</td>
<td></td>
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<tr>
<td>5-1</td>
<td>GARS/ASDS</td>
<td></td>
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<tr>
<td><strong>MONDAY</strong></td>
<td><strong>FACES-IV/FES/PSI</strong></td>
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<tr>
<td>5-5 (12:00-2:30)</td>
<td><strong>In Class 4</strong></td>
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</table>
Thesis Prospectus Examination Form

Candidate: _______________________________ Date: ____________

Committee Member: _______________________________

Written Document Evaluation: (To be completed and submitted to the committee chair before the oral presentation)

A. Thoroughness and relevance of literature review

B. Clarity of Statement of Problem and its relevance to the literature reviewed.

C. Clarity and thoroughness of proposed methodology; appropriateness of research design for testing the hypotheses or research questions presented in the Statement of Problem

D. Overall quality of written expression.

Total points: ____________

Each item should be rated on the following scale:

4 = Very good
3 = Adequate
2 = Weak
1 = Unacceptable

Criteria for passing the written component: The student’s score on the written document must be 12 or greater from at least 2 committee members if the committee is composed of 3 members; or at least 3 members if the committee is composed of 4 members.

If the student does not pass the written component: The student will still meet with the thesis committee prior to the last week of the spring semester and orally present the thesis topic and be evaluated using the criteria in the following oral presentation form. Results of the written component shall not be given to the student until after the oral presentation is completed. If the student passes the oral presentation no additional meeting of the committee or oral presentation will be required. However, the written document must be resubmitted to all committee members and approved, using the criteria above, a minimum of 1 week prior to the start of fall classes.
Thesis Prospectus Examination Form

Candidate: ___________________________  Date: ____________

Committee Member: ___________________________

Written Document Evaluation: (To be completed and submitted to the committee chair before the oral presentation)

A. Introduction and Literature Review
   Clarity of introduction, and thoroughness and relevance of literature review

B. Clarity of "Purpose of the Study" and its relevance to the literature reviewed and hypotheses/research questions.

C. Clarity and thoroughness of proposed methodology; appropriateness of research design for testing the hypotheses or research questions presented in the "Purpose of the Study"

D. Overall quality of written expression.

Total points: __________________

Each item should be rated on the following scale:
4 = Very good
3 = Adequate
2 = Weak
1 = Unacceptable

Criteria for passing the written component: The student’s score on the written document must be 12 or greater from at least 2 committee members if the committee is composed of 3 members; or at least 3 members if the committee is composed of 4 members.

If the student does not pass the written component: The student will still meet with the thesis committee prior to the last week of the spring semester and orally present the thesis topic and be evaluated using the criteria in the following oral presentation form. Results of the written component shall not be given to the student until after the oral presentation is completed. If the student passes the oral presentation no additional meeting of the committee or oral presentation will be required. However, the written document must be resubmitted to all committee members and approved, using the criteria above, a minimum of 1 week prior to the start of fall classes.
Thesis Prospectus Examination Form

Candidate: ___________________________ Date: ____________

Committee Member: ___________________________

Oral Presentation: (To be completed immediately after the oral presentation and submitted to the Committee Chair)

A. Conceptual understanding of the purpose and relevance of the research; demonstrated breadth and depth of knowledge in proposed research area. 

B. Ability to articulate literature review. 

C. Demonstrated understanding of methodology and research design. 

D. Overall quality of presentation. 

Total points: 

Each item should be rated on the following scale:

4 = Very good
3 = Adequate
2 = Weak
1 = Unacceptable

Criteria for passing the oral component: The student’s score on the oral presentation must be 12 or greater from at least 2 committee members if the committee is composed of 3 members; or at least 3 members if the committee is composed of 4 members.

If the student does not pass the oral component, the student must meet with the committee and pass the oral component by a minimum of 1 week prior to the start of fall classes.
## Western Carolina University
(General Psychology Graduate Program – Experimental and Clinical Tracks)
(Department of Psychology)
(College of Education and Allied Professions)
Annual Assessment Report for 2007-2008

**Primary Contact Name/Info:**
Dr. Millicent H. Abel, Director: General Psychology Graduate Program
Department of Psychology
Killian 310
227-3369

<table>
<thead>
<tr>
<th>Students will become engaged as researchers, above and beyond the thesis requirement</th>
<th>Observe the number of students enrolled in PSY 680 Directed Research each semester, by year and concentration</th>
<th>Results of Assessment</th>
<th>Implementation Plan</th>
</tr>
</thead>
</table>
| Clinical/ 2nd Yr – 7/8 students  
Fall 2007 = 3  
Spring 2008 = 4  
Clinical/1st Yr – 5/5 students  
Fall 2007 = 5  
Spring 2008 = 5  
Experimental/ 2nd Yr – 4/7 students  
Fall 2007 = 4  
Spring 2008 = 0  
Experimental/1st Yr – 0 students | All entering 1st Yr. students in Fall 2008 will begin their curriculum requirements with Psy680. Faculty will recruit entering students for their research during the summer prior to the beginning of the fall semester. This will prevent a delay in beginning the research projects that was associated with this year’s recruitment at the beginning of the semester.  
Person responsible: Millicent Abel | All entering 1st Yr. students participated in Psy680 research with faculty during Fall and Spring semesters. Faculty recruited students into their Psy680 sections at the beginning of the fall semester.  
We had anticipated the remodeling of 3 classrooms in Killian and opening up research space/fabs that would be fundamental to pursuing more research projects with graduate students. These plans however, did not materialize so we continue to struggle finding research space for our students. |
| Three 2nd Yr. clinical students and 1 2nd Yr. experimental student collaborated with external/nonfaculty researchers on several grant funded research projects. |
| Students will prepare a written thesis proposal which is clear, thorough and relevant. This incorporates much of their course work over the first academic year. Proposal will include: Literature Review Statement of the Problem (SOP) Research Methods Proposed Analyses |

| The proposal will be evaluated using the department's written prospectus evaluation form. The proposal is evaluated on 4 factors using a 4 point scale (1=unacceptable; 4=very good). |

<table>
<thead>
<tr>
<th>Results of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature review</td>
</tr>
<tr>
<td>Statement of problem (SOP)</td>
</tr>
<tr>
<td>Methods/Design</td>
</tr>
<tr>
<td>Overall quality of product</td>
</tr>
<tr>
<td>Total Points</td>
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<td></td>
</tr>
<tr>
<td>M = 3.46</td>
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<tr>
<td>M = 3.40</td>
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<tr>
<td>M = 3.00</td>
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<tr>
<td>M = 3.33</td>
</tr>
<tr>
<td>M = 12.33</td>
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<tr>
<td>1 Clinical student and 1 Experimental student who did not pass in the spring 2007, passed their written evaluations in the summer 2007.</td>
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<tr>
<td>1 student in the Clinical track did not pass their written prospectus evaluation in spring 2008 and will rewrite and resubmit in the summer 2008.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Overall, students do very well in developing their prospectus with a few exceptions. Students do appear to have slightly more difficulty with the Methods section of the prospectus.</td>
</tr>
</tbody>
</table>

| Implementation Plan |

| The written prospectus evaluation form was revised in the Fall 2007 to collapse items evaluating the Methods and Relevance of methods to SOP into one factor since they were highly redundant. This reduced the number of factors to 4. The Psy652 Advanced Methods course was revised to place more emphasis on the design and development of the methods section in the thesis prospectus. Committee chairs need to continue concentrating on working with students in developing their SOP and methods sections. A departmental workshop on the prospectus is planned for Oct. 2008 to discuss faculty expectations that can be coordinated with Psy652 course. |

| Person responsible: Millicent Abel |

| Students will be able to present and discuss their thesis topic in a professional manner. Students should be able to: Demonstrate a conceptual understanding of the purpose and relevance of their research. Articulate their review of the literature. Demonstrate their understanding of the research methods and design. Demonstrate breadth and depth of knowledge in the area of the proposed research. |

| The oral presentation will be evaluated using the department's oral prospectus evaluation form. The oral presentation is evaluated on 4 factors using a 4 point scale (1=unacceptable; 4=very good). |

| Conceptual understanding |
| Articulate literature review |
| Understand method/design |
| Overall quality of presentation |
| Total Points |
|                       |
| M = 3.86              |
| M = 3.73              |
| M = 3.07              |
| M = 3.60              |
| M = 14.26             |
|                       |
| All students in the Clinical track passed their oral presentation. |
|                       |
| Overall, students do very well in their oral presentation. They do appear to have more difficulty with demonstrating their knowledge of method and design as also indicated by their written evaluation. |

<p>| Person responsible: Millicent Abel |</p>
<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Results of Assessment</th>
<th>Implementation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core courses should receive positive evaluation by graduate students.</td>
<td>Course evaluations will be examined for all core graduate courses. An average student rating of 3.0 or higher on the following 5 factors is expected. Organization and clarity Enthusiasm and Intellectual Stimulation Rapport and Respect Feedback and Accessibility Student Perceptions of Learning</td>
<td>No results are available at this time. The course evaluations were placed online in the Fall 2007 and became known as the Student Assessment Instrument (SAI). At this time, the departmental averages for all graduate courses are not available using this new system.</td>
</tr>
<tr>
<td>Program retention should be extremely high.</td>
<td>Retention data will be computed for 1st and 2nd year students, by concentration</td>
<td>Clinical 2nd Yr: Retained 8/8 students Clinical 1st Yr: Retained 5/6 students Experimental 2nd Yr: Retained 7/7 students Experimental 1st Yr: No students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Our retention rate is extremely good in both program tracks.</td>
</tr>
<tr>
<td>Program Outcomes</td>
<td>Results of Assessment</td>
<td>Implementation Plan</td>
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<tr>
<td>----------------------------------------------------------------------------------</td>
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<tr>
<td>Students should demonstrate competence and productivity as researchers.</td>
<td>Local Conferences:</td>
<td>Faculty will continue to work with and encourage students to submit and present at local, regional, and national conferences and increase the number of presentations. Person responsible: Millicent Abel</td>
</tr>
<tr>
<td></td>
<td>Clinical = 7</td>
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<td>Experimental = 5</td>
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<td></td>
<td>Regional Conferences:</td>
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<td></td>
<td>Clinical = 8 (5 students had 2 or more presentations)</td>
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<td></td>
<td>Experimental = 3 (1 student had 6 presentations)</td>
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<td></td>
<td>National Conferences:</td>
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<tr>
<td></td>
<td>Clinical = 1</td>
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<td></td>
<td>Experimental = 1</td>
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<tr>
<td></td>
<td>The students are actively participating in professional conferences.</td>
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<tr>
<td></td>
<td>Clinical students:</td>
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<tr>
<td></td>
<td>4/8 students applied to doctoral programs and were all accepted into doctoral programs for next year. University of Alabama University of Georgia (2 students) Virginia Commonwealth University</td>
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<td></td>
<td>Experimental students:</td>
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<td></td>
<td>2/7 students applied to doctoral programs and both were accepted into doctoral programs for next year. Louisiana State University Old Dominion University</td>
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<td>1 student applied and was accepted into Law School for next year.</td>
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<td></td>
<td>Samford University - Alabama</td>
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<td></td>
<td>1 student is preparing for admission to Medical School</td>
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<td></td>
<td>1 student is preparing for admission to a Masters in Psychiatric Nursing program.</td>
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<tr>
<td></td>
<td>No results – survey was not completed last year. We will design and send to all students in doctoral programs in Spring 2009</td>
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<td></td>
<td>This assessment report will be emailed to all faculty and discussed at the beginning fall semester departmental meeting.</td>
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<td></td>
<td>A survey of graduate students in doctoral programs will be designed the Fall 2008 and emailed to all in the Spring 2009 semester.</td>
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<tr>
<td>Our students should achieve success in making the transition to doctoral programs</td>
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**Western Carolina University**  
*General Psychology Graduate Program – Experimental and Clinical Tracks*  
*Department of Psychology*  
*College of Education and Allied Professions*  
**Annual Assessment Report for 2006-2007**

**Primary Contact Name/Info:**  
Dr. Millicent H. Abel, Director: General Psychology Graduate Program  
Department of Psychology  
Killian 310  
227-3369

<table>
<thead>
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<td>Students will become engaged as researchers, above and beyond the thesis requirement</td>
<td>Observe the number of students enrolled in PSY 680 Directed Research each semester, by year and concentration</td>
</tr>
</tbody>
</table>
| Clinical/2nd Yr – 3/S students  
Fall 2006 = 2  
Spring 2006 = 1  
Clinical/1st Yr – 8/8 students  
Fall 2006 = 0  
Spring 2007 = 8  
Experimental/2nd Yr – 0 students  
Experimental/1st Yr – 7/8 students  
Fall 2006 = 3  
Spring 2007 = 7  
The majority of entering 1st Yr. students participated in Psy680 research with faculty during the year. Faculty recruited students into their Psy680 sections for the spring semester.  
Two additional 2nd Yr. clinical students also collaborated with an external/nonfaculty researcher on 2 publishable research projects. | All entering 1st Yr. students in Fall 2007 will begin their curriculum requirements with Psy680 rather than waiting for Spring2008 to begin Psy680 as was customary this year.  
Person responsible: Millicent Abel  
The remodeling of 3 classrooms in Killian and opening up research space/labs will be fundamental to pursuing more research projects with graduate students. |
<table>
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<tr>
<th>Students will prepare a written thesis proposal which is clear, thorough and relevant. This incorporates much of their course work over the first academic year. Proposal will include: Literature Review Statement of the Problem (SOP) Research Methods Proposed Analyses</th>
<th>The proposal will be evaluated using the department’s written prospectus evaluation form. The proposal is evaluated on the following 5 factors using a 4 point scale (1=unacceptable; 4=very good).</th>
<th>Results of Assessment</th>
<th>Implementation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Literature review</td>
<td>M = 3.14, SD=.77</td>
<td>The written prospectus evaluation form will be revised in the Fall 2007 to collapse the Methods and Relevance of methods to SOP into one factor since they are highly redundant resulting in 4 factors next year. Committee chairs need to concentrate on working with students in developing their SOP and methods sections. Person responsible: Millicent Abel</td>
</tr>
<tr>
<td></td>
<td>Statement of problem (SOP) Methods Relevance of methods to SOP Overall quality of product</td>
<td>M = 3.02, SD = .67 M = 3.05, SD = .53 M = 3.14, SD = .74 M = 3.14, SD = .68</td>
<td></td>
</tr>
<tr>
<td>Students cannot receive less than 14 points from more than 1 of their committee members.</td>
<td>1 student in Clinical and 1 student in Experimental did not pass their written prospectus evaluation and will rewrite and resubmit in the summer. Overall, students do very well in developing their prospectus with a few exceptions. Students do appear to have slightly more difficulty with the Statement of the Problem and the Methods section of the prospectus.</td>
<td></td>
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<tr>
<td>*An overall quality of product item was added this year in the evaluation form.</td>
<td>The oral presentation will be evaluated using the department’s oral prospectus evaluation form. The proposal is evaluated on the following 5 factors using a 4 point scale (1=unacceptable; 4=very good).</td>
<td>M = 3.45, SD=.50</td>
<td>The oral prospectus evaluation form will be revised in the Fall 2007 to collapse the conceptual understanding and breadth/depth of knowledge sections into one factor since they are highly redundant resulting in 4 factors next year. Committee chairs will need to concentrate on working with students in their understanding of the method/design of their study. Person responsible: Millicent Abel</td>
</tr>
<tr>
<td></td>
<td>Conceptual understanding Articulate literature review Understand method/design Breadth/depth of knowledge Overall quality of presentation</td>
<td>M = 3.18, SD = .62 M = 2.98, SD = .55 M = 3.30, SD = .56 M = 3.25, SD = .44</td>
<td></td>
</tr>
<tr>
<td>Students cannot receive less than 14 points from more than 1 of their committee members.</td>
<td>All students in both Clinical and Experimental tracks passed their oral presentation evaluation. Overall, students do very well in their oral presentation. They do appear to have more difficulty with demonstrating their knowledge of method and design as also indicated by their written evaluation.</td>
<td></td>
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<tr>
<td>*An overall quality of presentation item was added this year in the evaluation form.</td>
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<td>Program Outcomes</td>
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<tr>
<td>Core courses should receive positive evaluation by graduate students.</td>
<td>Course evaluations will be examined for all core courses using the departmental form. An average student rating of 3.0 or higher on the following 5 factors is expected.</td>
<td>Online course evaluations were piloted this year in our department. Response rates at this time for these online evaluations are questionable. Results are pending. Person responsible: Millicent Abel</td>
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<tr>
<td></td>
<td>Organization and clarity</td>
<td>Fall 2006 Evaluations:</td>
<td></td>
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<tr>
<td></td>
<td>Enthusiasm and Intellectual Stimulation</td>
<td>M = 3.56, SD = .42</td>
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<td></td>
<td>Rapport and Respect</td>
<td>M = 3.48, SD = .47</td>
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<td></td>
<td>Feedback and Accessibility</td>
<td>M = 3.51, SD = .46</td>
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<td></td>
<td>Student Perceptions of Learning</td>
<td>M = 3.40, SD = .50</td>
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<tr>
<td></td>
<td>M = 3.51, SD = .48</td>
<td>Spring 2007 Evaluations are not available – online pilot</td>
<td></td>
</tr>
<tr>
<td>Program retention should be extremely high.</td>
<td>Retention data will be computed for 1st and 2nd year students, by concentration</td>
<td>Course evaluations met the required average of 3.0 or higher on the 5 factors. These high evaluations are representative of previous years' evaluations and indicate graduate faculty courses are meeting the requirements per student evaluations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clinical 2nd Yr: Retained 5/5 students</td>
<td>Clinical 2nd Yr: Retained 5/5 students</td>
<td></td>
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<tr>
<td></td>
<td>Clinical 1st Yr: Retained 7/8 students</td>
<td>Clinical 1st Yr: Retained 7/8 students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experimental 2nd Yr: No students</td>
<td>Experimental 1st Yr: Retained 8/8 students</td>
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<tr>
<td></td>
<td>Experimental 1st Yr:</td>
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<td></td>
<td>Our retention rate is good in both program tracks.</td>
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<tr>
<td></td>
<td></td>
<td>Continue to be more selective for recruitment into the graduate programs. Person responsible: Millicent Abel</td>
<td></td>
</tr>
</tbody>
</table>
### Program Outcomes

**Students should demonstrate competence and productivity as researchers.**

Our students should achieve success in making the transition to doctoral programs

<table>
<thead>
<tr>
<th>Results of Assessment</th>
<th>Implementation Plan</th>
</tr>
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<tbody>
<tr>
<td><strong>Number of students formally presented at local conferences, regional conferences, and national conferences will be reported by concentration</strong>&lt;br&gt; <em>changes number of research projects to number of students and added by concentration.</em></td>
<td><strong>Local Conferences:</strong>&lt;br&gt; Clinical = 5&lt;br&gt; Experimental = 3&lt;br&gt; <strong>Regional Conferences:</strong>&lt;br&gt; Clinical = 4 (2 students had 2 presentations)&lt;br&gt; Experimental = 2&lt;br&gt; <strong>National Conferences:</strong>&lt;br&gt; Clinical = 3 (1 student presented at 2 conferences)&lt;br&gt; The students are actively participating in professional conferences.</td>
</tr>
<tr>
<td><strong>Tabulate number of 2nd-year students applying to doctoral programs; number of students accepted.</strong></td>
<td><strong>Clinical students:</strong>&lt;br&gt; 3/5 applied to doctoral programs and 2 were accepted.&lt;br&gt; No Experimental students</td>
</tr>
<tr>
<td><strong>List specific doctoral institutions to which our graduates were accepted.</strong></td>
<td><strong>Auburn University</strong>&lt;br&gt; University of Kansas</td>
</tr>
<tr>
<td><strong>Survey our graduates after one year in doctoral program to assess their perceptions of their preparation for doctoral study.</strong></td>
<td><strong>No results – survey will be completed in Fall 2007</strong></td>
</tr>
<tr>
<td></td>
<td><strong>This assessment report will be emailed to all faculty and discussed at the beginning fall semester departmental meeting.</strong></td>
</tr>
</tbody>
</table>
Program Name: Master in General Psychology (Clinical and General Experimental Tracks)  
Department: Psychology  
College: Education and Allied Professions  
Year: 2005 – 2006  
Report Author: Shawn K. Acheson, Ph.D. and Millie H. Abel, Ph.D.  
Report Date: May 19, 2006

Assessment Activities

- **Defense of Thesis Proposal:** Three first year clinical students passed their thesis proposal meeting. Two clinical students were asked to make modifications and resubmit the proposal prior to the start of the Fall 2006 semester. There were no students currently enrolled in our General Experimental Program this year.

- **Defense of completed Thesis Project:** All 2nd year clinical students have completed their data collection. At this writing, three of six 2nd year student have successfully defended their thesis. The remaining students are on schedule to defend and graduate in August, 2006. The only remaining no second year student in the General Experimental program has also successfully defended her thesis.

- **Adequacy of Report of Practicum / Internship (clinical program only):** At the time of this writing, four of our 1st year clinical students have successfully completed their first year practicum. Feedback from practicum supervisors indicates that all students performed their duties well.

- **Adequacy of Student Performance during Practicum Site Visit (clinical program only):** There were no Practicum site visits made this year.

- **Adequacy of Completed Psychological Evaluations during Practicum (clinical program only):** All first year clinical practicum students have successfully completed required psychological evaluations.

- **Exit Interviews:** No exit interviews have been conducted.

- **Alumni Survey:** No alumni surveys have been sent out.

- **Student Evaluation of Graduate Classes:** Objective evaluations from clinical and general/experimental courses are included in the appendix.
Program Name: Master in Psychology (Clinical and General Experimental Tracks)  
Department: Psychology  
College: Education and Allied Professions  
Year: 2004 – 2005  
Report Author: Shawn K. Acheson, Ph.D. and Millie H. Abel, Ph.D.  
Report Date: May 4, 2005

Assessment Activities

- **Defense of Thesis Proposal**: Five first year clinical students passed their thesis proposal meeting. One clinical student was asked to make modifications and resubmit his proposal prior to the start of the Fall 2005 semester. All students currently enrolled in our General Experimental Program (n=2) successfully passed their proposal meeting.

- **Defense of completed Thesis Project**: All 2nd year clinical students have completed their data collection. At this writing, one of five 2nd year student has successfully defended their thesis. The remaining students are on schedule to defend and graduate in August, 2005. There are no second year students in the General Experimental program due to its recent implementation.

- **Adequacy of Report of Practicum / Internship (clinical program only)**: At the time of this writing, all of our 1st year clinical students have successfully completed their first year practicum. Second year clinical students remain on Internship until mid to late July. Informal feedback from Internship supervisors indicate that all students progressing well and are all on schedule.

- **Adequacy of Student Performance during Practicum Site Visit (clinical program only)**: There were no Practicum site visits made this year.

- **Adequacy of Completed Psychological Evaluations during Practicum(clinical program only)**: All first year clinical practicum students have successfully completed required psychological evaluations.

- **Exit Interviews**: No exit interviews have been conducted.

- **Alumni Survey**: No alumni surveys have been sent out.

- **Student Evaluation of Graduate Classes**: Objective evaluations from clinical and general/experimental courses are included in the appendix.

Program Changes

Based on the above information, the Director of the Clinical Psychology Program in conjunction with the department’s Graduate Committee, and the Department Head is continuing to update the program curriculum. We have begun to implement several changes regarding practica and internships. Additional changes are pending.

The General Experimental MA track was approved this year and began implementation as of Spring 2005. We currently have 2 students enrolled and continue to actively recruit students for the Fall 2005 cohort. We have also completed a new full color brochure describing each of the graduate programs/tracks in our department. This project was funded through the WCU Office of Research and Graduate Studies, the Department of Psychology and the WCU Psychological Services Clinic. The brochure is currently being distributed for the purposes of recruitment.
M.A. Psychology Graduate Program

Clinical Psychology Track
General Experimental Psychology Track

Department of Psychology
Western Carolina University
Cullowhee, NC 28723

2007

Millicent H. Abel, Ph.D., Director
(828) 227-3369 (voice)
(828) 227-7005 (fax)
abel@email.wcu.edu
ADMINISTRATION OF GRADUATE PROGRAMS

Graduate programs at WCU are administered by the Dean of the Graduate School with the advice of the Graduate Council. The Graduate Council is a unit operating under the authority of the University Faculty and represents the graduate faculty of the University. The Graduate School receives and processes application materials, maintains records on each student, processes applications for candidacy and graduation, etc.. The Department of Psychology has its own graduate studies committee, the Psychology Graduate Committee, which is responsible for developing policy recommendations for admission, graduate psychology programs, evaluation of the progress of the individual graduate students, and serves as the communicating link between the students and the members of the department, and with the Graduate Council. The Psychology Graduate Committee is composed of a chair, three members of the faculty serving as voting members, a student representative who serves as a voting member, and several ex-officio members of the faculty serving in advisory roles. Two admissions committees for the Clinical and Experimental Tracks are composed of a chair and two members and several additional faculty are included in the interview process.

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The Director of the General Psychology Program, Dr. Millicent Abel, has primary responsibility for the academic supervision of all students in the program. Dr. Abel academically advises all students in the experimental track. Academic advising for all students in the clinical track is equally divided among the clinical faculty.

