

Psychology Ten-Year Program Review

Appendix A

**GENERAL EDUCATION REQUIREMENTS**

**Composition (6 Credit Hours)**

ENGL 1013 (ACTS Equivalent # ENGL 1013) Composition  
ENGL 1023 (ACTS Equivalent # ENGL 1023) Composition II

**Mathematics (3 Credit Hours)**

Mathematics Course, 1000-level or above  
MATH 1043 (ACTS Equivalent # MATH 1103) College Algebra  
MATH 1003 (ACTS Equivalent # MATH 1003) Survey of Mathematics

**Speech (3 Credit Hours): Choose one of the following:**

COMM 1023 (ACTS Equivalent # SPCH 1003) Public Speaking  
COMM 2283 Business & Prof. Speech  
COMM 2203 Interpersonal Communication

**Fine Arts Appreciation (3 Credit Hours): Choose one of the following:**

ART 1053 (ACTS Equivalent # ARTA 1003) Art Appreciation  
MUS 1113 (ACTS Equivalent # MUSC 1003) Music Appreciation

**Humanities (3 Credit Hours): Choose one of the following:**

ENGL 2283 (ACTS Equivalent # ENGL 2113) World Literature I  
ENGL 2293 (ACTS Equivalent # ENGL 2123) World Literature II

**U.S. Psychology or Government (3 Credit Hours): Choose one of the following:**

HIST 2213 (ACTS Equivalent # HIST 2113) American Psychology I  
HIST 2223 (ACTS Equivalent # HIST 2123) American Psychology II  
PSCI 2213 (ACTS Equivalent # PLSC 2003) American National Government

**Social Sciences (6 Credit Hours): Choose two courses from two different disciplines from the following:**

ANTH 2203 (ACTS Equivalent # ANTH 2013) Cultural Anthropology  
CJ 1013 (ACTS Equivalent # CRJU 1023) Introduction to Criminal Justice  
ECON 2203 (ACTS Equivalent # ECON 2103) Principles of Macroeconomics  
ECON 2213 (ACTS Equivalent # ECON 2203) Principles of Microeconomics  
GEOG 2213 (ACTS Equivalent # GEOG 1103) Geography I  
GEOG 2223 Geography II  
HIST 1013 (ACTS Equivalent # HIST 1113) Survey of Civilization I  
HIST 1023 (ACTS Equivalent # HIST 1123) Survey of Civilization II  
PSY 1013 (ACTS Equivalent # PSYC 1103) Introduction to Psychology  
SOC 2213 (ACTS Equivalent # SOCI 1013) Introduction to Sociology  
SWK 1013 Introduction to Social Work

Appendix A, General Education requirements continued

**Basic Sciences (8 Credit Hours): Choose eight hours from two 3-hour lecture courses with associated 1-hour labs or two 4-hour courses with integrated labs chosen from two of the following groups:**

Biological Sciences

BIOL 1063/1071 (ACTS Equivalent # BIOL 1004) Intro. to Biology/Lab

BIOL 1083/1091 (ACTS Equivalent # BIOL 1014) Principles of Biology II/Lab

Earth Sciences

ESCI 1063/1051 (ACTS Equivalent # GEOL 1114) Elements of Geology/Lab

ESCI 1073/1081 (ACTS Equivalent # PHSC 1104) Earth and Atmosphere/Lab

Chemistry

CHEM 1023/1031 (ACTS Equivalent # CHEM 1004) Intro. to Chemistry/Lab

Physics

PHYS 2203/2231 (ACTS Equivalent # PHYS 2014) Gen. Physics I/Lab

PHYS 2313/2231 (ACTS Equivalent # PHYS 2034) University Physics/Lab

TOTAL: 35 General Education Credits Required

## Appendix B

### B.S. Identity Requirements

Students receiving a Bachelor of Science degree must exhibit a breadth of knowledge in science and mathematics. Candidates for the Bachelor of Science degree must complete at least 17 hours of mathematics, natural sciences, or technology. At least 14 hours must come from the area of mathematics or and natural science as defined under “Mathematics and Natural Sciences”

General Education requirements found elsewhere in this catalog. Three hours may come from the disciplines included under the general education “Math, Science, or Technology Elective” area.

*UAM Catalog, 2015, Graduation Requirements section*

Appendix C  
Psychology Syllabi

INTRODUCTION TO PSYCHOLOGY: PSY 1013  
(ACTS # PSYC 1103)

I. Preliminary Information

A. Department: Social and Behavioral Sciences

B. Title: PSY 1013 - Introduction to Psychology, 3 credit hours. Survey of the science of behavior.

Note: This course fulfills specific general education requirements. For more information, see the current academic catalogue.

C. Instructor: Dr. Wayne Poniewaz

D. Office Hours: MWF 9-11; TTh 9:00-9:30; TTh 11-12:30

E. Email: poniewaz@uamont.edu

F. Text: Exploring Psychology, (9th ed in modules) by David Myers (ISBN: 13:978-1-4641-0891-9)

G. Prerequisites: None

H. Student Learning Outcomes: By the end of this course you will:

- Have a basic understanding of the various sub-fields within psychology.
- Know that psychology is much more than just helping people with problems.
- Understand that psychology is a science in which the basic knowledge of the discipline is verified through research.

II. General Education Goals

This course is designed to:

- A. Prepare individuals to perform effectively and responsibly in society through an understanding of those principles which affect human behavior.
- B. Develop a base of knowledge in psychology in order to allow students to effectively evaluate psychological "facts" encountered throughout life.
  - C. Integrate the various sub-disciplines and approaches to psychology.
  - D. Nurture self-confidence in students by holding them responsible for learning and communicating knowledge.
  - E. Teach students to think for themselves, actively seek knowledge, and formulate informed views about human behavior.
  - F. Teach students to read and comprehend psychological information.
  - G. Teach students to listen effectively to information presented in class.
- H. Teach students to understand and appreciate the scientific method as applied to the complex subject of human thought and behavior, including the limitations of the scientific method in this area.

III. Course Outline:

	TOPIC	Modules	TEST DATES
A.	The Science of Psychology 1. Being Empirical 2. Common Errors in Thinking 3. Scientific Methods in Psychology	2	Friday, August 29
B.	Child Development 1. Cognitive Development 2. Social and Emotional Development 3. Effective Parenting 4. Language Development	10,25 (p.341-345)	Monday, September 15
C.	Learning 1. Classical Conditioning 2. Operant Conditioning 3. Learning by Observation	18, 19	Monday, September 29
D.	Memory 1. Encoding 2. Retention 3. Retrieval	21,23	Monday, October 13
E.	Social Psychology 1. Interpersonal Influence 2. Antisocial Relations	36, 37	Monday, October 27
F.	Personality 1. Classic Theories 2. Contemporary Theories	34,35	Monday, November 10
G.	Psychological Disorders (Part I) 1. What is abnormal (DSM)? 2. Mood Disorders 3. Schizophrenia	39, 40	Friday, March 21
H.	Psychological Disorders (Part II) 1. Anxiety Disorders 2. Dissociative Identity Disorder 3. Eating Disorders	41	

Final Exam Week

The exam for the last section (Altered States of Consciousness) will be given final exam week:

Monday, December 8 at 1:30 in our regular classroom. Like test 1 it will only be a “half-test” worth 50 points.

IV. Tests and Grading Eight examinations will be given totaling 700 points. The first and last tests are only worth 50 points each. The other six tests are worth 100 points each. I reserve the right to ask multiple choice questions over material not covered in class (read and study your text).

Total Points	Grade	Pct of Total Points
630-700	A	90
546-629	B	78
462-543	C	66
378-461	D	54
377 or less	F	53.9 or lower

VI. Make-ups: Make-ups for the first seven tests will be Monday, November 24 (the Monday of Thanksgiving week) at your regular class time. If you took all of the exams when they were originally scheduled this is a free day for you. Only two make-ups will be allowed. A score of zero will be recorded for the 3rd and 4th missed exams.

VI. Attendance. Attendance is not required. However it is strongly recommended that you attend class and take notes as all of the examination material may not be covered in the text. If you decide to attend class (and I believe you will find it worthwhile) I expect that you will not engage in any activities which are distracting to me or to your fellow students. One activity which I believe to be distracting is cell phone usage. I do not want to see or hear your cell phone during class. Please remember to turn off your cell phone and put it away before class. There should be no text messaging, taking of calls or cell-phone ringing. If you forget to turn off the ringer once, I'll understand. If I have to warn you again about your cell phone ringing, or texting, or it not being put away, I reserve the right to deduct 10 points from your semester point total. The same rules apply to other electronic devices such as video games or any tablets or personal computers used for anything other than taking notes.

## VII. Miscellaneous

A. IMPORTANT DATES Drop dates: Students who drop a course after the fifth day of class and through October 3rd will receive a grade of "W". You are no longer allowed to drop a class after October 3.

**B. STUDENTS WITH DISABILITIES:** It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone (870) 460-1026; TDD (870) 460-1626; Fax (870) 460-1926.

**C. CODE OF CONDUCT:** Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

**Academic Dishonesty:**

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
  - a. Copying from another student's paper;
  - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
  - c. Collaboration with another student during the examination;
  - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
  - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name in on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.
5. For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a grade of zero on that assignment/test and possible expulsion from the course.

**D. CELL PHONES** You are not permitted to use your cell phone in class to talk, receive calls or surf the net. I will give you one warning. I reserve the right to deduct 10 points from your total points earned on the semester for the next violation that occurs at any time for the rest of the semester. If you have a true emergency for which you are expecting a call please see me before class.

**Psychology of Personality**

**Course Syllabus**

**PSY 4623-01**

**TUE&THR 11:10-12:30 pm**

**Fall 2014**

**MCB 316**

**Instructor:**

Dr. Myeong Kim, Ph.D., LP., CFP.

Associate Professor of Psychology

Social and Behavioral Sciences

Office: MCB 308

P.O. Box 3619, UAM

University of Arkansas Monticello

Monticello, AR 71656

Office Phone: 460-1479

E-mail: [kim@uamont.edu](mailto:kim@uamont.edu) (reply within 48 hours)

**Prerequisite:** PSY 1013

**Office Hours:**

M & W (9-10 am & 2-4 pm)

TUE & THR (9:10-9:40 am; 12:30-2 pm)

FRI: 10-12 (virtual office hours)

And by appointment

**Required Course Textbook:**

Friedman, H. S., & Schustack, M. W. (2014). Personality: Classic Theories and Modern Research (5<sup>th</sup> edition). Boston, New York, NY: Allyn & Bacon

**Recommended Textbooks (available upon individual's request):**

Cloninger, S. C. (2000). Theories of Personality: Understanding personas (3<sup>rd</sup> edition). New Jersey: Prentice Hall.

Feist, J., and Feist, G. J. (2002). Theories of personality (5<sup>th</sup> Edition). New York: McGraw Hill.

Maddi, S. R. (1984). Personality theories: A comparative analysis. Homewood, IL: The Dorsey Press.

Schultz, D. P., and Schultz, S. E. (2005). Theories of Personality (8<sup>th</sup> edition). Belmont, CA: Thompson Wadsworth.

**Prerequisite: PSY 1013****Course Description:**

This course will provide an advanced introduction to the major alternative theories of personality that have been proposed in the 20<sup>th</sup> century. It will review a variety of theories, empirical literature, clinical applications, and personality measures that contribute to understand “personality.” The format of this course is lecture. Specifically, you will be expected to (1) study class materials posted on the class webpage, (2) read assigned readings, (3) complete assignments independently, and (4) actively participate in class discussions. Students are encouraged to share their ideas, thoughts, experiences, and questions in a professional, open-minded, and respectful manner that helps understanding of the class materials.

**Course Objectives:**

The primary objective of this course is to familiarize students with a variety of the influential personality theories advanced in psychology throughout the past century. Students will acquire foundational understanding and knowledge of the following personality theories: Psychoanalytical Perspective (i.e., Freud), Neo-psychoanalytical Perspectives (i.e., Jung, Adler, Erickson), Humanistic Perspectives (i.e., Maslow, Rogers) and Behavioral/Cognitive Perspectives (i.e., Skinner, Rotter, and Bandura). Certain theories will be emphasized more than others due to their influence and status in the field of psychology today. This course will place an emphasis on discussion, critical thinking, and application with regard to these theories. Another objective of this course is to familiarize students with several personality measures (i.e., MMPI, Rorschach, 16 PF, MBTI).

**Learning Outcomes:**

Upon completion of this course, students will; (1) learn a variety of the influential personality theories advanced in psychology throughout the past century, (2) learn a general, connected, and reflective approach to understanding personality, (3) learn how to strive for a coherent and balanced view of personality that arises from different theoretical perspectives, and (4) learn how to criticize each personality theory scientifically.

### **COURSE WEBSITE:**

Course syllabus, handouts, course outlines, announcements, and etc. can be downloaded from the course website. The address is <http://uam-web1.uamont.edu/facultyweb/kim>

### **Course Requirements:**

**Attendance:** Students are held responsible for attendance at all class meetings. Students who miss class are responsible for the class materials covered, handouts, homework assignments, and any announcements or examinations. Creating distractions (i.e., talking, reading newspaper, hand-phones, cell-phone ringing, etc.) may result in nullification of attendance. I will randomly check your attendance about 5 times this semester. Each attendance is worth 4 bonus points. Late arrival or early departure will be considered as absence. There is no legitimate excuse (i.e., sick) for your absence because you are not losing points, but earning bonus points for your attendance. Cell-phones should be turned off during class/exam. If you expect an emergency call, you must inform me prior to class.

