

BACHELOR OF SCIENCE PSYCHOLOGY

Program Review

University of Arkansas at Monticello

School of Social and Behavioral Sciences

2024-2025

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Goals, Objectives, and Activities

1. Describe specific educational goals, objectives, and activities of the program.

Psychology is a broad ranging academic and applied field. Traditionally, psychology is defined as the science of behavior and cognitive processes. Psychologists study behavior across the animal kingdom, although the typical undergraduate psychology program in the United States places primary emphasis on human behavior. Contemporary psychology is grounded in the scientific method. Experimental design is considered the “gold standard” of psychological research. However, psychologists use a wide range of methods including correlational designs, case studies, and field studies. Psychologists can work as mental health practitioners, human resource specialists, human factors engineers, and basic researchers. Psychology is considered a foundational discipline for practitioners of a wide range of professions including virtually all of the mental health and helping professions, education, and even business.

The Psychology program is part of the School of Social and Behavioral Sciences (SSBS) at the University of Arkansas at Monticello (UAM). It offers a Bachelor of Science (BS) program designed to prepare students for a wide range of potential career paths and postgraduate programs. In addition, the Psychology program provides minors in Psychology and Human Services. Several psychology courses fulfill general education requirements and act as supportive requirements for other majors. It shares with SSBS and UAM the general goals of developing and disseminating knowledge that benefits society at large and the social and intellectual development of students. The program also has discipline-specific goals. It should be noted that American psychology programs strive to be consistent with the guidelines and recommendations of the American Psychological Association (APA). The most recent [APA undergraduate program guidelines](#) are in version 3.0, which was released by the APA in 2023. Informed by institutional goals and the APA guidelines, the Psychology program strives to:

1. Prepare students for careers in fields for which psychology is a foundational science. These include, but are not limited to, mental health professions, medicine, education, human resources, ergonomics/human factors, and marketing.
2. Prepare students for postgraduate studies in fields for which psychology is a foundational science.
3. Train students in the effective use of the scientific method and increase scientific literacy among the student population.
4. Provide supportive courses for majors which require psychology courses. Examples include providing Developmental Psychology as a supportive requirement for UAM’s nursing major, providing statistical methods for a broad array of STEM majors, and providing courses that prepare pre-medical students for the MCAT.
5. To engage in research activities that provide students with hands-on experience with the scientific method and which contribute to general knowledge.

These goals and student learning outcomes are met through the activities of the Psychology faculty as follows:

As UAM is an institution predominantly focused on undergraduate instruction, teaching is the primary mission of the UAM Psychology program. The typical teaching load for a UAM Psychology professor is 12.0 credit hours per semester and the typical load for a Psychology instructor is 15.0 hours. During most academic terms, at least half of a professor's or instructor's teaching load will consist of courses that meet either general education requirements or supportive requirements for other majors.

In addition, the Psychology major offers advanced courses for students who choose to major or minor in the field. For majors, core required advanced courses include PSYC 30183 Research Methods II and PSYC 46783 Abnormal Psychology. Students must then choose at least one course from four categories and must take an additional nine hours in upper-level psychology courses. Upon completion of the major, students should have core training in statistics, research methods, and abnormal psychology. They should also have broad exposure to topics from across the psychological sciences. Upper-level courses in psychology typically include at least one writing component, either in the form of papers or written exams, and place a particular emphasis on the interpretation of psychological data. Much research of the content in Psychology is presented as findings from experimental and correlational research. As such, quantitative literacy (e.g., the ability to read graphs, to reason about probabilistic events, to differentiate between correlation and causation, etc.) comprise a major part of the psychology curriculum.

In addition to teaching, Psychology faculty at UAM have maintained active scholarly agendas. Active research agendas have been maintained by Eric Prichard (at UAM from 2016-present), Jeanette Braswell (at UAM from 2015-2024), K. Amber Turner (at UAM from 2019-2024), and Seungyeon Lee (at UAM from 2014-2022).

Dr. Prichard has maintained an active research program in neuropsychology, particularly the study of handedness and laterality. He also has a secondary research program in the philosophy and sociology of science. Since starting work at UAM, he has been an author or co-author on 13 peer-reviewed academic research articles:

Christman, S. D., & Prichard, E. C. (2024). Historical changes in everyday human lifestyles and their effects on hemispheric activation: Speculations on McGilchrist's *The Master and His Emissary*. *Laterality*, In Press.

Prichard, E. C., Clarkson, E. M., & Christman, S. D. (2024). Differences Between Consistent and Inconsistent Handedness Remain Consistently Interesting: Ten Years of Research on the Consistency of Handedness with the Edinburgh Handedness Inventory. *Perceptual and Motor Skills*, 131(1), 5-16. <https://doi.org/10.1177/00315125231217624>

Christman, S. D., & Prichard, E. C. (2023). Righty-tighty, lefty-loosey: relation between societal tightness scores, left-handedness rates, and COVID-19 outcomes in US states. *Laterality*, 28(4-6), 285-304.

Prichard, E. C., & McKee, A. J. (2023). Psychopathy, prospect theory, and the Madoff Curve: a dual behavioral neuroscience and behavioral economic framework for understanding White Collar Crime. *Economic Analysis Letters*, 2(2), 34-39.

Braswell, J. M., & Prichard, E. C. (2023). Awe correlates with resilience to COVID-19 stressors independent of religiosity. *Psychological Reports*, DOI: 00332941231165240.

Prichard, E. C., & Turner, K. A. (2023). Authoritarianism, psychopathy, and resistance to wearing masks during the COVID-19 pandemic: A partial replication and extension of key findings. *Frontiers in Psychology*, 13. DOI: doi.org/10.3389/fpsyg.2022.1049660

Prichard, E.C. (2021). Is the use of personality based psychometrics by Cambridge Analytica psychological science's "nuclear bomb" moment? *Frontiers in Psychology*, 12.

Prichard, E. C., & Christman, S. D. (2020). Authoritarianism, conspiracy beliefs, gender and COVID-19: links between individual differences and concern about COVID-19, mask wearing behaviors, and the tendency to blame China for the virus. *Frontiers in psychology*, 11, 597671.

Prichard, E.C., & Christman, S.D. (2020). Memory effects of manipulating text column width: Eye-movement induced attentional processes interfere with prose encoding among consistent handers. *Perceptual and Motor Skills*, 128(1), 560-577.

Prichard, E. C., & Christman, S.D. (2020). Handedness and the 2016 U.S. primaries: Consistent handedness predicts support for Donald Trump among Republicans, but gender predicts support for Hillary Clinton among Democrats. *Laterality*, 25(6), 641-653.

Prichard, E. C., & Christman, S.D., & Walters, J. (2020). The pen is not always mightier: Different ways of measuring handedness with the Edinburgh Handedness Inventory yield different handedness conclusions. *Perceptual and Motor Skills*, 127 (5), 789-802.

Prichard, E. C. (2019). Psychological research fuels racist discourse and policy: The need for an ethical analysis of theory application. *The Journal of Race and Policy*, 14(1), 64-80.

Prichard, E. C. (2019). The association between inconsistent handedness and psychopathy does not extend to the domain of moral reasoning. *Laterality*, 24, 113-124.

In addition, Dr. Prichard has been listed as an author on nine academic conference presentations:

Strong, C. & Prichard, E. C. (March, 2024) Machiavellianism and Interdisciplinary Synthesis: From Political Theory to Psychological Science and Back. Presented at the 51st Annual Meeting of the Arkansas Political Science Association.

Prichard, E.C. (October, 2021). Panel discussion on the future of psychology [Panelist]. Talk Presented at the 2021 Arkansas Psychological Association Fall Convention, Virtual Convention.

Prichard, E.C. (October, 2020). Panel discussion on racism in the therapy room [Speaker and Panelist]. Talk Presented at the 2020 Arkansas Psychological Association Fall Convention, Virtual Convention.

Prichard, E. C., & Christman, S.D. (May, 2019). Left handers predict right wingers: 2016 GOP primary support for Donald Trump was higher in states with higher rates of left-handedness. Presented at the 31st Annual Conference of the Association for Psychological Science, Washington, D.C.

Christman, S.D., & Prichard, E.C. (May, 2019). Not too many, not too few: Intermediate population rates of left-handedness are associated with better national socioeconomic status. Presented at the 31st Annual Conference of the Association for Psychological Science, Washington, D.C.

Prichard, E. C., & Christman, S.D. (November, 2017). The association between authoritarianism and conspiracy beliefs is modulated by handedness. Poster presented at the 58th Annual Meeting of the Psychonomic Society, Toronto, ON.

Prichard, E. C. (May, 2017). On the other other hand: How the way handedness is measured determines what it tells us. Talk presented at the 29th Annual Convention of the Association for Psychological Science, Boston, MA.

Prunier, S., & Prichard, E. C. (2017, April). Consistent handedness is associated with strong beliefs in generic conspiracies. Poster presented at the 2017 Southwest Psychological Association Convention, San Antonio, TX.

Burris, J., Alvarez, J., Jordan, T., Lee, S., & Prichard, E. C. (2017, April). Differential effects of study break activities on visual learning. Poster presented at the 2017 Southwest Psychological Association Convention, San Antonio, TX.

Finally, Dr. Prichard has authored one book and one book chapter:

Prichard, E. (2024). Chapter Two: Research Methods in Sociology. In R. Brym, & M. Holtzman (Eds.), *Sociology: Think Outside the Book*. Toronto: Top Hat.

Prichard, E. C. (2022). *Under the paranormal curve: Comparing psychology research methods to parapsychological popular "science"*. New York: Nova Science Publishers.

Dr. Braswell maintained active research in the areas of developmental psychology and social

psychology. Dr. Braswell was a co-author on three peer-reviewed academic publications and one poster presentation during her time at UAM:

Braswell, J.M. & Prichard, E. (2023). Awe predicts resilience to COVID-19 independent of Religiosity. *Psychological Reports*. doi: 10.1177/003329412311652

Prichard, E., Christman, S., & Walters, J.M. (2020). The pen is not always mightier: Different ways of measuring handedness with the Edinburgh Handedness Inventory yield different handedness conclusions. *Perceptual and Motor Skills*, 127, 789-802. doi: 10.1177/0031512520927562

Walters, J.M., Farley, J.P., Deater-Deckard, K. & Kim-Spoon, J. (2019). Predictors of sibling abuse and associations with self-perception and relationship quality in adolescence. *Journal of Early Adolescence*, doi: 10.1177/0272431619837382

Walters, J.M., Kim-Spoon, J. (2017) Interactions of Adolescent and Parent Temperament Dimensions on the Adolescent Regulatory System. Presented at the 29th Annual Convention Association for Psychological Science, Boston, MA, May 2017.

Dr. Turner maintained an active research program in clinical psychology while she was employed at UAM. She helped produce two academic papers and two conference presentations:

Prichard, E. C. & Turner, K. A. (2023). Authoritarianism, psychopathy, and resistance to wearing masks during the COVID-19 pandemic: A partial replication and extension of key findings. *Frontiers in Psychology*, 13, 1049660.

Turner, K. A. (September 2023). Behavioral Health in Youth. Talk presented at the Arkansas Crisis Intervention Team Training, Monticello, AR.

Turner, K. A. (June 2023). Combating Stigma, Stereotypes, & Misinformation in the Classroom. Talk presented at the Arkansas Teachers of Psychology (AToP) Inaugural Meeting, Conway, AR.

Elias, R., Gordon-Murphy, H., Turner, K. A., & White, S. W. (2019). Feasibility and preliminary efficacy of an adapted transdiagnostic treatment for children with executive function deficits. *Journal of Cognitive Psychotherapy*, 33(4), 343-356.

Finally, Dr. Lee maintained active research in educational research during her time at UAM. She was an author/co-author on 13 peer-reviewed academic publications relevant to psychology:

Lee, S., Gray, M. A., & Kim, M. (2022). A pathway model of emotionally-associated predictors of US college students' career indecision. *Canadian Journal of Career Development*. <https://doi.org/10.31219/osf.io/5tyau> [preprint version]

- Gray, M. A., Kim, M., & Lee, S. (2021). Career self-efficacy as a mediator between emotional intelligence and employment planning among US college students. *Canadian Journal of Career Development*, 20(2), 70-76.
- Gray, M. A., Kim, M., & Lee, S. (2021). Simplifying the measurement of college student career planning: The development of career student planning scale (CSPS) during the COVID-19 pandemic. *Experimental Results*, 1-9. <https://doi.org/10.1017/exp.2020.69>
- Lee, S., McDonough, I. M., Mendoza, J. S., Brasfield, M. B., Enam, T., Reynolds, C., & Pody, B. C. (2020). Cellphone addiction explains how cellphones impair learning for lecture materials. *Applied Cognitive Psychology*, 35, 123-135. <https://doi.org/10.1002/acp.3745> (Impact factor: 1.591)
- Mendoza, J. S., Lee, S., & McDonough, I. M. (2020). The relationship between nomophobia and classroom learning: How fear of being without cellphones affects the youth population in a digital age. *Media Education Research Journal*, 9(1), 112-119. [listed as the corresponding author]
- Lee, S., Kim, M., Mendoza, J. S., & McDonough, I. M. (2019). Addiction to cellphones: Exploring the psychometric properties between the nomophobia questionnaire and obsessiveness in college students. *Heliyon*, 4(11). <https://doi.org/10.1016/j.heliyon.2018.e00895>
- Mendoza, J. S., Pody, B. C., Lee, S., Kim, M., & McDonough, I. M. (2018). The effect of cell phones on attention and learning: The influences of time and nomophobia. *Computers in Human Behavior*, 86, 52-60. <https://doi.org/10.1016/j.chb.2018.04.027>
- Lee, S. (2017). A review of function-based behavior interventions for young children with autism spectrum disorders (ASDs): Teaching appropriate communication with delayed reinforcement as a means of decreasing temper tantrums. *National Teacher Education Journal*, 10(2), 21-29.
- Lee, S. (2017). Science learning outside of the classroom: A focus group study of people's perception about natural history museum. *National Teacher Education Journal*, 10(1), 45-51.
- Lee, S., Kim, M. W., McDonough, I. M., Mendoza, J. S., & Kim, M. (2017). The effects of cell phone use and emotion-regulation style on college students' learning. *Applied Cognitive Psychology*, 31(3), 360-366. <https://doi.org/10.1002/acp.3323>
- Lee, S., Kim, M., Pickett, M., & Ashcraft, G. (2016). Video game effects on training college students' reaction times: A small-scale study. *National Teacher Education Journal*, 9(3), 31-36.

Lee, S., Harrington, R.G., & Ban, H. (2016). Enhancing tolerance to a delayed reinforcer in a child with developmental disabilities: The comparison between non-signaled and signaled delayed reinforcement procedures. *International Journal of Humanities and Social Science*, 6(8), 1-6.

Lee, S., & Harrington, R.G. (2016). Differential effects of three time-delayed procedures on temper tantrums in a child with mild developmental disabilities, *National Teacher Education Journal*, 9(2), 95-102.

Dr. Lee regularly attended conferences, and during her tenure at UAM she was listed as an author on 14 conference presentations:

Lee, S., Mendoza, J. S., & Kim, M. (2021, February). Predictive Influence of Big 5 Personality on College Students' Nomophobia. Poster to be presented at the 2021 Society of Personality and Social Psychology (SPSP) convention, Washington, DC [presented as online-only event].

Lee, S., Mendoza, J. S., & Kim, M. (2019, October). Smartphones Do Not Make You Smarter: Students' Addiction to Smartphones (or Their Excessive Fear of Losing Ones) Can Affect Their Ability to Learn and Inhibit Their Mindfulness. Poster presented at the 18th annual conference of teaching (ACT), sponsored by the Society for the Teaching Psychology (STP), Denver, Colorado.

Lee, S. (2019, September). Science of Learning and Time: Educational Strategies for Increasing Students' Attention and Test Performance in Developmental Psychology Courses. Paper presented at the annual conference of Oklahoma Network of Teaching of Psychology (ONTOP), Durant, Oklahoma.

McDonough, I. M., Mendoza, J. S., Pody, B. C., Lee, S., Kim, M., & Kim, M. W. (2018, May). Desperate for Attention: When Cell Phones Disrupt Learning. Poster presented at the 2018 bi-annual Meeting of the Psychonomic Society, Amsterdam, the Netherlands.

Lee, S., Kim, M. W., Kim, M., & McDonough, I. M. (2017, April). Invariant Effects of Nomophobia on Mindfulness, Obsessiveness, and Student Learning. Poster presented at the 2018 Annual Meeting of the Society for the Teaching of Psychology (SWToP), Southwestern Psychological Association (SWPA), San Antonio, Texas.

Lee, S., Kim, M., Prichard, E. C., & Kim, M.W. (2017, March). Exploring Correlation Between Nomophobia and Neuroticism Derived by Anxiety and Depression Using SEM Framework. Poster presented at the 2017 Annual Meeting of the Society for Applied Multivariate Research (SAMR), Southwestern Psychological Association (SWPA), San Antonio, Texas.

McDonough, I. M., Mendoza, J. S., Pody, B. C., Reynolds, C., Lee, S., & Kim, M. W. (2016, November). Memory Self-Efficacy Creates Illusion of Control: The Effects of Distraction and Metamemory on Learning. Poster presented at the 2016 Annual Meeting of the Psychonomic Society, Boston, Massachusetts.

Lee, S. (2015, October). Teaching Children with Autism Spectrum Disorders (ASDs) to Enhance Tolerance for a Delayed Reinforcer: An Implication for Future Practice. Poster presented at the 18th Annual Tennessee Applied Behavior Analysis (TABA) Conference, Vanderbilt University, Nashville, Tennessee.

Lee, S. & Kim, J. (2015, September). Foreign Language Oral Proficiency Screening by Using an Ipad: How Do We Measure What We Intend to Measure? In R.G. Harrington (Chair), Symposium conducted at the meeting of Strategies for Educational Improvement, Lawrence Public Library, Lawrence, Kansas.

Harrington, R. G., & Lee, S. (2015, June). Enhancing a Positive Learning Environment by Using Blackboard: Constructive Classroom Discipline. Paper Presented at 2015 Summer Strategies Conference, School of Education, University of Kansas, Lawrence, Kansas.

Harrington R. G., & Lee. S. (2015, March). Students' Bullying of University Professor: Things We Need to Consider. Guest lecture presented at Annual State Convention of the Association of Teacher Educators-Kansas (ATE-K), Kansas State University, Manhattan, Kansas.

Lee, S. (2015, March). Teaching Delayed Gratification: Reducing Temper Tantrums of Children with Autism Spectrum Disorders in Low-Income Families after Functional Communication Training. Paper Presented as a Featured Presentation at Annual State Convention of the Association of Teacher Educators in Kansas (ATE-K), Kansas State University, Manhattan, Kansas.

Lee, S., Harrington, R. G., & Reese, R. M. (2015, February). How to Teach Impulse Control of Children with Autism Spectrum Disorders: A Guide for Low-Income Parents. Paper Presented at the 33rd Midwestern Symposium for Leadership in Behavioral Disorders (MSLBD), Sheraton Kansas City Hotel at Crown Center, Kansas City, Missouri.

In addition to maintaining active individual research programs, faculty over the past 10 years have supervised numerous undergraduate research projects. The two most common venues for off-campus undergraduate research presentations among UAM psychology undergraduate students have been the meeting of the Southwest Psychological Association and the Arkansas Symposium for Undergraduate Students. The most common type of presentation at these two conferences is a poster presenting empirical data. When possible, UAM Psychology faculty try to give motivated students the opportunity to collect data, apply the methods of statistical analysis, and to present in settings where other students and faculty from peer and aspirational institutions are present.

Below is an approximate count of the number of student presentations at the two main conferences over the past 10 years. The count is based on faculty CVs, posters and conferences archived by faculty, and personal communication with faculty. The numbers presented below are likely an undercount: they represent the minimum number of presentations that could be confirmed. Most of these projects have at least two student authors. As such, the number of students who participated in the research process is also undercounted by the numbers below. Finally, students were not able to present research between 2020 and 2022 when Covid-19 mandated social distancing and travel restrictions prevented students from conference attendance.

Student Presentations and Main Regional Undergrad Conferences 2014 to 2024	
Conference	Number of Presentations
Southwest Psychological Association	7
Arkansas Symposium for Psychology Students	24

In addition, several faculty members have taken students to conferences that are less frequently attended such as the Annual Regional Student Scholars Forum in Louisiana, one of the two conventions of the Arkansas Psychological Association, and the Delta Psychology Educators Conference. Of the main ones, it will be noted that there are roughly three ASPS presentations for every SWPA presentation. This is because SWPA is more expensive to attend and is typically held in San Antonio, Houston, or Albuquerque. As such, SWPA presentations are typically the presentations given by students with the greatest interest in graduate school. They also tend to be the highest quality ones. For example, a pair of UAM students advised by Seungyeon Lee and Eric Prichard won an award at SWPA for a presentation delivered by students in 2017.

More recently, Psychology faculty at UAM have been encouraging students to present research on campus. The UAM Social Work program has begun holding a regular undergraduate symposium and Psychology students taking statistics and research methods have been encouraged to participate. Formal numbers have not been kept, but anecdotally, dozens of psychology students who would not normally have had the time or resources to present elsewhere have at least had the opportunity to present to faculty and students from across campus. In addition, it has become regular practice for students in the program's advanced research methods course to devote at least one class period at the end of the semester to a research showcase in which faculty and students from other disciplines are invited. At present, most psychology graduates at UAM will have done at least one presentation. Most will have been presented at the Social Work symposium or as part of the research methods course. Students with an interest in advanced studies are encouraged to refine their projects and attend a regional conference.

The Psychology program at UAM has two main student organizations. The first is the Psychology Club, which is open to all students. The second is a chapter of the national

psychology honor society Psi Chi. Because there are no formal requirements, the Psychology Club remained consistently active until faculty advisor Dr. Turner left UAM in 2024. Meetings would typically have around 10 students. Under Dr. Turner’s leadership, Psychology Club met monthly. Dr. Turner regularly scheduled outside speakers with expertise in fields related to psychology. In addition, students took field trips and held an annual Halloween Movie Night, in which a spooky psychology related film was watched by students and then discussed through a psychology lens.

Prior to departing in 2022, Dr. Lee was actively engaged as the advisor of Psi Chi. From 2016-2020, the chapter received five model chapter awards from the national organization. These awards go to highly active chapters involved in campus outreach and student research. In addition, the chapter received around \$2250 in small grants from the national organization. Most of the money was allocated to assisting student travel. The COVID-19 pandemic had a devastating effect on Psi Chi. The chapter struggled to retain and recruit new students at the height of the pandemic. Since the departure of Dr. Lee, Psi Chi at UAM has gone dormant. Recently, student interest in the honor society has increased. Reviving Psi Chi is a long-term goal of the program pending the hiring and retention of additional faculty members so that sufficient time can be allocated to the development of the organization.

Psychology faculty are active participants in university service and governance, sitting on both SSBS and University-wide committees. Service over the past five years is summarized below.

University Committees		
<i>Committee</i>	<i>Faculty</i>	<i>Term</i>
Curriculum and Standards Committee	Amber Turner	2021-2024
Committee on Committees	Jeanette Braswell	2022-2024
Faculty Assembly Executive Committee	Jeanette Braswell	2019-2020
	Eric Prichard	2020-2022
Faculty Research Committee	Jeanette Braswell	2019-2020
	Eric Prichard	2019; 2023-2024
Strategic Planning Task Force	Jeanette Braswell	2020-2023
Student Affairs	Yvette Prior	2024

School of Social and Behavioral Sciences Committees		
<i>Committee</i>	<i>Faculty</i>	<i>Term</i>
SSBS Honors Committee	Eric Prichard	2021-2022
SSBS Policies and Procedures Committee	Seungyeon Lee	2021-2022
SSBS Promotion & Recruitment Committee	Amber Turner	2021-2024
SSBS Strategic Planning Committee	Jeanette Braswell	2023-2024

The committees listed above are major committees for the School of Social and Behavioral Sciences and for the University of Arkansas at Monticello. Not included are the numerous search committees, scholarship committees, and tenure-and-promotion committees. Psychology faculty at UAM sit on every year. A perusal of the faculty CVs in Appendix C will show that most years, faculty are on at least one short term ad hoc committee, such as a search committee, in addition to the major university and departmental committees on which they serve.

UAM Psychology faculty members have been active in professional and community organizations:

Dr. Prichard has been a long-time member of the Arkansas Psychological Association. He was president of the organization in 2022. Dr. Braswell, Dr. Turner, and Dr. Lee were also all members of the organization and served on various committees.

Dr. Prichard is currently a member of the Southwest Psychological Association and Dr. Lee became president elect of SWPA immediately prior to her departure. In addition, Dr. Lee has served on various committees of the APA and Psi Chi. Dr. Prichard is a long-time member of the American Association for the Advancement of Science (AAAS) and the Association of Psychological Science).

In addition to being members, and sometimes leaders, of regional and national organizations in the field of psychology, faculty at UAM have also regularly rendered professional service as peer reviewers of academic research articles for numerous journals. Dr. Prichard has also served as a judge for student presentations at the convention of the Arkansas Psychological Association.

Furthermore, UAM Psychology faculty have been active in community service as well. Dr. Prichard, Dr. Braswell, and Dr. Turner were all members of the Monticello City Tree Board. Dr. Prichard is also active in the Monticello Rotary Club and currently serves as President. In addition, Dr. Prichard has served as a volunteer judge for several high school research fairs including Science Day and History Day.

2. Explain how the program serves the general education program and other disciplinary programs on the campus, if applicable.

PSYC 11003 Introduction to Psychology is one of the options that UAM students may complete towards their 6.0 hours of Social Sciences for the general education program. This course has the highest enrollment of any SSBS general education course. The chart below shows enrollment in Introduction to Psychology over the past three years, along with the Pass/Fail rate for each academic year (fail being defined as students who withdraw from the course or earn a grade "D" or "F."), as PSYC 11003 is designated as a SSBS gateway course: Pass/Fail rates

are generally predictive of college success overall.

2021-2022				2022-2023				2023-2024			
Passed		Failed		Passed		Failed		Passed		Failed	
#	%	#	%	#	%	#	%	#	%	#	%
248	72%	96	28%	451	64%	259	36%	210	66%	110	34%

A significant number of UAM students take Introduction to Psychology in the first semester of their freshman year, at the same time many are taking Composition I. Given the high number of students who need reading and writing co-remediation, it is not surprising that a course requiring significant reading and writing components (as most social science courses do) does not always meet the ADHE target of 75% students passing general education courses. Psychology faculty continue to work on methods to assist these students in learning the course material.

Part of the reason for high enrollment in Introduction to Psychology is that it serves as a supportive requirement for several degrees at UAM:

- Criminal Justice, AS and BS
- Educational Studies Online (Non-Licensure), BS
- Exercise Science, AS and BS
- Health and Physical Education (Non-Licensure), BS
- Middle Childhood Education, BA
- Nursing, AAS and BSN
- Social Work, BSW
- Teaching and Learning (Non-Licensure), BS

The course also serves as an option to fulfill the supportive requirements for several technical programs offered at the UAM Colleges of Technology at Crossett and McGhee:

- Advanced Manufacturing Technology, AAS
- General Technology, AAS
- Health Professions, TC
- Hospitality and Tourism Management, AAS
- Industrial Technology, AAS

PSYC 21003 Developmental Psychology is a supportive requirement for the following degree programs at UAM:

- Nursing, AAS and BSN
- Exercise Science, BS

PSYC 22083 Statistical Methods fulfills a statistics requirement for the following degree programs at UAM:

- Agriculture, BS

Exercise Science, BS
Nursing, BSN

The health of the Psychology program, therefore, directly impacts several degrees currently being offered by the university; inability to offer these courses would hinder a significant number of students in multiple disciplines from timely completion of their degrees.

3. Document market demand and/or state/industry need for careers stemming from the program.

According to the Bureau of Labor Statistics, market demand for a Psychology degree is particularly strong nationally. This is hardly surprising given the fragility of the country’s mental health system that was exposed by the Covid-19 pandemic. The chart below shows various job categories that require some form of Psychology degree along with projected job growth for 2033:

Occupational Title	2023 Employment	2033 Projected	Percentage Change
Psychologists (all)	207,500	221,600	7%
Clinical and Counseling Psychologists	8,600	9,100	6%
School Psychologists	76,800	87,000	13%
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	449,800	534,300	19%
Social and Human Service Assistants	433,000	467,400	8%
Community Health Workers	63,400	71,700	13%
Marriage and Family Therapists	76,000	88,200	16%

The Psychology program fulfills a distinct need in the projected US labor market for the next decade. While many of these jobs require some form of post-baccalaureate training, many jobs as service assistants and community health workers can be filled by those holding a bachelors’ degree.

As on the national level, Arkansas anticipates robust job growth for graduates with degrees in Psychology. According to the Arkansas Division of Workforce Services, fields that Psychology graduates can enter are expected to undergo significant growth between now and 2030.

Job Classification	AR Estimated Employment, 2020	AR Projected Employment, 2030	Percent Change, 2020-2030	Total Annual Openings

Counselors, Social Workers, and Other Community and Social Service Specialists	15,449	17,941	16.13%	226
Educational, Guidance, School, and Vocational Counselors	2,114	2,340	10.69%	227
Substance Abuse, Behavioral Disorder, and Mental Health Counselors	1,862	2,362	26.85%	244
Community Health Workers	227	337	21.66%	37
Community and Social Service Specialists	483	639	32.3%	74

Glassdoor states that “The estimated total pay for a Counselor [in Arkansas] is \$53,956 per year, with an average salary of \$46,666 per year.” Salary.com states that the “average Licensed Professional Counselor salary in Arkansas is \$59,265 as of October 01, 2024, but the range typically falls between \$51,470 and \$68,375.”

ZipRecruiter says, “As of Oct 4, 2024, the average annual pay for a Marriage and Family Therapist in Arkansas is \$67,042 a year.”

4. Document student demand for the program.

Psychology is by far the most popular major in the School of Social and Behavioral Sciences. While the number of Psychology majors has declined from an all-time high in 2014, this decline reflects an overall decline in enrollment in all social sciences disciplines both at UAM and nationwide. The number of majors has remained relatively level throughout the Covid-19 pandemic; given the overall decline in UAM’s undergraduate enrollment during that period, it is safe to say that Psychology is one of the most significant generators of credit hour production at the university.

Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Majors	108	89	79	64	64	60	58	66	56	55

Curriculum

1. Describe how program content parallels current thinking/trends in the field/trade (best practices, advisory committee recommendations, etc.).

The Psychology program aims to give students a solid foundation in the field, whether they are immediately entering the workforce or preparing for graduate study to achieve their goals. These aims informed by the American Psychological Associations guidelines for undergraduate research.

Like the APA, UAM Psychology faculty view Psychology and related disciplines as scientific. Psychologists engage in basic research and work in applied settings, such as clinical settings. Psychology is a foundational science for all mental health fields, education, human service careers, and medicine. In addition, psychological research has increasingly been applied to business, economics, and the field of public health. The philosophy of the UAM Psychology faculty is that there is no such thing as “the job” a Psychology degree prepares a student to do. That is because it prepares people for a variety of career paths that incorporate psychological and scientific principles as foundational. Therefore, the Psychology program embraces best practices that encompass both academic and professional skills. These include:

1—Developing strong critical thinking skills. Students learn to evaluate and understand the real-world applications of different psychological perspectives such as cognitive psychology, behavioral psychology, and physiological psychology. This includes the ability to critically assess research studies, identify biases, and question assumptions is important for interpreting findings.

Specific Course Examples: As the long-time teacher of PSYC 32483 Social Psychology, Jeanette Braswell critically interrogated the implications of social psychological research. Social psychology studies are often some of the most cited and newsworthy. The field has also come into criticism for lax methodology and for promoting findings that are topical and trendy at the expense of methodological soundness. Dr. Braswell would revisit popular social psychological findings with a critical eye and explore both strengths and weaknesses of the findings. Students who took her class learned that many of these studies had merit, but also had flaws or were misinterpreted in the media. The course proved a valuable tool for teaching that critically evaluating research is not an all or none proposition. Studies can be informative and flawed at the same time, and understanding how research can be both and what to do with that prepares students for critical thinking in the real world.

2—Understanding statistics and research methods. Students learn to understand experimental, correlational, and qualitative research methods. In particular, students learn to understand ethical guidelines that ensure responsible research.

Specific Course Examples: UAM Psychology requires students take a sequence of research methods courses. PSYC 22083 Statistical Methods cover the basics of inferential statistics. Emphasis is placed on statistical methods that are widely used in psychological research: these include t-tests, ANOVA, correlation, and regression. As time permits, faculty have recently

incorporated an introduction to Bayes' Theorem and the non-parametric Chi-square test. After taking the introductory course in social science research methods required by all SSBS majors, Psychology majors must take PSYC 30183 Research Methods II. This is an advanced research methods class that delves particularly into experimental methods. In addition to reading and reviewing experimental literature from across the field of psychology, students acquire hands-on experience collecting data. Dr. Eric Prichard has used several methods to get students to do experiments over the years. He has incorporated lab days into class in which the students have performed experiments and analyzed data. For a final project, depending on class size, he has broken the class into teams (for larger classes) or treated the whole class as a single team. The research team must then design an experimental or quasi-experimental study, collect data, and analyze the data. An APA style paper with literature review, methods section, and conclusion is assigned. Some of these projects have gone on to be presented at regional conferences.

3—Communications skills. Students learn speaking and presentation skills for working in clinical settings. These include active listening skill for building rapport with clients. Students also become skilled in academic writing and public speaking skills for presenting their research.

Specific Course Examples: Opportunities to practice communication skills are incorporated throughout the curriculum. SBSC 21003 Social Science Research Methods and PSYC 30183 Research Methods II both typically require an APA style research paper. In addition to the standard presentations and papers that are the normal fare of any degree program, Psychology programs often prepare students to go into human service fields, where a particular set of communications skills are required. These skills include communicating with clients, communicating with supervisors, and communicating their own experiences with trusted peers and confidants. These forms of communication were at the heart of Dr. Amber Turner's course PSYC 4658V Practicum in Psychology. Students were required to find a placement in a local agency. This afforded them the opportunity to communicate with supervisors and people the agencies helped. These were volunteer placements and included placements at places such as the Presbyterian Home and Baptist Home, both homes for children in the foster care system, the courthouse, and Delta Counseling Associates. Dr. Turner would then regularly meet with the students so they could discuss their experiences and practice active listening with one another.

4—Cultural and ethical competence. Students come to understand how cultural, social, and economic backgrounds influence mental health so that they are better prepared to work with diverse populations. They also learn how to navigate ethical dilemmas, especially in clinical settings, adhering to APA guidelines and respecting client confidentiality and autonomy.

Specific Course Examples: Because many UAM psychology students are interested in going into mental health related professions, PSYC 34683 Principles of Guidance and Counseling, PSYC 46483 Applied Human Service Skills, and PSYC 46783 Abnormal Psychology are popular courses.

These courses are taught from a culturally and ethically competent lens. Students learn about the ethical obligations of a health care provider. This includes confidentiality, respect for the person receiving treatment, and careful and ethical recordkeeping. Students are also taught appropriate and widely used diagnostic terminology and trained to avoid outdated and pejorative terminology in a professional setting (e.g., students are dissuaded from using terms like “wacky” or “bonkers” when describing people with severe mental health issues and they are encouraged to use updated diagnostic terms such as “Autism Spectrum Disorder” instead of outdated terms like “Asperger’s Syndrome”). Students also learn about cultural differences in the symptomatology of mental disorders, differences in the tendency to seek treatment, and differences in response to treatments. Students are prepared to enter graduate school knowing that future clients might well come from very different backgrounds than their own and awareness of this is important for success in the therapeutic setting.

2. *Provide an outline for each program curriculum, including the sequence of courses.*

Psychology curriculum is outlined in the eight semester plan below, which comprises a recommended sequence of courses required to complete the degree in four years. This suggested sequence of courses fulfills the requirements of Act 1014 of the 85th Arkansas General Assembly.

First Semester: 16 Hours

UNIV 11171 - Pathway to Success: 1 Hour
ENGL 10103 - Composition I (A.C.T.S. Equivalent Course # ENGL 1013): 3 Hours
PSYC 11003 - Introduction to Psychology (A.C.T.S. Equivalent # PSY 1103): 3 Hours
General Social Science (cannot be PSYC): 3 Hours
General Education Mathematics Requirement: 3 Hours
General Education Communication Requirement: 3 Hours

Second Semester: 16 Hours

ENGL 10203 - Composition II (A.C.T.S. Equivalent Course # ENGL 1023): 3 Hours
General Education Social Science: 3 Hours
General Education Science with Lab: 4 Hours
General Education Fine Arts Requirement: 3 Hours
Minor Course: 3 Hours

Third Semester: 16 Hours

PSYC 22083 - Statistical Methods
General Education American History *or* American National Government: 3 Hours
General Education Humanities: 3 Hours
General Education Science with Lab: 4 Hours
General Elective: 3 Hours

Fourth Semester: 15 Hours

SBSC 21003 - Social Science Research Methods: 3 Hours

Elective (30000-40000 level): 3 Hours

Elective: 3 Hours

Minor Course: 3 Hours

PSYC 21003 - Developmental Psychology (A.C.T.S. Equivalent # PSY 2103) *or* PSYC 34383

- Child Development: 3 Hours

Fifth Semester: 15 Hours

PSYC 30183 - Research Methods II: 3 Hours

PSYC Elective (30000-40000 level): 3 Hours

Minor Course: 3 Hours

Minor course (30000-40000 level): 3 Hours

Elective: 3 Hours

Sixth Semester: 15 Hours

PSYC 34683 - Principles of Guidance and Counseling *or* PSYC 34983 - Fundamentals of Measurement: 3 Hours

PSYC Elective (30000-40000 level): 3 Hours

Minor Course (30000-40000 level): 3 Hours

Electives: 6 Hours

Seventh Semester: 15 Hours

PSYC 34883 - Physiological Psychology *or* PSYC 46083 - History and Systems in Psychology: 3 Hours

PSYC 46783 - Abnormal Psychology: 3 Hours

Electives: 9 Hours

Eighth Semester: 12 Hours

PSYC 32483 - Social Psychology *or* PSYC 46283 - Psychology of Personality: 3 Hours

Minor Course (30000-40000 level): 3 Hours

Electives: 6 Hours

3. State the degree requirements, including general education requirements, institutional, college or school requirements, and major requirements.

Students completing the Psychology degree must also complete the UAM General Education Requirements, which may be found in Appendix A.

Psychology, B.S.

Major Requirements: 36 hours

PSYC 11003 - Introduction to Psychology A.C.T.S. Equivalent # PSY 1103

PSYC 22083 - Statistical Methods
PSYC 30183 - Research Methods II
PSYC 46783 - Abnormal Psychology
SBSC 21003 - Social Science Research Methods

One course from each of the following categories:

Category 1

PSYC 21003 - Developmental Psychology A.C.T.S. Equivalent # PSY 2103
PSYC 34383 - Child Development
PSYC 32583 - Adolescence
PSYC 46383 - Gerontology

Category 2

PSYC 34683 - Principles of Guidance and Counseling
PSYC 34983 - Fundamentals of Measurement
PSYC 46483 - Applied Human Service Skills
PSYC 4658V - Practicum in Psychology

Category 3

PSYC 34183 - Psychology of Learning
PSYC 31083 - Cognitive Psychology
PSYC 34883 - Physiological Psychology
PSYC 34583 - Exceptional Children

Category 4

PSYC 32483 - Social Psychology
PSYC 46083 - History and Systems in Psychology
PSYC 46283 - Psychology of Personality
PSYC 34283 - Industrial Psychology

Electives: 9 hours

9 hours of electives at the 30000-40000 level

Note:

*CLEP credit will not be awarded to psychology majors for PSYC 34383 - Child Development.

Students must have a minimum of 40 hours of upper-level courses for the B.S. degree therefore, in addition to the upper level courses required by the major, a minimum of 13 hours of the electives must be taken at the 30000-40000 level to fulfill University requirements for a major.

Minor Requirements: 18 hours

Psychology majors must select a minor.

4. Indicate the semester/year the major/program courses were last offered. Exclude general education courses.

Course Number		Course Name	Last Offered
U of A CCN	UAM		
PSYC 20183	PSY 2013	Research Methods I	Spring 2024
PSYC 21003	PSY 2103	Developmental Psychology	Fall 2024
PSYC 22083	PSY 2203	Statistical Methods	Fall 2024
PSYC 30183	PSY 3013	Research Methods II	Fall 2024
PSYC 31083	PSY 3103	Cognitive Psychology	Spring 2024
PSYC 32483	PSY 3243	Social Psychology	Fall 2024
PSYC 32583	PSY 3253	Adolescence	Fall 2020
PSYC 34183	PSY 3413	Psychology of Learning	Fall 2023
PSYC 34283	PSY 3423	Industrial Psychology	Spring 2024
PSYC 34383	PSY 3433	Child Development	Spring 2024
PSYC 34583	PSY 3453	Exceptional Children	Spring 2021
PSYC 34683	PSY 3463	Principles of Guidance and Counseling	Spring 2024
PSYC 34783	PSY 3473	Human Sexuality	Fall 2020
PSYC 34883	PSY 3483	Physiological Psychology	Spring 2022
PSYC 34983	PSY 3493	Fundamentals of Measurement	Fall 2023
PSYC 46083	PSY 4603	History and Systems in Psychology	Fall 2024
PSYC 46283	PSY 4623	Psychology of Personality	Fall 2024
PSYC 46383	PSY 4633	Gerontology	Summer II 2020
PSYC 46483	PSY 4643	Applied Human Service Skills	Fall 2024
PSYC 4658V	PSY 465V	Practicum in Psychology	Fall 2023
PSYC 46783	PSY 4673	Abnormal Psychology	Summer I 2024

Note: Beginning in July 2024, the University of Arkansas system adopted a new Common Course Numbering system (CCN) that replaced the previous 4-digit course numbers assigned by UAM with 5-digit course numbers and new course prefixes. Both numbering systems are included in the chart above.

5. Provide syllabi for discipline-specific courses and departmental objectives for each course.

Syllabi can be found in Appendix B.

6. Outline the process for the introduction of new courses, including all internal curriculum review processes and the findings.

Substantial curriculum changes begin with proposals from the Psychology faculty, who use both quantitative and qualitative data to determine and design needed improvements to the curriculum. These proposals are reviewed by the Dean of Social and Behavioral Sciences. When approved, the Dean submits the proposal to the Academic Council, which includes the Deans of all UAM units, the Registrar, and the Vice Chancellor of Academic Affairs. After a ten-day review period, the proposal is presented at an Academic Council meeting for Council approval.

Proposals receiving the Academic Council's approval are forwarded to the Curriculum and Standards (C&S) Committee. The C&S Committee representative from the School of Social and Behavioral Sciences then presents the proposed changes to the C&S Committee for their discussion. If approved by the C&S Committee, the proposal is forwarded to the UAM Assembly where it is brought to a vote. Once it has received the approval of the Assembly the proposal is sent to the Registrar's Office for inclusion in the official University catalog. Changes to the curriculum that involve substantial changes to the current program of study (generally classified as changing more than 25% of the current degree requirements or curriculum) must also be approved by the Arkansas Division of Higher Education and the University of Arkansas System Board of Trustees.

7. List courses in the proposed degree program currently offered by distance delivery.

Psychology courses currently available via asynchronous online delivery are:

PSYC 11003	Introduction to Psychology
PSYC 21003	Developmental Psychology
PSYC 31083	Cognitive Psychology
PSYC 32483	Social Psychology
PSYC 46483	Applied Human Service Skills
PSYC 46783	Abnormal Psychology

Psychology has also experimented with hybrid delivery formats for select courses, where students attend a limited number of in-class meetings and complete the rest of the coursework online. These courses are:

PSYC 30183	Research Methods II
PSYC 4658V	Practicum in Psychology

8. Describe the instructor-to-student and student-to-student interaction for distance courses (prerequisite courses, lab requirements, examination procedures—online/proctored, instructor response to student assignments).

Instructors interact with students through online content delivery, assessment, discussion boards, and email. Students may follow up in person, through email, or through telephone contact. Instructor expectations, learning outcomes, and goals are clearly defined prior to

content delivery for each module. Students are encouraged to discuss content from each module through discussion boards. In some classes, students are given a quiz over each module with instructor feedback on each missed question. Other classes require the online submission of a paper which is returned electronically with instructor feedback. Exams may be administered online or are given on the UAM campus at a set time by the instructor.

Program Faculty (Full-time/Adjunct/Part-time)

1. Provide curriculum vitae or program faculty information form for all full-time program faculty. The vita or form should include the following: all degrees and institutions granting the degrees; field or specialty of degrees; number of years employed as program faculty at the institution; current academic rank, if applicable; professional certifications/licenses; evidence of quality and quantity of creative and scholarly/research activity; evidence of quality and quantity of service activities; evidence of professional activities and non-teaching work experiences related to courses taught over the past two academic years; and other evidence of quality teaching.

Faculty	Degree	Rank	Specialization
Ms. Ashley Courson	M.S.	Instructor	Guidance and Counselling
Dr. Eric Prichard	Ph.D.	Associate Professor	Neuropsychology
Dr. Yvette Prior	Psy.D.	Assistant Professor	Industrial Psychology
Dr. Jeanette Braswell*	Ph.D.	Associate Professor	Developmental Psychology
Dr. Amber Turner*	Ph.D.	Assistant Professor	Clinical Psychology

**Note: Drs. Braswell and Turner left the university at the end of the Spring 2024 semester.*

See Appendix C for faculty vitae.

2. Indicate the academic credentials required for adjunct faculty/part-time faculty teaching major/program courses.

The minimum requirements for adjunct faculty are a master’s degree with at least 18 hours of graduate course work in Psychology or a closely related field, such as counselling.

The Psychology program currently employs one part-time faculty member: Dr. Stephen Berry, who teaches PSYC 21003 Developmental Psychology and PSYC 32483 Social Psychology. Before she was hired as a full-time faculty member, Ashley Courson served as adjunct faculty for two years teaching PSYC 46483 Applied Human Service Skills.

3. Describe the orientation and evaluation processes for faculty, including adjunct and part-time faculty.

During Professional Development Week, which occurs prior to the beginning of the fall semester, there is an official orientation program for full time faculty which contains information and documentation on advising, regulations, available resources, and teaching facilities. Throughout the week there are workshops on topics including academic advising, learning institutional software, and on-line teaching.

All full-time faculty members write an annual self-evaluation in accordance with UAM Faculty Handbook policies and procedures. They reflect upon efforts, accomplishments, and areas for improvement in the areas of teaching, service, scholarship and professional development; the self-evaluation concludes with a plan for improvement over the coming year. These self-evaluations are used as part of the peer evaluation discussed in the next paragraph. Part-time faculty do not necessarily do the annual self-evaluation but may be observed by the Dean or a representative chosen by the Dean at any time. Part-time faculty may also be requested to supply syllabi, exams, assignments, or graded papers to the Dean at any time.

Each faculty member, including adjunct faculty, is evaluated annually. Faculty are required to submit a self-evaluation to the Dean of Social and Behavioral Sciences. Faculty are also evaluated by a minimum of three peer faculty members and are observed in a classroom setting by the peer evaluators. The tenured faculty and non-tenure track faculty who have completed six years of service are required to undergo the full evaluation process at least once every five years. A full evaluation requires that three colleagues be chosen as peer evaluators with the individual being evaluated choosing two and the Dean chooses one. Peer reviewers of faculty having a full evaluation must make at least one classroom observation.

For an instructor who is not having a full evaluation, one peer evaluator will be chosen by the Dean. Full-time faculty members are evaluated by students in every class. Once this process is complete, the Dean reviews all the combined evaluations to assess faculty performance. The Dean then uses the totality of the evaluations by the faculty peer, students, self-evaluation, and observation data to complete a review of each faculty member. The Dean schedules a meeting with the faculty member to discuss their accomplishments and make suggestions for possible improvements. After this review, the evaluation and all supporting material are sent to the Vice Chancellor for Academic Affairs for review and comments. If a faculty member disagrees with the Dean's evaluation, he or she may send information to the Vice Chancellor for additional consideration. The Vice Chancellor for Academic Affairs then sends their recommendation to each faculty member and the Dean.

4. Provide average number of courses and number of credit hours taught for full-time program faculty for current academic year.

The course load for a full-time faculty member who holds an academic rank of Assistant Professor or higher is 12.0 semester credit hours per term. The course load for those holding the rank of instructor is 15.0 semester credit hours per term. Occasionally, there are

opportunities for extra courses to be taught as an overload for additional pay. Summer teaching opportunities are available for courses that meet the minimum enrollment of 10 students.

Due to current staffing fluctuations, current Psychology faculty have been flexible in taking on course overloads and other staffing adjustments to ensure students are making timely progress towards degree completion. In AY 2022-2023, for example, Drs. Braswell, Prichard, and Turner each had one course overload to help cover both the departure of Dr. Seungyeon Lee and a reduced Fall courseload for Dr. Braswell. In AY 2023-2024, Dr. Braswell agreed to a Spring course overload while Dr. Prichard took a long-awaited off-campus duty assignment. For the Fall of 2024, the departure of Drs. Braswell and Turner means that Dr. Prichard has a course overload to cover needed sections of Developmental Psychology; Ms. Courson has been granted a course release in order to cover significant additional advising duties.

Program Resources

1. Describe the institutional support available for faculty development in teaching, research, and service.

In the area of teaching, faculty are encouraged to pursue special interests and, when possible, teach in those specific areas. Faculty members are encouraged to develop special topics courses, which may later become part of the regular curriculum if appropriate. The University supplies a Blackboard shell for each class to facilitate classroom instruction and also provides technical support for Blackboard users. Through support provided by Social and Behavioral Sciences and institutional expenditures, all classrooms in the Memorial Classroom Building (MCB) are now equipped with a computer and either a laser projector or large television monitor.

The School of Social and Behavioral Sciences supports faculty research and scholarly activity through financial support of research activities including attendance at professional meetings for presenting scholarly papers and other research findings. Faculty are also encouraged to further their research, including through publication. Faculty Research Grants (currently \$1500 per year) are available through the University on a competitive basis. UAM Psychology Faculty have regularly received these grants in the past. The most common use of these funds among UAM Psychology faculty has been the recruitment of research participants through services such as MTurk and Prolific. Because of the relatively small student population at UAM, UAM Psychology faculty do not have access to a sufficient pool of students to carry out a regular empirical research program. The Faculty Research Grants have been a lifeline for psychology faculty and recent publications by psychology faculty that have been made possible by the grants include:

Braswell, J.M. & Prichard, E. (2023). Awe predicts resilience to COVID-19 independent of Religiosity. *Psychological Reports*. doi: 10.1177/003329412311652

Rozing, E., Rubino, E., Turner, K. A., & Larasatie, P. (under review). Evaluating public attitudes toward trophy hunting using social license to operate.

Prichard, E. C. (2019). The association between inconsistent handedness and psychopathy does not extend to the domain of moral reasoning. *Laterality*, 24, 113-124.

Prichard, E. C. & Turner, K. A. (2023). Authoritarianism, psychopathy, and resistance to wearing masks during the COVID-19 pandemic: A partial replication and extension of key findings. *Frontiers in Psychology*, 13, 1049660.

In addition to the financial support provided by the School of Social and Behavioral Sciences (SSBS) for research and travel, the UAM administration has been very supportive in funding travel when costs exceed the SSBS resources.

Faculty members are encouraged to serve on university committees, and Psychology faculty members are very active in this regard. Faculty members use their experience and specific skills serving on committees. This provides a growth opportunity for faculty members, and the university appreciates the services.

2. Describe the professional development of full-time program faculty over the past two years including the institutional financial support provided to faculty for the activities.

Program faculty have pursued a number of professional development activities over the past two years. The most common and intensive professional development activity is typically reserved for whichever faculty member has a clinical license. All clinical psychologists in the state of Arkansas are required to have 20 hours of continuing education credits every year and at least one of those credits must be an ethics credit. These are often obtained at conferences and via webinars. Dr. Amber Turner received 20 hours of continuing education every year. One common avenue for obtaining the credits was through the Arkansas Psychological Association. As a clinical psychologist, Dr. Turner attended several sessions organized by ArPA. In the past, Dr. Prichard has been involved in the organization of ArPA's two yearly conventions as a former officer of the society.

UAM Psychology Faculty also regularly engage in pedagogical professional development. In 2023, Dr. Turner, Dr. Prichard, and Dr. Braswell all attended the meeting of the Arkansas Teachers of Psychology, which is hosted by University of Central Arkansas. Dr. Turner was one of the featured speakers; Dr. Prichard and Dr. Braswell were present as attendees.

During the 2024 Spring Semester, Dr. Prichard was approved for an off-campus duty assignment to complete a textbook. His salary during the period arguably constitutes financial support for the completion of the project. As of the writing of this report, a draft of the book is expected to be submitted to a publisher in November 2024.

Finally, UAM Psychology faculty regularly participate in the professional development activities provided by the university. These include the annual Professional Development Week at the beginning of the academic year, various workshops provided by the university throughout the year, especially ones offering instruction and insight into evolving instructional technologies, and the numerous trainings required throughout a typical year including Title IX training, cybersecurity training, child abuse prevention training, and Narcan training.

3. Provide the annual library budget for the program or describe how library resources are provided for the program.

The UAM Taylor Library does not apportion its budget by department, especially since databases tend to be multidisciplinary. The Taylor Library’s budget for FY2024-25 includes \$23,335 for books (including e-books) and \$174,809 for online resources, including journals and databases. Purchase policies are made in consultation with the Library Committee, which comprises representatives from all schools. Each school has a liaison in the Library who works closely with that school in developing the collection. The liaison for the School of Social and Behavioral Sciences is Ms. Beth Stewart, MLIS, MBA. Ms. Stewart will regularly check with individual faculty about resource requests, trying to ensure that the Library meets both curricular and research needs. Faculty members have access to Interlibrary Loan services (which offers a very liberal policy allowing each faculty multiple requests) and are encouraged to recommend books for purchase.