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University of Alabama
Area of Specialization: Clinical Psychology
Research Interests: Personality theory and assessment, evolutionary psychology

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Research Interest: stress, humor, self-esteem, worry, the smile

Shawn K. Acheson, Ph.D.
Southern Illinois University - Carbondale
Area of Specialization: Clinical and Experimental Neuropsychology
Research Interest: learning/memory, language, attention, decision making and alcohol

Lydia Aydlett, Ph.D.
University of North Carolina - Chapel Hill
Area of Specialization: Applied Developmental and Pediatric Psychology
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1. Two completed application forms for admission. These forms can be obtained by
   writing:

   Dean, Graduate School
   Western Carolina University
   HF Robinson Administration Bldg.
   Cullowhee, NC  28723

2. Two official transcripts.

3. Graduate Record Examination scores - Verbal and Quantitative

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research and/or clinical experience are given preference in the admissions selection
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more students, but expect a number of applicants to not be successful academically and
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the Southeastern and Eastern sections of the country. However, we have had students
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1. Have an overall undergraduate grade point average of at least 3.0 (on a 4-point scale) for the most recent two years.

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Curriculum of the Clinical Psychology Program Track

The program requires 49 hours of course work. The program is designed for full-time students to graduate in two calendar years. Part-time students are not admitted to the program.

Required Courses (40 hours)
Psy548 – Human Neuropsychology (3hrs)
Psy650 – Advanced General Psychology (3hrs)
Psy651 – Advanced Research Methods: Statistics (3hrs)
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Psy672 – Evidence-based Psychotherapy I (3 hrs)
Psy675 – Cognitive and Behavioral Interventions (3 hrs)
Psy680 – Directed Study (6hrs)
Psy699 – Thesis (6hrs)

Electives – (9 hours of graduate courses per director/advisor approval): students interested in licensure should pursue 6 hours of Practicum plus Psy677 Group Psychotherapy within their elective hours)
Practica/Internship Requirements

Students in the Clinical Psychology Track who are interested in licensure eligibility, must complete a total of 6 credit hours of practicum. These practica hours can also provide a base of clinical experience that will facilitate admission into doctoral programs. Practica are available to students based on the students’ interests and the needs and interests of the practica centers. Students must be recommended by the clinical or school faculty before beginning practicum. Practicum sites include: WCU Counseling Center, WCU Psychological Services Clinic, Meridian Behavioral Health Center, the Child Development Services Agency (formerly, Developmental Evaluation Center), the Pisgah Institute, Cherokee Behavioral Health, and the North Carolina Department of Public Instruction. Some sites will require students to commit to a 2 semester sequence due to the nature of the training program.

Tentative Schedule of Classes

<table>
<thead>
<tr>
<th>Fall 1st Year</th>
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<tbody>
<tr>
<td>Psy 651 Adv. Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Psy 661 Assessment I</td>
<td>4</td>
</tr>
<tr>
<td>Psy 671 Adv. Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 680 Directed Study</td>
<td>3</td>
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<tr>
<td><strong>13 hours</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Spring 1st Year</th>
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<tbody>
<tr>
<td>Psy 652 Adv. Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Psy 662 Personality Assessment</td>
<td>3</td>
</tr>
<tr>
<td>Psy 672 Evidenced-Based Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>Psy 680 Directed Study</td>
<td>3</td>
</tr>
<tr>
<td><strong>12 hours</strong></td>
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<table>
<thead>
<tr>
<th>Fall 2nd Year</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Psy 650 Adv. Gen. Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 548 Human Neuropsychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 675 Cognitive &amp; Behavioral Interventions</td>
<td>3</td>
</tr>
<tr>
<td>Practicum/ Elective/Thesis</td>
<td>3</td>
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<tr>
<td><strong>12 hours</strong></td>
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<tr>
<th>Spring 2nd Year</th>
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<tbody>
<tr>
<td>Elective</td>
<td>3</td>
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<tr>
<td>Practicum/ Elective</td>
<td>3</td>
</tr>
<tr>
<td>Elective/Thesis</td>
<td>3</td>
</tr>
<tr>
<td>Thesis</td>
<td>3</td>
</tr>
<tr>
<td><strong>12 hours</strong></td>
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</tbody>
</table>

**Note 1:** To be eligible for licensure students must take 6 credits (500 hours) of Practicum

**Note 2:** Ethics and professional conduct will be covered in courses and Practicum
Note 3:

<table>
<thead>
<tr>
<th>Non-License</th>
<th>License-Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 hours of required courses</td>
<td>28 hours of required courses</td>
</tr>
<tr>
<td>6 hours of electives</td>
<td>3 hours of electives</td>
</tr>
<tr>
<td>3 hours of practicum</td>
<td>6 hours of practicum</td>
</tr>
<tr>
<td>6 hours of directed study</td>
<td>6 hours of directed study</td>
</tr>
<tr>
<td>6 hours of thesis</td>
<td>6 hours of thesis</td>
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<tr>
<td>49 hours</td>
<td>49 hours</td>
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</table>

Research Requirements

Exposure to research methodology and research experience is an important component of graduate training at WCU and will be one of the single most important keys to successful admission into a doctoral program. Graduate students pass a Thesis Prospectus Examination and successfully complete and orally defend a thesis. When conducting their thesis project, students work closely with a Faculty chair who is primarily responsible for supervising the student's research, and two other faculty that serve as thesis committee members. In addition to the thesis, students are required to complete 6 additional hours of directed study (Psy680) with the intent of developing a publishable project and presenting at professional conferences.

THE EXPERIMENTAL PSYCHOLOGY GRADUATE PROGRAM TRACK

The focus of the Experimental Graduate Program Track is twofold. The first is on students whose interests are to attend a Ph.D. program in Experimental but whose undergraduate record does not reflect their preparation for advanced graduate work. As such, the program is heavily research oriented. There are numerous Ph.D. programs who will accept students from Masters level programs after successful completion. Many of our students from the existing Experimental, Clinical, and School programs have been accepted into Ph.D. programs upon completion. The second focus is applied and on students who wish to seek employment with a Masters degree. It provides interdisciplinary coursework in applied areas such as Human Resource Development and Consumer Behavior.

Curriculum of the Experimental Psychology Program Track

The program requires 48 hours of course work, 21 hours of required classes and 27 hours of electives selected from a General (15 hours minimum) and Interdisciplinary category (12 hours maximum). The program is designed for full-time students to graduate in two calendar years.
Required Courses (21 hours)
Psy610 – Advanced Social Psychology (3hrs)
Psy651 – Advanced Research Methods (3hrs)
Psy652 – Advanced Research Methods: Proposal Writing (3hrs)
Psy680 – Directed Study in Psychology (6hrs)
Psy699 – Thesis (6hrs)

Electives – (27 hours of graduate courses per director/advisor approval from the General and/or Interdisciplinary categories below)

I. General (Approved/Guided Electives – 15 Hours Minimum)

Psy526 – Death and Dying (3hrs.)
Psy530 – Personality (3hrs)
Psy540 – Biological Psychology (3hrs)
Psy541 – Health Psychology (3hrs)
Psy544 – Language, Memory, and Cognition (3hrs)
Psy555 – Systems and Theories in Psychology (3hrs)
Psy548 – Human Neuropsychology (3hrs)
Psy570 – Abnormal Psychology (3hrs)
Psy574 – The Emotionally Disturbed Child and Adolescent (3hrs)
Psy621 – Advanced Educational Psychology (3hrs)
Psy624 – Child Development (3hrs)
Psy625 – Adolescent Development (3hrs)
Psy650 – Advanced General Psychology (3hrs)
Psy671 – Advanced Psychopathology (3hrs)
Psy675 – Cognitive and Behavioral Interventions (3hrs)
Psy677 – Group Psychotherapy (3hrs)
Psy678 – Family Systems (3hrs)
Psy693 – Topics in Psychology (3hrs)
EDCI711 – Qualitative Research (3hrs)

II. Interdisciplinary (Approved/Free Electives: 12 Hours Maximum)

HRD605 – Orientation to Human Resource Development (3hrs)
HRD610 – Human Resource Development (3hrs)
HRD615 – Organizational Development (3hrs)
MGT605 – Organizational Behavior and Analysis (3hrs)
MGT608 – Human Resource Administration (3hrs)
MGT609 – The Collective Bargaining Process (3hrs)
MKT601 – Marketing Management (3hrs)
MKT602 – Marketing Research (3hrs)
MKT603 – Consumer Behavior (3hrs)
Tentative Schedule of Classes

**Fall 1\(^{st}\) Year**
- PSY 651  Advanced Research Methods – Statistics  3
- PSY 650  Advanced General Psychology  3
- PSY 680  Directed Study  3
- Elective  3
- Total Hours: 12 hours

**Spring 1\(^{st}\) Year**
- PSY 610  Advanced Social Psychology  3
- PSY 652  Advanced Research: Thesis Proposal Writing  3
- PSY 680  Directed Study  3
- Elective  3
- Total Hours: 12 hours

**Thesis Prospectus Exam:** The student’s thesis committee must be identified and the first three chapters of the thesis written and orally defended by the end of the Spring semester of the first year.

**Fall 2\(^{nd}\) Year**
- PSY 699  Thesis  3
- Electives  9
- Total Hours: 12 hours

**Spring 2\(^{nd}\) Year**
- PSY 699  Thesis  3
- Electives  9
- Total Hours: 12 hours

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*(draft: 11/15/06)*
M.A. Psychology Graduate Program

Clinical Psychology Track
General-Experimental Psychology Track

Department of Psychology
Western Carolina University
Cullowhee, NC 28723

Proposed
2009

Millicent H. Abel, Ph.D., Director
(828) 227-3369 (voice)
(828) 227-7005 (fax)
abel@email.wcu.edu
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Psy671 – Advanced Psychopathology (3 hrs)
Psy672 – Evidence-based Psychotherapy I (3 hrs)
Psy675 – Cognitive and Behavioral Interventions (3 hrs)
Psy680 – Directed Study (6hrs)
Psy699 – Thesis (6hrs)
Electives – (9 hours of graduate courses per director/advisor approval): students interested in licensure should pursue 6 hours of Practicum plus Psy677 Group Psychotherapy within their elective hours

**Practica/Internship Requirements**

Students in the Clinical Psychology Track who are interested in licensure eligibility, must complete a total of 6 credit hours of practicum. These practica hours can also provide a base of clinical experience that will facilitate admission into doctoral programs. Practica are available to students based on the students’ interests and the needs and interests of the practica centers. Students must be recommended by the clinical or school faculty before beginning practicum. Practicum sites include: WCU Counseling Center, WCU Psychological Services Clinic, Meridian Behavioral Health Center, the Child Development Services Agency (formerly, Developmental Evaluation Center), the Pisgah Institute, Cherokee Behavioral Health, and the North Carolina Department of Public Instruction. Some sites will require students to commit to a 2 semester sequence due to the nature of the training program.

**Tentative Schedule of Classes**

**Fall 1st Year**
- Psy 651 Adv. Research Methods  4
- Psy 661 Assessment I  4
- Psy 671 Adv. Psychopathology  3
- Psy 680 Directed Study  2

14 hours

**Spring 1st Year**
- Psy 652 Adv. Research Methods  3
- Psy 662 Personality Assessment  3
- Psy 672 Evidenced-Based Psychotherapy  3
- Psy 680 Directed Study  3

12 hours

**Fall 2nd Year**
- Psy 650 Adv. Gen. Psychology  3
- Psy 548 Human Neuropsychology  3
- Psy 675 Cognitive & Behavioral Interventions  3
- Practicum/Elective/Thesis  3

12 hours

**Spring 2nd Year**
- Elective  3
- Practicum/Elective  3
- Elective/Thesis  3
- Thesis  3

12 hours
Note 1: To be eligible for licensure students must take 6 credits (500 hours) of Practicum

Note 2: Ethics and professional conduct will be covered in courses and Practicum

Note 3:

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Research Requirements

Exposure to research methodology and research experience is an important component of graduate training at WCU and will be one of the single most important keys to successful admission into a doctoral program. Graduate students pass a Thesis Prospectus Examination and successfully complete and orally defend a thesis. When conducting their thesis project, students work closely with a Faculty chair who is primarily responsible for supervising the student's research, and two other faculty that serve as thesis committee members. In addition to the thesis, students are required to complete 6 additional hours of directed study (Psy680) with the intent of developing a publishable project and presenting at professional conferences.

THE GENERAL-EXPERIMENTAL PSYCHOLOGY GRADUATE PROGRAM TRACK

The focus of the Experimental Graduate Program Track is twofold. The first is on students whose interests are to attend a Ph.D. program in Experimental but whose undergraduate record does not reflect their preparation for advanced graduate work. As such, the program is heavily research oriented. There are numerous Ph.D. programs who will accept students from Masters level programs after successful completion. Many of our students from the existing Experimental, Clinical, and School programs have been accepted into Ph.D. programs upon completion. The second focus is applied and on students who wish to seek employment with a Masters degree. It provides interdisciplinary coursework in applied areas such as Human Resource Development and Consumer Behavior.
Curriculum of the Experimental Psychology Program Track

The program requires 37 hours of course work, 21 hours of required classes and 27 hours of electives selected from a General (15 hours minimum) and Interdisciplinary category (12 hours maximum). The program is designed for full-time students to graduate in two calendar years.

Required Courses (28 hours)
PSY 555 – History of Psychology (3hrs)
PSY 650 – Advanced General Psychology (3hrs)
PSY 651 – Advanced Research Methods: Statistics (4hrs)
PSY 652 – Advanced Research Methods: Design and Communication (3hrs)
PSY 680 – Independent Research (9 hours)
PSY 699 – Thesis (6 hours)

Rotating requirements/Guided Electives Approved by Program Director
(9 hours minimum)

PSY 548 – Neuropsychology
PSY 610 – Advanced Social Psychology
PSY 624 -- Child and Adolescent Development
PSY 693 – Special Topics/Seminar
PSY 671 -- Psychopathology
PSY 674 -- Advanced Child Psychopathology
PSY 678 -- Family Systems

Interdisciplinary Courses:
EDRS 811 -- Qualitative Research
HRD605 – Orientation to Human Resource Development (3hrs)
HRD610 – Human Resource Development (3hrs)
HRD615 – Organizational Development (3hrs)
MGT605 – Organizational Behavior and Analysis (3hrs)
MGT608 – Human Resource Administration (3hrs)
MGT609 – The Collective Bargaining Process (3hrs)
MKT601 – Marketing Management (3hrs)
MKT602 – Marketing Research (3hrs)
MKT603 – Consumer Behavior (3hrs)
Tentative Schedule of Classes

Fall 1st Year
PSY 555 History of Psychology or PSY 650 Advanced General Psychology 3
PSY 651 Advanced Research Methods: Statistics 4
PSY 680 Directed Study 3

Spring 1st Year
PSY 652 Advanced Research Methods: Design and Communication 3
PSY 680 Directed Study 3

Guided Electives:
PSY 610 Advanced Social Psychology
PSY 693 Topics Seminar
PSY 624 Child and Adolescent Development
PSY 678 Family Systems
Interdisciplinary Course 3

Thesis Prospectus Exam: The student’s thesis committee must be identified and the first three chapters of the thesis written and orally defended by the end of the Spring semester of the first year.

Fall 2nd Year
PSY 555 History of Psychology or PSY 650 Advanced General Psychology 3
PSY 680 Directed Study 3
PSY 699 Thesis 3

Spring 2nd Year
PSY 699 Thesis 3

Guided Electives:
PSY 610 Advanced Social Psychology
PSY 693 Topics Seminar
PSY 624 Child and Adolescent Development
PSY 678 Family Systems
Interdisciplinary Course 6
Research Requirements

Exposure to research methodology and research experience is an important component of graduate training at WCU and particularly in the Experimental program. Graduate students pass a Thesis Prospectus Examination and successfully complete and orally defend a thesis. When conducting their thesis project, students work closely with a faculty chair who is primarily responsible for supervising the student's research, and two other faculty who serve as thesis committee members. In addition to the thesis, students are required to complete 9 additional hours of directed study with a faculty member with the intent of developing a publishable project and presenting at professional conferences.

(revised: 10/28/08)
Psychology

Graduate students seeking the M.A. degree in psychology may choose between two degree programs, the M.A. in School Psychology and the M.A. in Psychology (with options in clinical and general-experimental psychology.)

The school psychology program requires the completion of 71 semester hours including: PSY 621, 624 or 625, 648, 651, 652, 661, 663, 664, 673, 674, 675, 676, 683, 684, 686 (7 credit hours), 697, 699 (6 credit hours); COUN 620 and 645. Successful completion of the program and requirements related to licensure will lead to recommendation for Level II licensure.

The clinical psychology track requires the completion of 49 semester hours including: PSY 548, 650, 651, 652, 661, 662, 671, 672, 675, 680 (6 credit hours), 699 (6 credit hours) and 9 hours of electives approved by the program director.

The experimental psychology track requires the completion of 48 semester hours including: PSY 651, 652, 610, 680 (6 hours), 699 (6 hours). An additional 27 elective hours approved by the program director will be selected from a general category (15 hours minimum) including PSY 525, 530, 540, 541, 544, 548, 555, 570, 574, 621, 624, 625, 650, 671, 675, 677, 678, 679, 693, EDCI 711 or additional courses approved by the program director; and an interdisciplinary/applied category (12 hours maximum) including HR 605, 610, 615, MGT 605, 608, 609, MKT 601, 602, 603.

Clinical Psychology Hours: 62

The clinical psychology option requires the completion of 62 semester hours including:

- PSY 548 - Human Neuropsychology Credits: 3
- PSY 650 - Advanced General Psychology Credits: 3
- PSY 651 - Advanced Research Methods: Statistics Credits: 3
- PSY 652 - Advanced Research Methods: Design and Communication Credits: 3
- PSY 661 - Psychological Assessment I Credits: 4
- PSY 662 - Personality Assessment Credits: 3
- PSY 671 - Advanced Psychopathology Credits: 3
- PSY 672 - Psychotherapy I: Theories Credits: 3
- PSY 675 - Cognitive Behavioral Interventions Credits: 3
- PSY 676 - Psychotherapy II: Techniques Credits: 3
- PSY 679 - Survey of Clinical Psychology Credits: 3
- PSY 686 - Practicum Credits: 1-4, R12
  (10 hours minimum)
- PSY 699 - Thesis Credits: 3, R6
  (6 hours)

Electives Hours: 12

School Psychology Hours: 71

Successful completion of the program and requirements related to licensure will lead to recommendation for Level II licensure.

- COUN 645 - Consultation and Collaboration Credits: 3
- PSY 621 - Advanced Educational Psychology Credits: 3
- PSY 624 - Child and Adolescent Development Credits: 3
- PSY 651 - Advanced Research Methods: Statistics Credits: 3
- PSY 652 - Advanced Research Methods: Design and Communication Credits: 3
- PSY 661 - Psychological Assessment I Credits: 4
- PSY 663 - Assessment and Intervention with Preschool Children Credits: 3
- PSY 664 - Psychological Assessment II Credits: 3
- PSY 673 - Professional Issues Credits: 3
- PSY 674 - Advanced Child Psychopathology Credits: 3
- PSY 675 - Cognitive Behavioral Interventions Credits: 3
- PSY 678 - Family Systems Credits: 3
- PSY 683 - Internship in Psychology Credits: 6
- PSY 684 - Internship in Psychology Credits: 6
- PSY 686 - Practicum Credits: 1-4, R12
  (7 hours)
- PSY 687 - Seminar: Behavioral/Emotional Evaluation of Children and Adolescents Credits: 3
- PSY 699 - Thesis Credits: 3, R6
  (6 hours)

**COUN 620 or PSY 677 (3 hours)**

- COUN 620 - Counseling Children and Adolescents Credits: 3
  or
- PSY 677 - Group Psychotherapy Credits: 3

**PSY 548 or PSY 648 (3 hours)**

- PSY 548 - Human Neuropsychology Credits: 3
  or
- PSY 648 - Advanced Neuropsychological Assessment Credits: 3

**General Experimental Psychology Hours: 48**

The general-experimental psychology option requires the completion of 48 semester hours including:

- PSY 610 - Advanced Social Psychology Credits: 3
- PSY 651 - Advanced Research Methods: Statistics Credits: 3
- PSY 652 - Advanced Research Methods: Design and Communication Credits: 3
- PSY 680 - Directed Study in Psychology Credits: 3, R9
  (6 hours)
- PSY 699 - Thesis Credits: 3, R6
  (6 hours)

**Electives Hours: 27**

27 elective hours approved by the program director will be selected from a general category (15 hours minimum) including:

- EDRS 811 - Qualitative Research Credits: 3
- PSY 526 - Death and Dying Credits: 3
- PSY 530 - Personality Credits: 3
- PSY 540 - Biological Psychology Credits: 3
- PSY 541 - Health Psychology Credits: 3
- PSY 544 - Cognitive Psychology Credits: 3
- PSY 548 - Human Neuropsychology Credits: 3
- PSY 555 - History of Psychology Credits: 3
- PSY 570 - Abnormal Psychology Credits: 3
- PSY 574 - The Emotionally Disturbed Child and Adolescent Credits: 3
- PSY 621 - Advanced Educational Psychology Credits: 3
- PSY 624 - Child and Adolescent Development Credits: 3
- PSY 625 - Adolescent Development Credits: 3
- PSY 650 - Advanced General Psychology Credits: 3
- PSY 678 - Family Systems Credits: 3
Interdisciplinary/Applied Category Hours: 12

- HR 605 - Orientation to Human Resources Credits: 3
- HR 610 - Human Resource Development Credits: 3
- HR 615 - Organization Development Credits: 3
- MGT 605 - Organizational Behavior and Analysis Credits: 3
- MGT 608 - Human Resource Administration Credits: 3
- MGT 609 - The Collective Bargaining Process Credits: 3
- MKT 601 - Marketing Management Credits: 3
- MKT 602 - Marketing Research Credits: 3
- MKT 603 - Consumer Behavior Credits: 3

Comprehensive Requirement

Degree candidates must complete a comprehensive requirement which consists of an approved thesis prospectus and successful performance on an oral examination given by a committee of at least three faculty members.
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| PSY 650 | 1 | 6 | 18 | 1 | 6 | 18 | 1 | 8 | 24 |
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Department of Psychology
Collegial Review Document
Effective Fall, 2008

Policies, Procedures, and Criteria for Faculty Evaluation:
Annual Faculty Evaluation; Tenure, Promotion, and Reappointment; Post-Tenure Review

I. Overview – The Department of Psychology seeks to attract and retain colleagues who are interesting, productive, and scholarly in everything they do. Our first priority is to be very good teachers, and to be scholarly in our teaching. The department needs to balance teaching, scholarship, and service, but individual faculty members don’t all need to achieve exactly the same balance. Certainly we will differ with regard to specialty area within our discipline, but we will also vary in terms of the types of scholarship we emphasize, investment in service and engagement, and balance between research and practice. This complex and rather abstract blend of expectations, which may well differ by individual, is hard to specify and harder to quantify. Nevertheless, we feel that it is important to provide faculty members with guidelines to help them develop productive and gratifying careers, guidelines specific enough to be practical, yet flexible enough to promote the individual differences that make our department a great place to live and work.

The purpose of this document is to describe the policies, procedures, and criteria for faculty performance evaluation specific to the Department of Psychology. The document is guided at the highest level by The Code of the UNC system and by the Faculty Handbook of Western Carolina University. Included also are policies issued by General Administration, by the Office of the Provost, and in some cases by the college. While this document is intended to be comprehensive and precise with regard to department-level criteria and procedures, the faculty member should have familiarity with The Code and with the WCU Faculty Handbook (section 4.0). Further, in preparing a dossier for reappointment, tenure, or promotion, the faculty member should also have available the Guidelines for the Preparation of the Dossier, a separate document disseminated annually by the Office of the Provost.

II. Domains of Evaluation

A. Teaching (Faculty Handbook 4.04 & 4.05)
   1. Teaching effectiveness is evaluated according to the following 7 dimensions:
      a) Content expertise – Effective teachers display knowledge of their subject matters. Content expertise includes the skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education.
      b) Instructional delivery skills – Effective teachers communicate information clearly, create environments conducive to learning, and use an appropriate variety of teaching methods.
c) **Instructional design skills** – Effective teachers design course objectives, syllabi, materials, activities, and experiences that are conducive to learning.

d) **Course management skills** – Effective teachers give timely feedback to students, make efficient use of class time, and handle classroom dynamics, interactions, and problematic situations (e.g., academic dishonesty, tardiness, etc.) appropriately.

e) **Evaluation of students** – Effective teachers design assessment procedures appropriate to course objectives, ensure fairness in student evaluation and grading, and provide constructive feedback on student work.

f) **Faculty/student relationships** – Effective teachers display a positive attitude toward students, show concern for students by being approachable and available, present an appropriate level of intellectual challenge, sufficient support for student learning, and respect diversity.

g) **Facilitation of student learning** – Effective teachers maintain high academic standards, prepare students for professional work and development, facilitate student achievement, and provide audiences for student work.