**Plagiarism:** Plagiarism is passing off someone else's work (either in the exact words or in paraphrase) as your own without giving credit to the original worker. Plagiarism is a serious violation of academic standards. Committing plagiarism will result in no credit for the work. Any repeat of the plagiarism will result in an automatic "F" grade for the course.

**Four Exams:** The exams will consist of multiple choice, matching, identification and short essay questions. Each exam will be worth a total of 100 points. The exams are not cumulative. Test scores will be posted within 48 hours using your 4 digit ID numbers you will be asked to make and turn in before the first test (i.e., neither student ID nor SSN).

**Make-up exams:** Makeup exams for the four tests will be on **12/04/2014 (11:10-12:30 pm)** A maximum of two makeup exams will be allowed. That is, those who missed more than two tests will receive a score of zero for the 3<sup>rd</sup> and 4<sup>th</sup> exams they missed. There is no make-up exam for make-up exams!

**Final Paper/Exam:** The exam is optional and cumulative. The exam is a comprehensive essay take-home test that can replace your lowest test.

**Grading:**

Test 1	100 points
Test 2	100 points
Test 3	100 points
Test 4	100 points
Homework/Attendance	20 points (4 bonus points X 5)
A grade	360 and above
B grade	320-359
C grade	280-319
D grade	240-279
F grade	239 and below

**Borderline Scores:**

If your final average score is a borderline (i.e., a few points away from the next higher letter grade), your class participation will be taken into account for deciding your final letter grade.

**Grade Report:**

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu> or have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

**Important Dates:**

August 20, 2014	First day of classes
August 22, 2014	Last date to register or add classes
September 1, 2014	Labor Day Holiday
October 3, 2014	Deadline to file for May graduation

October 29, 2014	Last day to drop with W
November 3-14, 2014	Pre-registration for Spring 2015
November 26-28, 2014	Thanksgiving Holiday
December 5, 2014	Last day of classes.
December 8-12, 2014	Final Exams

**Academic/Non-academic Code Violations** (refer to the UAM Catalogue 2013-2015: page 40-44):

*Students are expected to display both academic and non-academic integrity on all aspects of work in this class. Students found to have committed academic misconduct (i.e., cheating, plagiarism, etc.) or non-academic code violations (i.e., misuse of document, identify theft, theft, disorderly conduct, disrupting the peace and good order of the University) will be adjudicated through the Academic/Non-Academic Code Violation Process.*

#### **ACADEMIC DISHONESTY**

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
  - a. Copying from another student's paper;
  - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
  - c. Collaboration with another student during the examination;
  - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
  - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the

student(s) involved will be subject to **Disciplinary Sanctions for Violations of Codes of Conduct**.

**Disciplinary Sanctions for Violations of Codes of Conduct** (refer to the UAM Catalogue 2013-2015: page 44-45):

*Disciplinary sanctions within the UAM Judicial system to which students are subjected include, but are not limited to, the following: Warning, counseling, educational sanction, reprimand, restitution, conduct probation, residential housing sanctions, disciplinary probation, fine, suspension, active suspension, immediate suspension, expulsion, loss of access, and ban from campus or facilities.*

### **Students with Disabilities:**

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: [whitingm@uamont.edu](mailto:whitingm@uamont.edu).

For assistance on a College of Technology campus contact:

McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

### **Course Schedule** (tentative)

Date	Topics	Tests
8/21	Syllabus; Chapter 1 (What is personality? Personality and the scientific outlook)	
8/26 & 8/28	Chapter 2 (How is personality studied and assessed?)	
9/2 & 9/4	Chapter 3 (Freud's Psychoanalytic	

	theory)	
9/9 & 9/11	Chapter 3 (Freud's Psychoanalytic theory) & Review; Test 1	<b>Test 1 (9/11)</b>
9/16 & 9/18	Chapter 4 (Jung's analytical psychology)	
9/23 & 9/25	Chapter 4 (Jung's analytical psychology)	
9/30 & 10/2	Chapter 4 (Adler's individual psychology)	
10/7 & 10/9	Chapter 4 (Adler's individual psychology) & Review; Test 2	<b>Test 2 (10/9)</b>
10/14 & 10/15	Chapter 9 (Maslow's self-actualization position)	
10/21 & 10/23	Chapter 9 (Maslow's self-actualization position)	
10/28 & 10/30	Chapter 9 (Rogers' person-centered theory)	
11/4 & 11/6	Chapter 9 (Rogers' person-centered theory) & Review; Test 3	<b>Test 3 (11/6)</b>
11/11 & 11/13	Chapter 6 (Skinner's operant analysis)	
11/18 & 11/20	Chapter 7 (Bandura's social-cognitive theory)	
11/26-11/28	Thanksgiving Holiday	
12/2	Test 4	<b>Test 4 (12/2)</b>
12/4	Makeup exam (11:10-12:30 pm)	<b>Makeup exams</b>
12/8-12/12	Optional Paper/Exam	<b>Optional Final exam</b>

**Fundamentals of Measurement**  
**Online Course Syllabus**

**PSY 3493**

**Fall 2014**

**Instructor:**

Dr. Myeong Kim, Ph.D., LP., CFP.

Associate Professor of Psychology

Social and Behavioral Sciences

Office: MCB 303

P.O. Box 3619, UAM

University of Arkansas Monticello

Monticello, AR 71656

**Office Hours:**

M & W (9-10 am & 2-4 pm)

TUE & THR (9:10-9:40 am; 12:30-2 pm)

And by appointment

**Virtual Office hours:** Friday: (10-Noon)

**Prerequisite:** PSY 1013

**Required Course Textbook:**

Cohen, R. J., Swerdlik, M. E., & Sturman, E. D. (2014). Psychological Testing and Assessment (8<sup>th</sup> edition). Madison, WI: McGraw Hill Companies (Earlier editions are O.K. But focus on topics than chapter numbers for assigned readings/assignments).

**Recommended Course Textbooks:**

Anastasi, A. (1995). Psychological Testing (7<sup>th</sup> edition). New York, NY: McMillan Publishing Company.

McIntire, S. A., and Miller, L.A. (200). Foundations of Psychological Testing. Madison, WI: McGraw Hill Companies.

### **Course Description:**

This online course will provide an introduction to the fundamental concepts, issues, and tools used in psychological testing. It will review (a) a variety of statistical/psychometric concepts (i.e., reliability, validity, standardization) of psychological tests, (b) the process of designing, administering, interpreting, and analyzing them, and (c) how psychological tests have been used in educational, clinical, and occupational settings. . Specifically, you will be expected to (1) study class materials posted in the Blackboard, (2) read assigned readings, (3) complete assignments independently (no help from other classmates!), and (4) actively interact with me and classmates through the discussion board or messages for any question/clarification. Students are encouraged to share their ideas, thoughts, experiences, and questions in a professional, open-minded, and respectful manner that helps understanding of the class materials.

### **Course Objectives:**

The goal of this course is for students to become familiar with a variety of psychological tests such as aptitude, achievement, personality, clinical, vocational, and neurological tests. Students will gain a greater understanding and appreciation of the usefulness (proper application) and limitations of psychological tests. You are not required to administer, score, and interpret psychological tests.

### **Learning Outcomes:**

Upon completion of this course, students will; (1) learn a variety of psychological tests such as aptitude, achievement, personality, clinical, vocational, and neurological tests, (2) learn how to utilize psychological tests and their limitations in using them, and (3) learn how to analyze and criticize psychological tests scientifically.

### **Course Requirements:**

**Prerequisite:** PSY 1013

#### **Technical Support information:**

Issues with Blackboard:

Contact Office of Academic Computing; phone 870-460-1663.

Open Monday-Friday, 8 a.m.-4:30 p.m.

Help Desk at [fendley@uamont.edu](mailto:fendley@uamont.edu) or [blackboard@uamont.edu](mailto:blackboard@uamont.edu) or phone 870-460-1663.

The computer section in the Library is open during regular Library hours. Click here to see when the Taylor Library is open: □ <http://www.uamont.edu/library/>

Issues with Email: Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

The Student Handbook for Distance Education is available at the following link: <http://www.uamont.edu/AcademicComputing/>

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#### MINIMUM TECHNOLOGY REQUIREMENTS:

For minimum technology requirements, visit:

<http://kb.blackboard.com/pages/viewpage.action?pageId=38830689>

**Blackboard account:** You need to use your Blackboard account to turn in class assignments and to communicate with me. **Do not send emails to kim@uamont.edu. Use Blackboard message function (i.e., go to Tools then Messages)**

**Equipment:** You need to have a computer with internet access because you will be required to send many documents to me through the Blackboard or tool/message attachments (when late). You may need to have a printer because you must keep a notebook of hard copies of course materials and your work:

For minimum technology requirements, visit:

<http://kb.blackboard.com/pages/viewpage.action?pageId=38830689>

**Files:** Turn in your assignment/test in the each assignment/test section by uploading your files. When your work is late (usually 24 hours or more), the Blackboard will not allow you to upload your files within the Assignment Section. If so, you may send course assignments and other files to me through a **Message Attachment (Not to my email address, but through Tool and then Messages)**. You need to make sure that they are readable in Microsoft Word. Ask me if you are not sure about whether or not your word-processing program is readable in the Microsoft Word. Your assignments or tests turned in on time will be considered late if I can't read them by a deadline for the assignment or test. Make sure to name the file as "YourLastName\_ assnX.doc" or "YourLastName\_testX.doc" For example, I would name my first assignment as *kim\_ assn1.doc* or first test as *kim\_test1.doc*. Feedback and grade for each assignment and test will be provided within 3 business days.

**Plagiarism:** Plagiarism is passing off someone else's work (either in the exact words or in paraphrase) or ideas as your own without giving credit to the original worker. Plagiarism is a serious violation of academic standards. Committing plagiarism will result in no credit for the work. Any repeat of the plagiarism will result in an automatic "F" grade for the course. You must complete class assignments and tests independently! Plagiarism is subject to **Academic/Non-academic Code Violations** (refer to the UAM Catalogue 2013-2015: page 40-44) and **Disciplinary Sanctions for Violations of Codes of Conduct** (refer to the UAM Catalogue 2013-2015: page 44-45):

**Class Materials:** You are required to print out class materials posted on the Blackboard, keep them in your notebook, study them, and ask any questions about them by the Blackboard email.

**Required Textbook:** You are required to summarize each chapter of the textbooks and send the summary to me through the Blackboard in a timely manner. The summary must be organized, succinct, and reflecting your understanding of the material. It must be at least **1 or 2 pages long per each chapter**, single-space, 12-point Times New Roman font, and 1" margin all around. I prefer "outline than narrative" format. No need to summarize the supplemental readings. Notice that your textbook may have different chapter numbers depending on its edition. Always focus on "Topics/titles of chapters" rather than "Chapter numbers."

**Class Participation:** You are strongly encouraged to communicate with me or other classmates regarding class materials through the Discussion Board. You are expected to post comments to the Discussion Board at least 3 times each week (three posts per a discussion issue I posted). Saying "I agree" or similar lack of information is not posting. Your remarks should add to the course discussion. Notice that the Blackboard can monitor your activities with me or other classmates. You are minimally required to interact with the Blackboard five times a week (80 points).

#### **EMERGENCY OR INTERRUPTION IN COMPUTER SERVICE POLICY:**

Prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning as they do in any learning environment. Have a back-up plan such as using the computers at a local library for submitting assignments in case your computer crashes or your service is interrupted.

**ASSIGNMENTS AND TESTS:****Acknowledgement (due by 4 pm on 8/29) (20 points)**

You need to read the syllabus and send me a message (using Blackboard message), acknowledging that you have read the syllabus and fully understood it. You also need to make a four digit unique ID number (Not using your SSN or student ID number) and send it to me so that I can use the number to post your grade anonymously (20 points)

**Assignment 1 (due by 4 pm on 9/19) (40 points) (at least 1 page per chapter=total 6 pages minimum) (one file with page breaks between chapters rather than a file for each chapter).**

Chapter 1 (Psychological Testing and Assessment)

Chapter 3 (A Statistical Refresher)

Chapter 4 (Of Tests and Testing: Norms, Correlation, and Inference)

Chapter 5 (Reliability)

Chapter 6 (Validity)

Chapter 8 (Test Development)

**Test 1 on Chapter 1, 3, 4, 5, 6, and 8 (due by 4 pm on 9/26) (60 points): At least a page long per question** (single-space, 12-point Times New Roman font, and 1" margin all around. I prefer "outline than narrative" format)

**Assignment 2 (due by 4 pm on 10/10) (40 points) (2 pages per chapter=total 10 pages minimum) (one file with page breaks between chapters rather than a file for each chapter).**

Chapter 9 (Tests of intelligence)

Chapter 10 (Assessment of Education: Achievement tests)

Chapter 11 (Personality Measures)

Chapter 12 (Personality Assessment: An Overview)

Chapter 13 (Personality Assessment Methods)

**Test 2 on chapters 9, 10, 11, 12, and 13 (due by 4 pm on 10/24) (60 points): At least a page long per question** (single-space, 12-point Times New Roman font, and 1” margin all around. I prefer “outline than narrative” format)

**Assignment 3 (due by 4 pm on 11/7) (40 points) (3 pages per chapter minimum=total 9 pages minimum) (one file with page breaks between chapters rather than a file for each chapter).**

Chapter 14 (Clinical/Counseling Assessments)

Chapters 15 (Neurological Assessment)

Chapter 16 (Assessment, Careers, and Business)

**Test 3 on chapters 14, 15, and 16. (due by 4 pm on 11/14) (60 points): At least a page long per question** (single-space, 12-point Times New Roman font, and 1” margin all around. I prefer “outline than narrative” format)

**Final Paper (due by 4 pm on 12/2): At least 5 pages long** (single-space, 12-point Times New Roman font, and 1” margin all around. I prefer “outline than narrative” format)

Choose one of psychological tests you learned from this course and describe/analyze/criticize the test thoroughly in terms of all the concepts and principles (i.e., test construction, administration, scoring, utility, reliability, validity, limitations, etc.) you learned from this course.