4. Describe the availability, adequacy, and accessibility of campus resources (research, library, instructional support, instructional technology, etc.).

The School of Social and Behavioral Sciences provides integrated technology in all of its classrooms to enhance the learning experience. Each classroom in the Memorial Classroom Building where SSBS is housed is equipped with a computer connected to the internet, a projector or a large-screen television monitor, and an audio system.

The UAM Library features a large volume of content for faculty research and development. Library resources in the area of Social Sciences and Psychology in particular include the following electronic databases and subscriptions. Many of the following individual databases are included in either the larger packages of ProQuest, JSTOR, EBSCO, or some through the Arkansas State Library Traveler Databases.

UAM Library Databases and Resources	
Psychology-Specific Databases	APA PsycINFO
	Psychology Database
	CINAHL Ultimate

General Research Databases with Psychology Content	FirstSearch
	Health and Medical Collection
	Health Management Database
	Health Source: Consumer Edition
	Health Source: Nursing/Academic Edition
	JSTOR (complete package)
	MEDLINE
	Nursing & Allied Health Database
	Nursing Reference Center Plus
	ProceedingsFirst (conference proceedings database)
	ProQuest Central
	Public Health Database
	PubMed
	Research Library
	Science Database
	Science Online
	Science Direct
	SpringerLink
	STEM Database
	Today's Science
Wiley Online Library	
World Cat	
E-Book Sources	eBook Central
	eBooks on EBSCOhost
Region-Specific Databases Including Psychology Content	East & South Asia Database
	East Europe, Central Europe Database
	India Database
	Middle East & Africa Database
	Turkey Database
	U.K & Ireland Database

In addition to the printed and electronic resources, a professor may contact Ms. Stewart to schedule a class period in which the librarian teaches students about resources that will be most useful in completing assignments.

Students and faculty consult with Ms. Stewart and the director, Mr. Daniel Boice, about particular research projects or general concerns. Annually, the Library hosts a celebration of faculty scholarship. The books and articles published by the Psychology faculty, along with the other UAM faculty, are displayed for the community's benefit, and students can see that their teachers are scholars, also.

Within the limitations of current budget constraints, library resources are adequate. Library

staff work very hard to purchase as many of the materials that faculty request as they can. Budgetary challenges require the Library to be sure that database purchases benefit the greatest number of stakeholders for the price. The Library has been able, through special funding, to expand its access to the entire JSTOR collection, and hopes to expand access to other databases and newspaper resources.

5. Provide a list of program equipment purchases for the last three years.

The following chart is a list of equipment purchases for the School of Social and Behavioral Sciences as a whole. All programs housed in SSBS use these items, including Psychology.

During 2023-2024, Dr. Jeanette Braswell applied for internal funding to renovate MCB 300A as an undergraduate psychology research laboratory from UAM’s Centennial Opportunity Fund. This Fund provides funding for projects that impact student success. Grant funding of approximately \$10,000 was used to buy new furnishings for the room, to buy laptop computers and neuroimaging equipment, and to buy storage for the equipment.

Item Description	Cost	Funding Source
MCB 226 & 204 Classroom Furniture	\$12,264	One-Time Funding
MCB 306 Classroom Furniture	\$9,179	One-Time Funding
MCB 201 & 207 Classroom Furniture	\$31,060	One-Time Funding
(9) Faculty Office Computers	\$14,838	SSBS M&O Budget
(1) 92' Projector Screen	\$447	SSBS M&O Budget
(4) Classroom Webcams	\$208	SSBS M&O Budget
(2) Classroom Webcam and Tripods	\$285	SSBS M&O Budget
(4) Classroom Laser Projectors	\$7,327	Information Technology
(13) Classroom Computers	\$9,220	Information Technology
(10) 70" Flat Panel Monitors	\$14,170	Information Technology
(10) 35' Active HDMI Cables	\$400	Information Technology
Furniture for Psychology Lab	\$4,585	Centennial Opportunity Fund
Storage/Misc. Equipment for Psych Lab	\$535	Centennial Opportunity Fund
Window Blinds for Psych Lab	\$661	Centennial Opportunity Fund
(2) Laptop Computers for Psych Lab	\$1,684	Centennial Opportunity Fund
Neuroimaging Equipment for Psych Lab	\$1,030	Centennial Opportunity Fund

Instruction via Distance Technology

Note: ADHE Guidelines state that “This section should be completed if at least 50% of any program/major course is delivered electronically.” While the Psychology program does not meet this guideline for evaluation, general information on distance technology at UAM is included to assist in contextualizing the academic resources available to the program.

1. Describe the institutional support available for faculty development in teaching, research, and service.

The UAM campus governance and academic approval processes are followed for any new course added to the curriculum. Any new degree program, regardless of the method of delivery (distance technology or not) must be reviewed by the faculty, approved by the academic unit dean, the Academic Council, Assembly, Chancellor, the University of Arkansas Board of Trustees, and the Arkansas Department of Higher Education Coordinating Board prior to implementation.

For an existing course to be offered via distance delivery, a Course Shell is automatically created when the online course is added to the schedule. Each faculty member who teaches an online course must offer the course in Blackboard, the campus learning management system. Training sessions for faculty are offered by the UAM Office of Instructional Technology prior to each fall semester, or as the need arises. Technical assistance is provided by the Office of Instructional Technology as needed/required throughout the semester and/or term.

The UAM Office of Instructional Technology is responsible for the management and maintenance of the learning management system and other administrative concerns. Additionally, the Office of Instructional Technology is responsible for providing technical assistance to the faculty who teach online courses.

2. Summarize the policies and procedures to keep the technology infrastructure current.

University of Arkansas at Monticello faculty and students have access to infrastructure and technology that includes intranet, Blackboard, Compressed Interactive Video, broadband Internet, and access to the online catalog, electronic books, and journals available in the Fred J. Taylor Library and Technology Center, as well as web-based mediums. Regular funding is part of an ongoing process that includes technology upgrades, software licensing, and technical support. UAM recently completed an eight-year plan to provide a technology infrastructure that increased the University's academic competitiveness. This plan included Level One technology certification for all buildings on all three campuses.

In the summer of 2010, UAM, a founding member of the Arkansas Research and Education Optical Network (ARE-ON), connected to the ARE-ON Network allowing access to two highspeed 24 national networks, the Internet2 and National Lambda Rail. Completion of this project allowed UAM to collaborate with all universities and colleges that share the network as well as access to the Internet at a much faster rate.

UAM has also purchased a financial and student information software system, PeopleSoft, updating the institution's 25-year-old software system, which will make secure access to campus educational and planning resources available to students via the Internet. UAM began

offering distance education courses in 1999 with WebCT, and utilized various versions of WebCT until summer 2010, when UAM changed over to Blackboard as its distance learning course management product of choice. In 2022, UAM migrated to Blackboard Ultra for its distance learning courses and provides support to all students and faculty as they adjust to the modern learning management system.

3. Summarize the procedures that assure the security of personal information.

The UAM Information Technology Department sets forth guidelines for the protection of personal information following the information security policies regulated by the State of Arkansas security recommendations. These guidelines state that UAM can only collect personal information through a secure link and with prior approval from that individual.

Personal information cannot be stored on the course management system by the students and/or faculty. The Office of Academic Computing regularly scans web sites for the presence of personal information. The removal of personal information found on the course management system is immediate. The Learning Management System (Blackboard Ultra, in this case) is subject to the same security measures as all other Information Systems on the UAM campus and meets the State of Arkansas security guidelines for protecting personal information.

4. Describe the support services that will be provided to students enrolled in distance technology courses/program by the institution and/or other entities.

- Advising: Online students are advised by a faculty advisor. The advisor typically talks by phone or email with the student about goals and aspirations, personal interests, and background. Working closely with the student, the advisor may suggest a particular combination or sequence of courses. The advisor meets by phone, Zoom, or email at least once a semester to discuss the student's progress and goals.
- Course registration: The student's advisor, after talking with the student well before the beginning of the next semester, registers the student for courses. Students are usually not given the option of registering for the courses themselves. However, the student's advisor works closely with the student to ensure that the desired courses are added. The advisor is also able to provide information on when particular courses will be offered as part of the program's course rotation.
- Financial aid: The UAM Financial Aid department works closely with all students, including graduate students and students taking online programs, to apply for various sources of financial aid, including loans, grants, and scholarships. Financial aid staff are skilled in working with online students and may provide counsel and support through phone, email, or Zoom.
- Course withdrawal: In the event that a student needs to withdraw from a course, the student's advisor submits and manages the appropriate withdrawal forms.
- E-mail account: All UAM students including graduate students are provided with a university

email account. Support services are available online and by phone.

- Access to library resources: All resources at UAM Taylor Library are available to UAM students studying online. The library databases provide online access to a wide variety of resources, the library maintains an extensive eBook collection, and the library's online LibGuides provide subjectspecific research and resource information and assistance. The Interlibrary Loan service provides access to materials not available via the UAM library's system, and UAM's online students have 24/7 access to Ask-a-Librarian for research assistance. In addition, Librarians provide Information Literacy sessions to all online classes. The UAM library is also an ARKLink participating library, which allows our online students to borrow materials from other statewide participating institutions.
- Help Desk: The UAM Office of Informational Technology assists both faculty and students with technical issues.

5. Describe technology support services that will be provided to students enrolled in distance technology sources/programs by the institution and/or other entities.

The Office of Information Technology provides technical support for online students. If a student needs help with Blackboard, the student should visit <https://www.uamont.edu/it/index.html>. Support is also available by phone (870-460-1036) or in person on the second floor of the Student Center suite 207.

The Office of Information Technology also offers an online knowledge base and chatbot support.

For more information about technology support services, please see the UAM Student Handbook for Distance Education, which can be viewed on the UAM website: <https://www.uamont.edu/academics/distance-education.html>

6. Describe the orientation for students enrolled in distance technology courses.

Regular orientation opportunities are offered at the beginning of each semester to orient students to the use of the learning management system and related student technology resources such as email.

7. Summarize the institutional policy for faculty course load and number of credit hours taught, compensation, and ownership of intellectual property.

Institutional policies regarding faculty course load, number of credit hours taught, and compensation for full-time employees are outlined in the UAM Faculty Handbook:

The basic element of faculty workload is a work unit, which is equivalent to one class hour

(50 minutes) per week for a semester or which is equivalent to three and one-third non-classroom laboratory hours of work per week for a semester. Included for each of these class hours is time for class preparation, grading, office hours, and other work with students outside class.

The typical course load for full-time faculty at the assistant professor level or above is 12 semester credit hours. The typical course load for faculty at the instructor level is 15 semester credit hours. For faculty teaching non-dual listed graduate level courses, a 1.33 multiplier will be used to determine graduate faculty course load, i.e. a 3-hour graduate level course will be considered 4 hours ($3 \times 1.33 = 4.00$). For dual-listed courses, no multiplier will be used. The course load for faculty teaching both undergraduate and graduate level courses in the same semester will be determined on an individual basis. Faculty course loads are normally assigned based on course coverage need and faculty research/scholarship and service productivity. Multi-interdisciplinary teaching assignments or other University duties may be assigned as a portion of the 15-hour course load. Such assignments must be recommended by the unit head and approved by the Vice Chancellor for Academic Affairs. (See UAM Operating Procedure 420.1 Teaching Load for Faculty.)

Individual academic units can recommend for approval by the Vice Chancellor for Academic Affairs equivalent assignments for calculating workload. Therefore, faculty workload can vary considerably.

Faculty may be assigned to daytime or nighttime teaching and on-campus or off-campus teaching.

Full-time faculty members are expected, as part of their University service, to advise students, serve on committees, and perform academically-related public service. Duties for full-time faculty also include individual research, scholarly or creative endeavors, and professional travel and development, as well as the usual instructional, research, service, and administrative duties for which work units can be assigned.

Professional staff with academic qualifications may be assigned teaching duties. In such cases, the individual will receive a split appointment of Instructor/Staff. The workload for these split appointments will be prorated.

Institutional policy for part-time employees is outlined in UAM Operating Procedure 435.1, which may be found at <https://www.uamont.edu/Fin-Admin/operating-procedures.html>.

The University of Arkansas at Monticello may employ individuals for temporary appointments on a part-time basis to teach courses due to faculty shortages and/or emerging needs. An individual employed on a part-time basis will not normally teach more than two courses, or sections thereof, or 50% of the normal full-time load during any term.

Exceptions to this policy require prior approval from the appropriate Vice Chancellor or

Chancellor. Academic Unit Heads may request salary exceptions related to teaching experience, academic degree, subject area qualifications, market value and other factors. The following provisions shall apply:

- Offers of employment are issued in writing by the appropriate Academic Unit Head and approved by the Vice Chancellor.
- Part-time faculty hired to teach a specific course in order to meet a temporary institutional need are designated as adjunct faculty.
- Employment must be in the name of an individual.
- When employed more than halftime for an extended period, the individual may be placed in a benefits eligible instructor slot on a 50%, 75% or 100% appointment.
- Part-time faculty is a non-benefit eligible position. UAM pays only the mandatory employee contributions.
- Privileges normally extended: University I.D. Card; admission to university activities; library use; temporary parking permit.
- Privileges normally excluded: Assigned office; catalog recognition; inclusion in commencement.

1. Part-time faculty salary for teaching a three-hour course will be based upon teaching experience at UAM. See scale below.

2. Courses Taught	3 credit/hour	Lab/1 credit
1-5	\$1800	\$1200
6-10	\$2100	\$1400
11 or more	\$2400	\$1600

3. Academic Unit Heads are responsible for maintaining historical records to determine rate of pay.

4. Salary for one-credit hour laboratories will be 2/3 the salary of a three-hour credit course.

5. Retired UAM faculty will be paid at the overload rate of \$2,500 for a three-hour course.

6. The University reserves the right to prorate the salary of part-time instructors should the adjunct instructor not meet with the students the required class time.

7. Prior to employment the Academic Unit Heads will submit a request to hire to the appropriate Vice Chancellor and obtain a transcript of the highest degree attained along with any other data necessary for internal and external data reporting.

Majors/Declared Students

1. *State the number of undergraduate/graduate majors/declared students in each degree program under review for the past three years.*

The table below shows the number of Psychology majors over the last three years. All majors are undergraduate students; the Psychology program does not offer graduate coursework.

Declared Majors		
Fall 2021	Fall 2022	Fall 2023
66	56	55

While there has been a decline in overall major numbers in the last three years, this is reflective of the overall declining undergraduate enrollment at UAM. Psychology is still the program with the highest number of majors in the School of Social and Behavioral Sciences, which may be in part attributed to the increased interest in mental health and mental health services since the Covid-19 pandemic.

2. *Describe strategies to recruit, retain, and graduate students.*

Recruitment of Psychology majors begins even before students enroll at UAM: flyers and eight-semester courses of study are distributed to potential students at all high school recruitment days hosted by the Office of Admissions. Those that sign the register are sent letters telling them more about the Psychology program at UAM. Flyers are likewise distributed to new UAM students at orientation and Weevil Welcome days; SSBS regularly participates in the Southeast Arkansas College Fair and currently uses a QR-code based system to collect contact information from prospective students.

Attempts to retain students majoring in Psychology are included in programs and projects that are available for all School of Social and Behavioral Sciences majors. Peer mentoring through the office of Academic Advising is available to students who are identified as struggling academically, financially or socially. Students struggling academically are identified by faculty through the Academic Alert system, so that they can be targeted by the Office of Academic Advising for additional follow-up and guidance. Students struggling financially have access to the Student Success Fund which provides small grants to help students cover emergency expenses that might otherwise cause them to withdraw from classes.

Psychology also uses Psi Chi and the Psychology Club to engage and retain students. Psychology Club tends to focus on engaging activities such as Movie Nights to maintain student interest in their major. Psi Chi traditionally has helped students to improve their resumes for graduate school or the job search by providing opportunities for service projects and presentations of independent research. The opening of the new student research lab will assist in this endeavor as well.

3. Provide the number of program graduates over the past three years.

The following table shows the number of graduates in Psychology over the last three years.

Year	2021-22	2022-23	2023-24	Total	Three Year Mean
Graduates	15	14	12	41	13.7

Program Assessment

1. Describe the program assessment process and provide outcomes data (standardized entrance/placements test results, exit test results, etc.).

The primary tool for assessing the Psychology program over the last 10 years has been individual faculty assessment of Student Learning Outcomes (SLOs) created for each course. Faculty members have created a curriculum that leads students through a series of specific classes that sequentially develops information bases and skills needed to meet SLOs. Psychology majors develop SLOs through a range of activities both inside and outside of the classroom. Skills related to the development of the student’s research, writing, and critical thinking capabilities come with experience and the completion of writing assignments, analytical and experimental research encompassing the most recent findings, and comprehensive exams.

Beginning in the 2021-2022 academic year, several Psychology courses have been integral components to measuring UAM’s Institutional Learning Outcomes (ILOs). Psychology courses are evaluated to determine how students are performing in the areas of Oral Communication and Critical Thinking. Students in selected classes are assessed on a scale of 1-4, where 4 demonstrates a complete mastery of the competency at hand. (A full explanation of each ILO and its associated scoring scale may be found in Appendix D.) Given that it is assumed that most students in freshmen and sophomore level courses should be scoring a benchmark level of 2 on their assessed skills, it is clear the Psychology program is adequately training its students in the required competencies.

As the School of Social and Behavioral Sciences develops and analyzes more data, it will be used to make program improvements. As the aggregate data for each ILO includes students from across the disciplines in Social and Behavioral Sciences, some of this data includes students in courses from disciplines other than Psychology; based on the raw data for these dimensions, there is no reason to believe that Psychology students are demonstrating mastery of ILO competencies any differently from their peers.

Critical Thinking

Dimension	Year Collected	Average Score for Unit	Total # of Students Assessed in Unit
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Evidence*	2021-2022	2.5	43
Conclusion and Related Outcomes (Implications and Consequences)*	2021-2022	2.0	76
Conclusion and Related Outcomes (Implications and Consequences)	2022-2023	2.4	55

Note: Dimensions with an asterisk () include data from non-Psychology courses.*

Oral Communication

Dimension	Year Collected	Average Score for Unit	Total # of Students Assessed in Unit
Organization	2021-2022	2.5	14
Organization	2022-2023	2.0	25

2. Describe program/major exit or capstone requirements.

In lieu of a formal capstone, the Psychology program offers a sequence of research classes designed to train students in understanding academic research and in experimental research design. Students first take PSYCH 22083 Statistical Methods. This course covers college-level statistical concepts, including methods of interpreting statistical data.

Statistical Methods is a co-requisite for PSYCH 20183 Research Methods I. This course introduces students to academic research, including understanding both qualitative and quantitative research models; the difference between causation and correlation; and how to effectively conduct literature reviews. Beginning in Fall 2024, this course is being replaced by SBSC 20083 Social Science Research Methods. To more effectively utilize staffing resources within the School of Social and Behavioral Sciences, faculty created a single research course for all SSBS disciplines. Course mapping identified areas of commonality among disciplines; faculty have also created discipline-specific modules to instruct students in the unique aspects of their field.

The Psychology research sequence concludes with PSYC 30183 Research Methods II (which will be renamed Experimental Research Methods during the coming academic year). In this course, students learn experimental research design and ethics; students then design and conduct their own experiments. Students also learn how to present their research in public forums. Students often take their projects to state and regional conferences, as discussed in Curriculum, section 1.

Finally, students interested in counseling may take PSYC 4658V Practicum in Psychology during Fall of their senior year, which can be considered the equivalent of a capstone internship experience. Students are placed in internships with local schools and agencies for real-world work experience. Class meetings serve as a place for students to compare their experiences,

gain feedback from the instructor, and reflect on how they can apply their academic experience to real-world situations.

3. *Provide information on how teaching is evaluated, the use of student evaluations, and how the results have affected the curriculum.*

Student evaluation of teaching is conducted through the Blackboard shell created for each course. The students complete the survey online and outside of class; participation is voluntary. The survey consists of five basic questions, with an opportunity to include individual written comments at the end of the survey. In the survey, the student can choose options from Strongly Disagree (1) to Strongly Agree (5) in regard to a series of statements regarding their learning. The data from these surveys indicate a high degree of satisfaction with the curriculum. The survey statements used in evaluations for the last four semesters (excluding Summer terms) are tabulated below.

Aggregated Student Evaluation Statements: Psychology				
	<i>Mean F 22</i>	<i>Mean S 23</i>	<i>Mean F 23</i>	<i>Mean S 24</i>
I have more knowledge and a deeper understanding of the subject matter as a result of this course.	4.21	4.36	4.44	4.61
The instructor is willing to help the students learn.	4.17	4.52	4.55	4.70
The instructor shows interest in and knowledge of the subject.	4.41	4.67	4.59	4.65
The instructor demonstrates effective oral and written communication skills.	4.17	4.48	4.54	4.62
I would recommend this instructor to other students.	4.09	4.36	4.50	4.60

Note: The mean is from a 5-point scale with 1=Strongly Disagree to 5=Strongly Agree

The improvement in student evaluation scores over the last four semesters is indicative of significant growth in the teaching skills of the faculty as they progressed in their careers. Immediately prior to this period, both Drs. Braswell and Prichard were granted tenure and promotion to the rank of Associate Professor; Dr. Turner was in her third and fourth years of teaching, a period where faculty can stop creating new courses and focus on refining and improving their teaching.

Psychology faculty are also evaluated through a series of peer evaluations that make up part of the annual faculty evaluation process. (See Program Faculty, section 3.) These evaluations consist of a classroom observation and written comments that are submitted to the Dean of Social and Behavioral Sciences which are then made available to the faculty member for review.

Peer reviews are valuable as they contain advice from experienced classroom teachers and do not suffer from the documented tendency of student evaluations to reflect the expected grade of the student reviewer.

4. Provide transfer information for major/declared students including the receiving institutions for transfer and programs of study.

Per the UAM catalogue:

In addition to an application for admission and proof of immunizations, any student who has attended other colleges/ universities must assure that official transcripts of all work attempted from all schools attended be sent from those institutions directly to the UAM Office of Admissions.

Transfer students must be eligible to return to the institution previously attended. If either the cumulative or previous semester's grade point is less than a 2.00 (on a 4.00 scale), the student will be admitted on Academic probation as described in the Academic Regulations section in this catalog. Transfer students are also subject to the Transfer Policy in the Academic Regulations section.

Incoming transfer students are easily assimilated into the Psychology program if they are transferring from another University in the state of Arkansas. This is partly due to the course compatibility transfer requirements established by the Arkansas legislature. The program made it easier to transfer credits beginning in Fall 2023, when Developmental Psychology was re-classified as a lower-division course. Previously, UAM had been one of the few schools in Arkansas to teach Developmental Psychology as an upper-division course; re-classifying the course allows it to be more easily transferrable for incoming students.

UAM has so few students who transfer to another institution that data regarding how well-prepared our students are for functioning at the receiving school is essentially non-existent. Very limited anecdotal information, however, suggests that our students are well prepared so that they can assimilate into the new program without any obvious deficiencies.

5. Provide information for program graduates continuing their education by entering graduate school or by performing volunteer service.

The School of Social and Behavioral Sciences regularly sends program graduates to graduate school either in their field of study or law school. SSBS has held informational meetings to help those thinking of going to graduate school better understand the application and selection process, as well as graduate school culture; SSBS plans to continue these meetings to help students better prepare for exams like the GRE and LSAT.

While UAM has limited data on how many of its students attend graduate school, a combination of anecdotal data and self-reporting from the UAM senior survey (which is summarized in the chart in section 8 below) suggests that a significant percentage of Psychology majors attend a graduate program after graduation. This is hardly surprising, given that most jobs in the field require at least a master’s degree. The most popular degree programs for Psychology majors at the graduate level are master’s degrees in Guidance and Counseling and Master of Social Work degrees.

The table below is a representative sample of Psychology majors who have informed the School of Social and Behavioral Sciences that they have pursued graduate education in the past five years:

Year Graduated	Graduate School	Degree/Program
2019	Mississippi College	Counseling
2019	Grand Canyon University	I/O Psychology
2020	University of Arkansas at Monticello	Master of Arts in Teaching
2021	University of Arkansas at Little Rock	Social Work
2022	Louisiana State University	Social Work

While not an exhaustive list, it is a representative list of the kind of programs UAM Psychology majors tend to pursue. The Social Work program at University of Arkansas at Little Rock and counseling master's programs are particularly popular. Less common, but still popular, are I/O programs and pursuing careers in education. Occasionally a graduate will pursue professional studies such as law or medicine. For example, a 2017 UAM Psychology graduate recently completed a law degree at the Bowen School of Law at University of Arkansas at Little Rock and passed the bar exam this year.

6. Provide aggregate results of student/alumni/employer satisfaction surveys.

UAM sends all graduating seniors a survey to solicit feedback on their academic career. Traditionally, the response rate to these surveys has been exceedingly low leading to a consequent inability to generate meaningful statistical data. The chart below summarizes the data collected for Psychology majors since the fall of 2021.

UAM Senior Survey Aggregate Results for Psychology, Fall 2021-Spring 2024				
<i>As a result of your experience at UAM, how much progress do you feel you made in:</i>	<i>None</i>	<i>Little</i>	<i>Some</i>	<i>A lot</i>
Improving your written communication skills.		1	9	8
Improving your oral communication skills	1		7	10
Improving your ability to think critically	1		7	10

Improving your ability to understand viewpoints, values, or customs different from your own		3	7	9
Improving your ability to see how your actions affect the local and global communities		2	9	8
Improving your ability to work collaboratively with others		2	8	9

Although this data should be treated cautiously (as it is likely that only highly motivated or highly disgruntled students would complete such a voluntary survey), it is clear that most Psychology students feel that a UAM education has significantly improved their skills.

7. Describe how the program is aligned with the current job market needs of the state or local communities.

Psychology aligns with state and local workforce needs primarily through its focus on mental health services in the broadest possible sense. Both the fields of healthcare and social services have seen exponential growth in recent years; as a result, there is an increasing demand for mental health professionals, including clinical psychologists and counselors, to address issues such as addiction, trauma, and rural mental health disparities. This reflects a broader national trend where mental health care is gaining recognition as a critical component of overall personal well-being.

In addition, Psychology’s role in education—particularly in school psychology—supports recent efforts by the state of Arkansas to improve educational outcomes by addressing student behavior, mental health challenges, and learning disabilities. This is crucial as the state works to raise educational standards and workforce readiness. Based on data from the Arkansas Division of Workforce Services highlighted in the chart below, fields that students with Psychology degrees can enter are expected to undergo significant growth between now and 2030, which means the major is well placed to develop employees for local and state job needs.

Job Classification	AR Estimated Employment, 2020	AR Projected Employment, 2030	Percent Change, 2020-2030	Total Annual Openings
Counselors, Social Workers, and Other Community and Social Service Specialists	15,449	17,941	16.13%	226
Educational, Guidance, School, and Vocational Counselors	2,114	2,340	10.69%	227
Substance Abuse, Behavioral Disorder,	1,862	2,362	26.85%	244

and Mental Health Counselors				
Community Health Workers	227	337	21.66%	37
Community and Social Service Specialists	483	639	32.3%	74

8. Provide job placement information for program graduates including the number of graduates placed in jobs related to the field of study.

As discussed above, the UAM senior survey (which is the primary tool for collecting this information) provides limited data.

Grad Date	Employed in Field	Employed (Other Field)	Graduate School in Field	Graduate School (Other Field)
Spring 2024		2	3	
Fall 2024			1	
Spring 2023			1	
Fall 2023				
Spring 2022	2			
Fall 2022	2		1	2

While this data is limited, anecdotal evidence indicates that it is representative of the experience of most graduating psychology majors: a significant number are pursuing graduate degrees in Psychology or Counseling (as many jobs in the field require at least a master’s degree), and most students proceeding directly into the workforce are doing so in a related field.

Program Effectiveness (Strengths, Opportunities)

1. List the strengths of the program.

The primary strength of the Psychology program over the past decade has been its faculty. Since the previous program review in 2014, all of the Psychology faculty then at UAM retired or left the program for other opportunities; they were replaced by newly minted Ph.Ds. who were enthusiastic, cared deeply about teaching, carried out significant academic research in spite of UAM’s 4-4 teaching load, and integrated well into the university and local community. Dr. Lee revitalized the Psi Chi honor society, with students winning several model chapter awards under her leadership. Dr. Prichard not only published frequently but served in several important leadership roles at UAM, including a two-year term as Chair of the Faculty Assembly. Dr. Turner won the Hornaday Outstanding Faculty Award, the highest honor bestowed by UAM—and she is so far the only faculty member to have received the award before achieving

tenure. Dr. Braswell authored the grant that allowed SSBS to renovate an unused room and outfit it as a research lab where students and faculty could collaborate on research. There is every reason to believe that the Psychology program's newest hires, Dr. Prior and Ms. Courson, will eventually operate at this level as well.

Psychology faculty are particularly engaged in teaching, the core mission of the university. UAM faculty have innovated in course delivery, especially in the wake of the Covid-19 pandemic. Introduction to Psychology is now offered regularly in face-to-face and asynchronous online modalities—the latter in both full term and accelerated 8 week formats. Dr. Prichard experimented with offering an online Introduction to Psychology course with a synchronous meeting to accommodate students at UAM's technical campuses; Dr. Prior is currently offering Research Methods II in a hybrid-flex format to accommodate student schedules. Dr. Turner successfully employed the Kahoot! platform in her classes to incorporate interactive quizzing to assist student engagement in her courses. Dr. Braswell became one of the most enthusiastic champions of the Follett Access textbook adoption system since it allowed her students to have access to their textbooks and publisher platforms on the first day of class. Ms. Courson has put her previous experience as an Academic Advisor to excellent use and taken on a heavy advising load, which has allowed other faculty to focus on instruction. Students have clearly noticed this commitment to teaching; as demonstrated elsewhere in this report, the Psychology faculty have outstanding scores on their student evaluations.

Psychology students have also benefited from experiential learning. Dr. Turner significantly revitalized the Practicum program and negotiated a Memorandum of Understanding with the Monticello School District to allow UAM students to intern with the district's guidance counselors. Especially under Dr. Lee's leadership, Psi Chi students regularly presented their work at state and regional conferences; the more recent development of an adjunct Psychology Club advised by Dr. Turner allowed a greater number of students to meet for engagement activities such as analyzing movies for psychological tropes. Psychology students have also presented their research at campus events such as the Student Research Symposium (sponsored by the Social Work Program) and an in-house Psychology Research Symposium organized by Drs. Braswell and Prior.

2. List the areas of the program most in need of improvement.

There are two inter-related existential threats facing the Psychology program at this moment. The first is faculty churn. The Psychology program had been one of the most stable in the School of Social and Behavioral Sciences for several years. Then, in Spring 2021, Dr. Seungyeon Lee departed to take a job at the University of Central Arkansas. SSBS was able to run a faculty search the following academic year, which hired Dr. Yvette Prior beginning in Fall 2023. In Spring 2024, both Dr. Jeanette Braswell and Dr. Amber Turner resigned to take other academic positions; during the summer, Dr. Prior tendered her resignation effective at the end of Fall 2024. While the program was able to hire Ms. Ashley Courson as an Instructor beginning Fall 2024 and has permission to conduct a search for a developmental psychologist during AY 2024-

2025 this leaves the most popular major in SSBS short-handed. If a new faculty member cannot be hired by January 2025, this leaves Dr. Prichard as the only faculty member who can cover statistics and research methods. More grievous is the loss of significant teaching talent. Drs. Braswell and Turner had significantly honed their skills as teachers (as evidenced by high scores in student evaluations and feedback from peers) during their time at UAM. While Dr. Prior and Ms. Courson have proven to be solid and capable teachers, the loss of teaching talent is always a blow. Finally, faculty scrambling to cover courses have less time to undertake necessary duties to help the program thrive and grow, such as recruit students or serve as effective advisors for Psi Chi or the Psychology Club.

Under normal circumstances, churn would be an opportunity for fresh new hires. However, hiring will be difficult thanks to the second existential threat: low faculty salaries. Faculty overall at UAM have not seen a significant pay increase in close to a decade. When pay increases have been granted to faculty, these have been in the 1-2% range and have been offset by rising insurance premiums. UAM was once able to justify lower salaries by touting a lower cost of living in southeast Arkansas; but recent inflation, especially in housing costs, means the purchasing power of UAM salaries has been significantly reduced. According to the American Psychological Association, in 2018-2019 (the last year for which accurate data has been provided), the median salary for a new assistant professor at a public university in the United States was \$58,589; in the West South Central region (Arkansas, Louisiana, Oklahoma, and Texas) the median salary of all new assistant professors was \$61,100. There is every reason to believe those medians would be significantly higher now. UAM hired its most recent assistant professor at \$45,000. Simply put, UAM is not competitive in the academic job market. Recent new hires generally have some familial tie to the region, which is not a sustainable recruitment tactic. While the program has hired an Instructor (which has both a lower salary scale and different degree requirements), the Psychology program will need at least two faculty members with PhDs to teach required research courses. Nor will adjunct labor—as valuable as that can be in providing expertise and diverse viewpoints to students—provide the necessary stability for students to progress adequately towards graduation. As with other fields that are currently in high demand with lower-than-average faculty wages (such as Nursing or STEM fields), if salaries remain at their current levels, the program will be unable to recruit or retain talented faculty in the long term. The UAM administration is aware of these salary disparities (which affect numerous programs in addition to Psychology), but since any solution to this issue will take time to implement, Psychology faculty remain concerned about more immediate impacts to the program.

3. List the program improvements accomplished over the past two years.

Thanks to the hard work of Dr. Jeanette Braswell, the Psychology program now has a dedicated space for faculty and students to collaborate on research. Thanks to a \$10,000 grant from the UAM Centennial Opportunity Fund, the program was able to convert MCB 300A into an inviting space with modular furniture that can be rearranged to suit different activities and that has equipment (including laptop computers and basic neuroimaging devices) to allow students to

collect and analyze data for experiments.

During the summer of 2022, UAM Information Technology replaced all classroom computers in the Memorial Classroom Building with wall-mounted mini-computers as part of a general technology upgrade. At the same time, classrooms were outfitted with 70-inch high-definition television displays which have higher quality images and are easier to maintain than the AV projectors and screens previously used. (Digital laser projectors were kept in the three largest classrooms, which need larger-sized displays.)

Psychology majors will benefit from the recent development of the newly launched Social Science Research Methods course, which is replacing a number of discipline-specific methods courses—in the case of Psychology, PSYC 20183 Research Methods I. All students will be given a grounding in social science research and exposed to how research works in multiple disciplines; the course will then have discipline specific course materials, project instructions, and rubrics to ensure all students are being trained according to best practices in their fields. By giving students broader exposure to general research, they will be better prepared for the various types of projects they will need in the workforce. Psychology students will then receive discipline-specific instructions in experimental research in a second methods course, PSYC 30183, Experimental Research Methods.

The classroom furniture in the MCB mostly consists of individual student desks that were presumably designed for secondary schools; they do not seat adults comfortably. The SSBS Dean has identified a long-term plan to replace these desks with college-appropriate tables and chairs, creating more flexible classroom spaces that are more conducive to student learning and success. In the fall of 2022, SSBS was able to outfit MCB 306 with new furniture and use existing tables and chairs to re-outfit MCB 218 and 318, thus gaining three newly furnished spaces for the price of one. During the summer of 2023, the unit was allocated funds to refurbish MCB 204 and 226, and for the summer of 2024, the unit was allocated funds to refurbish MCB 201 and 207.

Finally, in terms of staffing, the program has hired two new faculty in the last two years. Although Dr. Prior will be leaving UAM in December 2024, she helped to stabilize the program in the wake of several other faculty departures. Ms. Courson is already proving to be a tremendous asset to the program and has integrated rapidly to the academic side of Psychology.

4. Describe planned program improvements, including a timetable and the estimated costs. Identify program improvement priorities.

One of the most pressing concerns is to revitalize the Psi Chi honor society. Honor societies are an important student engagement and retention tool, providing an impetus for high-performing students to continue doing quality work. The most significant obstacle to this will be faculty scheduling, since the existing faculty have had to take on extra teaching duties to

ensure student progress towards degree completion. However, the completion of the Psychology Research Laboratory will provide an attractive venue for meetings and a space for students to develop projects for presentation. Dr. Prichard is looking at holding initial interest meetings at least once a semester and a goal of taking students to state-level conferences. This will be an ongoing project. Estimated costs are \$70 per semester to provide refreshments for the interest meetings and approximately \$500-\$1200 from the SSBS budget to cover student registration, transportation, and lodging costs for conferences. If the program can grow, it can also become partially self-funded, as the national organization for Psi Chi provides travel grants and other assistance to help students attend conferences and present research.

The Psychology program also plans to revitalize and build on the success of the Psychology Practicum. Part of the rationale for hiring Ms. Courson was that she would be well placed to teach guidance and counseling courses, which have very high student demand. Her previous jobs in the counseling field and ties to the local community make her an ideal faculty member to help students find placements, to evaluate potential internship sites, and to carry out necessary professionalization duties. The Psychology program will be advertising and recruiting for the Practicum in Spring 2025 (for participation in Fall 2025), and the development of the program will be ongoing. There is no anticipated extra cost for this program.

The Dean of SSBS will continue the long-term project of requesting one-time budget allocations to outfit the remaining 2nd and 3rd floor classrooms of the MCB with new furniture. This furniture will match the new tables and chairs purchased over the last two years. There are three rooms remaining: one large lecture room seating approximately 60 students and two medium-size classrooms that seat 25-30 students. This project can be completed in one more successful budget cycle to accomplish at a cost of approximately \$35,000. While this is expensive, it will benefit not just Psychology but all SSBS programs.

Institutional Review Team

List the names/departments of the self-study committee chair and committee members.

Dr. Eric Prichard, Psychology (Chair)

Dr. Clinton Young, Dean of Social and Behavioral Sciences

PSYCHOLOGY PROGRAM REVIEW

APPENDICES

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APPENDIX A

UAM GENERAL EDUCATION REQUIREMENTS

UAM General Education Requirements

Composition (6 Hours):

ENGL 10103 Composition (ACTS Equivalent # ENGL 1013)
ENGL 10203 Composition II (ACTS Equivalent # ENGL 1023)

Communication (3 Hours): Choose one of the following:

SPCH 10003 Public Speaking (ACTS Equivalent # SPCH 1003)
SPCH 22803 Business & Professional Speech
SPCH 22003 Interpersonal Communication
NREM 20603 Natural Resources Communication

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

ARHS 10003 Art Appreciation (ACTS Equivalent # ART 1003)
HUMN 10103 Fine Arts Appreciation
FILM 10203 Film Appreciation
MUSC 10003 Music Appreciation (ACTS Equivalent # MUS 1003)

Humanities (3 Hours):

Any literature courses.
Any philosophy courses.
Any foreign language courses.

Mathematics (3 Hours):

Any MATH 10000-level or above course excluding MATH 12073

Social Sciences (9 hours):

Choose one of the following (3 hours):

HIST 21103 American History I (ACTS Equivalent # HIST 2113)
HIST 21203 American History II (ACTS Equivalent # HIST 2123)
PLSC 20003 American National Government (ACTS Equivalent # PLSC 2003)

Choose two courses from two different disciplines from the following (6 hours):

ANTH 20103 Cultural Anthropology (ACTS Equivalent # ANTH 2013)
ANTH 22103 North American Indians
ANTH 22203 World Prehistory

ANTH 22303 Arkansas Regional Archeology
ANTH 22403 Sex, Gender, and Culture
ANTH 22503 Introduction to Archeology
CRJU 10203 Introduction to Criminal Justice (ACTS Equivalent # CRJU 1023)
CRJU 22393 Law and Society
ECON 21003 Principles of Macroeconomics (ACTS Equivalent # ECON 2103)
ECON 22003 Principles of Microeconomics (ACTS Equivalent # ECON 2203)
GEOG 11003 Geography I (ACTS Equivalent # GEOG 1103)
GEOG 22263 Geography II
HIST 11103 World History to 1500 (ACTS Equivalent # HIST 1113)
HIST 11203 World History Since 1500 (ACTS Equivalent # HIST 1123)
PLSC 21003 State and Local Government
PLSC 22343 Comparative Politics
PLSC 22943 Law and Society
PLSC 23543 World Politics
PSYC 11003 Introduction to Psychology (ACTS Equivalent # PSYC 1103)
SOC 10103 Introduction to Sociology (ACTS Equivalent # SOCI 1013)
SOC 20103 Social Problems (ACTS Equivalent # SOCI 2013)
SCWK 21243 Introduction to Social Work

Science with labs (8 Credit Hours): Choose two 3-hour lecture courses with associated 1-hour labs or two 4-hour courses with integrated labs from the following disciplines:

- Biological Science
- Earth Science
- Chemistry
- Physics

TOTAL: 35 Hours

Restrictions: The following restrictions apply to the General Education program:

1. Courses from the major of a student will be counted toward General Education elective credit only in the Communications, Fine Arts, Mathematics, and the American History/Government (Social Sciences) categories. When supportive requirements exist for a given major but are drawn from a discipline other than the major, they may be used to meet the general education requirements.
2. In addition to the courses in the major curriculum and its supportive requirements, a major may require specific courses within the General Education elective option.

**ACTS = Arkansas Course Transfer System. This course number indicates that this course transfers to any other public higher education institution in Arkansas effortlessly.*

APPENDIX B

SYLLABI

UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES DIVISION
PSYCHOLOGY DEPARTMENT
PSYC 11003 INTRODUCTION TO PSYCHOLOGY
Fall 2024, MWF 11:10 a.m., Sec. 02

Instructor: Ashley Courson

Phone: 870-460-1479

Email: coursonl@uamont.edu

Office Hours: MWF 8-10 a.m.; TTH 12 p.m. to 2 p.m. Other times are available upon request.

Virtual Hours: T TH 1 p.m. to 2 p.m.

Course Title and Credit Hours: PSYC 11003 Introduction to Psychology

Prerequisites: None

Corequisites: ENGL 10103 English Composition I

Required textbooks, workbooks, supplementary materials: Achieve for *Exploring Psychology in Modules* by Myers; MPS Macmillan Publishers ([please see Achieve insert](#)). ISBN: 9781319433574.

You are required to use Macmillan Learning's digital platform, Achieve, to access your e-book and online assignments. You do not need to purchase Achieve directly because the cost for Achieve access is included in your tuition.

Help Site: <https://www.macmillanlearning.com/college/us/solutions/lms-integration>

Online bookstore: [UAM Bookstore](#)

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

Course Description: Survey of the science of behavior.

Student Learning Outcomes:

By the conclusion of the course, students should be able to:

1. Understand Core Concepts: Identify and explain key psychological concepts, theories, and terminology from major areas of psychology.
2. Apply theoretical knowledge: Apply psychological theories and concepts to everyday life situations, personal experiences, and contemporary societal issues.
3. Analyze research methods: Describe and evaluate various research methods used in psychology, including experiments, surveys, case studies, and observational studies. Understand how to critically assess research findings and their implications using the scientific method.
4. Recognize major figures: Identify and discuss the contributions of significant figures in psychology and their impact in the field.
5. Assess psychological phenomena: Analyze and interpret psychological phenomena and behaviors using scientific approaches and evidence-based reasoning.

6. Integrate psychological perspectives: Compare and contrast different psychological perspectives and understand how they contribute to psychology as a science.
7. Enhance critical thinking: Develop and demonstrate critical thinking skills by evaluating psychological theories, interpreting data, and constructing well-reasoned arguments.
8. Promote ethical understanding: Understand and articulate ethical issues and considerations in psychological research and practice.
9. Improve communication skills: Communicate psychological concepts and research findings effectively through written and oral formats, using appropriate academic language and structure.
10. Foster self-awareness: reflect on personal beliefs, biases, and experiences in relation to learning psychological concepts.

Course Assignments/Assessments:

Exams – Four regular exams worth 100 points each	400 points
Weekly Attendance/Assignment Points - 15 points possible x 15 weeks	225 points
Quizzes – due Sunday of each week - 15 points possible x 15 weeks	225 points
Assignments – due Sunday of each week – 25 points possible x 16 assignments	400 points
<u>Final Exam (Cumulative)</u>	<u>150 points</u>

Total **1400 total points possible**

*There will be five extra credit opportunities available during the course worth 5 points each for a total of 25 extra credit points possible.

Special Dates of Concern:

August 21 – First day of classes

August 23 – Last day to register or add classes

September 2 – Labor Day Holiday. Offices and classes closed.

September 3 – **Tuition and fees due by 3:30 p.m. for all registered students.** *Students who have not finalized their bill with the Cashier's Office will be dropped from classes at the end of the day.*

September 25 – Progress Report grades for session 1 classes posted.

September 25 – Last day to drop a session 8W1 class. Grade will be W.

October 10 – Last day of session 8W1 classes.

October 14 – First day of session 8W2 classes.

October 30 – Last day to drop a session 1 class or withdraw from the term. Grade(s) will be W.

November 4 – Registration for Spring begins.

November 11 – Progress Reports for session 8W2 classes posted.

November 15 – Registration for Spring ends. Last day to drop session 8W2 classes. Grade will be W.

November 15 – Deadline to apply for May graduation.

November 25-29 – Fall Break. Classes closed.

November 28-29 – Thanksgiving Holiday. Offices closed.

December 6 – Last day of classes for sessions 1 and 8W2.

December 9-12 – Final Exam period.

December 13 – Commencement.

December 16 – Grades due by 10:00 a.m.

December 18 – Fall conferral of degrees.

Final Exam:

The final exam for this course will be given Thursday, December 12, from 10:30 a.m. until 12:30 p.m. in the Auditorium of the MCB. Final Exam will be cumulative and worth 150 points.

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as "at risk" at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Course-specific Attendance Policy/Participation Requirements:

Students who attend class earn five (5) participation points each class period for a total of 15 points each week for 15 weeks. Overall class attendance is worth 225 points, roughly 16% of a student's total grade. Attendance is required.

Progress Report Policy:

Early semester grades constitute an unofficial progress report in that they indicate early student performance that can be built upon or remedied. These early semester grades are not permanently recorded on the student's official transcript. Faculty should notify and consult with students about their early-semester grades, and these grades will be posted in the student information system for all fall and spring undergraduate classes lasting longer than six weeks. Progress reports will be posted no later than the end of week five during fall and spring semesters for full semester courses, and no later than three days before the drop date in shorter sessions.

By necessity, faculty will need to begin assessing student work as early as the first week of a class. Grades posted will be A, B, C, D, or F. Other grades, such as I, are not informative and do not allow for the necessary guidance to facilitate student success. All students with a "D" or "F" on their progress report will automatically be reported to Academic Alert.

Method of Delivering Assignments:

Please submit acceptable college-level work as a PDF document sent to Blackboard. All submissions should be titled with your last and first name and course title (e.g., Smith, Joe EDHP 22333). Be sure to have anti-virus software installed on your computer and update it regularly. Should you have submission issues, please email

your instructor at course1@uamont.edu.

Feedback Schedule:

Students who reach out to the professor via email or Blackboard messaging can typically expect a response within a 24-hour time period Monday through Friday. Emails may or may not be answered after 5 p.m. on Friday until the following Monday.

Work Required:

Academic Engagement:

45 hours -- Attend class

15 --Take quizzes and exams

Preparation:

25 hours -- Read required materials for class

25 hours -- Prepare and submit assignments

25 hours -- Review notes and study for test

Overall Total Obligation:

135 hours for a 3-credit course per semester

Artificial Intelligence Policy:

AI tools, including but not limited to chatbots, language models, and automated grading systems, are utilized to **enhance** the learning experience. Students are expected to use these tools responsibly and ethically. Use AI tools in a manner that respects academic integrity, intellectual property rights, and institutional policies. **Do not use AI for cheating, plagiarism, or any form of academic dishonesty.** Use AI tools to support learning, not to replace your own understanding and effort. Avoid using AI generated content in assignments unless explicitly permitted, and when allowed, clearly indicate any AI assistance used. Contact your instructor to seek clarification if you are uncertain about the use of AI tools for specific tasks in this course.

Explanation of Grading Policy:

Grade Assignment:

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

Updated 07/15/2024

**UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES (SSBS)**

Research Methods I Course Syllabus (PSY2013-01:Nbr1297)

Spring 2024: Tu - Th 9:40am – 11:00am

Location: MCB 315

Instructor: Yvette Prior, Ph.D.

Office: MCB 200

Phone: 870-460-1547

Email: prior@uamont.edu

Dr. Prior's Spring 2024 Office Hours

- Monday: 10:00 am to 11:00 am; 2:30pm to 3:30pm
- Tuesday: 8:40 am to 9:40am; 12:00pm to 1:00pm
- Wednesday: 10:00 am to 11:00 am; 2:30pm to 3:30pm
- Thursday: 8:40 am to 9:40am; 12:00pm to 1:00pm
- Friday: 10:00 am to 11:00 am; 1:00pm to 2:00pm
- Virtual Office Hours: Monday and Wednesday 9:00-10:00am; Tuesday or Friday 6:00 to 7:00 pm. **Please call or email to set up a virtual meeting.**

SSBS Office: MCB 224- Martha Henris, 870-460-1047; Dr. Clint Young, 870-460-1147.

PSY 2203, 3 credit hours **Prerequisites: PSY 1013, MATH 1083**

Textbook: Jhangiani, R. S., Cuttler, C., & Leighton, D. C. (2019). *Research Methods in Psychology, 4th Ed.* Press Books. <https://kpu.pressbooks.pub/psychmethods4e/>

Download textbook pdf: <https://kpu.pressbooks.pub/psychmethods4e/>

Required Materials: Access to textbook, and access to online calculators - links will be provided in class. Notebook with folder pockets to keep some of the class handouts and have them ready if needed. Additional articles will be assigned in class and uploaded via blackboard.

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check Blackboard for announcements, resources, etc.

Course Description: Introduction to research methods and procedures will allow you to explore design, conduct, analyze, and report psychological research. This course introduces basic ideas in the philosophy of science, ethics of research, reading the scientific literature, writing in APA format, and then culminates with the design and presentation of an original research project.

Student Learning Outcomes: By the conclusion of the course you should be able to:

- 1) Describe the scientific method and summarize how it is applied by psychologists and demonstrate an understanding of basic research methods in psychology.
- 2) Describe basic ideas in the logic and philosophy of science such as operational definitions, measurement, and falsifiability.
- 3) Read and think critically about psychological research.

- 4) Write a basic research report in APA format.
- 5) Construct a correlational hypothesis.
- 6) Analyze, organize, and present data.
- 7) Think critically about how psychological science is presented in the media.

Course Grade Structure:

When you submit work for class, even if it is a short reply somewhere, you should always use proper grammar and write scholarly:

- Use proper grammar and spelling.
- Please refrain from using profanity and do not use slang or slurs that could be perceived as derogatory. Try to be respectful of the content you post.
- Each discussion will have instructions with a sample reply and word count to aim for.

Your grade in this class will be based on the following:

Literature Review Paper (10% of grade)

There will be a literature review paper due part way through the semester. We will work on it during class and you will have time to edit and improve it. This lit review will be used for your research poster project.

Homework, Quizzes & Exams (70%)

- Throughout the semester there will be homework assignments, quizzes, a mid-term, and one final exam. These assignments and tests will include material from both the lectures and any assigned readings. You must come to class and read your textbook in order to get **all** of the relevant information.
- Test questions will generally be multiple choice, although there may be a few matching, fill-in-the-blank, and short answer questions. The final exam is cumulative.
- There will be quizzes, a mid-term, and one final exam in this course. The content in this course builds on each lesson and so you will want to stay on top of assignments.
- Quizzes will consist of multiple choice, calculations, and/or short answer responses.
- **NOTE: You are required to add content to the short essay questions and your quiz/test will not be graded if those questions are left blank.** The replies to short essay questions are crucial for showing you have grasped concepts and they help us connect.
- The final exam, during the week of May 1st through May 6th, will be taken online and will be open for at least two full days. We will not meet for class on the day of the scheduled exam to allow students to use UAM computer labs with secure internet connections if they do not have appropriate technology or internet connection at home.
- ***Make-up quizzes or exam:*** If you must miss a quiz or an exam due to an emergency or illness that requires medical attention, please provide me with appropriate documentation that verifies your situation in order to receive a make-up exam. Technology failure is not considered a valid excuse as there will be opportunity to use computers on campus during regular class time.

Final Research Poster (20%)

The final poster will be an APA style research paper (in poster format). It will cover your research project. A template will be provided

Course Policies:

Electronic Devices: Use of electronic devices in class for purposes other than engaging in class material (i.e. taking notes, working on in-class assignments) is prohibited. Multitasking in class using electronic devices is distracting to your classmates and is a waste of your time in class.

Late Work: Late work will be accepted with a valid, university approved excuse. To be allowed to make up homework due to illness or other approved excuse you must contact me (via phone or email) BEFORE the due date. No missing work will be accepted after April 30th, 2024.

Work Required:

Academic Engagement: You will participate in two, 80-minute classes per week (45 total hours)

Preparation: You should spend at least 6 hours a week studying, reading the text, completing homework, and reading other reference sources as assigned (90 total hours)

Overall Total Obligation: 135 hours for the semester

Communication:

- In addition to being in class for announcements, it is your responsibility to regularly check both email and blackboard for updates. Most often, you can expect a response to email within 24 hours Monday through Friday. No emails will be answered after 11 am on Friday until the following Monday. Phone will be answered during office hours.
- The best way to reach Dr. Prior is through Blackboard using Messages. You can also email her at prior@uamont.edu, but if you need a quick reply, the Message center in Blackboard is the quickest option.

Throughout the course there might be chances offered for extra credit. If you have an idea for extra credit, reach out to your instructor.