2. **Methods of evaluation**

a) **Self-evaluation.** Self-evaluation of teaching, addressing the 7 dimensions of effective teaching. *(4.05B2C)*

b) **Peer review of teaching materials.** The departmental committee for peer review of teaching materials will evaluate, for all instructional faculty, using the department’s protocol form, teaching materials, including syllabi, examinations, study guides, handouts, assignments, etc. *(4.05B2B)*

c) **Direct observation of instruction.** All tenure-track faculty will be evaluated by direct observation of teaching annually, using the departmental protocol. The department head will be one observer, and a second observer will be a full-time faculty member with at least three years of teaching experience, selected by the department head. *(4.05.B2B)*

d) **Student assessment of instruction.** All sections of all courses taught by all faculty will include SAI s using a form of the Senate-approved 20-item university-wide SAI instrument. *(4.05B2A)*

3. **General comments** – The evaluation of teaching involves multiple sources of data, each with its own unique contribution, but we attach the greatest weight to the peer review of substantive teaching materials and quantitative SAI s. Professional development activities in the area of teaching are also positively valued and should be described and documented as appropriate for the specific review event.

**B. Scholarship (4.05C)**

1. WCU recognizes as legitimate forms of scholarly activity the four types described by Boyer. Specific departmental perspectives on these categories, relative valuation of various forms of scholarly activity, and department-specific examples are described in this section. The Department of Psychology recognizes that different faculty members might emphasize one of these forms of scholarship more than another, and all Boyer categories are valued equally.

a) **Scholarship of discovery** – Original research that advances knowledge.
b) **Scholarship of integration** – Synthesis of information across disciplines, across topics, or across time.

c) **Scholarship of application** – Application of disciplinary expertise with results that can be shared with and/or evaluated by peers.

d) **Scholarship of teaching and learning** – Systematic study of teaching and learning processes.

An activity that qualifies as scholarship, regardless of type, must meet the following general criteria: (1) the activity is subjected to peer review; (2) there is clear evidence of methodological rigor; (3) the activity results in substantive outcomes or implications beyond the scope of the activity itself; and (4) the outcomes are disseminated to a professional audience or scholarly community. These four criteria help to differentiate the scholarship of teaching and learning from teaching, and the scholarship of application from service/engagement. Peer review can include traditional forms (e.g., journal reviewers, editors, committees awarding grants), but it can also include a broader community of scholars. For example, it can include both blind and open reviews of items presented for publication or presentation, and it can include “substantial” invited addresses to conferences, where the peers constitute members of a program committee.

2. **Methods of evaluation** – Scholarship in the Department of Psychology, regardless of the Boyer category involved, will be based on the concept of a “unit” of work, which generally reflects the expectation for most faculty members for a normal year. Although what constitutes a unit cannot be defined absolutely, the following should be useful to the candidate and to the TPR Advisory Committee. Some scholarly activities are of such high value that they will be recognized as achieving two units, most activities will equate to one unit, and some activities will equate to a half unit. It is important to recognize what follows are examples and do not exhaust the possible ways in which units can be achieved.

**Category A:**

Two units -
- Authorship of an article in journal that is widely recognized as having high status within the discipline (e.g., an APA journal, an APS journal, *Science*)
- Authorship of the first edition of a scholarly book
- Editorship of an edited book

One unit -
- Authorship of a peer-reviewed journal article
- A chapter in an edited book
- A patent
- Authorship of subsequent editions of a scholarly book
- A substantial technical report for a program evaluation project (e.g., for accreditation) if subjected to formal external peer review as described below
Category B

One unit -
- An invited address at a conference
- A substantial technical report for a program evaluation project (e.g., for accreditation)
- A successful external grant proposal
- Serving as editor or associate editor of a journal

One-half unit -
- A scholarly book review
- Presentation at a professional conference
- A successful internal research grant proposal
- An unsuccessful substantial external grant proposal
- Serving as a reviewer for a journal or a granting agency
- Serving on the editorial board of a journal

3. **General comments** – These examples are not exhaustive, nor do they focus on “borderline” cases. The activities listed are intended to be typical examples of scholarship in this department. We recognize that infrequently a candidate may present “interesting things” that do not fit well with these categories yet are still legitimate scholarship. It will be up to the candidate to defend the activities as scholarship, based on their extraordinary nature, utilizing an alternative peer review process. The candidate may request a prior review of the proposed project in order to get feedback from the TPR Advisory Committee. If the candidate chooses to submit a project for credit in category A, he or she should so inform the Department Head and provide a list of five potential external reviewers by the beginning of fall semester. The Department Head will select two reviewers, at least one of which will be from the candidate’s list. Reviewers should have demonstrated expertise in the relevant specialty area, hold the doctoral degree, and be employed in an accredited college or university. The Department Head will send to the reviewers the candidate’s project, a copy of the departmental CRD to provide context, and an evaluation protocol to guide the review. Each external reviewer will review the project and complete the protocol. The candidate will be provided copies of both review protocols to include in the dossier. Professional development activities in the area of scholarship are also positively valued and should be described and documented as appropriate for the specific review event.

C. **Service (4.04.C.3 and 4.05.D)**

1. **Types of service:**
   a) **Institutional service** – committee service, recruiting, faculty governance, search committees, mentoring, at all levels, including department, college/school, and university.
   
b) **Community engagement** – providing disciplinary expertise to a professional, civic, economic, or educational entity at the local, regional, or national level.
c) **Special expertise, unusual time commitments, or exceptional leadership** - includes service in professional organizations, contributions to accreditation documents, administrative duties such as department head, a major role in faculty governance, etc.

d) **Advising** – actively and accurately advising appropriate load of undergraduate and/or graduate students; being informed about curriculum and related processes, availability to advisees, assistance with academic and career planning (includes thesis/dissertation committee service as well as advising student professional organizations.)

2. **Methods of evaluation** – The faculty member’s listing of service/engagement activities will be examined and evaluated with regard to time and energy requirements, level of expertise involved, available quantitative/qualitative data (e.g., number of advisees, advisor evaluations by students, etc.), and other indicators of quality of service, including documentation or artifacts included in the appropriate dossier appendix.

3. **General comments** – Faculty members are expected to participate in a threshold level of service activity at each institutional level (department, college/school, university) and to be active and competent advisors to students. In addition, the faculty member is expected to exhibit exceptional contributions in at least one of the areas of service/engagement, which may be institutional or service to external constituencies. For a tenure-track or tenured faculty member, service/engagement is typically considered to represent 20% of the workload, or about one day per week. Professional development activities in the domain of service/engagement are valued by the department; they should be described and documented as appropriate for the specific review event.

III. **Specific Procedures for Review Events**

A. **Annual Faculty Evaluation**

1. **Overview** – All instructional faculty, regardless of status or participation in other review processes, are evaluated annually. This performance evaluation serves as an active, ongoing monitoring of faculty effectiveness. Deadlines for completion of the review process are determined by the Deans and Provost.

2. **Composition of review committees** – In the Department of Psychology, AFE files are reviewed and evaluated by the Department Head, rather than by a faculty committee. The CRD Committee, elected annually, comprises two tenured faculty and two tenure-track, non-tenured faculty, with the Department Head as non-voting chair. This committee is responsible for reviewing and recommending changes to the departmental CRD as needed. The departmental Peer Review of Teaching Materials Committee is also elected annually.

3. **Procedures and preparation of documentation**

a) All full-time faculty members prepare an AFE file that includes (1) their AFE document and (2) a set of appendices with supporting documentation and artifacts. This should be submitted in a 1-inch 3-ring binder, and the AFE document should also be submitted electronically to the Department Head.
Include your name on the outside of the binder and on a cover sheet, with AFE and year. In general, this file follows the structure of the TPR dossier but is limited to a single year rather than a cumulative record.

b) The AFE document prepared by the faculty member should follow this outline:
   i. **Self-evaluative statement.** One page maximum. Use this opportunity to describe the highlights of your year, focusing on teaching, scholarship, and service.

   ii. **Teaching.** List courses taught for the current academic year, including the preceding summer, with enrollment. Briefly address the 7 dimensions of effective teaching, citing examples from the current year.

   iii. **Scholarship.** List scholarly activity completed during the academic year (previous 12 months from time of submission of file). Clearly distinguish between outcomes and work in progress. Take care not to duplicate entries from previous years. If an item appeared previously with a different status (e.g., article submitted), clearly indicate that it was listed previously, and how. Include in Appendix G any reprints, conference submissions, compressed formats of posters, etc., to document your scholarly activity.

   iv. **Service.** List service to the department, college, university, and external community during the immediately previous 12 months. Address advising activities, including number of undergraduate and graduate advisees, work with Psychology Club/Psi Chi, and so forth. Document as appropriate in Appendix H.

   v. **Professional Development Activities.** List workshops, training institutes, and related activities, and describe/document as appropriate. Artifacts may optionally be included in Appendix I.

   vi. **Other pertinent information.** Describe additional information that does not fit into the categories above, or simply indicate N/A.

c) Use the same appendix structure stipulated for the TPR Dossier, but to a more limited degree, as follows
   i. **Appendix A.** (not used)
   ii. **Appendix B.** Current vita.
   iii. **Appendix C.** (not used)
   iv. **Appendix D.** Peer review of teaching. Include the written feedback from the departmental peer review of teaching materials. If direct observation of teaching was conducted, you may optionally include the ratings and comments of observers. These peer ratings should be for the current academic year.

   v. **Appendix E.** SAI data. Because spring data will not be available in time for the AFE file, include SAI data for the calendar year, including any summer courses. Prepare a concise tabular summary of the average scores on the 5 factors for each section taught. Follow this with a 1-page presentation of quantitative data for each section. DO NOT include narrative responses to open-ended questions in this appendix. If you choose to include such qualitative data to support self-evaluative statements, include it in Appendix I, taking care to avoid excessive bulk.
vi. **Appendix F.** Samples of teaching materials from the current year, including syllabi, tests, exams, projects, assignments, and so forth. Avoid excessive bulk.

vii. **Appendix G.** Samples of scholarly products, including reprints, letters of acceptance, brief manuscripts or abstracts, or technical reports. Take care not to include the same products in multiple years.

viii. **Appendix H.** Documentation of service for the most recent 12 months. Include representative materials to document service/engagement activities.

ix. **Appendix I.** Optional. Any other documentation you wish to provide.

d) The Department Head shall prepare a written AFE Statement, addressing the faculty member’s performance in the areas of teaching, scholarship, and service, in the context of departmental expectations. The faculty member meets with the Department Head to read and sign the AFE Statement, and they may prepare a rebuttal statement if they wish.

4. **Evaluation of Part-time teachers** - These procedures and guidelines are based upon the assumption that the part-time faculty member is responsible only for teaching. Those with contractual agreements specifying other expectations will be evaluated using appropriate aspects and weightings of section IV.A below

a) All part-time instructors will be evaluated with regard to teaching effectiveness based on the 7 dimensions, using data from the following sources:

i. **Peer review of teaching materials**, using the departmental protocol, annually.

ii. **Student Assessment of Instruction**, using the university instrument, for each section taught.

b) Part-time faculty should have peer review of materials (by the departmental peer review of teaching materials committee) during the first semester of the academic year in which they teach, and, similarly, they should complete the self-evaluation near the end of that semester.

c) The Department Head shall write an evaluation summary of teaching effectiveness during the preparation of other AFEs in the spring.

d) The Department Head shall place in the part-time faculty member’s file the evaluation summary, the peer review of teaching materials, and all available SAI reports.

B. **Tenure, Promotion, and Reappointment**

1. **Overview** - The Office of the Provost will generate an annual list of faculty eligible for tenure and reappointment.

2. **Composition of review committees**

   a) The departmental TPR Advisory Committee shall be chaired by the department head (non-voting) and shall be composed of up to six tenured faculty members elected annually by the department’s full-time faculty. In the event that there are six or fewer tenured faculty, the committee shall be composed of the department head and tenured faculty, providing that the resultant committee shall consist of at least three members, exclusive of the department head. In the event that there are less than three tenured faculty, the Provost, in consultation
with the department and dean, selects tenured faculty from similar departments to constitute a committee of at least three.

b) The College TPR Advisory Committee shall be chaired by the dean (non-voting) and shall be composed of faculty members of the college as specified in the Faculty Handbook.

c) The University TPR Advisory Committee shall consist of the Provost as chair (non-voting); the Dean of the Graduate School, and faculty members of the University as specified in the Faculty Handbook.

3. Procedures and preparation of documentation – as noted above, detailed instructions for preparing the dossier are issued annually by the Office of the Provost. The candidate will need (1) the departmental CRD, (2) the Guidelines for Preparation of the Dossier, and (3) the timetable for the review process.

C. Post-Tenure Review

1. Overview - These guidelines are based upon section 4.08 of the Faculty Handbook. Post-Tenure Review (PTR) is required of all tenured faculty with 50% or more responsibilities involving teaching, scholarship, and/or service. This review is required of all tenured faculty no later than the fifth academic year following the most recent review event (other than AFE).

2. Composition of review committee - The departmental post tenure review committee shall comprise five tenured members of the department, excluding the department head and any members scheduled for Post-Tenure Review. In the event that there are more than five eligible members, the Departmental Head shall select the five. In the event that there are less than three tenured faculty in the department, the Provost, in consultation with the department and dean, selects tenured faculty from similar departments to constitute a committee of at least three.

3. Procedures and preparation of documentation

   a) The Office of the Provost includes the timetable for PTR along with the annual TPR schedule, distributed at the beginning of the academic year.

   b) The documentation prepared by the faculty member should generally follow the structure and format of both the TPR Dossier and the departmental AFE File described above in section III.A.3. Use a 1-inch 3-ring binder, with name and PTR on the cover.

      i. Prepare a brief (2-3 page) Self-evaluative statement highlight teaching, research, and service achievements over the past 5 years, since the most recent tenure, promotion or post-tenure review.

      ii. Include the AFE document you prepared for each of the past 4 years. (This is required by the Faculty Handbook.)

      iii. Finally, prepare a single set of appendices following the labeling and structure described above (III.A.3.c) for the AFE file. Do not include the AFE Statements written by the department head. SAI should be provided for the past 3 years, as should ratings of the peer review of teaching materials committee. In instances where the instructions above focus on a 12-month period, expand this to the full period of the Post-Tenure Review, but no further.
c) The committee shall meet to discuss each case and shall present its written evaluation to the department head, including a recommendation of "Satisfactory" or "Not Satisfactory." The department head shall provide a copy of this evaluation to the faculty member and shall meet with the faculty member to discuss the review. The department head shall add his or her own review, and any written response from the faculty member, and forwards this material to the Dean.

d) See the Faculty Handbook (Section 4.08) for further details concerning procedures, outcomes, appeals, and due process.

IV. **Expectations and Criteria** – The criteria specific to each form of review and each type of promotion are described in detail below.

A. **Annual Faculty Evaluation: (4.05)**

1. **Teaching** – In order to meet expectations in teaching, the faculty member should receive satisfactory overall ratings on teaching materials according to the consensus of the review committee. Their self-assessment on each of the 7 dimensions should be satisfactory. They should earn an average score of 3.0 or greater on each of the 5 “factor scores” of the SAI on at least 75% of the sections taught. They should receive a satisfactory overall rating on direct observation of teaching, if used, from at least one of the observers.

2. **Scholarship** – One unit, as described above.

3. **Service** – The tenure-track or tenured faculty member is expected to participate in institutional service at all levels (department, college/school, university, external community). They should exhibit exceptional performance in at least one category, which may be internal service or engagement with external constituencies. The time and energy commitment should approximate 20% of the total workload. Part-time and fixed-term faculty should meet expectations as indicated in the terms of their contract.

4. **General comments** – In general, for most faculty, teaching counts approximately 50%, scholarship 35%, and service 15%. Some roles, such as Department Head, require a different balance, and this may also be true in other special cases. Part-time and fixed-term faculty are in most cases evaluated entirely on teaching. It is possible in some cases that individual part-time or fixed-term faculty members have contracts stipulating expectations other than teaching, and they should be evaluated accordingly. Copies of their contractual agreement should be included in their evaluation file.

B. **Reappointment: (4.06)**

1. **Teaching** - In order to meet expectations in teaching, the faculty member should, for three years prior to the review, receive satisfactory overall ratings on teaching materials according to the consensus of the review committee. Their self-assessment on each of the 7 dimensions should be satisfactory. They should earn an average score of 3.0 or greater on each of the 5 “factor scores” of the SAI on at
least 75% of the sections taught; They should receive a satisfactory overall rating on direct observation of teaching from at least one of the observers.

2. **Scholarship** – One unit, as described above. **Special note:** For the initial reappointment decision, there will be no expectation for the completion of scholarly activity, only the indication that plans are under way to initiate a pattern of scholarly activity. As the candidate progresses through the probationary period, expectations increase with regard to activities from section II.B.2 Category A. See criteria for tenure below.

3. **Service** - The faculty member is expected to participate in service at all levels (department, college/school, university, external), though this pattern may emerge gradually over the span of the probationary period. During the initial year, there should be some departmental service and gradual building of an advisee load. Advisee training is recommended. By the third year there should be at least some service activity at each internal level, with an emerging pattern of focus on at least one area of service/engagement.

4. **General comments** – In general, teaching counts approximately 50%, scholarship 35%, and service 15%. Teaching should be at an acceptable level of performance by the end of the 2nd year. Note gradually increased expectations for scholarship and service described above (and below, regarding tenure).

C. **Tenure (4.07)**

1. **Teaching** - In order to meet expectations in teaching, the faculty member should, for three years prior to the review, receive satisfactory overall ratings on teaching materials according to the consensus of the review committee. Their self-assessment on each of the 7 dimensions should be satisfactory. They should earn an average score of 3.0 or greater on each of the 5 “factor scores” of the SAI on at least 75% of the courses taught. They should receive a satisfactory overall rating on direct observation of teaching from at least one of the observers for each of the three years.

2. **Scholarship** – Four units total. At least 3 units must be from section II.B.2 Category A, these units completed during the latter portion of the probationary period.

3. **Service** – By the time of tenure application, the faculty member should have a record of service at each institutional level and some external engagement as well. They should be carrying a full share of advisees and have demonstrated competence as an advisor.

4. **General comments** – In general, teaching counts approximately 50%, scholarship 35%, and service 15%. Faculty with exemplary performance and the endorsement of their department head and dean may apply for early consideration of tenure. Faculty who fail in their application for early tenure may reapply during the standard probationary period.

D. **Promotion to Associate Professor (4.07)**

1. **Teaching** - In order to meet expectations in teaching, the faculty member should, for three years prior to the review, receive satisfactory overall ratings on teaching
materials according to the consensus of the review committee. Their self-assessment on each of the 7 dimensions should be satisfactory. They should earn an average score of 3.0 or greater on each of the 5 “factor scores” of the SAI on at least 75% of the courses taught.

2. **Scholarship** – Four units total. At least 3 units must be from section II.B.2 Category A, and these units should be completed during the four years preceding the requested promotion.

3. **Service** – The faculty member should have a record of service at each institutional level and some external engagement as well. They should be carrying a full share of advisees and have demonstrated competence as an advisor.

4. **General comments** – In general, teaching counts approximately 50%, scholarship 35%, and service 15%. Special duties may alter this balance. The record should reflect evidence of high levels of achievement and contributions to the institution in teaching, scholarship, and service.

E. **Promotion to Full Professor (4.07)**

1. **Teaching** - In order to meet expectations in teaching, the faculty member should, for three years prior to the review, receive satisfactory overall ratings on teaching materials according to the consensus of the review committee. Their self-assessment on each of the 7 dimensions should be satisfactory. They should earn an average score of at 3.0 on each of the 5 “factor scores” of the SAI on at least 75% of the courses taught.

2. **Scholarship** – Six units subsequent to promotion to Associate Professor. At least 4 of these units must be from section II.B.2 Category A.

3. **Service** – The faculty member should have a record of service at each institutional level and some external engagement as well. They should be carrying a full share of advisees and have demonstrated competence as an advisor.

4. **General comments** - In general, teaching counts approximately 50%, scholarship 35%, and service 15%. Special duties may alter this balance. The record should reflect evidence of superior teaching, scholarship, and service.

F. **Post-Tenure Review (4.08)**

1. **Teaching** – The faculty member should, for three years prior to the review, receive satisfactory overall rating on teaching materials according to the consensus of the review committee. They should earn an average score of 3.0 or greater on each of the 5 “factor scores” of the SAI on at least 75% of the courses taught.

2. **Scholarship** – One unit for each year since tenure or the last post-tenure review.

3. **Service** – The faculty member should have a record of service at each institutional level and some external engagement as well. They should be carrying a full share of advisees and have demonstrated competence as an advisor.

4. **General Comments** – Teaching counts approximately 50%, scholarship 35%, and service 15%.
Approved by:

______________________________  __________________________
Department Head, Psychology     Date

______________________________  __________________________
Dean, College of Education and Allied Professions Date

______________________________  __________________________
Provost                        Date
VITA

Millicent H. Abel
Office
Department of Psychology
Western Carolina University
Cullowhee, NC 28723
828.227.3369

Home
930 Lanterns Wick Trail
Sylva, NC 28779
828.631.2649

EDUCATION

1988 University of Louisville
(Experimental Psychology)
(Concentration: Developmental/Social) Ph.D.

1982 University of Louisville
(Experimental Psychology) M.A.

1979 Indiana University Southeast
(Psychology & Mathematics) B.A.

DISSERTATION/MASTERS THESIS

1988 "Intrinsic/extrinsic motivational orientation and need achievement across three age groups. Dissertation submitted to University of Louisville Graduate School.


PROFESSIONAL EMPLOYMENT

2003-pres Professor
2003-2003 Assistant Professor/Associate Professor
Department of Psychology, Western Carolina University, Cullowhee, NC.
Undergraduate courses on Social Relationships, General Psychology, Social Psychology, Psychology and Law, Industrial/Organizational Psychology, Emotions, Statistics and Research Methods, Senior Seminar, and courses in graduate level Statistics and Social Psychology; supervise graduate teaching assistants; chair and serve on masters theses committees; conduct research; participate in institutional affairs at the department, college, and university levels; community service; Director of Graduate General Psychology Program with clinical and experimental tracks.
1989-1992  Assistant Research Scientist  
Urban Research Institute, University of Louisville, Louisville, KY.  
Primary responsibilities included: obtain federal, foundation, state, and local sponsored research; direct and manage research projects including project budget and coordination of support services; product research that is disseminated at the local, regional, and national level; present research at the local, regional, and national level; respond to requests from state and local agencies for information and assistance with issues of social health and education services; serve on university committees as needed; provide services to professional/academic organizations relating to research and scholarship.

1983-1992  Lecturer  
Department of Psychology, University of Louisville, Louisville, KY.  
Instructor in Life Span Development, Child Development (Conception through Adolescence), Introductory/General Psychology, Industrial/Organizational Psychology.

1985-1989  Research Psychologist  
U.S. Army Research Institute, Ft. Knox, KY.  
Developed short and long term research programs in training and human performance; contacted and coordinated research efforts with appropriate government agencies; proposed and conducted research projects; wrote technical and research reports for publication; presented research at various psychological and military conferences.

1984-1988  Lecturer  
Indiana University Southeast, New Albany, IN.  
Instructor in Life Span Development and Industrial/Organizational Psychology.

1982-1984  Graduate Teaching Assistant  
Department of Psychology, University of Louisville, Louisville, KY.  
Instructor in Developmental Psychology.

1980-1982  Graduate Research Assistant  
Department of Psychology, University of Louisville, Louisville, KY.  
Research assistant on Head Start longitudinal research project; tested subjects; collected secondary data; collated and performed data analyses.
RESEARCH INTERESTS

Stress, worry, personality, coping, and outcomes.
Smiling, laughter, and humor.
Sex and gender research
Social psychological issues in law and organizations

PUBLICATIONS

Journal Articles


Books


Book Chapters


Electronic Bulletin Board


Technical Reports and Proceedings

1986 Performance of Soldiers on the Billesight Tank Gunnery Video Game. U.S. Army Research Institute for the Behavioral and Social Sciences, Alexandria, VA.

1987  

1987  
**Effects of NBC Protective Equipment and Degraded Operational Mode on Tank Gunnery Performance.** U.S. Army Research Institute for the Behavioral and Social Sciences, Alexandria, VA.

1988  

1989  

1991  
**Evaluation of the Independent Living Initiative Phase II Report.** Urban Research Institute, College of Urban and Public Affairs, University of Louisville, Louisville, KY.

1991  

1991  
**Independent Living Initiative: Ongoing Evaluation, Final Report.** Urban Research Institute, College of Urban and Public Affairs, University of Louisville, Louisville, KY.

1991  
**Coordinated Human Services Needs Assessment 1990, Final Report.** Urban Research Institute, College of Urban and Public Affairs, University of Louisville, Louisville, KY. Co-authored with G.M. Barber, A. Lewis-Klein & R. Crouch.

1991  

1991  
**Coordinated Human Services Needs Assessment 1990, Summary Report.** Urban Research Institute, College of Urban and Public Affairs, University of Louisville, KY. Co-authored with G.M. Barber, A. Lewis-Klein & R. Crouch.

1991  
**Kentucky Statewide Estimate of Developmental Delays in Infants under Three Years of Age.** Urban Research Institute, College of Urban and Public Affairs, University of Louisville, KY. Co-authored with D.A. Burke & B. Curry-White.
PROFESSIONAL PRESENTATIONS


Abel, M.H. (1992). *Psychology of homelessness.* Workshop for Teachers of High School Psychology--A Network Approach (Funded by National Science Foundation), Western Carolina University, Cullowhee, NC.