Supplementary Readings are available upon individual request. You may check them out for 24 hours. They will be helpful for class assignments and tests. You don’t have to summarize them for your assignments.

**Late work/Feedback:** If I fail to respond to your email within 2 business days (extremely unlikely), I would give you 5 bonus points for each occasion. But if you fail to turn in your assignments on time, you will lose a 20% of the grade assigned to the requirement for every 24 hours. Any student who fails to turn in two assignments without my permission will get an automatic F grade. Feedback and scores for each assignment and test will be provided within 3 days

**Grading:**

Due by 8/29 Acknowledgement 20 points

Due by 9/19: Assignment 1 40 points

Due by 9/26: Test 1 60 points

Due by 10/10: Assignment 2 40 points

Due by 10/24: Test 2	60 points
Due by 11/7: Assignment 3	40 points
Due by 11/14: Test 3	60 points
Due by 12/2: Final Paper	100 points
Class participation	80 points
Total	500 points

A grade	450 and above
B grade	400-449
C grade	350-399
D grade	300-349
F grade	299 and below

#### **Borderline Scores:**

If your final average score is a borderline (i.e., 1 point away from the next higher letter grade), your class participation will be taken into account for deciding your final letter grade.

#### **Grade Report:**

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu>

To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

**Important Dates:**

August 20, 2014	First day of classes
August 22, 2014	Last date to register or add classes
September 1, 2014	Labor Day Holiday
October 3, 2014	Deadline to file for May graduation
October 29, 2014	Last day to drop with W
November 3-14, 2014	Pre-registration for Spring 2015
November 26-28, 2014	Thanksgiving Holiday
December 5, 2014	Last day of classes.
December 8-12, 2014	Final Exams

**Academic/Non-academic Code Violations** (refer to the UAM Catalogue 2013-2015: page 40-44):

*Students are expected to display both academic and non-academic integrity on all aspects of work in this class. Students found to have committed academic misconduct (i.e., cheating, plagiarism, etc.) or non-academic code violations (i.e., misuse of document, identify theft, theft, disorderly conduct, disrupting the peace and good order of the University) will be adjudicated through the Academic/Non-Academic Code Violation Process.*

**ACADEMIC DISHONESTY**

5. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
  - a. Copying from another student's paper;
  - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
  - c. Collaboration with another student during the examination;
  - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
  - e. Substituting for another person during an examination or allowing such substitutions for oneself.
6. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.

7. **Duplicity:** Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
8. **Plagiarism:** Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be subject to **Disciplinary Sanctions for Violations of Codes of Conduct**.

**Disciplinary Sanctions for Violations of Codes of Conduct** (refer to the UAM Catalogue 2013-2015: page 44-45):

*Disciplinary sanctions within the UAM Judicial system to which students are subjected include, but are not limited to, the following: Warning, counseling, educational sanction, reprimand, restitution, conduct probation, residential housing sanctions, disciplinary probation, fine, suspension, active suspension, immediate suspension, expulsion, loss of access, and ban from campus or facilities.*

### **Students with Disabilities:**

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: [whitingm@uamont.edu](mailto:whitingm@uamont.edu).

For assistance on a College of Technology campus contact:

McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

**UNIVERSITY OF ARKANSAS AT MONTICELLO**  
**DEPARTMENT OF PSYCHOLOGY**  
**THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES**  
**PSY 3443 DEVELOPMENTAL PSYCHOLOGY**  
**COURSE SYLLABUS**  
 Fall 2014 -- TR 9:40-11:00 AM  
 Class: MCB 226

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Instructor:	Seungyeon Lee, Ph.D.	Office Location:	MCB 301A
Email:	<a href="mailto:LeeS@uamont.edu">LeeS@uamont.edu</a>		Social & Behavioral Sciences,
Office Hours:	MW 8:00-9:00 & 1-2:30		P.O. Box 3619
	TR 8:00-9:00 & 1:20-2:20		UAM
	F 8:00-9:00 or by appointment		Monticello, AR 71656
			Phone: 870.460.1587

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**Course Description:** In this course, the students will learn about psychological development of individuals from conception through infancy, childhood, adolescence, and adulthood. The course will describe some of the psychological changes people experience throughout their lives, identify specific forces that influence development (e.g., biological, cultural, environmental, etc.), and connect developmental research with issues in their lives and communities.

**Course Title and Credit Hours:** PSY 3443 Developmental Psychology, 3 credit hours

**Prerequisite:** PSY 1013 Introductory Psychology, 3 credit hours

**Goals of the Course:**

- Introduce a base of knowledge in human development in order to allow students to have better understanding of the field
- Demonstrate appreciation of the diversity of our lives in the context of developmental psychology
- Help students think how to design a research study examining some aspects of development

**Course Objectives:** By the end of the course, the students will (a) become familiar with the major theories of human development, (b) be able to demonstrate an understanding of the major tenets of the theories covered, (c) read and evaluate current research on human growth and development, and (d) will be able to apply developmental theories to real-life situations in the context of these theories.

**Expected Student Learning Outcomes:**

- a. The students will develop an understanding and appreciation of the study of behavior employing the scientific method.
- b. The student will learn how to incorporate new information into his/her thinking and to use the new information to formulate informed opinions and attitudes.
- c. The student will learn how to critically read and evaluate scientific/empirical information.
- d. The student will learn to appreciate the diversity of the human experience and recognize each person's unique perception of the world.
- e. The student will develop an understanding of how psychological principles apply to one's everyday life.

**Required Textbooks:** *Developmental Psychology, University of Arkansas at Monticello*. New York, NY: McGraw-Hill Education. (ISBN 13# 9781121950276)

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**For assistance on a College of Technology campus, please contact:**

McGehee: Office of Special Student Services representative on campus; room 300; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; room A-5; phone 870 364-6414; fax 870 364-5707.

**Student conduct statement:** Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

**Academic dishonesty:**

9. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
  - a. Copying from another student's paper;

- b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
  - c. Collaboration with another student during the examination;
  - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
  - e. Substituting for another person during an examination or allowing such substitutions for oneself.
10. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
11. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
12. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be subject to **Disciplinary Sanctions for Violations of Codes of Conduct**.

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**Classroom Behavior:** The UAM Student Conduct Code defines disorderly conduct as “any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.” Violating this code may result in either being asked to leave class for the day or being dropped from the course at the instructor's discretion.

Therefore, I expect the highest level of professionalism from all students in my class. I expect that you will come to class well prepared and on time. Unprofessional conduct includes (but not limited to) being late for class, frequently being absent, failing to bring your textbook, inappropriate use of computers in class, excessive use of email messages, sleeping in class, showing disrespectful behavior toward the instructor and others, and/or leaving the classroom while we are in session (except the case of emergency or prior arrangement with your instructor). **All electronic devices not needed for class activities should be turned off and put away.** Throughout this semester we will be focusing

heavily on one another's strengths so it is important that all students support one another as they discover their innate talents.

**Personal Responsibility:** If you are absent, it is your responsibility to get the information you missed from a classmate. All requirements must be completed on their due dates. Points will be deducted for any reason unless a dire emergency exists. Under such circumstances, please notify me as soon as possible and be prepared to show documentation as appropriate.

**Important Dates:**

August 20, 2014 (Wed)	First day of classes
<b>August 22, 2014 (Fri)</b>	<b>Last day to register or add classes</b>
September 1, 2014 (Mon)	Labor Day Holiday. Offices and classes closed.
<b>October 29, 2014 (Wed)</b>	<b>Last day to drop a session M1 with W.</b>
November 3, 2014 (Mon)	Preregistration for Spring 2015 begins.
November 14, 2014 (Fri)	Preregistration for Spring 2015 ends.
November 17, 2014 (Mon)	Last day to drop session 8W1 and C1 classes with W.
November 23-28 (Wed-Fri)	Thanksgiving Holiday Break (Classes closed beginning on Wednesday. Offices closed beginning on Thursday).
December 5, 2014 (Fri)	Last day of classes.
December 8-12, 2014 (Mon-Fri)	Final exam period.
December 17, 2014 (Wed)	Fall conferral of degrees.

**Course Requirements: Total 150 points will be available in this class.**

- **Attendance/Classroom Participation (30 points total)** – Your active participation is essential in this course. This includes regular attendance, keeping up with the assigned reading, and willing participation in class discussions. The main focus of this class will be centered on classroom discussions, and you are expected to be engaged in the content being discussed. **Repeated tardiness (e.g., 10-15 minutes late all the time) may result in a loss of 1 point. You are allowed three, unexcused absence and then each absence after that will result in a loss of 2 participation points.** An absence will be excused only if 1) proof, such as a doctor's note, is furnished by the student and 2) I receive e-mail notification *before* the missed class meeting.

**Attendance Policy:** The UAM catalogue states that “regular class attendance is considered an essential part of the students’ educational experience and a requirement for adequate evaluation of academic progress.” Please keep in mind that, students who do not attend class regularly cannot expect to do well in class. **While I take attendance, it is considered an official part of your grade.** Attendance is normally taken by sign-in sheets; **students who forge or falsify sign-in sheets will be penalized at the instructor’s discretion.** As a general rule, students who miss more than 10% of the class sessions, that will affect your attendance grade. If you know you will have more than 3 unexcused/excused absences, please consult me as soon as possible.

**Four Chapter Tests (30 points each—120 points total)** – Four chapter tests will be given throughout this semester. Each test will be based on your lectures and the textbook. The tests will be 20 multiple-choices questions, 5 T/F questions, 3 short-answer questions, and 2 short-essay questions. Each test will be worth 30 points and the grading scale is listed on the next page. Materials not covered in class won’t be in the chapter tests. We will have a review session before we take a chapter test. Last chapter test will be given during the final exam period.

**Make-ups:** Make-ups for any of the first three chapter tests will be on **Tuesday, November 25**. If you took all of the chapter tests and are satisfied with your current grade, this is a free day for you. **Only one make-up out of the first three chapter tests will be allowed.** The final exam, which is the 4<sup>th</sup> chapter test, is mandatory—**you must take it during the final exam period.** No make-up for the final exam will be given for any reason. Missing the final exam will cause you to fail the course automatically; please be sure to check your schedule and plan accordingly.

**Grading:** Below are the grading criteria for this course. For any disagreements you have about grading, please come and see me during my office hours.

#### **Grading Scale (by total points)**

132 – 150 pts A

117 – 131 pts B

102 – 116 pts C

87– 101 pts D

Below 87 pts F

**IMPORTANT NOTE: Check your school email regularly!** The instructor reserves the right to contact you via email. All emails I send will be sent to your official UAM email accounts; thus, you are responsible for checking this account on a regular basis. The instructor is not responsible for mail that is “bounced.” Please be sure that your UAM account is active. Your emails will be responded to within 48 hours during weekdays. All emails must include your name, the course number, and be clear and concise. Please be sure to double-check message before you send it to me. I reserve the right to not to answer emails that you can find answers by reading course syllabus, textbooks, or reviewing lecture materials.

### Course Outline

*\*Note: The instructor maintains the right to modify or edit the course outline when deemed necessary.*

DATE	TOPIC	TESTS & READING ASSIGNMENTS DUE
Week 1 (8/21)	General Overview	Syllabus & Class Lecture
Week 2 (8/26 & 8/28)	History of Human Development	Introduction, pp. 2-44
Week 3 (9/2 & 9/4)	Biological Beginnings	pp. 46-71
Week 4 (9/9 & 9/11)	Prenatal Development & Birth	pp. 72-103
Week 5 (9/16 & 9/18)	Chapter 1-5 Review	<b>Chapter Test 1 (9/18)</b>
Week 6 (9/23 & 9/25)	Infancy: Physical Development	pp. 104-139
Week 7 (9/30 & 10/2)	Infancy: Cognitive Development	pp. 140-172
Week 8 (10/7 & 10/9)	Infancy: Socioemotional Development in Infancy	pp. 173-204
Week 9 (10/14)	Chapter 6-9 Review	<b>Chapter Test 2 (10/16)</b>

& 10/16)		
Week 10 (10/21 & 10/23)	Development in Early Childhood	pp. 206-242
Week 11 (10/28 & 10/30)	Education in Early Childhood	pp. 243-278
Week 12 (11/4 & 11/6)	Physical and Cognitive Development in Middle and Late Childhood	pp. 279-317
Week 13 (11/11 & 11/13)	Chapter 10-14 Review	<b>Chapter Test 3 (11/13)</b>
Week 14 (11/18 & 11/20)	Adolescence & Early Adulthood	pp. 355-486
Week 15 (11/25 & 11/27)	Make-up Week (11/25) & Thanksgiving Day (11/27-NO CLASS)	<b>Make up any one of the three previous chapter tests &amp; Happy Thanksgivings!</b>
Week 16 (12/2 & 12/4)	Middle and Late Adulthood	pp. 487-632
Final Week (12/8- 12/12)	<b><u>Final Exam Period</u></b>  <b>EXAM DATE: December 9, 2014 (Tues). 1:30-3:30 PM</b>	<b>CHAPTER TEST 4</b>

## Syllabus

### Research Methods/Research Lab

#### I. Preliminary Information

A. Course: PSY 2294/ 2294-51: Research Methods/Methods Lab

B. Instructor: Dr. Rick Clubb

C. Office: MCB 301 Phone: 460-1587: E-mail: clubb@uamont.edu

Office Hours: MWF 9:00 - 10:00

MW 2:00 - 3:00

TTH 9:00 - 11:00

D. Text: NONE

#### II. Goals:

a. The student will develop an understanding and appreciate of the study of behavior employing the scientific method.

b. The student will learn to incorporate new information into his/her thinking and to use the new information to formulate informed opinions and attitudes.

c. The student will become proficient at reading and evaluating scientific/empirical information.

d. Teach the student will develop an understanding of how scientific principles apply to one's everyday life.

f. The student will develop an understanding of empirical evaluation

#### II. Course Outline

##### Topics

1. The Scientific Approach (1)

2. Ethics (2)

3. Measurement (3)

4. Exploration (4)

Test 1.