Grading Scale

93 – 100 = A (4.0)

90 – 92 = A- (3.7)

87 – 89 = B+ (3.3)

83 – 86 = B (3.0)

80 – 82 = B- (2.7)

77 – 79 = C+ (2.3)

73 – 76 = C (2.0)

70 – 72 = C- (1.7)

65 – 69 = D (1.0)

64 and below = F (0)

Tentative Course Schedule Spring 2024

This is a general outline for our class, but please note the weekly content outline will vary depending on how fast or slow it takes our class to move through the lesson material. We might also need to move lessons around if we have off for a holiday or if we attend an on-campus activity. This class is set up in Blackboard with assignments for each of the 16 weeks.

- Week 1: January 10-January 13th: Introductions to Class, Key Terms

- Week 2: January 14th - January 20th: Goals of Science
- Week 3: January 21st - January 27th: Events, Constructs, and Operational Definitions
- Week 4: January 28th - February 3rd: Kuhn v. Popper: How Is Science Done and How Does It Change?
- Week 5: February 4th - February 10th: Reading Psychology Articles and Searching the Literature
- Week 6: February 11th - February 17th: Writing in APA Format; Lit Review
- Week 7: February 18th - February 24th: Research Ethics; Lit Review
- Week 8: February 25th - March 2nd: Qualitative vs. Quantitative Methods
- Week 9: March 3rd - March 9th: Statistical Significance
- Week 10: March 10th - March 16th: Regression Analysis
- Week 11: March 24th - March 30th: Hypothesis Generation
- SPRING BREAK: March 17th through March 23rd, 2024.
- Week 12: March 31st through April 6th: Pseudoscience
- Week 13: April 7th through April 13th: Data Collection; Work on Posters
- Week 14: April 14th through April 20th: Work on Posters
- Week 15: April 21st through April 27th: Review; Criticism of Science
- Week 16: April 28th through April 29th Review Material, Submit final draft of posters
- April 30th is a STUDY DAY - No Classes on the 30th.
- Exams will be taken May 1st through May 6th. The final exam date will be provided in class and can found on the university website.

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Progress Report Policy:

Progress report grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their progress report grades.

Progress report grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Progress report and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a “D” or “F” will be reported to Academic Alert.

Regardless of the reasons for a student’s lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Work Required

Academic Engagement:

Class Attendance- Two 80-minute classes per week

Homework and quizzes - Plan for 2-3 hours per week for homework assignments

Preparation:

2-3 hours per week reading the assigned chapter

Exam study: 5-10 hours of study time recommended per exam

Approximately 135 hours for a 3-credit course per semester

Artificial Intelligence Policy

As we integrate the use of Artificial Intelligence (AI) tools, like ChatGPT, into our academic and research practices, this policy provides guidelines on the ethical and responsible use of AI in this course.

Permitted Uses of AI Tools:

- AI tools can be used for preliminary research, idea generation, and exploration of various perspectives on course-related topics.
- Students may utilize AI for drafting initial outlines, brainstorming, and conceptualizing topics.
- AI can assist in fact-checking, identifying logical inconsistencies, and providing explanations of complex subjects or concepts.
- These technologies may be employed in language learning, translation tasks, and understanding cultural aspects in international studies.

Prohibited Uses:

- Submitting AI-generated text as part of any final work product for this course is strictly prohibited. All assignments, papers, and projects must be the student's original work.
- Using AI to generate any portion of the text in final submissions is prohibited and will be treated as a breach of academic integrity.

Accuracy and Veracity Responsibility:

- While AI tools can be helpful, they are prone to errors and inaccuracies. The student must verify the final veracity of all facts and information used in their work.

- Students must critically evaluate and cross-check any data or information obtained from AI sources to ensure accuracy and reliability.
- Relying solely on AI for factual information without verification may lead to inaccuracies in your work, for which the student will be held accountable.

Academic Integrity and Personal Responsibility:

- Ethical and responsible use of AI tools is expected to enhance learning and research skills. The integrity of student work relies on their critical thinking, synthesis of information, and original presentation of ideas and arguments.
- Violations of this policy will be addressed according to the university's Academic Code Violations policy.
- **Please do NOT just cut and paste from ChatGPT or any other online source. You will receive a zero and get a warning for plagiarism.**
- Read the AI policy page in Blackboard about AI use. This policy is designed to guide the use of AI in a way that augments the educational process while emphasizing the importance of accuracy, integrity, and originality in academic work.

AI Reminder: You CANNOT cut and paste material from any source without properly citing it as a direct quote or paraphrase - this is plagiarism. We have tools, like Turnitin, that can identify work that has been cut and pasted from the Internet (like Psychology Today, ThoughtCo, Course Hero, and ChatGPT) and so always cite your work and make sure you do not plagiarize by using AI or any other source incorrectly.

- If you use ChatGPT to collect information, you need to paraphrase the information and then CITE YOUR SOURCE PROPERLY.
- We will go over citing sources in class - but you can also find information about PROPERLY CITING YOUR WORK AT THE PURDUE OWL
HERE: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html

TECHNICAL SUPPORT INFORMATION

Blackboard Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036.

Help Link: <https://dynamicforms.ngwebsolutions.com/Submit/Start/94ccc7a8-646e-4978-bc21-c27691712fc8?SSO=N>

Frequently asked questions for online students: <https://www.uamont.edu/academics/distance-ed-faq.html>

Email Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036. The IT website also provides answers to frequently asked questions.

Website: <https://www.uamont.edu/it/>

STUDENT SUPPORT SERVICES

Academic Alert System:

UAM is committed to your academic success. To help, UAM has developed an academic alert system to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for you, you will receive an email or call from a professional academic advisor. Please respond to the contact you receive. If you have any questions about the academic alert system, you may call the Office of Academic Advising at (870) 460-1633.

Career Services:

Student Success Center, Suite 201, (870) 460-1454

Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities.

Counseling Services:

Gibson University Center, Suite 201, (870) 460-1554

As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at <https://www.uamont.edu/life/counseling/index.html>

The Center for Writing and Communication:

Taylor Library, Room 203, (870) 460-1378

The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Website: <https://www.uamont.edu/academics/arts-humanities/writing-center.html>

Library Services:

The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <https://www.uamont.edu/academics/library/index.html>

Student Special Services:

Any student with a documented disability should contact the Office of Student Special Services.

Monticello Campus

Location: Student Success Center, Room 101G

Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926

Mailing Address: P.O. Box 3600, Monticello, AR 71656

Email: whitingm@uamont.edu

McGehee Campus

Location: UAM College of Technology at McGehee
Telephone: (870) 222-5360/Fax: (870) 222-1105
Mailing Address: P.O. Box 747, McGehee, AR 71654
Email: tiptonm@uamont.edu

Crossett Campus

Location: UAM College of Technology at Crossett
Telephone: (870) 364-6414
Mailing Address: 1326 Highway 52 West, Crossett, AR 71635
Email: reedd@uamont.edu

Tutoring Center:

Student Success Center, Suite 203, (870) 460-1454

All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment. Tutoring Schedules are available to pick up. Night tutoring is available Monday-Thursday from 6:00 p.m. to 8:30 p.m.

Math Tutorial Lab:

Math and Science Center, (870) 460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

University Behavior Intervention Team:

The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call (870) 460-1110 or (870) 460-1554 during regular business hours.

In case of emergency or after office hours please call 911.

IMPORTANT POLICIES

Student Handbook:

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: <https://www.uamont.edu/life/pdfs/student-handbook2021.pdf>

Academic Conduct Code Violation (page 14)

Classroom Behavior/Disruption Policy (page 14)

Academic Standing & Suspension (page 16)

University Policy on Concealed Weapons:

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun

permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g).

UNIVERSITY OF ARKANSAS AT MONTICELLO
DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES
DEVELOPMENTAL PSYCHOLOGY ONLINE COURSE SYLLABUS
Spring 2024

Instructor: Dr. Jeanette M. Braswell

Phone: 870-460-1172

Email Address: braswell@uamont.edu

Office: MCB 301A

Office Hours: MW: 11-12pm, 1-2pm; TH 8-9:30am, 1-2pm; F 11-12pm and by appointment.
Email to set up a phone call or virtual meeting.

Course Title and Credit Hours: PSY 2103 Developmental Psychology, 3 credit hours

Prerequisites: PSY 1013 Introductory Psychology, 3 credit hours

Required Materials:

Santrock, J.W. (2020). Essentials of Life-Span Development. 7th ed. McGraw Hill

E - text with Connect access: ISBN: 9781264058884

[UAM Bookstore](#)

This course will utilize an online software linked with Blackboard called Connect which includes an E-textbook. You can purchase access through the UAM bookstore or directly from the publisher using the Connect links on Blackboard.

Free temporary access can be requested if you need extra time to purchase materials (use the Connect link on Bb). Financial assistance for course materials is available through the Student Success Center

(<https://www.uamont.edu/financial-aid/forms.html>).

No make-up work or extensions will be granted on the excuse of not having access to the required materials.

Course Description: In this online course, you will learn about psychological development from conception through infancy, childhood, adolescence, and adulthood. The course will focus on identifying psychological changes people experience throughout their lives, exploring internal and external forces that influence development and connecting developmental research to issues in everyday life and community.

Student Learning Outcomes: Throughout the course you will:

- 1) develop an understanding and appreciation of the study of behavior using the scientific method
- 2) learn to use new information to formulate informed opinions, and understandings of the world
- 3) come to appreciate the diversity of human experience
- 4) be able to apply psychological principles to your everyday life
- 5) **develop skills in professional written communication**

Blackboard (Bb) & Minimum Technology Requirements: This is an online course. All course materials will be obtained from Bb and the Hawkes Learning website. You need access to a working computer with internet capability. Use of cell phones for completion of assignments is not recommended. **You are responsible for having back up options for submitting your work on time in the case of technology or internet failure.**
Technology failure will not be considered an appropriate reason for extensions or make up work.

Course Assignments: based on a scale of 800 points. Due dates for all assignments can be found in the course outline (p.6) as well as in Blackboard and Connect.

1. Introductory Assignment (20 points ~ 2% of grade)

Your first task will be to introduce yourself to the class on the discussion board (does not count toward the discussion board grade). Second, you will take two quizzes. One is over the syllabus to ensure you have a working knowledge of the requirements and structure of the course and the other is over the professional communication requirements for the class (see p. 3 and additional information on Blackboard).

2. Smartbook (80 points total ~ 10% of grade)

You will complete 16 Smartbook reading assignments. The Smartbook on Connect highlights areas of the text you should focus on for study and gives you short quizzes to test your mastery of the material. You must pass the quiz to complete the assignment. You can redo the assignment as many times as needed and you will earn full credit provided you complete it before the due date. *You should expect to spend anywhere from 1.5-2 hours per chapter depending on the length of the assigned reading so please manage your time accordingly.*

3. Chapter Assignments (120 points total ~ 15% of grade)

These assignments explore material learned in the Smartbook reading in more detail using videos and other activities to help you understand and apply the material. Chapter assignments will vary in length and will include material from at least two chapters. *It is important to complete the assigned Smartbook readings first.*

4. Chapter Quizzes: 160 points total ~ 20% of grade)

Quizzes test your knowledge of assigned material. You should complete the Smartbook readings and Chapter Assignments before attempting quizzes. You have two attempts for each quiz and your best score will count. Quizzes will be available for exam practice/review after the due date but grades cannot be changed after the due date.

5. Discussion Board (120 points total ~15% of grade)

Online discussions present the opportunity for valuable interaction with your classmates. Active and meaningful participation are requirements of this course. Discussion topics will focus on application of course material and post should be at least 150 words. Specific guidelines for your posts will accompany each topic.

Four Discussion Board topics are assigned in which you will post an original entry as well as a response to two other students' posts.

The rubric used evaluate your work is attached to each discussion board assignment- see link on the right side of page within the topic portal. Original posts will always be due on Wednesdays at 5pm and replies will be due on Thursdays at 5pm on the specified weeks.

6. Interactive Assignments (Quest and ABA: 60 points total ~ 8% of grade)

The purpose of both Quest assignments (an interactive video games) and Application Based Activities (ABA) are to give you an opportunity to use problem solving skills and apply your knowledge to real-life situations. Details of how to complete these assignments including instructional videos are on Blackboard.

7. Exams (240 points total ~ 30% of grade)

There will be four multiple choice exams, (60 points each), each covering a section of course material. Exams will be open for 5 days prior to the due date and must be completed in one sitting within the time limit.

Extra Credit:

One extra credit assignment will be offered in the form of a project for up to 5% extra credit. Details are posted on Blackboard. Late work will not be accepted. The use of ChatGPT for assignments is considered plagiarism (see p. 4)

Late Work/Make-up Policy:

1. Late submissions for introductory assignments will incur a 20% grade penalty per day late.
2. Smartbook assignments: No late/make up work will be accepted.
3. Chapter Assignments/Quizzes: Late submissions will have a 10% grade penalty per day late for 3 days.
4. Discussion Board and Interactive Assignments: No late/make up work will be accepted.
5. Exams: Late submissions will incur a 20% grade penalty per day late. This excludes Exam 4 (Final)
6. **Extensions** for assignments, quizzes, and exams may be granted if 1) the request is made 24 hours before the due date and, 2) sufficient documentation is provided concerning the reason. Because benefit of the discussion board comes from timely interaction with peers, extensions will not be granted for discussion board posts.

Feedback Schedule:

Feedback on Connect assignments will be immediate. Discussion posts will be graded within two weeks of the due date. Most often, a student can expect a response to email within 24 hours Monday through Friday. I will not respond to email over the weekend or after 4pm.

Grading Scale by points:

A= 720—800; B= 640 — 719; C= 560 — 639; D= 480 — 559; F= 479 and below

Course Policies and Expectations:**Professional Communication:**

What you can expect from me:

- I will use email and Bb to post any important course changes, notifications or reminders.
- Requests for information clearly outlined in the syllabus (e.g. when is the final?) may receive a simple reply of “please see the syllabus”. This is to help you learn the skill of autonomy. I will, of course, be happy to clarify any points of confusion but please check the syllabus carefully first.
- Emails not adhering to guidelines for professional communication (see folder on Bb) may receive a reply of “please try again” before I answer your inquiry. This not rude or a refusal to respond to you but rather a teaching tool to help you develop professional communication skills.
- I will do everything in my power to help you succeed. This may occasionally include being honest, blunt, and firm in my replies regarding course policies and expectations. Please remember that this is intended to help you develop professional skills and responsibilities.

What I will expect from you:

- You are responsible for knowing all syllabus information including course policies, expectations, and due dates. **Not knowing or forgetting these things is not an excuse that will qualify you for extensions, exemptions, or special treatment.**
- You will take responsibility for regular class attendance and regular checking of both email and Bb for course updates and reminders. If email or blackboard malfunctions it is your responsibility to contact the

appropriate office and get it fixed in a timely manner.

- All communication (verbal and written) will contain proper address (i.e. Dr. Braswell), be respectful in tone and appropriate to a professional setting.
- Email communications will be held to a strict standard of professionalism. Before sending an email please refer to the guide on Bb to ensure your communication meets professional standards. Emails not adhering to these standards will be returned for a “redo” before I will respond to the content of your email. Again, this is to helping you gain necessary workforce skills of professional communication.

Academic Integrity

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, texts, search engines, or AI such as Chat GPT, 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.
 - f. Use of artificial intelligence platforms such as Chat GPT to answer exam questions.
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. **This includes the use of AI generated responses.**

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: I will report all instances of academic dishonesty to the university authorities and will impose the severest penalties allowed by the university, which can range from failing the course to expulsion from the university. All instances, without exception, will result in a grade of zero on the assignment or exam.

AI Policy:

This policy is designed to guide the use of AI in a way that augments the educational process while emphasizing the importance of accuracy, integrity, and originality in academic work.

Permitted Uses of AI Tools:

- AI tools can be used for preliminary research, idea generation, and exploration of various perspectives on course-related topics.
- Students may utilize AI for drafting initial outlines, brainstorming, and conceptualizing topics.
- AI can assist in fact-checking, identifying logical inconsistencies, and providing explanations of complex subjects or concepts.
- These technologies may be employed in language learning, translation tasks, and understanding cultural aspects in international studies.

Prohibited Uses:

- Submitting AI-generated text as part of any final work product for this course is strictly prohibited. All assignments/homework, papers, and projects must be the student's original work.
- Using AI to generate any portion of the text in final submissions is prohibited and will be treated as a breach of academic integrity.

Accuracy and Veracity Responsibility:

- While AI tools can be helpful, they are prone to errors and inaccuracies. The student must verify the final veracity of all facts and information used in their work.
- Students must critically evaluate and cross-check any data or information obtained from AI sources to ensure accuracy and reliability.
- Relying solely on AI for factual information without verification may lead to inaccuracies in your work, for which the student will be held accountable.

Academic Integrity and Personal Responsibility:

- Ethical and responsible use of AI tools is expected to enhance learning and research skills.
- The integrity of student work relies on their critical thinking, synthesis of information, and original presentation of ideas and arguments.
- Violations of this policy will be addressed according to the university's Academic Code Violations policy.

Special Dates of Concern:

January 10 – first day of classes
January 12 – last day to register or add/drop classes
January 15 - MLK Holiday
January 23 - Tuition and fees due by 3:30pm
February 15 – “midterm” (5th week) grades posted
March 18-22– Spring Break
March 27 – Last day to drop classes (session 1) without penalty
April 12 – Registration for Summer and Fall begins
April 30– Study Day (no classes)
May 1-6 – Final Exams

Method of Delivering Assignments:

Introductory Assignments and Discussion Board: Instructions are given in each assignment portal posted on Bb.

All other assignments: complete using Connect. Direct links to assignments are in Bb.

Extra Credit: submit as a Microsoft Word Document uploaded to Bb using the assignment portal. Use Times New Roman, 12 point font with 1” side margins. Submissions not following guidelines may be not be graded

Work Required:

Academic Engagement: Although assignment length will vary based on student ability, the workload assigned each week should take the average student 4-5 hours to complete.

Preparation: You should expect to spend at least 3 hours per week in addition to completing assignments studying to preparing for quizzes and exams. This may vary depending on whether an exam is due.

Note: These estimates are guidelines to help you manage your time. The university prescribed overall total time

obligation for a 3 credit course class is at least 135 hours which averages to 8 hours per week for a course.

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Progress Report Policy:

Early semester grades constitute an unofficial progress report in that they indicate early student performance that can be built upon or remedied. These early semester grades are not permanently recorded on the student's official transcript. Faculty should notify and consult with students about their early-semester grades, and these grades will be posted in the student information system for all fall and spring undergraduate classes lasting longer than six weeks. Progress reports will be posted no later than the end of week five during fall and spring semesters for full semester courses, and no later than three days before the drop date in shorter sessions.

By necessity, faculty will need to begin assessing student work as early as the first week of a class. Grades posted will be A, B, C, D, or F. Other grades, such as I, are not informative and do not allow for the necessary guidance to facilitate student success. All students with a "D" or "F" on their progress report will automatically be reported to Academic Alert.

Table 1: Course Schedule of Due Dates and Suggested Study Plan

Week	Assignments	Due Dates
Week 1 Jan 10-13	Intro/Unit 1	
Week 2 Jan 14-20	Welcome Module: Introductory assignments	Wednesday January 17 by 11:59pm
Week 3 Jan 21-27	Module 1: Smartbook Chapter 1, Chapter 2 Assignment 1, Quiz 1	Wednesday January 24 by 11:59pm
Week 4 Jan 28-Feb3	Module 1: Smartbook Chapter 3, Chapter 4 Assignment 2, Quiz 2	Wednesday January 31 by 11:59pm
Week 5 Feb 4-10	Module 1: Quest, ABA (2) Discussion Board Topic 1	Wednesday February 7 by 11:59pm
	Module 1: Exam 1 Discussion Board Replies	Thursday February 8 by 11:59pm
Week 6 Feb 11-17	Module 2: Smartbook Chapter 5, Chapter 6 Assignment 3, Quiz 3	Wednesday February 14 by 11:59pm
Week 7 Feb 18-24	Module 2: Smartbook Chapter 7, Chapter 8 Assignment 4, Quiz 4	Wednesday February 21 by 11:59pm
Week 8 Feb 25-Mar 2	Module 2: Quest, ABA (2) Discussion Board Topic 2	Wednesday February 28 by 11:59pm
	Module 2: Exam 2 Discussion Board Replies	Thursday February 29 by 11:59pm
Week 9 Mar 3-9	Module 3: Smartbook Chapter 9, Chapter 10 Assignment 5, Quiz 5	Wednesday March 6 by 11:59pm
Week 10 Mar 10-16	Module 3: Smartbook Chapter 11, Chapter 12 Assignment 6, Quiz 6	Wednesday March 13 by 11:59pm
Week 11 Mar 17-23	Spring Break – No Assignments	
Week 12 Mar 24-30	Module 3: Quest, ABA (2) Discussion Board Topic 3	Wednesday March 27 by 11:59pm
	Module 3: Exam 3 Discussion Board Replies	Thursday March 28 by 11:59pm
Week 13 Mar 31-Apr 6	Module 4: Smartbook Chapter 13, Chapter 14 Assignment 7, Quiz 7	Wednesday April 3 by 11:59pm
Week 14 Apr 7-13	Module 4: Smartbook Chapter 15, Chapter 16 Assignment 8, Quiz 8	Wednesday April 10 by 11:59pm
Week 15 Apr 14-20	Module 4: Quest, ABA (2)	Wednesday April 17 by 11:59pm
Week 16 Apr 21-27	Discussion Board Topic 4	Wednesday April 24 by 11:59pm
	Discussion Board Replies	Thursday April 25 by 11:59pm
Final Exams	Module 4: Exam 4 (Final)	Thursday May 2 by 11:59pm

Note: Original discussion posts are due Wednesdays, replies are due Thursdays. The due date in Bb will reflect the date for the original post.

UNIVERSITY OF ARKANSAS AT MONTICELLO
School of Social and Behavioral Sciences
PSYC 22083 COURSE SYLLABUS
Fall, 2024, T/TH from 9:40 to 11:00 am
MCB 201

Instructor Name: Dr. Eric Prichard

Instructor Location of Office: MCB 304

Instructor Phone: 870-460-1787.

Instructor Email Address: prichard@uamont.edu

Office Hours: Monday through Friday: 11 am to 12 pm, 3 pm to 4 pm

Course Title and Credit Hours: PSYC 22083 Statistical Methods (3 hrs.)

Prerequisites: [PSYC 11003](#) and 10000 level or higher MATH course (excluding [MATH 12073](#) & [MATH 22163](#))

Required textbooks, workbooks, supplementary materials:

Fundamentals of Social Statistics by McKee. OER text found at

https://docmckee.com/oer/statistics/?_gl=1*27s8hd*_ga*MTE0MDgyOTQwMC4xNzE5MjU1ODk5*_ga_1ZQV15X1L2*MTcxOTI1NTg5OC4xLjAuMTcxOTI1NTg5OC4wLjAuMA.#google_vignette

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

Course Description: Introduction to the use and interpretation of statistics.

Student Learning Outcomes:

This course provides a basic understanding of the statistics used most commonly by social scientists. Topics to be covered include summarizing data with graphs and numbers, generalizing from samples to a population, and determining the effect of one variable on another. The course will also allow you to understand research reports in social science publications and in the press. We will particularly emphasize the application of statistics, or using and interpreting the statistics (rather than the mathematical proofs underlying these statistical methods). The course and text have been designed to make stats interesting, useful, and accessible to students with a wide range of mathematical ability. We believe anyone can excel as long as they are willing to keep up with the work. By the end of this class, you should be able to:

1. Summarize and organize data (This SLO will be assessed using assignment one, exam one, and exam four).
2. Select and calculate an appropriate statistic to decide whether a variable reliably affects another variable, or whether such findings are driven by chance (This SLO will be assessed using assignments two through eight and exams 2 through four).
3. Critically evaluate research findings in scientific journals and in the media (This SLO will be measure assessed using assignment nine. Assignment nine will also measure this course's **Institutional Learning Outcome**, Critical Thinking-Conclusions and Related Outcomes. Additionally, questions related to the evaluation of evidence in the media will be on the final exam.)
4. Interpret output from a spreadsheet program such as excel. (This SLO will be assessed using assignment 10, a Microsoft Excel based assignment).

Course Assignments/Assessments: One hundred points will come from assignments. There are ten assignments worth ten points apiece. Due dates for assignments will be announced in class and on Blackboard. They will cover the following 10 topics:

- Levels of Measurement, population, samples, statistics, and parameters
- Graphing and frequency tables
- Central Tendency and Variability
- Z-scores
- The Single Sample Z-test
- The Single Sample t-test
- The Independent Groups and Dependent Groups t-tests
- Analysis of Variance
- Correlation and Regression
- Chi-square

Exams: There will be four exams. Exams will have a mix of types of questions including objective questions, statistical problems, and short answers. Each exam will be worth fifty points. Two hundred points come from exams.

Special Dates of Concern:

Date	Event
8/19/2024	New Student Orientation/Schedule Changes.
8/21/2024	First Day of Class for Sessions 1, 8W1, and M2.
9/3/2024	Tuition due by 3:30.
10/30/2024	Last day to drop a session 1 class. Grade W.
11/4/2024	Registration for Summer/Fall Begins.
11/15/2024	Registration for Summer/Fall Ends.
11/25/2024 to 11/29/2024	Fall Break/No Class
12/6/2024	Last day of classes.
12/9/2024-12/12/2024	Final Exams

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student’s educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered.

(Disclaimer: Faculty members may submit an Academic Alert report on any student identified as “at risk” at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Course-specific Attendance Policy/Participation Requirements and Make-up Exam Policy:

Regular class attendance is the single best predictor of who ultimately passes and who ultimately fails statistics. I will regularly take attendance. I will occasionally offer up pop quizzes or collect in class activities when I feel attendance has lagged off too much. I will submit academic alerts once someone misses more than two classes in a row.

If you will miss one particular class, you only have to let me know if it is an exam day. However, you will miss out on any pop quiz points from that day. If you will miss more than one class for any reason, please let me know and provide any relevant documentation. If you miss an exam for an excused absence (documented illness, family emergency, etc.) I will allow you to make up the exam on 11/21/2024.

If you get sick with COVID, it will be treated like being sick with any other contagious illness (e.g. flu) and while it will count as an excused absence while you recover and quarantine, you will still be expected to complete assignments which have been posted to Blackboard on time and take a make-up exam on 11/21 should you miss the midterm for A DOCUMENTED REASON ONLY. Additional accommodations will be made on a case by case basis.

Progress Report Policy:

Early semester grades constitute an unofficial progress report in that they indicate early student performance that can be built upon or remedied. These early semester grades are not permanently recorded on the student’s official transcript. Faculty should notify and consult with students about their early-semester grades, and these grades will be posted in the student information system for all fall and spring undergraduate classes lasting longer than six weeks. Progress reports will be posted no later than the end of week five during fall and spring semesters for full semester courses, and no later than three days before the drop date in shorter sessions.

By necessity, faculty will need to begin assessing student work as early as the first week of a class. Grades posted will be A, B, C, D, or F. Other grades, such as I, are not informative and do not allow for the necessary guidance to facilitate student success. All students with a "D" or "F" on their progress report will automatically be reported to Academic Alert.

Method of Delivering Assignments: (when applicable)

When required, you will submit work as a Word document sent to Blackboard. Use Times New Roman, 12-point font with 1” side margins. All submissions should be titled with your last and first name and course title (e.g., Smith, Joe PSYC 22083). Be sure to have anti-virus software installed on your computer and update it regularly. In some cases assignments will be completed entirely on Blackboard.

Work Required:

Academic Engagement: 3 hours per week

Attend class

Take exams

Preparation: 6 hours per week

Read required materials for class

Do 10 Homework Assignments Overall Total Obligation:

As a rule of thumb, the workload of a three credit hour course should amount to about 135 hours a semester or around 9 hours worth of work a week on average. Some weeks may be busier than others and some people may read or work at a faster or slower pace than others. The key thing is that you put in the effort that YOU require to adequately learn the materials and complete your assignments on time.

Artificial Intelligence Policy:

Use of A.I. will be considered plagiarism. The first time A.I. is used to complete an assignment will result in a 0 on the assignment. Each subsequent time will result in a one letter grade reduction from the final course grade.

Explanation of Grading Policy:

There are a total of 370 points available in the class. The final grade will be based on the percentage of total points obtained.

Grade Assignment:

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

Calendar:

		8/21:	8/22: Introduction to Statistics	8/23:
8/26:	8/27: Graphing	8/28:	8/29: Central Tendency	8/30:
9/2:	9/3: Variability and Standard Deviation	9/4:	9/5: Variability and Standard Deviation	9/6:
9/9:	9/10: Exam One review	9/11:	9/12: Exam One	9/13:
9/16:	9/17: Z-scores and Probability	9/18:	9/19: Probability and Central Limit Theorem	9/20:
9/23:	9/24: Hypothesis Testing	9/25:	9/26: Hypothesis Testing	9/27:
9/30:	10/1: Single Sample t-test	10/2:	10/3: Independent Groups t-test	10/4:
10/7:	10/8: Dependent Groups t-test	10/9:	10/10: Exam 2 Review	10/11:
10/14:	10/15: Exam 2	10/16:	10/17: One Way ANOVA	10/18:

10/21:	10/22: Repeated Measures ANOVA	10/23:	10/24: Factorial Design	10/25:
10/28:	10/29: Correlation	10/30:	10/31: Regression	11/1:
11/4:	11/5: Exam 3 Review	11/6:	11/7: Exam 3	11/8:
11/11: C	11/12: Chi-square	11/13:	11/14: Statistical Analysis Using Excel	11/15:
11/18:	11/19: Meta-analysis	11/20:	11/21: Exam Make-up Day	11/22:
11/25: Fall Break	11/26: Fall Break	11/27: Fall Break	11/28: Fall Break	11/29: Fall Break
12/2:	12/3: Stats in the Media	12/4:	12/5: Final Exam Review	12/6:
12/9:	12/10:	12/11:	12/12: Final at 8 am	12/13:

Updated 07/15/2024

UNIVERSITY OF ARKANSAS AT MONTICELLO

ADDENDUM COURSE SYLLABUS

(Fall 2024)

TECHNICAL SUPPORT INFORMATION

Blackboard Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036. Technical Support: UAM-ITHelp@uamont.edu

Frequently asked questions by online students: <https://www.uamont.edu/academics/distance-ed-faq.html>

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Monticello Campus – Ms. Mary Whiting

Location: Student Success Center, Room 101G

Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926

Mailing Address: P.O. Box 3600, Monticello, AR 71656

Email: whitingm@uamont.edu

McGehee Campus – Ms. Melinda Miller

Location: UAM College of Technology at McGehee

Telephone: (870) 222-5360/Fax: (870) 222-1105

Mailing Address: P.O. Box 747, McGehee, AR 71654

Email: MillerM@uamont.edu

Crossett Campus – Ms. Dawn Reed

Location: UAM College of Technology at Crossett

Telephone: (870) 364-6414

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Email: reedd@uamont.edu

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https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call (870) 460-1110 or (870) 460-1554 during regular business hours.

In case of emergency or after office hours please call 911.

How do I Drop or Withdraw from UAM?

You *must* submit your request through [UAM Forms | Dynamic Forms - a Next Gen Web Solutions product.](https://uamont.dynamicforms.com/UserDashboard/UserPortal)
(<https://uamont.dynamicforms.com/UserDashboard/UserPortal>)

Drop/Withdrawal requests made through email or phone or paper copies will not be accepted.

In order to drop a class, you will need to:

- Log into MY UAM
- Select UAM Forms
- Select Academic Affairs from the options given
- Select "Fill out form" next to the Drop Form link from the menu

- Include all the class and enrollment information required on the form
- Complete the electronic signature
- Click the *Submit Changes* button at the bottom of the page
- Follow up with your advisor to ensure the form has been submitted and received

IMPORTANT POLICIES

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Classroom Behavior/Disruption Policy (page 17)

Academic Standing & Suspension (page 18)

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Updated 07/15/2024

UNIVERSITY OF ARKANSAS AT MONTICELLO
School of Social and Behavioral Sciences
Research Methods II (HYBRID)
PSYC 30183 COURSE SYLLABUS
FALL 2024

Instructor Name: Yvette Prior

Instructor Phone: 870-460-1172

Instructor Email Address: prior@uamont.edu

Office: 301 A

Office Hours: 9:30-11:00am Tues-Thurs, 12:30pm-5:00pm Tues-Thurs

Virtual Hours: 9:00-11:00 am MWF, 1:00-3:00pm MWF, 10:00-11:00am Tues-Thurs-Fri & 2:00-5:00pm Tues-Thurs-Fri)

Course: PSYC 30183 Research Methods II, 3 credit hours. Course Code: PSYC30183Sec01Nbr1641Fall24

Classroom: HYBRID Section

Prerequisites: PSY 10013

Required textbook: OER Methods Textbook

Jhangiani, R. S., Chiang, I. C. A., Cuttler, C., & Leighton, D. C. (2022). *Research methods in psychology, 4th ed.*. Kwantlen Polytechnic University. <https://kpu.pressbooks.pub/psychmethods4e/>

Additional resources and articles will be provided in class.

Blackboard Supplemental Student Success Support:

This course has a Blackboard Supplemental Resource Component to support your success. Please regularly check Blackboard for assignments, announcements, supplemental resources, notes, class discussions, etc.

Course Description: Advanced study of research methods with a focus on designing, conducting, analyzing, and reporting both qualitative and quantitative research.

Student Learning Outcomes: After completing this course students should be able to:

- 1) Show an advanced understanding of psychology as a science and the use of the scientific method in research methods; to summarize how the scientific method is applied by psychologists and demonstrate an understanding of experimentation as it relates to psychology.
- 2) Read and think critically about psychological research. There will be weekly assignments due on most Thursdays, which will allow you to reflect and develop the knowledge needed to identify errors in research and learn ways to reduce them in personal work. When you submit work for class, even if it is a short reply somewhere, you should always use proper grammar and write scholarly:
 - Use proper grammar and spelling.
 - Please refrain from using profanity and do not use slang or slurs that could be perceived as derogatory. Try to be respectful of the content you post.
 - Each discussion will have instructions with a sample reply and word count to aim for.
- 3) Write a research paper using APA 7 formatting. This outcome will be assessed through the final research paper. The final research paper will include an annotated bibliography, literature review, and other formal sections as provided in the course template. The final paper, and other assignments, will also be used to measure the Institutional Learning Outcome of Written Communication-Sources and Evidence.
- 4) Understand research strategies, sampling methods, variables, internal/external validity, generalizability to then construct an experimental hypothesis and do mock research. This outcome is assessed through reports.
- 5) Analyze, organize, and present data. This outcome will be assessed through Thursday assignments and with the final paper. This outcome is assessed through reports.

6) Think critically about psychological research as presented in the press. This outcome will be assessed through critical thinking questions with Thursday assignments and with the article evaluation homework assignments. This outcome is assessed through assignments and the final research poster.

7) Present research in a formal setting to effectively communicate findings to various audiences, including peers, academics, and others. To achieve this, make sure you:

- **Understanding the audience:** Consider your audience when presenting research. This may include adapting the presentation to the audience’s level of expertise.
- **Identify main message:** Determine the key takeaways from your research.
- **Structure the presentation:** Use the poster format to organize research with clarity and coherence. Use visual aids, such as diagrams or charts, to support the narrative.
- **Effective communication:** Must clearly and accurately summarize findings in both verbal and written forms.

Course Assignments/Assessments:

Week	Date	Assignment	Reading
Week 1	August 21	Research Methods II – read syllabus, go over intro, get textbook, review class outline, skim learning modules, etc.	Materials in Blackboard
Week 2	August 31	Graded Discussion Post Thursday Assignment #1	Module 1 Module 2
Weeks 3,4, 5, & 6	Sept 1 - Sept 29	Thursday Assignment #2 Research Paper Draft #1 Thursday Assignment #3	APA Template & Rubric in Blackboard
Week 7	October 6	Article Evaluation A	Module 2
Weeks 8,9	October 7- October 20	Thursday Assignment #4 Research Paper Draft #2	Module 2
Week 10	October 27	Article Evaluation B	In Blackboard
Week 11	Nov 3	Thursday Assignment #5	Blackboard
Week 12	Nov 10	Submit Research Poster	Blackboard
Weeks 13, 14	Nov 10- Nov 21	Thursday Assignment #6 Present Research Poster	Blackboard UAM
Week 15	Dec 1st	Article Evaluation C Review for Final	Blackboard
Week 16	Dec 9 th -12th	Final Exam – See UAM Schedule	Module 3

Special Dates of Concern:

No school for the Thanksgiving holiday on 11-28-2024. Please see the UAM calendar for full holiday schedules.

Thursday Assignments (240 points)

Throughout the semester there will be six Thursday assignments, and each one is worth 40 points each. The content of Thursday assignments will include material from the textbook, lectures, current events, research, or other sources. The Thursday questions require short essay replies, and two attempts are offered for each assignment. If you leave any of the question replies blank, a zero will be given for the full assignment. Your contribution to Thursday assignments is crucial for showing competence of concepts and for developing a rapport with your professor.

One Discussion Post (100 Points)

During week one, the class starts with a group discussion that will allow you to explore course content and

connect with classmates.

Three Article Evaluations (60 Points)

During this class, there will be discussion and analysis of current research articles. You will have to submit executive summaries and your personal assessment of a research article, worth 20 points each, which will be submitted in Blackboard. You can work with classmates on this assignment. You can make a video, slideshow, paper, or come up with a new way to submit your work.

Research Paper (200 Points)

Starting new or building on the work that was done in research Methods I, you will create a final research project for this course. This project must follow APA 7 formatting. A rubric and template will be provided. The research paper should include an introduction, literature review, problem statement, definition of terms, research questions or hypotheses, data collection, data analysis, discussion, limits, future research, and conclusion.

Research Poster (100 Points) & Presentation (100 Points)

The research paper will be put into a poster format and presented. This is a requirement for this class and if you miss this, it could cost you a lot of points. NOTE: Even the students in the Hybrid class must present their research poster. There might be virtual options but check with your instructor first.

Grades:

- One Graded Discussion Post = 100 points
- Six Thursday Assignments = 240 points (6@ 40 points each)
- Three Research Article Evaluation = 60 points (3@ 20 points each)
- Research Paper Drafts = 200 points (2@ 100 points each)
- Research Poster = 100 points
- Presentation of Research = 100 points
- One Final Exam = 100 points
- Total = 900 points**

Throughout the course there will be options for extra credit. If you have an idea for extra credit, reach out to your instructor.

Grading Scale

- 93 – 100 = A (4.0)
- 90 – 92 = A- (3.7)
- 87 – 89 = B+ (3.3)
- 83 – 86 = B (3.0)
- 80 – 82 = B- (2.7)
- 77 – 79 = C+ (2.3)
- 73 – 76 = C (2.0)
- 70 – 72 = C- (1.7)
- 65 – 69 = D (1.0)
- 64 and below = F (0)

Feedback Schedule:

Most often, a student can expect a response to email within 24 hours Monday through Friday. No emails will be answered after 5 p.m. on Friday until the following Monday. However, sometimes Dr. Prior will be checking emails during the off hours, especially when key assignments are due. Please message or email Dr.

Prior with any comments, questions, or needs.

Method of Delivering Assignments:

Please submit work in Blackboard as a Word document or in PDF format. DO NOT SEND A LINK. Download a copy and then upload it into the assignment space in Blackboard. Papers should follow APA 7 formatting, which includes using a 12-point font with 1" side margins. All submissions should be titled with your last and first name, date, and a keyword for the assignment (e.g., Evans-Lisa-9-20-24-Traits). Be sure to have anti-virus software installed on your computer and update it regularly.

Course Policies:

Electronic Devices: Use of electronic devices in class for purposes other than engaging in class material (i.e. taking notes, working on in-class assignments) is prohibited. Multitasking in class using electronic devices is distracting to your classmates and is a waste of your time in class.

Late Work: Late work will be accepted with a valid, university approved excuse. To be allowed to make up homework due to illness or other approved excuse you must contact me (via phone or email) BEFORE the due date. No missing work will be accepted after December 8th, 2024.

Early Work: Some assignments can be completed early. Please check with your instructor for information.

Tentative Course Schedule for Fall 2024

The general outline for this class might vary. Please note the weekly content outline will vary depending on how fast or slow it takes our class to move through the lesson material and meet course objectives. We might also need to move lessons around if we have time off for a holiday or if we attend an on-campus activity. This class is set up in Blackboard with assignments for each of the 16 weeks (the fall semester).

Work Required:

Academic Engagement: You will participate in two, 80-minute classes per week (45 total hours)

Preparation: You should spend at least six hours a week studying, reading the text, completing homework, and reading other reference sources as assigned (90 total hours)

Overall Total Obligation: 135 hours for the semester

Communication:

- In addition to being in class for announcements, it is your responsibility to regularly check both email and blackboard for updates. Most often, you can expect a response to email within 24 hours Monday through Friday. No emails will be answered after 11 am on Friday until the following Monday. Phone will be answered during office hours.

- The best way to reach Dr. Prior is through Blackboard using Messages. You can also email her at prior@uamont.edu, but if you need a quick reply, the Message center in Blackboard is the quickest option.

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

- UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students are responsible for planning with instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.
- Students absent from two consecutive or three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made up all materials

covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Progress Report Policy:

Progress report grades are considered unofficial progress reports in that, while these grades indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their progress report grades.

Progress report grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Progress reports and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert. Regardless of the reasons for a student's lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that a student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Academic Engagement:

- Class Attendance- Two 80-minute classes per week
- Homework and quizzes - Plan for 2-3 hours per week for homework assignments
- Preparation: 2-3 hours per week reading the assigned chapter
- Exam study: 5-10 hours of study time recommended per exam

Approximately 135 hours for a 3-credit course per semester

Artificial Intelligence Policy

As we integrate the use of Artificial Intelligence (AI) tools, like ChatGPT, into our academic and research practices, this policy provides guidelines on the ethical and responsible use of AI in this course.

Permitted Uses of AI Tools:

- AI tools can be used for preliminary research, idea generation, and exploration of various perspectives on course-related topics.
- Students may utilize AI for drafting initial outlines, brainstorming, and conceptualizing topics.
- AI can assist in fact-checking, identifying logical inconsistencies, and providing explanations of complex subjects or concepts.
- These technologies may be employed in language learning, translation tasks, and understanding cultural aspects in international studies.

Prohibited Uses:

- Submitting AI-generated text as part of any final work product for this course is strictly prohibited. All assignments, papers, and projects must be the student's original work.
- Using AI to generate any portion of the text in final submissions is prohibited and will be treated as a breach of academic integrity.

Accuracy and Veracity Responsibility:

- While AI tools can be helpful, they are prone to errors and inaccuracies. The student must verify the final veracity of all facts and information used in their work.
- Students must critically evaluate and cross-check any data or information obtained from AI sources to ensure accuracy and reliability.

- Relying solely on AI for information without verification may lead to inaccuracies in your work, for which the student will be held accountable.

Academic Integrity and Personal Responsibility:

- Ethical and responsible use of AI tools is expected to enhance learning and research skills. The integrity of student work relies on their critical thinking, synthesis of information, and original presentation of ideas and arguments.
- Violations of this policy will be addressed according to the university's Academic Code Violations policy.
- Please do NOT just cut and paste from ChatGPT or any other online source. You will receive a zero and get a warning for plagiarism.

AI Reminder: You CANNOT cut and paste material from any source without properly citing it as a direct quote or paraphrase - this is plagiarism. We have tools, like Turnitin, that can identify work that has been cut and pasted from the Internet (like Psychology Today, ThoughtCo, Course Hero, and ChatGPT) and so always cite your work and make sure you do not plagiarize by using AI or any other source incorrectly.

- If you use AI to collect information, you need to paraphrase the information and then CITE YOUR SOURCE PROPERLY.
- We will go over citing sources in class - but you can also find information about PROPERLY CITING YOUR WORK AT THE PURDUE OWL HERE:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and

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UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES
Cognitive Psychology (PSY 3103-90) Online Course Syllabus
Spring 2024

Instructor Name: Amber Turner, Ph.D.

Instructor Office Location: MCB 303

Instructor Phone: 870-460-1479 **Instructor Email Address:** turnera@uamont.edu

Office Hours: 10-11am and 3-4pm daily, or by appointment.

Credit Hours: 3 credit hours

Prerequisites: PSY 1013 Introductory Psychology (PSY 2203 is no longer a requirement)

Required textbook: For this course, you must use the Vantage eText of *McBride, D.M., Cutting, J.C., & Zimmerman, C.L. (2023). Cognitive Psychology (3rd ed.). Los Angeles: Sage. ISBN: 9781071871836.* You can rent the eText from the UAM Bookstore [here](#), or through the publisher (see [here](#) or Blackboard site for more information).

Course Description: This online course is a survey of major topics in the psychological study of cognition, including perception, memory, thinking, and language.

Student Learning Outcomes:

By the conclusion of the course you should be able to:

- 1) Demonstrate knowledge of major concepts in cognitive psychology such as perception, memory, thinking, and language.
- 2) Demonstrate an understanding of the major research methods used by cognitive psychologists.
- 3) Demonstrate knowledge of the ways cognitive psychology informs other behavioral and cognitive sciences.
- 4) Gain an appreciation for applied problems and debates in cognitive psychology.
- 5) Think critically about the way the popular press covers cognitive psychology.

Blackboard & Minimum Technology Requirements: This class is an online course, so materials will be obtained through Blackboard and the Vantage eText. You need access to a working computer with internet capability to complete your work (note also that certain browsers work better for Blackboard). You are responsible for submitting assignments on time. Do not wait until the last minute to submit assignments. If your technology or internet fails, you are still responsible for having back-up options for submitting your work on time. See [UAM's Blackboard website](#) for help or more information.

Course Assignments/Assessments: Your participation in this course will consist of:

1. Completing introductory exercises, including the syllabus quiz
2. Completing 14 individual lessons consisting of reading textbook and supplementary materials, watching videos, written activities, and quizzes.
3. Completing a final paper that will assess your ability to apply and integrate your understanding of cognitive psychology.
4. 2 exams.

1. Introductory Exercises (20 points total)

I have posted a video introducing myself and the course to you on our Blackboard site. Follow the instructions in the video to introduce yourself in return. You will also find instructions for accessing our eText and taking a quiz on the syllabus to ensure that you comprehend the requirements of the class. You will need to complete each of these small tasks by the end of the first week for full credit.

2. Lessons (280 points total)

You will complete 14 total lessons, one per week. Each lesson will be worth 20 points and consist of reading the text, engaging in interactive activities, supplementary materials, and taking quizzes. You should expect to spend 2-3 hours per lesson so please manage your time accordingly. Completion of each lesson will be assessed by activity completion and quiz grades from Vantage. Students are required to complete all Vantage activities that are on their eText Dashboard, but only Critical Thinking Checks and quiz scores will be recorded in the gradebook. Points will be deducted from the quiz score if required activities are not completed. Lesson due dates can be found on the course outline.

3. Final Paper (100 points total)

At the end of the semester, you will be required to turn in a 3-5 page paper citing at least two reputable sources, on the topic of how a cognitive psychology principle can be applied to a societal issue of your choice. Topics students have written about in the past include terrorism, education, law, and advertising.

Projects details, guidelines and grading rubrics will be posted in the Final Paper section of Blackboard. The due date can be found in the course outline.

4. Exams (200 points total)

There will be 2 tests, each worth **100 points**. Tests will not be cumulative, but the second test will take place at the time scheduled for the final exam. The tests will mostly be in a multiple-choice format, but there may also be other question formats. Exams will be time-limited once you start, but will be open for two days before they are due. Additional details will be announced as exam dates approach.

Extra Credit: Grades will not be rounded up at the end of the semester. As such, extra credit is the only way to boost your grade if you are close to the next letter grade. See the extra credit section of Blackboard and watch for announcements during the semester for opportunities to do so. For example, mention your favorite animal when introducing yourself for some extra credit early on.

Explanation of Grading Policy:

Your grade is based off the accumulation of points over the course of the semester. There are 600 points available to earn by completing lessons, exams, and the paper. Below is the grading scale:

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = <59%

Work Required:

Academic Engagement: You should be prepared to spend at least 2-3 hours per lesson which will include reading your textbook and other source materials, written responses, and taking quizzes.

Preparation: You should expect to spend at least 5-6 hours per week doing reading, preparation, and working on writing projects.

Overall Total Obligation: These estimates are guidelines to help you manage your time. The university prescribed overall total time obligation for a 3 credit course class is at least 135 hours.

Late work & Make-up Policy:

Final papers will be docked 10% per day when submitted late. Vantage assignments (i.e., quizzes, activities) and exams will not be accepted past the due dates. Make-up exams or extensions on Vantage assignments will only be considered if you contact me before the due date and provide documentation for the excuse.

Feedback Schedule:

Students can expect a response to email within 24 hours, Monday through Friday. Blackboard does not always notify me of new messages, so please use email if you want a timely response.

Typically, you can expect to receive feedback/grades for assignments within 1 week of submission. If unusual circumstances occur, I will let you know when you can expect feedback.

Method of Delivering Assignments: Please submit papers as a Microsoft Word or PDF document uploaded to Blackboard using the correct assignment portal. Submissions not following these guidelines may be rejected and re-submission (with late penalty) required. *Always check to make sure your document was properly uploaded!* If you cannot see your submission in the preview portal then I won't be able to see it either.

Artificial Intelligence Policy: This policy provides guidelines on the ethical and responsible use of Artificial Intelligence (AI) tools such as ChatGPT in this course. Please note that all work submitted must be the student's original work. Using AI to generate any portion of the text in final submissions is prohibited and will be treated as a breach of academic integrity. Violations of this AI policy will be addressed according to the university's Academic Code Violations policy. Permitted use of AI tools include: brainstorming ideas, exploration of various perspectives on course-related topics, and providing different explanations of complex subjects or concepts. While AI tools can be helpful, they are prone to errors and inaccuracies. The student is responsible for critically evaluating and verifying all facts and information used in their work.

Tentative Course Outline & Due Dates

Note: The instructor reserves the right to make adjustments to any due dates or scheduled lessons as needed. You will be given sufficient notice via Blackboard if changes are necessary.

Week	Assignment	Due Dates
Week 1 Jan 10-17	Introductory Exercises Lesson 1 (Ch 1)	Fri, Jan 12 at 11:59pm Wed, Jan 17 at 11:59pm
Week 2 Jan 18-24	Lesson 2 (Ch 2)	Wed, Jan 24 at 11:59pm
Week 3 Jan 25-31	Lesson 3 (Ch 3)	Wed, Jan 31 at 11:59pm
Week 4 Feb 1-7	Lesson 4 (Ch 4)	Wed, Feb 7 at 11:59pm
Week 5 Feb 8-14	Lesson 5 (Ch 5)	Wed, Feb 14 at 11:59pm
Week 6 Feb 15-21	Lesson 6 (Ch 6)	Wed, Feb 21 at 11:59pm
Week 7 Feb 22-28	Lesson 7 (Ch 7)	Wed, Feb 28 at 11:59pm
Week 8 Feb 29-Mar 6	Exam 1 Lesson 8 (Ch 8)	Fri, Mar 1 at 11:59pm Wed, Mar 6 at 11:59pm
Week 9 Mar 7-13	Lesson 9 (Ch 9)	Wed, Mar 13 at 11:59pm
Week 10 Mar 14-20	Lesson 10 (Ch 10)	Wed, Mar 27 at 11:59pm (due after break)
Week 11 Mar 21-27	<i>Spring Break</i>	
Week 12 Mar 28-Apr 3	Lesson 11 (Ch 11)	Wed, Apr 3 at 11:59pm
Week 13 Apr 4-10	Lesson 12 (Ch 12)	Wed, Apr 10 at 11:59pm
Week 14 Apr 11-17	Lesson 13 (Ch 13)	Wed, Apr 17 at 11:59pm
Week 15 Apr 18-24	Lesson 14 (Ch 14)	Wed, Apr 24 at 11:59pm
Week 16 Apr 25-29	Final Paper <i>Any Extra Credit due</i>	Fri, Apr 26 at 11:59pm <i>Mon, Apr 29 by 11:59pm</i>
Final Exam: Due on Fri, May 3 at 11:59pm		

Special Dates of Concern:

January 10 – First day of class
January 12 - Last day to register or add classes
January 15 - MLK Holiday – No class
January 23 - Tuition and fees due by 3:30pm
March 18-22 - Spring Break
March 27 - Last day to drop classes without penalty
April 1-12 - Preregistration for Summer and Fall
April 29 - Last day of classes
April 30 - Study day (no classes)
Final Exam: Due May 3 before midnight

Progress Report Policy:

Early semester grades constitute an unofficial progress report in that they indicate early student performance that can be built upon or remedied. These early semester grades are not permanently recorded on the student's official transcript. Faculty should notify and consult with students about their early-semester grades, and these grades will be posted in the student information system for all fall and spring undergraduate classes lasting longer than six weeks. Progress reports will be posted no later than the end of week five during fall and spring semesters for full semester courses, and no later than three days before the drop date in shorter sessions.

By necessity, faculty will need to begin assessing student work as early as the first week of a class. Grades posted will be A, B, C, D, or F. Other grades, such as I, are not informative and do not allow for the necessary guidance to facilitate student success. All students with a "D" or "F" on their progress report will automatically be reported to Academic Alert.

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangement should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

See syllabus addendum for additional university-wide information and resources.

UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES
ONLINE COURSE SYLLABUS
(Fall 2024)

Instructor Name: Dr. Stephen Berry

Instructor Phone: N/A

Instructor Email Address: Berry@uamont.edu

Office Hours: N/A – I am not physically located in Monticello, but I will gladly answer questions via email.

Virtual Hours: By appointment

Course Title and Credit Hours: PSYC 32483 – Social Psychology (3 credit hours)

Prerequisites: PSYC 11003 – Introduction to Psychology

Required textbooks, workbooks, supplementary materials:

Heinzen, T., & Goodfriend, W. (2022). *Social psychology* (2nd ed.). Sage Publications, Inc.

ISBN for the Digital Text/Vantage Access Version: 978107181220

Course Description: Study of social behavior through group dynamics and mass communication.