Abel, M.H., & Owings, L. (April, 2005). *Moderating effect of positive schemata between neuroticism and related constructs*. Presented at the annual meeting of the Southeastern Psychological Association, Nashville TN.


OTHER PRESENTATIONS

1996  Coloquium Series: “Moderated Multiple Regression,” Department of Psychology, Western Carolina University.

1999  “Forensic Psychology: Myths and Applications.” Sponsored by PSI CHI, the National Honor Society in Psychology, Western Carolina University.

RESEARCH CITED IN MEDIA


2000  Interview with Agnes Bongers; Research on smiling cited in The Hamilton Spectator, Ontario Canada.
PROFESSIONAL MEMBERSHIPS

American Psychological Society
American Psychology-Law Society
International Society for Humor Studies
Society for the Teaching of Psychology
Society for Personality and Social Psychology
Society of Southeastern Social Psychologists
Southeastern Psychological Association

PROFESSIONAL SERVICE

Reviewer, *Journal of Social and Clinical Psychology*
Program Committee, Southeastern Psychological Association Annual Meeting.
External Evaluator on Grants: Project Quest and Beginning Teacher/Teacher Leader Program Grants

COMMUNITY-REGIONAL SERVICE/ORGANIZATION MEMBERSHIPS

<table>
<thead>
<tr>
<th>Year</th>
<th>Organization</th>
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</thead>
<tbody>
<tr>
<td>1990-1992</td>
<td>Louisville Coalition for the Homeless, Louisville, KY.</td>
</tr>
<tr>
<td>1991-1992</td>
<td>Research and Evaluation Committee, Seven Counties Services, Inc., Louisville, KY.</td>
</tr>
<tr>
<td>1992</td>
<td>Interview with <em>Good Housekeeping</em> (published Feb. 1992) through Speakers Bureau, University of Louisville.</td>
</tr>
<tr>
<td>2000-2005</td>
<td>Judge, Smoky Mountain High School Senior Projects</td>
</tr>
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<td>2000</td>
<td>Case Study Focus Group, Attorney Mark Melrose</td>
</tr>
</tbody>
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WORKSHOPS/CONFERENCES ATTENDED

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1989</td>
<td>Grant writing and budgetary processes: Office of Research and Graduate Studies, University of Louisville, Louisville, KY.</td>
</tr>
<tr>
<td>1995-1997</td>
<td>Leadership Retreat: Western Carolina University, Cullowhee, NC.</td>
</tr>
<tr>
<td>1996</td>
<td>Faculty Governance Workshop: Western Carolina University, Cullowhee, NC.</td>
</tr>
<tr>
<td>1998</td>
<td>Computer Technology Skills: Faculty Center for Teaching Excellence, Western Carolina University, Cullowhee, NC.</td>
</tr>
<tr>
<td>1998</td>
<td>Developing Course Web Pages: College of Education and Allied Professions, Western Carolina University, Cullowhee, NC.</td>
</tr>
</tbody>
</table>
2001-2002 Teaching Liberal Studies Freshman Seminars: Faculty Center for Teaching Excellence, Western Carolina University, Cullowhee, NC.
2001-2002.1 Advising workshops for Liberal Studies Program conducted by Liberal Studies Oversight Committee, Western Carolina University, Cullowhee, NC
2002 Workshop on the CyberCat Pipeline, Faculty Center for Teaching Excellence, Western Carolina University, Cullowhee, NC.
2003 The Genomic Research Conference, Western Carolina University Graduate School, Asheville NC.
2005 Workshops on WebCT, Western Carolina University.
2007 Workshop on WebCat, Western Carolina University

HONORS

1979 Outstanding Student in Psychology, Indiana University Southeast, New Albany, IN.
1982-1983 Program representative for Psychology Graduate Student Organization, University of Louisville, Louisville, KY.
1986 Recipient of Commission on Academic Excellence Project Award, University of Louisville, Louisville, KY.
1991 Nominated for College of Urban and Public Affairs Outstanding Researcher Award, University of Louisville, Louisville, KY.
2005 Finalist, Chancellors Distinguished Teaching Award, Western Carolina University
2005 Legislative Teaching Award, College of Education and Allied Professions, Western Carolina University

GRANTS AWARDED

Western Carolina University:
1995-1996 Graduate Research Assistantship ($5,000)
2001 Scholarly Development Assignment Program (1 semester leave: Spring 2001)

Urban Research Institute, University of Louisville:
1989-1990 Co-principal Investigator for the Evaluation of the Independent Living Programs for Foster Youth, a project funded by the Kentucky Cabinet for Human Resources ($24,230).

1989-1991 Co-principal Evaluator for the first and second year of Project CONNECT and Principal Evaluator for the third year of Project CONNECT, a program for the homeless male alcohol/drug abuser, a demonstration project funded by the National Institute for Alcohol Abuse and Alcoholism (NIAAA) ($478,750).
1990-1991  Principal Investigator for the Final Evaluation of the Independent Living Initiative for Foster Youth, a project funded by the Kentucky Cabinet for Human Resources ($31,021).


1990-1991  Principal Investigator for the Kentucky Statewide Estimate of Developmental Delays in Infants, a project funded by the Kentucky Cabinet for Human Resources ($25,176).


(March, 2008)
LYDIA AUGUSTA AYDLETT, PhD
Assistant Professor, Department of Psychology
Graduate and Undergraduate Faculty
Appointed in 2003

EDUCATION
Ph.D.    Developmental Psychology, University of North Carolina at Chapel Hill, 1989
M. A.    Psychology, Western Carolina University, 1975
B. S.    Psychology, Catawba College, 1973
Clinical Internship    Applied Developmental, Department of Psychiatry, School of Medicine,
University of North Carolina at Chapel Hill, NC, 1986-1987
Postdoctoral Fellow    Pediatric Psychology, The Clinical Center for the Study of Development
and Learning, Child Development Institute, University of North Carolina at Chapel Hill, 1989-1990
Postdoctoral Fellow    Early Intervention Research, Frank Porter Graham Child Development
Center, University of North Carolina at Chapel Hill. 1990 - 1992

LICENSURE AND CERTIFICATION
Licensure - Practicing Psychologist - NC License Number 1798
Certification Brazelton Neonatal Behavioral Assessment Scales, 1992

GRANTS AND HONORS
Phi Epsilon - Undergraduate Honor Society
Cum Laude
Psi Chi
Faculty Research Grant - 1976
Smith Research Grant - 1989
Better Health Foundation of Durham - 1983

EXPERIENCE
2003 – present Assistant Professor, Department of Psychology, Western Carolina University
2001 - 2003    Pediatric Psychologist in private practice, Sylva NC
1999 - 2003    Visiting Assistant Professor, Department of Psychology, Western Carolina
University – Taught General Psychology, Child and Adolescent Psychology,
Health Psychology, Introduction to Clinical Psychology, Assessment and
Intervention with Infants – served on two thesis committees
1999 - 2004    Consultant, Preschool Mental Health Services, Smoky Mountain Counseling
Center, State Planning Region A, North Carolina.
1999 - 2000    Training Coordinator and Clinical Supervisor, Early Childhood Outreach
Program, Durham, NC
1998 - 2000    Assistant Professor, Health of Women and Children Department, School of
Nursing, University of North Carolina, Chapel Hill, NC
1991 - 1997    Project Coordinator and Pediatric Psychologist, Child Development Services,
Pediatric Clinic, Lincoln Community Health Center, Durham, NC
1995 - 1996    Visiting Research Assistant Professor, Department of Pediatrics, “Linkages for
Prevention” Project, UNC School of Medicine, Chapel Hill, NC
1995    Research Psychologist, “Project Begin” task leader for measurement selection and
training for early intervention project. Research Triangle Institute, Center for
Research in Education, RTP, NC.
1994    Visiting Assistant professor, Western Carolina University, Cullowhee, NC
1992  Consultant, Developmental Evaluation Center, Durham, NC
1989-1992  Research Associate, Division of Neonatology, Neonatal-Perinatal Medicine, Dept. of Pediatrics, UNC Hospitals. Risk factors predictive of developmental disorders.

PUBLICATIONS
*Infants and Young Children, 5*(4) 1-7.
Unpublished dissertation, University of North Carolina, Chapel Hill, NC.
Bracken & R. Nagle (Eds.), *Psychoeducational Assessment of Preschool Children (pp.49-69).* Mahwah, N.J.: Lawrence Erlbaum Associates
social interaction correlates of development at two years. *Abstract in Infant Behavior and 
Development, 13*, 419.
Interactions Predictive of Development through 2 years. *Abstract in Infant Behavior and 
Development, 17*, p. 118.
*Physical and Occupational Therapy in Pediatrics.*
Sparling, J. W., Wilhelm, I. J., MacLeod, A. M., Green, S. D., Katz, V. L., Blanchard, Jr., G. F., 
movement: The first step in a longitudinal collaborative study. *Physical and 
Occupational Therapy in Pediatrics, 10*, 43-46.

PRESENTATIONS
Gender Conference: Gender and the Arts, Cullowhee, NC.
development.* Poster presented at the annual meeting of the Southeastern Psychological 
Association, Atlanta.
Poster presented at the 4th Annual Gender Conference: Gender and the Arts, Cullowhee, 
NC.
Aydlett, L.A. *Healing Abused and Neglected Preschoolers.* Tenth Annual Reflections 


Aydlett, L. A. *A paradigm for the assessment of sociocommunicative competence in six-to ten month-old infants.* Poster presented at the International Conference of Infant Studies, Montreal, Canada, April, 1990.

**MEMBERSHIPS**

Society for Research in Child Development – 2004-present

NC Psychological Association -2000 - present

American Psychological Association – 2000 - present

Editorial Board of Physical & Occupational Therapy in Pediatrics- 1995-2000

National Association for Infant Mental Health - 1981 - 1997


American Psychological Association - 1985 - 1992

**SERVICE**

2003 - Present Infant Mental Health Conference Planning Committee, Mountain Area Health Education Center.

2007 - Present Program Consultant to Children’s Developmental Services Agency, Western North Carolina Region A

2007 - Present Program Evaluation Consultant, Kate B. Reynolds Grant, REACH of Jackson County

2003-present Infant Mental Health Conference Planning Committee, Mountain Area Health Education Center.

1996 - 1998 Member, Board of Directors - Durham Partnership for Children, Durham, NC

1997 - 1998 Chair – Board of Directors, Durham Partnership for Children, Durham, NC

1996 - 1997 Chair - Durham Council for Young Children with Special Needs, Durham, NC

1996 - 1998 Board Member – The Consortium for Healthy Families of Durham, Durham, NC

**OTHER SERVICE**

2006-present Board of Canary Coalition

2007 Board of Smart Roads
<table>
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<tr>
<th>Year</th>
<th>Position and Organization</th>
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<tbody>
<tr>
<td>2003-2005</td>
<td>Vice Chair, Western North Carolina Alliance, Asheville, NC</td>
</tr>
<tr>
<td>2002-2005</td>
<td>Chair, Smart Roads Alliance, Sylva, NC</td>
</tr>
<tr>
<td>2001-2005</td>
<td>Chair, Tuckasegee Community Alliance, Sylva, NC</td>
</tr>
<tr>
<td>2001-2005</td>
<td>Board, Western North Carolina Alliance, Asheville, NC</td>
</tr>
</tbody>
</table>
KIA K. ASBERG

Yale University School of Medicine
Department of Psychiatry
300 George Street, Suite 900
New Haven, CT 06511

Email: kia.asberg@yale.edu
Office Phone: (203) 688-9716
Cellular Phone: (321) 439-2077
Department Fax: (203) 785-7357

EDUCATION

July 2007 – Present
Yale University School of Medicine Predoctoral Internship
Department of Psychiatry
Yale New Haven Hospital Adult Psychiatry/DBT-SUD Track
New Haven, Connecticut

August 2008 (Anticipated)
Doctor of Philosophy in Clinical Psychology
University of Central Florida, Orlando, Florida
Dissertation Title: Resiliency Factors and Pathways to Incarceration in Female Survivors of Childhood Sexual Abuse
Dissertation Advisor: Kimberly Renk, Ph.D.

December 2005
Master of Science in Clinical Psychology
University of Central Florida, Orlando, Florida
Masters Thesis Title: Perceived Stress, Coping, and Adequacy of Social Support: Implications for Subjective Well-being in College Students
Thesis Advisor: Clint Bowers, Ph.D.

December 2000
Bachelor of Science in Psychology
Florida State University, Tallahassee, Florida
Minor: Communications
Research Mentor: K. Anders Ericsson, Ph.D.
Other: Varsity Tennis Full Athletic Scholarship (4 Years)

PUBLICATIONS


MANUSCRIPTS UNDER REVIEW

Asberg, K., Bowers, C., Renk, K., & McKinney, C. A structural equation modeling approach to the study of stress and psychological adjustment in emerging adults. Manuscript under review.
CONFERENCE PRESENTATIONS


Asberg, K. (2005). Implementation of a wellness program with incarcerated females: Suggestions and challenges. Presentation to county and community administrators, mental health providers, and medical staff at the Annual Mental Health Appreciation Month Meeting at Orange County Corrections, Orlando, FL.


CONTINUED


MANUSCRIPTS IN PREPARATION


RESEARCH EXPERIENCE

July 07 – Present
Psychology Fellowship Research Elective
Yale University, New Haven, Connecticut
Research Mentor: Joan Kaufman, Ph.D.
Reviewing and summarizing the literature on programming for incarcerated females with mental health needs, substance abuse, and DCF involvement.

August 02 – Present
P.A.I.R.S. (Perception and Interaction Research Studies) Laboratory
University of Central Florida, Orlando, Florida
Graduate Research Assistant.
Director & Advisor: Kimberly Renk, Ph.D.
Conducting research on issues affecting children and families (e.g., child abuse, maternal depression, discipline and other aspects of parenting).

May 07 – June 07
ACTIVE (Applied Cognition and Training in Immersive Virtual Environments) Laboratory
University of Central Florida, Orlando, Florida
Graduate Research Assistant
Advisor: Clint Bowers, Ph.D.
Conducted a literature review on reliability of EEG measurement in preparation for a meta analysis on the use of neurosensing instruments with military personnel.

August 02 – June 07
YCFRC (Young Child and Family Research Clinic)
University of Central Florida, Orlando, Florida
Graduate Student Therapist & Research Assistant
Director & Advisor: Kimberly Renk, Ph.D.
Performed pre- and post treatment assessments of child behavior problems and obtained data for write-up and presentation at conferences.

September 02 – June 07
HANDS (Helping Advance the Needs of Deaf Students) Laboratory
University of Central Florida, Orlando, Florida
Graduate Research Assistant
Director: Jennifer Vogel-Walcutt, Ph.D.
Faculty Advisor: Clint Bowers, Ph.D.
Investigated moderators of stress in parents of deaf and hearing impaired children.

July 05 – December 05
Florida Department of Corrections
Orlando, Florida.
Research Assistant
Supervisor: William Gouveia, M.A., High Risk Specialist
Assisted with an investigation of treatment efficacy of a program implemented with convicted sex offenders in denial. Responsible for data analysis and write-up.

August 01 – August 04
Team Performance Laboratory
University of Central Florida, Orlando, Florida
Graduate Research Assistant (Funded by the Multi University Research Initiative)
Advisor: Clint Bowers, Ph.D.
Assisted in the development of a computer-based test-bed; collaborated on investigations on effects of stress on cognitive processes and team performance.
January 99 – May 99  Forensic Horizons Team  
Florida State University, Tallahassee, Florida  
Undergraduate Teaching & Research Assistant  
Advisor: James Meyer, J.D., Ph.D.  
Assisted with case file organization and material preparation for competency evaluations and other forensic assessments.

August 99 – May 01  Expertise Laboratory  
Florida State University, Tallahassee, Florida  
Undergraduate Research Assistant (Funded)  
Advisor: K. Anders Ericsson, Ph.D.  
Collaborated on a study of time allocation and academic performance in college students. Assisted in the development of a questionnaire to assess college student study habits and time management skills. Participated in write-up of results.

TEACHING EXPERIENCE

Spring 2007  Contemporary Behavior Therapy: CLP 3413  
Instructor  
University of Central Florida – Daytona Campus, Daytona Beach  
 Solely responsible for the development and instruction of this course  
 Materials developed: Syllabus, Lectures, Assignments, and Exams  
 Enrollment: 16 students

Fall 2006  Introduction to Clinical Psychology: CLP 3302  
Instructor  
University of Central Florida – Daytona Campus, Daytona Beach  
 Solely responsible for the development and instruction of this course  
 Materials developed: Syllabus, Lectures, Assignments, and Exams  
 Enrollment: 18 students

Spring 2005  Abnormal Psychology: CLP 3143  
Instructor  
University of Central Florida – Main Campus, Orlando  
 Solely responsible for the development and instruction of this course  
 Materials developed: Syllabus, Lectures, Assignments, and Exams  
 Enrollment: 165 students

Spring 1999  Psychology and Law: SOP 3751  
Teaching Assistant  
Florida State University, Tallahassee  
Assisted with grading of exams and assignment preparation

Spring 1999  Social Psychology: SOP 3004  
Teaching Assistant  
Florida State University, Tallahassee  
Assisted with grading of exams and assignment preparation
CLINICAL EXPERIENCE

July 2007 – Present
Yale New Haven Psychiatric Hospital
New Haven, Connecticut
Pre-doctoral Psychology Fellow
Primary Supervisor Adult Inpatient Rotation: Dwain Fehon, PsyD.
Telephone: (203) 688-9779
Primary Supervisor Intensive Outpatient/DBT-SUD: Seth Axelrod, Ph.D.
Telephone: (203) 688-5474
4-month rotation on Adult Inpatient Unit: Responsible for all aspects of case
management for patients on the Adult Inpatient Unit. Conducted intake
assessments, individual sessions, family- and couples sessions and
participated in rounds and multidisciplinary treatment team.
8-month rotation with Intensive Outpatient Program: Co-facilitator for
Dialectical Behavior Therapy-SUD groups; primary clinician for 6-10
patients; case management as needed; intake assessments. Co-facilitate an
emotion regulation group and motivational enhancement (MI) group.
Additional responsibilities: Conducting long-term individual psychotherapy;
 supervising a psychiatry resident; and conducting psychological assessment
as appropriate.

August 2004 – June 07
Orange County Corrections
Orlando, Florida.
Mental Health Specialist (20 hrs/week)
Supervisor: Leonard Branch, Ph.D. Licensed Clinical Psychologist.
Telephone Office: (407) 254-7557
Responsible for intake assessment and case management of male and female
inmates. Experience working with trauma survivors, severe and persistent
mental illness, and substance abuse using empirically supported treatments.
Experience with individual and group therapy. Gained experience with
WAIS-II, Rorschach, PAI, MMPI-2 and other tests. Participated on
multidisciplinary treatment team.

August 05 – August 06
Florida Hospital
Orlando, Florida
Psychological Trainee/Neuropsychology technician (20 hrs/week)
Supervisors/Neuropsychologists: Gordon Horn, Ph.D., & Jodi Nadler, Ph.D.
Telephone Office: (407) 303-7991 or e-mail Jodi.Nadler.PhD@FLHosp.org
For the purpose of ruling out cognitive degenerative disorders, administrated
a variety of neuropsychological tests (e.g., WMS-III, CVLT-II, Wisconsin
Card Sort, Rey-Osterith Complex Figure Drawing, WAIS-II) to adults on an
outpatient basis. Scored and assisted with interpretation and provision of
recommendations. Also had experience with report writing.
July 2006 – March 2007
University of Central Florida Counseling Center
Alcohol & Other Drug Prevention and Programming Office
Orlando, Florida.
Psychological Trainee/Counselor (10 hrs/week)
Supervisor: Tom Hall, LCSW.
Telephone Office: (407) 823-0859
Conducted intake interviews, received training in motivational interviewing,
provided individual (BASICS) and group (CHOICES) alcohol interventions
to mandated students. Additional individual counseling provided as needed.

January 03 – Present
Young Child and Family Research Clinic
University of Central Florida, Orlando, Florida.
Graduate Student Therapy Trainee
Advisor: Kimberly Renk, Ph.D., Licensed Clinical Psychologist.
Telephone Office: (407) 823-2218
Studied interactions of young children and their families, provided
psychological services (e.g., play therapy, parent training) and conducted
comprehensive psychological evaluations.

August 03 – July 04
Lakeside Alternatives, Inc. Community Mental Health Center
Eatonville, Florida.
Clinical Externship Placement (20 hrs/week)
Titles: Assessment Specialist and Psychological Trainee
Supervisors: Anne-Marie Sheffield, L.C.S.W. & Ken Mueller, L.C.S.W.
Conducted initial intake assessments of children, adolescents and adults;
provided diagnostic impressions and referrals. Conducted weekly individual
therapy and facilitated adult and child outpatient crisis groups. Also
conducted psychosocial assessments and groups with children and
adolescents on the inpatient unit.

August 02 – June 07
Community Counseling Clinic
University of Central Florida, Orlando, Florida
Graduate student therapist/Psychological Trainee (5-10 hrs/week)
Responsibilities included comprehensive assessment and psychological
evaluations of children, adolescents and adults, as well as diagnosis and
treatment planning for various psychological disorders. Also provided
individual and group therapy from a primarily Cognitive-Behavioral
framework with additional experience with integrating Interpersonal therapy,
Dialectical Behavior Therapy, and Exposure-Response Prevention.
SUPERVISION EXPERIENCE

2008 – present  
Yale University School of Medicine, Department of Psychiatry  
Supervising a psychiatry resident who is learning about Dialectical Behavior Therapy (DBT). Conducting weekly supervision sessions and orienting them to DBT documentation, skills, coaching calls, and in conducting DBT screenings.

2001 – present  
University of Central Florida, Department of Psychology  
Supervising undergraduate research assistants; training and supervising students in data collection, data entry, and material management for numerous studies. Advising students on applications for graduate school. Experience with writing letters of recommendation for graduate school applications.

2003 – 2004  
University of Central Florida, Department of Psychology  
Supervised 2nd year graduate students in clinical work as part of Supervision Seminar. Experience with observing live and taped therapy sessions and providing individual feedback in both oral and written form.

GRANT WRITING EXPERIENCE


AFFILIATIONS AND SERVICE TO THE PROFESSION

- American Psychological Association – Member 2001-present  
- Association for Behavioral and Cognitive Therapies – Member 2002-present  
- Journal of Clinical Psychology – Reviewer 2007-present

COMMUNITY SERVICE AND VOLUNTEER ACTIVITIES

2006  
American Cancer Society Family R.O.C.K. Weekend, Co-facilitator
2000  
Boys and Girls Club of Tallahassee, Volunteer
2000  
Dick Houser Children’s Center, Volunteer
1999 & 2000  
Shand’s Hospital & Children’s Miracle Network Pro-Am, Volunteer
1998  
Special Olympics Camp, Florida State University/ USTA, Volunteer

HONORS & AWARDS

2002 – 2006  
UCF Student Government Association Conference Travel Stipend ($300)
2003 – 2006  
UCF Office of Graduate Studies Conference Travel Fellowship ($300)
2001 – 2003  
Research Fellowship sponsored by Multi University Research Initiative
2000  
Weaver-James Corrigan Post-graduate Scholarship ($5,000)
2000  
ITA National Cissie Leary Sportsmanship Award Recipient
2000  
Alpha of Florida – Phi Beta Kappa Honor Society Inductee
2000  
National Collegiate Athletic Association Academic All-American
# Candace H. Boan-Lenko, Ph.D.