5. Sources of information/

Planning research (12)

6.. Naturalistic observation

7. Correlational methods

8. Experimental design (7)

TEST 2

9. Experimental designs (8)

10. Complex designs (9)

11. Qualitative designs (10)

12. Reporting (12)

TEST 3

FINAL EXAM: Final Paper/Final exam: May 2nd, 1:30

IV. Testing/Evaluation:

There will be three exams and a final paper. Each exam will consist of short answer and essay questions. Each test will be worth 50 points. There will be several quizzes given during the lab. Each will be worth 10 points. You may not make up a missed quiz. The two lowest quiz scores will be dropped. There will also be a series of in class presentations during the lab worth 10 points each. You may not make up a missed presentation but will be allowed to miss one presentation. There will also be two short papers worth 25 points each and a final paper worth 100 points. Late papers will result in a 10% penalty for each day late including weekends.

Grades will be based on the traditional scale: >89 =A

80 - 89 = B

70 – 79 =C

60 – 69 =D

<60 NOT GOOD

a. Attendance: I strongly encourage you to attend every class. I do not take roll; however, the test material is based heavily on the lectures. It is doubtful that one will do well if he/she was to miss more than a few classes. I will notify the Financial Aid Office if it appears that a student receiving Federal aid is not attending class.

b. Make-ups: All make-ups will be taken during the last regularly scheduled class period. **THERE WILL BE NO OTHER MAKE-UP TIMES NO EXCEPTIONS.**

c. CELL phones: **TURN OFF YOUR CELL PHONES BEFORE ENTERING CLASS. Do not answer the phone, and do not check the phone to see who called. THE USE OF A CELL PHONE IN ANY MANNER WILL RESULT IN YOUR REMOVAL FROM THE CLASS. A SECOND VIOLATION MAY RESULT IN YOU BEING ADMINISTRATIVELY DROPPED FROM THE CLASS.**

V. Important dates/ announcements:

March 27<sup>th</sup> is the last day to drop with a "W." Anyone dropping after that date will receive a grade of "F."

VI. Student Conduct Statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic dishonesty:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
  - a. Copying from another student's paper;
  - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
  - c. Collaboration with another student during the examination;
  - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
  - e. Substituting for another person during an examination or allowing such substitutions.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will result in the receiving of a grade of "F" for that assignment, test, or project.

University Code of Conduct: Any behavior which disrupts the regular or normal functions of the University community or this class, including breaching the peace, violating the rights of others, cheating, plagiarism, and misuse of University property or services may result in your dismissal from the class and possibly from the University.

VII. Students with disabilities

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

Please note that the last line would change for the colleges of technology to include:

McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-4709.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

AA Doc. 8/16/04

STATISTICAL METHODS  
(PSY 2203 – 3 credit hours)

I General Information

Description: Introduction to the use and interpretation of statistics.

Instructor - Dr. Wayne Poniewaz - MCB 304; Phone: 870-460-1787

Email: poniewaz@uamont.edu

Office Hours: MWF 9-11; TTh 9:9:30; TTh 11-12:30

Text: Behavioral Sciences Stat , Heiman (ISBN: 13:978-1-111-52096-0)

Learning Outcomes: At the end of the course the student will be able to:

- Compute a wide variety of descriptive and inferential statistics.
- Understand the proper use of statistics in the evaluation of data.
- Have a solid understanding of the logic behind inferential statistics.
- Choose the appropriate statistical for different types of basic research.

II. Topics	Chapters
A. Introduction to Statistics	
1. Populations and Samples	1
2. Descriptive vs. Inferential	
3. Tables and Figures	2
B. Basic Descriptive Stats	
1. Mean, Median and Mode	3
2. Standard Deviation and Variance	4
3. Z-scores	5
C. Introduction to Inferential Statistics	6
1. Normal Curve and Probability	
2. The concept of the standard error	
3. The Null Hypothesis & Decision Errors	
4. One vs. Two-tailed Tests	
D. Z-tests for Sample Means	7
E. Intro to t-tests: One Sample	8
F. T –tests (Independent and Dependent)	9
G. One Way Analysis of Variance	11
H. Correlation and Regression	10
I. One and Two-way Chi Square	13

Test dates will be announced at least one week before the test will be given.

Optional Comprehensive Final Exam: Tuesday, December 9 at 1:30

III. Tests and Grading: There will be four tests plus an optional comprehensive final. Each test will be worth 100 points. Final grades will be determined using the four test scores and the scale listed below. The four test scores which are used depend on whether your final is higher than any of the other four test scores. It may be used to substitute for your two lowest test scores, if it is higher than those two scores. Missed exams count as low test scores. So if you are happy with your grade after the four regular exams, you may skip the final exam and take your grade based on those four exams. But if you think you can do better on the final than one or two of your original exams, you can take the final to try and improve your grade.

Percentage	Total Points	Grade
90 - 100%	360 - 400	A
80 - 89%	320 - 359	B
70 - 79%	280 - 319	C
60 - 69%	240 - 279	D
Lower than 60%	< 240	F

IV. Make-ups: Since you are allowed to substitute the comprehensive final for your lowest two score(s), no make-ups will be allowed for the first (two) missed exam(s). So if you miss an exam the final is not really optional for you as you will need to take it and use it to substitute for the exam you missed. If you miss more than two exams you will receive a score of zero for your third (and any additional) missed exams, which means you should drop the course.

V. Homework: There will be no assigned problems but you are strongly advised to work the problems at the end of each chapter.

VI. Attendance: Attendance is optional but highly recommended.

VII. Miscellaneous

A. IMPORTANT DATES Drop dates: Students who drop a course after the fifth day of class and through October 29 will receive a grade of "W". You are no longer allowed to drop a class after October 29.

B. STUDENTS WITH DISABILITIES: It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone (870) 460-1026; TDD (870) 460-1626; Fax (870) 460-1926.

C. CODE OF CONDUCT: Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic Dishonesty:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
  - a. Copying from another student's paper;
  - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
  - c. Collaboration with another student during the examination;
  - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
  - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.
5. For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a grade of zero on that assignment/test and possible expulsion from the course.

D. CELL PHONES You are not permitted to use your cell phone in class to talk, receive calls or surf the net. I will give you one warning. I reserve the right to deduct 10 points from your total points earned on the semester for the next violation that occurs at any time for the rest of the semester. If you have a true emergency for which you are expecting a call please see my before class.

**Appendix D**

Psychology Faculty Vitae

## CURRICULUM VITAE

Wayne R. Poniewaz  
Division of Social and Behavioral Sciences  
University of Arkansas at Monticello  
Monticello, AR 71656

## EDUCATION

PH.D., Kansas State University, Psychology, 1982  
Dissertation Topic: Preferences for delayed versus immediate  
reinforcers: Effects of size and number of rewards.  
M.S., Kansas State University, Psychology, 1980  
B.A., Marquette University, 1976

## AREAS OF SPECIALIZATION

Experimental Psychology and Statistics  
Learning  
Physiological Psychology  
History of Psychology

## RELEVANT TEACHING EXPERIENCE

University of Arkansas at Monticello, August, 1988 to present  
Associate Professor of Psychology, Division of  
Social and Behavioral Sciences

University of Arkansas at Monticello, August, 1982 to 1988  
Assistant Professor of Psychology, Division of  
Social and Behavioral Sciences

## COURSES TAUGHT

Experimental Methods and Lab	Statistics and Computer lab
History and Systems	Physiological
Intro. to Psychology	Advanced General Psychology
Learning	Behavior Modification
Human Sexuality	Abnormal

## RECENT PUBLICATIONS AND PRESENTATIONS (last three years)

None

#### PUBLICATIONS AND PRESENTATIONS

Goggans, Gregory R. & Poniewaz, Wayne R. The effects of role models on sex appropriate behavior. Paper presented at the 38th annual convention of the Southwestern Psychological Association, Austin, TX, 1992.

Stephenson, Vicki & Poniewaz, Wayne R. Factors affecting judgements of sex willingness and rape justifiability. Paper presented at the 38th annual convention of the Southwestern Psychological Association, Austin, TX, 1992.

Poniewaz, Wayne R. Effects on Preference of reinforcement delay, number of reinforcers, and terminal link duration. *Journal of the Experimental Analysis of Behavior*, 1984, 42, 255-266.

Poniewaz, Wayne R. Determiners of Preference for component schedules in pigeons. Paper presented at the meeting of the Association for Behavior Analysis, 1982.

Poniewaz, Wayne R. & Perkins, C.C. Stimulus-reinforcer effects and delay of reward in pigeons. Paper presented at the meeting of the Rocky Mountain Psychological Association, 1981.

#### ORGANIZATIONS

Council for the Teaching of Undergraduate Psychology (CUTP).

#### MISCELLANEOUS

Faculty Sponsor and Advisor, UAM Psychology Club, 1988 to present.

Faculty Sponsor and Advisor, Various student research projects presented at The Arkansas Symposium for Undergraduate Psychology Students, most years from 1989-2003.

Director, The Arkansas Symposium for Undergraduate Psychology Students, held at University of Arkansas at Monticello, 1995.

Panelist, ATeaching Statistics at the Undergraduate level@, at the Southwest Conference for the Teaching of Psychology, 1994.

Co-Author, National Science Foundation Grant for \$21,390 for a computer lab in statistics, funded 1988.

Chair and member of numerous campus and departmental committees.

**VITAE**  
***Myeong Kim, Ph.D.***

**PERSONAL INFORMATION**

**Address:** Social and Behavioral Sciences.  
MCB 308  
University of Arkansas at Monticello  
Monticello AR 71655

**Phone:** (870) 460-1479 (W)

**E-mail:** **kim@uamont.edu**

**EDUCATION**

12/15/2001 **Doctor of Philosophy**, Texas Tech University  
Department of Psychology, Lubbock, Texas  
Major: Clinical Psychology (**APA-Accredited**)  
Faculty Mentor: Rosemary Cogan, Ph.D., ABPP.

08/00 – 08/01 **Pre-Doctoral Psychology Internship**,  
Arkansas State Hospital (**APA-Accredited**)  
Little Rock, Arkansas  
Training Director: John Anderson, Ph.D.

08/93 - 05/95 **Master of Arts**, University of Arkansas  
Little Rock, Arkansas.  
Major: Applied Psychology  
Faculty Mentor: Tommy Poling, Ph.D.

05/92 - 05/93 **Bachelor of Arts**, George Mason University  
Fairfax, Virginia  
Major: Psychology  
Faculty Mentor: James Sanford, Ph.D.

03/82 – 02/86 **Bachelor of Arts**, Korea University  
Seoul, Korea  
Major: Psychology

Faculty Mentor: Man Lee, Ph.D.

## **TEACHING EXPERINCE**

**2007/06 – Present** Associate Professor of Psychology (Tenured), **Social and Behavioral Sciences, University of Arkansas at Monticello.**

Courses taught: Statistics, Introductory Psychology, Abnormal Psychology, Funds of Measurement, Applied Human Service Skills, Guidance and Counseling, Personality Psychology, I/O Psychology, and Practicum.

01/03 – 06/06. **Assistant Professor of Psychology**, Social and Behavioral Sciences, University of Arkansas at Monticello.

01/02 – 05/02 **Adjunct Faculty**, Department of Psychology, University of Arkansas at Little Rock.

Courses taught: Abnormal Psychology and Introductory Psychology.

08/95 – 05/98 **Instructor**, Department of Psychology, Texas Tech University.

Course taught: Introduction to Psychology. Duties included writing and giving all lectures, designing and grading tests, administering computer-based evaluations, and general course administration.

01/94 – 05/95 **Instructor**, Department of Psychology, University of Arkansas at Little Rock.

Courses taught: Statistical Analysis and Introduction to Psychology. Duties included writing and giving all lectures, designing and grading tests, and general course administration.

## **CLINICAL EXPEREICNE**

05/04 – Pre. **Certified Forensic Psychologist**

Conducting forensic evaluations (i.e., competency/responsibility) referred by circuit courts and serving as an expert witness.

05/03 – 12/14 **Director of Psychological Services/Licensed Psychologist**

Delta Counseling Associates  
Monticello, AR 71655

Providing (a) consultation, (b) psychological assessment (i.e., personality, ability/achievement, custody, interest, and disability evaluation), and (c) individual, family, couple, and group therapy for outpatients with various psychological disorders.