Student Learning Outcomes:

My student learning outcomes for this class are aligned with the American Psychological Association's (2023) guidelines and expectations for undergraduate psychology majors: 1) Content Knowledge and Applications; 2) Scientific Inquiry and Critical Thinking; 3) Values in Psychological Science; 4) Communication, Psychological Literacy, and Technology Skills; and 5) Personal and Professional Development.

By the conclusion of the course, you should be able to:

- Describe key concepts, principles, and theories in psychological science (1.1)
- Portray significant aspects of the history of psychological science (1.3)
- Apply psychological content to solve practical problems (1.4)
- Exercise scientific reasoning to investigate psychological phenomena (2.1)
- Interpret, design, and evaluate psychological research (2.2)
- Incorporate sociocultural factors in scientific research practices (2.3)
- Develop and practice interpersonal and intercultural responsiveness (3.2)
- Write and present effectively for different purposes (4.2)
- Provide evidence of psychological literacy (4.3)
- Exhibit appropriate technological skills to improve communication (4.4)
- Refine project management skills (5.2)
- Demonstrate appropriate workforce technological skills (5.5)
- Develop direction for life after graduation (5.6)

Course Assignments/Assessments: A tentative schedule with due dates will be posted separately.

1. **Weekly Activities (20% of your overall grade):** For each assigned chapter, you will complete various activities using Sage Vantage, a learning software that connects your textbook to Blackboard. The following activities will be graded for completion and have unlimited attempts: knowledge checks, video activities, self-assessments, and critical thinking checks. In contrast, untimed open-book chapter quizzes will be graded for accuracy and can only be completed once.

2. **One-Page Reaction Papers (25% of your overall grade):** You will write two brief papers in APA-style. For each paper, you will react to one mini-chapter from the textbook (i.e., Chapters B-H) that covers an applied social psychology topic. Each paper will have one title page, one full page that features your reaction, and one references page that includes the textbook and any external sources you cited. A detailed rubric will be provided via Blackboard, and papers will be submitted via Blackboard.
3. **Current Trends in Social Psychology Project (50% of your overall grade):** You will write a long-form APA-style paper, in which you will discuss a recent psychological phenomenon relevant to social psychology. Then, using a theory from the textbook (e.g., social learning theory) and two peer-reviewed journal articles, you will offer a potential explanation for that psychological phenomenon. A detailed rubric will be provided via Blackboard, and papers will be submitted via Blackboard.
 - a. **Choosing a topic:** You must email me to get your topic approved. Some examples of recent phenomena include 2024's brat summer and 2023's Barbenheimer. However, I highly encourage you to seek out a topic that interests you.
 - b. **Rough draft:** You will complete a rough draft of your paper, so that I can provide thorough feedback to support you in the completion of your final draft.
 - c. **Final draft:** At the end of the semester, you will submit the final draft of your paper.
4. **Final Exam (5% of your overall grade):** An untimed open-book multiple choice exam will be completed directly on Blackboard during final exam week. It will open on Monday, December 9 at 12:01 AM and will close on Thursday, December 12 at 11:59 PM.
5. **Optional Bonus Opportunity:** To encourage everyone to stay in contact with each other, I will activate a discussion board and offer bonus point opportunities. I will ask everyone to introduce themselves at the beginning of the semester, to check in with each other in the middle of the semester, and to give final thoughts at the end of the semester.

Special Dates of Concern:

September 2: Labor Day (Classes and offices closed)

October 30: Last day to drop a session 1 class or withdraw from the term (Grade will be a W)

November 25-29: Fall Break (Classes closed)

November 28-29: Thanksgiving (Offices closed)

December 9-12: Final exam period

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all

materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Course-specific Attendance Policy/Participation Requirements:

“Class meetings” in the UAM Attendance Policy will mean “weeks” here.

Progress Report Policy:

Early semester grades constitute an unofficial progress report in that they indicate early student performance that can be built upon or remedied. These early semester grades are not permanently recorded on the student’s official transcript. Faculty should notify and consult with students about their early-semester grades, and these grades will be posted in the student information system for all fall and spring undergraduate classes lasting longer than six weeks. Progress reports will be posted no later than the end of week five during fall and spring semesters for full semester courses, and no later than three days before the drop date in shorter sessions.

By necessity, faculty will need to begin assessing student work as early as the first week of a class. Grades posted will be A, B, C, D, or F. Other grades, such as I, are not informative and do not allow for the necessary guidance to facilitate student success. All students with a "D" or "F" on their progress report will automatically be reported to Academic Alert.

Feedback Schedule:

Most often, a student can expect a response to email within 2 days Monday through Friday during business hours. No emails will be answered after 5 PM on Friday until the following Monday.

Method of Delivering Assignments:

Please submit your papers to Blackboard as a PDF document or as a Word document. Use a font that is aligned with APA style (e.g., 11-point Calibri, 12-point Times New Roman). Use formatting that is aligned with APA style (e.g., 1” side margins). All submissions should be titled with your name, course title, and assignment title (e.g., StephenBerry-SocialPsychology-ReactionPaper). Be sure to have anti-virus software installed on your computer and update it regularly.

Artificial Intelligence Policy:

Per the UAM Student Handbook, “Academic Dishonesty means an action that violates a rule regarding academic work required to obtain an academic degree or certificate. Examples include, but are not limited to, using unauthorized materials, information, study aids, or artificial-intelligence programs; cheating; plagiarism; forgery; falsification of information; receiving unauthorized assistance on coursework; providing false information to receive an extension to complete work; any violation of a campus, departmental, program, or faculty rules relating to an academic matter that may lead to an unfair academic advantage; or complicity with another individual who has engaged in an act of academic dishonesty.”

Therefore, artificial intelligence (AI) will not be allowed in this class. Per the handbook, if there is strong evidence that AI was used for an assignment (e.g., to generate content, to assist in the writing of content), then the following action may occur: “An instructor may take appropriate action, such as assigning a Student a grade of “F” for the course and suspending the student from the class. The “F” will be the final grade and the Student may not withdraw from the course with another notation. A description of the incident and the action taken will be reported to the appropriate dean and will be placed in the Student’s file in the Registrar’s office.”

Work Required:

Academic Engagement:

30 hours -- Participate in online assignments

15 hours --Take quizzes and exams

Preparation:

45 hours -- Read required materials for class

30 hours -- Prepare papers, projects and other assignments

15 hours -- Review notes and study for test

Overall Total Obligation:

Must be at least 135 hours for a 3-credit course per semester

Explanation of Grading Policy:

See “Course Assignments/Assessment”

Grade Assignment:

Grading Scale:

A = 90 — 100

B = 80 — 89

C = 70 — 79

D = 60 — 69

F = 59 and below

Updated 08/21/2024

**UNIVERSITY OF ARKANSAS AT MONTICELLO
DEPARTMENT OF PSYCHOLOGY
THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES
PSY 3253 ADOLESCENCE (HYBRID)
COURSE SYLLABUS**

Fall 2020 -- MWF 10:10-11:00 AM (section 01, class number 1043)
Class Location: MCB 201

Instructor: Seungyeon Lee, PhD
Email: LeeS@uamont.edu
Office/Virtual Hours: MW 9:00-10:00
MW 1:00-3:00 (virtual only)
TR by virtual appointment
F 9:00-10:00 or 11:00-1:00
(virtual only)

Office Location: MCB 301A
Social & Behavioral Sciences,
P.O. Box 3619
UAM
Monticello, AR 71656
Phone: 870.460.1587

COVID-19 MESSAGE: TO PROTECT YOURSELF AND OTHERS FROM CORONAVIRUS, PLEASE WEAR YOUR MASK IN THE CLASSROOM AND KEEP YOUR SOCIAL DISTANCING!!!!

*****NOTE: Due to the COVID-19 pandemic, this course will be taught partially online.*****

Course Title and Credit Hours: PSY 3253 Adolescence, 3 credit hours

Prerequisite: PSY 1013 Introductory Psychology, 3 credit hours



©Zits Partnership

***Note: Does this sound familiar to you?**

Course Description: Physical, cognitive, and socioemotional development of adolescents including social adaptation, interest, attitudes, and ideas. Adolescent development is an exciting field that attempts to understand fundamental aspects of human growth and change, including physical, mental, social, moral, and emotional changes during the adolescent period. Because of the multifaceted nature of adolescent behavior, a single theory cannot adequately explain all of its aspects. Therefore, the field of adolescent psychology offers no absolute, singular truth. Rather, it is made up of multiple theories and many different explanations about how a human adolescent develops. There is a diversity among the scientific interests of the investigators who study adolescent development, and their findings are fueled both by intellectual and scientific curiosity as well as a desire to better the welfare and treatment of adolescents through applications to parenting, education, medicine, and social service. Emphasis is placed on adolescent development, emotional growth, mental development, interests, attitudes and social behavior, moral and religious development, and problems common to the age. The purpose of the lectures, readings and discussions is to explore a variety of aspects of adolescence, health, and development. It is hoped that this course corresponds to the university mission of intellectual development through the liberal arts and sciences. It is an upper-level psychology course of psychology majors and is a viable elective for students in any social science field.

Required Textbooks: Kuther, T. L. (2020). *Child & Adolescent Development in Context*. New

York, NY: SAGE Publications, Inc. (ISBN 13# 9781544324814)

For additional textbook information, you may go to the online bookstore:

https://adoptions.efollett.com/OnlineAdoptionsWeb/onlineAdoptions.html?storeNumber=1305&langId=en_US

Additional Materials: A “reliable” computer and (possibly) high-speed internet connection are “absolutely” necessary because the course is offered as an online course. Throughout the course, I will refer you to additional resources via blackboard, including articles, books, and websites that come to my attention.

Course Objectives: At the conclusion of this course, students will be able to:

- Describe the biological and psychological developmental processes that occur during adolescence and puberty
- Identify major public psychological issues affecting adolescents in the United States
- Place the major health concerns affecting adolescents within a conceptual framework to understand their key antecedents and determinates that include risk and protective factors within the biological, social, cultural, behavioral, political, and environmental domains
- Analyze major health concerns affecting adolescents in an effort to recommend effective interventions to improve the health of adolescents
- Demonstrate critical and analytical thinking by active class discussion on a major public health concern affecting adolescents that includes a description of the magnitude of the concern, a conceptual framework, analysis of the issue and a recommended intervention based on intervention research

Handouts and Technology Use in the Classroom:

- **Cellphones are strictly prohibited. Make sure you put your cellphone away prior to each lecture.**
- Tablets and laptops are also not allowed in this classroom unless you have a special permission due to a disability (or other issues that are legitimate), in which you need to contact me in advance.

Email:

- **Please call me Dr. Lee. That is the only name you need to go by.**
- It is your responsibility to read emails I send, as well as the ones posted on blackboard.
- When you send me emails, provide your full name and the title of course you are currently enrolled in.
- If you do not receive my response within 24 hours during weekdays, please check your spam (or junk) folder, contact our IT team (listed on page 3), and/or send another email as a gentle reminder. You may also contact the main office if needed:
 - Ms. Martha Henris, our SSBS administrative staff:
 - Tel) 870.460.1047
 - Email) HenrisM@uamont.edu
 - Dr. Richard Clubb, our SSBS unit head:
 - Tel) 870.460.1147

- Email) clubb@uamont.edu
- If your question requires a lengthy explanation, please come and see me during my office hours. If any of my office hours does not work, please make an appointment—at least 24 hours in advance.

SSBS Student Learning Outcomes (SLOs):

A student who graduates with a Bachelor of Science in Criminal Justice or Psychology, a Bachelor of Arts in History or Political Science, or a Bachelor of Social Work from the School of Social and Behavioral Sciences (SSBS) will develop the following skills:

(1) Research: The student will develop 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 student will be able to use 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: The student will develop an understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.

(4) Presentation Skills: The student will have the ability to evaluate and manage information for presentation in academic and professional settings, including the use of graphic and computer technology as well as the production of quality papers.

(5) Self-Awareness: The student will develop a self and the world by examining the content and processes used in social and behavioral sciences.

(6) Sociocultural Awareness: The student will develop an understanding of, and respect for sociocultural diversity, cultural institutions, processes, and structures.

(7) Preparedness for the Workforce: The student will have 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: The student will hold realistic ideas about how to use the knowledge, skills and values common to the occupations and graduate programs recruiting graduates from the Social Sciences.

Student Learning Outcomes (SLOs) from the Coursework:

a. Students will develop an understanding and appreciation of the study of behavior employing the scientific method [aligned with SSBS SLOs (2), (3), (5), (6), & (7)].

b. Students will learn how to incorporate new information into his/her thinking and to use the new information to formulate informed opinions and attitudes [aligned with SSBS SLOs, (1), (2), (3), (4), & (5)].

c. Students will learn how to critically read and evaluate scientific/empirical information [aligned with SSBS SLOs, (2), (3), (6), (7), & (8)].

d. Students will learn to appreciate the diversity of the human experience and recognize each person's unique perception of the world [aligned with SSBS SLOs, (6), (7), & (8)].

e. Students will develop an understanding of how psychological principles apply to one's everyday life [aligned with SSBS SLOs, (7) & (8)].

Student Special Services:

Any student with a documented disability should contact the Office of Student Special Services.

Monticello Campus

Location: Student Success Center, Room 201F

Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926

Mailing Address: P.O. Box 3600, Monticello, AR 71656

Email: whitingm@uamont.edu

McGehee Campus

Location: UAM College of Technology at McGehee

Telephone: (870) 222-5360/Fax: (870) 222-1105

Mailing Address: P.O. Box 747, McGehee, AR 71654

Email: anderson-allen@uamont.edu

Crossett Campus

Location: UAM College of Technology at Crossett

Telephone: (870) 364-6414

Mailing Address: 1326 Highway 52 West, Crossett, AR 71635

Email: paschall@uamont.edu

Feedback Schedule: A student can expect a response to email within 24 hours Monday through Friday. **No emails will be answered after 4PM on Friday until the following Monday (i.e., no email responses during weekends).**

Technical Support Information: Although the course meets face-to-face three times a week, you need to access to a working computer with internet capability to view your email announcements and complete your work. Course syllabus, announcements, assignments, outlines, and any related course materials will also be obtained from Bb. Below is how you can ask for help:

Blackboard Assistance:

Contact the Office of Instructional Technology during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1063.

Help Link: <http://www.uamont.edu/blackboard>

Email Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-

Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036. The IT website also provides answers to frequently asked questions.

Website: <http://www.uamont.edu/pages/resources/information-technology/it-for-students/>

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <http://www.uamont.edu/pages/library/>

Academic Alert:

UAM is committed to your academic success. To help, UAM has developed an academic alert system to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for you, you will receive an email or call from a professional academic advisor. Please respond to the contact you receive. If you have any questions about the academic alert system, you may call the Office of Academic Advising at (870) 460-1633.

Career Services:

Student Success Center, Suite 201, (870) 460-1454

Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities.

Counseling Services:

Student Success Center, Room 204D, (870) 460-1554

As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at <http://www.uamont.edu/pages/student-affairs/counseling/>

University Behavior Intervention Team:

The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern via this URL below or call (870) 460-1110 or (870) 460-1554 during regular business hours:

https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10

NOTE: In case of emergency or after office hours please call 911.

The Center for Writing and Communication:

Taylor Library, Room 203, (870) 460-1378

The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Website: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

CWC is a free service to University of Arkansas at Monticello students. The Center is staffed by UAM undergraduates who have received special training in peer writing tutoring. The Center can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The Center also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.

Tutoring Center:

Student Success Center, Suite 203, (870) 460-1454

All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment. Tutoring Schedules are available to pick up. Night tutoring is available Monday-Thursday from 6:00 p.m. to 8:30 p.m.

Math Tutorial Lab:

Math and Science Center, (870) 460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

IMPORTANT POLICIES

Student Handbook:

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: <http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement. UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) NOTE: Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Classroom Behavior/Disruption Policy:

Students will not disturb normal classroom procedures and instruction. Disruptive conduct includes

but is not limited to violent, noisy actions, profane or obscene language, intoxication, verbal abuse/slander, quarreling, fighting, threats to safety to oneself or others and failure to comply with the directions of a university official (reference UAM Student Handbook). A faculty member may, at his or her discretion, dismiss a disruptive student from the classroom for the balance of the class period and, at the faculty member's discretion, consider the missed class time as an unexcused absence.

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 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** in the next page.

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.

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 or any other electronic devices in class, excessive use of email/text messages, sleeping in class, showing disrespectful behavior(s) 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 that may result in a loss of class participation points.** 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.

University Policy on Concealed Weapons:

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g).

Special Dates of Concerns (i.e., Important Dates):

August 19, 2020 (Wed)	First day of classes.
August 21, 2020 (Fri)	Last day to register or add classes.
August 25, 2020 (Tue)	Tuition and fees due by 3:30 PM.
September 7, 2020 (Mon)	Labor Day. Offices and classes closed.
October 28, 2020 (Wed)	Last day to drop sessions 1 or withdraw from the term. Grade(s) will be W.
November 2-11, 2020 (Mon-Fri)	Preregistration for Spring 2021.
November 23-27, 2020 (Mon-Fri)	Fall and Thanksgiving Break.
December 4, 2020 (Fri)	Last Day of Classes.
December 7-10, 2020 (Mon-Thurs)	Final Exam Period.

***Please note that those dates are subject to change due to COVID-19 pandemic.**

Work Required: Total 500 points are available in this class. Below covers all assessment activities including class attendance/participation, assignments, and exams, take-home projects. All exams are essay-format.

Academic Engagement

- **5 “Let’s Talk About It” Discussion Forums (20 points each, 100 points total, 10% of the course grade)** – Your active participation is essential in this course. You will have a bi-weekly opportunities to discuss with your classmates about topics and/or readings that you have studied for each week. Your response in these discussions will be evaluated on two criteria. First, your discussion response must be based on a thoughtful consideration of the topic of focus with a minimum of 200 words. Second, you must also demonstrate what you have learned from the required course materials. All discussions are designed to help you and your instructor assess whether you have actually read the materials for that reading period. This “Let’s Talk About It” discussions will be graded on whether you have read and understood the material, particularly the readings that bring applied knowledge of adolescent development. Each discussion is worth 20 points.
 - o **How to Do:** Throughout this semester, a total of five discussion forums will be posted via Bb (click “Discussion” area). When each discussion forum is open, the instructor will email the announcement. You will have at least 96 hours to provide your reflection based on each question and post two comments to your peers (one for each). Your reflection should be a minimum of 2 paragraphs. For example, if the discussion #1 forum is open at 9AM on 8/24, you will need to submit your reflection via Bb by 11:59PM, 8/28 in order to avoid a late submission penalty. **Late submission may result in a loss of 4 point, each day for the first four discussions and a loss of 8 point will be made for the last discussion’s lateness.** Each forum will be opened for 5 days for all discussions except the last one; In other words, the Bb will not accept any discussion and you will not be able to have any point once those days have passed. **No exception will be made.**
- **4 “What Do You Know” Journal Entries (25 points each, 100 points total, 20% of the course grade)** – The weeks you do not have discussion entries, you are required to submit 4, 1 or 2-page letters that address to Dr. Lee. Your letter can be similar to “Dear Abby,” show your thoughtfulness more in-depth level than your discussion entries, and you want to bring one or two important question(s) that I can answer. You are more than welcome to be personal, but the question must be related to our content. A total of 4 letters will need to be submitted throughout this semester. Late work submission penalty will be 5-point per day and no submission will be allowed after the 4-day grace period.
- **2 Take-Home Exam (50 points each, 100 points total, 20% of the course grade)** – Students will be required to complete 2, take-home, essay exam assignments based on our course throughout the semester. All assignments are to provide you understand and describe various categories of child growth and development, legal and historical foundations in the field of psychology and early childhood education, as well as opportunities to access educational resources for those children within a community of collaboration and inclusion. **You must turn in those exams by the given due dates (and those dates are listed on the Course Outline. No email submission is accepted and any late work will result in a penalty score (i.e. 10 points deduction per day and no late submission after 5 days has passed).** You must submit all assignments via blackboard. All assignments must be typewritten, double-spaced with 12-size, Times

New Roman, 1-inch margin, and cited according to the APA manual.

- **2 Projects (100 points each—200 points total, 50% of course grade)** – Two projects will be given throughout this semester. The purpose of these projects is for students to demonstrate knowledge of a wide range of psychological concepts and be able to relate those concepts to everyday life, and/or a profession. Both projects must be typewritten and submitted via blackboard. Please be sure to staple each of your assignment before you turn it in. One is for mid-term and the other is for final project:
 - **Project 1 (adolescence interview):** This paper is based on an interview that you will do with a real, live adolescent (but you need to come up with a fictitious name for the interviewee). The resulting paper will be based on your summary of the interviewee’s responses to your questions and insights about his or her responses. Rather than a simple transcript of the interview, you must summarize within main topics that are addressed in the interview. Provide an introductory paragraph and a concluding section where you clearly summarize your overall perceptions about your interviewee. One example would be your assessment of whether s/he seems like a pretty typical adolescent and whether his or her experiences and responses to those experiences seem “normal,” or are they and the issues they are dealing with “somewhat unusual”? You need to demonstrate an effort to use class material that has been covered at that point in the semester to help justify the insights you provide. This paper must be approximately 3 to 4 pages. More detailed information will be provided via Bb. **This project is due by 11:59PM, 10/9 (Fri). No email submission will be accepted and any late work will result in a penalty score, i.e. one class day of being late=20 points deduction, two class days of being late=40 points deduction, three class days of being late=60 points deduction, etc. Please be sure to submit your work on time!**
 - **Project 2 (scientifically investigating the activities of an adolescent toward his or her favorite activity OR movie/book/journal review on adolescent development):** This final project is a capstone paper demonstrating your ability to utilize material learned during the semester to better explain the issues specific to an adolescent topic of choice. The goal of this paper is to demonstrate your ability to apply class material to some specific context of adolescence. Students will choose one of the two options and those are:
 - **OPTION 1:** Students will research teenagers’ favorite activity, see what it is, and find out how lifespan development is relevant to that playing activity. They will write an approximately 3 to 5 page report and should identify how the toy or its related activity have made a positive impact on the teenagers’ creativity, physical, cognitive, and emotional growth. More detailed information on this paper will be provided in class. **This report is due by 11:59 PM, 12/8 (Tue). No email submission will be accepted and no late submission will be allowed because that is the default date!**

OR

- **OPTION 2:** For this option, you will review either movie, book, or journal article of your choice about adolescents and relate concepts from the course to the characters. You can watch any movie or read any book or peer-review journal article of your choosing that has meets our standards for adolescent development. You will basically write an approximately 5 page report and should identify how certain variable(s) has (or have) made a positive or negative impact on the teenagers' creativity, physical, cognitive, and emotional growth. More detailed information on this paper will be provided in class. **This report is due by 11:59 PM, 12/8 (Tue). No email submission will be accepted and no late submission will be allowed because that is the default date!** More guideline will be given later, but the followings is a brief outline of your paper format:
 - **Part 1** – Introduction: Come up with a few sentences that will spark the reader's interest. Also, identify which age group you will be mainly focusing on in your paper. You are not limited to using information on only those children but it will give an idea as to who you will be discussing the most.
 - **Part 2** – Body: Here you will connect the terms and your observations. For this section you can either develop each paragraph based upon which children you will be discussing or you may choose to group the term words that belong together (emotional, social, intellectual, physical development). This should be organized and creative.
 - **Part 3** – Conclusion: Summarize/wrap-up your paper. In this section you may also include feedback on the class (how can it be improved/things that went well).
 - **Part 4** – Paper should be **no less than 5 pages and no more than 7 pages long**, including references.
 - **Part 5** – Use at least **5-10 of psychological terms that are related to adolescent development** in your paper. Those terms should be in your textbook. You are able to use any of the term words that are on the vocabulary sheets that we used throughout the semester (physical development, cognitive development, and emotional/social development). The term words you use must be highlighted or underlined to identify them. Demonstrate that you understand the meaning of the term word (without giving me a direct definition) through your writing.
 - **Part 6** – You will be graded on spelling and grammar so please make sure to reread your paper or have someone else read it.

Students who wish to receive extra credit will have the following opportunity (see below). The extra credit will be worth up to 20 points on the final grade. There will be no other opportunity to earn extra credit during the semester.

- **Optional Extra Credit Assignment (20 points total)** – Students who think they are in borderline, the optional assignment will be posted via blackboard. This assignment is optional for students may bring your score up, so please turn it in by the given deadlines. **The deadline for this extra assignment is by 11:59 PM, 11/20 (Fri). No late work will be accepted for the extra assignments.**

Make-ups: If there is a legitimate reason that prevents you from taking any of the exams, please contact me via email during my virtual hours. If your concern is related to the COVID-19, contact me immediately via email. It is your responsibility to contact me as soon as the problem arises. Avoid procrastination or last-minute deal at all cost, because things can move around fairly quickly.

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)

450 – 500 pts A
400 – 449 pts B

350 –399 pts C
300 –349 pts D

Below 300 pts F

NOTE: All you need to do is simply adding up scores—because I go by your total points. No round-ups will be given because extra credit points will be a part of your total grade. Once all grades are posted via Weevilnet, you have your final grade and no change will be made unless there is a legitimate reason.

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 24 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.**

Preparation for the Course (i.e., Course Expectations)

The student will participate in three, fifty minute classes and be involved in at least six or seven hours each week in studying, reviewing notes, reading the text(s), and reading other reference sources. The student is expected to do all of the assigned reading (before the relevant class) and to master and memorize all the major concepts contained in it. Please see the next page.

Overall Total Obligation

Activity	Assignments	Estimated hours for the average student
Academic engagement	Listening to or reading course lectures: 25 pages per hour	20
	Taking exams	25
	Total: should be at least 45 hours per semester	45
Preparation (outside of class)	Required textbook, ordinary reading level: 30 pages per hours	20
	Study for exams	20
	Other assignments	5
	Total: should be at least 90 hours per semester	90
Overall Total	Should be at least 135 hours for a 3 credit course per semester	135

Fall 2020 PSY 3253 Adolescence Course Outline

**Note: The instructor maintains the right to modify or edit the course outline when deemed necessary. Blue highlights indicate those dates will be virtual instruction.*

DATE	TOPIC	TESTS & READING ASSIGNMENTS DUE
Week 1	Introduction: What is adolescence?	Syllabus and blackboard readings. The last day to register and add classes is 8/21 (Fri). Discussion 1 is due by 11:59 PM, 8/21 via blackboard.
Week 2	Physical development in middle childhood (8/26 & 8/28 will be given virtually)	pp. 271-293, Journal 1 due by 11:59 PM via blackboard, 8/28 (Fri)
9/7 (Mon)	LABOR DAY	NO CLASSES
Week 3	Cognitive development in middle childhood (9/4 will be given virtually)	pp. 294-319, Discussion 2 is due by 11:59 PM, 9/4 (Fri)
Week 4	Socioemotional development in the middle childhood (9/11 will be given online)	pp. 320-342, Journal 2 due by 11:59 PM via blackboard, 9/11 (Fri)
Week 5 & 6	From middle childhood and adolescence (9/16, 9/18 & 9/25 will be given virtually)	Blackboard readings and modules, Discussion 3 is due by 11:59 PM, 9/18 (Fri), Take-Home 1 exam is due by 11:59 PM, 9/25 (Fri)
Week 7	Puberty and adolescence (10/2 will be given virtually)	Blackboard readings, Journal 3 is due by 11:59 PM, 10/2 (Fri).
Week 8	Physical development in adolescence (10/9 through 10/12 will be given virtually)	pp. 343-379, Project 1 is due by 11:59 PM, 10/9 (Fri)
Week 9	Cognitive development in adolescence (10/16 will be online)	pp. 380-403, Discussion 4 is due by 11:59 PM, 10/16 (Fri).
Week 10	How does the teen brain work? (10/21 & 10/23 will be given virtually)	Blackboard readings, Take-Home 2 exam is due by 11:59 PM, 10/23 (Fri).
Week 11	Socioemotional development in adolescence: Part I (10/30 will be given virtually)	pp. 404-415, Discussion 5 is due by 11:59 PM, (10/30)
Week 12	Socioemotional development in adolescence: Part II (11/4 & 11/6 will be online)	pp. 416-424, Journal 4 is due by 11:59 PM, 11/6 (Fri)
Week 14	THANKSGIVING BREAK	NO CLASSES
Week 15	Final Week (everything will be virtual): Project 2 must be submitted via blackboard by the due date!	Blackboard readings, Project 2 due by 11:59 PM via blackboard, 12/8 (Tues)

Appendix: How to Prevent the Spread of COVID-19

1. Wear a mask when you are in public space, including your classroom.
2. Wash hands often for 20 seconds and encourage others to do the same.
3. If no soap and water available, use hand sanitizer with at least 60% alcohol.
4. Cover coughs and sneezes with a tissue, then throw the tissue away immediately.
5. Avoid touching your face with unwashed hands.
6. Disinfect surfaces, buttons, handles, knobs, and other places touches often.
7. Avoid close contact with people who are sick.

*NOTE: This guideline aligns with CDC and many other health services systems. Please email me and other instructors IMMEDIATELY if you experience or (are experiencing) COVID-19 related symptoms and/or have your test shown positive by health professionals.



UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES
Psychology of Learning Course Syllabus
Fall 2023 – TH 9:40-11:00

Instructor: Dr. Jeanette M. Braswell

Phone: 870-460-1172

Email Address: braswell@uamont.edu

Office: MCB 301A

Office Hours: MWF: 9-10am; MW 1-2pm; TH 9-9:30am; TH 1-2:30pm; and by appointment.
Email to set up a phone call or virtual meeting.

Course Title and Credit Hours: PSY 3413 Psychology of Learning, 3 credit hours

Required Textbook: Learning and Behavior, 7th edition by Paul Chance.
A copy of the 7th edition is also on reserve at the library.

Readings: There will be several journal articles/reading selections assigned throughout the semester. These articles will be posted on Blackboard. Refer to the tentative course schedule for specific due dates but know that the *additional reading assignments are subject to change*

Blackboard Supplemental Student Success Support:

This course has a Blackboard Supplemental Resource Component to support your success. Please regularly check Blackboard for announcements, assignments, and additional materials.

Course Description:

Major empirical findings and theoretical positions in the psychology of learning. This course will help you make connections between historical research and modern applications of learning in education and personal settings.

Student Learning Outcomes:

Upon completion of this course you should:

- 1) have a working knowledge of various ways in which humans and animals learn
- 2) be able to apply your knowledge of learning forms and systems to everyday situations
- 3) be able to read, analyze, critique and discuss research articles pertaining to human learning
- 4) **develop skills in professional oral and written communication**

Course Structure: Your grade in this class will be based on a total of 480 points. Grades will *not* be rounded up at the end of the semester nor will the class be graded on a curve.

Assessments (50% - 240 points)

There will be 5 short answer and essay assessments of your learning over the course of the semester. On the days these are scheduled, we will take 40 minutes of class time for completion of the assessment and we will continue with new material for the remainder of the class period. Students are encouraged to work on their assessment for the entire 40 minutes but should they

finish early, are responsible for staying for the remainder of class to earn participation credit. See p. 9 for the scheduled dates. *Assessments can only be made up with a documented excuse and only if you contact me within 24 hours. Athletes or students anticipating being absent due to student activities should make arrangements in advance.*

Reading Quizzes (25% - 120 points)

There will be 14 reading quizzes worth 10 points each due on Thursdays of each week. Questions will be taken from assigned readings in the textbook and various research articles. Reading Quizzes cannot be made up but the lowest two grades will be dropped.

Participation (25% - 120 points)

A total of 15 participation grades will be taken throughout the semester (one for each week). Earning a good participation grade consists of being on time to class, engaging in class discussion/activities, not multitasking on devices, and demonstration of professional behavior and communication. Note that participation in both classes during the week are required for full credit. See p. 8 for a rubric. Only two participation grades can be made-up but the lowest 3 grades will be dropped. Making up the allotted two grades requires a documented excused absence.

Class Attendance (Pass/Fail)

Attending class is very important! **More than 6 unexcused absences** for the semester will result in a full letter grade deduction from your final grade. **More than 10 unexcused absences** will result in a failing grade (F) for the entire class. If you are chronically late to class, a tardy will count as an unexcused absence. Achieving a score of 75% or greater on the cumulative final can recover grade loss due to lack of attendance

If you anticipate missing class due to illness/emergency, email me BEFORE the start of class to request an excused absence. If illness becomes chronic, a doctor's note may be required.

Cumulative Final (up to 10% grade boost)

The cumulative final is an optional grade recovery activity for students with attendance issues or students desiring a grade boost. Receiving a score of 70% or greater on the cumulative final has two potential functions. 1) it can remove the attendance pass/fail penalty in which case you will receive the grade you earned via assessments, participation, and quizzes. 2) it can earn you a grade boost of 10% (up to one letter grade). A score of less than 70% cannot earn credit.

Extra Credit:

Throughout the semester I will provide opportunities for extra credit. These will be your ONLY opportunity to boost your grade and address any "borderline" grade issues.

Grading Scale by Points

A = 432 - 480 B = 384 - 431 C = 336 - 383 D = 288 - 335 F = 287 and below

Work Required:

Academic Engagement: You will participate in two 80 minute classes per week (45 hours)

Preparation: You should spend at least 3 hours a week reading the text/other assigned reading, completing quizzes and 3 hours a week studying/preparing for assessments (90 hours)

Overall Total Obligation: 135 hours for the semester

Course Policies and Expectations:

Electronics/headphones/air pods:

Use of electronic devices in class for purposes other than engaging in class material (i.e. taking notes, working on in-class assignments) is prohibited. Please remove ear buds and silence your devices before the start of class.

Professional Behavior:

Professional behavior expectations include but are not limited to: being on time for class, not leaving class early, engaging in class participation, following course policies, being respectful of other students in class (in both verbal communication as well as behavior), being aware of and following course policies and expectations,

Academic Integrity

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: I will report all instances of academic dishonesty to the university authorities and will impose the severest penalties allowed by the university, which can range from failing the course to expulsion from the university. All instances, without exception, will result, in the very least, a grade of zero on the assignment or exam.

Professional Communication:

What you can expect from me:

- In addition to in class announcements, I will use email and blackboard to post any important course changes, notifications or reminders.
- You may generally expect to receive replies to emails within 24 hours Monday thru Friday barring extenuating circumstances of illness or travel. I will not respond to email over the

weekend or after 4pm.

- Requests for information clearly outlined in the syllabus (e.g. when is the final?) may receive a simple reply of “please see the syllabus”. This is to help you learn the skill of autonomy. I will, of course, be happy to clarify any points of confusion but please check the syllabus carefully before requesting basic information about the course.
- Emails not adhering to guidelines for professional communication (See below and p. 7), may receive a reply of “please try again” before I answer your inquiry. This not rude or a refusal to respond to you but rather a teaching tool to help you develop professional communication skills.
- I will do everything in my power to help you succeed. This may occasionally include being honest, blunt, and firm in my replies regarding course policies and expectations. Please remember that this is intended to help you develop professional skills and responsibilities.

What I will expect from you:

- You are responsible for knowing all syllabus information including course policies, expectations, exam dates and assignment due dates. Not knowing about or forgetting these things is not an excuse that will qualify you for extensions, exemptions, or special treatment.
- You will take responsibility for regular class attendance and regular checking of both email and blackboard for course updates and reminders. If email or blackboard malfunctions it is your responsibility to contact the appropriate office and get it fixed in a timely manner.
- All communication (verbal and written) will contain proper address (i.e. Dr. Braswell), be respectful in tone and appropriate to a professional setting.
- Email communications will be held to a strict standard of professionalism. Before sending an email please refer to the guide on p. 7 to ensure your communication meets professional standards. Emails not adhering to these standards will be returned for a “redo” before I will respond to the content of your email. Again, this is for the purpose of helping you gain necessary workforce skills of professional communication and are purely for your benefit. Please see p. 7 for a guide to help you improve your professional communication skills. Examples of professional and unprofessional communications can be found on blackboard under “Professional Communication Tips”. Use this guide to ensure timely response to inquiries regarding this class but please feel free to ask if you need help!

Special dates of Concern:

August 18 - last day to register or add classes

August 28 - Tuition and fees due by 3:30pm

October 25 - Last day to drop S1 classes without penalty

October 30 – November 10- Registration for Spring

November 20-24 – Fall Break and Thanksgiving Holiday

December 1 - Last day of classes

December 4-7 - Final exams

Final Exam Time: Thursday December 7th from 8-10am

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student’s educational experience and a requirement for adequate evaluation of academic progress. The faculty

considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangement should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Course-specific Attendance Requirements: See p. 2

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Useful Resources

Technical Support Information:

Blackboard Assistance:

Office of Instructional Technology; phone 870-460-1663; Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

Email Assistance:

Office of Information Technology; phone 870-460-1036; Monday-Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <http://www.uamont.edu/pages/library/>

Student Special Services:

Any student with a documented disability should contact the Office of Student Special Services.

Monticello Campus

Location: Student Success Center, Room 101G

Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926

Mailing Address: P.O. Box 3600, Monticello, AR 71656
Email: whitingm@uamont.edu

If you require accommodation for a disability it is your responsibility to contact me in person and show your SSS card so I can make appropriate accommodation. Requests for exam accommodations must be made at least 5 days prior to the scheduled exam date.

For further information regarding support services such as tutoring and the UAM writing center please see the syllabus addendum posted on blackboard.

A Guide to Professional Written Communication

Open Strong.

1. Be sure to address your professor correctly. Figure out if they should be addressed as Dr. [last name], Mr, Ms, or Mrs.
2. When in doubt: ask or address your email to “Professor [last name]”. Professor is always an appropriate method of address in college.
3. Never start an email with: “Hey”, “So...” or without an addressing the recipient
4. Include a relevant subject line. Make it simple and descriptive

Communication.

1. Follow your professor’s lead on formality. Sometimes after the first email, one line informal responses are appropriate but let your professor set the tone.
2. Communicate early rather than late. If you need help or an extension, speak with your professor well before the due date.
3. Requesting special treatment. Asking for an extension, or for grace after forgetting an assignment is asking for special treatment. It never hurts to ask but do so respectfully understanding that any requests that do not line up with syllabus policy is “grace” and not something to which you are entitled.

Finish Strong.

1. Always sign your email. If it’s your first communication, include you first and last name.
2. Explain who you are: Professors have multiple classes so it’s helpful to explain what class you’re asking about. Add something like: “Intro Psychology MW 1:10” after you sign your name or open your email with “I’m in your MW 1:10 Intro Psychology Class”

Some Basics.

1. Edit you email: It’s not an essay but it’s not a text message either. Check your spelling and grammar. Be sure your communicating your request clearly.
2. Check the syllabus first. If you need basic info about the class, check the syllabus first. We write the syllabus for a reason and it’s unreasonable to expect a professor to respond to questions they’ve already answered in the syllabus.
3. Avoid phrasing requests as demands. Emails that begin with “I need”, “Explain”, “Why can’t I...” etc. are irksome. “Please” and “Thank you” go a long way.
4. Never ask: “Could you tell me what I missed in class today?” or “Did I miss anything in class today?” If you miss class it is your responsibility to check for posts on blackboard and to get notes from a peer in class. If we could summarize in an email what was covered in class we wouldn’t need to have class.
5. Use your @uamont.edu email address

General Suggestions.

1. Professors are people too. We want to help you succeed and sometimes we make mistakes too! Don’t be afraid to ask for help but keep in mind that sometimes helping you means that we hold you accountable to standards to help you develop essential skills.
2. Have reasonable expectations. If you email a professor for help the night before an exam we won’t be able to do much to help you. Last minute communications should be reserved for emergencies
3. Understand that blunt doesn’t mean rude. Professors try to respond as promptly as possible in order to help you out. If an email seems a little blunt, don’t read into it that they’re upset with you. Take it at face value (especially if it says something like “refer to the syllabus”). I promise we’re trying to help you!
4. Avoid oversharing Let your professor know if you’re sick or if there is an emergency but don’t overshare. Keep in mind that your professor may require documentation.

Participation Rubric

Your participation grade will be evaluated based on class engagement and punctuality. If you are on time to class and show effort to engage in all class activities (including note taking and answering questions during lecture) you will receive full credit for participation.

Some examples of behaviors that can lose you points:

Tardiness: more than 5 minutes late = 2 point reduction, more than 10 minutes late = 4 points

Inappropriate use of technology: e.g. multitasking on phones or other devices- up to 4 points depending on the extent of the behavior

Disengagement: lack of participation in group work, or assigned activities- up to the full 10 points. Note that doing the assigned reading and taking the weekly quizzes will affect your ability to have quality engagement in class.

Class Attendance

Obviously, you must be present in class to earn a participation grade. Attendance in only one class in a given week means you can earn only up to 50% of the earned participation grade for the entire week. Note that you cannot earn participation credit for an excused absence (see p. 2 of the syllabus for exceptions)

A note on class participation:

The classroom behaviors listed here as the expectations for earning a participation grade are simply the behaviors necessary for success in a college classroom. Therefore, this aspect of your grade is basically an extra reward for already doing what you should be doing in the classroom! If you fail to earn a good participation grade, all your other grades will suffer as well so I encourage you to think of the participation grade as an opportunity to do well.

Table 1 Tentative Course Schedule

Week	Date	Chapter	Due
Week 1	Aug 17 (H)	Introduction: What is Learning?	
Week 2	Aug 22 (T) ¹	History	
	Aug 24 (H) ²	History	Reading Quiz 1
Week 3	Aug 29 (T) ³	Research Methods	
	Aug 31 (H) ⁴	Research Methods	Reading Quiz 2
Week 4	Sept 5 (T) ⁵	Assessment 1/ Classical Conditioning	
	Sept 7 (H) ⁶	Classical Conditioning	Reading Quiz 3
Week 5	Sept 12 (T) ⁷	Classical Conditioning	
	Sept 14 (H) ⁸	Classical Conditioning	Reading Quiz 4
Week 6	Sept 19 (T) ⁹	Classical Conditioning	
	Sept 21 (H) ¹⁰	Classical Applications	Reading Quiz 5
Week 7	Sept 26 (T) ¹¹	Assessment 2/ Operant Conditioning	
	Sept 28 (H) ¹²	Operant Conditioning	Reading Quiz 6
Week 8	Oct 3 (T) ¹³	Reinforcement	
	Oct 5 (H) ¹⁴	Reinforcement	Reading Quiz 7
Week 9	Oct 10 (T) ¹⁵	Schedules of Reinforcement	
	Oct 12 (H) ¹⁶	Schedules of Reinforcement	Reading Quiz 8
Week 10	Oct 17 (T) ¹⁷	Assessment 3/ Punishment	
	Oct 19 (H) ¹⁸	Punishment	Reading Quiz 9
Week 11	Oct 24 (T) ¹⁹	Operant Applications	
	Oct 26 (H) ²⁰	More Applications	Reading Quiz 10
Week 12	Oct 31 (T) ²¹	Observational Learning	
	Nov 2 (H) ²²	Observational Learning	Reading Quiz 11
Week 13	Nov 7 (T) ²³	Assessment 4/ Memory	
	Nov 9 (H) ²⁴	Memory	Reading Quiz 12
Week 14	Nov 14 (T) ²⁵	Memory	
	Nov 16 (H) ²⁶	Generalization/Discrimination	Reading Quiz 13
Week 15	Nov 21 (T)	Fall Break- No Class	
	Nov 23 (H)	Thanksgiving Holiday- No Class	
Week 16	Nov 28 (T) ²⁷	Media	Reading Quiz 14
	Nov 30 (H) ²⁸	Assessment 5	
Final	Thursday December 7th from 8-10am – see details on p. 2 regarding the format/requirements for the final		

Note: Course schedule is subject to change. Due notice of changes will be announced in class and posted on blackboard.

**UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES (SSBS)**

Industrial Psychology Course Syllabus (PSY 3423-01-Nbr1812)

Spring 2024: Mon-Wed 11:10am – 12:00pm

Location: MCB 315

Instructor: Yvette Prior, Ph.D.

Office: MCB 200

Phone: 870-460-1547

Email: prior@uamont.edu

Dr. Prior's Spring 2024 Office Hours

- Monday: 10:00 am to 11:00 am; 2:30pm to 3:30pm
- Tuesday: 8:40 am to 9:40am; 12:00pm to 1:00pm
- Wednesday: 10:00 am to 11:00 am; 2:30pm to 3:30pm
- Thursday: 8:40 am to 9:40am; 12:00pm to 1:00pm
- Friday: 10:00 am to 11:00 am; 1:00pm to 2:00pm
- Virtual Office Hours: Monday and Wednesday 9:00-10:00am; Tuesday or Friday 6:00 to 7:00 pm. Please call or email to set up a virtual meeting.

SSBS Office: MCB 224- Martha Henris, 870-460-1047; Dr. Clint Young, 870-460-1147.

PSY 2203, 3 credit hours **Prerequisites: PSY 1013, MATH 1083**

Prerequisites: Psy1013

Required textbook:

Anonymous (2017). *Industrial Organizational Psychology*. University of Minnesota.

<https://openwa.pressbooks.pub/industrialorganizationalpsychology/>

Course Description:

Industrial Organizational Psychology connects the areas of theory and practice by looking at the area of work and the workers that make up the workplace. Industrial Psychology involves exploring the applications of psychology in industry, including personnel selection, placement, and counseling, engineering and organizational psychology, labor relations, the consumer, and survey research.

APA (2022). *Industrial Organizational Psychology*. American Psychological Association.

<https://www.apa.org/ed/graduate/specialize/industrial>

Learning goals:

Upon completion of this course you should be able to:

- 1) Identify training, coaching, ergonomics, and development needs of workers.
- 2) Evaluate performance appraisals (for workers and the organization), differentiate 360 appraisal from other reviews and understand the ongoing feedback.
- 3) Assess business plans, consumer preferences, customer satisfaction, and market strategies.
- 4) Identify diversity in workplace culture and worker motivation, attitudes, and behavior.
- 5) Evaluate barriers to teamwork and strategizing ways to augment group skills
- 6) Identify leadership and management differences.
- 7) Assess modern strategies for work-home life wellness.
- 8) Understand job tasks (job rotation, injury prevention)

Hybrid Course Information:

This course is a blended course, which means we will meet in-seat and it has an online component. In-Class times are scheduled for Mondays and Wednesdays and we will have online assignments to work on independently. There will be optional meetings via Zoom and/or Blackboard Collaborate. Day and time will be determined during class and will be posted in Blackboard.

Course Policies:

Electronic Devices: Use of electronic devices in class for purposes other than engaging in class material (i.e. taking notes, working on in-class assignments) is prohibited. Multitasking in class using electronic devices is distracting to your classmates and is a waste of your time in class.

Late Work: Late work will be accepted with a valid, university approved excuse. To be allowed to make up homework due to illness or other approved excuse you must contact me (via phone or email) **BEFORE** the due date. No missing work will be accepted after April 30th, 2024.

Work Required:

Academic Engagement: You will participate in two, 60-minute classes per week and will have remote assignments.

Preparation: You should spend at least 6 hours a week studying, reading the text, completing homework, and reading other reference sources as assigned (90 total hours)

Overall Total Obligation: 135 hours for the semester

Communication:

- In addition to being in class for announcements, it is your responsibility to regularly check both email and blackboard for updates. Most often, you can expect a response to email within 24 hours Monday through Friday.
- No emails will be answered after 11 am on Friday until the following Monday. Phone will be answered during office hours.
- **The best way to reach Dr. Prior is through Blackboard using Messages. You can also email her at prior@uamont.edu, but if you need a quick reply, the Message center in Blackboard is the quickest option.**

Course Grade Structure:

Your grade in this class will be based on the following:

Homework, Assignments, In-Class Work, & Discussions (40% of grade):

Each week there will be a discussion and/or homework assignment in Blackboard. A rubric will be posted on blackboard as needed.

Slide Show (20% of grade):

There is ONE slide show (or video) that is due for this class. You will have a template to use for this slide show. This is an individual project that we will present to class at the end of the semester.

Quizzes, Midterm, & Final Exam (40% of grade):

- There will be short quizzes, a mid-term, and one final exam in this course.
- Quizzes will consist of multiple choice, calculations, and/or short answer responses. ***NOTE: You are required to add content to the short essay questions and your quiz/test will not be graded if those questions are left blank.*** The replies to short essay questions are crucial for showing you have grasped concepts and they help us connect more in this student-instructor role.
- The final exam, during the week of May 1st through May 6th, and will be taken in class and will be cumulative of course content from lessons throughout the semester.

NOTE: When you submit work for class, even if it is a short reply somewhere, you should always use proper grammar and write scholarly:

- Use proper grammar and spelling.
- Please refrain from using profanity and do not use slang or slurs that could be perceived as derogatory. Try to be respectful of the content you post.
- Each discussion will have instructions with a sample reply and word count to aim for.

Make-up quizzes or exam:

If you must miss a quiz or an exam due to an emergency or illness that requires medical attention, please provide me with appropriate documentation that verifies your situation in order to receive a make-up exam. Technology failure is not considered a valid excuse as there will be opportunity to use computers on campus during regular class time. Also, there are ten points deducted for one week late, 20 points for two weeks, and after that, we will need to discuss your options. I will try to be flexible with allowing you to submit late work, but please do your best to turn in work on time. No assignments will be accepted after April 30th, 2024.

Extra Credit: Throughout the course there might be chances offered for extra credit. If you have an idea for extra credit, reach out to your instructor.

Grading Scale

- 93 – 100 = A (4.0)
- 90 – 92 = A- (3.7)
- 87 – 89 = B+ (3.3)
- 83 – 86 = B (3.0)
- 80 – 82 = B- (2.7)
- 77 – 79 = C+ (2.3)
- 73 – 76 = C (2.0)
- 70 – 72 = C- (1.7)
- 65 – 69 = D (1.0)
- 64 and below = F (0)

Tentative Course Schedule Spring 2024

This is a general outline for our class, but please note the weekly content outline will vary depending on how fast or slow it takes our class to move through the lesson material. We might also need to move lessons around if we have off for a holiday or if we attend an on-campus activity. This class is set up in Blackboard with assignments for each of the 16 weeks.

- Week 1: January 10 - January 13th: Introduction to Class, Key Terms
- Week 2: January 14th - January 20th: Organizational Behavior
- Week 3: January 21st - January 27th: Organizational Culture, Inclusion, & Diversity
- Week 4: January 28th - February 3rd: Individual Differences
- Week 5: February 4th - February 10th: Attitudes & Behavior
- Week 6: February 11th - February 17th: Theories of Motivation
- Week 7: February 18th - February 24th: Design a Motivating Work Environment
- Week 8: February 25th - March 2nd: Managing Stress & Emotions
- Week 9: March 3rd - March 9th: Communication
- Week 10: March 10th - March 16th: Managing Groups & Teams
- Week 11: March 24th - March 30th: Conflict & Negotiations
- SPRING BREAK: March 17th through March 23rd, 2024).
- Week 12: March 31st through April 6th: Making Decisions; Ergonomics, Coaching
- Week 13: April 7th through April 13th: Leadership vs Management
- Week 14: April 14th through April 20th: Organizational Change; Power & Politics
- Week 15: April 21st through April 27th: Present Slideshows; Group Discussion
- Week 16: April 28th through April 30th: Present Slideshows; Group Discussion

- April 30th is a STUDY DAY - No Classes on the 30th.
- Final Exam: May 1st -May 6th. See the master UAM finals schedule for exam date.

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student’s educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Progress Report Policy:

Progress report grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their progress report grades.

Progress report grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Progress report and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a “D” or “F” will be reported to Academic Alert.

Regardless of the reasons for a student’s lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Work Required

Academic Engagement:

Class Attendance- Two 60-minute classes per week

Homework and quizzes - Plan for 2-3 hours per week for homework assignments

Preparation: 2-3 hours per week reading the assigned chapter

Exam study: 5-10 hours of study time recommended per exam

Overall Total Obligation: Approximately 135 hours for a 3-credit course per semester

Artificial Intelligence Policy

As we integrate the use of Artificial Intelligence (AI) tools, like ChatGPT, into our academic and research practices, this policy provides guidelines on the ethical and responsible use of AI in this course.

Permitted Uses of AI Tools:

- AI tools can be used for preliminary research, idea generation, and exploration of various perspectives on course-related topics.
- Students may utilize AI for drafting initial outlines, brainstorming, and conceptualizing topics.
- AI can assist in fact-checking, identifying logical inconsistencies, and providing explanations of complex

subjects or concepts.

- These technologies may be employed in language learning, translation tasks, and understanding cultural aspects in international studies.

Prohibited Uses:

- Submitting AI-generated text as part of any final work product for this course is strictly prohibited. All assignments, papers, and projects must be the student's original work.
- Using AI to generate any portion of the text in final submissions is prohibited and will be treated as a breach of academic integrity.

Accuracy and Veracity Responsibility:

- While AI tools can be helpful, they are prone to errors and inaccuracies. The student must verify the final veracity of all facts and information used in their work.
- Students must critically evaluate and cross-check any data or information obtained from AI sources to ensure accuracy and reliability.
- Relying solely on AI for factual information without verification may lead to inaccuracies in your work, for which the student will be held accountable.

Academic Integrity and Personal Responsibility:

- Ethical and responsible use of AI tools is expected to enhance learning and research skills. The integrity of student work relies on their critical thinking, synthesis of information, and original presentation of ideas and arguments.
- Violations of this policy will be addressed according to the university's Academic Code Violations policy.
- **Please do NOT just cut and paste from ChatGPT or any other online source. You will receive a zero and get a warning for plagiarism.**
- Read the AI policy page in Blackboard about AI use. This policy is designed to guide the use of AI in a way that augments the educational process while emphasizing the importance of accuracy, integrity, and originality in academic work.

AI Reminder: You CANNOT cut and paste material from any source without properly citing it as a direct quote or paraphrase - this is plagiarism. We have tools, like Turnitin, that can identify work that has been cut and pasted from the Internet (like Psychology Today, ThoughtCo, Course Hero, and ChatGPT) and so always cite your work and make sure you do not plagiarize by using AI or any other source incorrectly.