**Home:** (828) 586-4892  
**Work:** (828) 227-3451  
**cboan@email.wcu.edu**  
**Western Carolina University**  
**Department of Psychology**  
**Cullowhee, NC 28723**

## EDUCATION

<table>
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<tr>
<th>Institution</th>
<th>Location</th>
<th>Degree</th>
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<tr>
<td>University of Alabama</td>
<td>Tuscaloosa, AL</td>
<td>Ph.D. in School Psychology</td>
<td>1998</td>
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<tr>
<td><strong>Dissertation:</strong> Differences in global self-concept and specific domains of self-concept based on age group, gender, and gender role type</td>
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<tr>
<td>University of Alabama</td>
<td>Tuscaloosa, AL</td>
<td>M.A. in School Psychometry</td>
<td>1995</td>
</tr>
<tr>
<td>College of Charleston</td>
<td>Charleston, SC</td>
<td>B.S. in Psychology</td>
<td>1993</td>
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## PROFESSIONAL EXPERIENCE

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<th>Position</th>
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<th>Location</th>
<th>Year</th>
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<tr>
<td>Associate Professor (tenured)</td>
<td>Western Carolina University</td>
<td>Cullowhee, NC</td>
<td>2004-current</td>
</tr>
<tr>
<td>Director of Graduate Program in School Psychology</td>
<td>Western Carolina University</td>
<td>Cullowhee, NC</td>
<td>1999-2007</td>
</tr>
<tr>
<td>Assistant Professor (tenure-track)</td>
<td>Western Carolina University</td>
<td>Cullowhee, NC</td>
<td>1998-2004</td>
</tr>
<tr>
<td>Graduate Teaching Assistant</td>
<td>Tuscaloosa, AL</td>
<td>University of Alabama</td>
<td>1994-1997</td>
</tr>
<tr>
<td>Graduate Research Assistant</td>
<td>Tuscaloosa, AL</td>
<td>University of Alabama</td>
<td>1996</td>
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## TEACHING EXPERIENCE

**Graduate Courses Taught**
- The Emotionally Disturbed Child and Adolescent Psychological Assessment II
- Advanced Child Psychopathology
- Advanced Educational Psychology (online)
- Behavioral Interventions
Topics in Psychology: Advanced Neuropsychological Assessment
Behavioral/Emotional Assessment of Children and Adolescents
Practicum in Psychology
Internship in Psychology

Undergraduate Courses Taught
Perspectives on Human Behavior
Educational Psychology
Topics: Introduction to Sports Psychology
Psychological Testing
The Emotionally Disturbed Child and Adolescent
Adolescent Psychology

CLINICAL EXPERIENCE

Louisiana School Psychology Internship Consortium
APA Accredited Internship
School Psychology Doctoral Intern
New Orleans, LA
1997-1998

Brewer-Porch Children’s Facility
School Psychology Practicum Student
Tuscaloosa, AL
1995-1996

Tuscaloosa City Schools
School Psychology Masters Intern
Tuscaloosa, AL
1994

Hale County Schools
School Psychology Masters Intern
Moundville, AL
1994

University of Alabama
Counseling Practicum Student
Tuscaloosa, AL
1994

PUBLICATIONS

Book Chapters


Articles


PRESENTATIONS

Conferences


Inservices


HONORS

Western Carolina University	Cullowhee, NC

2007 Botner Excellence in Teaching Award

2002 Finalist for the Excellence in Graduate Student Mentoring Award

2001 Finalist for the Excellence in Graduate Student Mentoring Award
2001 Legislative Teaching Award
2000 Legislative Teaching Award

University of Alabama Tuscaloosa, AL

1996 Area Advisory Committee

1996 Most Outstanding Graduate Student (School Psychology)

REFERENCES

Shawn Acheson, Ph.D.
Associate Professor/Director of Clinical Psychology Graduate Program
Western Carolina University
Department of Psychology
301 Killian Building
Cullowhee, NC 28723
(828) 227-3368
sacheson@wcu.edu

David McCord, Ph.D.
Department Head
Western Carolina University
Department of Psychology
301 Killian Building
Cullowhee, NC 28723
(828) 227-3363
mccord@wcu.edu

Mickey Randolph, Ph.D.
Professor (School Psychology)
Western Carolina University
Department of Psychology
301 Killian Building
Cullowhee, NC 28723
(828) 227-3367
randolph@wcu.edu
April, 2008

Leonardo Bobadilla, M.S.
E-Mail: bobadilla@psy.fsu.edu
850-284-4141

Education:

08/2008 (Anticipated)  Ph.D., Clinical Psychology
Florida State University
APA Accredited Program
Internship year).

Dissertation (In Progress).
Title: *Carving Narcissism at Its Joints: A Study of Narcissism
Subtypes and their Relation to Psychopathy*. Extreme narcissistic
traits have been proposed to form the “core” personality features of
psychopathy. This view has some support but inconsistencies
remain. We intend to clarify these inconsistencies by testing the
proposal by Skeem, Poythress, Edens, Lilienfeld & Cale, (2003),
that *grandiose* narcissism may be related to the core personality
factor of psychopathy, whereas, *vulnerable* narcissism may be
related to the antisocial/impulsivity factor of psychopathy. We will
test Skeem et al’s (2003) hypotheses using a variety of
motivational (e.g. IOWA gambling task), physiological (e.g. startle
reflex) and self-report assessments (e.g. Psychopathy Personality
Inventory). Finally, we will examine the relationship between high
narcissism traits and aggression by engaging participants in a
reactive aggression paradigm (Bushman & Baumeister, 1998).

05/2004  M.S. in Psychology
Florida State University

05/1999  B.A. Psychology
Magna Cum Laude
University of Texas at Dallas
Research Interests:

Biological underpinnings of psychopathy, antisocial personality disorder (ASPD) and substance use disorders (SUDs). Personality factors protective against drug abuse. The relationship between Cluster B personality disorders and other disinhibitory disorders. Effectiveness of therapeutic approaches for SUD’s chronic violence, and antisociality. Psychophysiological assessment of psychopathic traits in forensic and non-institutionalized populations. The validity of the “Successful Psychopath” construct. The relationship between psychopathic traits and sexual offending.

Research Experience:

Graduate Student/Department and Research Assistant, Florida State University, May 2001- Present.
**Duties:** Conduct psychophysiological and personality tests on study participants. Develop and conduct studies. Write articles for peer-reviewed Journals.. 20 hours weekly. Supervisor: Jeanette Taylor Ph.D.

**Duties:** Administer neuropsychological assessments in Spanish and English to female inmates as part of research protocol. 10 hours weekly. Supervisor: Pamela Diamond Ph.D.

Research Assistant, UT Southwestern Medical Center at Dallas, December 1999–April 2001.
**Duties:** Recruit participants for studies at Parkland hospital and psychiatric ER, conduct mood and memory assessments on participants, draw blood and collect urine samples for analysis, write consent forms for IRB approval, aid in writing review articles, prepare posters and other presentation materials, attend research meetings and speaker forums, develop and maintain research group’s website. Supervisor: E. Sherwood Brown M.D., Ph.D. 40 hours weekly.

Recruiter, University of Texas at Dallas Bilingual Project, September 1998–May 1999.
**Duties:** Contact community entities and agencies that may aid participant recruitment, conduct telephone and face-to-face interviews in Spanish and English with parents of children participating in study, code and edit completed assessment. Supervisor: Virginia Marchman, Ph.D. 20 hours weekly.
Graduate Clinical Experience:

*Predoctoral Psychology Intern.* September, 2007- Present. Federal Bureau of Prisons, Butner, NC

**Duties:** Conduct court mandated risk assessments and competency evaluations. Conduct intakes, assign diagnoses and treat inmates at the intensive residential substance use program and in the general population. Lead substance abuse treatment groups and brief individual psychological interventions. Conduct risk and competency assessments. Conduct individual therapy with individual general population inmates. Attend weekly forensic and professional psychology development seminars. Conduct competency restoration groups in Spanish. Supervisor: Edward Landis, Ph.D.


**Duties:** Conduct pre-trial forensic interviews and competency to stand trial evaluations on persons suspected of having a mental illness at the time of allege crimes. Assist forensic director during case presentations in court and for local police departments. Supervisor: Lenny Bailey, Ph.D. 10 hours weekly.

*Crisis Management Unit Member,* Florida State University. April 2004- August 2007.

**Duties:** Attend to psychiatric emergency calls with Florida State University Police Department officers to make assessments on persons who might be an immediate danger to self or others in order to determine if follow-up in hospital is needed. Supervisor: Joyce Carbonell, Ph.D. 10 hours weekly.


**Duties:** Conduct individual and group therapy with adolescents referred to the school for sex offenses and/or severe criminal recidivism. Conduct intellectual assessments. Supervisor: Teion Wells-Harrison, Ph.D. 10 hours weekly.


**Duties:** Conduct therapy on self-referred and court mandated clients. Conduct intellectual assessments on adult and children clients. Supervisor: Thomas Joiner, Ph.D.

*Graduate Assistant,* Florida State University Multidisciplinary Center. August 2002-May 2003.

**Duties:** Conduct intellectual, cognitive, achievement and psychological evaluations in Spanish and English on children referred to the center by surrounding school districts. 14 hours weekly. Supervisor: Beverly Atkinson, Ph.D.

Teaching Experience:


**Duties:** Prepare lectures and teach Undergraduate course on Adolescent Development. 10 hours weekly. Supervisor: Mark Licht, Ph.D.
Other Professional Positions:

*Victim's Advocate*, Dallas County District Attorney's Office, June 1999–November 1999. **Duties:** Counsel clients on available legal options open to them, develop safety plans with client in the event of further violence, file protective orders on behalf of client, make referrals to needed social services by client. Supervisor: Jeanette La Fontaine, M.A. 30 hours weekly.

Selected Publications:


**Manuscripts under preparation:**

Bobadilla, L., & Taylor, J. The successful psychopath: An empirically based step toward an operational definition.

Bobadilla, L., & Taylor, J. Genetic and Environmental Influences on Psychopathic and Cluster B Personality Disorder Symptoms and Traits.

**Other Professional Publications:**

Bobadilla, L. Recurrent Column in *The Correctional Psychologist* official newsletter of the American Association for Correctional and Forensic Psychology (November. 2007-Present).

**Posters Presented:**

Bobadilla, L., & Taylor, J.E Genetic and Environmental Influences on Psychopathic and Cluster B Personality Traits and Symptoms. Poster presented at the biannual meeting of the Society for the Scientific Study of Psychopathy, St. Petersburg Beach, Florida, April, 2007)


Academic Presentations


Ad hoc reviewer

Addictive Behaviors
Journal of Research in Personality

Professional Associations:
American Association for Correctional and Forensic Psychology
Society for the Scientific Study of Psychopathy.
Association for Psychological Science.
Society for Psychophysiological Research.
Society for a Science of Clinical Psychology

Awards and Honors Societies:
Kellogg Dissertation Fund
Psi Chi, National Honor Society in Psychology
Golden Key Honor Society
Dean’s List, University of Texas at Dallas.
University Of Texas at Dallas Senior Honors Seminar.
Magna Cum Laude.

Special Skills:
Fluent in Spanish.

References:
Available upon request.
Curriculum Vitae of

ASHLEY OWENS CRESSWELL

Killian 301
Western Carolina University
828.227.7361

EDUCATION
Ph.D. in Educational Psychology, Department of Educational Psychology and Instructional Technology, Applied Cognition and Development Program, University of Georgia, Athens, GA, August, 2005
Dissertation: Preservice Teachers’ Reasoning About Cases with Motivational Dilemmas

M.ED. in Educational Psychology, Department of Educational Psychology and Instructional Technology, Applied Cognition and Development Program, University of Georgia, Athens, GA, August, 2002

B.S. in Psychology, with minor in Special Education, Presbyterian College, Clinton, SC, May 2000

HONORS AND AWARDS
Outstanding Graduate Teaching Assistant Award, University of Georgia, 2004
Kappa Delta Pi International Honor Society in Education, University of Georgia, 2003-present
Dean’s List, Presbyterian College, 1998-2000
Alpha Delta Pi Honor Society, Presbyterian College, 1996-2000
Sylvan Learning Center Employee Award, 2000

EXPERIENCE

Fixed-Term Professor, Online Education Psychology (undergraduate and graduate courses), Psychology Department, Western Carolina University, Fall 2006 to present.

Instructor, Jamaica WCU Program, taught both PSY 321 and PSY 621 to Jamaican teachers in Mandeville, Jamaica, January and March 2006.

Instructor, NC Teach Program, an alternative teacher licensure program, Western Carolina University, Summer 2005 (Janice Holt).

Assistant Professor, Educational Psychology (undergraduate and graduate courses), online and face-to-face, and Child and Adolescent Development (undergraduate course), Psychology Department, Western Carolina University, Fall 2005-Fall 2006.

Visiting Assistant Professor, Educational Psychology (undergraduate course) and Child and Adolescent Development (undergraduate course), Psychology Department, Western Carolina University, Spring 2005. Full teaching responsibility for one section of
Educational Psychology with 35 students, and two sections of Child and Adolescent Development with 40 students each.

**Graduate Research Assistant**, U. S. Department of Education Improving Teacher Quality Project, University of Georgia, 2004-2005. (Dr. Shawn Glynn)

**Graduate Teaching Assistant (Instructor of Record)**, Learning and Development in Education (undergraduate course), Department of Educational Psychology and Instructional Technology, University of Georgia, Fall and Spring 2002-2004 (seven sections total). Full teaching responsibility for two sections with 70 students. (Dr. Nancy Knapp)

**Graduate Teaching Assistant**, Psychology of Learning and Instruction (graduate course), Department of Educational Psychology and Instructional Technology, University of Georgia, Fall 2004. (Dr. Shawn Glynn)

**Evaluation Intern**, The On-line Assessment Project, Office of Instructional Support and Development, University of Georgia, Athens, GA, Spring 2004. Constructed, administered, analyzed, and interpreted evaluations for an international education project. (Dr. William Jackson)

**Guest Lecturer**, Development in Education (graduate course), Department of Educational Psychology and Instructional Technology, University of Georgia, Spring 2004. (Dr. Nancy Knapp)

**Graduate Research Assistant**, Qualitative research with teachers. Department of Educational Psychology and Instructional Technology, University of Georgia, Athens, GA, Summer 2002. (Dr. Kathy Roulston)

**Graduate Research Assistant** to, University of Georgia, Athens, GA, Spring and Summer Semesters 2002. Qualitative research: interviewing, data transcription, and literature searches. (Dr. Kathleen DeMarrais)

**Technology Intern**, Georgia Museum of Natural History, Athens, GA, Spring 2002. Research and development of instructional website content and programs. (Dr. Kerry Carlin-Morgan)

**Psychology Intern**, Whitten Center, Clinton, SC, Spring 2000. Psychological care of the mentally retarded: functional assessment interviews and behavioral support plans. (Dr. Tad Uno)

**Substitute Teacher**, Elementary Public Schools, Clarke County School District, Athens, GA, August 2001-2004. Teaching classes in all academic content and skill areas at the following schools: Alps Road Elementary, Barnett Shoals Elementary, Fowler Drive

Elementary, Gaines Elementary, Oglethorpe Elementary. (Dr. Lewis Holloway, Superintendent)

**Teacher**, Sylvan Learning Center, Greenville, SC, 2000-2001. Tutored students (grades 1 to 12) in academic skills and content areas, assisted Director with student data bases, administered, scheduled, and monitored computerized testing in academic content and skill areas. (Ms. Jean Jones)

**Teacher’s Assistant**, The Meyer Center for Special Children, Greenville, SC, 2000-2001. In-service training included American Safety & Health Institute courses in Pediatric CPR and Bloodborne Pathogens. Constructed and taught individual and class lesson plans. (Ms. Louise Anthony)

**PUBLICATIONS**

Owens, A., & Glynn, S. Solving Cases with Motivational Dilemmas, *Contemporary Educational Psychology*, under review.

**PAPERS PRESENTED—NATIONAL**


**PAPERS AND WORKSHOPS PRESENTED—REGIONAL AND STATE**


Owens, A., & Glynn, S. (March, 2006). *Learning from educational psychology textbooks: Solving cases with motivational dilemmas*. Paper presented at the meeting of Southeastern Psychological Association, Atlanta, GA.


Owens, A. (April, 2004). *Developing college students’ motivation to learn*, Invited lecture, Institute of Higher Education, University of Georgia, Athens, GA.


Owens, A. (April, 2003). *Giftedness and ADHD*. Workshop presented for the parents of the *Saturday School Program for Gifted Children*, Georgia State University, Atlanta, GA.

Owens, A. & Glynn, S. (September, 2002). *Building positive attitudes in a course*. Workshop presented for the Institute of Ecology, University of Georgia, Athens, GA.

**ORGANIZATIONAL AFFILIATION**

Southeastern Psychological Association (SEPA)

**REFERENCES**

Dr. Shawn Glynn, Josiah Meigs Distinguished Teaching Professor, Educational Psychology and Science Education, University of Georgia, Athens, GA 30605, 706-542-4110, sglynn@coe.uga.edu (Dr. Glynn served as my advisor for both my Ph.D. and Master’s degree).

Dr. Martha Carr, Professor, Educational Psychology, University of Georgia, Athens, GA 30605, 706-542-4504, mcarr@coe.uga.edu

Dr. Nancy Knapp, Associate Professor, Educational Psychology, University of Georgia, Athens, GA 30605, 706-542-4255, nknapp@coe.uga.edu

Dr. Kathleen DeMarrais, Associate Dean for Students, Curriculum and Accreditation, University of Georgia, Athens, GA 30605, 706-542-6446, kathleen@coe.uga.edu

Dr. Thomas Koballa, Professor, Science Education, University of Georgia, Athens, GA 30605, 706-542-1763, tkoballa@coe.uga.edu

Dr. David McCord, Department Head, Psychology, Western Carolina University, Cullowhee, NC, 28723, 828-227-3363, mccord@wcu.edu
Vita

Thomas E. Ford

Office: Department of Sociology
        Western Michigan University
        Kalamazoo, Michigan 49008
        (269) 387-5280
        Email: Thomas.ford@wmich.edu

Home: 6604 Lindenhurst Dr.
       Kalamazoo, Michigan 49009
       (269) 353-9173

Education

Ph.D. Social Psychology, University of Maryland, 1992
      Dissertation title: "The role of epistemic motivation and attribute diagnosticity in
      stereotype formation"
      Advisor: Charles Stangor

M.A. Social Psychology, University of Maryland, 1989
      Thesis title: "The effect upon mood of thinking about or responding yes/no to
      extreme emotional terms"
      Advisor: Judson Mills

B.S. Psychology (Cum Laude), Texas Christian University, 1987

Professional Experience

2001-Present Associate Professor of Sociology at Western Michigan University
1995-2001 Assistant Professor of Sociology at Western Michigan University
1993-1995 Visiting Assistant Professor of Psychology at Kalamazoo College
1992-1993 Instructor, University of Arkansas at Little Rock
Summer 1992 Instructor, University of Maryland University College
1991-1992 Research Assistant on NIMH grant awarded to Dr. Arie Kruglanski,
         Department of Psychology, University of Maryland
1990-1991 Instructor, Department of Psychology, University of Maryland
1989-1990 Research Assistant on NSF grant awarded to Dr. Charles Stangor,
         Department of Psychology, University of Maryland
1988-1989 Teaching Assistant, Department of Psychology, University of Maryland
1986-1987 Research Assistant, Bureau of Prisons, Southwestern Regional Office
Publications


**Under Review**


In Preparation


Edel, J. & Ford, T. E. Women’s responses to sexist humor: The role of identification with the humor target.

Conference Presentations


**Invited Presentations**


"Unintentional Racism: Teaching 'Hot Topics'." Kalamazoo College, April, 1994.


**Internal Grants**

Faculty Research and Creative Activities Support Fund, $3,754, Western Michigan University, Fall, 1996

Student/Faculty Project Grant, $1,500, Kalamazoo College, Fall, 1994.

Student/Faculty Project Grant, $1,300, Kalamazoo College, Spring, 1994.

**Awards**

1999 Administrative Merit Award for Excellence in Research, $500, Western Michigan University

1998 Administrative Merit Award for Excellence in Research, $500, Western Michigan University

1998 President’s Award for Recognition of Research, $2,000, Western Michigan University

1996 Administrative Merit Award for Excellence in Research, $500, Western Michigan University

1996 Research Development Award, Western Michigan University

1995 College of Arts and Sciences Dean’s Appreciation Award, $1,000, Western Michigan University

1992 Milton Dean Havron Social Sciences Award For Excellence in Graduate Study, University of Maryland

1991 Student Caucus Research Award, American Psychological Society, Washington, DC

**Teaching**
Western Michigan University (1995–present)

Graduate Courses
Social Psychology Theory
Social Psychology of Prejudice
Research Design and Analysis in Social Psychology

Undergraduate Courses
Introduction to Social Psychology
Advanced Social Psychology
Methods of Data Analysis (statistics)

Kalamazoo College (1993-1995)

Undergraduate Courses
Introduction to Social Psychology
Experimental Methods in Psychology
The Psychology of Prejudice
Cognitive Psychology
Introductory Psychology

University of Arkansas at Little Rock (1992-1993)

Undergraduate Courses
Introductory Psychology

University of Maryland (1987-1992)

Undergraduate Courses
Introduction to Social Psychology
Experimental Methods in Social Psychology

Graduate Student Research Advising

Dissertation or Thesis Committee Chair


**Dissertation or Thesis Committee Member**

Elton Weintz, "The politics of exclusion and paranoia: The know nothing party as a case study in frustration-aggression analysis," Master's Thesis, Department of Sociology, Western Michigan University, defended March, 2003


Elizabeth Happel, "The effects of self interest and political ideology on National Health and managed care insurance," Master’s Thesis, Department of Sociology, Western Michigan University, defended March, 1998.


Jennifer Birchenough, "Locus of control, activity level, and living situation among the elderly," Master’s Thesis, Department of Occupational Therapy, Western Michigan University, defended May, 1997.

Kemal Aydin, "A study of acculturation differences among international students at Western Michigan University,“ Master’s Thesis, Department of Sociology, Western Michigan University, defended January, 1997.

Peter Stevenson, "Public and Private Differences in Gender Role Identity Presentations,“ Master’s Thesis, Department of Sociology, Western Michigan University, defended April 1996.

Arden Floran, "Prejudice on campus: Racial prejudice of Greek organizations compared to the general student population," Master’s Thesis, Department of Sociology, Western Michigan University, defended April 1996.

**Independent Study Director**


Mark Ferguson, “The role of sense of humor in moderating responses to stress” Western Michigan University, Fall 2002, Spring 2003.

Mark Ferguson, “The role of sense of humor in moderating responses to stress” Western Michigan University, Fall 2000.

Brenda King, “Minority Students’ perceptions of campus climate at predominately white colleges or universities” Western Michigan University, Spring 2000.


Elizabeth Happe, “The relationship between disparaging humor and perceptions of discrimination,” Western Michigan University, Fall 1996.


Robert Wright, “The effects of racist jokes on perception of minority groups,” Western Michigan University, Winter 1996.

**Undergraduate Student Research Advising**

**Senior Thesis Advisor**

Senior Thesis Advisor for Kate Hagadone, Sense of humor as a moderator of stereotype threat effects on women's assessments of math performance, Kalamazoo College, Winter, 2002.


Senior Thesis Advisor for Robert Ireland, “Contrast and assimilation effects in social judgment: The role of awareness of priming events,” Kalamazoo College, Fall 1996.

Senior Thesis Advisor for Elizabeth Pachota, "Investigating the importance of country of origin labels on perceptions of products," Kalamazoo College, Fall 1996.


Senior Thesis Advisor for Paul Blowers, "The role of social responses in moderating the effects of racist humor on person perception," Kalamazoo College, Fall 1995.


**Honors Thesis Advisor**


**Honors Thesis Committee Member**

Heather Rogers, “The developmental impact of Casa Amparo on young and adolescent girls in Reynosa, Mexico”, Undergraduate Honor’s Thesis, Department of Sociology, Western Michigan University, Fall, 1998.

**Independent Study Director**

Sean Crawford, “Effect of gender and humor on state anxiety and math performance,” Western Michigan University, Fall, 2005-Spring, 2006

Jacob Armstrong, “Effect of gender and humor on state anxiety and math performance,” Western Michigan University, Fall, 2005-Spring, 2006

Jonathon Crooks, “Effect of gender and humor on state anxiety and math performance,” Western Michigan University, Fall, 2005-Spring, 2006


Anne Wiseneski, “The effect of female server attractiveness on restaurant tipping”, Undergraduate Honor’s Thesis, Department of Sociology, Western Michigan University, Fall, 2003-Spring, 2004

Anne Wilson. "Racial differences in perceptions of impediments to academic help seeking," Western Michigan University, Fall, 2003-Spring 2004
Jenna Brooks, "Sense of humor as a moderator of stereotype threat effects on women's math performance," Western Michigan University, Fall, 2002.


Stacy Kalair, “Effects of disparaging humor on tolerance of discrimination: The role of normative structure,” Western Michigan University, Fall 2001.


Erin Wentzel, “Effects of sexist humor upon normative tolerance of sexism,” Western Michigan University, Spring 2000.


Joli Lorion, “The role of gender norms in regulating social behavior,” Western Michigan University, Fall 1999.


Joshua Blevins, “The role of epistemic motivation in moderating construct accessibility effects,” Western Michigan University, Fall 1997.

Shannon Ebejer, “The effects of sexist humor on responses to sexist events,” Western Michigan University, Fall 1997.


Professional Affiliations

Society of Experimental Social Psychology
Society for Personality and Social Psychology
American Sociological Association
Midwestern Psychological Association
North Central Sociological Association
International Society for Humor Studies

Disciplinary Service

Editorial Review Board


Offices


Grant Reviews

National Science Foundation, Sociology Program. Paul Ciccantell, program director, March 2007.

National Science Foundation, Sociology Program. Paul Ciccantell, program director, November 2006.

National Science Foundation, Sociology Program. Paul Ciccantell, program director, October 2006.

National Science Foundation, Sociology Program. Patricia White, program director, March 2001.


National Science Foundation, Social Psychology Program. Steven J. Breckler, program director, October, 1999.
Ad Hoc Editorial Reviews

*Psychological Review*
*Journal of Personality of Social Psychology*
*Personality and Social Psychology Bulletin*
*Social Cognition*
*European Journal of Social Psychology*
*Journal of Experimental Social Psychology*
*Current Research in Social Psychology*
*Humor: International Journal of Humor Research*
*Sex Roles*
*Journal of Applied Sociology*
*Social Forces*
*Sociological Focus*


**Departmental Service**

Chair, Social Psychology area, 2003-present.
Graduate Program Review Committee, 2005-present.
Assessment Committee, 2003-present.
Methods Committee, 2004-present.
Chair, Central Undergraduate Program, 2000–2002.
Chair, Undergraduate Honors Program, 2000–2002.
Chair, Methods Committee, 2000–2002.
Director, Social Psychology Research/Discussion Group, 1996-present.
Social Psychology Area Committee, 1995-present.
Chair, Graduate Admissions Committee, 1998-2000.
Central Graduate Committee, 1995-2000, 2006-
Kercher Symposia Committee, 1997.
Departmental Chair Search Committee, 1998.
Graduate Admissions Committee, 1997-1998.
University Service

Western Michigan University

Chair, Faculty Research and Creative Activities Support Fund Research Screening Committee, 2005-present.