10/03 – 8/05      **Consulting Psychologist (Contract)**

Millcreek of Arkansas  
Fordyce, AR 71742

Providing (a) staff development/training, (b) program analysis/development, (c) behavior modification, (d) individual and group therapy for emotionally disturbed and developmentally disabled children and adolescents, and (e) other psychological services.

06/04 – 11/04      **Licensed Psychologist (Contract)**

Beverly Health Care  
Hot Springs, AR 71901

Providing (a) clinical consultation, (b) program analysis, and (c) individual therapy for elderly inpatients with a variety of psychotic, mood, personality, and neurological problems.

08/00 – 8/01      **A Pre-doctoral Clinical Psychology Internship (APA-Accredited)**

Arkansas State Hospital (patients with severe psychopathology)  
Little Rock, Arkansas.

08/00 – 12/00      **A Pre-doctoral Clinical Psychology Internship (APA-Accredited)**

Veterans' Administration Hospital  
North Little Rock, Arkansas.

**Responsibilities:** Conducting diagnostic interviews (i.e., Structured Clinical Interview for DSM-IV Disorders) and psychological evaluations (i.e., BDI-II, BAI, PAI, MMPI-2, Projective Tests) for veterans with a wide range of psychotic, mood, anxiety, substance abuse, and neurological disorders. Reports and recommendations were provided to a multi-disciplinary treatment team. Conducted group therapy, AA classes, and seminars.

08/96 – 05/00 **Psychologist-in-Training**

Texas Tech University Psychology Clinic

Lubbock, Texas

08/94 - 05/95 **Master's Psychology Internship**

Veterans' Administration Hospital  
North Little Rock, Arkansas

08/92 - 05/93 **Unpaid-Undergraduate-Internship**

Mount Vernon Service Agency  
Lorton, Virginia

**SIGNIFICANT PUBLICATIONS AND PRESENTATIONS**

Kim, M., Cogan, R., Carter, S., & Porcerelli, J. (2005). Defense mechanisms and self-reported violence toward strangers. Bulletin of the Menninger Clinic, 69, 304-311.

Porcerelli, J., Cogan, R., Kim, M., & Carter, S. (March 5, 2005). Defense mechanisms and self-reported violence toward strangers. Society for Personality Assessment. Chicago; IL.

Pittenger, J., Reed, E., Kim, M., and Best, L. (Eds.). The Purple Perils: A selection of James J. Gibson's unpublished essays on the psychology of perception. International Society for Ecological Psychology: [www.trincoll.edu/depts/ecopsyc/perils](http://www.trincoll.edu/depts/ecopsyc/perils)

Kim, M. (in process). Assessment of Antisocial Behavior: Subtypes, Mechanisms, and Measures. Unpublished Manuscript.

**SERVICE**

University Service:

- Institutional Review Board Committee for UAM
- Chairperson of the faculty research committee: 2010-2014
- Promotion and Tenure Committee: 2008-2010
- Library Committee: 2007-2009
- CASSA: 2008-2009
- Curriculum and Standard Committee: 2005-2007
- Faculty Committee on Statewide Transfer, appointed by Arkansas Department of Higher Education
- Ad Hoc Committee on Annual Faculty Evaluation: 2005-2007
- Human Subject Committee: 2003-2005
- Academic Appeal Committee: 2004-2006

Department/Division Service:

- Chairperson for Student Retention Committee: 2014-present
- Search Committees for Psychology and Criminal Justice Faculty: 2012-present
- Search Committee for the Dean of Social and Behavioral Sciences: 2013-2014
- Search Committee for the Dean of Social and Behavioral Sciences: 2006-2007
- Psi-chi sponsor/advisor at UAM: 2008-present
- Webmaster for Social and Behavioral Sciences: 2004-2009
- Arkansas Symposiums for Psychology Students, AR: Annually
- Search Committee for Social Work Faculty: 2004-2009
- Search Committee for Political Science Faculty: 2004
- Search Committee for Psychology Faculty: 2003-present
- Advising about 42 psychology students
- Sponsor for the Alpha Chi: 2008 & 2009
- Advisor for the Psi Chi Honor Society (2008-present)

Community Service:

- Expert Court Testimonials (forensic cases) for 4<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> Judicial Circuit Courts (Approximately 80 times since 2004)
- Completed approximately 500 forensic evaluations since 2004.
- Providing Psychological Services to the Community
- Developing outcome measures to assess if a residential program is successful (Arkansas Baptist Home for Children, Monticello).

**LICENSURE AND CERTIFICATE**

Supervising Licensed Psychologist (2006-present)

Fully licensed to supervise other licensed psychologists and psychological examiners in the State of Arkansas.

Licensed Clinical Psychologist (2004-present) (04-12P)

Fully licensed to practice psychology as a Licensed Clinical Psychologist in the State of Arkansas.

Forensic Psychologist (2004-present)

Certified by the Department of Human Services: Division of Behavioral Health Service in Arkansas to conduct forensic evaluations and to serve as an expert witness.

**PROFESSIONAL ASSOCIATIONS:**

- Mental Health Network (Government Services), San Rafael, CA 94903
- National Register of Health Service Providers in Psychology, Washington D.C.
- Arkansas Psychology Board, Little Rock, AR
- Arkansas Psychological Association
- Arkansas Symposiums for Psychology Students, AR.

## **Krista L. Nelson, PhD, LPC, NCC**

**Post Office Box 27**  
**Warren, Arkansas 71671**  
**Phone: (870) 820-0557**  
**E-mail: NelsonK@uamont.edu**

### **Education:**

#### **Ph. D., Counseling Psychology**

Louisiana Tech University  
Ruston, Louisiana  
APA Accredited Psychology Program  
Graduation: May 2012  
**Dissertation Title:** *Examining the Effects of Fear of Failure, Self-Efficacy, and Gender Role Conflict in Male and Female Engineering Students*

#### **M.Ed., Agency Counseling**

Southern Arkansas University, Magnolia, Arkansas, May, 2001

#### **B.S., Psychology**

Pittsburg State University, Pittsburg, Kansas, May, 1993

### **Professional Licensure:**

**Provisional Licensure as Psychologist**, State of Arkansas

(June 2013 to present)  
Provisional License Number: 12-24-AP-PL  
Will be sitting for licensure exam in Spring 2014.

**Licensed Professional Counselor**, State of Arkansas.

(November 2004 to present)  
License Number: A0411048

**National Board for Certified Counselors**, Greensboro, North Carolina.

(December 2006 to present)

## **Clinical Experience:**

**Contract Therapist**, Day Springs Mental Health, Outpatient Services, Monticello, Arkansas.

(May 2011 to August 2013). Supervisor: Coleman Matthews, LCSW

**Contract Therapist.** As a contract therapist in the Warren, Arkansas school district, I was responsible for diagnostic assessment, individual and family therapy, consultation/collateral interventions with professional staff (i.e. teachers, school counselors, and administration), development of treatment plans and goals, and implementation into therapy goals for students aged kindergarten through twelfth grade. I also was responsible for working a summer program with the clients in Fountain Hill, Arkansas during the months of June, July, and August 2011. The following psychological disorders were seen: attention deficit/hyperactivity disorder, major depressive disorder, eating disorders, borderline intellectual functioning, expressive speech disorder, pervasive developmental delays, conduct disorder, bipolar disorder, and oppositional defiant disorder. Other issues seen in the school setting include: anger management, physical, sexual, and emotional abuse issues, career counseling and planning, college education counseling and planning, assertiveness training, self-esteem issues, and abandonment issues.

**Staff Therapist.** As a therapist in the Warren, Arkansas school district, I was responsible for diagnostic assessment, individual and family therapy, consultation/collateral interventions with professional staff (i.e. teachers, school counselors, and administration), Medicaid/APS certification, development of treatment plans and goals, and implementation into therapy goals for students aged pre-school through twelfth grade. The following psychological disorders were seen: attention deficit/hyperactivity disorder, major depressive disorder, eating disorders, borderline intellectual functioning, expressive speech disorder, pervasive developmental delays, conduct disorder, bipolar disorder, and oppositional defiant disorder. Other issues seen in the school setting include: anger management, physical, sexual, and emotional abuse issues, career counseling and planning, college education counseling and planning, assertiveness training, self-esteem issues, and abandonment issues.

**Clinical Director**, Delta Counseling Associates

Crossett, Arkansas.

(April 2007 to August 2007)

Supervisor: Cindy Slaughter, LCSW

Clinical Supervisor: Cindy Slaughter, LCSW

**Clinical Director:** As clinical director, I am responsible for managing 5 therapists, 3 case managers, a receptionist, and a medical records employee. I am responsible for intakes and assessments for incoming clients as well as therapy with new and existing clients. I am also responsible for psychological assessment, individual, family, and group therapy, and crisis interventions. I am also responsible for crisis assessment as needed. Further, I complete mental health diagnoses, treatment plans, and some public relations work. I am responsible for daily confidentiality of clients and ongoing adherence to HIPAA protocol. I am responsible for a caseload that includes the following mental health issues: depression, anxiety, ADHD, grief issues, schizophrenia, oppositional defiance, chemical dependency and substance abuse issues, conduct disorder, and physical, sexual, and emotional abuse issues. Further, I am responsible for interactions with the judicial system to report pertinent client information and maintain open communication with court officials. Finally, I am responsible for coordination of acute and long-term placement for individuals requiring more intensive therapy than capable in an outpatient clinic.

### **Research Experience:**

**Publication:** Nelson, K. L., Newman, D. N., **McDaniel, J. R.**, & Buboltz, W. C. (2013). Gender Differences in Fear of Failure Amongst Engineering Students. *International Journal of Humanities and Social Science*, 3(16), pp.10 – 16.

**Dissertation Completion,** Louisiana Tech University, Ruston, Louisiana.

Dissertation Defense: January 2012

Dissertation Chairperson: Janelle McDaniel, PhD

Committee Members: Walter Buboltz, PhD and Tony Young, PhD

**Dissertation Title:** *Examining the Effects of Fear of Failure, Self-Efficacy and Gender Role Conflict in Male and Female Engineering Students.*

**Research Assistant,** Louisiana Tech University, Ruston, Louisiana.

(September 2001 to May 2002). Professor/Research Supervisor: Jonathan Schwartz, Ph.D

**Research Assistant.** Primary duties included conduction of research on subjects of dating violence, gender roles, attachment, self-esteem, body esteem, and the need for affiliation. This included literary reviews, data collection, writing results for research results, and research retrieval.

## **Professional Presentations:**

Granda, R. E., Felix, V. A., Merritt, D. L., Nelson, Nelson, K. L., McDaniel, J., & Buboltz, W. (2013, March). *Sleep, emotional exhaustion, stress, and well-being*. Poster session presented at the 87<sup>th</sup> annual meeting of the Louisiana Academy of Sciences, Grambling State University, Grambling, Louisiana.

Newman, D. N., Nelson, K. L., & McDaniel, J. (2013, March). *Examining gender bias amongst engineering students*. Poster session presented at the 87<sup>th</sup> annual meeting of the Louisiana Academy of Sciences, Grambling State University, Grambling, Louisiana.

Schwartz, J. & Nelson, K. L. (2001, November). *Batterers in Domestic Abuse Violence*. A presentation to the DART Domestic Abuse Prevention center, Ruston, Louisiana.

Nelson, K. L. & Allison, J. (1993, July). *Prevalence of cheating at a small Midwestern university*. Poster session presented at the annual conference of Midwestern Plains Psychological Association, Chicago, Illinois.

Nelson, K. (1993, February). *Women in Industry*. Paper presented at the annual Psi Chi convention at Texas Christian University, Fort Worth, Texas.

Nelson, K. L. & Allison, J. (1992, Winter). *Myths regarding sexual victimization in a small Midwestern university*. Poster session presented at the annual conference of Midwestern Psychological Association, Emporia, Kansas.

## **University Service:**

**Curriculum and Standards Committee**, (2013, August to present). University of Arkansas at Monticello, Monticello, Arkansas. Served as a committee member for the Curriculum and Standards Committee for review of proposals for curriculum changes prior to their movement to the University assembly or Graduate Council.

**Bullying Awareness Committee**, (2013, March to present). University of Arkansas at Monticello, Monticello, Arkansas. Served as a committee member for the Bullying Awareness committee in an attempt to educate about the harm of bullying.

**Student Retention Committee**, University of Arkansas at Monticello, Monticello, Arkansas. Served as a committee member for the Student Retention Committee for the students that have majors within the Natural and Behavioral Sciences departments.

**Default Management Team**, University of Arkansas at Monticello, Monticello, Arkansas. Served as a committee member for the Default Management Team, which is a committee

focused on how to eliminate/reduce the rates of student loan defaults for students at the University of Arkansas at Monticello.

**Teacher Education Committee**, University of Arkansas at Monticello, Monticello, Arkansas.  
Served as a committee member for the Teacher Education Committee at the University of Arkansas at Monticello.

**Sexual Victimization Panel Member**, University of Arkansas at Monticello, Monticello, Arkansas. Served as a panel member for the Sexual Victimization Awareness Panel during the Sexual Victimization Awareness Campaign Week on-campus.

### **Professional Service:**

**Psi Chi Re-Established**, University of Arkansas at Monticello, Social and Behavioral Sciences, Psychology department, Monticello, Arkansas (2012 to present).

As new Psi Chi sponsor, reinstated and re-established a new Psi Chi chapter on the UAM campus and initiated the 12 newest members of Psi Chi.

**Psychology Club Re-Established**, University of Arkansas at Monticello, Social and Behavioral Sciences, Psychology department, Monticello, Arkansas (2012 to present).