- If you use ChatGPT to collect information, you need to paraphrase the information and then CITE YOUR SOURCE PROPERLY.
- We will go over citing sources in class - but you can also find information about PROPERLY CITING YOUR WORK AT THE PURDUE OWL
HERE: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html

Academic Dishonesty:

University policy regarding cheating can be found on page 24 of the UAM Student Handbook:

“Cheating and plagiarism are considered academic violations. These violations are adjudicated through the Academic Violation Process listed below:

An instructor who suspects a student is guilty of cheating or plagiarism within the Instructor’s class must inform

the student of this suspicion and provide the student with an opportunity to respond to the accusations.

An instructor who believes a student is guilty of cheating or plagiarism within the Instructor's class may take any of the following actions

- a. Issue a warning to the student;*
- b. Lower the grade awarded to the student for the test or paper;*
- c. Require the student to retake the test or rewrite the paper;*
- d. Award no credit for the paper or test;*
- e. Award the student a failing grade for the course;*
- f. Other action specified in the course syllabus.*

A student who receives any of the above actions and feels this is unjust may appeal the instructor's decision as addressed in the academic process of appeal. This appeal procedure must begin within ten class days of receiving written or oral notice of action. The Office of Academic Affairs conducts the appeals process ...”

We take academic dishonesty very seriously. We want your UAM degree to be something you are proud of and something that has value. Every time someone receives their degree without earning it properly, they devalue their own degree and the degrees earned by those who play by the rules. The first time I catch cheating or plagiarism, I will document it and give out a zero for the assignment. The second time, I will give out a failing grade for the course and the student in question will be subject to **Disciplinary Sanctions**.

TECHNICAL SUPPORT INFORMATION

Blackboard Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036.

Help Link: <https://dynamicforms.ngwebsolutions.com/Submit/Start/94ccc7a8-646e-4978-bc21-c27691712fc8?SSO=N>

Frequently asked questions by online students: <https://www.uamont.edu/academics/distance-ed-faq.html>

Email Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036. The IT website also provides answers to frequently asked questions.

Website: <https://www.uamont.edu/it/>

STUDENT SUPPORT SERVICES

Academic Alert System:

UAM is committed to your academic success. To help, UAM has developed an academic alert system to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for you, you will receive an email or call from a professional academic advisor. Please respond to the contact you receive. If you have any questions about the academic alert system, you may call the Office of Academic Advising at (870) 460-1633.

Career Services:

Student Success Center, Suite 201, (870) 460-1454

Career Counseling is available to each student to assist and prepare for academic and career success, help make

sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities.

Counseling Services:

Gibson University Center, Suite 201, (870) 460-1554

As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at <https://www.uamont.edu/life/counseling/index.html>

The Center for Writing and Communication:

Taylor Library, Room 203, (870) 460-1378

The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Website: <https://www.uamont.edu/academics/arts-humanities/writing-center.html>

Library Services:

The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <https://www.uamont.edu/academics/library/index.html>

Student Special Services:

Any student with a documented disability should contact the Office of Student Special Services.

Monticello Campus

Location: Student Success Center, Room 101G

Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926

Mailing Address: P.O. Box 3600, Monticello, AR 71656

Email: whitingm@uamont.edu

McGehee Campus

Location: UAM College of Technology at McGehee

Telephone: (870) 222-5360/Fax: (870) 222-1105

Mailing Address: P.O. Box 747, McGehee, AR 71654

Email: tiptonm@uamont.edu

Crossett Campus

Location: UAM College of Technology at Crossett

Telephone: (870) 364-6414

Mailing Address: 1326 Highway 52 West, Crossett, AR 71635

Email: reedd@uamont.edu

Tutoring Center:

Student Success Center, Suite 203, (870) 460-1454

All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment. Tutoring Schedules are available to pick up. Night tutoring is available Monday-Thursday from 6:00 p.m. to 8:30 p.m.

Math Tutorial Lab:

Math and Science Center, (870) 460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

University Behavior Intervention Team:

The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call (870) 460-1110 or (870) 460-1554 during regular business hours.

In case of emergency or after office hours please call 911.

IMPORTANT POLICIES

Student Handbook:

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link:

<https://www.uamont.edu/life/pdfs/student-handbook2021.pdf>

Academic Conduct Code Violation (page 14)

Classroom Behavior/Disruption Policy (page 14)

Academic Standing & Suspension (page 16)

University Policy on Concealed Weapons:

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g).

UNIVERSITY OF ARKANSAS AT MONTICELLO
DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES
CHILD DEVELOPMENT COURSE SYLLABUS
Spring 2023
TH 9:40-11:00

Instructor: Jeanette M. Braswell, Ph.D.	Office: MCB 301A
Phone: 870-460-1172	Email: Braswell@uamont.edu
Office Hours: MW: 11-12pm, 1-2pm; TH 8-9:30am, 1-2pm; F 11-12pm and by appointment. Email to set up a phone call or virtual meeting.	

Table 1: Instructor Contact Information

Course Title and Credit Hours: PSY 3433 Child Development, 3 credit hours

Prerequisites: PSY 1013 Introductory Psychology, 3 credit hours

Required Materials:

Levine, L. E. & Munsch, J. (2022). Child Development: An Active Learning Approach, 4th edition. Sage Publications. Online text and Sage Vantage access: ISBN: 9781071821244

[UAM Bookstore](#)

This course will utilize an online software linked with Blackboard called Sage Vantage which includes an E-textbook. In order to participate in this course you will need to obtain access by the first due date.

Temporary access can be requested (use the Vantage link on Blackboard) if you need extra time to purchase materials. Financial assistance for course materials is available through the Student Success Center (<https://www.uamont.edu/financial-aid/forms.html>)

Course Description: Survey of major research findings and theories concerning development from conception through pre-adolescence.

Student Learning Outcomes: Throughout the course you will:

- 1) develop an understanding of the study of development using the scientific method (Exam 1)
- 2) form a basic understanding of physical, cognitive, and sociocultural development (Exams 1-2)
- 3) learn to understand the impact of cultural influences on child development (Exam 2; project)
- 4) learn to apply and integrate your knowledge to real world scenarios and problem solving (group work; project)
- 5) Develop skills in professional communication (group work, communication)

Course Structure: Your grade in this class will be based on a total of 600 points. Grades will *not* be rounded up at the end of the semester nor will the class be graded on a curve.

Exams (50% - 300 points total):

You will have a midterm and a final exam. Exams will consist of multiple choice/matching questions. Content will be taken from both online assignments and in class activities. You must take each exam at the scheduled time and you may not begin an exam after the first student has completed the exam. If you anticipate being absent on an exam day due to athletics or other

university event, please contact me in advance to make an appointment to take the exam early.
Make-up Exams: Make-up exams will not be offered without appropriate, university approved documentation (e.g. illness/emergency) provided within 24 hours if the missed exam. Any make-up exam must be taken within one week of the scheduled date.

Participation (30% - 180 points total):

Participation consists of 1) completing online assignments (reading, videos, activities, and quizzes) and 2) engagement in class. There will be a total of 14 participation grades recorded weekly for 15 points each. In order to earn a full participation you must complete the online assignment and participation in all corresponding classes. See p. 7 for a rubric and Q&A

Make-up Work: Only two participation grades can be made-up and appropriate, university approved documentation must be provided. Online assignments will not earn credit if completed after the due date. However, the lowest two participation grades will be dropped. If you miss an online assignment or class you are still responsible for knowing the covered material for the exam. See the rubric for policies regarding illness.

Term Project (20% - 120 points total):

You will complete a research project over the course of the semester consisting of a proposal (due by Week 9) and a finished APA style research paper. Topic details and a rubric will be provided on Blackboard

Class Attendance (Pass/Fail)

Attending class is very important! **More than 6 unexcused absences** for the semester will result in a full letter grade deduction from your final grade. **More than 10 unexcused absences** will result in a failing grade (F) for the entire class. If you are chronically late to class, a tardy will count as an unexcused absence.

If you anticipate missing class due to illness/emergency, email me BEFORE the start of class to request an excused absence. If illness becomes chronic a doctor's note may be required

Extra Credit:

Throughout the semester I will provide one or two opportunities for extra credit. Extra credit will not be offered to individual students in lieu of fulfilling class work and expectations.

Course Policies and Expectations:

Electronics/headphones/air pods:

Use of electronic devices in class for purposes other than engaging in class material (i.e. taking notes, working on in-class assignments) is prohibited. Please remove ear buds and silence your devices before the start of class.

Professional Behavior:

Professional behavior expectations include but are not limited to: being on time for class, not leaving class early, engaging in class participation, following course policies, being respectful of other students in class (in both verbal communication as well as behavior), being aware of and following course policies and expectations,

Academic Integrity

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. **This includes the use of AI generated responses including, but not limited to, ChatGPT. The use of ChatGPT on term projects will result in a failing grade.**

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: I will report all instances of academic dishonesty to the university authorities and will impose the severest penalties allowed by the university, which can range from failing the course to expulsion from the university. All instances, without exception, will result, in the very least, a grade of zero on the assignment or exam.

Professional Communication:

What you can expect from me:

- In addition to in class announcements, I will use email and blackboard to post any important course changes, notifications or reminders.
- You may generally expect to receive replies to emails within 24 hours Monday thru Friday barring extenuating circumstances of illness or travel. I will not respond to email over the weekend or after 4pm.
- Requests for information clearly outlined in the syllabus (e.g. when is the final?) may receive a simple reply of "please see the syllabus". This is to help you learn the skill of autonomy. I will, of course, be happy to clarify any points of confusion but please check the syllabus carefully before requesting basic information about the course.
- Emails not adhering to guidelines for professional communication (See below and p. 8), may receive a reply of "please try again" before I answer your inquiry. This not rude or a

refusal to respond to you but rather a teaching tool to help you develop professional communication skills.

- I will do everything in my power to help you succeed. This may occasionally include being honest, blunt, and firm in my replies regarding course policies and expectations. Please remember that this is intended to help you develop professional skills and responsibilities.

What I will expect from you:

- You are responsible for knowing all syllabus information including course policies, expectations, exam dates and assignment due dates. Not knowing about or forgetting these things is not an excuse that will qualify you for extensions, exemptions, or special treatment.
- You will take responsibility for regular class attendance and regular checking of both email and blackboard for course updates and reminders. If email or blackboard malfunctions it is your responsibility to contact the appropriate office and get it fixed in a timely manner.
- All communication (verbal and written) will contain proper address (i.e. Dr. Braswell), be respectful in tone and appropriate to a professional setting.
- Email communications will be held to a strict standard of professionalism. Before sending an email please refer to the guide on p. 8 to ensure your communication meets professional standards. Emails not adhering to these standards will be returned for a “redo” before I will respond to the content of your email. Again, this is for the purpose of helping you gain necessary workforce skills of professional communication and are purely for your benefit.
Please see p. 8 for a guide to help you improve your professional communication skills. Examples of professional and unprofessional communications can be found on blackboard under “Professional Communication Tips”. Use this guide to ensure timely response to inquiries regarding this class but please feel free to ask if you need help!

AI Policy:

This policy is designed to guide the use of AI in a way that augments the educational process while emphasizing the importance of accuracy, integrity, and originality in academic work.

Permitted Uses of AI Tools:

- AI tools can be used for preliminary research, idea generation, and exploration of various perspectives on course-related topics.
- Students may utilize AI for drafting initial outlines, brainstorming, and conceptualizing topics.
- AI can assist in fact-checking, identifying logical inconsistencies, and providing explanations of complex subjects or concepts.
- These technologies may be employed in language learning, translation tasks, and understanding cultural aspects in international studies.

Prohibited Uses:

- Submitting AI-generated text as part of any final work product for this course is strictly prohibited. All assignments/homework, papers, and projects must be the student's original work.
- Using AI to generate any portion of the text in final submissions is prohibited and will be treated as a breach of academic integrity.

Accuracy and Veracity Responsibility:

- While AI tools can be helpful, they are prone to errors and inaccuracies. The student must verify the final veracity of all facts and information used in their work.
- Students must critically evaluate and cross-check any data or information obtained from AI sources to ensure accuracy and reliability.
- Relying solely on AI for factual information without verification may lead to inaccuracies in your work, for which the student will be held accountable.

Academic Integrity and Personal Responsibility

- Ethical and responsible use of AI tools is expected to enhance learning and research skills.
- The integrity of student work relies on their critical thinking, synthesis of information, and original presentation of ideas and arguments.
- Violations of this policy will be addressed according to the university's Academic Code Violations policy.

Special dates of Concern:

January 10 – first day of classes

January 12 – last day to register or add/drop classes

January 15 - MLK Holiday

January 23 - Tuition and fees due by 3:30pm

February 15 – “midterm” (5th week) grades posted

March 18-22– Spring Break

March 27 – Last day to drop classes (session 1) without penalty

April 12 – Registration for Summer and Fall begins

April 30– Study Day (no classes)

May 1-6 – Final Exams

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangement should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Course-specific Attendance Requirements: See p. 2

Progress Report Policy:

Early semester grades constitute an unofficial progress report in that they indicate early student performance that can be built upon or remedied. These early semester grades are not permanently recorded on the student's official transcript. Faculty should notify and consult with students about their early-semester grades, and these grades will be posted in the student information system for all fall and spring undergraduate classes lasting longer than six weeks. Progress reports will be posted no later than the end of week five during fall and spring semesters for full semester courses, and no later than three days before the drop date in shorter sessions.

By necessity, faculty will need to begin assessing student work as early as the first week of a class. Grades posted will be A, B, C, D, or F. Other grades, such as I, are not informative and do not allow for the necessary guidance to facilitate student success. All students with a "D" or "F" on their progress report will automatically be reported to Academic Alert.

Work Required:

Academic Engagement: You will participate in two 80 minute classes per week (45 total hours).

Preparation: You should spend at least 6 hours a week studying, reading the text, completing assignments not finished during class time, writing projects, and reading other reference sources as assigned (90 total hours).

Overall Total Obligation: 135 hours for the semester.

Grading Scale by points

A= 540—600; B= 480 — 539; C= 420 — 479; D= 360 — 419;

F= 359 and below OR more than 10 unexcused absences

Useful Resources

Technical Support Information:

Blackboard Assistance:

Office of Instructional Technology; phone 870-460-1663; Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

Email Assistance:

Office of Information Technology; phone 870-460-1036; Monday-Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <http://www.uamont.edu/pages/library/>

Student Special Services:

Any student with a documented disability should contact the Office of Student Special Services.

Monticello Campus

Location: Student Success Center, Room 101G

Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926

Mailing Address: P.O. Box 3600, Monticello, AR 71656

Email: whitingm@uamont.edu

If you require accommodation for a disability it is your responsibility to contact me in person and show your SSS card so I can make appropriate accommodation. Requests for exam accommodations must be made at least 5 days prior to the scheduled exam date.

For further information regarding support services such as tutoring and the UAM writing center please see the syllabus addendum posted on blackboard.

Participation Rubric

To earn Participation Credit (15 points):

- Online assignments must be completed by the due date. This is so that you are prepared to engage in class activities.
- Presence/active participation in all classes that week. This includes being on time for class, participating in discussions, and completing writing assignments in class. Cell phone use during class will be perceived as lack of active participation.

Grading FAQs:

Q: What if I don't get the online assignment finished by the due date but I still come to class?

A: If you don't complete the online assignment then your ability to engage in class will be limited. As a result, you can only earn up to 5 participation points for the week for class attendance alone. Earning these points is still dependent on active engagement in all classes that week.

Q: What if I finish the online assignment but do not attend class?

A: In this case, your participation grades will be reduced by 5 points for each missed class that week. If you do not attend class at all that week you cannot earn a participation grade regardless of completing online assignments.

Q: What if I'm sick and can't attend class?

A: Two participation grades can be made-up. You must provide appropriate documentation of illness/emergency and make arrangements with me within one week of the missed class. Additionally, the lowest two participation grades are dropped so missing 2-3 classes due to illness will not adversely affect your participation grade.

A Guide to Professional Written Communication

Open Strong.

1. Be sure to address your professor correctly. Figure out if they should be addressed as Dr. [last name], Mr, Ms, or Mrs.
2. When in doubt: ask or address your email to “Professor [last name]”. Professor is always an appropriate method of address in college.
3. Never start an email with: “Hey”, “So...” or without an addressing the recipient
4. Include a relevant subject line. Make it simple and descriptive

Finish Strong.

1. Always sign your email. If it’s your first communication, include you first and last name.
2. Explain who you are: Professors have multiple classes so it’s helpful to explain what class you’re asking about. Add something like: “Intro Psychology MW 1:10” after you sign your name or open your email with “I’m in your MW 1:10 Intro Psychology Class”

Communication.

1. Follow your professor’s lead on formality. Sometimes after the first email, one line informal responses are appropriate but let your professor set the tone.
2. Communicate early rather than late. If you need help or an extension, speak with your professor well before the due date.
3. Requesting special treatment. Asking for an extension, or for grace after forgetting an assignment is asking for special treatment. It never hurts to ask but do so respectfully understanding that any requests that do not line up with syllabus policy is “grace” and not something to which you are entitled.

Some Basics.

1. Edit you email: It’s not an essay but it’s not a text message either. Check your spelling and grammar. Be sure your communicating your request clearly.
2. Check the syllabus first. If you need basic info about the class, check the syllabus first. We write the syllabus for a reason and it’s unreasonable to expect a professor to respond to questions they’ve already answered in the syllabus.
3. Avoid phrasing requests as demands. Emails that begin with “I need”, “Explain”, “Why can’t I...” etc. are irksome. “Please” and “Thank you” go a long way.
4. Never ask: “Could you tell me what I missed in class today?” or “Did I miss anything in class today?” If you miss class it is your responsibility to check for posts on blackboard and to get notes from a peer in class. If we could summarize in an email what was covered in class we wouldn’t need to have class.
5. Use your @uamont.edu email address

General Suggestions.

1. Professors are people too. We want to help you succeed and sometimes we make mistakes too! Don’t be afraid to ask for help but keep in mind that sometimes helping you means that we hold you accountable to standards to help you develop essential skills.
2. Have reasonable expectations. If you email a professor for help the night before an exam we won’t be able to do much to help you. Last minute communications should be reserved for emergencies
3. Understand that blunt doesn’t mean rude. Professors try to respond as promptly as possible in order to help you out. If an email seems a little blunt, don’t read into it that they’re upset with you. Take it at face value (especially if it says something like “refer to the syllabus”). I promise we’re trying to help you!
4. Avoid oversharing Let your professor know if you’re sick or if there is an emergency but don’t overshare. Keep in mind that your professor may require documentation.

Course Schedule

Week 1-2 (Jan 11, 16 and 18)

Topic: Introduction, Theories and Perspectives in Development

Assignment: Chapter 2 Activities on Sage Vantage – Due Jan 18 by 9:30am.

Week 3 (Jan 23 and 25)

Topic: How to Study Development

Assignment: Chapter 3 Activities on Sage Vantage – Due Jan 23 by 9:30am.

Week 4 (Jan 30 and Feb 1)

Topic: Nature through Nurture: Genes and Environment

Assignment: Chapter 4 Activities on Sage Vantage – Due Jan 30 by 9:30am.

Week 5 (Feb 6 and 8)

Topic: Prenatal and the Newborn

Assignment: Chapter 5 Activities on Sage Vantage – Due Feb 6 by 9:30am.

Mock Exam Prep**Week 6 (Feb 13 and 15)**

Topic: Physical Development: Brain and Body

Assignment: Chapter 6 Activities on Sage Vantage – Due Feb 13 by 9:30am.

Week 7 (Feb 20 and 22)

Topic: Theories of Cognitive Development

Assignment: Chapter 7 Activities on Sage Vantage – Due Feb 20 by 9:30am.

Week 8 (Feb 27 and Feb 29)

Topic: Intelligence and Academic Achievement

Assignment: Chapter 8 Activities on Sage Vantage – Due Feb 27 by 9:30am.

Midterm – March 14th**Week 9 (Mar 5 and 7)**

Topic: Language Development

Assignment: Chapter 9 Activities on Sage Vantage – Due Mar 5 by 9:30am.

Project Proposal Due**Week 10 (Mar 12 and 14)**

Topic: Emotional Development and Attachment

Assignment: Chapter 10 Activities on Sage Vantage – Due Mar 12 by 9:30am.

Week 11 - Spring Break**Week 12 (Mar 26 and 28)**

Topic: Identity: The Self, Gender, and Moral Development

Assignment: Chapter 11 Activities on Sage Vantage – Due Mar 26 by 9:30am.

Week 13 (Apr 2 and 4)

Topic: Social Development: Social Cognition and Peer Relationships

Assignment: Chapter 12 Activities on Sage Vantage – Due Apr 2 by 9:30am.

Week 14 (Apr 9 and 11)

Topic: Families

Assignment: Chapter 13 Activities on Sage Vantage – Due Apr 9 by 9:30am.

Term Project Due**Week 15 (Apr 16 and 18)**

Topic: Activities, Media, and the Natural World

Assignment: Chapter 14 Activities on Sage Vantage – Due Apr 16 by 9:30am.

Week 16 (Apr 23 and 24)

Topic: Health, Well Being, and Resilience

Assignment: Chapter 15 Activities on Sage Vantage – Due Apr 23 by 9:30am.

April 30th – Study Day

Final Exam: Monday May 6th, 8:00-10:00am.

**UNIVERSITY OF ARKANSAS AT MONTICELLO
DEPARTMENT OF PSYCHOLOGY
THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES
PSY 3453 EXCEPTIONAL CHILDREN (ONLINE)
COURSE SYLLABUS**

Spring 2021 (section 90, class number 1536)

Class Location: Online

Instructor: Seungyeon Lee, PhD
Email: LeeS@uamont.edu
Office/Virtual Hours: MW 11:00-12:00
MW 1:00-3:00 (virtual only)
TR by virtual appointment
F 11:00-2:00 (virtual only)

Office Location: MCB 301A
Social & Behavioral Sciences
P.O. Box 3619
UAM
Monticello, AR 71656
Phone: 870.460.1587

COVID-19 MESSAGE: TO PROTECT YOURSELF AND OTHERS FROM CORONAVIRUS, PLEASE WEAR YOUR MASK IN THE CLASSROOM AND KEEP YOUR SOCIAL DISTANCING!!!!

Course Title and Credit Hours: PSY 3453 Exceptional Children, 3 credit hours

Prerequisites: PSY 3433 Child Development or PSY 3443 Developmental Psychology (or equivalent), 3 credit hours



©Baby Blues Partnership

Course Description: Atypical children; survey of major findings related to the causes and nature of deviations.

Required Textbooks: Gargiulo, R. M., & Bouck, E. C. (2020). *Special education in contemporary society: an introduction to exceptionality*. Sage Inc. ISBN-13: 9781544373652 (paper)/9781544373676 (digital)

Recommended Textbook: American Psychological Association (2019). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: American Psychological Association. (ISBN 13# 9781433832178) [NOTE: This book is reserved in our UAM library.]

For additional textbook information, you may go to the online bookstore:

https://adoptions.efollett.com/OnlineAdoptionsWeb/onlineAdoptions.html?storeNumber=1305&langId=en_US

Additional Materials: A “reliable” computer and (possibly) high-speed internet connection are “absolutely” necessary because the course is offered as an online course.

Blackboard Supplemental Student Success Support: The course has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

Rationale of the Course: This course is designed to provide information regarding the various areas of exceptionality (or abnormality), causes of developmental disabilities, assessment techniques, and instructional strategies prior to dealing with exceptional children. This course is not a methodology course or a “special education” course for teacher certification. The course will provide an overview of the range of exceptional characteristics that exist and the effects of those characteristics on children’s cognitive development and learning. Other relevant topics such as giftedness, diversity of culture and languages, and/or legal issues will also be covered.

Goals of the Course:

- Students will be able to understand the concepts of exceptionality and giftedness.
- Students will be able to develop a knowledge base about child development that allows them to understand the difference between “neurotypical” and “atypical” development.
- Students will be able to learn and investigate the possible causes and characteristics of developmental disabilities, as well as characteristics of gifted children.
- Students will be able to have a better understanding of familial, societal, educational, and multicultural perspectives that impact the lives and behavior of exceptional children.
- Students will become familiar with behavioral (and educational) intervention needs and instructional strategies for exceptional children, and their relevance to specific needs.
- Students will be able to learn legal issues related to educational policies and other services provided to exceptional children.

Important memo:

- **Please go by Dr. Lee. That is the only name you need to use all the time.**
- It is your responsibility to read emails I send, as well as the ones posted on blackboard.
- **Excused absences require documentations, e.g., a doctor’s note, a formal letter to the professor, UAM administrative email, etc. A hard copy is a must. Face-to-face or hybrid classes have classroom instructions students must attend.**
- When you send me emails, provide your full name and the title of course you are currently enrolled in.

- If you do not receive my response within 24 hours during weekdays, please check your spam (or junk) folder, contact our IT team (listed on page 3), and/or send another email as a gentle reminder. You may also contact the main office if needed:
 - Ms. Martha Henris, our SSBS administrative staff:
 - Tel) 870.460.1047
 - Email) HenrisM@uamont.edu
 - Dr. Richard Clubb, our SSBS unit head:
 - Tel) 870.460.1147
 - Email) clubb@uamont.edu
- If your question requires a lengthy explanation, please come and see me during my office hours. If any of my office hours does not work, please make an appointment—at least 24 hours in advance.

Course Objectives: It is important that everyone works hard to create an atmosphere of openness, support, respect, and tolerance. By the conclusion of the course, students should be able to (a) explain current issues and scientific approaches to understanding and treating atypical behavior, (b) summarize the biological, psychological, and social challenges of maladaptive functioning, (c) classify, at the beginning level, atypical or exceptional behavior, (d) analyze a mental health issue in depth, and (e) evaluate professional and popular press information concerning exceptional children. By the conclusion of the course, the students will increase awareness of “special” conditions and diversity in children, and become more sensitized to human development, educational resources, and special education.

SSBS Student Learning Outcomes (SLOs):

A student who graduates with a Bachelor of Science in Criminal Justice or Psychology, a Bachelor of Arts in History or Political Science, or a Bachelor of Social Work from the School of Social and Behavioral Sciences (SSBS) will develop the following skills:

(1) Research: The student will develop 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 student will be able to use 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: The student will develop an understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.

(4) Presentation Skills: The student will the ability to evaluate and manage information for presentation in academic and professional settings, including the use of graphic and computer technology as well as the production of quality papers.

(5) Self-Awareness: The student will develop a self and the world by examining the content and processes used in social and behavioral sciences.

(6) Sociocultural Awareness: The student will develop an understanding of, and respect for sociocultural diversity, cultural institutions, processes, and structures.

(7) Preparedness for the Workforce: The student will have 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: The student will hold realistic ideas about how to use the knowledge, skills and values common to the occupations and graduate programs recruiting graduates from the Social Sciences.

Student Learning Outcomes (SLOs) from the Coursework:

a. The student will demonstrate the way in which basic and applied research is used to answer questions about human behavior and mental processes [aligned with SSBS SLOs, (1), (2), (3), (4), & (5)].

b. The student will think critically to formulate opinions about the real-world implications of course materials [aligned with SSBS SLOs, (2), (5), (6), (7), & (8)].

c. The student will become active consumers and communicators of empirical research in psychology [aligned with SSBS SLOs, (7) & (8)]

Feedback Schedule: A student can expect a response to email within 24 hours Monday through Friday. **No emails will be answered after 4PM on Friday until the following Monday (i.e., no email responses during weekends).**

Email:

- **Please call me Dr. Lee. That is the only name you need to go by.**
- It is your responsibility to read emails I send, as well as the ones posted on blackboard.
- When you send me emails, provide your full name and the title of course you are currently enrolled in.
- If you do not receive my response within 24 hours during weekdays, please check your spam (or junk) folder, contact our IT team (listed on page 3), and/or send another email as a gentle reminder. You may also contact the main office if needed:
 - Ms. Martha Henris, our SSBS administrative staff:
 - Tel) 870.460.1047
 - Email) HenrisM@uamont.edu
 - Dr. Richard Clubb, our SSBS unit head:
 - Tel) 870.460.1147
 - Email) clubb@uamont.edu
- If your question requires a lengthy explanation, please come and see me during my office hours. If any of my office hours does not work, please make an appointment—at least 24 hours in advance.

Course Expectations: The student will be involved in at least six or seven hours each week in studying, reviewing notes, reading the text(s), and reading other reference sources. The student is expected to do all of the assigned reading (before the relevant class) and to master and memorize the major concepts contained in it.

Student Support Services:

Academic Alert System:

UAM is committed to your academic success. To help, UAM has developed an academic alert system to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for you, you will receive an email or call from a professional academic advisor. Please respond to the contact you receive. If you have any questions about the academic alert system, you may call the Office of Academic Advising at (870) 460-1633.

Career Services:

Student Success Center, Suite 201, (870) 460-1454

Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities.

Counseling Services:

Student Success Center, Room 204D, (870) 460-1554

As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at <http://www.uamont.edu/pages/student-affairs/counseling/>

The Center for Writing and Communication:

Taylor Library, Room 203, (870) 460-1378

The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Website: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

Library Services:

The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <http://www.uamont.edu/pages/library/>

Tutoring Center:

Student Success Center, Suite 203, (870) 460-1454

All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment. Tutoring Schedules are available to pick up. Night tutoring is available Monday-Thursday from 6:00 p.m. to 8:30 p.m.

Math Tutorial Lab:

Math and Science Center, (870) 460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

University Behavior Intervention Team:

The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please call (870) 460-1110 or (870) 460-1554 or submit a concern below this link:

https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10

NOTE: In case of emergency or after office hours please call 911.

Student Special Services:

Any student with a documented disability should contact the Office of Student Special Services. 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.

Monticello Campus

Location: Student Success Center, Room 201F

Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926

Mailing Address: P.O. Box 3600, Monticello, AR 71656

Email: whitingm@uamont.edu

McGehee Campus

Location: UAM College of Technology at McGehee

Telephone: (870) 222-5360/Fax: (870) 222-1105

Mailing Address: P.O. Box 747, McGehee, AR 71654

Email: anderson-allen@uamont.edu

Crossett Campus

Location: UAM College of Technology at Crossett

Telephone: (870) 364-6414

Mailing Address: 1326 Highway 52 West, Crossett, AR 71635

Email: paschall@uamont.edu

Technical Support Information: As another gentle reminder, you need to access to a working computer with internet capability to view your email announcements and complete your work. Course syllabus, announcements, assignments, outlines, and any related course materials will also be obtained

from Bb. Below is how you can ask for help:

Blackboard Assistance:

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m. Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

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

University Policy on Concealed Weapons:

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g).

Method of Delivering Assignments: Please submit your work as a MS Word document sent to Blackboard (Bb). Please use Time New Roman, 12 point font with 1” margins. All submissions should be titled with your last name_my last name_assign#_course title (e.g., Smith_Lee_Assign1_PSY 3453). You will need to access your computer a lot, so be sure to have anti-virtuous software installed on your computer and update it regularly. Please be sure to have anti-virus software installed on your computer and update it regularly.

Emergency or Interruption in Computer Service Policy: Students are expected to adhere the course requirement and must turn all of their required work by the proposed deadline. The instructor does charge a penalty score to late work each day (e.g., 10% for one day late, 20% for two days late, etc.). **Please prepare for unexpected problems and emergencies so that you can turn all of the required work on time!** You must understand that problems and glitches do occur in online learning as they do in any learning environment. The instructor highly encourage you to have a back-up plan such as saving your assignments in multiple drives or using the computers at a local library for submitting assignments in case your computer crashes or your service interrupted. You are more than welcome to ask any assistance from the Office of Academic Computing (please see the page 2).

UAM Attendance Policy (for face-to-face classes):

Regular class attendance is considered an essential part of the student’s educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement. UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. NOTE: Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

IMPORTANT: 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.” Although the course is offered via online, violating this code may result in 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 be well prepared and be on time. Unprofessional conduct includes (but not limited to) failing to complete your work, turning your work late, showing disrespectful behavior toward the instructor and others via email and Bb, and/or doing no-shows while we are in session (except the case of emergency or prior arrangement with your instructor). **It is mandatory that you complete all of the required work!** 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: It is your responsibility to get the information from Bb. 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 or email documentation as appropriate.

STUDENT HANDBOOK

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: <http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>

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 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.

Special Dates of Concerns (i.e., Important Dates):

January 13, 2021 (Wed)	First day of classes.
January 15, 2021 (Fri)	Last day to register or add classes.
January 18, 2021 (Mon)	MLK Day. Offices and classes closed.
March 24, 2021 (Wed)	Last day to drop sessions 1 or withdraw from the term. Grade(s) will be W.
March 26, 2021 (Fri)	Spring Break Friday. Offices closed.
April 5-16, 2021 (Mon-Fri)	Registration for Summer and Fall 2021.
April 26, 2021 (Mon)	Last Day of Classes.
April 27, 2021 (Tues)	Stop day. No classes.
April 28-May 3, 2021 (Wed-Mon)	Final Exam Period.

***Please note that those dates are subject to change due to the COVID-19 pandemic.**

Course Assignments/Assessments: Total 500 points are available in this class. Below are all assessment activities including class attendance/participation, quizzes, and assignments.

Academic Engagement

- **5 Discussion Forums (20 points total, 100 points each, 20% of total grade)** – Your active participation is essential in this course. This includes keeping up with the assigned reading and willing participation in online discussions. The main focus of this class will be centered on online discussions, and you are expected to be engaged in the content being discussed.
 - o **How to Do:** Throughout this semester, a total of five discussion forums will be posted via Bb (click “Discussion” area). When each discussion forum is open, the instructor will email the announcement. You will have 96 hours to provide your reflection based on each question. Your reflection should be a minimum of 3 paragraphs. **Late submission may result in a loss of 4 point, each day.** Each

forum will be opened for 5 days; In other words, the Bb will not accept any discussion and you will not be able to have any point once those days have passed. **No exception will be made. While I take attendance, it is considered an official part of your grade. Please check your Bb regularly.**

- **4 Writing Assignments (100 points total, 25 points each, 20% of total)** – Students will be required to complete four writing assignments based on the textbook throughout the semester. All assignments are to provide you understand and describe various categories of disabilities and exceptionalities, legal and historical foundations for special education services, as well as opportunities to access educational resources for those children within a community of collaboration and inclusion. **You must turn in those assignments by the given due dates (and those dates are listed on the Course Outline. No email submission is accepted and any late work will result in a penalty score (i.e. 5 points deduction on each class day).** You must submit all preliminary assignments via blackboard. All assignments must be typewritten.
- **2 Take-Home Exams (100 points total, 50 points each, 20% of total)** – Students will be required to complete two take-home assignments based on lectures throughout the semester. **You must turn in those assignments by the given due dates (and those dates are listed on the Course Outline. No email submission is accepted and any late work will result in a penalty score (i.e. 10 points deduction on each class day).** You must submit all preliminary assignments via blackboard. All assignments must be typewritten.
- **Mid-Term Project (100 points total, 20% of total)** – Students are required to view a movie or book of your choice about a person with developmental disabilities or exceptionality in lieu of a mid-term exam. Write a concise 3-4 page review. No make-ups will be given unless you make a prior arrangement with the instructor. **The deadline for this mid-term project is by 11:59 PM, March 5 (Friday).** Guideline will be given prior to the project, but below are my suggestions for you:
 - *Gifted*
 - *Temple Grandin*
 - *Like Stars on Earth*
 - *If I Had Wings*
 - *Simon Birch*
 - *Rain Man*
 - *I am Sam*
 - *Nell*
 - *Forrest Gump*
 - *Regarding Henry*
 - *Radio*
- **Final Case Report (100 points total)** – Students are asked to choose one of the following three options and write approximately 5-7 page paper in lieu of a final exam. **The deadline for this final project is by 11:59 PM, April 29 (Thursday), 2021.** More

details about the project will be given prior to the project, but below are the three options and you must pick one:

- Adaptive equipment and materials review: Choose a piece of adaptive equipment (equipment with prescribed alternations of standard furnishings to meet the needs of exceptional children) or materials to review.
- Interview a family: Interview a family of a child with developmental disabilities or exceptionalities. Ask the primary caregiver (after you obtain the permission) to describe life with the child.
- Book review: Select a piece of children's (or adolescents') literature to review. The book must incorporate children's (or adolescents') disabilities or exceptionalities. Include any experiences you may have had with reading your choice of book in your classroom or to parents, educators, children, or adolescents.

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Preparation for the Course (i.e., Work Required)

The student will participate in three, fifty minute classes and be involved in at least six or seven hours each week in studying, reviewing notes, reading the text(s), and reading other reference sources. The

student is expected to do all of the assigned reading (before the relevant class) and to master and memorize all the major concepts contained in it.

Overall Total Obligation

Activity	Assignments	Estimated hours for the average student
Academic engagement	Listening to or reading course lectures: 25 pages per hour	20
	Taking exams	25
	Total: should be at least 45 hours per semester	45
Preparation (outside of class)	Required textbook, ordinary reading level: 30 pages per hours	20
	Study for modules	20
	Other assignments	5
	Total: should be at least 90 hours per semester	90
Overall Total	Should be at least 135 hours for a 3 credit course per semester	135

Make-up Policy: In case of UAM excuses requiring long-term inability to study, please contact me via email ASAP so that the instructor can accommodate you. Students who wish to receive extra credit will have the following opportunity (see below). The extra credit will be worth up to 20 points on the final grade. There will be no other opportunity to raise your bar other than what is being given below

- **Optional Extra Credit Activities (20 points max)** – Students who think they are in borderline, the optional activities will be available. This part is the only option students may bring your score up, so please turn it in by the given deadline. **The deadline for these extra activities are by April 26, 2021 (Mon)**. No late work will be accepted for the extra credit activities.

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)

450 – 500 pts A
400 – 449 pts B

350 – 399 pts C
300 – 349 pts D

Below 300 pts F

WHAT YOU CAN DO TO IMPROVE YOUR GRADE:

The average student generally does not do the six things listed below. Those of you who would like to be at an advantage over the average students will be happy to know that this advantage can be gained by the following steps:

1. Purchase the text and do so immediately.
2. Read assigned material the day before it is presented in class.
3. Ask questions about anything you do not understand during class.
4. Attend class regularly and submit all of your assignments by the due dates. Take the last submission penalty if you can submit it. **REMEMBER: No last-minute deal is allowed in this class. You are responsible for meeting all deadlines and discussing issues with the instructor before this semester ends.**
5. Complete for ALL exams and be sure to do any necessary work if you happened to miss any of them OR bring your score up.
6. Take advantage of your extra credit opportunity during this semester. No extra credit will be awarded other than what is being offered.

IF YOU HAVE QUESTIONS ABOUT YOUR GRADE, PLEASE COME AND SEE ME DURING MY OFFICE HOURS. I do not email your grade because of confidentiality. You are more than welcome to make an appointment in regards to this matter. I also encourage you to keep all of your work that I return them to you. All you need to do is just adding up scores including your extra credit---because I simply go by your total points!

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.**

Spring 2021 PSY 3453 Course Outline

**Note: Schedule is subject to change in the case of extenuating circumstances. In other words, the instructor maintains the right to modify or edit the course outline when deemed necessary.*

DATE	TOPIC	TESTS & READING ASSIGNMENTS DUE
Week 1	Introduction & General Overview	Syllabus. The last day to register and add classes is 1/15 (Fri).
Week 2	Special Education in Context and Policies, Practices, and Programs	Online modules and selected readings, Discussion #1 is due by 11:59 PM, 1/18 (Mon).
1/18 (Mon)	MLK DAY	NO CLASSES
Week 3	Cultural and Linguistic Diversity and Exceptionality	Online modules and selected readings, Assignment 1 is due by 11:59 PM, 1/25 (Mon).
Week 4	Parents, Families, and Exceptionality	Online modules and selected readings, Discussion #2 is due by 11:59 PM, 2/1 (Mon).
Week 5	Assistive Technology	Online modules and selected readings, Take-Home Exam 1 is due by 11:59 PM, 2/15 (Mon).
Week 6	Individuals with Intellectual Disabilities	Online modules and selected readings, Discussion #3 is due by 11:59 PM, 2/22 (Mon).
Week 7	Individuals with Learning Disabilities	Online modules and selected readings, Midterm project is due by 11:59 PM, 3/1 (Mon).
Week 8	Individuals with ADHD and Emotional or Behavioral Disorders	Online modules and selected readings, Assignment 2 is due by 11:59 PM, 3/8 (Mon).
Week 9	Individuals with ASDs	Online modules and selected readings, Discussion #4 is due by 11:59 PM, 3/15 (Mon).
Week 10	Individuals with Speech and Language Impairment	Online modules, and selected readings, Assignment 3 is due by 11:59 PM, 3/22 (Mon).
Week 11	Individuals with Visual Impairment	Online modules and selected readings, Take-Home Exam 2 is due by 11:59 PM, 3/29 (Mon).
Week 12	Individuals with Physical Disabilities	Online modules and selected readings, Discussion #5 is due by 11:59 PM, 4/5 (Mon).
Week 13-4	Individuals with Health Disabilities and Related Low-Incidence Disabilities	Online modules and selected readings, Assignment 4 is due by 11:59 PM, 4/12 (Mon).
Week 15	Children Who are Gifted and Talented: Implement a Continuum of Strategies to Special Education Classroom and Pediatric Psychology	Supplementary readings and final project guideline will be given. Extra Credit Activities are due by 11: 59 PM, 4/26 (Mon).
FINAL WEEK	Final Case Report Due April 29, 2020 (Thurs)---by 11:59 PM via Blackboard	BE SURE TO SUBMIT YOUR PAPER BY THE GIVEN DUE DATE!!!! No late work will be accepted.

UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES
Principles of Guidance and Counseling (PSY 3463-01) Course Syllabus
Spring 2024 - Tues/Thurs at 11:10-12:30pm in MCB 315

Instructor Name: K. Amber Turner, Ph.D.

Instructor Office Location: MCB 303

Instructor Phone: 870-460-1479

Instructor Email Address: turnera@uamont.edu

Office Hours: 10-11am and 3-4pm daily, or by appointment

Credit Hours: 3 credit hours

Prerequisites: PSY 1013 (Intro to Psychology)

Required textbook: Corey, G. (2016). Theory and Practice of Counseling and Psychotherapy (10th edition). Boston, MA: Cengage Learning. ISBN: 9780357671429. You can get the regular or updated/enhanced 10th edition.

Recommended Text: Moursund, J., & Kenny, M. C. (2011). The Process of Counseling and Therapy (4th edition). Upper Saddle River, New Jersey: Prentice Hall.

You can acquire the text from the [UAM Bookstore](#) or another source.

Blackboard Supplemental Student Success Support: This course has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

Course Description: This course will provide a thorough introduction to the fundamental skills, processes, principles, techniques, and theories of psychotherapy. It will review a variety of concepts, interviewing skills, intervention techniques, empirical literature, clinical applications, and ethical issues that contribute to understanding of how to conduct psychotherapy.

Student Learning Outcomes: Upon completion of this course, students will be able to:

- (1) describe the influential psychotherapy theories advanced in psychology during the past century;
- (2) evaluate each psychotherapy theory in terms of criteria such as comprehensiveness, precision, testability, parsimony, empirical validity, heuristic value, and applied value;
- (3) demonstrate knowledge about various psychotherapy modalities that can be helpful for those who plan to work in mental health professions such as physical education, psychology, social work, nursing, and criminal justice;
- (4) apply this knowledge to your daily activities and requirements.

Course Assignments/Assessments: Your participation in this course will consist of:

1. Class Participation (80 pts)
2. 4 Homework Assignments (4 x 50 = 200 pts)
3. 3 Exams (3 x 100 = 300 pts)

Class Participation (80 points): Students are expected to attend all classes and participate in discussions and activities. In this class, we will also have the opportunity to practice different therapeutic techniques. A total of 80 points for the course can be earned by attending class and participating in such activities and discussions. You will lose participation credit if you miss class without contacting me with a valid/documented excuse.

Four Assignments (50 points each): There will be four written assignments due throughout the semester, each worth 50 points. Assignments must be submitted on Blackboard before class starts on the day that they are due. Late assignments will be penalized 10% for each day they are late. Assignment due dates are listed below on the

schedule – any changes will be announced in class and on Blackboard.

Three Exams (100 points each): There will be 3 tests, each worth 100 points. Tests will not be cumulative; however, the third test will take place at the time scheduled for the final exam. The test questions can be in a variety of formats, including multiple-choice, matching, short answer, and short essay questions. Test questions will be based on lectures, assigned readings, and any material or activities from class. Material tested may include information the instructor presented verbally that was not written in the slides. For each exam, you are responsible for all the materials presented since the previous test unless otherwise specified.

Extra Credit:

I will post opportunities throughout the semester for you to earn extra credit. For final grades, I submit the grade recorded in Blackboard without any rounding or curving (i.e., 79.6% will be entered as a C), so submitting extra credit by the due date in our course schedule is how you can bump your grade up if you are on the border. Some opportunities are time-limited, and I highly encourage you not to wait until the end of the semester to consider pursuing extra credit.

Course Grading Scale by points:

A grade:	522-580 points
B grade:	464-521 points
C grade:	406-463 points
D grade:	348-405 points
F grade:	347 points and below

Course Policies:

Attendance: Class attendance is required. To receive credit for in-class activities, you must be in class or send me university-approved documentation in order to make them up. Also, important information that will appear on the exams and will help with your homework assignments will be presented in class.

Communication: In addition to being in class for announcements, it is your responsibility to regularly check your email for updates. In return, you may generally expect to receive replies from me to your emails within 24 hours during normal business hours, barring extenuating circumstances. Please email me instead of sending a Blackboard message if you want a prompt reply. Blackboard does not always notify me of new messages. See Technical Support Information below for how to resolve any problems with Blackboard.

Electronic Devices: Use of electronic devices in class for purposes other than engaging in class material (i.e. taking notes, working on in-class activities) is prohibited. Multitasking in class using electronic devices is distracting to you and your classmates and is a waste of your time in class.

Artificial Intelligence Policy: This policy provides guidelines on the ethical and responsible use of Artificial Intelligence (AI) tools such as ChatGPT in this course. Please note that all work submitted must be the student's original work. Using AI to generate any portion of the text in final submissions is prohibited and will be treated as a breach of academic integrity. Violations of this AI policy will be addressed according to the university's Academic Code Violations policy. Permitted use of AI tools include: brainstorming ideas, exploration of various perspectives on course-related topics, and providing different explanations of complex subjects or concepts. While AI tools can be helpful, they are prone to errors and inaccuracies. The student is responsible for critically evaluating and verifying all facts and information used in their work.

Missed Classes and Make-up Exams: If you should miss a class, you are responsible for obtaining notes from another class member. You will also be held responsible for any changes to the syllabus that may be announced in class. **The opportunity to make-up a missed activity, assignment, or exam will only be granted to students with a university-approved excuse.** Valid university-approved excuses include doctor's notes, documentation from the administration, documentation of hospitalization, and documentation from coaches or

leaders of other university-approved activities. Unless your situation is an emergency, you need to inform me about missing class BEFORE it occurs, **particularly for an exam.**

Course Schedule

Following is a tentative class schedule. *Please note that this schedule may change.* You will be informed in class and via Blackboard of any changes to the syllabus. Barring extreme circumstances, exam dates *will not* change.

Week	Date	Topic	Reading
Week 1	Jan 11 (Th)	Course Introduction	Corey Ch 1-2/M&K Ch 1
	Jan 16 (T)	Important Issues & Foundational Skills	Corey Ch 3/M&K Ch 2,11
Week 2	Jan 18 (Th)	Intake Process	M&K Ch 3,4
	Jan 23 (T)	Psychodynamic Therapy	Corey Ch 4
Week 3	Jan 25 (Th)	Early Phase <i>*Assignment 1 due</i>	M&K Ch 5
	Jan 30 (T)	Adlerian Therapy	Corey Ch 5
Week 4	Feb 1 (Th)	Middle Phase	M&K Ch 6
	Feb 6 (T)	Existential Therapy	Corey Ch 6
Week 5	Feb 8 (Th)	Final Phase/Review	M&K Ch 7
	Feb 13 (T)	TEST 1	
Week 6	Feb 15 (Th)	Group Therapy	M&K Ch 8
	Feb 20 (T)	Person-Centered Therapy	Corey Ch 7
Week 7	Feb 22 (Th)	Motivational Interviewing <i>*Assignment 2 due</i>	Corey Ch 7
	Feb 27 (T)	Gestalt Therapy	Corey Ch 8
Week 8	Feb 29 (Th)	Diversity Issues	M&K Ch 10
	Mar 5 (T)	Behavior Therapy	Corey Ch 9
Week 9	Mar 7 (Th)	Behavioral Applications	Corey Ch 9
	Mar 12 (T)	Cognitive-Behavioral Therapy	Corey Ch 10
Week 10	Mar 14 (Th)	CBT Applications <i>*Assignment 3 due</i>	Corey Ch 10
	Mar 19 (T)	Spring Break	
Week 11	Mar 21 (Th)	Spring Break	
	Mar 26 (T)	Catch up/Review	
Week 12	Mar 28 (Th)	TEST 2	
	Apr 2 (T)	Family Systems	Corey Ch 14
Week 13	Apr 4 (Th)	Couple Therapy	M&K Ch 9
	Apr 9 (T)	Choice/Reality Therapy	Corey Ch 11
Week 14	Apr 11 (Th)	Handling Crises <i>*Assignment 4 due</i>	M&K Ch 7
	Apr 16 (T)	Feminist Therapy	Corey Ch 12
Week 15	Apr 18 (Th)	Self-Care	M&K Ch 11
	Apr 23 (T)	Postmodern Approaches	Corey Ch 13
Week 16	Apr 25 (Th)	Course Wrap-Up/Review	*Last day for EC*
	Apr 30 (T)	<i>University Study Day</i>	
Final	May 3 (F)	TEST 3, 1-3pm	

Special Dates of Concern:

January 10 – First day of class

January 12 - Last day to register or add classes

January 15 - MLK Holiday – No class
January 23 - Tuition and fees due by 3:30pm
March 18-22 - Spring Break
March 27 - Last day to drop classes without penalty
April 1-12 - Preregistration for Summer and Fall
April 29 - Last day of classes
April 30 - Study day (no classes)
Final Exam: Friday, May 3, 1-3pm

Work Required:

Academic Engagement: You must participate in two 80 minute classes per week.

Preparation: You should spend at least 5-6 hours a week studying, reading the text, completing homework, and engaging in discussions as assigned (90 total hours).

Overall Total Obligation: These estimates are guidelines to help you manage your time. The university prescribed overall total time obligation for a 3 credit course class is at least 135 hours.

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement. UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangement should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Progress Report Policy:

Early semester grades constitute an unofficial progress report in that they indicate early student performance that can be built upon or remedied. These early semester grades are not permanently recorded on the student's official transcript. Faculty should notify and consult with students about their early-semester grades, and these grades will be posted in the student information system for all fall and spring undergraduate classes lasting longer than six weeks. Progress reports will be posted no later than the end of week five during fall and spring semesters for full semester courses, and no later than three days before the drop date in shorter sessions.

By necessity, faculty will need to begin assessing student work as early as the first week of a class. Grades posted will be A, B, C, D, or F. Other grades, such as I, are not informative and do not allow for the necessary guidance to facilitate student success. All students with a "D" or "F" on their progress report will automatically be reported to Academic Alert.

See syllabus addendum for additional university-wide information and resources.

UNIVERSITY OF ARKANSAS AT MONTICELLO
DEPARTMENT OF PSYCHOLOGY
THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES
PSY 3473 HUMAN SEXUALITY (ONLINE)
(a.k.a., ROMANTIC PSYCHOLOGY)
COURSE SYLLABUS
Fall 2020 (section 90, class number 1033)
Class Location: Online

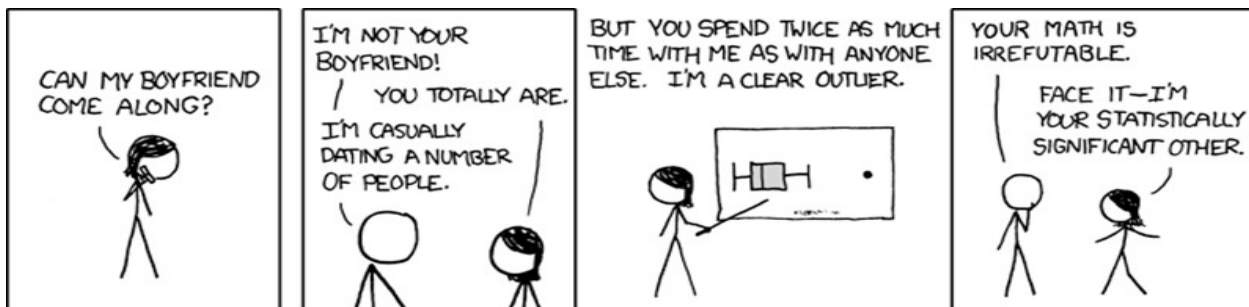
Instructor: Seungyeon Lee, PhD
Email: LeeS@uamont.edu
Office/Virtual Hours: MW 9:00-10:00
MW 1:00-3:00 (virtual only)
TR by virtual appointment
F 9:00-10:00 or 11:00-1:00
(virtual only)

Office Location: MCB 301A
Social & Behavioral Sciences,
P.O. Box 3619
UAM
Monticello, AR 71656
Phone: 870.460.1587

COVID-19 MESSAGE: TO PROTECT YOURSELF AND OTHERS FROM CORONAVIRUS, PLEASE WEAR YOUR MASK OUTSIDE AND KEEP YOUR SOCIAL DISTANCING!!!!