College of Arts and Sciences Curriculum Committee, 2005-present.

Faculty Research and Creative Activities Support Fund Research Screening Committee, 2002-present.


Bronco Days Scholarship Committee, July, 1999

Quality Circle Grant Reviewer, proposal by Jan Pekarovic, Department of Paper and Printing Science and Engineering, 2000.

Quality Circle Grant Reviewer, proposal by John Austin, Department of Psychology, 1999.

Quality Circle Grant Reviewer, proposal by Jocelyn Steinke, Department of English, 1998.

Curriculum Vitae
C. James Goodwin

Contact Information
Business Address: Department of Psychology
Western Carolina University
Cullowhee, NC 28723
email: jgoodwin@wcu.edu

Home Address: 68 Laguna Lane
Waynesville, NC 28785

Education
Ph.D. August, 1973 Experimental Psychology Florida State University
"Specialty: Memory and Cognition Tallahassee, Florida
Minor: Educational Research and Testing"

M.S. June, 1971 Experimental Psychology Florida State University
B.A. June, 1968 Psychology Tallahassee, Florida
Holy Cross College
Worcester, Massachusetts

Academic Employment
Western Carolina University
- Professor of Psychology 6-04 to present
- Professor of Psychology 5-01 to 6-03
- Psychology Department Head 5-01 to 6-03
Courses Taught:
  General Psychology
  History of Psychology
  Research Methods in Psychology
  Statistical Analysis in Psychology
  Directed Undergraduate Research

Wheeling Jesuit University
- Professor Emeritus of Psychology 6-04 to present
- Professor of Psychology 6-03 to 6-04
- Professor of Psychology 9-87 to 5-01
- Associate Professor of Psychology 9-80 to 9-87
- Assistant Professor of Psychology 9-73 to 9-80
- Department Chair: Psychology 8-94 to 6-00
- 8-81 to 6-87
Courses Taught:
  General Psychology
  Statistics for the Behavioral Sciences
  Experimental Psychology, with Lab
  History and Systems of Psychology
Cognitive Psychology, with Lab  
Sensation and Perception, with Lab  
Social Psychology  
Directed Undergraduate Research  
Senior Seminar (capstone course)  
- Faculty Development Officer 5-99 to 5-00  
- Director: BEST Summer Program 9-84 to 9-86  
  (two week program for gifted adolescents)  
- Program Evaluation Consultant 9-83 to 6-04  
Florida State University 9-68 to 8-73  
- Teaching Assistant for Dr. D. Bruce 7-70 to 6-73  
- Research Assistant for Dr. D. Bruce 7-70 to 8-73  
- Teaching Assistant for Drs. P. Cohen and M. E. Rashotte 9-69 to 6-70  
- Teaching Assistant for Drs. P. Cohen and M. E. Rashotte 9-68 to 12-68

**Academic Awards and Honor Societies**  
- Elected President of the Society for the History of Psychology, Division 29 of APA, 2007  
- Named Professor Emeritus at Wheeling Jesuit University, 2004  
- Named Fellow of the American Psychological Association  
  - in Division 2 (Society for the Teaching of Psychology), August, 2000  
  - in Division 26 (Society for the History of Psychology), August, 2001  
- Elected to Phi Alpha Theta, National Honor Society for History, 1998  
- Named first Wheeling Jesuit University Professor of the Year, Spring, 1998  
- First Place Award for best article in *Cardinal Perspectives*, 1994  
- Wheeling Jesuit University Scholar-in-Residence, Spring, 1993  
- Elected to Alpha Sigma Nu, National Jesuit Honor Society, 1992  
- Wheeling Jesuit University Scholar-in-Residence, Spring, 1990  
- Wheeling Jesuit University Nominee for West Virginia Professor of the Year, 1985  
- Wheeling Jesuit University Nominee for CASE Professor of the Year, 1983  
- Wheeling Jesuit University Scholar-in-Residence, Spring, 1981  
- Elected to Psi Chi, National Honor Society in Psychology, June, 1967

**Grants and Fellowships**  
- Awarded NASA Space Grant Consortium research grant for undergraduate research project: 2000 Project: Wayfinding and navigation through complex environments  
- Awarded Travel Grants from the Appalachian College Association  
  1990 Project: invited address on Edmund Sanford at the annual meeting of the Southern Society for Philosophy and Psychology, Louisville, KY  
  1999 Project: presentation on senior capstone courses and outcomes assessment at the annual meeting of the American Psychological Association, Boston, MA  
- Awarded James Still Fellowship Grant from the Appalachian College Association 1989 Project: History of Experimental Psychology in America  
- Awarded Summer Research Grants from Wheeling Jesuit University  
  1988 Project: Reorganizing Titchener’s Experimentalists  
- Awarded Research Fellowship from the Archives of the History of American Psychology, University of Akron, 1981
Professional Memberships and Activities

- American Psychological Association (APA)(Fellow)
  - Division 1 (General Psychology)
  - Division 2 (Society for the Teaching of Psychology)(Fellow)
    - Chair, Fellows Committee, 2003-2004
  - Division 3 (Experimental Psychology)
  - Division 26 (Society for the History of Psychology)(Fellow)
    - Chair Fellows Committee, 2002-present
- Eastern Psychological Association
- Southeastern Psychological Association
- Association for Psychological Science (APS)
- Cheiron Society (Society for the History of the Behavioral and Social Sciences)
- History of Science Society
- Consulting Editor, Teaching of Psychology, 1999-2002
- Manuscript reviewer (regular)
  - Teaching of Psychology
  - History of Psychology
  - APA—Division 2 program for the annual meeting
  - APA—Division 26 program for the annual meeting
- Manuscript reviewer (occasional)
  - American Psychologist
  - Journal of Experimental Psychology

Continuing Education

- Beginnings and Endings: Best Practices for Introducing and Bringing Closure to the Undergraduate Psychology Major, Kennesaw State University, Kennesaw, GA, October, 2007 (member of planning Committee)
- Finding Out: Teaching Statistics and Research Methods, Kennesaw State University, Kennesaw, GA, October, 2004
- APS Institute on the Teaching of Psychology, Washington, DC, June, 1994
- Chautauqua Short Course on Microcomputers as Laboratory Tools, University of Dayton, Dayton, OH, May, 1989
- Institute on Outcomes Assessment (two weeks). Sponsored by the Department of Educational Policy Studies, University of Kentucky, Lexington, KY, June, 1987
- Workshop on Critical History. Sponsored by the Cheiron Society, Salve Regina Regina College, Newport, RI, June, 1982

Graduate Theses


Books and Accompanying Supplements


Refereed Journal Articles


Chapters in Edited Volumes


Other Articles


Papers Presented at Regional or National Meetings


Goodwin, C. J. (1992, August). *The Association’s contribution to the teaching of psychology, 1892-1945.* Part of a Division 2 symposium on 100 years of teaching psychology. American Psychological Association, Washington, D.C.

Goodwin, C. J. (1992, April). *From the “drill course” to the “Columbia bible”: The methods course in historical perspective.* West Virginia Psychological Association, Canaan Valley, West Virginia [paper also appears in their *Proceedings...*]


Goodwin, C. J. (1990, August). A Division 2 symposium on the teaching of general psychology. American Psychological Association, Boston, Massachusetts. [symposium organizer and moderator]


Goodwin, C. J. (1978, March). Differences in subjective organization for high and low creatives. Southeastern Psychological Association, Atlanta, Georgia.


**Poster Presentations at Regional or National Meetings**


Goodwin, C. J. (1987, October). The use of original correspondence in the history and systems course. Mid-American Conference for Teachers of Psychology, University of Southern Indiana, Evansville, Indiana.

Invited Presentations at Teaching Conferences


Goodwin, C. J. (1999, February) De-Boring the history and systems course and Shaping scientific thinking in the research methods course. Southeastern Conference on the Teaching of Psychology, Kennesaw State University, Kennesaw, Georgia.


Goodwin, C. J. (1992, October). De-Boring the history and systems course. Mid-American Conference for Teachers of Psychology, University of Southern Indiana, Evansville, Indiana.

Work in Progress

The Carlisle conference: Nationalizing experimental psychology? (article length)

Titchener’s women: graduate study for females at the Cornell lab. (article length)

The Clark laboratory: Psychology comes of age in America. (monograph length)

A history of maze learning in experimental psychology. (monograph length)
Curriculum Vita

Bruce B. Henderson, Professor
Department of Psychology
Western Carolina University
Cullowhee, NC  28723

E-mail: henderson@wcu.edu

Education

Ph. D., University of Minnesota, 1978 - Child Psychology
M. A., Bucknell University, 1975- Psychology
B. A., Bucknell University, 1972 - Psychology

Employment

1978 - Present, Western Carolina University, Assistant Professor (1978-1984), Associate Professor (1984-1988), Professor (1988-), Head (1986-1993), Department of Psychology (full-time). Teaching responsibilities: undergraduate and graduate developmental and educational psychology, history of psychology, research methods, senior seminar, and advanced general psychology.

1977-78, University of Minnesota, Instructor, Institute of Child Development (part-time). Teaching responsibilities: undergraduate child psychology and undergraduate-graduate peer relations.

1974-75, Bucknell University, Instructor, Department of Psychology (part-time). Teaching responsibility: undergraduate and graduate practicum.

1974-75, Central Susquehanna Intermediate Unit, Lewisburg, PA, Project Director, Preschool Handicapped Programs (full-time)

1972-74, Central Susquehanna Intermediate Unit, Lewisburg, PA, Teacher, Research Assistant-Preschool Handicapped and Migrant Education Programs (full-time)

Consulting and Other Experience

Internship in School Psychology, Smoky Mountain Mental Health (Macon County), January - June, 1986, full-time.


Seminar Leader, North Carolina Center for the Advancement of Teaching: (conducted one or two seminars most years since 1987)

Associate Director, National Science Foundation Summer Institute for Psychology Teachers, (grant administration: University of Houston), 1993-1995


Program Evaluator, North Carolina Center for the Advancement of Teaching, (2000-2001)


Teaching Interests

Developmental psychology, educational psychology, history of psychology, thinking and problem solving.

Research Interests

Curiosity and exploratory behavior, development of intrinsic motivation, memory development, effects of school bus experiences on child development, issues in higher education

Publications and Reports


Henderson, B. B. (October, 2002). *Teachers are not the enemy* (oped, *Asheville-Citizen-Times*).


Letters, Internal Publications, Other Related Activities


Letters to *APA Monitor; Atlantic Monthly, Chronicle of Higher Education*.


**Papers Presented at Professional Meetings**


average children and adolescents. Paper presented at the Biennial Conference on Human Development, Richmond, VA.


Henderson, B. B. (2007, April). *Toto, I have a feeling we aren't at the University of Kansas any more.* Invited presentation to the 2nd annual Midwestern conference on research at predominantly undergraduate institutions, Ft. Hays State University, Hays, Kansas.

Henderson, B. B. (2008, August). *Can faculty members at primarily undergraduate institutions be scholars?* Keynote address, Fall Faculty Conference, Park University, Parkville, MO.

Henderson, B. B. (2008, October). *The work of the regional comprehensive university: Doing interesting scholarly things.* Keynote address, Fall Conference on Best Practices for Student Engagement in Face-to-Face and Distance Courses, Center For University Teaching, Learning and Assessment, University of West Florida, Pensacola, FL.

**Workshop/Project Participation**

Developing Training Manual for Teachers of Preschool Handicapped (contract with PA Department of Public Instruction), Mansfield State College, June/July, 1972.


Center for Early Education and Development, University of Minnesota: Program Evaluation and Assessment, October, 1977.

Academic Program Evaluation Project, St. Louis, September, 1980; Cullowhee, NC, May, 1981.

Developmental Theory, Critical Thinking and Liberal Learning, University of Chicago, September, 1982.


Association for Heads of Departments of Psychology annual workshops (1986, 1988, 1989).


American Association for Higher Education Forum on Exemplary Teaching, Chicago (March, 1994).

Scholarships, Fellowships, Awards

Bucknell Graduate Fellowship (1973-74)
Bush Foundation Graduate Fellowship (University of Minnesota, 1975-78)
Foundation for Child Development Young Scholar (1984-85)
AAHE/Carnegie Foundation for the Advancement of Teaching, Faculty Leader, 1986
Botner Superior Teaching Award, 1988
UNC Board of Governor's Teaching Award, 1998
College of Education and Allied Professions Exemplary Service Award, 1999
College of Education and Allied Professions Faculty Research Award, 2001, 2007
Fellow, American Psychological Association, 2001

University and Community Service

Invited Workshops/Presentations (from 1990 to present):


April, 1990. *The limits of psychology.* Psi Chi Initiation, WCU.


May, 1990. *Building the community of scholarship.* Keynote address, WCU Centennial Retreat, High Hampton, NC.

June, 1990. *Impossible people.* Workshop for UNC-system Graduate School staff, Cullowhee, NC (also presented at Secretary's Day workshop, April, 1991), (w/ M. Dougherty).

October, 1990. *Motivating students.* Workshop for Camp Lab PTO, Cullowhee, NC.


November, 1990. *Attachment.* Workshop at annual meeting of the North Carolina Association of Psychology Teachers, Burlington, NC.


May, 1991. *Middle school and motivation.* Workshop for Macon County Middle School faculty, Franklin, NC.

September, 1991. *Curiosity: Bad for cats, good for people?* NCCAT seminar, Cullowhee, NC.

October, 1991. *Balancing challenge and support,* WCU Faculty-to-faculty Dialogue, Cullowhee, NC.

May, 1992. *Growing up...again.* Keynote address, Western Regional Child Care Conference, Asheville, NC.


February, 1993. *You are what you eat: The psychology of food.* NCCAT Seminar, Cullowhee, NC.


June, 1994. *Critical thinking.* Faculty Workshop, Blue Ridge Community College, Hendersonville, NC.


October, 1994. *Experience-producing tendencies.* Invited research seminar, Department of Psychology, Bucknell University.


January, 1996. TPR. Panelist, Mentoring Program, WCU.


March, 1996. *Toward a vision of the WCU student of the 21st century*. Forum Assembly, WCU.


October, 1999. *What happened to the curiosity of high school students?* PTO, Sylva, NC

November, 1999. *Where Do We Go From Here?: New Directions for Psychology Teaching in the New Millenium*. Presented at the 11th Annual Meeting of the North Carolina Association of Psychology Teachers, Southern Pines, NC.


May, 2000. *Celebrating the learner*. NCCAT Seminar, Cullowhee, NC.


April, 2002. *Brain connections*. NCCAT Seminar, Cullowhee, NC. (w/ H. Herzog)


April, 2006. *You are what you eat*. NCCAT Seminar, Cullowhee, NC (w/ H. Herzog).

October, 2006. *A critical look at brain research and education*, Buncombe Community East faculty, Blue Ridge Assembly, Black Mountain, NC

December, 2006. *The broader view of scholarship*. Invited presentation to WCU CEAP.


April, 2007. *Workshop on statistics and SPSS, UNC-CH MSW Program*. Asheville, NC.


August, 2008. *Beyond Boyer: Interesting scholarly things in tenure, promotion and faculty evaluation*. Park University, Parkville, MO.


**Funded Research Grants**

1978-1979, "An approach to the measurement of exploratory behavior." Faculty Research Grant, Western Carolina University ($400).


1987-1988, "Charting the development of intrinsic motivation in academically gifted and average children and adolescents." Research Assistant Grant, Western Carolina University ($5,000).

1987-1988, "Motivational development in gifted and average children and adolescents." Faculty Research Grant, Western Carolina University ($1,550).

1989-1990, "Transition to middle school and student motivation." Research grant from The University of North Carolina School-based Research Program ($8,200).

1994-1995, "Inferences and their development." Faculty Research Grant, Western Carolina University ($5,400).
HAROLD A. HERZOG

Department of Psychology
Western Carolina University
Cullowhee, NC 28723
Phone: 828-227-3360
Email: herzog@email.wcu.edu

Education
1968 - B.A., Psychology (Honors), American University of Beirut, Beirut, Lebanon
1974 - M.A., Psychology, University of Tennessee, Knoxville, TN
1979 - Ph.D., Psychology, University of Tennessee, Knoxville, TN

Academic Positions
1974-86 Instructor to Associate Psychology, Mars Hill College
1986-87 Visiting Associate Professor, Psychology, University of Tennessee
1987-91 Associate Professor, Psychology, Western Carolina University
1991- Professor, Psychology, Western Carolina University

Courses Taught
General Psychology, Human Sexuality, Biological Psychology, Senior Seminar, Special Topics: Evolutionary Psychology; Special Topics: Human-Animal Interactions, Special Topics: The Psychology of Religion

Honors/Awards
1991 - Western Carolina University Hunter Scholar
1992 - Western Carolina University Award for Creative Research
2000 - Hinds University Center Faculty Member of the Year
2005 – Western Carolina University Scholar Award
2006 – Taft B. Botner Award for Superior Teaching
2007 – Western Carolina University Hunter Scholar
2008 – Western Carolina University Rodin Award

Editorial Boards
Ethics and Behavior (1998 – present)
Society and Animals (1993- 2005)
Society and Animals (2005 – present) – Associate Editor

Task Forces/Boards of Directors
American Psychological Association -- Committee on the Use of Animals in Colleges
Task Force – American Veterinary Medical Association Council on Pet Over-Population
Board of Directors – International Society for Anthrozoology
Board of Directors – Scientists Center for Animal Welfare
Grants
1986 - National Science Foundation -- Research Opportunity Award
   - Southern Regional Education Board
   - Burroughs Wellcome Foundation
1987 - National Science Foundation - Analysis of Anti-predator Behavior
1990 - National Science Foundation - Analysis of Anti-predator Behavior
1995 - Southern Regional Education Board -- Anthropomorphism in a Naturalistic Context
1997 - National Science Foundation - The Use of Animals in Psychological Research:
   National Study of Institutional Animal Care and Use Committees

Reviewer: Grants/Publishers/Journals
National Science Foundation, National Endowment for the Humanities, National Geographic
Society, Canadian Council for Social Science Research, Leverhulme Trust (Great Britain),
Cambridge University Press, Oxford University Press, Purdue University Press, Temple
University Press, Alwyn and Bacon, McGraw Hill, Ethology, Journal of Comparative
Psychology, Anthrozoos, Society and Animals, Ethics and Behavior, Psychological Reports,
Appalachian Journal, Perceptual and Motor Skills, British Journal of Psychology, Qualitative

Publications

Synthesis, Review, Commentaries: Human-Animal Studies

brother? Bioscience, 30, 763-768.

relations? Anthrozoos, 1, 145-146.


England: Hanover, New Hampshire. (pp. 75-94).

Herzog, H. A. (1989). Informed opinions on animal use must be pursued (Response to
Anthrozoos, 3, 80-82.

Southern Culture. R. Wilson and W. Ferris (Eds.). University of North Carolina Press,
1477-1478.


Empirical Studies: Human-Animal Relationships


animals. Society and Animals, 5, 169-175.


**Empirical Studies: Behavioral Ecology**


Teaching/Educational Materials


Herzog, H.A. Human morality and animal research: Confessions and quandaries.
--Reprinted in The American Values Reader (1999) (H.Weiner and N. Eisenberg, eds.) Allyn and Bacon

Miscellaneous Publications


**Asheville Citizen Times – Op Ed/Guest Editorials**
“From a taxpayer’s perspective, Gulf War II is bad business” -- February 2003
“Vegetative states, money, and the value of life” – February, 2005
“Merle Haggard, Charles Taylor and the Grinch Who Stole Christmas” – December 2005
“Ethical dilemmas in our treatment of animals” --February 2007
“What dogs tell us about electing a president” -- January 2008

**Selected Presentations**

**Plenary Addresses**

**Invited Seminars**
Center for Animals and Public Policy - Tufts University – Visiting Scholar
Center for the Integrative Study of Animal Behavior – Indiana University
Southeastern Primate Research Center - New Iberia, Louisiana
Department of Psychology - University of North Carolina – Asheville
North Carolina School of Math and Science
Center for the Human-Animal Bond - Purdue University
Center for Animals in Society - University of California – Davis
Department of Biology - University of California – Berkeley
Departments of Psychology and Biology – Indiana University
Canadian Council on Animal Care – Ottawa, Canada
Institute of Ecology – National University of Mexico (UNAM) México City

**Conference Presentations (2000 – present)**


Herzog, H.A. (2000) *Animal activism in the United States.* Invited seminar University of
Indiana (sponsored by the Department of Philosophy and the Poynter Center)


Herzog, H.A. (2006) Biology, culture, and the evolution of pets. Invited seminar, Department of Biology, Western Carolina University


**Media Coverage of Research**

**Radio:**

**Magazine articles:** Newsweek, Scientific American, Science News, New Scientist, Slate, Best Friends Magazine, Dog World, Veterinary Review

L. ALVIN MALESKY, JR., Ph.D.

Department of Psychology
Room 301, Killian Bldg.
Western Carolina University
Cullowhee, North Carolina 28723
Phone: (828) 227-3357
Fax: (828) 227-7005
Email: malesky@wcu.edu
Website: http://paws.wcu.edu/malesky/

Education:


Master of Science: Counseling Psychology (CACREP Accredited), University of Southern Mississippi, Hattiesburg, Mississippi. August 1998.

Bachelor of Arts: Psychology, George Mason University, Fairfax, Virginia. May 1993.

License:
Licensed Psychologist, State of North Carolina, #3429, 08/07 - Current

Current Employment:

Assistant Professor, Tenure Track, Western Carolina University, Cullowhee, North Carolina August 2004 to Present

Teach undergraduate and graduate courses in the Department of Psychology. Provide academic advising to undergraduate students. Chair thesis committees. Supervise undergraduate students conducting independent research projects. Provide clinical supervision to graduate students in the Psychology Department’s fee for services Psychological Services Clinic. Serve on Departmental and University-wide committees. Maintain ongoing programs of research.
Teaching Experience:
Western Carolina University
Undergraduate Courses
Assistant Professor, The University Experience (USI-130)
Assistant Professor, General Psychology (PSY-150)
Assistant Professor, Research in Psychology I (PSY-280)
Assistant Professor, Introduction to Forensic Psychology (PSY-375)
Assistant Professor, Sexual Victimization (PSY-393)
Assistant Professor, Introduction to Clinical and Counseling Psychology (PSY-475)
Assistant Professor, Projects in Psychology (PSY-480)

Graduate Courses
Assistant Professor, Theories of Psychotherapy (PSY-676)
Assistant Professor, Group Psychotherapy (PSY-677)
Assistant Professor, Directed Studies in Psychology (PSY-680)
Assistant Professor, Practicum in Psychology (PSY-686)
Assistant Professor, Forensic Psychology (PSY-693)

The University of Memphis
Undergraduate Course
Instructor, Human Development Across the Life Span (EDPR 2111)

Graduate Course
Teaching Assistant, Foundations of Counseling (EDPR 7411)

George Mason University
Undergraduate Course
Teaching Assistant, University 100

Publications:


Herman, B.* & Malesky, L. A. (under review). Public perception and awareness of the North Carolina online sex offender registry.


**Non-Peer Reviewed Publications:**


**Presentations:**


Note:  * = undergraduate student research supervise.  
** = graduate student research supervise

**Thesis Supervision**

**Thesis Chair:**
Problematic Usage Among Highly-Engaged Players of Massively Multiplayer Online Role Playing Games, Christopher Peters
Benefits of Disclosure in Mothers of Children with Autism, Amy Mary Scheck

**Thesis Committee Member:**
Psychopathy and Cooperation: Personality Traits as Predictors of Cooperation and Success in a Prisoner’s Dilemma, Kyle J. Bewsey
Examining Attachment, Personality, and Empathy Deficits in Juvenile Sexual Offenders, Allison E Croysdale
Internet Use: Time Online in Relation to Personality, Loneliness, and Depression, Natalia Shtompel
Decision Making in Unsuccessful vs. Successful Sub-clinical Psychopaths, Ryan J. Couillou
Personality Differences in an Asch Conformity Paradigm, Wes Knepper
Effects of Sex of Prosecuting Attorneys and Jurors and Emotional Content in Closing Arguments on Levels of Guilt and Punishment in a Mock Murder Trial, Charles B. Elliott

**Specialized Training—Forensic Psychology:**

**Post-Doctoral Fellow in Forensic Psychology**
Law and Psychiatry Program, The University of Massachusetts Medical School
September 2003 to August 2004

Conducted court-ordered forensic evaluations addressing issues such as competence to stand trial, criminal responsibility, violence risk assessment, and civil commitment. Wrote highly refined reports and testified in court concerning the results of these forensic evaluations. Conducted research and presented on psycho-legal and forensic-related topics.
Pre-Doctoral Internship
Federal Correctional Complex-Butner, North Carolina
September 2001 to August 2002

Major Residency Rotations:
Forensic
Conducted court-ordered forensic evaluations that included administering batteries of psychological tests, in-depth clinical interviews, gathering and reviewing collateral data, and writing highly refined reports for the court. Conducted intake evaluations, crisis intervention, and suicide risk assessments.