As new Psychology Club sponsor, reinstated and re-established a new Psychology Club chapter on the UAM campus.

**University of Arkansas at Monticello (UAM) Psychology Facebook Page**, University of Arkansas at Monticello, Social and Behavioral Sciences, Psychology department, Monticello, Arkansas (2012 to present). A new facebook page for the UAM Psychology department was created and maintained to inform students of important departmental and university events and deadlines.

**President of Doctoral Students' Association**, Louisiana Tech University Doctoral Association, Department of Psychology and Behavioral Sciences, Ruston, Louisiana.

(September 2003 to July 2005)

**Vice-President of Doctoral Students' Association**, Louisiana Tech University Doctoral Association, Department of Psychology and Behavioral Sciences, Ruston, Louisiana.

(September 2002 to August 2003)

**Rape/Sexual Violence Advocate**, Options, Incorporated, Monticello, Arkansas.

(February 2004 to 2011)

Primary duties include 40 hour training for advocacy certification, meeting with sexual abuse/violence victims, providing support to victims at the hospital, providing information about medical examinations and prosecution of victimizers, providing transportation and supplies for abused/raped individuals, and continuing education/training.

### **Community Service:**

**Pro Bono Counseling Services**, University of Arkansas at Monticello, Monticello, Arkansas.

(October 2013 to present)

Provide pro bono mental health services to students on campus at the University of Arkansas at Monticello through the on-site counseling center.

**Pro Bono Counseling Services**, Warren School District, Warren, Arkansas.

(August 2009 to present)

During times of crises, provide emergency mental health services to students in the Warren School District. Emergency mental health/therapeutic services provided following suicides and accidental deaths of students attending school in the Warren School district. Crisis intervention services are also provided to students showing at-risk behaviors who have no personal mental health provider.

**Junior Auxiliary of Warren**, Warren, Arkansas.

(May 2007 to October 2012).

Served as a member of the Junior Auxiliary of Warren organization, which is concerned with the assistance and aid for children in the Bradley county community. During that time, served as chairperson for the Student Assistance Program, the Junior Auxiliary Scholarship program, and on committees for prom assistance, the annual children's benefit, the annual golf tournament fundraiser, and the National Service Project for a family in need of assistance.

**Volunteer for Special Olympics**, Monticello, Arkansas. (April 2012)

### **Professional Affiliations:**

Arkansas Career Development Association  
Arkansas Psychological Association  
Arkansas Counseling Association  
Psi Chi

Seungyeon Lee

Vita

Home Address: P.O. Box 3619 159 S. Chester St.

Work Address: Department of Psychology Monticello, AR 71655  
School of Social & Behavioral Sciences Cell) 870.224.6679  
University of Arkansas at Monticello  
Monticello, AR 71656  
Email: LeeS@uamont.edu

Education

Doctor of Philosophy with Honors, Educational Psychology June 2014

Department of Psychology & Research in Education

(minor: Applied Behavior Analysis)

The University of Kansas, Lawrence, Kansas

(Advisor: Robert G. Harrington, Ph.D.)

Master of Art, Liberal Studies June 2003

Master of Art in Liberal Studies

Dartmouth College, Hanover, New Hampshire

(Advisor: Mary Desjardins, Ph.D.)

Bachelor of Art, Women's Studies December 2000

The University of Kansas, Lawrence, Kansas

PROFESSIONAL EMPLOYMENT

Assistant Professor, Dept. of Psychology, School of Social & Behavioral Studies, University of Arkansas, Monticello, AR (Current)

Graduate Teaching Assistant, Dept. of Psychology & Research in Education, University of Kansas, Lawrence, KS (Fall 2007-Summer 2014)

Oral Proficiency Instructor, Dept. of East Asian Languages & Cultures, University of Kansas, Lawrence, KS (Fall 2013-Summer 2014)

Korean Tutor, Project for Global Officers, Center for East Asian Studies, University of Kansas, Lawrence, KS (Summer 2013, Sponsored by the Defense Language and National Security Education Office).

Test Administrator, WIAT-III (3rd and 4th grade in USD 497), Dept. of Psychology and Research in Education, University of Kansas, Lawrence, KS (Spring 2008-Spring 2013, Sponsored by US department of Health and Human Services Grant).

Graduate Research Assistant, Center for Research on Learning, University of Kansas, Lawrence, KS (Spring 2012-Summer 2012)

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Graduate Research Assistant, Center for Educational Testing & Evaluation, University of Kansas, Lawrence, KS (Fall2010-Fall 2011)

Graduate Research Assistant, Dept. of Social Welfare, University of Kansas, Lawrence, KS (Spring 2008-Spring 2010)

Graduate Teaching Assistant, Dept. of Asian Languages & Culture, University of California, Los Angeles, CA (Fall 2004-Spring 2005)

Graduate Research Assistant, Dept. of Asian Languages & Culture, Korean Flagship Team, UCLA (Fall 2003-Fall2004)

Early Childhood ESL Specialist, Beatrice Ray Elementary School, Hanover, New Hampshire (Spring 2002-Summer 2003)

English Instructor, English Language Institute, Korea Baptist Theological University, Taejeon, The Republic of Korea (Summer 2003)

Math Teacher (3rd and 4th grade), Afterschool care center, Korea Baptist Theological University, Taejeon, The Republic of Korea (Spring 2000-Winter 2002)

#### TEACHING

University of Arkansas at Monticello (UAM)

Assistant Professor

PSY 1013 Introduction to Psychology. Fall 2014

PSY 2203 Introduction to Statistics. Fall 2014

PSY 3443 Developmental Psychology. Fall 2014

PSY 4682 Seminar in: Behavior Modification. Fall 2014

University of Kansas

Graduate Teaching Assistant (Instructor of Record)

KOR 108 Elementary Korean II. Summer 2014.

PRE 455 Motivating and Managing learners in the Pre K-6th Grade Classroom. Fall 2013. 60 students.

PRE 455 Motivating and Managing learners in the Pre K-6th Grade Classroom. Fall 2012. 42 students.

PRE 711 Introduction to Statistics (lab). Summer 2009. 15 students.

Oral Proficiency Instructor

KOR 104 & 108 Elementary Korean. Fall 2013. Spring 2014. 33 students.

KOR 204 & 208 Intermediate Korean. Fall 2013. Spring 2014. 13 students.

KOR 498 Directed Readings in Korean. Fall 2013. Spring 2014. 2 students.

KOR 504 & 508 Advanced Modern Korean. Fall 2013. Spring 2014. 7 students.

KOR 562 & 564 Modern Korean Texts. Fall 2013. Spring 2014. 3 students.

Guest Lecturer

PRE 998 Advanced Seminar: Topics in Clinical Psychology. Fall 2011.

PRE 908 Theories of Development and Learning. Fall 2010.

PRE 798 Bullying Prevention and Intervention. Spring 2008. Summer 2009.

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PRE 720 Educational Measurement in the Classroom. Fall 2008. Fall 2009.

PRE 715 Research Method. Fall 2009. Spring 2010. Summer 2010. Summer 2013.

PRE 705 Human Development and Growth across the Lifespan. Summer 2009.

Spring 2011.

PRE 704 Advanced Educational Psychology. Fall 2008.

PRE 703 Building Classroom Discipline. Summer 2013. Summer 2009. Summer 2008.

Graduate Teaching Assistant

PRE 715 Research Methods. Summer 2014.

PRE 520 Classroom Assessment. Spring 2014. 50 students.

PRE 720 Educational Measurement in the Classroom. Fall 2007. Fall 2010.

PRE 703 Building Classroom Discipline. Spring 2008. Summer 2009. Summer 2013.

PRE 705 Human Development and Growth across the Lifespan. Summer 2008.

University of California, Los Angeles

Instructor of Record

K 3A. Elementary Korean III for Korean-Heritage Speakers. Spring 2005. 20 students.

C 182. Japanese Folklore. Winter 2005. 45 students.

C 298. Children's Literature in Western Europe. Spring 2004. 25 students.

K 1A. Elementary Korean I for Korean-Heritage Speakers. Fall 2004. Spring 2005. 20 students.

#### CERTIFIED TRAINING EXPERIENCE & PROFESSIONAL WORKSHOP

Project Global Officer (GO) Teacher Workshop, certified training for foreign language teachers who teach military officers and ROTC students, University of Kansas, Lawrence, Kansas (May 22-23, 2014)

Behavior Analysts Trainee, certified training for functional analysis and treatment of severe behavior disorders, Continuing Education Credit and BCBA Credit Program, Behavior Intervention Specialists, Inc., Kansas City, Missouri (May 9-10, 2013)

Behavior Analyst Trainee, the assessment of functional living skills for individuals with Autism Spectrum Disorders, Continuing Education Credit Program, Partington Behavior Analysts, Inc. Kansas City, Missouri (May 6, 2013)

Autism Specialist Trainee, Kansas Center for Autism Research and Training (K-CART) Autism Waiver Certification Training Program, University of Kansas Medical Center (KUMC), Kansas City, Kansas (Summer 2011)

Clinical Practicum Student, Center for Child Health & Development, KUMC, Kansas City, Kansas (Summer 2009-Spring 2010)

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#### AWARDS, HONORS, & NOMINATION

- 2014 Distinguished Dissertation Award, Association of Teacher Educators-Kansas (ATE-K)  
2013 Outstanding Graduate Empirical Paper, Annual Midwestern Regional Convention of the Nebraska Psychology Society and the Association for Psychological and Educational Research in Kansas (PERK-NPS)  
2013 Doctoral Student Research Fund, Graduate Studies, University of Kansas  
2011 Mary Oyster O'Guin Memorial Scholarship, School of Education, University of Kansas  
2011 Summer Dissertation Fellowship Award (with department nomination), Graduate Studies, University of Kansas  
2009 Achievement Scholarship, School of Education, University of Kansas  
2007 Merit Scholarship, School of Education, University of Kansas

#### PUBLICATIONS

- Lee, S., & Harrington, R. G. (2013). Teaching Delayed Gratification: Reduce a Tangible-Maintained Behavior across Settings: A Pilot Investigation with a Young Child with Language Delays. Paper Submitted at Annual Midwestern Regional Convention of the Nebraska Psychology Society and the Association for Psychological and Educational Research in Kansas (PERK-NPS), Baker University, Baldwin City, Kansas, November 2 2013.  
Lee, S. Happily Ever After: The Heroine's Consciousness in Tales of Sleeping Beauty.

#### GRANTS

- Gaumer-Erickson, A., & Lee, S. (under review). The 2012-2017 Kansas State Personnel Development Grant. (worked on the review of literature portion)  
Noonan, P., & Lee, S. (under review). The 2012-2017 Missouri State Personnel Development Grant. (worked on the review of literature portion)  
Lee, S. (P.I.) & Reese, R.M (Co-P.I.) (2010). Training children with autism how to minimize their self-injurious behaviors using delayed prompting procedures. Proposal submitted to Autism Speaks. Requested funds: \$56,000 (not funded).

#### Presentations and Reports

- Harrington, R.G., Lee, S., & Daniels, C. Truth or Dare: An Updated of What Is Really Happening in Bullying Prevention and Intervention in Kansas. Presented at Annual Midwestern Regional Convention of the Nebraska Psychology Society and the Association for Psychological and Educational Research in Kansas (PERK-NPS), Baker University, Baldwin City, Kansas, November 2, 2013.  
Lee, S., Kim, J., & Harrington, R.G. Behavior Monitoring Analysis Software (BMAS): Make Your Observation Simple. Presented at Annual Midwestern Regional Convention of the Nebraska Psychology Society and the Association for Psychological and Educational

Lee 5

Research in Kansas (PERK-NPS), Baker University, Baldwin City, Kansas, November 2, 2013.

Lee, S. Introducing delayed reinforcement in a child with aggressive behaviors: A preliminary investigation. Presented at Psychological and Educational Research in Kansas (PERK) annual convention, Fort Hays State University, Hays, Kansas, October 28, 2011.

Lee, S. Metacognition: The impact of strategy use on problem solving. Presented at Graduate Student Research Competition, University of Kansas, Lawrence, Kansas, February 20, 2009.

Harrington, R. G., Kearney, W., Lee, S., Wade, H., & Wood, J. Creating classroom learning communities to cope with school-based bullying. Nebraska Psychological Association-PERK, Bellevue University, Bellevue, Nebraska, October 25, 2008.

Reynolds, K., Chapin, R., Rachlin, R., Sergeant, J., Nagadenahalli, N., & Lee, S. "Meeting the Mental Health Needs of Older Adults in the Community: Final Report 2006-8." Office of Aging and Long Term Care, School of Social Welfare, the University of Kansas (under review).

Lee, S. "Male Fantasy in Korean Folklore." The Sixth Annual Conference in Asian Studies, Columbia University, New York City, New York. February 7-9, 2003

Lee, S. & Zeng, L. Panel on "Disney's Mulan and Globalization." New York Conference in Asian Studies (NYCAS), Skidmore College, Saratoga Springs, NY October 26, 2002.