Course Title and Credit Hours: PSY 3473 Human Sexuality, 3 credit hours

Prerequisites: PSY 1013 Introductory Psychology, 3 credit hours



***Note: Please remember that correlation does not mean causation.....**

Course Description: Physical, psychological, and sociological aspects of human sexual behavior, with emphasis on healthy adjustment. Introduction to leading theoretical perspectives employed by various psychologists in the study of close romantic relationships (e.g., intimacy, self-expansion, and implicit relationship theories). Exploration of relationship-relevant constructs (e.g., partnership, commitment, sexual well-being, and intimacy) through the lens offered by these psychosocial theories. “Close” relationships are one of the most significant experiences in our lives; for this reason, this course is to help you gain better understanding of yourself and your relationships. A strong emphasis of the course is placed on the psychosocial aspects of human sexuality, and its impact on individuals, culture, and society—in addition to the dissemination of physical and cognitive information.

Required Textbooks: No textbook is required, but selected readings will be available via blackboard.

Recommended Textbook: American Psychological Association (2019). *Publication Manual of the American Psychological Association (7th ed.)*. Washington, DC: American Psychological Association. (ISBN 13# 9781433832161) [NOTE: This book is reserved in our UAM library.]

For additional textbook information, you may go to the online bookstore:

https://adoptions.efollett.com/OnlineAdoptionsWeb/onlineAdoptions.html?storeNumber=1305&langId=en_US

Additional Materials: A “reliable” computer and (possibly) high-speed internet connection are “absolutely” necessary because the course is offered as an online course.

Blackboard Supplemental Student Success Support: The course has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

Feedback Schedule: A student can expect a response to email within 24 hours Monday through Friday. **No emails will be answered after 4PM on Friday until the following Monday (i.e., no email responses during weekends).**

Email:

- **Please call me Dr. Lee. That is the only name you need to go by.**
- It is your responsibility to read emails I send, as well as the ones posted on blackboard.
- When you send me emails, provide your full name and the title of course you are currently enrolled in.
- If you do not receive my response within 24 hours during weekdays, please check your spam (or junk) folder, contact our IT team (listed on page 3), and/or send another email as a gentle reminder. You may also contact the main office if needed:
 - Ms. Martha Henris, our SSBS administrative staff:
 - Tel) 870.460.1047
 - Email) HenrisM@uamont.edu
 - Dr. Richard Clubb, our SSBS unit head:
 - Tel) 870.460.1147
 - Email) clubb@uamont.edu
- If your question requires a lengthy explanation, please come and see me during my office hours. If any of my office hours does not work, please make an appointment—at least 24 hours in advance.

Goals of the Course:

- Define human sexuality both theoretically and personally while incorporating communication skills into conversations about sex and sexuality.
- Understand the major developmental and historical influences on human sexuality in the United States over the past 100 years.
- Identify and describe reproductive anatomy, changes during puberty, and homologous genitals.
- Describe the stages of the human sexual response model.
- Consider the total concept of human sexuality, broadening viewpoints, and attitudes about diverse sexual issues.
- Appreciate the importance of empirically based understandings of the nature of intimate relationships

Course Expectations: It is important that everyone works hard to create an atmosphere of openness, support, respect, and tolerance. By the conclusion of the course, students should be able to (a) differentiate between biological sex, sexual orientation, gender identity, and gender expression., (b) summarize the biological, psychological, and social challenges of human sexuality, (c) develop and maintain a personal philosophy concerning sexual decision making behavior, (d) define consent, sexual misconduct, and sexual assault while identifying campus resources for sexual assault and prevention, and (e) appraise power dynamics and evaluate healthy and unhealthy intimate partner relationship. By the conclusion of the course, the students will demonstrate a greater understanding of underrepresented and marginalized sexual communities while paying close attention to the social and political issues on human sexuality.

SSBS Student Learning Outcomes (SLOs):

A student who graduates with a Bachelor of Science in Criminal Justice or Psychology, a Bachelor of Arts in History or Political Science, or a Bachelor of Social Work from the School of Social and Behavioral Sciences (SSBS) will develop the following skills:

(1) Research: The student will develop 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 student will be able to use 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: The student will develop an understanding of the major arguments, assumptions, and evidence from the social and behavioral sciences.

(4) Presentation Skills: The student will have the ability to evaluate and manage information for presentation in academic and professional settings, including the use of graphic and computer technology as well as the production of quality papers.

(5) Self-Awareness: The student will develop a self and the world by examining the content and processes used in social and behavioral sciences.

(6) Sociocultural Awareness: The student will develop an understanding of, and respect for sociocultural diversity, cultural institutions, processes, and structures.

(7) Preparedness for the Workforce: The student will have 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: The student will hold realistic ideas about how to use the knowledge, skills and values common to the occupations and graduate programs recruiting graduates from the Social Sciences.

Student Learning Outcomes (SLOs) from the Coursework:

a. The student will demonstrate the way in which basic and applied research is used to answer questions about human behavior and mental processes [aligned with SSBS SLOs, (1), (2), (3), (4), & (5)].

b. The student will think critically to formulate opinions about the real-world implications of course materials [aligned with SSBS SLOs, (2), (5), (6), (7), & (8)].

c. The student will become active consumers and communicators of empirical research in psychology [aligned with SSBS SLOs, (7) & (8)]

Course Expectations: The student will be involved in at least six or seven hours each week in studying, reviewing notes, reading the text(s), and reading other reference sources. The student is expected to do all of the assigned reading (before the relevant class) and to master and memorize the major concepts contained in it.

Student Support Services:

Academic Alert System:

UAM is committed to your academic success. To help, UAM has developed an academic alert system to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for you, you will receive an email or call from a professional academic advisor. Please respond to the contact you receive. If you have any questions about the academic alert system, you may call the Office of Academic Advising at (870) 460-1633.

Career Services:

Student Success Center, Suite 201, (870) 460-1454

Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities.

Counseling Services:

Student Success Center, Room 204D, (870) 460-1554

As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at <http://www.uamont.edu/pages/student-affairs/counseling/>

The Center for Writing and Communication:

Taylor Library, Room 203, (870) 460-1378

The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Website: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

Library Services:

The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <http://www.uamont.edu/pages/library/>

Tutoring Center:

Student Success Center, Suite 203, (870) 460-1454

All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment. Tutoring Schedules are available to pick up. Night tutoring is available Monday-

Thursday from 6:00 p.m. to 8:30 p.m.

Math Tutorial Lab:

Math and Science Center, (870) 460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

University Behavior Intervention Team:

The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please call (870) 460-1110 or (870) 460-1554 or submit a concern below this link:

https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10

NOTE: In case of emergency or after office hours please call 911.

Student Special Services:

Any student with a documented disability should contact the Office of Student Special Services. 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.

Monticello Campus

Location: Student Success Center, Room 201F

Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926

Mailing Address: P.O. Box 3600, Monticello, AR 71656

Email: whitingm@uamont.edu

McGehee Campus

Location: UAM College of Technology at McGehee

Telephone: (870) 222-5360/Fax: (870) 222-1105

Mailing Address: P.O. Box 747, McGehee, AR 71654

Email: anderson-allen@uamont.edu

Crossett Campus

Location: UAM College of Technology at Crossett

Telephone: (870) 364-6414

Mailing Address: 1326 Highway 52 West, Crossett, AR 71635

Email: paschall@uamont.edu

Technical Support Information: As another gentle reminder, you need to access to a working computer with internet capability to view your email announcements and complete your work. Course syllabus, announcements, assignments, outlines, and any related course materials will also be obtained from Bb. Below is how you can ask for help:

Blackboard Assistance:

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30

p.m. Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

Email Assistance:

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

University Policy on Concealed Weapons:

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g).

Method of Delivering Assignments: Please submit your work as a MS Word document sent to Blackboard (Bb). Please use Time New Roman, 12 point font with 1” margins. All submissions should be titled with your last name_my last name_assign#_course title (e.g., Smith_Lee_Assign1_PSY 3453). You will need to access your computer a lot, so be sure to have anti-virtuous software installed on your computer and update it regularly. Please be sure to have anti- virus software installed on your computer and update it regularly.

Emergency or Interruption in Computer Service Policy: Students are expected to adhere the course requirement and must turn all of their required work by the proposed deadline. The instructor does charge a penalty score to late work each day (e.g., 10% for one day late, 20% for two days late, etc.).

Please prepare for unexpected problems and emergencies so that you can turn all of the required work on time! You must understand that problems and glitches do occur in online learning as they do in any learning environment. The instructor highly encourage you to have a back-up plan such as saving your assignments in multiple drives or using the computers at a local library for submitting assignments in case your computer crashes or your service interrupted. You

are more than welcome to ask any assistance from the Office of Academic Computing (please see the page 2).

UAM Attendance Policy (for face-to-face classes):

Regular class attendance is considered an essential part of the student’s educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement. UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. NOTE: Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

IMPORTANT: 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.” Although the course is offered via online, violating this code may result in 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 be well prepared and be on time. Unprofessional conduct includes (but not limited to) failing to complete your work, turning your work late, showing disrespectful behavior toward the instructor and others via email and Bb, and/or doing no-shows while we are in session (except the case of emergency or prior arrangement with your instructor). **It is mandatory that you complete all of the required work!** 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: It is your responsibility to get the information from Bb. 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 or email documentation as appropriate.

STUDENT HANDBOOK

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: <http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>

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 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.

Special Dates of Concerns (i.e., Important Dates):

August 19, 2020 (Wed)	First day of classes.
August 21, 2020 (Fri)	Last day to register or add classes.
August 25, 2020 (Tue)	Tuition and fees due by 3:30 PM.
September 7, 2020 (Mon)	Labor Day. Offices and classes closed.
October 28, 2020 (Wed)	Last day to drop sessions 1 or withdraw from the term. Grade(s) will be W.
November 2-11, 2020 (Mon-Fri)	Preregistration for Spring 2021.
November 23-27, 2020 (Mon-Fri)	Fall and Thanksgiving Break.
December 4, 2020 (Fri)	Last Day of Classes.
December 7-10, 2020 (Mon-Thurs)	Final Exam Period.

***Please note that those dates are subject to change due to the COVID-19 pandemic.**

Course Assignments/Assessments: Total 400 points are available in this class. Below are all assessment activities including class attendance/participation, quizzes, and assignments.

Academic Engagement

- **5 “Bi-Weekly” Discussion Forums (10 points total, 50 points each, 12.5% of course grade)** – Your active online participation is essential in this course. This includes keeping up with the assigned reading and willing participation in online discussions. The main focus of this class will be centered on online discussions, and you are expected to be engaged in the content being discussed.
 - o **How to Do:** Throughout this semester, a total of five discussion forums will be posted via Bb (click “Discussion” area). When each discussion forum is open, the instructor will email the announcement. You will have approximately 72 hours to provide your reflection based on each question. Your reflection should be a minimum of 1 paragraph (i.e., at least 5-7 lines). For example, if the discussion #1 forum is open at 9AM on 8/21, you will need to submit your reflection via Bb by 11:59PM, 8/24 in order to avoid a penalty. Each of your discussion has to bring your thoughtful input with at least 200-250 words, not just “talking things.” You also need to provide a constructive feedback to one of your peers to facilitate discussion. **Late submission may result in a loss of 2 point, each day.** Each forum will be opened for 5 days; In other words, the Bb will not accept any discussion and you will not be able to have any point once those days have passed. **No exception will be made. While I take attendance, it is considered an official part of your grade. Please check your Bb regularly.**

- **Self-Reflective (and in-depth) Letter (50 points total, 12.5% of course grade)** – You are required to write approximately 2-page, cover letter that clearly addresses who you “really” are. This assignment is to have a better sense of yourself as a whole. Your letter first begin with general introduction about yourself, the “personal” reason to take this course (tip: I need your own fulfillment, avoid saying “I am taking the course because it is required by..... In fact, this course is not a mandatory requirement for many other majors including psychology), define your “actual,” “ideal,” and “sensual” self. A total of 50 points are available for this assignment and is due by the end of the second week. You must submit this assignment via blackboard. The deadline is shown on course outline. No email submission is allowed.

- **4 “Take-Home” Exams (100 points total, 25 points each, 25% of course grade)** – Students will be required to complete four in-depth, self-reflective journal entries based on the selected readings throughout the semester. All assignments are to provide you understand and describe various categories of human sexuality. **You must turn in those assignments by the given due dates (and those dates are listed on the Course Outline. No email submission is accepted and any late work will result in a penalty score (i.e. 5 points deduction on each class day).** You must submit all assignments via blackboard. All assignments must be typewritten and follow the APA guideline.

- **Mid-Term Movie Review Project (100 points total, 25% of course grade)** – Students are required to view a movie of your choice about human sexuality in lieu of a mid-term exam. Write a concise 3-4 page review. No make-ups will be given unless you make a prior arrangement with the instructor. **The deadline for this mid-term project is by 11:59 PM, October 2 (Friday)**. Guideline will be given prior to the project, but below are my suggestions for you (and those can be found via Netflix, Hulu, and/or similar movie sites):
 - *Carol*
 - *Half Magic*
 - *Newness*
 - *The 40-Year-Old Virgin*
 - *Sex and Lucía*
 - *Love*
 - *Reaching for the Moon*
 - *Brokeback Mountain*
 - *Afternoon Delight* (Amazon Prime has this one)

- **Final Presentation (100 points total, 25% of course grade)** – Presentations are done individually in relation to romantic relationships in one of the give topic areas: gender, trust issues, homosexuality, LGBT relationships, Facebook, Instagram, snapchat, etc. You can make it as a PPT format or a 5-7 pages of final report format via MS word. **The deadline for this final project is by 11:59 PM, December 7 (Monday), 2020**. More details about the project will be given prior to the project, but below are the three options and you must pick one:
 - Adaptive equipment and materials review: Choose a piece of adaptive equipment (equipment with prescribed alternations of standard furnishings to meet the needs of stimulating sexuality) or materials (e.g., magazine, social media, songs, etc.) to review in-depth.
 - Interview a person: Interview a family of a person who meets our theme. Ask the interviewee to describe sexual life—how the person see the dynamics of relationships from the various perspectives presented in our class. Please note that the interviewee must not be your partners, parents, and/or siblings. The person has to be the person with whom you have “arms-length” relationship—you can comfortably have intellectual communication, but not too close. You must not pick your ex, either.
 - Book review: Select a piece of literature to review human sexuality. The book must incorporate human sexuality and explore relationship-relevant constructs. Include any experiences you may have had with reading your choice of book in your life.

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the

student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a “D” or “F” will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Preparation for the Course (i.e., Work Required)

The student will participate in three, fifty minute classes and be involved in at least six or seven hours each week in studying, reviewing notes, reading the text(s), and reading other reference sources. The student is expected to do all of the assigned reading (before the relevant class) and to master and memorize all the major concepts contained in it.

Overall Total Obligation

Activity	Assignments	Estimated hours for the average student
Academic engagement	Listening to or reading course lectures: 25 pages per hour	20
	Taking exams	25
	Total: should be at least 45 hours per semester	45
Preparation (outside of class)	Required textbook, ordinary reading level: 30 pages per hours	20
	Study for modules	20
	Other assignments	5
	Total: should be at least 90 hours per semester	90
Overall Total	Should be at least 135 hours for a 3 credit course per semester	135

Make-up Policy: No make-ups will be given throughout the semester, but students who wish to receive extra credit will have the following opportunity (see below). The extra credit will be worth up to 20 points on the final grade. There will be no other opportunity to raise your bar other than what is being given below

- **Optional Extra Credit Activities (20 points max)** – Students who think they are in borderline, the optional activities will be available. This part is the only option students may bring your score up, so please turn it in by the given deadline. **The deadline for these extra activities are by November 20, 2020 (Fri)**. No late work will be accepted after that date.

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)

360 – 400 pts A
320 – 359 pts B

280 – 319 pts C
240 – 279 pts D

Below 240 pts F

WHAT YOU CAN DO TO IMPROVE YOUR GRADE:

The average student generally does not do the six things listed below. Those of you who would like to be at an advantage over the average students will be happy to know that this advantage can be gained by the following steps:

1. Read assigned material the day before it is presented in class.
2. Ask questions about anything you do not understand during class.
3. Attend virtual class regularly and submit all of your assignments by the due dates. Take the last submission penalty if you can submit it. **REMEMBER: No last-minute deal is allowed in this class. You are responsible for meeting all deadlines and discussing issues with the instructor before this semester ends.**
4. Complete for ALL exams and be sure to do any necessary work if you happened to miss any of them OR bring your score up.
5. Take advantage of your extra credit opportunity during this semester. No extra credit will be awarded other than what is being offered.

IF YOU HAVE QUESTIONS ABOUT YOUR GRADE, PLEASE COME AND SEE ME DURING MY OFFICE HOURS. I do not email your grade because of confidentiality. You are more than welcome to make an appointment in regards to this matter. I also encourage you to keep all of your work that I return them to you. All you need to do is just adding up scores including your extra credit--because I simply go by your total points!

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.**

Fall 2020 PSY 3473 Course Outline

**Note: Schedule is subject to change in the case of extenuating circumstances. In other words, the instructor maintains the right to modify or edit the course outline when deemed necessary.*

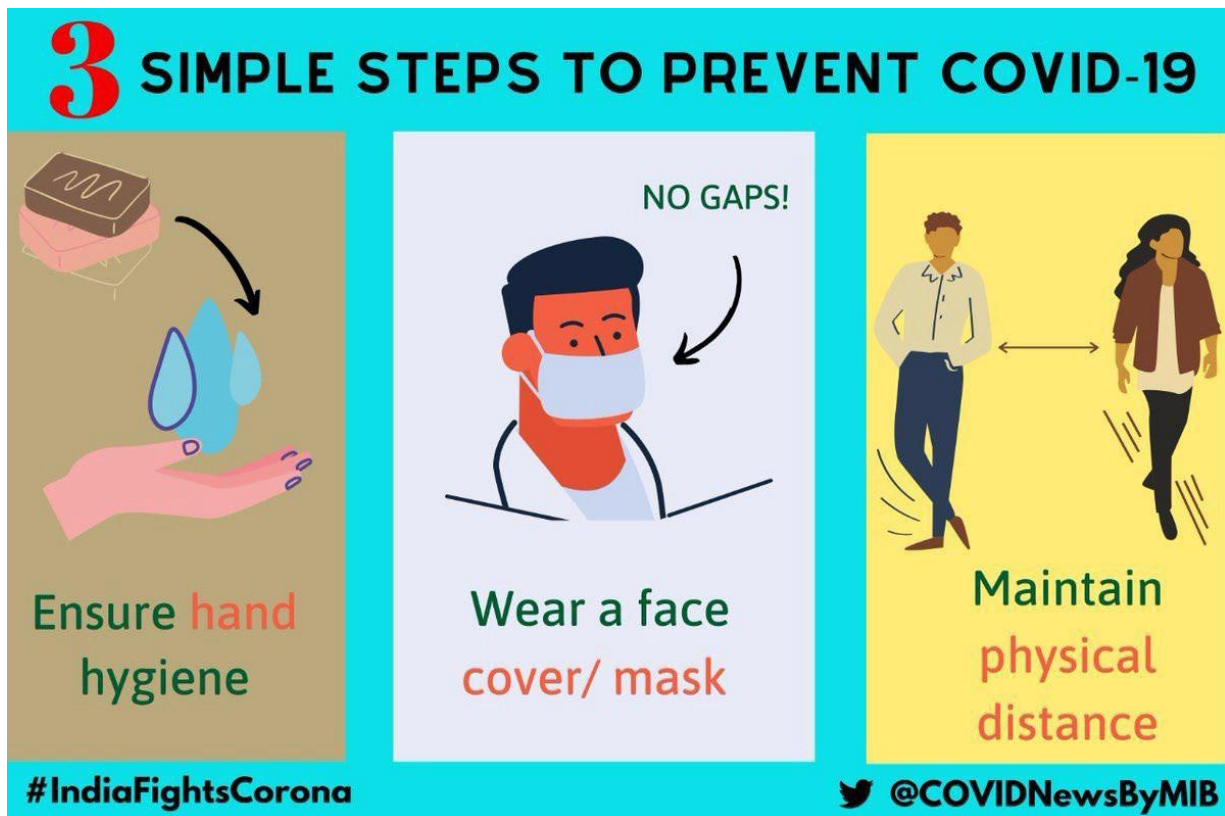
Please note that things can change quickly due to the COVID-19 pandemic.

DATE	TOPIC	TESTS & READING ASSIGNMENTS DUE
Week 1	What is human sexuality?	Blackboard readings and modules, Letter due by 11:59 PM, 8/25 (Tues).
Week 2	Sex, love, and relationship	Blackboard readings and modules, Discussion 1 due by 11:59 PM, 9/1 (Tues).
Week 3-4	Understanding early childhood sexual development	Blackboard readings and modules, Discussion 2 due by 11:59 PM, 9/8 (Tues), Take Home 1 is due by 11:59 PM, 9/11 (Fri).
Week 5-6	Understanding middle childhood sexual development	Blackboard readings and modules, Discussion 3 due by 11:59 PM, 9/15 (Tues), Take Home 2 is due by 11:59 PM, 9/18 (Fri).
Week 7-8	Understanding adolescents' sexual development	Blackboard readings and modules, Discussion 3 is due by 11:59 PM, 9/22 (Tues), Mid-term due by 11:59 PM, 9/25 (Fri).
Week 9-10	Understanding emerging adulthood sexual development	Blackboard readings and modules, Discussion 4 is due by 11:59 PM, 9/29 (Tues).
Week 11-12	Understanding middle adulthood sexual development	Blackboard readings and modules, Take-Home 3 is due by 11:59 PM, 10/16 (Fri).
Week 13-15	Understanding late adulthood sexual development, sexual education and its policy, and other important issues	Blackboard readings and modules, Discussion 5 is due by 11:59 PM, 11/3 (Tues), Take-Home Exam 4 is due by 11:59 PM, 11/20 (Fri).
FINAL WEEK (12/7)	Final Project Due By 11:59 PM, December 7, 2020 via blackboard	BE SURE TO SUBMIT YOUR PAPER BY THE GIVEN DUE DATE.

Appendix: How to Prevent the Spread of COVID-19

1. Wear a mask when you are in public space, including your classroom.
2. Wash hands often for 20 seconds and encourage others to do the same.
3. If no soap and water available, use hand sanitizer with at least 60% alcohol.
4. Cover coughs and sneezes with a tissue, then throw the tissue away immediately.
5. Avoid touching your face with unwashed hands.
6. Disinfect surfaces, buttons, handles, knobs, and other places touches often.
7. Avoid close contact with people who are sick.

*NOTE: This guideline aligns with CDC and many other health services systems. Please email me and other instructors IMMEDIATELY if you experience or (are experiencing) COVID-19 related symptoms and/or have your test shown positive by health professionals.



UNIVERSITY OF ARKANSAS AT MONTICELLO
School of Social and Behavioral Sciences
COURSE SYLLABUS
Spring, 2022, M/W/F at 11:10 A.M.
MCB 315

Instructor Name: Eric Prichard

Instructor Location of Office: MCB 304

Instructor Phone: 870-460-1787

Instructor Email Address: prichard@uamont.edu

Office Hours: M/W/F 10am -11am & 3pm-4pm; T/TH 11am-12pm & 3pm-4pm

Course Title and Credit Hours: PSY 3483 PHYSIOLOGICAL PSYCHOLOGY, 3 Hours

Prerequisites: PSY 1013

Required textbooks, workbooks, supplementary materials: Include name of textbook, author, publisher, edition, and ISBN number.

There is not an assigned text, but I do assign OER articles and chapters. All supplementary reading materials will be provided by the instructor either in the form of in class handouts or PDFs to be uploaded onto Blackboard.

Online bookstore: [UAM Bookstore](#)

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

Course Description: Introduction to the biological bases of behavior including the role of neurology, sensory physiology, and endocrinology in the mediation of behavior.

Student Learning Outcomes:

This course provides a basic understanding of the biological substrates of the brain. By the end of this class, you should:

1. Understand the basic anatomy of the neuron and be able to describe the action potential.
2. Be familiar with the basic organization of the brain and nervous system.
3. Be familiar with basic sensory processes.
4. Understand the basics of the endocrine system.
5. Be familiar with basic methods in neuroscience and physiological psychology.
6. Show a basic understanding of the neuronal substrates of several major cognitive processes.

Course Assignments/Assessments:

Short Quizzes:

Throughout the semester, five quizzes will be given in order to encourage regular study. Each quiz will be worth approximately 10 points.

Exams

Throughout the semester there will be three exams and one final. Each exam will be worth 50 points. Exams will include material from both the lectures and any assigned readings. Not everything I say in the lecture is in the readings. Not everything in the readings will be repeated in the lecture. You must come to class and read in order to get all relevant information. At least 40 percent of every test will consist of essay and short answer questions.

Neurological Disease Paper

On the Monday after Spring Break, you will be required to turn in a 2-3 page paper, which cites at least three reputable sources, on the topic of a neurological disease. You will describe the symptoms, neuronal substrate, and treatment options. The paper will be worth 25 points.

Participation Points

Twenty-five points will come from in class exercises, attendance, and general participation.

Special Dates of Concern:

Date	Event
1/10/2022	New Student Orientation/Schedule Changes.
1/12/2022	First Day of Class for Sessions 1, 8W1, and M2.
1/18/2022	Tuition due by 3:30.
3/21/2022-3/25/2022	Spring Break. No Classes.
3/30/2022	Last day to drop a session 1 class. Grade W.
4/04/2022	Registration for Summer/Fall Begins.
4/15/2022	Registration for Summer/Fall Ends.
5/02/2022	Last day of classes.
5/04/2022-05/09/2022	Final Exams
5/13/2022	Commencement.

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangement should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Course-specific Attendance Policy/Participation

Requirements & Exam Make-up Policy:

I will regularly take attendance. I will occasionally offer up pop quizzes or collect in class activities when I feel attendance has lagged off too much. I will submit academic alerts once someone misses more than two classes in a row.

If you will miss one particular class, you only have to let me know if it is an exam day. However, you will miss out on any pop quiz points from that day. If you will miss more than one class for any reason, please let me know and provide any relevant documentation. If you miss an exam for an excused absence (documented illness, family emergency, etc.) I will allow you to make up the exam on 04/29/2022.

If you get sick with COVID, it will be treated like being sick with any other contagious illness (e.g. flu) and while it will count as an excused absence while you recover and quarantine, you will still be expected to complete assignments which have been posted to Blackboard on time and take a make-up exam on 04/29 should you miss the midterm for A DOCUMENTED REASON ONLY. Additional accommodations will be made on a case by case basis.

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student

learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Work Required:

Academic Engagement: Approximately 3 hours per week

Attend class

Take exams

Complete homework

Preparation: Approximately 6 hours per week

Read required materials for class

Review notes and study for test

Overall Total Obligation:

As a rule of thumb, the workload of a three credit hour course should amount to about 135 hours a semester or around 9 hours worth of work a week on average. Some weeks may be busier than others and some people may read or work at a faster or slower pace than others. The key thing is that you put in the effort that YOU require to adequately learn the materials and complete your assignments on time.

Explanation of Grading Policy:

Grades are determined by the number of points you earn in the course. This course is worth up to 300 points. There are four exams worth a total of 200 points. The other 100 points will come from quizzes, assignments, and participation. I reserve the right to offer extra credit occasionally, although it is not guaranteed and will amount to no more than 15 points total. Finally, points may be deducted on a class by class basis after the third unexcused absence. On the designated day, students will have an opportunity to make up one and only one missed exam. If you miss an exam for any reason, you will have the opportunity to make it up at that time. If you received a C or lower on a previous exam, you may retake it at this time as well. However, the maximum number of points that one can get on a retake will be 40/50 or 80%.

Grade Assignment:

Grading Scale:

A= 90% +

B= 80%-89%

C= 70% — 79%

D= 60% — 69%

F= 59% and below

Classroom Conduct and Email Etiquette:

Being a college student is fun and there are many opportunities to have a good time while pursuing your education. However, most of us attend college in order to open up career opportunities. I firmly believe that everything you do as a student has the potential to serve as professional development. So while I want you to enjoy your college experience, I expect students to use this course to practice skills that will be useful in the real world. During the pandemic *wearing a mask counts as etiquette*. I cannot stress enough that the most important function of a mask is that it protects other people. You might be healthy and asymptomatic. That person sitting next to you could be a chemo patient or caring for a vulnerable grandparent. You don't know. Be

considerate of others.

Classroom etiquette is great preparation for meeting etiquette. Someday many of you will be surprised to find yourself in meetings where people are disruptive, hostile, playing with their phones, and entering and leaving at inappropriate times. People who are attentive, on time, participate in discussions at the right time, and extract the key information from the meeting tend to get noticed and promoted. Something as simple as practicing etiquette in a group setting can have payoffs down the road. Cell phones are the scourge of the modern work world. They are distracting and using a phone during a conversation is rude. ***For this reason, phones must be kept on silent and put away during class.***

The same can be said for email. Once again, you would be surprised how many professionals fail to use appropriate salutations, fail to spell check, lose their tempers, and send inappropriate content through email. Everyday there is a new story about someone who loses their cool over email, or social media for that matter, and loses their job as a consequence. As with appropriate meeting behavior, appropriate email behavior will go a long way in helping you once you enter the workforce.

College is as much about gaining “soft skills” as it is about learning content. Long after you forget information, you will retain study habits, discipline, grit, and etiquette. Practice these soft skills while you are here. Despite their name, they are some of the most enduring and important things an education has to offer. I encourage you to use class and email as an opportunity to practice these skills.

Academic Dishonesty:

University policy regarding cheating can be found on page 24 of the UAM Student Handbook:

“Cheating and plagiarism are considered academic violations. These violations are adjudicated through the Academic Violation Process listed below:

An instructor who suspects a student is guilty of cheating or plagiarism within the Instructor’s class must inform the student of this suspicion and provide the student with an opportunity to respond to the accusations.

An instructor who believes a student is guilty of cheating or plagiarism within the Instructor’s class may take any of the following actions

- a. Issue a warning to the student;*
- b. Lower the grade awarded to the student for the test or paper;*
- c. Require the student to retake the test or rewrite the paper;*
- d. Award no credit for the paper or test;*
- e. Award the student a failing grade for the course;*
- f. Other action specified in the course syllabus.*

A student who receives any of the above actions and feels this is unjust may appeal the

instructor's decision as addressed in the academic process of appeal. This appeal procedure must begin within ten class days of receiving written or oral notice of action. The Office of Academic Affairs conducts the appeals process... ”

I take academic dishonesty very seriously. I want your UAM degree to be something you are proud of and something that has value. Every time someone receives their degree without earning it properly, they devalue their own degree and the degrees earned by those who play by the rules. The first time I catch cheating or plagiarism, I will document it and give out a zero for the assignment. The second time, I will give out a failing grade for the course and the student in question will be subject to **Disciplinary Sanctions.**

Calendar:

1/10:	1/11:	1/12: Introduction to Behavioral Neuroscience	1/13:	1/14: Introduction to Behavioral Neuroscience
1/17: No Class, MLK Day	1/18:	1/19: Neurons and Glia	1/20:	1/21: Neurons and Glia
1/24: Resting Membrane Potential	1/25:	1/26: Action Potential	1/27:	1/28: Action Potential and Quiz One
1/31: Action Potential	2/1:	2/2: Exam One Review	2/3:	2/4: Exam One
2/7: Structure of Nervous System	2/8:	2/9: Structure of Nervous System	2/10:	2/11: Structure of Nervous System
2/14: Chemoreception	2/15:	2/16: Chemoreception	2/17:	2/18: Vision
2/21: Vision	2/22:	2/23: Vision	2/24:	2/25: Hearing
2/28: Hearing	3/1:	3/2: Movement	3/3:	3/4: Movement
3/7: Exam Two Review	3/8:	3/9: Exam Two	3/10:	3/11: Endocrine System
3/14: Endocrine System	3/15:	3/16: Endocrine System	3/17:	3/18: Endocrine System
3/21: Spring Break	3/22: Spring Break	3/23: Spring Break	3/24: Spring Break	3/25: Spring Break
3/28: Motivation	3/29:	3/30: Motivation	3/31:	4/1: Motivation
4/4: Sleep	4/5:	4/6: Sleep	4/7:	4/8: Sleep
4/11: Exam Three Review	4/12:	4/13: Exam Three	4/14:	4/15: Attention
4/18: Attention	4/19:	4/20: Attention	4/21:	4/22: Language
4/25: Language	4/26:	4/27: Language	4/28:	4/29: Make-up Exams
5/2: Final Exam Review	5/3: Study Day	5/4:	5/5:	5/6:
5/9: Final Exam at 10:30 am	5/10:	5/11:	5/12:	5/13: Commencement

UNIVERSITY OF ARKANSAS AT MONTICELLO ADDENDUM
COURSE SYLLABUS
(Spring 2022)

TECHNICAL SUPPORT INFORMATION

Blackboard Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036.

Help Link: <https://www.uamont.edu/it/blackboard.html>

Email Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036. The IT website also provides answers to frequently asked questions.

Website: <https://www.uamont.edu/it/>

STUDENT SUPPORT SERVICES

Academic Alert System:

UAM is committed to your academic success. To help, UAM has developed an academic alert system to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for you, you will receive an email or call from a professional academic advisor. Please respond to the contact you receive. If you have any questions about the academic alert system, you may call the Office of Academic Advising at (870) 460-1633.

Career Services:

Student Success Center, Suite 201, (870) 460-1454

Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities.

Counseling Services:

Student Success Center, Room 204D, (870) 460-1554

As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at <https://www.uamont.edu/life/counseling/index.html>

The Center for Writing and Communication:

Taylor Library, Room 203, (870) 460-1378

The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Website: <https://www.uamont.edu/academics/arts-humanities/writing-center.html>

Library Services:

The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <https://www.uamont.edu/academics/library/index.html>

Student Special Services:

Any student with a documented disability should contact the Office of Student Special Services.

Monticello Campus

Location: Student Success Center, Room 101G

Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926

Mailing Address: P.O. Box 3600, Monticello, AR 71656

Email: whitingm@uamont.edu

McGehee Campus

Location: UAM College of Technology at McGehee

Telephone: (870) 222-5360/Fax: (870) 222-1105

Mailing Address: P.O. Box 747, McGehee, AR 71654

Email: anderson-allen@uamont.edu

Crossett Campus

Location: UAM College of Technology at Crossett

Telephone: (870) 364-6414

Mailing Address: 1326 Highway 52 West, Crossett, AR 71635

Email: paschall@uamont.edu

Tutoring Center:

Student Success Center, Suite 203, (870) 460-1454

All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment.

Tutoring Schedules are available to pick up. Night tutoring is available Monday-

Thursday from 6:00 p.m. to 8:30 p.m.

Math Tutorial Lab:

Math and Science Center, (870) 460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

University Behavior Intervention Team:

The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at

https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call (870) 460-1110 or (870) 460-1554 during regular business hours.

In case of emergency or after office hours please call 911.

IMPORTANT POLICIES

Student Handbook:

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link:

<https://www.uamont.edu/life/pdfs/student-handbook2021.pdf>

Academic Conduct Code Violation (page 14)

Classroom Behavior/Disruption Policy (page 14)

Academic Standing & Suspension (page 16)

University Policy on Concealed Weapons:

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g).

UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES
Fundamentals of Measurement (PSY 3493-01) Course Syllabus
Fall 2023 – Tues/Thurs 11:10-12:30pm in MCB 315

Instructor Name: K. Amber Turner, Ph.D.

Instructor Location of Office: MCB 303

Instructor Phone: 870-460-1479 **Instructor Email Address:** turnera@uamont.edu

Office Hours: 10:00-11:00am and 2:00-3:00pm daily, or by appointment

Credit Hours: 3 credit hours

Prerequisites: PSY 1013 (Intro to Psychology)

Required textbook: Salkind, N. & Frey, B. (2023). *Tests & Measurement for People Who (Think They) Hate Tests & Measurement* (4th edition). Los Angeles, CA: Sage. See <https://us.sagepub.com/en-us/nam/tests-measurement-for-people-who-think-they-hate-tests-measurement/book263282> for more options.

Blackboard Supplemental Student Success Support: This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, etc.

Course Description: This course will provide an introduction to basic psychometric concepts, methods, and problems in using psychological tests in educational, clinical, and occupational settings.

Student Learning Outcomes:

Upon completion of this course, students should be able to understand:

- (1) Fundamental concepts, issues, and tools used in psychological testing;
- (2) A variety of statistical/psychometric concepts (i.e., reliability, validity, standardization) of psychological tests;
- (3) Processes of designing, administering, interpreting, and analyzing psychological tests;
- (4) A variety of psychological tests such as aptitude, achievement, personality, clinical, vocational, and neurological tests;
- (5) How to utilize psychological tests and the limitations in using them;
- (6) How to analyze and criticize psychological tests scientifically;
- (7) How psychological tests have been used in educational, clinical, and occupational settings.

Course Policies:

Attendance: Class attendance is required. Participation points will be part of your grade, and important information that will appear on the exams and will help with your homework assignments will be presented in class. You are responsible for all material presented during class.

Communication: In addition to being in class for announcements, it is your responsibility to regularly check your UAM email for updates. In return, you may generally expect to receive replies from me to your emails within 24 hours during normal business hours, barring extenuating circumstances. I recommend you contact me via email rather than Blackboard for a quicker response.

Electronic Devices: Use of electronic devices in class for purposes other than engaging in class material (i.e. taking notes, working on in-class activities) is prohibited. Multitasking in class using electronic devices is distracting to you, your classmates, and your professor, and is a waste of your time in class. In addition, submitting work generated by AI (e.g., ChatGPT) as your own will be considered academic misconduct.

Missed Classes and Make-up Exams: If you should miss a class, you are responsible for obtaining notes from another class member, though the slide outlines will be posted after class. You will also be held responsible for any changes to the syllabus that may be announced in class. The opportunity to make-up a missed activity, assignment, or exam will only be granted to students with a university-approved excuse. Valid university-approved excuses include doctor's notes, documentation of hospitalization, and documentation from coaches or leaders of other university-approved activities. If your situation is not an emergency, you need to inform me about missing class BEFORE it occurs if you will be missing an assignment or exam.

Work Required:

Academic Engagement: You will participate in two 80 minute classes per week (45 total hours)

Preparation: You should spend at least 6 hours a week studying, reading the text, completing assignments, and reading other reference sources as assigned (90 total hours)

Overall Total Obligation: 135 hours for the semester

Course Assignments/Assessments:

Your participation in this course will consist of:

1. Participation/Attendance (100 points)
2. Homework Assignments (3 x 50 = 150 pts)
3. Exams (3 x 100 = 300 pts)
4. Cumulative Project (100 pts)

Participation (100 points total): There will be four participation points available during each class period, which will typically be earned through brief activities relevant to class material. Students who miss class for an excused reason will be able to make up participation points once they provide documentation for their absence.

Three Assignments (50 points each): There will be three written assignments due throughout the semester, each worth 50 points. Late assignments will be penalized 10% for each day they are late.

Three Exams (100 points each): There will be three tests, each worth 100 points. Tests will not be cumulative. The exam questions can be in a variety of formats, including multiple-choice and short answer questions. Test questions will be based on lectures, assigned readings, and any material or activities from class. Material tested may include information the instructor presented verbally that was not written in the slides. For each exam, you are responsible for all the materials presented since the previous test unless otherwise specified.

Cumulative Project (100 points): Students will complete a cumulative project synthesizing the material learned in this class, and present it to the class. Students must select a psychological test to critique using all key concepts and principles from this course, including construction, administration, scoring, utility, reliability, validity, and limitations. Students must also use and cite appropriate research sources in their projects, and submit this information along with their presentation visuals (typically PowerPoint slides). Detailed instructions and my grading rubric for the project will be posted on Blackboard. The project presentations will be during our scheduled final exam time for this course (**1pm on 12/6/23**).

Extra Credit: I will post opportunities throughout the semester for you to earn extra credit. Some opportunities are time-limited, and I highly encourage you not to wait until the end of the semester to consider pursuing extra credit. Since grades will not be rounded, completing extra credit is your only opportunity to improve your grade if it is on the border. This means that if you end up with 89.7% and no extra credit, your grade will be a B+ and not bumped up to an A-.

Grade Assignment:

Grading Scale:

A= 90—100% (540-600 points)

B= 80 — 89% (480-539 points)

C= 70 — 79% (420-479 points)

D= 60 — 69% (360-419 points)

F= 59% and below (<360 pts)

Special Dates of Concern:

August 18 - Last day to register or add classes

August 28 - Tuition and fees due by 3:30pm

September 4 - Labor Day Holiday – No class

October 25 - Last day to drop classes without penalty – grade will be W

October 30 - Registration for Spring begins

November 20-24 – Fall Break – No classes

December 1 - Last day of classes

December 4-7 - Final exams

Final Exam: Wednesday, December 6th from 1-3pm

Course Schedule: The course schedule below is tentative and may be adjusted throughout the semester. You will be given sufficient notice both in class and via Blackboard of any changes.

Week	Date	Topic	Reading
<i>Week 1</i>			
	Aug 17 (Th)	Course Introduction	
<i>Week 2</i>	Aug 22 (T)	Why Measurement?	Chapter 1
	Aug 24 (Th)	Levels of Measurement	Chapter 2
<i>Week 3</i>	Aug 29 (T)	Test Reliability	Chapter 3
	Aug 31 (Th)	More Reliability	
<i>Week 4</i>	Sept 5 (T)	Test Validity	Chapter 4
	Sept 7 (Th)	More Validity	
<i>Week 5</i>	Sept 12 (T)	Percentages, Percentiles, & Probabilities <i>*Assignment 1 due</i>	Chapter 5
	Sept 14 (Th)	Catch up/Review	
<i>Week 6</i>	Sept 19 (T)	Exam 1	
	Sept 21 (Th)	Achievement Tests	Chapter 7
<i>Week 7</i>	Sept 26 (T)	Aptitude Tests	Chapter 8
	Sept 28 (Th)	Intelligence Tests	Chapter 9
<i>Week 8</i>	Oct 3 (T)	Intelligence Tests	
	Oct 5 (Th)	Personality Tests	Chapter 10
<i>Week 9</i>	Oct 10 (T)	Neuropsychological & Forensic Testing	
	Oct 12 (Th)	Career Testing <i>*Assignment 2 due</i>	Chapter 11
<i>Week 10</i>	Oct 17 (T)	Catch up/Review	
	Oct 19 (Th)	Exam 2	
<i>Week 11</i>	Oct 24 (T)	Picking the Right Answer	Chapter 12
	Oct 26 (Th)	Building the Right Answer	Chapter 13
<i>Week 12</i>	Oct 31 (T)	Building the Right Answer	
	Nov 2 (Th)	Surveys & Scales	Chapter 14
<i>Week 13</i>	Nov 7 (T)	Surveys & Scales	
	Nov 9 (Th)	Test Bias & Universal Design	Chapter 15
<i>Week 14</i>	Nov 14 (T)	Laws, Ethics, & Standards	Chapter 16
	Nov 16 (Th)	Laws, Ethics, & Standards <i>*Assignment 3 due</i>	

<i>Week 15</i>	Nov 21 (T)	Fall Break – No Class	
	Nov 23 (Th)	Fall Break – No Class	
<i>Week 16</i>	Nov 28 (T)	Catch up/Review	
	Nov 30 (Th)	Exam 3	
<i>Final</i>	Dec 6 (W)	Final Project Presentations, 1-3pm	

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student’s educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangement should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a “D” or “F” will be reported to Academic Alert. Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

For campus-wide resources, see syllabus addendum document.

UNIVERSITY OF ARKANSAS AT MONTICELLO
School of Social and Behavioral Sciences
PSYC 46083 COURSE SYLLABUS
Fall, 2024, MWF from 10:10 to 11:00 am
MCB 310

Instructor Name: Dr. Eric Prichard

Instructor Location of Office: MCB 304

Instructor Phone: 870-460-1787.

Instructor Email Address: prichard@uamont.edu

Office Hours: Monday through Friday: 11 am to 12 pm, 3 pm to 4 pm

Course Title and Credit Hours: PSYC 46083 History and Systems (3 hrs.)

Prerequisites: [PSYC 11003](#)

Required textbooks, workbooks, supplementary materials:

Baker, D. B. & Sperry, H. (2024). History of psychology. In R. Biswas-Diener & E. Diener (Eds), *Noba textbook series: Psychology*. Champaign, IL: DEF publishers. Retrieved from <http://noba.to/j8xkgcz5>

In addition, there will be eight assigned readings that will be provided by the instructor. Readings are peer reviewed academic articles. In History and Systems, a special emphasis is placed on works by historically significant psychologists such as William James, B.F. Skinner, and Albert Bandura.

Blackboard Supplemental Student Success Support:

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

Course Description: Study of the theoretical issues important in the history of psychology. Covers the history of psychological thought from the Enlightenment through the early 21st century. Includes a quick overview of the philosophy of science.

Student Learning Outcomes:

After completing this course students should be able to:

- 1) Recognize major foundational figures in the psychological sciences.
- 2) Recognize major schools of thought in the history of psychological science, especially the history of American psychology.
- 3) Understand the ways in which the development of psychology has been affected by the broader culture in which it evolved.
- 4) Understand the way science more generally is affected by the broader culture.
- 5) Recognize several important figures and concepts from the philosophy of science.
- 6) Show evidence of an ability to communicate effectively about the major schools of psychology and themes in psychology.

Course Assignments/Assessments:

This course will be assessed with in class activities, blackboard quizzes, and online exams. The assignments will be as follows:

1) Online Quizzes: Quizzes will be over the readings and will be posted to Blackboard. Readings will be provided by the professor. There will be nine reading quizzes, each worth 10 points.

2) Bluebook Exams: All exams will be completed in Bluebook. They will have a combination of short answer and essay questions. Each exam will be worth 50 points.

3) Classic Experiment: You will team up with one to two classmates and demonstrate a class (pre-1950) psychology experiment in the class. Everyone will write a one to two page paper about the history of the experiment and what you learned while trying to replicate it. This final project will be worth 60 points.

Special Dates of Concern:

Date	Event
8/19/2024	New Student Orientation/Schedule Changes.
8/21/2024	First Day of Class for Sessions 1, 8W1, and M2.
9/3/2024	Tuition due by 3:30.
10/30/2024	Last day to drop a session 1 class. Grade W.
11/4/2024	Registration for Summer/Fall Begins.
11/15/2024	Registration for Summer/Fall Ends.
11/25/2024 to 11/29/2024	Fall Break/No Class
12/6/2024	Last day of classes.
12/9/2024-12/12/2024	Final Exams

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as "at risk" at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Course-specific Attendance Policy/Participation Requirements and Make-up Exam Policy:

Regular class attendance is the single best predictor of who ultimately passes and who ultimately fails statistics. I will regularly take attendance. I will occasionally offer up pop quizzes or collect in class

activities when I feel attendance has lagged off too much. I will submit academic alerts once someone misses more than two classes in a row.

If you will miss one particular class, you only have to let me know if it is an exam day. However, you will miss out on any pop quiz points from that day. If you will miss more than one class for any reason, please let me know and provide any relevant documentation. If you miss an exam for an excused absence (documented illness, family emergency, etc.) I will allow you to make up the exam on 11/22/2024.

If you get sick with COVID, it will be treated like being sick with any other contagious illness (e.g. flu) and while it will count as an excused absence while you recover and quarantine, you will still be expected to complete assignments which have been posted to Blackboard on time and take a make-up exam on 11/22 should you miss the midterm for A DOCUMENTED REASON ONLY. Additional accommodations will be made on a case by case basis.

Progress Report Policy:

Early semester grades constitute an unofficial progress report in that they indicate early student performance that can be built upon or remedied. These early semester grades are not permanently recorded on the student's official transcript. Faculty should notify and consult with students about their early-semester grades, and these grades will be posted in the student information system for all fall and spring undergraduate classes lasting longer than six weeks. Progress reports will be posted no later than the end of week five during fall and spring semesters for full semester courses, and no later than three days before the drop date in shorter sessions.

By necessity, faculty will need to begin assessing student work as early as the first week of a class. Grades posted will be A, B, C, D, or F. Other grades, such as I, are not informative and do not allow for the necessary guidance to facilitate student success. All students with a "D" or "F" on their progress report will automatically be reported to Academic Alert.

Method of Delivering Assignments: (when applicable)

When required, you will submit work as a Word document sent to Blackboard. Use Times New Roman, 12-point font with 1" side margins. All submissions should be titled with your last and first name and course title (e.g., Smith, Joe PSYC 22083). Be sure to have anti-virus software installed on your computer and update it regularly. In some cases assignments will be completed entirely on Blackboard.

Work Required:

Academic Engagement: 3 hours per week

Attend class

Take exams

Preparation: 6 hours per week

Read required materials for class

Do Reading quizzes and work on final experiment presentation.

Overall Total Obligation:

As a rule of thumb, the workload of a three credit hour course should amount to about 135 hours a semester or around 9 hours worth of work a week on average. Some weeks may be busier than others and some people may read or work at a faster or slower pace than others. The key thing is that you put in the effort that YOU require to

adequately learn the materials and complete your assignments on time.

Artificial Intelligence Policy:

Use of A.I. will be considered plagiarism. The first time A.I. is used to complete an assignment will result in a 0 on the assignment. Each subsequent time will result in a one letter grade reduction from the final course grade.

Explanation of Grading Policy:

There are a total of 350 points available in the class. The final grade will be based on the percentage of total points obtained.

Grade Assignment:

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

Calendar:

		8/21: Introduction to History of Psychology	8/22:	8/23: Introduction to History of Psychology
8/26: What is Science?	8/27:	8/28: Psychology and Modern Western History	8/29:	8/30: Psychology and Modern Western History
9/2: Philosophical Themes	9/3:	9/4: Philosophical Themes	9/5:	9/6: Exam One Review
9/9: Exam One	9/10:	9/11: Physiological Themes	9/12:	9/13: Physiological Themes
9/16: German Psychology 1879 to 1945	9/17:	9/18: German Psychology 1879 to 1945	9/19:	9/20: German Psychology 1879 to 1945
9/23: The Birth of American Psychology	9/24:	9/25: The Birth of American Psychology	9/26:	9/27: The Birth of American Psychology
9/30: Interwar American Psychology	10/1:	10/2: Interwar American Psychology	10/3:	10/4: Interwar American Psychology
10/7: Exam Two Review	10/8:	10/9: Exam Two	10/10:	10/11: “Golden Age” of American Psychology
10/14: “Golden Age” of	10/15:	10/16: “Golden Age” of	10/17:	10/18: <i>The Men Who Stare at</i>

American Psychology		American Psychology		<i>Goats</i>
10/21: <i>The Men Who Stare at Goats</i>	10/22:	10/23: Global Psychology	10/24:	10/25: Global Psychology
10/28: Psychoanalysis	10/29:	10/30: Psychoanalysis	10/31:	11/1: Psychoanalysis
11/4: Behaviorism	11/5:	11/6: Behaviorism	11/7:	11/8: Behaviorism
11/11: Cognition	11/12:	11/13: Cognition	11/14:	11/15: Cognition
11/18: Exam Three Review	11/19:	11/20: Exam Three	11/21:	11/22: Make-up for Exam One or Two
11/25: Fall Break	11/26: Fall Break	11/27: Fall Break	11/28: Fall Break	11/29: Fall Break
12/2: Presentations	12/3:	12/4: Presentations	12/5:	12/6: Presentations
12/9:	12/10:	12/11:	12/12: Final at 10:30 am	12/13:

Updated 07/15/2024

UNIVERSITY OF ARKANSAS AT MONTICELLO

ADDENDUM COURSE SYLLABUS

(Fall 2024)

TECHNICAL SUPPORT INFORMATION

Blackboard Assistance:

Contact the Office of Information Technology (IT) during regular business hours, Monday-Friday from 8:00 a.m. to 4:30 p.m., at (870) 460-1036. Technical Support: UAM-ITHelp@uamont.edu

Frequently asked questions by online students: <https://www.uamont.edu/academics/distance-ed-faq.html>

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Career Services:

Student Success Center, Suite 201, (870) 460-1454

Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities.

Counseling Services:

Gibson University Center, Suite 201, (870) 460-1554

As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at <https://www.uamont.edu/life/health-and-wellness/counseling/index.html>

The Center for Writing and Communication:

Taylor Library, Room 203, (870) 460-1378

The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Website: <https://www.uamont.edu/academics/arts-humanities/writing-center.html> .

Library Services:

The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <https://www.uamont.edu/academics/library/index.html>

Student Special Services:

Any student with a documented disability should contact the Office of Student Special Services.

Monticello Campus – Ms. Mary Whiting

Location: Student Success Center, Room 101G

Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926

Mailing Address: P.O. Box 3600, Monticello, AR 71656

Email: whitingm@uamont.edu

McGehee Campus – Ms. Melinda Miller

Location: UAM College of Technology at McGehee

Telephone: (870) 222-5360/Fax: (870) 222-1105

Mailing Address: P.O. Box 747, McGehee, AR 71654

Email: MillerM@uamont.edu

Crossett Campus – Ms. Dawn Reed

Location: UAM College of Technology at Crossett

Telephone: (870) 364-6414

Mailing Address: 1326 Highway 52 West, Crossett, AR 71635

Email: reedd@uamont.edu

Tutoring Center:

Student Success Center, Suite 203, (870) 460-1454

All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment. Tutoring Schedules are available to pick up.

Math Tutorial Lab:

Math and Science Center, (870) 460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

University Behavior Intervention Team:

The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at

https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10 or call (870) 460-1110 or (870) 460-1554 during regular business hours.

In case of emergency or after office hours please call 911.

How do I Drop or Withdraw from UAM?

You *must* submit your request through [UAM Forms | Dynamic Forms - a Next Gen Web Solutions product.](https://uamont.dynamicforms.com/UserDashboard/UserPortal)
(<https://uamont.dynamicforms.com/UserDashboard/UserPortal>)

Drop/Withdrawal requests made through email or phone or paper copies will not be accepted.

In order to drop a class, you will need to:

- Log into MY UAM
- Select UAM Forms
- Select Academic Affairs from the options given
- Select "Fill out form" next to the Drop Form link from the menu

- Include all the class and enrollment information required on the form
- Complete the electronic signature
- Click the *Submit Changes* button at the bottom of the page
- Follow up with your advisor to ensure the form has been submitted and received

IMPORTANT POLICIES

Student Handbook:

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link:

<https://www.uamont.edu/life/pdfs/StudentHandbook.pdf>.