Sex Offender Treatment Program (SOTP)
Conducted individual therapy and co-facilitated process groups for convicted sex offenders. Taught relapse prevention, victim empathy, and stress management psychoeducational classes. Wrote psychosexual evaluation reports and sex offender treatment discharge summaries. Assessed program participants’ risk to reoffend.

Residential Alcohol and Drug Program (RDAP)
Conducted individual therapy and co-facilitated a process group for individuals with a history of alcohol and drug abuse. Taught a class on victim empathy. Facilitated community meetings.

Additional Clinical Experiences:

Duke University Medical Center, Department of Psychiatry
Research Associate
September 2002 to June 2003
Conducted clinical interviews of participants in a National Institute of Mental Health study addressing the effects of emotions on physical health. Administered and interpreted psychological tests. Assisted in writing research grants.

Rhodes College, Career Center, Memphis, Tennessee
September 2000 to December 2000
Administered, scored, and interpreted career assessment batteries. Lectured on the graduate school application process and conducted resume writing workshops.

Western Mental Health Institute, Bolivar, Tennessee
September 1999 to December 1999
Conducted clinical interviews, administered personality and intelligence tests, and wrote forensic evaluation reports. Worked as a member of a multidisciplinary team evaluating individuals’ competency to stand trial. Conducted individual therapy.

Midtown Counseling Group, Memphis, Tennessee
June 1999 to September 1999.
Conducted competence to stand trial interviews. Conducted 90-day isolation confinement mental status evaluations.
The University of Memphis, Counseling Psychology Program, Memphis, Tennessee
December 1999 to May 2000
Co-facilitated a weekly process group comprised of master’s level students enrolled in a graduate level group psychotherapy course. Answered crisis calls for a city-wide crisis hotline. Assisted callers by providing referrals to agencies in the Memphis metropolitan area, crisis intervention, and suicide and homicide intervention. Provided individual counseling to a diverse clientele of university students at the University of Memphis’s Counseling Center.

Charter Parkwood, Behavioral Health System, Olive Branch, Mississippi
June 1998 to August 1998
Worked as a member of a multidisciplinary team providing services to clients within an inpatient hospitalization program. Developed and implemented treatment plans for individual and family clients. Facilitated groups on the Pre-Adolescent, Adolescent, and Adult units of the hospital. Conducted individual therapy.

The University of Southern Mississippi, Hattiesburg, Mississippi
August 1997 to May 1998
Conducted intake interviews for students requesting personal counseling. Provided individual and family counseling services to students and community clients. Facilitated therapy groups to high school students. Conducted anger management groups with adolescents at a paramilitary camp for individuals with behavior problems. Facilitated process groups for undergraduate students at the University of Southern Mississippi.

Awards:
Chancellor’s Meritorious Award for Engaged Teaching, 2007-2008
This highly competitive award was given to faculty who regularly use teaching pedagogies that foster student engagement inside and outside of the classroom. The award consisted of a $1,000 increase to the recipient’s base salary.

Professional Affiliations:

American Academy of Forensic Sciences (AAFS)
American Psychological Association (APA)
  American Psychology-Law Society, APA Division 41
  Group Psychology & Group Psychotherapy, APA Division 49
Southeastern Psychological Association (SEPA)
Association for the Treatment of Sexual Abusers (ATSA)
North Carolina Association for the Management and Treatment of Sex Offenders
Committee Memberships:
American Psychology-Law Society, Careers and Training Committee

Western Carolina University
Annual Faculty Evaluation Review Committee
College Curriculum Committee
Committee on Sexual Assault and Other Abusive Behaviors
Dean’s Advisory Committee
Faculty Marshal
Forensic Sciences Multidisciplinary Committee
Graduate Admissions Committee for the Clinical Psychology program
Multiple Search Committees

Ad hoc Journal Reviewer:
Society and Animals
Child Abuse & Neglect

Additional Professional Experience:

Deputy Sheriff, Fairfax County, Virginia, Office of the Sheriff, 1995-1996.
Maintained security of the County Judicial Center, served legal processes, escorted prisoners, and performed law enforcement duties in accordance with Federal, State, County and Departmental regulations.
McCord -- Page 1

VITA

David Mark McCord, Ph.D.

Personal Data:

Present Position: Associate Professor and Head
Department of Psychology
Western Carolina University
Cullowhee, NC 28723

Home Address: P.O. Box 1120
Cullowhee, NC 28723

Telephone: (828) 227-7361 Office
(828) 506-0097 Cellular

Email: mccord@email.wcu.edu

Education:

Duke University, Durham, North Carolina.

Western Carolina University, Cullowhee, North Carolina.

The University of Alabama, Tuscaloosa, Alabama.
(APA-Accredited Program)

Organizational Affiliations:

American Psychological Association
Southeastern Psychological Association
Human Behavior and Evolution Society

Current Position:

August, 2002 – Present. Full-time faculty member and Head (August, 2003) of the Department of Psychology, Western Carolina University. Activities include undergraduate and graduate teaching, thesis supervision, clinical supervision, research, and service to the department, university, and community. Special teaching and research interests include psychological assessment, personality theory and assessment, and evolutionary psychology.
Previous Positions:

January, 1998 – July, 2002. Took leave from university to co-founded TCP (now TalentQuest), an Atlanta-based Internet company offering psychological testing services for pre-employment screening for business and industry. TalentQuest is a leading provider of such services, and has among its hundreds of clients such companies as the Federal Reserve Bank, Prudential Securities, PaineWebber, Bank of America, Phillips 66, Coldwell Banker, Time-Life, and State Farm. Responsibility areas included creation and development of psychological test instruments, supervision of psychological development and implementation, all other scientific research and development, and consultation with major clients.

August, 1989 – December, 1997. Full-time faculty member of the Department of Psychology, Western Carolina University (tenure, promotion to Associate Professor, 1995). Activities included undergraduate and graduate teaching, thesis supervision, clinical supervision of interns and practicum students, research, and service to the department, university, and community. Special interests include psychoeducational assessment, computer-assisted psychological assessment, and the MMPI-2.

Clinical Practice:


Previous Clinical Training and Experience:

January - July, 1979. Pre-masters internship, Smokey Mountain Mental Health Center, Waynesville, North Carolina. Duties included: intellectual evaluation of children, adolescents, and adults; outpatient psychotherapy with adults and adolescents; consultation and education services; emergency/crisis services. Primary supervisor: Steven R. Gold, Ph.D.

January, 1979 - August, 1979. Part-time consultant to Department of Social Services, Bureau of Indian Affairs, Cherokee Indian Reservation, Cherokee, North Carolina. Served as team member in development, implementation, and evaluation of an intervention project for parents deemed to be at risk for child abuse. Supervisor: Joel S. Milner, Ph.D.

September, 1983 - August, 1984. Pre-doctoral internship, Department of Psychiatry, School of Medicine, University of North Carolina at Chapel Hill (APA-accredited program). Assignments included: inpatient and outpatient psychiatry; consultant to Headstart program; Consult-Liaison Service. Primary supervisor: Charles S. Newmark, Ph.D.

August, 1984 - August, 1985. Anneewakee Hospital, Inc., Douglasville, Georgia (now named Inner Harbor Hospitals). Served as Staff Psychologist from August through February, with clinical responsibility for 20-patient intake unit. Duties included evaluation, individual and group therapy, and supervision of paraprofessional staff. Promoted to Director of Psychological Services in February, 1985, with administrative responsibility for staff of 12 doctoral-level psychologists.

August, 1985 - June, 1986. Consulting Clinical Psychologist, Burwell Psychoeducational Center, Carrollton, Georgia. Duties included psychoeducational evaluations, individual therapy, staff training, and supervision of educational therapists.

June, 1986 - August, 1989. Full-time private practice, Atlanta, Georgia (see description above).
McCord -- Page 3

Previous Teaching Experience:

August, 1978 - December, 1978. Laboratory Instructor in Physiological Psychology, Western Carolina University, supervised by course instructor Joel S. Milner, Ph.D. Graduate and advanced undergraduate students performed live surgery procedures on rats.

August, 1981 - December, 1981. Taught Introduction to Psychology at The University of Alabama.

August, 1982 - December, 1982. Assistant instructor to Raymond D. Fowler, Ph.D., in Advanced Seminar on the MMPI. Course open to upper level clinical psychology doctoral students.

Technical Experience:

September, 1981 - August, 1983. Worked as part-time consultant to Psychological Assessment Services, Tuscaloosa, Alabama. Duties included design and implementation of on-line access to existing computerized MMPI scoring and interpretation programs (developed by Raymond D. Fowler, Ph.D.). Installed optical scanning capacity and updated software. Primary users of this service are prison systems with large volume, need for fast turnaround, and need for offender-oriented interpretive reports and classification recommendations.

September, 1981 - August, 1983. Served as consultant to Psych Systems, Inc., Baltimore, Maryland. Primary assignment was to track errors in MMPI scoring/interpretation program, working with staff programmers to correct same. Assisted with installation of four multi-user DEC computer systems to run Psych Systems software.


July - August, 1988. In joint venture with Logical Resources, Inc., provided four-station PC-based Novell local area computer network for Bleke & Boyd, P.C., including hardware support, software support, and staff training.

April, 1988 - 1990. Computer consultant to Georgia Psychological Association. Computerized the statewide referral service which provides callers with names of psychologists matching specific criteria (e.g., location, ages served, etc.). Assist with other database projects and computer issues as needed. July, 1990, assisted Alabama Psychological Association in implementing this same system.

August 1989 – December, 1997. Part-time developer of remote psychological testing systems that ultimately became TalentQuest. Initial systems were modem-to-modem processing written under DOS using QuickBasic 4.5 and pcAnywhere scripts. After three revisions of this system, the process was re-written to run entirely via the web, using ColdFusion, HTML, and SQL Server stored procedures. The current system runs on load-balanced multi-server architecture and successfully processes several hundred psychological test administrations daily.
Work in Progress:


Grist, C. L., & McCord, D. M. A personality scale for preschoolers: Preliminary psychometrics. Accepted for presentation at the annual meeting of the Southeastern Psychological Association, February, 2009, New Orleans, LA.


Johnson, A., & McCord, D. M. Relating humor to the Five Factor Theory of personality. Accepted for presentation at the annual meeting of the Southeastern Psychological Association, February, 2009, New Orleans, LA.

Book Chapter:


Journal Articles:


**Limited Circulation Publication:**


**Conference Presentations:**


McCord -- Page 6


**Symposia:**


William Douglas Poynter  
27 Bonus Court  
Maggie Valley, North Carolina 28751  
828-926-8848  

Education  
- Ph.D. in Psychology, Arizona State University, 1981  
- M.A. in Psychology, Arizona State University, 1979  
- B.S. in Psychology, Montana State University; 1974  
- other education includes coursework in Medicine (University of Washington School of Medicine, 1974-1977) and Mathematics (Wayne State University, 1989-1991)  

Employment History  

Visiting Assistant Professor of Psychology, Western Carolina University (8/04 – present)  
Activities:  
- teach several psychology program courses, including Research Design and Data Analysis, Sensation and Perception, Software Methods for Research and Data Analysis  
- manage PSPM, an internet database application that enables students to sign up for department research studies online, researchers to advertise their studies and give credit for student participation, and instructors to monitor student participation  
- provide service to the university and college as a member of the Liberal Studies Oversight Committee and College of Education and Allied Professions Technology Committee  

Senior Research Psychologist, NCR Retail Systems Group (5/96-5/04)  
Activities:  
- perform usability studies of hardware and software products  
- perform studies of human perception and performance with a primary goal of discovering principles that lead to product design innovations and enhance product usability, safety, and user performance and satisfaction  
- collect, analyze, and model data from a variety of sources (e.g., transaction logs from retail customer data warehouses) to discover information that can be used by customers to improve the effectiveness of business systems and processes (e.g., store operational performance)  
- design software tools that improved the quality and effectiveness of user interface designs  
- evaluate the visual quality and optical characteristics of a variety of advanced display technologies (e.g., LCDs, plasma displays, LEDs, etc.), and develop methods and apparatus to improve those technologies  

Research and Software Development Consultant (7/92-5/96)  
Activities:  
- provide engineering psychology research and software development services to government and private corporations  
- develop human perception and performance models that can be applied to product design to improve safety and usability
Staff Scientist, General Motors Research Laboratories (12/83 -- 7/92).

Activities:

- perform laboratory and field research to better understand the dynamics of automobile-driving performance, and the psychophysical relationships between product attributes and customers' perceptions of quality and performance
- develop and managed a visual perception, color science, and photometry laboratory
- tested the usability and perceptual quality of advanced product designs and materials
- perform laboratory-based psychophysical studies designed to better understand the relationship between physical parameters and attributes of products and various dimensions of human perception

Publications


**U.S. Patents**


**Invention Disclosure, Patent Application, and Other Awards**


Research featured in Generals Motors Corporate-wide Technology Forum & Motor Trend magazine.

**Meritorious Technical Achievement Award.** Received from James E. Clark, Vice President and CTO (NCR Corporate Technology Division), on behalf of NCR's R&D Awards Program, for extraordinary contributions to A Consumer Optimized Electronic Shelf Label. Issued February 16, 2000.

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**References**

David McCord, Ph.D.  
Phone 1-828-227-7361

Mark Lee, Ph.D.  
Phone 1-609-627-5371

Charles Cash, Ph.D.  
Phone 1-614-939-1851
VITA

Name: Mickey Randolph, Ph.D.

Address: Department of Psychology
         Killian Building
         Office 323
         Western Carolina University
         Cullowhee, NC 28723

Phone: 828/227-7361 (3359) (office)
        828/293-3876 (home)

E Mail: Randolph@email.wcu.edu

Fax: 828/227-7005

Education: University of South Carolina
            Ph. D. 1987
            Area of specialization: School Psychology (APA Accredited).

            University of South Carolina
            M.A. 1985
            Area of specialization: School Psychology (APA Accredited).
            Thesis: Home environment and reading readiness.

            College of Charleston
            B.A. 1980
            Major: Psychology

Employment:

1988-present: Western Carolina University
              Faculty Member
              Department of Psychology

1998-2003: Western Carolina University
           Department of Psychology
           Department Head
           Professor of Psychology
1993-1998: Western Carolina University  
Department of Psychology  
Assistant Professor  

1992-1993: Western Carolina University  
Department of Psychology  
Director School Psychology Graduate Program  
Assistant Department Head  
Assistant Professor of Psychology  

1988-1993: Western Carolina University  
Department of Psychology, Assistant Professor,  
Director School Psychology Graduate Program;  
Teaching responsibilities include graduate and undergraduate courses;  
Administrative duties involved with the school graduate program,  
and supervision of practicum and internship students.  

1987: University of South Carolina, Graduate Instructor,  
Department of Psychology; responsibilities included teaching  
graduate students in the school psychology graduate program.  

1986-1987: Project Coordinator: South Carolina Coping Skills Project;  
responsible for training group leaders, supervising research assistants and group leaders, development of training  
materials, coordinate data collection, and provide public relations activities for an adolescent substance abuse prevention program.  

1982-1987: Full time graduate student,  
University of South Carolina,  
Department of Psychology  
School psychology graduate program.  

1981: Public school teacher (7th and 8th grades), Barnwell County Schools,  
South Carolina.  

**Teaching Experiences:**  
Psychological Assessment (Graduate)  
Professional Issues in School Psychology (Graduate)  
Child Development (Undergraduate and Graduate)
Advanced Educational Psychology (Graduate)
Behavioral and Emotional Assessment of Children and Adolescents (Graduate)
Educational Psychology (Undergraduate)
Cognitive – Behavioral Interventions (Graduate)
Family Systems (Graduate)
Behavioral Intervention (Undergraduate)
Practicum in School Psychology (Graduate)
Internship in School Psychology (Graduate)
Psychology of Marriage and Family (Undergraduate)
Psychology of the Disadvantaged Child (Undergraduate)

Professional experiences:

1983-1985  Lexington County School District Two, Columbia, South Carolina; responsibilities included evaluation of students for special education services, providing in-school counseling services, consultation for school staff and parents, in-services for school staff and parents, and allocation and supervision of duties for two master’s level interns.

Richland School District One, Columbia, South Carolina; responsibilities included Evaluation of students for special services.
Consultation with parents and school staff. Counseling and research.

Professional affiliations:

National Association of School Psychologists
Sigma Xi
Southeastern Psychological Association
Phi Delta Kappa
American Psychological Association

Professional Presentations:


Bill Richmond, Mickey Randolph, Glenda Hensley, Glenn Bowen and Steve Carlisle, (2007). Faculty Fellows Program: Integrating Service Learning into the
Curriculum. 3rd Annual Scholarship of Teaching and Learning Faire, Western Carolina University, Cullowhee, NC

Mickey Randolph and Candace Boan. (2007) Women by the Numbers. 6th Annual Gender Conference, Western Carolina University, Cullowhee, NC

Lauren Mabe and Mickey Randolph (2007) Gender, Sports, Attitudes and Behavior. 6th Annual Gender Conference, Western Carolina University, Cullowhee


Mickey Randolph, (September, 2006) QAR: Assessment – Qualitative and Quantitative assessment techniques to assess standards compliance. SACS, AdvanceED Chair Training, Greensboro, NC.


Epperson, S. and Randolph, M. (2006). To work or stay at home? Which is best for the mother AND child? Fifth Annual Gender Conference, Western Carolina University, Cullowhee, NC


Randolph, M. & Ulrich, H. (2003). Judging Female Attractiveness: Face or Figure? The Third Annual Women’s Conference: Gender across the Lifespan, Western Carolina University, Cullowhee, NC.


Randolph, M. and Morgan, J., (2004). The Mother of Invention. Third Annual Women’s Conference, Western Carolina University, Cullowhee, NC,

Kane. H., & Randolph, M. Equity in Salary. (2004). Third Annual Women’s Conference, Western Carolina University, Cullowhee, NC,


Ullrich, H. & Randolph, M (March, 2003) Judging Female Attractiveness: Face or Figure? Third Annual Women’s Conference, Western Carolina University, Cullowhee, NC.


Randolph, M. (March 2002). Succeeding in the Workplace: Practical suggestions. Second Annual Women’s conference: Gender in the Workplace. Western Carolina University, Cullowhee, NC.

Randolph, M. (April 2001). Life Skills Program: Goal Attainment. Western Carolina University Women’s Athletic Program. Western Carolina University, Cullowhee, NC.

Randolph, M. (March 2001). Working effectively with different personality styles. First Annual Women’s History Month Conference. Western Carolina University, Cullowhee, NC.


Randolph, M. (February 1995). *Strategies to Evaluate Teaching Effectiveness.* Panelists for the Faculty Center for Teaching Excellence, Western Carolina University, Cullowhee, NC.


Randolph, M. (June 1994). *Family Violence: Current Issues and Trends.* Presentation to the National Science foundation Summer Psychology Institute, Western Carolina University, Cullowhee, NC.


**Publications and Research:**


**Manuscripts submitted for publication:**

Randolph, M. and Rosnov, D. Sibling Abuse – defining characteristics. (Submitted: Child Abuse and Neglect.)

Randolph, M & Scott, A. Children of Domestic Violence and Moral Reasoning on the Defining Issues Test. (Submitted: Child Abuse and Neglect)

Randolph, M. White, H and Hall, B. Moral Development and Lying: An application of Kohlberg’s Theory (submitted: Genetic Psychology)

**Manuscripts in preparation:**


Randolph, M., Cantrell, C. Craig, T. & Caporale, E. Psychological Abuse: Research versus Practical Definitions.

Randolph, M. & Talamo, Y. Behavioral, Objective and Projective Assessment of Children who Witness Violence.

Randolph, M. & Talamo, Y. A Synthesis of Interview Data from Battered Women.

Randolph, M. and Antioco, C. Body Type and Mate Selection in Battered Women.


**Research in Progress:**

Moral Development and Lying: An application of Kolhberg’s Theory.

Religion and adolescent acting out.
Child witnesses of domestic violence. Current research is examining at moral development and domestic violence.

**Grants:**


Western North Carolina Community Foundation: Randolph, M and Boan, C., *Life Fit: A Primary intervention addressing life skills, nutrition and fitness for 10-12 year old girls.*

**COMMITTEES:**

**University/College/Department:**
University TPR Committee
WCU Teaching Fellows Advisory Committee
Academic Problems Committee
Wellness Council
Physical Activity Committee
Curriculum Committee
Faculty Senate
University Steering Committee
Admissions/Readmissions/Retention Committee
Council on Student Affairs
Welfare of Experimental Subjects Committee
Knowledge Base Committee
Follow-up Committee
Ed. D. Planning Committee
NCCATE Committee
Graduate Committee
Personnel Committee
Strategic Planning Committee
Annual Faculty Evaluation Committee
Botner Teaching Award Committee
Academic Award of Excellence Committee
Policy Committee
Professional Studies Committee (Co-chair)
Mary Morrow Scholarship Committee
Cecil Cosper Awards Committee
Academic Awards of Excellence Committee
Outstanding Potential Teachers Committee
Year of the Advisor Committee
Women’s Study Minor Committee
Southern Association of Colleges and Universities: Committee Chair
Task Force on Evaluating Teacher Effectiveness
General Education Advisory Committee
University Recruitment and Retention Committee
Search Committee: Vice Chancellor for Student Development
Board of Governor’s Award committee
Enrollment Management committee
The Freda Rusell Rayburn business Leadership Endowment
Search Committee for the Nursing Department Head: Chair
Mentoring Program
Search Committee: Dean of Education and Allied Professions
Teacher Education Council
Committee Member: Who’s Who Among American College Students
Steering Committee: College of Education and Allied Professions MAT program
Department AFE Committee
Department TPR Committee
College Curriculum Committee Tenure and Promotion
Academic Problems Committee
Women’s Study Minor Committee
Mentoring Program
At large member: Council on Student Affairs
FCTE: Open Classroom Program
Wellness Council
Nutrition Committee
Physical Activity Committee
SPARC Committee
Subcommittee Alcohol Availability: Community Involvement
Search Committee: Fitness Center Director

College:
Professional Studies Committee
Curricula Committee

Department:
Graduate Committee
School Psychology Doctoral Program Planning Committee
Awards & Scholarships Committee
Educational Psychology Textbook Committee
Peer Review Committee
Tenure and Promotion Committee
Strategic Planning Committee
Undergraduate Internships Committee
Professional Development Fund Distribution

Special Activities:
United Way Campaign Coordinator for department
Selection of School Psychology Applicants Committee
Teacher Education Interviews
Mentor: Faculty Center for Teaching Excellence
FCTE: Faculty Project Teams
WCU Faculty Learning Community on Service Learning

Honors and Awards:


Psi Chi.

Neidich Fellowship: 1986 awarded to graduate student in the psychology department at the University of South Carolina, based on academic record, research and publication history.

1992 Botner Award for Superior Teaching Award: School of Education and Psychology.

Nominee (top 10%) Chancellor's Distinguished Teaching Award, Western Carolina University.

1990-2000 Faculty Award from the Counseling Center: Presented in appreciation for my work in the area of domestic violence – at the university and in the community.

Woman of the Year Nomination, Women in Academia: 2000
International Who’s Who of Professional & Business Women

500 Leaders of Influence

2000 Faculty Award from the Counseling Center: Western Carolina University

2002 Legislative Award for Superior Teaching.

2004 Legislative Award for Superior Teaching

2005/2006 Who’s Who in Academia

500 Leaders of Influence.

2006 Nomination: Board of Governor’s Award for Excellence in Teaching

Other:

Co – Editor, Department of Psychology Undergraduate Newsletter “Current Concerns”: Western Carolina University.

Co- Editor, College of Education and Allied Professions Newsletter.

Board of Directors Member and Western Carolina University Liaison for “Catch the Spirit of Appalachia” a program designed in part to revive the heritage in the arts for the Appalachia area and provide art workshops in Western North Carolina Public Schools for high-risk students (1990-1994).

Member, Intra University Council, designed to address issues related to the training of school psychologists in the state of North Carolina (1988-1993).

Member, domestic Violence Task Force, designed to address domestic violence issues from a multi agency perspectives across eight western North Carolina counties (1996-present).

Pro Bono Psychological Assessments.

Textbook and Journal reviewer.

Co Director Annual Women’s Conference: Western Carolina University, 2000-present.
2004-2006: Invited Chair for SACS accreditation teams for public schools (k-12) in North Carolina. (100 invited chairs in the state of North Carolina.)

2006-2007: Invited Chair for SACS CASI District Accreditation teams. Teams will conduct accreditation visits in the southeast. 100 chairs were selected for the state of NC.

**Elected offices:**

Member, NC Board of Directors, SACS CASI. (3 year term.)