#### AFFILIATIONS

- Member of Psychological Educational Research in Kansas (PERK)
- Member of American Psychological Association (APA)

VITA  
Richard D. Clubb, Ph.D.  
Professor of Psychology  
University of Arkansas at Monticello  
Monticello, AR. 71656

Office Phone: 870-460-1047

E-mail: [clubb@uamont.edu](mailto:clubb@uamont.edu)

**Education:** Ph.D., August, 1989, Texas Christian University, Fort Worth, TX.  
Dissertation Title: *A Developmental Model of Love Relationships*.  
Dissertation Chair: Dr. David Cross

B.S., Education, May, 1979, Arizona State University, Tempe, AZ

**University Experience:**

University of Arkansas at Monticello

2014 – Present	Dean, School of Social and Behavioral Sciences
2006 - Present	Professor of Psychology, School of Social and Behavioral Sciences
1996 - 2006	Associate Professor of Psychology, School of Social and Behavioral Sciences
2003- 2005	Assistant Dean, School of Social and Behavioral Sciences
1990 - 1996	Assistant Professor of Psychology, School of Social and Behavioral Sciences
1990 – 1993	Instructor ICPSR Summer Programs University of Michigan

University of Arkansas for Medical Sciences

1996 - 2006	Ancillary Faculty, UAMS Partners for Inclusive Communities. Co-PI, Early Intervention Head Start National Evaluation Grant.
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Mark Swanson, MD, Director

1989-1990 Visiting Assistant Professor, Kansas State University

**Other University Service**

Assembly Chair three terms

Assembly Vice-Chair two terms

Assembly Parliamentarian two terms

Chair, Curriculum and Standards three terms

Chair, faculty Development Committee two terms

**Community Service**

Elder, First Presbyterian Church of Monticello

Board Member, Annswood Ecumenical Apartments

**Research Interests:**

Educational Program Evaluation

Early Childhood Social-Emotional Development

Interpersonal Relationships

**Research Experience:**

1996 - 2004, Co-Principle Investigator for the University of Arkansas for Medical Sciences' (UAMS) participation in the National Evaluation of Early Intervention Head Start. Briefly, this study has been funded by the Administration on Children, Youth and Families and was designed to evaluate the impact of the Early Head Start program, which extends the Head Start concept to serve pregnant women and women with infants and toddlers. UAMS was one of 16 Universities selected to participate in the research. Reports from the study are presented to the United States Administration on Children, Youths, and Families.

**Representative Publications:**

- Clubb, R. D. (2001). There is No Sex in the Champagne Room. *Critical Issues in Human Sexuality. Proceedings from the Society for the Scientific Study of Sex Annual convention.* San Diego, CA.
- Conners, N. A., Tripathi, S. A., Clubb, R. D., & Bradley, R. H. (2007). Maternal Characteristics Associated with Television Viewing Habits of Low-Income Preschool Children. *Archives of Pediatric and Adolescent Medicine.*
- Whiteside-Mansell, L., Clubb, R. D., Bradley, R. H., Swanson, M., & Gifford, L. (2003). Factors Associated with Intergenerational Conflict. *Promoting Positive Development in Children. Proceedings from Head Start's Fifth National Research Conference.* Washington, D. C.
- Whiteside-Mansell, L., Bradley, R. H., Clubb, R. D., & Swanson, M. (2002). An Examination of the relationship Between Maternal Resiliency, Demographic, and Supports in Rural Head Start Eligible Families. *The First eight years: Pathways to the Future.. Proceedings from Head Start's Fourth National Research Conference.* Washington, D. C.
- Whiteside-Mansell, L., Clubb, R. D., Bradley, R. H., & Swanson, M. (2001). An Examination of maternal nutrition and childhood illness in Rural Head Start Eligible Families. *Developmental and Contextual Transitions of Children and Families. Proceedings from Head Start's Third National Research Conference.* Washington, D. C.

**Additional Professional Activity**

Program Evaluator for the Arkansas *Dare to be You* project (Monticello, Hamburg, Harrison, & State coordinating agency)

Program Evaluator for the Monticello School District's *Project Alert*

Reviewer: *Journal of Psychological Inquiry* and *Child Development*

**Appendix E**

***Departmental Fact Sheets***

***Promotional Material***



## Majors/Minors Offered

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# School of Social and Behavioral Science

### Programs Offered: Majors

- Criminal Justice
- History
- History and Social Studies (teaching related)
- Political Science
- Psychology
- Social Work (accredited)

### Minors

- Criminal Justice
- History
- Human Services
- Political Science
- Psychology
- Sociology

Course work available in Anthropology, Geography and Sociology

### School Highlights

- University recognition for faculty excellence in teaching
- Multiple opportunities for student and faculty interaction
- Small class size
- National field study opportunities
- Internships for selected majors
- Rapid growth of criminal justice and social work majors
- CSWE accredited Social Work Program
- Student organizations include Psychology Club, Social Work Club (M.A.D.) Phi Alpha National Social Work Honor Society, and American Criminal Justice Association-Lambda Alpha Epsilon.

Graduates from the School of Social and Behavioral Sciences will gain the following student learning outcomes:

- (1) **Research:** Comprehensive research skills (both qualitative and quantitative) related to the study of social and behavioral sciences, including the use of appropriate technologies and methodologies to gather, analyze, and communicate research data and results.
- (2) **Critical Thinking:** The use of critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments, assumptions, and evidence from the social and behavioral sciences, which includes gaining respect for and using skeptical inquiry and the scientific method to assess new knowledge.
- (3) **Grounded Knowledge:** A knowledge and understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.
- (4) **Presentation Skills:** The ability to evaluate and manage information for presentation in academic and professional settings, i.e. to present findings in front of groups of faculty and peers in a comprehensive and convincing manner.
- (5) **Self-Awareness:** An understanding of self and the world by examining the content and processes used in social and behavioral sciences, including participating in Horizon Program events that take students to visit different locations not only within Arkansas, but throughout the United States and in the United Kingdom.
- (6) **Sociocultural Awareness:** Recognition for, understanding of and respect for sociocultural diversity.
- (7) **Preparedness for the Workforce:** Preparation to enter the workforce with the communication and leadership skills needed for success in a career grounded in the social sciences, government and/or teaching, as well as preparation for graduate and

### For More Information

P.O. Box 3619

Monticello, AR 71656

(870) 460-1047

## Information Sheet about Majoring in Psychology

By completing a degree in psychology in the Social and Behavioral Sciences, you will gain the following skills created to make you competitive with other psychology graduates in the state:

- (1) **Research:** Comprehensive research skills (both qualitative and quantitative) related to the study of social and behavioral sciences, including the use of appropriate technologies and methodologies to gather, analyze, and communicate research data and results.
- (2) **Critical Thinking:** The use of critical thinking skills to analyze, evaluate, and synthesize knowledge of major arguments, assumptions, and evidence from the social and behavioral sciences, which includes gaining respect for and using skeptical inquiry and the scientific method to assess new knowledge.
- (3) **Grounded Knowledge:** A knowledge and understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.
- (4) **Presentation Skills:** The ability to evaluate and manage information for presentation in academic and professional settings, i.e. to present findings in front of groups of faculty and peers in a comprehensive and convincing manner.
- (5) **Self-Awareness:** An understanding of self and the world by examining the content and processes used in social and behavioral sciences, including participating in Horizon Program events that take students to visit different locations not only within Arkansas, but throughout the United States and in the United Kingdom.
- (6) **Sociocultural Awareness:** Recognition for, understanding of and respect for sociocultural diversity.
- (7) **Preparedness for the Workforce:** Preparation to enter the workforce with the communication and leadership skills needed for success in a career grounded in the social sciences, government and/or teaching, as well as preparation for graduate and professional studies.
- (8) **Career Planning:** Realistic ideas about how to use the knowledge, skills and values common to the occupations and graduate programs recruiting graduates from the Social Sciences.

### *But ... What can you do with a College Degree in Psychology?*

#### *Career options for aspiring psychologists*

The job of a psychologist is to investigate and assess the emotional, cognitive and social realms of human behavior. Psychologists provide mental health care in many different facilities, such as hospitals, clinics, schools, or private settings. Psychologists use techniques such as interviewing and testing to help people deal with problems on a daily basis.

The academic and private segments of the field offer the most opportunity for those who wish to pursue a career in psychology. Many graduates of [advanced psychology degree programs](#) choose to pursue a career in academics, teaching future psychologists and extending their own education through research and collaboration with students and colleagues. Those who choose an academic setting are able to draw on their educational backgrounds each day. University psychologists usually have to fulfill teaching, administrative, and research responsibilities. Some psychologists employed in academia also maintain a part-time consulting practice.

Psychologists who choose to go into private practice have a direct impact on their patients' daily lives. The relationship between the psychologist and the patient is highly personal. The psychologist must uphold the doctor-patient contract of confidentiality. Psychology students are taught about the importance of communication and trust. Those in private practice must learn how to separate their professional lives from their personal lives and ensure that they don't "bring their work home." Separation and compartmentalization techniques are vital to the success of professionals in the mental health field.

### **Working Environment**

The working environment of a psychologist depends entirely on his professional field specialization. Many clinical, counseling, and school psychologists choose to develop a private practice, allowing them to create their own schedules. These psychologists often choose to work weekend and evening hours, however, in order to be available to their clients. Psychologists who work in hospitals, schools, and other health facilities may have the option to work regular weekday hours. Some, however, must maintain evening and weekend hours. Many psychologists must at times handle an erratic schedule, due to the pressures and time constraints associated with travel, conferences, research, deadlines, and an overload of work.

### **Psychology Career Paths**

One of the greatest benefits of a [psychology degree](#) is the sheer versatility it provides. Students of psychology enter many successful careers with different specializations.

- **Industrial-Organizational Psychology:** Industrial-organizational psychologists use research methods to improve productivity and satisfaction in the workplace. Techniques include applicant training, screening, and research related to management and marketing problems. These professionals may work independently or for the government. The departments they focus on can vary but many are employed in the human resources departments of organizations and businesses.
- **Clinical psychology:** Clinical psychologists work in private practices, hospitals, counseling centers, and clinics. One job of a clinical psychologist is to assist clients who are mentally or emotionally disturbed as they try to heal and to adjust to a regular life. Some clinical psychologists work with medical patients to help them adjust to or recover from an injury or an illness. Clinical psychologists can also work in physical rehabilitation centers, helping people who have suffered spinal injuries or strokes, or who have chronic pain or neurological conditions. Still other clinical psychologists devote their careers to helping people handle emotional crises like death or divorce.

It's common for clinical psychologists to evaluate their patients' conditions through interviews and diagnostic tests. They may treat individual, family, or group patients through the development of programs designed for behavior modification. Clinical psychologists often work in collaboration with physicians to develop treatment programs for mutual patients. Those who work in academic settings, like a college, university, or medical school, devote their careers to teaching graduate students about the psychology field. Some clinical psychologists work in the field of public health, designing and implementing mental health programs for communities.

The field of clinical psychology also has its own specializations. They are:

- **Health psychology:** Health psychologists design health counseling programs that are meant to help individuals reach particular health goals, such as weight loss and the cessation of smoking.
- **Neuropsychology:** Neuropsychologists often work with stroke and head injury patients, studying the relationship between the brain and human behavior.
- **Geropsychology:** Geropsychologists specialize in the particular psychological problems of the elderly population. New Mexico is currently the only state in the United States in which clinical geropsychologists are permitted to prescribe medications to patients. In order to obtain this permission, however, clinical psychologists in New Mexico must receive special training and education. In states other than New Mexico, clinical psychologists must work with other medical professionals when developing a treatment for a patient that involves medication.
- **Developmental psychology:** Developmental psychologists focus on the cognitive development and social development of people at all stages of life. Some developmental psychologists focus on infant, child, or adolescent behavior, while some focus on adult and elderly behavior. Developmental psychologists may also study the effects of developmental disabilities.
- **Counseling psychology:** Counseling psychologists help patients solve interpersonal problems. Counseling psychologists employ many strategies, including group sessions, hypnosis, and one-on-one interviews. Today's techniques go far beyond the traditional "couch therapy" and can cover a wide range of topics. A good rapport between the counselor and the patient is essential for the counseling programs to be successful. Individuals with strong positive self-images and personalities are well equipped to be successful in this psychological field.
- **Forensic psychology:** Forensic psychologists are experts at the psychological evaluation of criminals. They are often called upon to evaluate the psychological fitness of individuals who must stand trial. This specialized field requires the psychologist to be of sharp legal mind and be able to evaluate legal situations. Forensic psychologists must state and defend their psychological evaluations in court.
- **School psychology:** School psychologists help students with learning and behavioral problems or differences. School psychologists may work in elementary, middle, or

secondary schools. They work with teachers, parents and administrators to develop and implement strategies to improve classroom management and student performance. They work with students who are disabled and with students who demonstrate particular gifts or aptitudes. School psychologists also evaluate the results, benefits, and effectiveness of many different kinds of school programs and services.

- **Social psychology:** Social psychologists examine the interactions between people and between individuals and the larger social environment. They may focus their studies or professional careers on the effects of group dynamics, leadership skills, individual attitudes, and qualities of perception on market research, systems design, or other specialized fields of psychology.
- **Experimental or research psychology:** Experimental and research psychologists focus their research careers on behavioral patterns, specializing in such aspects of behavior as motivation, learning, memory, attention, sensory processes, thought, and the effects of genetics, neurology, and drug and alcohol abuse on behavior. Experimental or research psychologists usually work in private centers of research, private businesses, government organizations, nonprofit organizations, and colleges and universities. Experimental and research psychologists often use human volunteers and animals such as rats and monkeys to conduct their research.

### **Diversity in Psychology**

As the field continues to grow, the number of female and minority students pursuing a degree in psychology is increasing. As the recognition of societal issues related to gender and race continues to grow, women and minorities are uniquely equipped to deal with the issues their clients may bring to their practice.