Academic Conduct Code Violation (page 16)

Classroom Behavior/Disruption Policy (page 17)

Academic Standing & Suspension (page 18)

University Policy on Concealed Weapons:

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g).

Updated 07/15/2024

UNIVERSITY OF ARKANSAS AT MONTICELLO
School of Social and Behavioral Sciences
ONLINE COURSE SYLLABUS
Course Code: PSYC 46283-90 (1917) Fall2024

Instructor Name: Yvette Prior

Instructor Phone: 870-460-1172

Instructor Email Address: prior@uamont.edu

Office: 301 A

Office Hours: 9:30-11:00am Tues-Thurs, 12:30pm-5:00pm Tues-Thurs

Virtual Hours: 9:00-11:00 am MWF, 1:00-3:00pm MWF, 10:00-11:00am Tues-Thurs-Fri & 2:00-5:00pm Tues-Thurs-Fri)

Course Title and Credit Hours: PSYC 46283: Personality (Three credit hours).

Prerequisites: PSYC 1013

Textbook: OER Textbook, link provided in Blackboard

Kelland, M. (2024). *Personality theory*. OER Commons. Institute for the Study of Knowledge Management in Education. <https://oercommons.org/authoring/22859-personality-theory/1/view>

Blackboard Supplemental Support: This course has a Blackboard Supplemental Resource Component to support your success. Please regularly check Blackboard for assignments, announcements, supplemental resources, notes, class discussions, etc. Additional resources will be provided as needed.

Course Description: This undergraduate course provides an in-depth exploration of the theories, theorists, key ideas, history, concepts, testing, and research underpinning personality psychology.

Student Learning Outcomes:

- 1) Describe the major personality theories (such as Psychodynamic Psychology, Behaviorism, The Social Cognitive Perspective, and modern Trait Theory) to understand underlying assumptions and critically evaluate the strengths and limitations of each theory. A comprehensive understanding of personality theories and their applications is essential for advancing research, clinical practice, and personal growth.
- 2) Develop a comprehensive understanding of personality theories, work of key theorists (such as Freud, Horney, Adler, and Bandura), and theoretical applications in personality psychology.
- 3) Understand personality assessment and ways to test and measure personality.
- 4) Understand the way that variables such as sociobiology, spirituality, religion, culture, attitudes, and strengths relate to the development and modification of personality in humans.
- 5) Cultivate critical thinking and analytical skills in evaluating research findings that relate

to personality. Engage with current research in the field, analyzing the latest findings and their implications for practice and everyday life.

- 6) Foster an appreciation for the complexity and diversity of human personality.
- 7) Apply personality concepts to real-life scenarios and case studies.
- 8) Think critically about the way the popular press, and movies, covers personality psychology
- 9) Design and propose an individual research project investigating personality-related phenomena
- 10) Understand options for further study or professional pursuits in personality psychology, counseling, or related fields.

By the conclusion of the course, you should be able to explain personality psychology development, structure, trait constructs, dynamic processes, variations (with emphasis on enduring and stable individual differences), and know the key theories that help to explain how personality helps determine behavior.

Work Required:

Academic Engagement: You will participate through online submissions of assignments, quizzes, exams, and discussions (45 total hours). There will be optional Zoom sessions offered for check-ins and discussion.

Preparation: You should spend at least six hours a week studying, reading the text or other sources assigned, and completing, editing, or revising work (90 total hours)

Overall Total Obligation: 135 hours for the semester

Grades:

Five Graded Assignments = 375 points (5@ 75 points each)

Two Discussion Posts = 150 (2 @ 75 each)

Two Quizzes = 100 points (2@ 50 points each)

One Mid-term Exam = 75 points

One Slideshow Project = 150 points (Draft 1 = 50 points, Draft 2 = 100)

One Final Exam = 100 points

Total = 950 points

Throughout the course there will be options for extra credit. If you have an idea for extra credit, reach out to your instructor.

Feedback Schedule:

Most often, a student can expect a response to email within 24 hours Monday through Friday. No emails will be answered after 5 p.m. on Friday until the following Monday.

Method of Delivering Assignments:

Please submit work in Blackboard as a Word document, or PDF document. Papers should follow

APA formatting, which includes using a 12-point font with 1” side margins. All submissions should be titled with your last and first name, date, and keyword for the assignment (e.g., Evans-Lisa-9-20-24-Traits). Be sure to have anti-virus software installed on your computer and update it regularly.

Course Assignments/Assessments:

Week	Date	Topic	Reading
<i>Weeks 1-2</i>	August 21- August 31	Personality Psychology – read syllabus, go over intro, get textbooks, review class outline, skim learning modules, etc. Graded Discussion Post #1	Materials in Modules 1 & Module 2 in Blackboard
<i>Weeks 3,4,5, & 6</i>	September 1- September 29	Graded Assignments #1 & #2 Quiz #1 Graded Assignments #3	Materials in Module 2 in Blackboard
<i>Week 7</i>	October 6	Mid-term Exam	Module 2
<i>Weeks 8,9</i>	October 7- October 20	Graded Assignments #4 & #5	Module 2
<i>Week 10</i>	October 27	Quiz #2	In Blackboard
<i>Week 11</i>	Nov 3	Slideshow Project – FIRST DRAFT DUE	Template, Rubric in Blackboard
<i>Week 12</i>	Nov 10	Graded Discussion Post #2	Blackboard
<i>Weeks 13, 14</i>	Nov 10- Nov 24		
<i>Week 15</i>	Dec 1st Dec 9 th -12th	Slideshow Project – FINAL DRAFT DUE Final Exam – See UAM Schedule	Template & Rubric in Blackboard Info in Module 3
<i>Week 16</i>			

Special Dates of Concern:

No school for the Thanksgiving holiday on 11-28-2024. Please see the UAM calendar for full holiday schedules.

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student’s educational experience and a requirement for adequate evaluation of academic progress. The

faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making satisfactory arrangements regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible. For in-seat classes, students absent from two consecutive or three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up any missing work.

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Progress Report Policy:

Early semester grades constitute an unofficial progress report in that they indicate early student performance that can be built upon or remedied. These early semester grades are not permanently recorded on the student's official transcript. Faculty should notify and consult with students about their early-semester grades, and these grades will be posted in the student information system for all fall and spring undergraduate classes lasting longer than six weeks. Progress reports will be posted no later than the end of week five during fall and spring semesters for full semester courses, and no later than three days before the drop date in shorter sessions. By necessity, faculty will need to begin assessing student work as early as the first week of a class. Grades posted will be A, B, C, D, or F. Other grades, such as I, are not informative and do not allow for the necessary guidance to facilitate student success. All students with a "D" or "F" on progress reports will be reported to Academic Alert.

COURSE POLICIES

Late Work: Late work will be accepted with a valid, university approved excuse. To be allowed to make up homework due to illness or other approved excuse, please try to contact me (via phone or email) before the due date (if possible). No missing work will be accepted after the final exam is due.

Early Work: Early work is accepted, but some assignments cannot be submitted ahead of time. See your instructor for options about working ahead.

UAM Attendance Policy: In an online class, the timely submission of assignments demonstrates participation, and it is considered essential for adequate evaluation of academic progress. UAM expects students to be diligent in the pursuit of their studies and regular in submission of work. Students have the responsibility to connect with instructors regarding late work, whatever the reason, and are responsible for work covered. (Faculty members may submit an Academic Alerts on any student identified as at risk at any time.)

Progress Report Policy: Progress report grades are considered unofficial progress reports in that, while these grades indicate the current class standing of the student, they are not

permanently recorded on the student's official academic record. Instructors should notify students of their progress report grades. Progress report grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Progress reports and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert. Regardless of the reasons for a student's lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that a student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

ARTIFICIAL INTELLIGENCE POLICY

Permitted Uses of AI Tools: Please do NOT just cut and paste from ChatGPT or any other online AI source. You could receive a zero and get a warning for plagiarism. If you use AI (like ChatGPT) to collect information, you need to paraphrase the information and then CITE YOUR SOURCE PROPERLY. We will go over citing sources in class - but you can also find information about PROPERLY CITING YOUR WORK AT THE PURDUE OWL HERE:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and

- **Ideas:** AI tools can be used for preliminary research, idea generation, exploration of various perspectives on course-related topics, drafting initial outlines, brainstorming, and conceptualizing topics. AI can assist in fact-checking, identifying logical inconsistencies, and providing explanations of complex subjects or concepts.
- **Prohibited Uses:** Submitting AI-generated text as part of any final work product for this course is strictly prohibited. All assignments, papers, and projects must be the student's original work. Using AI to generate any portion of the text in final submissions is prohibited and will be treated as a breach of academic integrity.
- **Academic Integrity and Personal Responsibility:** Ethical and responsible use of AI tools is expected to enhance learning and research skills. The integrity of student work relies on their critical thinking, synthesis of information, and original presentation of ideas and arguments. Violations of this policy will be addressed with the university's Academic Code Violations policy.

TECHNICAL SUPPORT INFORMATION

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Help Link: <https://dynamicforms.ngwebsolutions.com/Submit/Start/94ccc7a8-646e-4978-bc21-c27691712fc8?SSO=N>

Frequently asked questions for online students: <https://www.uamont.edu/academics/distance-ed-faq.html>

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Website: <https://www.uamont.edu/it/>

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Email: whitingm@uamont.edu

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Telephone: (870) 222-5360/Fax: (870) 222-1105

Mailing Address: P.O. Box 747, McGehee, AR 71654

Email: tiptonm@uamont.edu

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Location: UAM College of Technology at Crossett

Telephone: (870) 364-6414

Mailing Address: 1326 Highway 52 West, Crossett, AR 71635

Email: reedd@uamont.edu

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All students have access to free tutoring. Drop-ins are welcomed or students can make appointments. Night tutoring is available Monday-Thursday from 6:00 p.m. to 8:30 p.m.

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https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10

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Academic Standing & Suspension (page 16)

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Updated 07/15/2024

**UNIVERSITY OF ARKANSAS AT MONTICELLO
DEPARTMENT OF PSYCHOLOGY
THE SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES
PSY 4633 GERONTOLOGY (ONLINE)
COURSE SYLLABUS**

Summer II 2020 (Class number 1063, section number 90)

Instructor: Seungyeon Lee, PhD
Email: LeeS@uamont.edu
Office Hours: by appointment
Virtual Hours: M-F 11:00AM-1:00PM
Office Location: MCB 301A

Social & Behavioral Sciences,
P.O. Box 3619
UAM
Monticello, AR 71656
Phone: 870.460.1587

Prerequisites: PSY 1013 Introduction to Psychology (or equivalent), 3 credit hours

Required Textbooks: Moody, H. R. & Sasser, J. R. (2018). *Aging: Concepts and Controversies, the 9th edition*. Washington, DC: Sage Publications, Inc. (ISBN 13# 9781506328003).

For additional textbook information, you may go to the online bookstore:

https://adoptions.efollett.com/OnlineAdoptionsWeb/onlineAdoptions.html?storeNumber=1305&languageId=en_US

Additional Materials: A “reliable” computer and (possibly) high-speed internet connection are “absolutely” necessary because the course is offered as an online course. Throughout the course, I will refer you to additional resources via blackboard, including articles, books, and websites that come to my attention.

Blackboard Supplemental Student Success Support: The course has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

Course Description: Exploration of the changes that occur in late adulthood. Areas of study include physiology, sensory and cognitive processes, personality, psychopathology, and death and dying.

Rationale of the Course: This course is known as “Psychology of Aging.” It introduces current practice, programs, and policies in the field of gerontology. The course is also designed to provide students with an overview of the aging process from a psychological perspective: this can be done by studying the major theories of aging, e.g., stereotypes about aging and older adults, changes in physical and mental health, cognition, personal transitions, social relationships, sexuality, and death and dying. The major theme in the course will be the interaction among aging, physiological, cognitive, and psychosocial changes, and how aging affects human behavior. Scientific data and actual case studies will be integrated into a larger picture of what it is to be an older adult in the 21st century. The course also addresses professional standards of practice and service delivery, as well as advocacy and policy directions, from a person-centered, person-directed perspective, responsive to social inequality and cultural diversity. The main goal is to give students information about aging services and policies, which will be valuable for those who want to work in the field and establish a more comprehensive understanding of a number of related issues.

Objectives of the Course:

- Students understand basic theories of the psychology of aging;
- Students conceptualize late adulthood as part of the developmental process;
- Students embrace the influence of public policy, law, and politics on older adults as well as their quality of life (QoL);
- Students grasp many adult changes, both positive and negative;
- Students think critically about issues pertaining to the aging process;

- Students promote healthy attitudes towards aging and the elderly;
- Students will be able to evaluate a range of programs, practices, and policies, and make recommendations to improve services and practices in the field of gerontology, using psychological theories and multicultural perspectives on the aging process across societies.

Course Objectives: By the conclusion of the course, students will have increased awareness of the “special” conditions and diversity issues in older adults, and become more sensitized to human development, educational resources, and related fields.

Student Learning Outcomes:

- a. The students will be able to identify characteristics of older adults’ conditions.
- b. The students will be able to expand their knowledge of older adults, death, and grieving.
- c. The students will be able to demonstrate an understanding of possible interventions for those who are aging, with the goal of increased QoL.
- d. The students will be able to communicate relevant information about gerontology, while also using professional terminology.
- e. The student will be able to demonstrate basic knowledge and skills in constructing and modifying classroom learning environments to best meet the needs of their target audience.

Feedback Schedule: A student can expect a response to email within 24 hours Monday through Friday. **No emails will be answered after 3PM on Friday until the following Monday (i.e., no email responses during weekends).**

Class Etiquette:

- **Please call me Dr. Lee. That is the only name you need to go by.**
- It is your responsibility to read emails I send, as well as the ones posted on blackboard.
- When you send me emails, provide your full name and the title of course you are currently enrolled in.
- If you do not receive my response within 24 hours during weekdays, please check your spam (or junk) folder, contact our IT team (listed on page 3), and/or send another email as a gentle reminder.
- If your question requires a lengthy explanation, please come and see me during my office hours. If any of my office hours does not work, please make an appointment—at least 24 hours in advance.

Student Support Services:

Academic Alert System:

UAM is committed to your academic success. To help, UAM has developed an academic alert system

to connect you with campus resources when needed. Faculty and staff members contribute directly to the academic alert system by submitting concerns about students who are exhibiting behaviors that will make it difficult for them to succeed. If an alert is submitted for you, you will receive an email or call from a professional academic advisor. Please respond to the contact you receive. If you have any questions about the academic alert system, you may call the Office of Academic Advising at (870) 460-1633.

Career Services:

Student Success Center, Suite 201, (870) 460-1454

Career Counseling is available to each student to assist and prepare for academic and career success, help make sound career decisions based on an evaluation of their goals, interests, abilities, and values, and to research possible career choices. Students can also research pre- and post-graduate career opportunities.

Counseling Services:

Student Success Center, Room 204D, (870) 460-1554

As a student you may experience a range of issues that can cause barriers to learning. Mental health concerns or stressful events may lead to diminished academic performance. Counseling services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about confidential mental health services available on campus via the UAM Counseling Services website at <http://www.uamont.edu/pages/student-affairs/counseling/>

The Center for Writing and Communication:

Taylor Library, Room 203, (870) 460-1378

The Center for Writing and Communication (CWC) is a free service to UAM students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Website: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

Library Services:

The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <http://www.uamont.edu/pages/library/>

Tutoring Center:

Student Success Center, Suite 203, (870) 460-1454

All students have access to free tutoring services. Drop-ins are welcomed or students can make an appointment. Tutoring Schedules are available to pick up. Night tutoring is available Monday-Thursday from 6:00 p.m. to 8:30 p.m.

Math Tutorial Lab:

Math and Science Center, (870) 460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

University Behavior Intervention Team:

The Behavior Intervention Team's (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please call (870) 460-1110 or (870) 460-1554 or submit a concern below this link:

https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10

NOTE: In case of emergency or after office hours please call 911.

Student Special Services:

Any student with a documented disability should contact the Office of Student Special Services. 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.

Monticello Campus

Location: Student Success Center, Room 201F

Telephone: (870) 460-1226 / TDD: (870) 460-1626 Fax: (870) 460-1926

Mailing Address: P.O. Box 3600, Monticello, AR 71656

Email: whitingm@uamont.edu

McGehee Campus

Location: UAM College of Technology at McGehee

Telephone: (870) 222-5360/Fax: (870) 222-1105

Mailing Address: P.O. Box 747, McGehee, AR 71654

Email: anderson-allen@uamont.edu

Crossett Campus

Location: UAM College of Technology at Crossett

Telephone: (870) 364-6414

Mailing Address: 1326 Highway 52 West, Crossett, AR 71635

Email: paschall@uamont.edu

Technical Support Information: As another gentle reminder, you need to access to a working computer with internet capability to view your email announcements and complete your work. Course syllabus, announcements, assignments, outlines, and any related course materials will also be obtained from Bb. Below is how you can ask for help:

Blackboard Assistance:

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m. Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

Email Assistance:

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

University Policy on Concealed Weapons:

Possession, discharge, or other use of any weapon is prohibited on the grounds or in the buildings of any campus, division, unit or other area controlled by the University of Arkansas System, except that a handgun may be possessed by an individual who has a concealed handgun permit and has completed enhanced certification training in accordance with Ark. Code Ann. § 5-73-322(g).

Method of Delivering Assignments: Please submit your work as a MS Word document sent to Blackboard (Bb). Please use Time New Roman, 12 point font with 1” margins. All submissions should be titled with your last name_my last name_assign#_course title (e.g., Smith_Lee_Assign1_PSY 3453). You will need to access your computer a lot, so be sure to have anti-virtuous software installed on your computer and update it regularly. Please be sure to have anti- virus software installed on your computer and update it regularly.

Emergency or Interruption in Computer Service Policy: Students are expected to adhere the course requirement and must turn all of their required work by the proposed deadline. The instructor does charge a penalty score to late work each day (e.g., 10% for one day late, 20% for two days late, etc.).

Please prepare for unexpected problems and emergencies so that you can turn all of the required work on time! You must understand that problems and glitches do occur in online learning as they do in any learning environment. The instructor highly encourage you to have a back-up plan such as saving your assignments in multiple drives or using the computers at a local library for submitting assignments in case your computer crashes or your service interrupted. You are more than welcome to ask any assistance from the Office of Academic Computing (please see the page 2).

UAM Attendance Policy (for face-to-face classes):

Regular class attendance is considered an essential part of the student’s educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement. UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. NOTE: Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

IMPORTANT: 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.” Although the course is offered via online, violating this code may result in 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 be well prepared and be on time. Unprofessional conduct includes (but not limited to) failing to complete your work, turning your work late, showing disrespectful behavior toward the instructor and others via email and Bb, and/or doing no-shows while we are in session (except the case of emergency or prior arrangement with your instructor). **It is mandatory that you complete all of the required work!** 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: **It is your responsibility to get the information from Bb. 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 or email documentation as appropriate.

STUDENT HANDBOOK

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: <http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>

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 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.

Special Dates of Concerns (i.e., Important Dates):

July 1, 2020 (Wed)	First day of classes.
July 2, 2020 (Thurs)	Observance of Independence Day. Offices and classes closed.
July 6, 2020 (Mon)	Last day to register or add S2 classes. Fees due by 3:30 PM for all registered students.
July 27, 2020 (Mon)	Last day to drop S2 classes. Grade(s) will be W.
August 3, 2020 (Mon)	Last day of classes. Final Exams.
August 4, 2020 (Tues)	All grades will be via WeevilNet.
August 5, 2020 (Wed)	Summer conferral of degrees.

Course Assessments: Total 400 points are available in this class. Below are all assessment activities including class attendance/participation, two take-home exams, and midterm and final projects.

Academic Engagement

- **5 Online Discussion Forums (20 points total, 100 points each, 25% of the course grade)** – Your active participation is essential in this course. This includes keeping up with the assigned reading and willing participation in online discussions. The main focus of this class will be centered on online discussions, and you are expected to be engaged in the content being discussed.
 - o **How to Do:** Throughout this semester, a total of five discussion forums will be posted via Bb (click “Discussion” area). When each discussion forum is open, the instructor will email the announcement. You will have at least 48 hours to provide your reflection based on each question. Your reflection should be a minimum of 1

paragraph (i.e., at least 5-7 lines). For example, if the discussion #1 forum is open at 9AM on 7/2, you will need to submit your reflection via Bb by 11:59PM, 7/4 in order to avoid a late submission penalty. **Late submission may result in a loss of 4 point, each day for discussion 1, 2, and 3. Late submission may result in a loss of 8 points, each day for discussion 5.** Each forum will be opened for 5 days; In other words, the Bb will not accept any discussion and you will not be able to have any point once those days have passed. **No exception will be made.** **NOTE: While I take attendance, it is considered an official part of your grade. Please check your Bb regularly.**

- **2 Take-Home Exam (100 points total, 50 points each, 25% of the course grade)** – Students will be required to complete two take-home exam assignments based on the textbook throughout the semester. All assignments are to provide you understand and describe various categories of disabilities and exceptionalities, legal and historical foundations for special education services, as well as opportunities to access educational resources for those elders within a community of collaboration and inclusion. **You must turn in those assignments by the given due dates (and those dates are listed on the Course Outline. No email submission is accepted and any late work will result in a penalty score (i.e. 10 points deduction per day).** You must submit all assignments via blackboard. All assignments must be typewritten and double-spaced based on the Bb guideline.

- **Mid-Term Project (100 points total, 25% of the course grade)** – Students are required to view a movie of your choice about a person with older adulthood in lieu of a mid-term exam. Write a concise 3-5 page review. No make-ups will be given unless you make a prior arrangement with the instructor. **The deadline for this mid-term project is by 11:59 PM, July 17 (Fri). Late submission may result in a loss of 15 point, each day.** Guideline will be given prior to the project, but below are my suggestions for you:
 - *Intern*
 - *Quartet*
 - *Driving Miss Daisy*
 - *The Bucket List*
 - *Fried Green Tomatoes*
 - *The Straight Story*
 - *The Whales of August*
 - *Amour*
 - *Iris*
 - *The White Angel*
 - *Last Love*

- **Final Project (100 points total, 25% of the course grade)** – Your final learning project will be an enactment of your understanding about the problem or issue area you are interested in. How have older people during these days handled “aging”? Now is time to find out and write approximately 5 page paper in lieu of a final exam.

- Please use an adult who is a) over 60 years old and b) not a UAM-affiliated. In other words, you are allowed to select a 60-years old adult you know, but not an UAM employee. Interviews conducted with who are under 60 years old or an UAM employee will not receive any credit!
- Interview can be conducted via, email, telephone, SKYPE, etc. In-person interview is not mandatory due to the COVID-19 pandemic; however, if both of you agree on in-person meeting with social-distancing, that is totally up to you. However, please do your very best that self-quarantine is our social norm here.
- **The deadline for this final project is by 11:59 PM, July 31 (Fri), 2020 and no late work will be accepted after that date due to grading timeline.** More details about the project will be given, but below are the bullet points you may want to use for your final paper:
 - Please use fictitious name. Then, address age, marital status, and relationship of this interviewee to you (family, neighbor, a friend's grandmother, etc), as well as where s/he lives currently
 - If retired, please include information on when and how the interviewee retired (or plans to retire)
 - What the individual enjoys doing in late life?
 - How the interviewee relates to his or her family members, peers, friends, and community? What are the aspects this person view the most important and why?
 - What changes has the person seen occur during his or her lifetime that they believe have influenced their life? What are some major historical events that they believe are unique to their generation?
 - How do they value higher education?
 - What health and non-health challenges has he or she encountered as s/he ages (or anticipates may encounter)?
 - Have his or her living situations changed at all?
 - How does the interviewee feel about getting older? What does s/he believe has contributed to his or her wisdom?
 - What one piece of advice the elder would want shared with others about aging and life?

NOTE: Optional Extra Credit Activities (20 points max) – Students who think they are in borderline, the optional activities will be available. This part is the only option students may bring your score up, so please turn it in by the given deadline. **No late work will be accepted for the extra credit activities, so please make sure you meet the given deadline.**

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters,

and no later than three days before the drop date in eight- and six-week sessions. All students with a “D” or “F” will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

Preparation for the Course (i.e., Work Required)

The student will participate in three, fifty minute classes and be involved in at least six or seven hours each week in studying, reviewing notes, reading the text(s), and reading other reference sources. The student is expected to do all of the assigned reading (before the relevant class) and to master and memorize all the major concepts contained in it.

Overall Total Obligation

Activity	Assignments	Estimated hours for the average student
Academic engagement	Listening to or reading course lectures: 25 pages per hour	20
	Taking exams	25
	Total: should be at least 45 hours per semester	45
Preparation (outside of class)	Required textbook, ordinary reading level: 30 pages per hours	20
	Study for modules	20
	Other assignments	5
	Total: should be at least 90 hours per semester	90
Overall Total	Should be at least 135 hours for a 3 credit course per semester	135

Make-up Policy: No make-ups will be given without prior arrangement or extenuating circumstances (e.g., hospitalization), so it is the students’ responsibility to contact the instructor as soon as possible. Please avoid procrastination at all cost. It is highly recommend to elect extra credit activities if make-up is inevitable and submit your work within grade period. The same rule applies for those who would like to request for incomplete grade.

Grading: Next page shows 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)

360 – 400 pts A
320 – 359 pts B

280 – 319 pts C
240 – 279 pts D

Below 240 pts F

WHAT YOU CAN DO TO IMPROVE YOUR GRADE:

The average student generally does not do the six things listed below. Those of you who would like to be at an advantage over the average students will be happy to know that this advantage can be gained by the following steps:

1. Purchase the text and do so immediately.
2. Read assigned material the day before it is presented in class.
3. Ask questions about anything you do not understand when classes are in session.
4. Attend class regularly and submit all of your assignments by the due dates. Take the last submission penalty if you can submit it. **REMEMBER: No last-minute deal is allowed in this class. You are responsible for meeting all deadlines and discussing issues with the instructor before this semester ends.**
5. Complete for ALL exams and be sure to do any necessary work if you happened to miss any of them OR bring your score up.

IF YOU HAVE QUESTIONS ABOUT YOUR GRADE, PLEASE COME AND SEE ME DURING MY OFFICE HOURS. I do not email your grade because of confidentiality. You are more than welcome to make an appointment in regards to this matter. I also encourage you to keep all of your work that I return them to you. All you need to do is just adding up scores including your extra credit--because I simply go by your total points!

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.**

Summer 2020 PSY 4633 Course Outline

**Note: Schedule is subject to change in the case of extenuating circumstances. In other words, the instructor maintains the right to modify or edit the course outline when deemed necessary.*

Sessions	DATE	TOPIC	ASSIGNMENTS DUE
Session 1	7/1-7/3	Introduction: What is aging? Who are you, and what brings you to this course? What interests and aspirations do you have related to gerontology?	Syllabus, pp. 1-27 NOTE: Discussion #1 is due by 11:59 PM, 7/3 (Fri).
Session 2	7/6-7/10	A Life Course Perspective on Aging: Concepts and Theoretical Perspectives in Gerontology <ul style="list-style-type: none"> • The life-course perspective on aging • Multiple domains and definitions of aging • Key concepts and theories in the study of aging 	pp. 28-132 NOTE: Discussion #2 is due by 11:59 PM, 7/10 (Fri). Take-Home Exam 1 is also due by 11:59 PM, 7/10 (Fri).
Session 3	7/13-7/17	Aging, Health Care, and Society <ul style="list-style-type: none"> • Aged-based and need-based programs • What are the characteristics of a humane society? 	pp. 133-296 NOTE: Mid-term project is due by 11:59PM, 7/17 (Fri). NOTE: Discussion #3 is also due by 11:59 PM, 7/17 (Fri).
Session 4	7/20-7/24	Social and Economic Outlook for an Aging Society (Part I) <ul style="list-style-type: none"> • The life course impact of gender, race, class/ethnicity, and other forms of diversity 	pp. 297-360 NOTE: Discussion #4 is due by 11:59 PM, 7/24 (Fri). Take-Home Exam 2 is also due by 11:59PM, 7/24 (Fri).
Session 5	7/27-7/31	Social and Economic Outlook for an Aging Society (Part II) & Age Politics, Elder Advocacy & New Aging Marketplace <ul style="list-style-type: none"> • Structural inequality and positionality 	pp. 361-492 NOTE: Discussion #5 is due by 11:59PM, 7/30 (Thurs). NOTE: Both extra assignments and final project are due by 11:59PM, 7/31 (Fri).

UNIVERSITY OF ARKANSAS AT MONTICELLO DEPARTMENT OF
PSYCHOLOGY
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES PSY PSYC 46483
APPLIED HUMAN SERVICE SKILLS
COURSE SYLLABUS

Fall 8-Week 2, 2023 – Class #: 2313, Section #: 90, Location: Online

Instructor Name: Ashley Courson

Instructor Phone: (870) 460-1479

Instructor Email Address: coursonl@uamont.edu

Office Hours: Office Hours: MWF 8-10 a.m.; TTH 12 p.m. to 2 p.m. Other times are available upon request.

Virtual Hours: T TH 1 p.m. to 2 p.m.

Course Title and Credit Hours: PSYC 46483 Applied Human Service Skills, 3 credit hours.

Prerequisites: PSYC 11003 Introduction to Psychology, 3 credit hours; PSYC 34683 Principles of Guidance and Counseling or PSYC 46283 Psychology of Personality, 3 credit hours

Required textbooks, workbooks, supplementary materials:

Substance Abuse and Mental Health Services Administration. *Trauma-Informed Care in Behavioral Health Services*. Treatment Improvement Protocol (TIP) Series 57. HHS Publication NO. (SMA) 13-4801. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014. **Link to free download provided within course materials.**

Course Description: Advanced training in the areas of professional ethics, multicultural competency, diversity, and standards across various service delivery systems in helping professions. Students will learn a systematic approach to client-centered problem solving, expand cultural and ethical competence, and establish foundations of ethical principles and practices critical within helping professions.

Student Learning Outcomes:

By the conclusion of the course, you should be able to:

Understand and identify various roles within the helping profession.

Understand ethical standards and Codes of Conduct for human service professionals and why these are important

Assess and develop cultural and ethical competency in preparation for service delivery across helping professions.

Identify and understand Trauma-Informed care and its importance in service delivery.

Gain a general understanding of the human service field, standards and principles of practice for how helping professionals operate within various systems.

Special Dates of Concern:

October 14 – **First day of 8-week 2 classes.**

October 30 – Deadline to drop regular session classes with a “W”.

November 4 – Spring registration begins.

November 11 – **Progress report grades posted for 8-week 2 classes.**

November 15 – Early registration for Spring ends.
November 15 - **Deadline to drop 8-week 2 classes with a “W”.**
November 15 – Deadline to apply for May graduation.
November 25 - 29 – **Fall break. Classes closed.**
November 28 - 29 - Thanksgiving Holiday. All offices closed.
December 6 – **Last day of classes for regular session and 8-week 2 classes.**
December 9 - 12 – **Final Exam period.**
December 13 – Commencement.
December 16 – **Grades due by 10 a.m.**
December 18 – Fall conferral of degrees.

Course Timeline – Submission deadlines and Special Dates of Concern

Week 1

October 14 – First day of 8-week 2 classes

Module 1 – What is Human Service?

Discussion post #1 Introductions due by 11:59 p.m. Wednesday, October 16 (25 points)

Response posts Careers in Human Service due by 11:59 p.m. Sunday, October 20

Assignment #1 “Human Service Careers” due by 11:59 p.m. on Sunday, October 20 (25 points)

Week 2

Module 2 – Ethical Principles

Discussion post #2 due by 11:59 p.m. on Wednesday, October 23 (25 points)

Response Posts due by 11:59 p.m. on Sunday, October 27

Assignment #2 “Ethical Principles” due by 11:59 p.m. on Sunday, October 27 (50 points)

Week 3

Module 3 – Multicultural Competency and Service Delivery

Discussion post #3 due by 11:59 p.m. on Wednesday, October 30 (25 points)

Response posts due by 11:59 p.m. on Sunday, November 3

Assignment #3 “Assessing Culturally Competent Service Delivery” due by 11:59 p.m. Sunday, November 3 (50 points)

Week 4

November 4 – Spring Registration begins

Module 4 – Family-centered services

Discussion Post #4 due by 11:59 p.m. on Wednesday, November 6 (25 points)

Response posts due by 11:59 p.m. on Sunday, November 10

Assignment #4 “Family-Centered Services” due by 11:50 p.m. Sunday, November 10 (50 points)

Week 5

November 11 – Progress report grades post for 8-week 2

Module 5 – Trauma-informed Care

Discussion post #5 due by 11:59 p.m. on Wednesday, November 13 (25 points)

November 15 – Last day to drop this class with a “W”

November 15 – Deadline to apply for May graduation

Response posts due by 11:59 p.m. on Sunday, November 17

Assignment #5 “Trauma-informed care” due by 11:59 p.m. Sunday, November 17 (50 points)

Week 6

Module 6 – Peer Reviewed Research

Discussion Post #6 due by 11:59 p.m. on Wednesday, November 20 (25 points)

Response posts due by 11:59 p.m. on Sunday, November 24

Assignment #6 “Peer-reviewed research assignment” due by 11:59 p.m. Sunday, November 24 (50 points)

Week 7

November 25-29 – Fall Break – No class

November 28-29 - Thanksgiving Holiday – Offices closed.

Week 8

Discussion post #7 due by 11:59 p.m. Wednesday, December 2 (25 points)

December 6 – Last day of class

Assignment “Final research project” due by 11:59 p.m. Sunday, December 8 (100 points)

Week 9

December 9-12 – Final Exam period (100 points)

Course Assignments/Assessments:

You will have the following assignments totaling possible grade points:

(1) Participation/Discussion Forum

175 points possible

25 points weekly for a total of seven weeks.

Original Post due by 11:59 p.m. on Wednesday each week

Response postings due by 11:59 p.m. on Sunday of same week

The discussions begin on Monday of each week and will close on Sunday at 11:59 p.m. Each student will be required to make their original post or thread by Wednesday at midnight in order to receive full credit. You will also need to respond to a minimum of two additional threads or posts from your classmates.

Discussion participation will be a significant part of your final course grade.

It is best if you can log in 2-3 times during the week to be an active participant in the discussion. Please note that the more actively you engage in the discussion, the more you enhance your learning experience. Please be open-minded and respectful to others as your classmates express their ideas and opinions. Please use critical thinking in your responses and use references to support your position. Refer to the materials presented, relevant issues in the news or community, or information obtained from other sources, but be sure to name the source. If you do this each week, you will get maximum credit for a total of 175 possible points.

(2) Human Services Career assignment

25 points possible

(3) Ethical Principles assignment

50 points possible

Assignment Grading Breakdown:

50 points awarded for well-edited, thoughtful articulation and conceptualization of all five principles, demonstrating higher-level thinking.

40 points awarded for edited, thoughtful articulation of four of the five principles

30 points awarded for edited articulation of three of the five principles

20 points awarded for articulation of two of the five principles

10 points awarded for articulation of one principle or posting less than college standard

0 points awarded for no response

(4) Assessing Culturally Competent Service Delivery assignment

50 points possible

(5) Family-Centered Services assignment	50 points possible
(6) Trauma-Informed Care assignment	50 points possible
(7) Peer-Reviewed Research assignment	50 points possible
(8) Final Research project	100 points possible
(9) Final Exam	100 points possible
<u>Total points possible:</u>	650 points

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Progress Report Policy:

Early semester grades constitute an unofficial progress report in that they indicate early student performance that can be built upon or remedied. These early semester grades are not permanently recorded on the student's official transcript. Faculty should notify and consult with students about their early-semester grades, and these grades will be posted in the student information system for all fall and spring undergraduate classes lasting longer than six weeks. Progress reports will be posted no later than the end of week five during fall and spring semesters for full semester courses, and no later than three days before the drop date in shorter sessions.

By necessity, faculty will need to begin assessing student work as early as the first week of a class. Grades posted will be A, B, C, D, or F. Other grades, such as I, are not informative and do not allow for the necessary guidance to facilitate student success. All students with a "D" or "F" on their progress report will automatically be reported to Academic Alert.

Feedback Schedule:

The instructor can be reached during office hours in room 303 of the Memorial Classroom Building (MCB) and may also be reached by telephone or email. A student can expect a response email within 24 hours Monday through Friday. Emails may or may not be answered after 5 p.m. on Fridays until the following Monday.

Method of Delivering Assignments:

Please submit work as a PDF or Word document and upload to Blackboard. Times New Roman, 12-point font is preferred, with 1" side margins. All submissions should be titled with your last and first name and course title (e.g., Smith, Joe EDUC2225). Be sure to have anti-virus software installed on your computer and update it regularly.

Work Required:

Academic Engagement:

35 hrs. - Weekly Discussion participation

5 hrs. - Testing

Preparation:

35 hrs. – Reading, content review, watching video content

40 hrs. – Written assignments

20 hrs. – Academic Research

Overall Total Obligation:

135 hours for a 3-credit course per semester

Artificial Intelligence Policy:

AI tools, including but not limited to chatbots, language models, and automated grading systems, are utilized to **enhance** the learning experience. Students are expected to use these tools responsibly and ethically. Use AI tools in a manner that respects academic integrity, intellectual property rights, and institutional policies. **Do not use AI for cheating, plagiarism, or any form of academic dishonesty.** Use AI tools to support learning, not to replace your own understanding and effort. Avoid using AI generated content in assignments unless explicitly permitted, and when allowed, clearly indicate any AI assistance used. Contact your instructor to seek clarification if you are uncertain about the use of AI tools for specific tasks in this course.

Explanation of Grading Policy: Grade

Assignment:

Grading Scale: A= 90—

100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

Updated 07/15/2024

UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES
Psychology Practicum (PSY 465V) Course Syllabus
Fall 2023, arranged times

Instructor Name: K. Amber Turner, Ph.D.

Instructor Phone: 870-460-1479 **Instructor Email Address:** turnera@uamont.edu

Office Hours: 10:00-11:00am and 2:00-3:00pm daily, or by appointment

Prerequisites: Twelve hours in psychology and instructor permission.

Required Materials: No required text. Materials may be posted on Blackboard

Blackboard Supplemental Student Success Support: This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, etc.

Course Description: Supervised field experience in special areas. The primary goal of this class is to facilitate and expand student's application and transfer of knowledge and skills learned in psychology classes to a wide range of job settings. Students may not enroll for more than 6 hours per semester and not more than a total of 9 hours.

Student Learning Outcomes:

By the conclusion of the course students should be able to:

- The student will learn to understand the main features of working in a mental health or behavioral services setting.
- The student will learn how to complete and evaluate forms and information associated with working in such settings.
- The student will develop an understanding of what skills are needed to operate in such settings and develop an understanding of his/her personal strengths and weakness in these areas.
- The student will learn how to organize the planning of a work day in these settings.
- The student will develop an understanding of the role of providers in providing services associated with these settings.
 - These outcomes will all be assessed via evaluative letter from the site and the final paper.

Course Assignments/Assessments:

- (1) The student must identify a 125 hour practicum in an individually selected job setting, for a total of approximately 10-12 hours per week. When the practicum site is decided upon, the work schedule should be coordinated between the student and the site supervisor. I will need a brief letter indicating the name of your placement, your supervisor's name, phone number, signature, and the beginning and end dates of your placement. You can submit a digital copy on Blackboard or deliver a hard copy to my office. I will need the letter by no later than 11:59pm on **8/31/23**.
- (2) Students will use Blackboard to complete a weekly log by 11:59pm every Saturday once the placement has begun. The log will record how many hours you worked, a brief description of the work you did for the week, and how material you have learned in your classes applies to your work. Each log should be 250-500 words.
- (3) At a time that works for all students, we will arrange a monthly meeting in which each student presents what has happened at the site and answers any questions.
- (4) Final Paper: This paper should be between 10 and 15 pages double-spaced. It will have three sections. The first will be a summary of your work experiences (approximately 3-5 pages). The second will be a

description of the profession of at least one person you worked with. For example, if you work with a social worker, you would describe their job duties, the type of training required, and any insights they want to offer you into the challenges and rewards of their career (3-5 pages). The final chapter will describe one challenge faced by your site and how policy makers in Arkansas could help your work site meet that challenge (3-5 pages). It is due on the last day of classes by 11:59pm.

- (5) An evaluative letter from your on-site supervisor is due via email at the midpoint and end of the semester. Each email letter should include a rating of your performance on a scale from 0 to 50, and the number of hours you worked. I will contact your site supervisor explaining the evaluation and due date, and the rating they send me will go into the gradebook. Note that if you are not given a perfect rating at midterm, your site will need to provide suggestions for improvement that will be shared with you. The evaluation at the end of the semester will be based on your performance since the midterm evaluation, keeping that feedback in mind.

Explanation of Grading Policy:

Grades will consist of the placement letter, logs, meeting participation, the site ratings/evaluations, and the final paper.

- Letter of placement: 60 points
- Weekly logs: 10 points each, total 100 points
- Practicum meeting attendance and presentations: 15 points each, total 60 points
- Supervisor evaluations: 50 points each, total 100 points
- Final paper: 100 points
- Total: This makes the total course worth 420 points.

The grading scale, based on percentages, is as follows:

Grade Assignment:

Grading Scale:

A = 90 - 100%; B = 80 – 89%; C = 70 – 79%; D = 60 – 69%; F = 59% and below

Method of Delivering Assignments:

Please submit work as a Microsoft Word Document (.doc or .docx) or PDF uploaded to Blackboard in the designated assignment portal. Final Papers should be written in **12 point font with 1” side margins, double spaced.**

- Always check to make sure your document was properly uploaded! If you cannot see your submission in the preview portal then I won't be able to see it either. Logs and papers that are not properly submitted or in a different format may be subject to late penalty.

Work Required: Approximately 150 hours

Academic Engagement:

Work on Site: Approximately 120 hours

Attend Monthly Meetings: Approximately 5 hours

Preparation:

Logs and Final Paper: Approximately 25 hours

Important Dates:

August 18 - Last day to register or add classes

August 28 - Tuition and fees due by 3:30pm

September 4 - Labor Day Holiday – No class

October 25 - Last day to drop classes without penalty – grade will be W

October 30 - Registration for Spring begins

November 20-24 – Fall Break – No classes

December 1 - Last day of classes

December 4-7 - Final exams

UAM Attendance Policy:

Regular class attendance is considered an essential part of the student's educational experience and a requirement for adequate evaluation of academic progress. The faculty considers that college students, as mature individuals, will recognize the need for regular attendance and will comply with this requirement.

UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangements should be made prior to an absence whenever it is possible.

Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Course-specific Attendance Policy/Participation Requirements:

Students will be expected to reliably attend work at their site. Any indication from a site supervisor that the student is not showing up, showing up late, or not behaving appropriately will result in an academic alert and a loss of a letter grade. A second complaint from a site supervisor may result in failure in the course. Students will also be expected to show up to the monthly practicum meeting, which will be arranged between the instructor and the student. Academic alerts will be administered for missing weekly logs.

Midterm Grade Policy:

Mid-semester grades are considered to be unofficial progress reports in that, while these grades do indicate the current class standing of the student, they are not permanently recorded on the student's official academic record. Instructors should notify students of their mid-semester grades.

Midterm grades and absences will be posted on WeevilNet in all sessions longer than six weeks (fall and spring regular session and eight- and six-week sessions). Midterm grades and absences will be posted no later than one week before the drop date in regular fall and spring semesters, and no later than three days before the drop date in eight- and six-week sessions. All students with a "D" or "F" will be reported to Academic Alert.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

See syllabus addendum for university-wide information and resources.

UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES
Abnormal Psychology (PSY 4673-01) Course Syllabus
Spring 2024 - Tues/Thurs at 1:40-3:00pm in MCB 315

Instructor Name: K. Amber Turner, Ph.D.

Instructor Office Location: MCB 303

Instructor Phone: 870-460-1479

Instructor Email Address: turnera@uamont.edu

Office Hours: 10-11am and 3-4pm daily, or by appointment

Course Title and Credit Hours: PSY 4673 Abnormal Psychology, 3 credit hours

Prerequisites: PSY 1013 (Intro to Psychology)

Required textbook: Hooley, J., Nock, M., and Butcher, J. (2020). Abnormal Psychology (18th edition). Boston: Pearson. ISBN: 9780134999173. You can acquire the text from the [UAM Bookstore](#) or another source.

- Note: You are not required to use the Revel eText platform for this class, though it may be the most convenient option. If you prefer a hard copy or find it at a better price, you may use the 17th edition instead. The chapters and material are largely consistent, but not the page numbers. Do not use older than the 17th edition.

Blackboard Supplemental Student Success Support: This course has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

Course Description: The course will cover the various theoretical models of psychopathology and the general principles used to assess, diagnose, and treat disorders based on these orientations. Once a general understanding of mental illness is obtained, the class will delve deeper into a variety of mental disorders that affect both adults and children.

Student Learning Outcomes: This course will primarily focus on the description of mental disorders, as well as research and theories concerning etiology and treatment. Specific objectives for this course are:

- To become familiar with diagnosable psychopathologies as currently defined by the DSM-5
- To understand different theoretical explanations for mental illness
- To become familiar with different assessment techniques and treatment methods
- To understand the effect of culture and context on our definitions of mental illness
- To understand and engage in discussion and activities related to ethical dilemmas and controversial topics in the field of abnormal psychology

Course Assignments/Assessments: Your participation in this course will consist of:

1. 3 Exams
2. 4 Homework Assignments (drop 1)
3. Class Participation

Exams: There will be 3 tests, each worth **100 points**. Tests will not be cumulative; however, the third test will take place at the time scheduled for the final exam. The tests will mostly be in a multiple-choice format, but there may also be fill-in-the-blank, true/false, and short answer questions. Test questions will be based on lectures, assigned readings, and any material discussed in class. Material tested may include information the instructor presented verbally that was not written in the slides.

Homework Assignments: There will be 4 homework assignments due throughout the semester. I will drop your lowest grade, so if you are happy with your first 3 assignments, you do not need to turn in the 4th. They will generally be 1.5 - 2 pages in length, double-spaced. These assignments will be worth 50 points each, for a total of

150 points. These assignments will be flexible in that you will choose a disorder and one of several prompts. You must be present in class and personally turn in the assignment (unless you have documentation of a university-approved excuse) in order to receive full credit; otherwise it will be considered late. Your grade will drop by 10% for each class period your assignment is late. More instruction on these homework assignments, including the prompt options and due dates, will be provided in class and on Blackboard.

In-Class Participation and Activities: Students are expected to attend all classes and participate in discussions and activities. There will be regular class discussions and activities throughout the semester. For 10 separate class periods, I will award up to 5 points of credit to students who are present and actively participate in the discussion/activity. A total of **50 points** for the course can be earned in this manner.

Extra Credit: Grades will not be rounded up at the end of the semester. If you anticipate that you may have a “borderline” grade, you can complete extra credit opportunities to boost your grade. I will provide opportunities throughout the semester for you to earn extra credit, which I will announce in class and post on Blackboard. Some opportunities are time-limited, and I highly encourage you not to wait until the end of the semester to consider pursuing extra credit. All extra credit must be submitted by the last day of class.

Grades:

Test 1	=	100 points
Test 2	=	100 points
Test 3	=	100 points
Homework Assignments	=	150 points
Participation	=	50 points
Total	=	500 points

Grading Scale: A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = <59%

Course Policies:

Attendance: Class attendance is required. To receive credit for in-class activities, you must be in class or contact me with documentation for your absence. Also, important information that will appear on the exams and will help with your homework assignments will be presented in class. You are responsible for all material presented during class.

Communication: In addition to being in class for announcements, it is your responsibility to regularly check both email and Blackboard for updates. In return, you may generally expect to receive replies from me to your emails within 24 hours during normal business hours, barring extenuating circumstances. If you would like a timely response, *email me instead of sending a message via Blackboard.* You can expect to receive feedback/grades for assignments within 1-2 weeks of submission.

Electronic Devices: Use of electronic devices in class for purposes other than engaging in class material (i.e. taking notes, working on in-class activities) is prohibited. Multitasking in class using electronic devices is distracting to your classmates and is a waste of your time in class.

Artificial Intelligence Policy: This policy provides guidelines on the ethical and responsible use of Artificial Intelligence (AI) tools such as ChatGPT in this course. Please note that all work submitted must be the student's original work. Using AI to generate any portion of the text in final submissions is prohibited and will be treated as a breach of academic integrity. Violations of this AI policy will be addressed according to the university's Academic Code Violations policy. Permitted use of AI tools include: brainstorming ideas, exploration of various perspectives on course-related topics, and providing different explanations of complex subjects or concepts. While AI tools can be helpful, they are prone to errors and inaccuracies. The student is responsible for critically evaluating and verifying all facts and information used in their work.

Missed Classes and Make-up Exams: If you should miss a class, you are responsible for obtaining notes from

another class member. You will also be held responsible for any changes to the syllabus announced in class. **The opportunity to make-up a missed assignment or exam will only be granted to students with a university-approved excuse.** Valid university-approved excuses include doctor's notes, documentation of hospitalization, and documentation from coaches or leaders of other university-approved activities. Unless your situation is an emergency, you need to inform me about missing class BEFORE it occurs, particularly for an exam.

Course Schedule

Following is a tentative class schedule. *Please note that this schedule may change.* You will be informed in class as well as via Blackboard of any changes to the syllabus. Unless unavoidable, exam dates *will not* change.

Week	Date	Topic	Reading
Week 1			
	Jan 11 (Th)	Course Introduction	Syllabus/Ch. 1
Week 2	Jan 16 (T)	Abnormal Psychology: Overview	Ch. 1
	Jan 18 (Th)	Historical and Contemporary Views	Ch. 2
Week 3	Jan 23 (T)	Causal Factors and Viewpoints	Ch. 3
	Jan 25 (Th)	Clinical Assessment & Diagnosis	Ch. 4
Week 4	Jan 30 (T)	Therapy and Other Treatments	Ch. 16
	Feb 1 (Th)	Stress and Physical/Mental Health	Ch. 5
Week 5	Feb 6 (T)	Stress Disorders/Review	
	Feb 8 (Th)	TEST 1 (Chapters 1-5, 16)	
Week 6	Feb 13 (T)	Anxiety Disorders	Ch. 6, pp. 173-203
	Feb 15 (Th)	Obsessive-Compulsive and Related Disorders	Ch. 6, pp. 203-217
Week 7	Feb 20 (T)	Mood Disorders	Ch. 7, pp. 221-258
	Feb 22 (Th)	Suicide	Ch. 7, pp. 259-266
Week 8	Feb 27 (T)	Somatic Symptom and Related Disorders	Ch. 8, pp. 269-283
	Feb 29 (Th)	Dissociative Disorders	Ch. 8, pp. 283-300
Week 9	Mar 5 (T)	Eating Disorders and Obesity	Ch. 9
	Mar 7 (Th)	Substance-Related Disorders	Ch. 11
Week 10	Mar 12 (T)	Substance-Related Disorders/Review	
	Mar 14 (Th)	TEST 2 (Chapters 6-9, 11)	
Week 11	Mar 19 (T)	Spring Break	
	Mar 21 (Th)	Spring Break	
Week 12	Mar 26 (T)	Developmental Disorders	Ch. 15
	Mar 28 (Th)	Developmental Disorders	
Week 13	Apr 2 (T)	Personality Disorders	Ch. 10
	Apr 4 (Th)	Personality Disorders	
Week 14	Apr 9 (T)	Sexual Variants, Abuse, & Dysfunctions	Ch. 12
	Apr 11 (Th)	Schizophrenia and Other Psychotic Disorders	Ch. 13
Week 15	Apr 16 (T)	Psychotic Disorders	
	Apr 18 (Th)	Neurocognitive Disorders	Ch. 14
Week 16	Apr 23 (T)	Ethical/Legal Issues	Ch. 17
	Apr 25 (Th)	Course Wrap-Up/Review	*Last day for EC*
Week 17	Apr 30 (T)	<i>University Study Day</i>	
Final	May 2 (Th) 3:30-5:30pm	TEST 3 (Chapters 10, 12-15, 17)	

Special Dates of Concern:

January 10 – First day of class

January 12 - Last day to register or add classes

January 15 - MLK Holiday – No class

January 23 - Tuition and fees due by 3:30pm
March 18-22 - Spring Break
March 27 - Last day to drop classes without penalty
April 1-12 - Preregistration for Summer and Fall
April 29 - Last day of classes
April 30 - Study day (no classes)
Final Exam: Thursday, May 2 at 3:30-5:30pm

Work Required:

Academic Engagement: You must participate in two 80 minute classes per week.

Preparation: You should spend at least 5-6 hours a week studying, reading the text, completing homework, and engaging in discussions as assigned (90 total hours).

Overall Total Obligation: These estimates are guidelines to help you manage your time. The university prescribed overall total time obligation for a 3 credit course class is at least 135 hours.

UAM Attendance Policy:

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UAM expects students to be diligent in the pursuit of their studies and regular in their class attendance. Students have the responsibility for making arrangements satisfactory to their instructors regarding all absences, whatever the reason, and are responsible for all materials covered during any absence. Such arrangement should be made prior to an absence whenever it is possible. Students absent from two consecutive or a total of three class meetings will be reported to Academic Alert unless they have notified the instructor of a justifiable reason for the absences and made plans to make up all materials covered. (Disclaimer: Faculty members may submit an Academic Alert report on any student identified as at risk at any time.) Faculty members may establish other specific attendance requirements, which will be stated in the course syllabus.

Progress Report Policy:

Early semester grades constitute an unofficial progress report in that they indicate early student performance that can be built upon or remedied. These early semester grades are not permanently recorded on the student's official transcript. Faculty should notify and consult with students about their early-semester grades, and these grades will be posted in the student information system for all fall and spring undergraduate classes lasting longer than six weeks. Progress reports will be posted no later than the end of week five during fall and spring semesters for full semester courses, and no later than three days before the drop date in shorter sessions.