Professional work:
CURRICULUM VITAE
Lori E. Unruh

Home Address: 245 W. Piney Mtn.Rd.
                 Whittier, NC  28789
Home Phone: (828)586-8538
Work Phone: (828) 227-2738
Cell Phone:  (828) 337-0134

EDUCATIONAL HISTORY
1987-1994  Ph.D., University of Kansas
          Lawrence, KS
          (School Psychology)
          Dissertation: The Effects of Formal Teacher Planning on
          Classroom Management Effectiveness

1985-1987  M.S., Eastern Kentucky University
          Richmond, Kentucky
          (School Psychology)

1981  Non-degree, Wichita State University
      Wichita, Kansas
      (Graduate Studies in Special Education)

1975-1979  B.A., Wichita State University
           Wichita, Kansas
           (Elementary Education)

PROFESSIONAL EXPERIENCE
2007-Present  DIRECTOR SCHOOL PSYCHOLOGY GRAUDATE
              PROGRAM, Western Carolina University
              Cullowhee, North Carolina

2005-Present  ASSISTANT PROFESSOR (tenure-track), Western Carolina
              University Cullowhee, North Carolina

1995-2005  SCHOOL PSYCHOLOGIST, Asheville City Schools
           Asheville, North Carolina
           Provided comprehensive school psychological services
           including assessments, consultation, staff training, parent training
           and counseling. Worked as Lead School Psychologist for six years
           during which time I coordinated school psychology services for the
           district including supervision of practicum and internship students.
1991-1995  SCHOOL PSYCHOLOGIST/SPECIAL EDUCATION COORDINATOR, Wilson School District Phoenix, Arizona Provided comprehensive school psychological services and coordinated all Special Education activities and Student Assistance Team activities.

1990-1991  SCHOOL PSYCHOLOGIST INTERN, Kyrene School District Tempe, Arizona Completed psychoeducational evaluations; consulted with teachers, principals, parents and other school personnel; and conducted teacher in-services.

1988-1990  SCHOOL PSYCHOLOGIST, Wyandotte County Special Education Cooperative, Kansas City, Kansas Provided comprehensive school psychological services to two elementary schools on a part-time basis.

1988  GRADUATE RESEARCH ASSISTANT, University of Kansas, Institute for Research in Learning Disabilities Lawrence, Kansas Assisted in the development and implementation of a math strategies curriculum for learning disabled adolescents.

1988  ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY, Lawrence Public School System, Lawrence, Kansas Emphasis on the assessment of and interventions with preschool children and elementary school children with low incidence handicapping conditions.

1987  SCHOOL PSYCHOLOGIST, Desoto Public Schools, Desoto, Kansas Conducted psychoeducational reevaluations on a contractual basis.

1987  SCHOOL PSYCHOLOGY INTERN, Knott County Public Schools, Hindman Kentucky Provided psychoeducational assessment, consultation, and counseling with students.

1986  PRACTICUM IN SCHOOL PSYCHOLOGY, Berea Community School, Berea, Kentucky Provided psychoeducational assessments and consultation services.
OTHER TEACHING EXPERIENCE

2004 & 2005  ADJUNCT PROFESSOR, Western Carolina University
               Cullowhee, North Carolina
               Taught *Assessment of Exceptional Children* for the NC TEACH summer programs

2000 & 2004  ADJUNCT PROFESSOR, University of North Carolina Asheville
               Asheville, North Carolina
               Taught *Psychology of Teaching* for one semester each year

2003        ADJUNCT PROFESSOR, University of North Carolina Asheville
               Asheville, North Carolina
               Taught *Introduction to Exceptional Children* for one semester

1998-1999   ADJUNCT PROFESSOR, University of North Carolina Asheville
               Asheville, North Carolina
               Taught *Introduction to Educational Psychology* for two semesters

1997-1998   ADJUNCT PROFESSOR, Shaw University
               Asheville, North Carolina
               Taught *Introduction to Psychology* during the Fall Semester
               and *Survey of Social Sciences* during the Spring Semester

1987-1990   GRADUATE TEACHING ASSISTANT, University of Kansas,
               Department of Educational Psychology, Lawrence Kansas
               Instructed undergraduate teacher education majors in models
               of classroom management.

1988        GRADUATE TEACHING ASSISTANT, University of Kansas,
               Department of Educational Psychology, Lawrence, Kansas
               Supervised and assisted in instruction for a graduate level
               practicum course in individual intelligence testing.

1986        GRADUATE TEACHING ASSISTANT, Eastern Kentucky University,
               Department of Psychology, Richmond, Kentucky
               Assisted with an undergraduate statistics class which included
               teaching several lab sections.

PRE-PROFESSIONAL EXPERIENCE

1981-1987   HINDMAN SETTLEMENT SCHOOL, Hindman, Kentucky
               *East Kentucky Tutorial Program* (1982-1987)
               Worked as a tutor, supervised, and coordinated after-school
               and summer school tutorial programs for learning disabled
               students.
Assistant to the Director (1983-1985)
Assisted with the development and coordination of various programs.
Adult Basic Education/GED Tutor (1981-1984)
Provided one-on-one and small group instruction.

1980-1981
SUBSTITUTE TEACHER, Newton Public Schools
Newton, Kansas

1979-1980
PARAPROFESSIONAL TEACHERS AIDE, Newton Public Schools, Newton, Kansas

AWARDS
2003
National Association of School Psychologists: Finalist for School Psychologist of the Year

2002
North Carolina School Psychology Association: Practitioner of the Year

CERTIFICATIONS
North Carolina Department of Public Instruction: School Psychology License

National Association of School Psychologists: Certified Instructor for Module I of the PREPaRE School Crisis Prevention and Intervention Training Curriculum.

PROFESSIONAL AFFILIATIONS
National Association of School Psychologists
North Carolina School Psychology Association
2007 Past President
2006 President
2005 President Elect
2004 Secretary

OTHER PROFESSIONAL ACTIVITIES
2007 to Present
Member of the WCU SUTEP Advisory Committee

2006 to Present
Board of Trustees: Summit Charter School
Cashiers, NC

2006
Program Selection Committee for the 9th Annual Service Learning Conference sponsored by North Carolina Campus Compact.

PUBLICATIONS


PAPER PRESENTATIONS


Psychologists Conference, Dallas, Texas.


**POSTER PRESENTATIONS**


OTHER PRESENTATIONS


TECHNICAL REPORTS


BOOK REVIEWS


GRANTS
Unruh, L. (2007) $2,800 grant provided by the Woodcock-Munoz Foundation for the purchase of 14 WJ III Normative Update Kits for the Psychology Department Clinic
**Entry Requirements for Admission: General Psychology Graduate Program**

The Department of Psychology establishes a specific number of openings for the Clinical and Experimental Psychology program tracks each year. Each year we attempt to select the most outstanding students from the applicant pool. Many applications are received for each opening. Thus, simply meeting the minimum standards in no way assures acceptance into either tracks in the graduate program. Applicants who have prior research and/or clinical experience are given preference in the admissions selection process. The philosophy of the program is to conduct an extensive application search and select outstanding students with the intention that all students selected will graduate from the program in the two year period. This is in contrast to other philosophies that admit more students, but expect a number of applicants to not be successful academically and eventually fail to graduate. The majority of the students admitted to the program are from the Southeastern and Eastern sections of the country. However, we have had students from most states in the country and we have also had international students from other countries. Typically, our students have recently graduated from a university, although we admit each year some students who have been working in the field for a few years. The following minimum standards may be used as guidelines.

1. Have an overall undergraduate grade point average of at least 3.0 (on a 4-point scale) for the most recent two years.

2. Have satisfactorily completed a minimum of 12 semester hours (or the equivalent in quarter hours) in undergraduate psychology courses, including courses in Experimental Psychology, Statistics and Abnormal Psychology. Social Psychology, Developmental Psychology, Physiological Psychology, and History and Systems are not specifically required but are strongly recommended. A student lacking these prerequisite courses will be expected to remove all undergraduate deficiencies before admission or graduation.

3. Submit evidence of satisfactory performance on the aptitude section, Verbal and Quantitative, of the Graduate Record Examination (GRE) - minimum composite score of 1,000. The advanced test score on the GRE is reviewed if available.

4. A personal interview is required of all students.

5. A personal statement is required that describes your interests and your desire to study psychology at the graduate level.

6. Provisional Status: On some occasions, a student who does not meet the above criteria, may be accepted into the graduate program on provisional/probationary status.
### PSY Course Descriptive

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List of Conference Presentations and Publications:
(Graduate Students in Bold Face)

2004


2005

Abel, M.H., & Owings, L. (April, 2005). *Moderating effect of positive schemata between neuroticism and related constructs.* Presented at the annual meeting of the Southeastern Psychological Association, Nashville TN.


2006


2008


List of Publications: (Graduate Students in Bold Face)

2005


2007


2008


In Press


Under Review


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### GSMA PSYG Application Decision Counts

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<th>Fall 2007</th>
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<td>Applicants</td>
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<td># of Applicants</td>
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<tr>
<td>Accepted</td>
<td>18</td>
<td>20</td>
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<tr>
<td>Rejected</td>
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<td>Total</td>
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### Descriptive Data on GSMA PSYG Admits

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<th>Semester</th>
<th># of Admits</th>
<th>Average GRE Verbal</th>
<th>Average GRE Quantitative</th>
<th>Average GRE Analytical</th>
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<td>671.76</td>
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### GSMA PSYG Enrolled Student Descriptives

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<th>Citizenship</th>
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<th>Spring 2006 # of Students</th>
<th>Fall 2006 # of Students</th>
<th>Spring 2007 # of Students</th>
<th>Fall 2007 # of Students</th>
<th>Spring 2008 # of Students</th>
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<td>22</td>
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### Number of Students Who Graduated GSMA PSYG by Year

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<td>640</td>
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<td>2007</td>
<td>2</td>
<td>575</td>
<td>705</td>
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<td>2008</td>
<td>6</td>
<td>474</td>
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### Projected Enrollment of "New" Students in College of Education Graduate Programs January 2008
#### Biennium Planning

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<th>Program</th>
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<th>S09</th>
<th>F09</th>
<th>S10</th>
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<th>F15</th>
<th>S16</th>
<th>F16</th>
<th>S17</th>
<th>F17</th>
<th>S18</th>
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<tbody>
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</table>
GRADUATE PROGRAMS IN

Psychology

General Experimental
For students who seek a Ph.D. program in specialized areas of Psychology, the General Experimental Program at Western Carolina University offers a M.A. degree in Psychology designed to prepare students for doctoral level graduate work with an emphasis on developing research skills.

The program offers additional interdisciplinary coursework in applied areas such as Human Resource Development and Consumer Behavior for those seeking only a masters degree.

Clinical
The Clinical Psychology program offers a M.A. in Psychology preparing students for doctoral-level training in clinical psychology or other applied disciplines within psychology.

Faculty members have been very successful in placing our students in APA accredited doctoral programs. Students who do not wish to pursue further graduate work are eligible for licensure as a Psychological Associate in North Carolina.

School
The School Psychology program provides academic and field experiences that prepare students for employment as school psychologists who work with children and adolescents.

Completion leads to recommendation for Level II licensure by the NC Department of Public Instruction, and eligibility for national certification by the National Association of School Psychologists, and licensure as Psychological Associates in North Carolina.

WESTERNGRAD.COM
www.wcu.edu/ceap/psychology/
Committee Assignments 2008-2009

**Departmental**

**Undergraduate Committee**
- Jim Goodwin (Chair)
- Bruce Henderson
- Becky Hester
- Windy Gordon

**Graduate Committee**
- Millie Abel (Chair)
- Kia Asberg
- Alvin Malesky
- Tom Ford
- Lori Unruh
- Candace Boan-Lenzo

**Graduate Admissions Committees**

School
- Candace Boan
- Lori Unruh (Chair)
- Mickey Randolph
- Lydia Aydlett

General-Experimental
- Millie Abel (Chair)
- Jim Goodwin
- Hal Herzog

Clinical
- Alvin Malesky (Chair)
- Kia Asberg
- Leonardo Bobadilla

**School Psychology Program Committee**
- Candace Boan
- Mickey Randolph
- Lori Unruh (Chair)

**Strategic Planning Committee**
- David McCord (Chair)
- Bruce Henderson
- Candace Boan-Lenzo
- Millie Abel
- John Habel
- Jim Goodwin

**Student Awards Committee**
- Mickey Randolph (Chair)
- Kia Asberg
Windy Gordon
Bruce Henderson

Liberal Studies Committee
Windy Gordon (Chair)
Millie Abel
David McCord

Outcomes Assessment Committee
Hal Herzog (Chair)
Leonardo Bobadilla
John Habel

TPR Advisory Committee
David McCord (ex officio, Chair)
Abel, Boan-Lenzo, Goodwin, Habel, Henderson, Herzog

CRD Committee
David McCord (ex officio, Chair)
Boan-Lenzo, Herzog, Gordon, Malesky

PTR Review Committee
Goodwin (Chr), Herzog, Habel, Henderson, Abel

Peer Review of Teaching Materials Committee
Henderson (Chair), Boan-Lenzo, Goodwin

Evaluation of Administrators Committee
John Habel (Chr)
Will Poynter

Undergraduate Internships
Mickey Randolph

Technology Committee
Will Poynter (Chair)
Shawn Acheson
Becky Hester

PSPM Coordinator
Will Poynter

Library Liaison
Hal Herzog

Career Services Liaison
Becky Hester

IRB
Jim Goodwin (Chair, human subjects)
Hal Herzog (Co-chair, nonhuman subjects)
Faculty Meeting Recording Secretary
   Rotating alphabetically - Aydlett in August

Psi Chi
   Windy Gordon
   Mickey Randolph

College

CEAP Curriculum Committee
   Alvin Malesky
   Lori Unruh

CEAP TPR
   Hal Herzog
   Bruce Henderson

Diversity Committee
   John Habel
   Tom Ford

Faculty Advisory Committee to the Dean
   Alvin Malesky
   Jim Goodwin

Student Advisory Committee to the Dean
   Graduate (Millie to nominate)
   Undergraduate

Field and Clinical Experience Committee
   John Habel

Nominations and Elections Committee
   Windy Gordon

Evaluation of Administrators Committee
   John Habel

Exemplary Service Award/Dean's Research Award Committee
   Alvin Malesky

Assessment Committee
   Will Poynter
   Heather Hines

Botner Award Committee
   Windy Gordon

Student Recognition Committee
Lori Unruh

**CEAP Technology Committee**
Will Poynter

**Curriculum Materials Center**
Lydia Aydlett

**DPI Standards Committee**
Lydia Aydlett

**Morrill Family Fund**
Lydia Aydlett

**NCATE Steering Committee**

**Holiday Luncheon Planning Committee**
Hal Herzog

**University**

**Athletics Committee**
Candace Boan-Lenzo

**Faculty Senate**
Lydia Aydlett
Jim Goodwin

**Graduate Council**
Millie Abel

**BOG Awards Committee**
Bruce Henderson

**Liberal Studies Committee**
Will Poynter

**Academic Policy and Review Council**
David McCord

**Faculty Affairs Council**
Jim Goodwin

**Graduation Committee**
Alvin Malesky (Marshall)
Academic Problems Committee
   Windy Gordon
   Lydia Aydlett

Institutional Review Board
   Jim Goodwin
   Hal Herzog

University TPR Committee
   Mickey Randolph

Wellness Council
   Mickey Randolph

Physical Activity Committee
   Mickey Randolph

Women's Studies Minor Committee
   Mickey Randolph

Undergraduate Research Grant Committee
   Hal Herzog

Professional Education Council
   Lori Unruh

Chancellor's Patent Committee
   David McCord

Paul Reid Distinguished Service Award Committee
   Mickey Randolph

Service Learning Advisory Committee
   Mickey Randolph
DEPARTMENT HEAD
EVALUATION INSTRUMENT

Evaluation Year ________

Department Head ___________________________  Department ___________________________

Administration: For each of the seven areas of department head responsibility indicated below, as well as for overall performance, indicate your assessment of the quality of your department head’s performance over the course of the recently completed academic year. Please use the following ratings:

(0) performance quality generally ineffective
(1) performance quality generally effective
(2) performance quality often better than effective
(3) performance quality exceptional.

Space is provided for explanatory comments, especially when assigning ratings of (0) or (3). Please check in the appropriate blank any subarea identified as an area in need of improvement. If you consider yourself inadequately informed to assign a rating in a given area, use N.A. in the blank.

Budget-Related Matters  Rating _________

This performance area includes such items as:

_____ involves the department in setting budget and equipment priorities
_____ makes fair and appropriate use of the department’s appropriated budget
_____ attends to budget-related administrative detail (requisitions, receiving reports, travel authorization, credit card usage, inventories, etc.)
_____ keeps the department appropriately informed about budget-related matters

Comments on Budget-Related Matters:

Curriculum-Related Matters  Rating _________

This performance area includes such items as:

_____ leads department in undertaking curriculum initiatives (examining requirements for the major and departmental contributions to general education offerings, establishing new courses, revising existing courses, incorporating technology, etc.)
_____ disseminates necessary information (catalog copy, prerequisite lists, requests for information, etc.) about departmental programs
_____ supervises departmental outcomes assessment
_____ supports and encourages internships and undergraduate research
_____ supports and encourages departmental activities (lectures, student clubs/activities, etc.)

Comments on Curriculum-Related Matters:

Personnel Matters  Rating _________

This performance area includes such items as:

_____ conducts and/or supervises tenure-track faculty searches
_____ orients, mentors and supports tenure-track faculty prior to the tenure decision (including assistance in preparing and assembling tenure/promotion file and writing letter for the credentials file)
_____ encourages and supports pedagogical experimentation and innovation
_____ fosters good teaching practice and upholds the quality of teaching in the department
_____ administers annual faculty evaluation and merit pay procedures for full-time continuing faculty
_____ hires, orients, supports, and evaluates temporary faculty (lecturers and senior lecturers)

Comments on Personnel Matters:
Course Scheduling

This performance area includes such items as:

_____ makes course scheduling decisions fairly in meeting the needs of the department’s instructional program(s)
_____ negotiates effectively for classroom time and spaces
_____ interacts effectively with administrative offices (e.g., Registrar, Academic Affairs) on the department’s behalf
_____ attends to schedule-related administrative detail (scheduling plans, temporary staffing requests, final schedules, force-adds, etc.)

Comments on Course Scheduling:

Communication

This performance area includes such items as:

_____ involves the department in decision making
_____ keeps the department informed about all necessary matters
_____ deals with conflicts between individuals
_____ is available and accessible
_____ listens to suggestions and/or concerns from persons in the department
_____ interacts in a professional manner
_____ explains decisions made, and accepts responsibility for actions taken
_____ is trustworthy

Comments on Communication:

Student-Related Items

This performance area includes such items as:

_____ is available and accessible to students
_____ coordinates and/or supervises student advising (majors, undeclareds, career)
_____ works effectively with student aides and student representatives

Comments on Student-Related Items:

General Department Administration

This performance area includes such items as:

_____ delegates responsibility and authority to colleagues
_____ schedules, sets agendas for, and presides over departmental faculty meetings
_____ keeps necessary records on departmental activities
_____ organizes and leads periodic program reviews
_____ does work in a timely fashion
_____ responds to college calls for departmental participation (e.g., admissions, advising, career programming, etc.)
_____ ensures that the department’s physical working environment is maintained, repaired, and renovated as necessary
_____ coordinates and/or supervises “outreach efforts” (such as student recruitment, public relations, alumni contacts, etc.)

Comments on General Department Administration:

Overall Performance as Department Head

Comments on Overall Performance as Department Head:
Vote of Confidence for Department Head
August, 2008

(check one)  

My preference is for David McCord to continue serving as department head through the 2008-2009 academic year and at least one year beyond that.

My preference is for David McCord to continue serving as department head through the 2008-2009 academic year but to initiate a search for a new department head who would assume the position on August 1, 2008.

Please return these to John Habel

Let's talk briefly.

[Signature]

[Signature]
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<tr>
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<th>YTD Activity</th>
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<th>Available Balance</th>
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Department of Psychology 2006-2007 Academic Equipment Request

Updated January, 2007

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<th>Item</th>
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<td>(Herzog)</td>
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<tr>
<td>I-pod Podcasting equipment</td>
<td>(Malesky)</td>
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<td>Small television for DVD/VCR copy</td>
<td>(Henderson)</td>
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<td>($90.00)</td>
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<td>Cloth blindfolds for stylus mazes</td>
<td>(Goodwin)</td>
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<td>Water-maze software simulation (Acheson, Goodwin)</td>
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<td>$700.00</td>
<td>($700.00)</td>
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<td>(for PSY 271/272 and research projects)</td>
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<td>Forensic assessment tests</td>
<td>(Malesky)</td>
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<td>TOMM, SIRS, ECST-R, SCID-D</td>
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<td>Preschool assessment tests</td>
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<td>FES, ABAS-II, Conflict Tactics Scale, Vineland II,</td>
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<td>VMI-5 Manual, ASDS, ACES, PALS, CTOPP,</td>
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<td>TELD-3, RIAS, NEPSY, CAS-2, FACES-4,</td>
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<td>ADOS (cost-shared with clinic)</td>
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<td>(Wechsler, Woodcock-Johnson, MMPI)</td>
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<td>Shipping to be determined</td>
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<td>$4,500.00</td>
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If additional money becomes available, the following experimental psychology equipment has been requested. This would be used in PSY 271/272, other research methods courses, and for independent projects.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Spectrophotometer</td>
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<tr>
<td>Light Discrimination Apparatus</td>
<td>$795.00</td>
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<tr>
<td>Automatic scoring mirror tracer</td>
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David M. McCord, Ph.D.
Head, Department of Psychology
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<tr>
<th>Priority Rank</th>
<th>Budget #</th>
<th>Unit</th>
<th>Description</th>
<th>Amount (One-Time)</th>
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<td>1</td>
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<td>Psychology</td>
<td>ADOS autism assessment system</td>
<td>3,000</td>
<td>See above. This specialized new assessment is state-of-the-art methods for diagnosing autism in very young children.</td>
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<tr>
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<td>Psychology</td>
<td>ASDS, RIAS, Roberts - preschool assessment kits</td>
<td>650</td>
<td>Preschool age group is formally included in accreditation and training standards. We need to enhance our materials in this area.</td>
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<tr>
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<td>Psychology</td>
<td>SIRS, ECST-R, other forensic assessment kits</td>
<td>1,000</td>
<td>Continued development of forensic psychology materials</td>
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<td>Light Discrimination Apparatus</td>
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<td>7</td>
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<td>IP-based video monitoring for testing/research rooms</td>
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<td>Will allow faculty to monitor undergrad and grad students conducting research, psychological assessment, in multi-purpose clinic and research spaces currently in planning stage.</td>
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- **Mickey Randolph**
- Surplus on 1/3/07 - Judy Hale
- **Shawn Acheson**
- **John Habel**
- Surplus on 2/7/07 - Judy Hale
- Surplus on 10/20/06 - Anthony Brown
- **GA's**
- Replaced with other printers by IT, date uncertain
- DIT - Bruce Henderson
- **GA's**
- **Psychology**
- **Psychology**
- **Psychology**
- **Psychology**
- **Psychology**
- **Psychology**
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Psychology research databases

Note: In addition to the resources below, the Library subscribes to research databases in related fields, such as education, health care, and interdisciplinary resources such as JSTOR and the Web of Science

- **PsycINFO**
  
  Comprehensive, international index to the literature of psychology: journals, dissertations, book chapters, and more. Abstracts with links to available full text.

- **PsycARTICLES 1894 -**
  
  Provides full-text, peer-reviewed scholarly and scientific articles in psychology from the American Psychological Association (APA). The database contains more than 120,000 articles from 60 journals - 49 published by the APA and its imprint, the Educational Publishing Foundation (EPF) - and 11 from allied organizations. Coverage spans 1894 to present; nearly all APA journals go back to Volume 1, Issue 1.

- **SocINDEX with Full Text 1895 - present**
  
  This major database for sociology and related fields, including psychology, indexes over 3,300 journal and other titles. It includes many full text articles, the full text for 547 books and 6,711 conference papers, a 15,600 term sociology-specific thesaurus and searchable cited references.

- **PsycCRITIQUES 1995 - present**
  
  Provides full text reviews of current books and some films, as well as a 10 year backfile. It is updated weekly and is searchable by author, reviewer, document title, review title, and other standard search fields.

- **Mental Measurements Yearbook**
  
  A comprehensive guide to over 2,000 contemporary testing instruments within psychology, education, business, and leadership. MMY provides coverage from Volume 9 to the present.

Psychology journals

In addition to the journals included in the PsycARTICLES database listed above, the library subscribes to approximately 400 journals in the field of psychology, and nearly all titles are available electronically. If faculty or students have need of an article (or book) that we don’t subscribe to, the Library’s Inter-Library Loan service will obtain the item for them at no cost.
Monographs and other resources

Hunter Library holds over 12,000 monographs in psychology and closely related areas, including major reference works and circulating titles. We also provide access to more than 600 electronic books in psychology. In addition, Western Carolina University students have access, through the Western North Carolina Library Network, to many materials available at Appalachian State University and the University of North Carolina at Asheville.

Hunter Library also has over 400 DVDs or videocassettes pertaining to psychology. We have an annual budget of approximately $14,000 for monograph and DVD/videocassette titles in psychology. Expenditures for serials in psychology in 2007-2008 totaled approximately $40,000.
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Burke, Blaire
Clark, Gina
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Corwin, Caleb
Costner, Ashley
Edwards, Leah
Evans, Ashley
Hambrick, Erin
Hamm, Chris
Hines, Heather
Hutton, Michelle
Ingram, Paul
Jacobs, Amy
Johnson, Joseph Andrew
Kelso, Kristy
Moody, Shauna
Nickell, Trey
Ogden, Kristen
Okon, Mandy
Peasley, Lauren
Petesch, Lisa
Proctor, Steve
Pruett, Kristin
Sessoms, Carrie
Smith, Melinda
Southard, Ashton
Soyars, Sara
Stiles, Stephanie
Watts, Lael
Zimmer, Adam