### **Psychology Career Statistics**

According to the U.S. Bureau of Labor Statistics (BLS), the top professions for psychology bachelor's degree holders are:

- Top and mid-level management
- Sales occupations
- Social work
- Other management-related occupations
- Personnel training
- Administration
- Insurance, securities, real estate, and other business services
- Nursing and physician assisting
- Accounting and auditing

The College Board's College Handbook reports that half of psychology college graduates work for businesses and non-profit organizations. Another 16% work for the government, 14% work for educational institutions. 13% are self-employed and the remaining 9% work in private charitable organizations.

The career opportunities for graduates with PhDs and master's degrees in psychology are more specific. According to the *American Psychological Association*, almost 90% of psychologists holding PhDs were employed in the field. Approximately 75% of psychologists holding PhDs were employed full-time. Psychologists with advanced degrees also enjoy the benefit of collaborating with colleagues and continuing their own education through workshops, both in person and online.

### **Career Outlook**

The economic outlook for the field of psychology continues to be positive. The professional opportunities in the field are expected to increase by 15% through 2016, according to the BLS. Those graduates who decide to pursue degrees in social work can expect an even higher growth at 22%. The skills learned in a psych degree program can be applied to almost every opportunity in the American job market today, which makes the degree extremely appealing.

The increasing demand for psychologists in hospitals, social service organizations, mental health care centers, rehabilitation centers, private businesses, and schools ensures that those working in almost all specializations of the field of psychology can expect good job growth.. This is especially true for school, clinical, and counseling psychologists.

School psychologists may be the most in demand of all specialty psychologists. Parents, teachers, and school administrators are increasingly aware of and concerned about the ways in which students' mental health affects their behavior and ability to learn in the classroom.

Clinical psychologists will also be highly in demand as people need more and more help dealing with depression, alcohol and drug abuse, job-associated stress, divorce, and other times of emotional crisis. In addition to this, clinical psychologists will be needed to develop, implement, and help people through prevention programs as they struggle with maintaining a healthy lifestyle.

Businesses continue to require the services of industrial-organizational psychologists who can help encourage productivity in the workplace and the retention of employees. Industrial-organizational psychologists can also help the staff of a company manage issues of diversity, gender, and discrimination. These psychologists also assist in the development of effective surveys and market research tools and strategies.

Psychology PhD graduates should be in particularly good shape for entering the job market, especially if they have focused their studies on a specialty such as counseling or school psychology. Those with computer science and quantitative research skills may receive preferential treatment in the job market.

Students who have obtained a [master's degree](#) but have not obtained a PhD will have tough competition when looking for a job, if their focus is in a specialty other than school or industrial-organizational psychology. Most other jobs that fall inside of other specialties in the field require that the applicant have a PhD. Master's degree holders, however, may find employment as counselors or psychologist assistants. They may also find employment at universities with

research centers, in the government, or in private companies, conducting research and collecting data.

Those students who hold a bachelor's degree in psychology but choose not to pursue a higher degree are unlikely to find employment as psychologists, but as stated above, many other fields seek graduates with a good understanding of human behavior. Bachelor's degree holders may also teach high school psychology if they also obtain appropriate state public school teaching certification.

### **Salary Information for Careers in Psychology**

According to the BLS, in 2006, the median salary of clinical, counseling, and school psychologists was \$59,440. Counselors took home approximately \$47,530 and social workers earned \$37,480.

## **Certification and Licensure**

### **Related Associations**

The [American Psychological Association](#), the National Association of School Psychologists, The Association of Black Psychologies, The Association of Educational Psychologists and the Asian Association of Social Psychology.

## SBSS Promotional Brochure



# School of Social and Behavioral Sciences

The University of Arkansas  
Monticello \* McGehee \* Crossett

# UAM




**UAM is your pathway to your future through education.**

If you want more information about the School of Social and Behavioral Sciences at UAM, please visit or contact us.

**Social and Behavioral Sciences**

562 University Drive  
P.O. Box 3619  
Monticello, AR 71646  
Phone: 870-460-1047  
Fax: 870-460-1087

Or visit us at:  
[http://www.uamont.edu/Social\\_Land\\_Behavioral/](http://www.uamont.edu/Social_Land_Behavioral/)

**MORE THAN YOU'D EXPECT**

The School of Social and Behavioral Sciences encompasses a wide variety of disciplines that study human history and behavior in society. But you educational experiences won't be limited to the classroom. Beyond traditional courses in these areas, we offer opportunities to...

- ...explore the mysteries of ancient Indian archaeological sites...
- ...discover national politics firsthand through field studies in Washington, D.C....
- ...tour historic Civil War battlefields or a World War II battleship...ride with law enforcement officers and observe legal proceedings in a court of law and other fields of study through Horizon programs.

You'll have the opportunity to hear and meet distinguished lecturers from all over the world. And, you'll have the opportunity to conduct undergraduate research in a variety of areas.



### Our Degrees

The School of Social and Behavioral Sciences offers the Bachelor of Arts Degree in History and Political Science as well as the Bachelor of Science Degree in Criminal Justice and Psychology, and Bachelor of Social Work.

### History

As a history major, you will study both world and American history, from the beginnings of civilization through modern times. Our faculty are nationally recognized scholars in Arkansas history as well as the history of the Civil War, colonial America, Great Britain, and Africa.

### Political Science/Pre-Law

Political Science is the study of government, politics, and the law from both an American and global viewpoint. Students who choose this major will have career opportunities in law, public administration, or politics.

### Criminal Justice

One of the hottest degrees in the field of social science, a degree in criminal justice opens a wide choice of career opportunities, including law enforcement, corrections, probation and parole, human services, and the courts. Criminal Justice majors may also apply to law school or other graduate programs.



### Social Work

Much like criminal justice, social work is a high growth field filled with career opportunities. A social work degree may lead to a career with state agencies such as the Department of Human Services as well as jobs in schools, hospitals, mental health centers, and homes for aging. The field is wide open for licensed social workers, and should you decide to obtain a master's degree, your opportunities will only expand.

### Psychology

Psychology is the always fascinating, sometimes surprising, study of human behavior. You may study early psychology and the life-span of human development or physiological psychology, including the workings of the human brain and how people learn. A degree in psychology will open career opportunities in law enforcement, private industry, and government.



Appendix F  
Horizons Program

*Information Sheet for SSBS Horizons Program*

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## *Horizons Program*

**“Experiencing Our Region, Nation and World”**

**School of Social and Behavioral Sciences**

**University of Arkansas at Monticello**

### **What is The *Horizons* Program?**

The *Horizons* Program is a series of experiences designed to provide UAM students and faculty within the School of Social and Behavioral Sciences the opportunity to travel to and participate in important academic, cultural, and service activities beyond the boundaries of the Monticello Campus.

Students and faculty participating in this program will travel, study, or work in service projects at regional, national, and international sites.

The *Horizons* Program also promotes the importance of undergraduate research between the faculty and students in the School of Social and Behavioral Sciences. It is the hope that the travel/study and undergraduate research components of this program can be linked and enhanced by each other.

### **What is the Mission of The *Horizons* Program?**

**Mission:** The mission of the Horizons Program within the School of Social and Behavioral Sciences at the University of Arkansas at Monticello is to give students and faculty regional, national and international travel, study, and service opportunities. It is also the mission of this program to

create more aware and curious world citizens who will make a difference in the world of today and tomorrow.

### ***Horizons Faculty Committee:***

This committee will be composed of one tenure-track faculty member from each discipline (chosen by the faculty in the area) and on faculty member chosen by the dean. Each faculty member will serve a three-year term.

The committee's responsibility will be:

1. Monitor the annual progress and direction of The *Horizons* Program.
2. Review applications and select one faculty member to participate in an international conference each academic year.
3. To review applications and faculty recommendations for students participating in the National and International Travel/Study opportunities.
4. To aid the dean of Social and Behavioral Sciences in identifying individuals who may support The *Horizons* Program's mission and various opportunities.
5. To aid the dean of Social and Behavioral Sciences in identifying grant funding opportunities.
6. To review and critique new programs proposed by the faculty that may broaden the *Horizons* Program.

### **Regional Travel/Study Programs:**

The *Horizons* Program will promote the study of our Midsouth region and the South. Depending on funding amounts each semester, students and faculty will have the chance to travel to different cities, cultural events, historical sites, or discipline specific conferences. These may include such places or events as Memphis, Tennessee, Natchez, Mississippi, the Helena Blues Festival, the Clinton Presidential Library, area museums, or academic conferences.

### **Discipline Specific Regional Study Opportunities**

Each discipline within the School of Social and Behavioral Sciences is encouraged to develop their own regional study experience to help students participate in various academic and cultural events.

### ***Delta Issues Seminar:***

Beginning in the Spring of 2009, the School of Social and Behavioral Sciences will propose a new class called the *Delta Issues Seminar*. It is proposed that this class be offered by two of the six disciplines each spring semester. It will be rotated among the other disciplines during subsequent spring semesters. These seminars (limited to 15 students in each class) may be open to Juniors and Seniors studying in each discipline.

The topic of each seminar may change each time it is offered. Examples of possible seminar topics may include: Gerontology in the Delta, War and the Delta, Child Development in the Delta, Delta Politics: Past, Present & Future, Unsolved Crimes in the Delta, etc.

### **Student Eligibility:**

Students who participate in the Regional Study experiences through the *Horizons* Program must have a 2.00 G.P.A. and be in good standing\* with the University. Students enrolling in the *Delta Issues Seminar* must have completed the necessary prerequisites of that specific discipline, have at least a 2.00 G.P.A., and be in good standing with the University.

\*To be in **good standing** with the University you cannot be on academic and/or disciplinary probation or suspension, and you must have a good record in the Office of Finance and Administration.

### **National Travel/Study Programs**

Opportunities to travel and study at various destinations within the United States and North America are also priority destinations to *Horizon* participants.

During the spring semester of intercession semester of odd-numbered years, the School of Social and Behavioral Sciences would like to offer study experiences to U.S. and other North American regions and/or cities.

These may include, but not limited to:

Washington, D.C.

Quebec City

New Orleans

New York

Williamsburg/Jamestown/Richmond

Chicago

Santa Fe/Albuquerque

It is proposed that students may earn up to 3 credit hours at the 3000/4000 level for successful completion of the trip and its academic requirements.

### **Discipline Specific National Study Opportunities-**

In consultation with the Horizons Faculty Committee and the dean, faculty members are also encouraged to design national travel study trips (limited to 5 students) to destinations that may be of particular interest to students concentrating in those areas.

Examples:

\*Social Work- to United Nations to learn about global social work activities.

\*Criminal Justice- to Tucson, AZ or El Paso, TX to learn about the work to restrict illegal immigration.

**Student Eligibility-**

1. Earned at least 15 hours of degree-applicable courses at UAM
2. Earned a 2.25 G.P.A.
3. Complete a National Travel/Study Application
4. Signed the Code of Conduct Pledge
5. Have a faculty recommendation on file
6. Be in good standing\* with the University

\*To be in **good standing** with the university you cannot be on academic and/or disciplinary probation of suspension, and you must have a good record in the Office of Finance and Administration.

**International Travel/Study Programs**

International Travel/Study opportunities are also a priority that will be promoted through the *Horizons* Program. Currently, the School of Social and Behavioral Sciences offers a *United Kingdom Study Program* that provides up to 20 students the chance to study (on a rotating basis) in England, Ireland, or Scotland. This program is offered during the Spring of even-numbered years. It is proposed that a *South Africa Study Program* be explored and initiated during the 2008-2009 academic year. This could possibly be a non-currency exchange program where two students in South Africa pay tuition, room and fee charges at their university- two UAM students pay their tuition, room, and fee charges in Monticello –*and they switch places* – studying overseas for one semester.

This non-currency exchange will allow UAM students to use their financial aid and thus make it affordable for more students.

**Discipline Specific International Study Opportunities**

In consultation with The *Horizons* Faculty Committee and the dean, each discipline is encouraged to explore the possibility of non-currency exchanges for students studying in your areas.

**Student Eligibility-**

1. Earned at least 30 hours of degree-applicable courses at UAM
2. Earned a 2.5 G.P.A.
3. Complete an International Travel/Study Application
4. Signed the Code of Conduct Pledge
5. Have two faculty recommendations on file
6. Be in good standing with the University

### **Faculty Travel/Study**

The School of Social and Behavioral Sciences faculty will also benefit from The *Horizons* Program.

In addition to sending faculty who are presenting or chairing sessions at national conferences each year, The *Horizons* Program proposes an ambitious goal of sending one faculty member to an international conference each academic year.

A faculty application and selection process will be created during the Spring 2008 for this faculty program.

The School of Social and Behavioral Sciences also encourages its faculty to participate in and lead these various regional, national, and international travel/study trips.

### **Undergraduate Research:**

An important component that can be interwoven within The *Horizons Program* is the priority of undergraduate research. Faculty members are encouraged to identify students who may attend academic conferences with mentor faculty members and/or participate directly with students on research projects of interest to the student and the faculty member.

The topics of these undergraduate research projects may be sparked by or enhanced by the travel/study opportunities provided through The *Horizons* Program.

### **Some Undergraduate Grant Opportunities-**

- Faculty Research Grants
- SURF Grants
- Other funding sources identified through the Council for Undergraduate Research

### **Student Eligibility for Undergraduate Research Projects and Grants-**

1. Earned at least 30 hours of degree-applicable courses at UAM
2. Earned a 2.75 G.P.A.
3. Letter from faculty mentor on file
4. Be in good standing\* with the University