By necessity, faculty will need to begin assessing student work as early as the first week of a class. Grades posted will be A, B, C, D, or F. Other grades, such as I, are not informative and do not allow for the necessary guidance to facilitate student success. All students with a "D" or "F" on their progress report will automatically be reported to Academic Alert.

See syllabus addendum for additional university-wide information and resources.

APPENDIX C
FACULTY VITAE

**Jeanette M. Braswell
Curriculum Vitae**

University of Arkansas at Monticello
P.O. Box 3619
Monticello AR 71656
Phone: 870-460-1172

EMPLOYMENT EXPERIENCE

University of Arkansas at Monticello

Assistant Professor of Psychology- August 2015 to May 2021
Associate Professor of Psychology- July 2021 to present

Virginia Polytechnic Institute and State University

Graduate Teaching Assistant – August 2011- May 2015
Graduate Research Assistant – Summers 2011-2015

EDUCATION

Ph.D. Virginia Polytechnic Institute and State University: Blacksburg, VA

Developmental and Biological Psychology: May 2015

Advisor: Dr. Jungmeen Kim-Spoon

Dissertation Title: Interactions of adolescent and parent temperament factors in the development of emotion regulation abilities.

Cumulative GPA: 3.91

Graduate Certificate: 'Future Professoriate Graduate Certificate': this certificate is intended to prepare graduate students for faculty and academic positions. Completion involves 9 credit hours of course work revolving around pedagogical practices and issues facing higher education and universities in the 21st century. Completed Fall 2014.

M.S. Virginia Polytechnic Institute and State University: Blacksburg, VA

Developmental and Biological Psychology: May 2013

Advisor: Dr. Jungmeen Kim-Spoon

Thesis Title: The protective effects of religiousness and forgiveness for the link between peer victimization and mental health in adolescence

B.A. Oklahoma Baptist University: Shawnee, OK

Graduate Suma Cum Laude: May 2011

Bachelor of Arts in Psychology

Cumulative GPA: 4.0

TEACHING EXPERIENCE

Courses taught at the University of Arkansas at Monticello

PSY 1013: Introduction to Psychology
PSY 2203: Statistical Methods
PSY 2013: Research Methods I
PSY 3013: Research Methods II (Experimental Psychology)
PSY 2443: Developmental Psychology
PSY 3243: Social Psychology
PSY 3433: Child Development
PSY 3413: Psychology of Learning
PSY 4683: Seminar: Cognition and Emotion
PSY 4683: Seminar: Human Emotion
PSY 479V: Independent Study in Psychology

Courses taught at Virginia Tech as a Graduate Teaching Assistant

Psychology of Learning, Instructor of Record (2013-2014)
Introduction to Psychology, GTA. (Fall 2011 - Spring 2013)

PUBLICATIONS

Braswell, J.M. & Prichard, E. (2023). Awe predicts resilience to COVID-19 independent of Religiosity. *Psychological Reports*. doi: 10.1177/003329412311652

Prichard, E., Christman, S., & **Walters, J.M.** (2020). The pen is not always mightier: Different ways of measuring handedness with the Edinburgh Handedness Inventory yield different handedness conclusions. *Perceptual and Motor Skills*, 127, 789-802. doi: 10.1177/0031512520927562

Walters, J.M., Farley, J.P., Deater-Deckard, K. & Kim-Spoon, J. (2019). Predictors of sibling abuse and associations with self-perception and relationship quality in adolescence. *Journal of Early Adolescence*, doi: 10.1177/0272431619837382

Walters, J.M., & Kim-Spoon, J. (2014). Are religiousness and forgiveness protective factors for adolescents experiencing peer victimization? *Journal of Aggression, Maltreatment, and Trauma*, 23, 1090-1108. doi: 10.1080/10926771.2014.964438

MANUSCRIPTS UNDER REVIEW AND IN PROGRESS

- Braswell, J.M. The validity and importance of the religious perspective in the philosophy of science. Invited chapter In *Philosophy of Science for Psychology Students* by E.C. Prichard. In Progress.
- Braswell, J.M. and Prichard, E.C. The Virtual Psychology Lab: An interactive online lab manual for Research Methods classes of all sizes. In Progress.
- Braswell, J.M. The Fear of the Lord: A Comparison of Biblical and Psychological Perspectives on the Emotion of Awe. Under revision.
- Braswell, J.M. Teacher, Preacher, Drill Instructor: A Three-Dimensional Philosophy of College Instruction. Under Revision.

PRESENTATIONS

- Walters, J.M., & Kim-Spoon, J. *Religiousness and Forgiveness in Adolescence: The Mediating Role of Self-Regulation*. Symposium Paper presented at the Research Conference on Religion and Spirituality, Colombia, MD, March 2013.
- Walters, J.M., & Roark, B. *The Effects of Voice Accent, Gender, and Pitch on Perceptions of Personality*. Paper presented at the Annual Southwestern Psychological Conference, Dallas, TX. April, 2010.

POSTER PRESENTATIONS

- Walters, J.M., Kim-Spoon, J. (2017) *Interactions of Adolescent and Parent Temperament Dimensions on the Adolescent Regulatory System*. Presented at the 29th Annual Convention Association for Psychological Science, Boston, MA, May 2017.
- Walters, J.M., Farley, J.P., Holmes, C., Kim-Spoon, J., & Deater-Deckard, K. (2013). *Predictors of Sibling Abuse and Longitudinal Associations with Self-Perception and Relationship Quality in Adolescents*. Presented at the meeting of Society for Research on Adolescence, Austin, TX, April 2014.
- Farley, J.P., Faris, K., Holmes, C., **Walters, J.M.**, & Kim-Spoon, Jungmeen. (2013). *Longitudinal Associations among Impulsivity, Friend Substance Use, and Adolescent Substance Use*. Presented at the meeting of Society for Research on Adolescence, Austin, TX, April 2014.
- Holmes, C., Farley, J.P., **Walters, J.M.**, & Kim-Spoon, J. (2013). *Religiousness is Associated with Demotion of Health-Risk Behaviors but not Promotion of Health-Enhancing Behaviors via Self-Control*. Presented at the meeting of Society for Research on Adolescence, Austin, TX, April 2014.

- Holmes, C., Farley, J.P., **Walters, J.M.**, & Kim-Spoon, J. (2013). *Differentiating the Associations of Religious Motivations with Substance Use via Self-Regulation*. Presented at the meeting of Society for Research on Adolescence, Austin, TX, April 2014.
- Holmes, C., Farley, J.P., **Walters, J.M.**, & Kim-Spoon, J. (2013). *The Associations of Religious Motivations and Health Conscious Behavior via Lability and Emotion Regulation*. Presented at the meeting of Society for Research on Adolescence, Austin, TX, April 2014.
- Kim-Spoon, J., Farley, J. P., Holmes, C. H., & **Walters, J. M.** *Self-Control Moderates the Effects of Impulsivity and Religiousness on Adolescent Substance Use*. Presented at the meeting of Society for Research on Adolescence, Austin, TX, April 2014.
- Walters, J.M., Longo, G.S., Farley, J.P., Holmes, C., & Kim-Spoon, J. *Adolescent Peer Victimization: The Moderating Role of Private Religious Practices*. Poster presented at the meeting of Society for Research in Child Development. Seattle, WA, April 2013.
- Holmes, C., Farley, J.P., Longo, G.S., **Walters, J.M.**, & Kim-Spoon, J. *Monitoring and Self-regulation: The Mediated Effects of Parents and Adolescents' Religiousness on Adolescent Substance Use*. Poster presented at the meeting of Society for Research in Child Development. Seattle, WA, April 2013.
- Farley, J.P., Longo, G.S., **Walters, J.M.**, Holmes, C. & Kim-Spoon, J. (2012). *The Relationship Between Peer and Own Substance Use: Proposing Self-Regulation as a Mediator*. Poster presented at the meeting of Society for Research in Child Development. Seattle, WA, April 2013.
- Kim-Spoon, J., Farley, J. P., Longo, G., **Walters, J. M.**, & Holmes, C. *Emotional and Physical Abuse, Self-Regulation, and Adolescent Substance Use: The Moderating Role of Religiosity*. Poster presented at the meeting of Society for Research in Child Development, Seattle, WA, April 2013.
- Kim-Spoon, J., Lauharatanahirun, N., Farley, J. P., **Walters, J. M.**, Chiu, P. H., & King-Casas, B. *The Joint Contribution of Reward Sensitivity and Executive Function to Adolescent Risky Decision-Making and Substance Use*. Poster presented at the meeting of Society for Research in Child Development, Seattle, WA, April 2013.
- Walters, J.M., Farley, J.P., Holmes, C., Longo, G.S., & Kim-Spoon, J. *Adolescent Peer Victimization and Emotion Regulation: The Moderating Role of Forgiveness*. Poster presented at the 25th Annual Convention Association for Psychological Science, Washington D.C., May, 2013.
- Holmes, C., **Walters, J.M.**, Farley, J.P., Longo, G.S., Johnson, E., & Kim-Spoon, J. *Differing Religious Motivation as a Predictor of Adolescent Substance Use*. Poster presented at the

25th Annual Convention Association for Psychological Science, Washington D.C., May, 2013.

Longo, G.S., Farley, J.P., Riser, D.K., Holmes, C., **Walters, J.M.**, & Kim-Spoon, J. *A Comparison of Parent and Adolescent Profiles of Religiousness*. Poster presented at the 25th Annual Convention Association for Psychological Science, Washington D.C., May, 2013.

Farley, J.P., Holmes, C., **Walters, J.M.**, Johnson, E., Longo, G.S., & Kim-Spoon, J. *Parent and Peer attachment predicting adolescents' substance use and externalizing symptomatology*. Poster presented at the 25th Annual Convention Association for Psychological Science, Washington D.C., May, 2013.

Longo, G.S., Farley, J.P., **Walters, J.M.**, Kim-Spoon, J. (2012). A latent profile analysis of religiousness, religious struggle, sexual behavior, and alcohol use. Poster presented at the Biennial Meeting of the Society for Research on Adolescence, Vancouver, Canada, March 2012.

Farley, J. P., **Walters, J. M.**, & Kim-Spoon, J. (2012). Family socioeconomic hardship and adolescent substance use outcomes: The mediating roles of parental relationship quality and self-regulation. Poster presented at the Biennial Meeting of the Society for Research on Adolescence, Vancouver, Canada, March, 2012.

Walters, J.M., Longo, G.S., Farley, J.P., & Kim-Spoon, J. *Adolescents' future orientation mediates the link between religiosity and risky driving behavior*. Poster presented at the 24th Annual Convention Association for Psychological Science, Chicago, IL, May, 2012.

Longo, G.S., Farley, J.P., **Walters, J.M.**, & Kim-Spoon, J. *The Antecedents and Consequences of Conversion to and from Atheism*. Poster presented at the 24th Annual Convention Association for Psychological Science, Chicago, IL, May, 2012.

Farley, J.P., Longo, G.S., **Walters, J.M.**, & Kim-Spoon, J. *Child Maltreatment and Pro-Social Behavior as Predictors of Change in Internalizing Behaviors*. Poster presented at the 24th Annual Convention Association for Psychological Science, Chicago, IL, May, 2012.

STUDENT PRESENTATIONS

Philly, E. (2024). Faculty Advisor: Jeanette Braswell. The effects of gratitude framing on perspectives of childhood experiences of parenting. Research in progress to be submitted as a poster presentation to the Spring Arkansas Symposium for Psychology Students, Conway AR, April 20, 2024.

Pawlak, V. (2018). Faculty Advisor: Jeanette Walters. The mediating role of narcissism in the relationship between self-esteem and social media use. Poster presented at the Annual Southwestern Psychological Association conference, Houston, TX. April 2018

- Hatcher, K. (2018). Faculty Advisor: Jeanette Walters. Poster presented at the Annual Southwestern Psychological Association conference, Houston, TX. April 2018
- Gavin, S. (2017). Faculty Advisor: Jeanette Walters. *Evoking Emotions*. Poster presented at the Spring Session of Arkansas Symposium for Psychology Students, Conway, AR, April 2017.
- Wilson, A. (2017). Faculty Advisor: Jeanette Walters. *Childhood Trauma and Executive Functioning*. Poster presented at the Spring Session of Arkansas Symposium for Psychology Students, Conway, AR, April 2017.
- Kaur, R. (2016). Faculty Advisor: Jeanette Walters. *Moderating Effects of Child Temperament on the Impact of Parenting Styles on Child Outcomes*. Poster presented at the Winter Poster Session of Arkansas Symposium for Psychology Students, Conway, AR, December 2016.
- Alexander, J.B., (2016). Faculty Advisor: Jeanette Walters. *How Cognitive Dissonance Influences College Students' Attitudes and Voting Behavior*. Poster presented at the Annual Southwestern Psychological Conference, Dallas, TX. April 2016.

STUDENT MANUSCRIPTS

- Pawlak, V. (2019). The mediating role of narcissism in the relationship between self-esteem and social media use. Manuscript submitted to the Psi Chi Journal for Undergraduate Research. (note: Ms. Pawlak's paper was rejected mainly due to a small sample size)

PROFESSIONAL DEVELOPMENT

A. Professional Conference Attendance

- Annual Southwestern Psychological Conference, Dallas, TX. April, 2015.
- Arkansas Symposium for Psychology Students, December, 2016.
- Annual Conference on Higher Education Pedagogy, Blacksburg, VA, 2016
- Arkansas Symposium for Psychology Students, April, 2017.
- 29th Annual Convention Association for Psychological Science, Boston, MA, May 2017.
- Annual Southwestern Psychological Association conference, Houston, TX. April 2018
- Transformative Learning Conference, Oklahoma City, OK March 2018
- Inaugural meeting of Arkansas Teachers of Psychology, Conway AR, June, 2023.

B. Workshops, Trainings, and Webinars attended for professional development (note: this list is not comprehensive but rather includes a sample of 2-3 of the best I attended by year).

Learn Ultra Course Seminar, November 14th, 2023

Conquering Classroom Challenges with Vantage, October 16, 2023

UAM Advisement Training, October 12th, 2023

Velleman, P. & De Veaux, D. (2021). Improved Learning Outcomes in the Introductory Statistics Course. Getting hands-on with applets. Pearson Webinar.

Huffman, K., Ding, S., & Groth, K. (2020). Active Learning Online: Why Students Need it More Than Ever. Wiley Webinar.

Milovanska-Farrington, S. (2020). Learning by Doing, Incentive Alignment, and Low-Stress Grading. Hawkes Learning Webinar.

Miller, J.M. (2019). How to use KAMI. UAM Professional Development Week, Additional Trainings

Hunneycut, D. (2019). Kahoots and Nearpod in the Classroom. UAM Professional Development Week, Additional Trainings

Abney, L. & Bouck G. (2018) Writing Matters: Engaging and Transforming Student Writing and Revision to Encourage Life-long Writers. Workshop. Oklahoma City, OK

Walvoord, M. (2018) Transformative Learning Basics. Workshop. Oklahoma City, OK

Fendley, Brian (2017, May 2) Building Online Communities in Blackboard. Blackboard Collaborate Webinar

UAM Advisement Training. April 24, 2017

McKee, A. (2016, Oct 13). Instructional Strategies. Blackboard Collaborate Webinar

Fendley, Brian (2016, Sept 8). Instructional Strategies. Blackboard Collaborate Webinar

PROFESSIONAL RECOGNITION, HONORS, GRANTS

A. Honors

University of Arkansas at Monticello

Hornaday Outstanding Faculty Nomination, 2019

Alpha Chi Honor Society – Rookie of the Year Nomination, 2018

Psi Chi an Alpha Chi Sigma – Most Enthusiastic Faculty Award Finalist, 2019

B. Grants

Faculty Research Grant, 2023

Project Title: “Embodied Cognition: Past and Future.”

Grant Award: \$1500 awarded to purchase materials for experiment set up and to pay participants for data collection. Completed in collaboration with Dr. Amber Turner.

UAM Centennial Fund, 2023

Project Title: Social and Behavioral Sciences Research Lab

Grant Award: The UAM Centennial Fund considers proposals for funding that enhance UAM’s mission of student success. \$10,000 was awarded for the purpose of establishing a research lab in the Memorial Classroom Building, including the purchase of lab computers, biofeedback equipment, furniture, and other equipment to create a collaborative space for research and data collection. Project in collaboration with Dr. Yvette Prior and student Emma Philley.

Faculty Research Grant, 2021

Project Title: “Hemispheric Processing and experience of Self-Transcendent Positive emotions.”

Grant Award: \$1500 awarded to pay participants during data collection for the study. Completed in collaboration with Dr. Eric Prichard.

UAM Centennial Fund, 2019

Project Title: Active Learning Classroom

Grant Award: The UAM Centennial Fund considers proposals for funding that enhance UAM’s mission of student success. \$16,000 was awarded for the purpose of remodeling Memorial Classroom Building #310 into a model active learning classroom. Project in collaboration with Dr. Eric Prichard and Dr. Carol Strong.

Faculty Research Grant, 2018

Project Title: “The moderating role of narcissism between self-esteem and social media use”.

Grant Award: \$500 dollars awarded to pay participants during data collection for the study. Completed in collaboration with Dr. Eric Prichard.

Faculty Research Grant, 2017

Project Title: “Perceptions of Cultural Headwear”

Grant Award: \$1500 dollars awarded for travel to collect initial data for an interdisciplinary project in collaboration with Dr. Carol Strong.

PROFESSIONAL SERVICE

A. Service to the UAM Community

Committee on Committees: SSBS Representative - 2022-2024

SSBS Strategic Planning Committee: 2023 Member

UAM Strategic Planning Task Force – 2020-2023

Faculty Search Committee: 2023 Chair

Faculty Research Committee: 2020 Chair

Faculty Research Committee: 2019 Member

UAM Faculty Assembly: Vice-Chair 2019 and 2020

Vice Chancellor of Academic Affairs Search Committee- 2019-2020

Productivity Funding Watchdog Group – 2018

Academic Appeals Committee: Departmental Representative 2017-2018

School of Social and Behavioral Sciences Scholarship Selection Committee: 2017-2019

School of Social and Behavioral Sciences Faculty Search Committees:

Assistant Professor of Psychology, 2019

Assistant Professor of Social Work, 2017

Assistant Professor of Criminal Justice, 2017

Assistant Professor of Psychology, 2016

Faculty Co-Advisor – UAM Psychology Club 2021-2024

Faculty Advisor – UAM Psychology Club 2017- 2021

Graduate School Forum: GRE and LSAT preparation panelist, Sponsored by Pi Sigma Alpha, 2017

Southeast Arkansas Regional Science Fair- Judge, Social and Behavioral Sciences Category, 2017

Southeast Arkansas Regional Science Fair- Judge, Social and Behavioral Sciences Category, 2016

B. Service to the Public

Monticello Tree Board, Member: 2016 – Present

The Monticello Tree Board serves several functions in the community including tree care and pruning in parks and public spaces, tree planting in parks and public spaces, community education and outreach on the care and importance of trees in a community, as well as planning and hosting annual arbor day celebrations in cooperation with the Arkansas Forestry Commission as well as the local Boy and Girl Scouts.

The Call, Prospective Foster Care and Adoptive Parent Trainer: 2019 - Present

The Call is a nonprofit organization that works in partnership with the Arkansas DCFS to train prospective foster and adoptive families through the certification process. I am certified to train prospective families in the state mandated curriculum. When there are enough prospective families ready to enter training, The Call organizes weekend training sessions for which I and others volunteer our services as certified trainers.

C. Service to the Profession

Peer Reviewer for the Arkansas Psychological Association Journal, 2020 to present

Textbook Reviewer for Sage Publications 2018 – Present

Peer Reviewer for SageOpen 2017-2018

Membership in Professional Organizations and Honor Societies

Arkansas Psychological Association (ARPA), Member, 2020 - 2023

American Psychological Association (APA) Division 36, Member, 2017 – 2019

Southwestern Psychological Association, Member 2015 - 2017

Association for Psychological Science (APS), Member: 2014 – 2019

Psi Chi Honor Society, Member: 2008 – Present

Ashley Courson

“One can choose to go back toward safety or forward toward growth. Growth must be chosen again and again; fear must be overcome again and again.”

- Abraham Maslow

Objective

To contribute my background and education to an instructor’s position in psychology at the University of Arkansas at Monticello and seamlessly transition further into another facet of academia and higher education.

Education

2012-2015	Washburn University Master of Arts Human Service Addiction Counseling emphasis <i>cum laude</i> graduate
2010-2012	University of Arkansas at Monticello BS in Psychology Criminal Justice minor Honor Graduate
2001	Monticello High School Honor Graduate

Honors and Awards

May 2015	<i>cum laude</i> graduate 3.66 GPA
Member	Sigma Tau Delta International English honor society
Member	Pi Kappa Delta National Debate and Forensics honor society
May 2012	Outstanding Graduate Selected as one of two top graduates in psychology
May 2012	Honor Graduate 4.0 GPA in final semester
2001-2002	President of UAM Debate and Forensics team

Teaching Experience

- 2024 – Present
University of Arkansas at Monticello
Instructor of Psychology
- Teaching psychology related courses for students majoring in Psychology within the School of Social and Behavioral Sciences
- 2022 – Present
University of Arkansas at Monticello
Adjunct Professor, General Studies
- Teaching Pathway to Success, a freshman orientation course
 - Developed and managed course content, discussions, quizzes, assignments and exams across multiple session formats including 8-week, summer and full term
 - Managed coursework, participation, grading, and communication for an average roster of 30 students
 - Assist students in developing basic college skills and strategies for success
- 2022 – Present
University of Arkansas at Monticello
Adjunct Professor
- Teaching Applied Human Service Skills, a senior-level psychology course
 - Developed and managed course content, discussions, quizzes, assignments, exams and provided students with opportunity to further academic research
 - Assist students with academic research and dissemination of information according to established standards for academia
 - Managed all course related activities for an average roster of 30 students in an online learning platform
- 2014-2018
10th Judicial District Center for Alcohol and Substance Abuse
Substance abuse counselor and educator
- Taught substance abuse education using SAMHSA approved curriculum in individual, group, family and community settings
 - Observed and adhered to ethical and clinical standards of practice in daily routines
 - Adjusted content to meet specific client and family need
- 2015-2017
Specialized Women’s Services, New Beginnings, C.A.S.A.
Certified Parenting Educator, Department of Human Services SWS Division
- Taught specialized parenting curriculum through the Arkansas Department of Human Services to clients receiving SWS services across 10 counties

Professional training

- 2022-2024
Blackboard Ultra Faculty Development Training
Anthology
Active participation in ongoing Blackboard training covering a range of topics related to online course building and management
- 2023
Student Conduct and University Compliance training
SUNY SCI Conduct Institute, The State University, New York
- 2014-2018
Arkansas Substance Abuse Certification Board (ASACB)
Continuing Education
Previously credentialed with the licensure and certification board for substance abuse services in Arkansas
- 2015-2017
University of Arkansas for Medical Sciences (UAMS)
Trauma-Informed Care

Training, certification, and continuing education

2013-2018

Clinical Supervision

Ongoing training to maintain certification, including a 4000-hour clinical practicum under a licensed Clinical Supervisor

2016

Residential Alcohol and Drug Detox R.A.D.D. Certified

Credentialing with ASACB as a RADD detox specialist

Professional

affiliations

Past member

NAADAC

National Association of Alcohol and Drug Abuse Counselors

2016

10th Judicial District Juvenile Drug Court

Provided education and services to juveniles in the drug court system
In cooperation with Arkansas Community Correction and Judge Theresa French

2016 – 2017

Delta Counseling Associates, Inc.

Provided substance abuse services to dually diagnosed clients on a contractual basis

2015-2017

DASEP (Drug and Alcohol Safety Education Program)

Delta Counseling Associates, Inc., Division of Behavioral Health Services

Provided assessment, education, and counseling services to persons referred through the Department of Transportation or the court system

References

Caroline Johnson, Director of Advising and Assistant Vice-Chancellor for Academic Success, University of Arkansas at Monticello

PO Box 3478, Monticello, AR 71656, Phone: (870) 460-1233, email: johnsonc@uamont.edu

Mike Knickerbocker, LADAC, previous Clinical Director, New Beginnings, C.A.S.A.

836 N. Hyatt Steet, Monticello, AR 71655, Phone: (870) 723-8840, email:

knickerbockermike@yahoo.com

Payton Miller, Blackboard System Administrator, Senior Instructional Technology Specialist, University of Arkansas at Monticello

PO Box 3626, Monticello, AR 71656, Phone: (870) 460-1620, email: dpmiller@uamont.edu

Curriculum Vitae Seungyeon Lee, PhD

Work Address

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 Monticello, AR 71656
 Email) lees@uamont.edu
 Tel) 870.460.1587/ Fax) 870.460.1087

POST-SECONDARY EDUCATION HISTORY

- Doctor of Philosophy with Honors, Educational Psychology** 2014
 Department of Psychology & Research in Education
 (Minor: Clinical Child Psychology)
 The University of Kansas, Lawrence, Kansas
 (Advisor: Robert G. Harrington, PhD)
- Master of Art, Comparative Literature** 2003
 Liberal Studies and Comparative Literature
 (Specialization: Children's Literature and Creative Writing)
 Dartmouth College, Hanover, New Hampshire
 (Advisor: Mary Desjardins, PhD)
- Bachelor of Art, Women's Studies** 2000
 The University of Kansas, Lawrence, Kansas

EMPLOYMENT EXPERIENCE

- 2019-current *Associate Professor*, School of Social & Behavioral Sciences (Psychology major),
 University of Arkansas, Monticello, Arkansas
- 2014-2018 *Assistant Professor*, School of Social & Behavioral Sciences (Psychology major),
 University of Arkansas, Monticello, Arkansas
- 2007-2014 *Graduate Teaching Assistant*, Department of Psychology & Research in Education
 (PRE), University of Kansas, Lawrence, Kansas
- 2013-2014 *Oral Proficiency Instructor*, Department of East Asian Languages & Cultures,
 University of Kansas, Lawrence, Kansas
- 2012-2013 *Korean Tutor*, Project for Global Officers (Sponsored by the Defense Language and
 National Security Education Office), Center for East Asian Studies, University of Kansas,
 Lawrence, Kansas.
- 2008-2013 *Test Administrator*, WIAT-III (3rd and 4th grade in USD 497), Department of
 Psychology and Research in Education (PRE), University of Kansas, Lawrence, Kansas
 (Sponsored by US department of Health and Human Services Grant).

2011-2012 *Graduate Research Assistant*, Center for Research on Learning, University of Kansas, Lawrence, Kansas

2010-2011 *Graduate Research Assistant*, Center for Educational Testing & Evaluation, University of Kansas, Lawrence, Kansas

2008-2010 *Graduate Research Assistant*, Department of Social Welfare, University of Kansas, Lawrence, Kansas

2006-2007 *Lab Manager*, Department of Educational Psychology, School of Education, University of California, Irvine, California

2003-2004 *English Instructor*, English Language Institute, Korea Baptist Theological University, Daejeon, the Republic of Korea

2002-2003 *Early Childhood ESL Specialist*, Beatrice Ray Elementary School, Hanover, New Hampshire

2000-2002 *Math Teacher* (3rd and 4th grade), Afterschool care center, Korea Baptist Theological University, Daejeon, the Republic of Korea

TITLES OF THESIS AND DISSERTATION

Lee, S. (2014). *Teaching delayed gratification: Reducing temper tantrums of children with autism spectrum disorder (ASD) after functional communication training (FCT)*. Doctoral Dissertation. University of Kansas, Lawrence, Kansas.

Lee, S. (2003). *The Fairest of All: The magic mirror and the curse of Snow White's Coming of Age*. Master's Thesis. Dartmouth College, Hanover, New Hampshire.

PROFESSIONAL DEVELOPMENT

Publications (Those which were referred should be asterisked, and copies must be attached and will be returned)

1. Articles in referred journals [peer-reviewed]

2019-present

Ruiz, R. L. & **Lee, S.*** (under review). How fast is too fast: An empirical investigation of the relationship between playback speed and listening comprehension. *Proceedings of the Arkansas Psychological Association*. [listed as the corresponding author]

Miller, J. M., & **Lee, S.*** (under review). United States v. Williams: A discussion in child pornography laws. *UALR Review*.

Norman, K. B., Grahe, J. E., & **Lee, S.*** (under review). Reconstructing emerging adulthood: Revising the markers of adulthood (MoA) scale for increased ecological validity. *Psychological Reports*. (Impact factor: 1.535) <https://doi.org/10.31234/osf.io/uxfpt> [OSF preprint version]

- Lee, S.***, Kim, M., Mendoza, J. S., & Miller, J. M. (under review). Invariant effects of nomophobia on mindfulness, obsessiveness, and low-stakes test performance: The use of a structural equational modeling framework. *Experimental Results*. <https://doi.org/10.31219/osf.io/rntjg> [preprint version]
- Lee, S.***, Gray, M. A., & Kim, M. (in press). A pathway model of emotionally-associated Predictors of US college students' career indecision. *Canadian Journal of Career Development*. <https://doi.org/10.31219/osf.io/5tyau> [preprint version]
- Kraybill, J., **Lee, S.***, Jia, F., & Bernsten, L. (2021). 2021 Awards and recognition recipients. *Teaching of Psychology*, 48(4), 279-286. (Impact factor: 1.176) <https://doi.org/10.1177/00986283211020797> [NOTE: Each author contributed equally based on their content area]
- Gray, M. A., Kim, M., & **Lee, S.*** (2021). Career self-efficacy as a mediator between emotional intelligence and employment planning among US college students. *Canadian Journal of Career Development*, 20(2), 70-76. [listed as the corresponding author]
- Gray, M. A., Kim, M., & **Lee, S.*** (2021). Simplifying the measurement of college student career planning: The development of career student planning scale (CSPS) during the COVID-19 pandemic. *Experimental Results*, 1-9. <https://doi.org/10.1017/exp.2020.69> [listed as the corresponding author]
- Lee, S.***, McDonough, I. M., Mendoza, J. S., Brasfield, M. B., Enam, T., Reynolds, C., & Pody, B. C. (2020). Cellphone addiction explains how cellphones impair learning for lecture materials. *Applied Cognitive Psychology*, 35, 123-135. <https://doi.org/10.1002/acp.3745> (Impact factor: 1.591)
- Jakobsen, K. V., Kraybill, J., Jia, F., & **Lee, S.*** (2020). 2020 Awards and Recognition Recipients. *Teaching of Psychology*, 47(4), 243-249. <https://doi.org/10.1177/0098628320945095> (Impact factor: 1.053) [NOTE: Each author contributed equally based on their content area]
- Mendoza, J. S., **Lee, S.***, & McDonough, I. M. (2020). The relationship between nomophobia and classroom learning: How fear of being without cellphones affects the youth population in a digital age. *Media Education Research Journal*, 9(1), 112-119. [listed as the corresponding author]
- Lee, S.*** (2020). The Koran folktale as a literary genre: Traditional values, changing times, and its sociohistorical development. *Journal of Liberal Arts and Humanities*, 1(4), 18-23.
- Jakobsen, K. V., & **Lee, S.*** (2019). 2019 Excellence in Teaching Award Recipients. *Teaching of Psychology*, 46(4), 277-283. <https://doi.org/10.1177/0098628319872410> (Impact factor: 1.053)
- Lee, S.*** (2019). Casting a spell of Snow White's coming of age: The film, *Willa*. *Interdisciplinary Humanities*, 35(2), 25-31.
- Lee, S.***, Kim, M., Mendoza, J. S., & McDonough, I. M. (2019). Addiction to cellphones:

Exploring the psychometric properties between the nomophobia questionnaire and obsessiveness in college students. *Heliyon*, 4(11).
<https://doi.org/10.1016/j.heliyon.2018.e00895> (Impact factor: 1.65)

2014-2018

Mendoza, J. S., Pody, B. C., **Lee, S.***, Kim, M., & McDonough, I. M. (2018). The effect of cell phones on attention and learning: The influences of time and nomophobia. *Computers in Human Behavior*, 86, 52-60. <https://doi.org/10.1016/j.chb.2018.04.027> (Impact factor: 5.003)

Lee, S.* (2018). The lightness of the sexual being: A short reflection on Hans Christian Andersen's "The Little Mermaid." *Societies*, 8(4), 116.
<https://doi.org/10.3390/soc8040116> (impact factor: 0.529)

Lee, S.* (2017). A review of function-based behavior interventions for young children with autism spectrum disorders (ASDs): Teaching appropriate communication with delayed reinforcement as a means of decreasing temper tantrums. *National Teacher Education Journal*, 10(2), 21-29.

Lee, S.* (2017). Science learning outside of the classroom: A focus group study of people's perception about natural history museum. *National Teacher Education Journal*, 10(1), 45-51.

Lee, S.*, Kim, M. W., McDonough, I. M., Mendoza, J. S., & Kim, M. (2017). The effects of cell phone use and emotion-regulation style on college students' learning. *Applied Cognitive Psychology*, 31(3), 360-366. <https://doi.org/10.1002/acp.3323> (Impact factor: 1.591)

Lee, S.*, Kim, M., Pickett, M., & Ashcraft, G. (2016). Video game effects on training college students' reaction times: A small-scale study. *National Teacher Education Journal*, 9(3), 31-36.

Lee, S.*, Harrington, R.G., & Ban, H. (2016). Enhancing tolerance to a delayed reinforcer in a child with developmental disabilities: The comparison between non-signaled and signaled delayed reinforcement procedures. *International Journal of Humanities and Social Science*, 6(8), 1-6.

Lee, S.*, & Harrington, R.G. (2016). Differential effects of three time-delayed procedures on temper tantrums in a child with mild developmental disabilities, *National Teacher Education Journal*, 9(2), 95-102.

Lee, S.* (2016). Enchanted or endangered by Sleep? Modern interpretation of the heroine's consciousness in *Tales of Sleeping Beauty* (Transformations by Anne Sexton and *Beginning with O* by Olga Broumas), *Interdisciplinary Humanities: Beyond the Binary*, 33(2), 121-136.

Lee, S.* (2015). Educating children with autism spectrum disorders (ASDs) to delay gratification in the context of temper tantrums. *The Advocate*, 22(2), 1-9.

Prior to 2014

Lee, S.* (2000). Melting bell: Women in traditional Japanese culture. *Luminary*, 3(1), 18-20.

2. Book chapters [peer-reviewed]

2019-present

Hatcher, K. M., Pennington, A. L., Brewster, B. R., Kim, M., Miller, J. M. & Lee, S.* (2020). Chapter 10 Personality, gender, self-efficacy, procrastination, and goal setting: Their effect on college students' memory assessment, pp. 187-204, in *Exploring the opportunities and challenges of college students*. Hauppauge, NY: NOVA science Publishers, Inc. [ISBN-13: 978-1-53618-056-5]

Gray, M. A., Lee, S.*, & Kim, M. (2020). Chapter 11 Comparing self-report emotional intelligence, self-efficacy, and personality traits in college students' career decision making: A pilot study, pp. 205-217, in *Exploring the opportunities and challenges of college students*. Hauppauge, NY: Nova Science Publishers, Inc. [ISBN-13: 978-1-53618-056-5]

3. Edited books, chapters, volumes, and encyclopedia entries [peer-reviewed] (7 since tenure)

2019-present

Lee, S.* (in press). "Bachelor's Party." In J. Hartenstein (Ed.) *Encyclopedia of Marriage and Divorce in America: Issues, Trends, and Controversies*. Santa Barbara, CA: ABC-CLIO.

Lee, S.* (in press). "Honeymoon." In J. Hartenstein (Ed.) *Encyclopedia of Marriage and Divorce in America: Issues, Trends, and Controversies*. Santa Barbara, CA: ABC-CLIO.

Lee, S.* (in press). "Trophy Husbands." In J. Hartenstein (Ed.) *Encyclopedia of Marriage and Divorce in America: Issues, Trends, and Controversies*. Santa Barbara, CA: ABC-CLIO.

Lee, S.* (in press). "Trophy Wives." In J. Hartenstein (Ed.) *Encyclopedia of Marriage and Divorce in America: Issues, Trends, and Controversies*. Santa Barbara, CA: ABC-CLIO.

Lee, S.* (in press). "Age Differences in Relationship." In J. Hartenstein (Ed.) *Encyclopedia of Marriage and Divorce in America: Issues, Trends, and Controversies*. Santa Barbara, CA: ABC-CLIO.

Lee, S.* (in press). "Arranged Marriage." In J. Hartenstein (Ed.) *Encyclopedia of Marriage and Divorce in America: Issues, Trends, and Controversies*. Santa Barbara, CA: ABC-CLIO.

Lee, S.* (Ed.) (2020). *Exploring the Opportunities and Challenges of College Students*. Hauppauge, NY: Nova Science Publishers, Inc. [ISBN-13: 978-1-53618-056-5]
Retrieved from <https://novapublishers.com/shop/exploring-the-opportunities-and-challenges-of-college-students/> or <https://www.amazon.com/Exploring-Opportunities-Challenges-College-Students/dp/1536180564>

4. Technical reports, scholarly magazines, editorial commentaries, etc.

2018-present

a. Technical reports

Lee, S.* (2021). *2021 APA Division 1 Chair Reports*. General Psychology, Washington, DC.

Lee, S.* (2021). *2021-22 Psi Chi Faculty Support Advisory Committee Report*. Psi Chi, the International Honor Society in Psychology, Chattanooga, TN.

Lee, S.* (2021). *2021 Annual Report: Mentorship Award*. Society for the Teaching of Psychology, Washington, DC.

Lee, S.* (2020). *2020 Annual Report: Mentorship Award*. Society for the Teaching of Psychology, Washington, DC.

Lee, S.* (2019). *2019 Annual Report: Mentorship Award*. Society for the Teaching of Psychology, Washington, DC.

Jakobsen, K. V., & **Lee, S.*** (2019). *2019 Annual Report: Teaching Excellence Awards*. Society for the Teaching of Psychology, Washington, DC.

2007-2018

Reynolds, K., Chapin, R., Rachlin, R., **Lee, S.***, & Nagadenahalli, N. (2009). 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*.

b. Scholarly magazines

Lee, S.* (2021). Psychology in the headlines: Passion may or may not be a contributing factor in judging work productivity or full potential. *Eyes on Psi Chi*, 26(1).

Lee, S.* & Mendoza, A. (2021). Lessons in academia as Asian women: An invitation to women of color for change. *Eyes on Psi Chi*, 25(4), 12-13. <https://doi.org/10.24839.2164-9813>

Lee, S.* (2021). Psychology in the headlines: If you are “less agreeable,” you are more sensitive to typos and grammar errors. *Eyes on Psi Chi*, 25(4), 10. <https://doi.org/10.24839.2164-9813>

Lee, S.* (2021). Academic work and leadership as a Black woman: Interview with Loretta McGregor, PhD. *Eyes on Psi Chi*, 25(3), 10-12. <https://doi.org/10.24839.2164-8912.Eye25.3.10>

Lee, S.* (2021). Psychology in the headlines: Red or blue but not purple? You may end up voting for a wrong person—if you dichotomize your attitude and behavior. *Eyes on Psi Chi*, 25(3), 7. <https://doi.org/10.24839.2164-8912.Eye25.3.7>

Lee, S.* (2020). Psychology in the headlines: A virtual “date” may work better than a traditional one while social distancing. *Eyes on Psi Chi*, 25(2), 8. <https://doi.org/10.24839.2164-9812.Eye25.2.4>

Lee, S.* (2020). Psychology in the headlines: Teaching children about race. *Eyes on Psi Chi*, 25(1), 6-9. <https://doi.org/10.24839/2164-9812.Eye25.1.36>

Lee, S.* (2020). Psychology in the headlines: Better differentiation between types of mood disorders. *Eye on Psi Chi*, 24(4), 18-20. <https://doi.org/10.24839/2164-9812.Eye24.4.18>

c. Editorial commentaries

Alexander, R. G., Alexander, K. E., Barchas-Lichtenstein, J., Finkelstein, S. R., **Lee, S.***, Litchman, M. L., Nigg, Claudio, R., Ross, K. M., Starr, L. R., & Xu. X. (2020, November 25). Faulty evidence, specious logic, dangerous conclusions: challenging gendered ideas of Mentorship. <https://doi.org/10.31219/osf.io/zqtky> [OSF preprint version]

5. Literary magazines

2019-present

Lee, S.* (in press). Utopia in the Galaxy [Poem]. *Weevil Pond Literary Magazine*.

Lee, S.* (in press). How to Act Like a Siren [Poem]. *Weevil Pond Literary Magazine*.

Lee, S.* (in press). The Mirroring [Fiction]. *Weevil Pond Literary Magazine*.

Lee, S.* (2020). The Meaning of Her Essence [Poetry]. *Arkansan Review*. Retrieved from <https://www.arkansanreview.com/copy-of-creative-nonfiction-fall-20>

Lee, S.* (2020). The High Road [Non-Fiction]. *Arkansan Review*. Retrieved from <https://www.arkansanreview.com/fiction-1>

2014-2018

Lee, S.* (2018). The Drowned One [Fiction]. *Eunoia Review*. Retrieved from <https://eunoiareview.wordpress.com/2018/06/16/the-drowned-one/>

6. Manuscripts in preparation

Lee, S.* & Park, J. (in preparation). Asian-American scholars who contributed to the field of psychology, in *The cultural pioneers dissertation book* (eds. Grahe, Ceynar, and Mason), Oxford, UK: Taylor & Francis.

Miller, J. M., & **Lee, S.*** (in preparation). Grandparents on children outcomes.

Lee, S.*, Mendoza, J. S., & Kim, M. (in preparation). Mediation of depression: Anxiety and neuroticism in the SEM model of nomophobia.

Lee, S., Mendoza, J. S., & Kim, M. (in preparation). Predictive influence of Big 5 personality on college students' nomophobia: Cellphone communication, well-being, and social connection.

Dedios, A., Martinez, R., Grahe, J. E., & **Lee, S.*** (in preparation). Using the markers of

adulthood questionnaire to measure adulthood status.

Norman, K. B., Hernandez, L., Grahe, J. E., & Lee, S.* (in preparation). Examining the dimension of emerging adulthood across age.

Ware, C. E., Clark, C. A., Kim, M. & Lee, S.* (in preparation). The relationship between suicide ideation possible risk factors among US college students.

Lee, S.*, Hatcher, K. M., Pennington, A. M., Brewster, B. B., Kim, M., & Miller, J. M. (in preparation). Learning benefits of goal-setting practice in the classroom: The perception of Students' goal-setting for learning optimization.

Lee, S.*, & Harrington, R. G. (in preparation). The comparison of three delayed fading and verbal prompting as a means of teaching children with autism spectrum disorder (ASD) for emotion regulation.

7. Edited manuscripts [Service]

NRICH. (2020). Reproducing a forgotten vignette of history through science. *NRICH: Heritage research review of Korea*. Edited by Seungyeon Lee and Daniel Svoboda. 9-12.

Park, Y. (2020). The study of the royal tombs of the Joseon Dynasty brings a new perspective For our World Heritage Site with the framework of Korean history. *NRICH: Heritage research review of Korea*. Edited by Seungyeon Lee and Daniel Svoboda. 12-18.

H. Oh, & Y. Choi. (2020). Research project to restore the technology of ancient large jar coffins: Achievements in Korean natural history from 2008-2019. *National Research Institute of Cultural Heritage: Research News on Korean Heritage, 1*, Edited by Seungyeon Lee and Daniel Svoboda. 30-33.

Frydenberg, E. (2020). Book Review of *Permission to Feel: Unlock the Power of Emotions to Let Yourself and Your Child Thrive*. Edited by Seungyeon Lee. *The Educational and Developmental Psychologist, 4*(1).

Wilkerson, C. (2020). Book Review of *Visual Learning: Feedback*. Edited by Seungyeon Lee. *The Educational and Developmental Psychologist, 3*(3), 141. <https://doi.org/10.1017/edp.2020.13>

Price, J. (2019). Book Review of *Internet Gaming Disorder: Theory, Assessment, Treatment, and Prevention*. Edited by Seungyeon Lee. *The Educational and Developmental Psychologist, 3*(3), 139. <https://doi.org/10.1017/edp.2019.9>

Ellis, E. (2019). Book Review of *The Primary Behaviour Cookbook: Strategies at Your Fingertips*. Edited by Seungyeon Lee. *The Educational and Developmental Psychologist, 3*(3), 140. <https://doi.org/10.1017/edp.2019.14>

Significant Attendance at and Participation in Professional Meetings

1. Paper and poster presentations at professional conferences (*underline denotes undergraduate student author)

A. As a faculty presenter

2019-present

Lee, S., Mendoza, J. S., & Kim, M. (2021, February). Predictive Influence of Big 5 Personality on College Students' Nomophobia. Poster to be presented at the 2021 Society of Personality and Social Psychology (SPSP) convention, Washington, DC [presented as online-only event].

Lee, S., Mendoza, J. S., & Kim, M. (2019, October). Smartphones Do Not Make You Smarter: Students' Addiction to Smartphones (or Their Excessive Fear of Losing Ones) Can Affect Their Ability to Learn and Inhibit Their Mindfulness. Poster presented at the 18th annual conference of teaching (ACT), sponsored by the Society for the Teaching Psychology (STP), Denver, Colorado.

Lee, S. (2019, September). Science of Learning and Time: Educational Strategies for Increasing Students' Attention and Test Performance in Developmental Psychology Courses. Paper presented at the annual conference of Oklahoma Network of Teaching of Psychology (ONTOP), Durant, Oklahoma.

2014-2018

McDonough, I. M., Mendoza, J. S., Pody, B. C., **Lee, S.,** Kim, M., & Kim, M. W. (2018, May). Desperate for Attention: When Cell Phones Disrupt Learning. Poster presented at the 2018 bi-annual Meeting of the Psychonomic Society, Amsterdam, the Netherlands.

Lee, S., Kim, M. W., Kim, M., & McDonough, I. M. (2017, April). Invariant Effects of Nomophobia on Mindfulness, Obsessiveness, and Student Learning. Poster presented at the 2018 Annual Meeting of the Society for the Teaching of Psychology (SWToP), Southwestern Psychological Association (SWPA), San Antonio, Texas.

Lee, S., Kim, M., Prichard, E. C., & Kim, M.W. (2017, March). Exploring Correlation Between Nomophobia and Neuroticism Derived by Anxiety and Depression Using SEM Framework. Poster presented at the 2017 Annual Meeting of the Society for Applied Multivariate Research (SAMR), Southwestern Psychological Association (SWPA), San Antonio, Texas.

McDonough, I. M., Mendoza, J. S., Pody, B. C., Reynolds, C., **Lee, S.,** & Kim, M. W. (2016, November). Memory Self-Efficacy Creates Illusion of Control: The Effects of Distraction and Metamemory on Learning. Poster presented at the 2016 Annual Meeting of the Psychonomic Society, Boston, Massachusetts.

Lee, S. (2015, October). Teaching Children with Autism Spectrum Disorders (ASDs) to Enhance Tolerance for a Delayed Reinforcer: An Implication for Future Practice. Poster presented at the 18th Annual Tennessee Applied Behavior Analysis (TABA) Conference, Vanderbilt University, Nashville, Tennessee.

Lee, S. & Kim, J. (2015, September). Foreign Language Oral Proficiency Screening by Using an Ipad: How Do We Measure What We Intend to Measure? In R.G. Harrington (Chair), Symposium conducted at the meeting of Strategies for Educational Improvement, Lawrence Public Library, Lawrence, Kansas.

- Harrington, R. G., & **Lee, S.** (2015, June). Enhancing a Positive Learning Environment by Using Blackboard: Constructive Classroom Discipline. Paper Presented at 2015 Summer Strategies Conference, School of Education, University of Kansas, Lawrence, Kansas.
- Harrington R. G., & **Lee, S.** (2015, March). Students' Bullying of University Professor: Things We Need to Consider. Guest lecture presented at Annual State Convention of the Association of Teacher Educators-Kansas (ATE-K), Kansas State University, Manhattan, Kansas.
- Lee, S.** (2015, March). Teaching Delayed Gratification: Reducing Temper Tantrums of Children with Autism Spectrum Disorders in Low-Income Families after Functional Communication Training. Paper Presented as a Featured Presentation at Annual State Convention of the Association of Teacher Educators in Kansas (ATE-K), Kansas State University, Manhattan, Kansas.
- Lee, S.**, Harrington, R. G., & Reese, R. M. (2015, February). How to Teach Impulse Control of Children with Autism Spectrum Disorders: A Guide for Low-Income Parents. Paper Presented at the 33rd Midwestern Symposium for Leadership in Behavioral Disorders (MSLBD), Sheraton Kansas City Hotel at Crown Center, Kansas City, Missouri.
- Harrington, R.G., Bromberg, R., & **Lee, S.** (2014, November). Drama Therapy to Prevent LGBTQ Bullying in Middle School Students Who Live in Poverty Areas. Paper Presented at Annual Midwestern Regional Convention of the Nebraska Psychology Society and the Association for Psychological and Educational Research in Kansas (PERK-NPS), Fort Hays State University, Hays, Kansas.

2007-2014

- Harrington, R.G., **Lee, S.**, & Daniels, C. (2013, November). Truth or Dare: An Updated of What Is Really Happening in Bullying Prevention and Intervention in Rural Areas. Paper 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.
- Lee, S.**, Kim, J., & Harrington, R.G. (2013, November). Behavior Monitoring Analysis Software (BMAS): Make Your Observation Simple. Paper 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.
- Lee, S.** (2011, October). Introducing Delayed Reinforcement in a Child with Aggressive Behaviors: A Preliminary Analysis. Paper Presented at Psychological and Educational Research in Kansas (PERK) annual convention, Fort Hays State University, Hays, Kansas.
- Lee, S.** (2009, February). Metacognition: The Impact of Strategy Use on Problem Solving. Poster Presented at Graduate Student Research Competition, University of Kansas, Lawrence, Kansas.
- Harrington, R. G., Kearney, W., **Lee, S.**, Wade, H., & Wood, J. (2008, October). Creating

Classroom Learning Communities to Cope with School-based Bullying. Paper Presented Nebraska Psychological Association, Bellevue University, Bellevue, Nebraska.

Prior to 2007

Lee, S. & Walther, H. (2003, February). Male Fantasy in Korean Folklore. Paper Presented at the Sixth Annual Conference in Asian Studies, Columbia University, New York City, New York.

Lee, S. & Zeng, L. (2002, October). Panel on "Disney's *Mulan* and Globalization." Paper Presented at the 23rd New York Conference in Asian Studies (NYCAS), Skidmore College, Saratoga Springs, New York.

B. As an undergraduate research faculty sponsor

2019-present

Gray, M. A., & Lee, S. (2021, April). The Effects of Emotional Intelligence (EI), Conscientiousness, and Self-Efficacy on Undergraduate Students' Career Decision Making. Paper to be presented at the 2021 Southwestern Psychological Association (SWPA) convention, San Antonio, Texas [presented as online-only event and the primary author was selected for SWPA/Psi Shi regional research award of the year. The work is available at <https://osf.io/rjpa7/>]

Gray, M. A., Lee, S., & Kim, M. (2021, February). The Effects of Emotional Intelligence (EI), Personality Traits, career self-efficacy, and COVID-19 anxiety on college students' career indecision. Poster to be presented at the 2021 Society of Personality and Social Psychology (SPSP) convention, Washington, DC [presented as online-only event and the primary author received Undergraduate Diversity Award of the Year]

Gray, M. A., & Lee, S. (2020, December). Dimensions of Big 5 Personality, Emotional Intelligence, and Self-Efficacy as Predictors of College Students' Career Indecision. Poster presented at the 2020 Arkansas Symposium for Psychology Students (ASPS), Conway, Arkansas. [presented as online-only event]

Clark, C., Ware, C., Wall, J., Ramirez, C. & Lee, S. (2019, December). Life-Stress, Depression, Self-Esteem, and Suicide Ideation among American College Students. Poster presented at the 2019 Arkansas Symposium for Psychology Students (ASPS), Conway, Arkansas. <https://doi.org/10.13140/RG.2.2.19346.68801>

Pharr, S., & Lee, S. (2019, December). Comparing the Effects of Animal-Assisted Therapies for Promoting Young Adults' Well-Being: Literature Review. Poster presented at the 2019 Arkansas Symposium for Psychology Students (ASPS), Conway, Arkansas.

Ruiz, R. S., & Lee, S. (2019, November). How Fast Is To Fast: Examining the Relationship Between Auditory Comprehension and Playback Speed. Poster presented at the 2019 Delta Psychology Educators Conferences (DPEC), Delta State University, Cleveland, Mississippi.

Hatcher, K. M., Pennington, A. L., Brewster, B. B., & Lee, S. (2019, April). Goal Setting

- Practice in the Classroom: The Effects of Personality Traits on College Students' Academic Commitment and Test Performance. Paper presented at the 2019 Arkansas Symposium for Psychology Students (ASPS), Conway, Arkansas.
- Clark, C., Anders, B., Arrington, M., Ware, C., Wall, J., & Lee, S. (2019, April). Youth Suicide Risk and Educational Interventions: A Review of the Past Twenty Years. Poster presented at the 2019 Arkansas Symposium for Psychology Students (ASPS), Conway, Arkansas.
- Dumas, H., Lopez, R., & Lee, S. (2019, April). How Different Video Games Bring Cognitive Benefits to College Students: A Review of Literature and Future Research. Poster presented at the 2019 Arkansas Symposium for Psychology Students (ASPS), Conway, Arkansas.
- Konecny, H., Pierce, B., & Lee, S. (2019, April). The Effects of Clinical Experiences on Nursing Students on Job Preparedness and Performance in College: An Exploratory Study. Poster presented at the 2019 Arkansas Symposium for Psychology Students (ASPS), Conway, Arkansas.
- Ruiz, R., Baldwin, M., & Lee, S. (2019, April). How Fast Is To Fast: A Review of Literature That Examines the Relationship Between Audio Comprehension and Playback Speed. Poster presented at the 2019 Arkansas Symposium for Psychology Students (ASPS), Conway, Arkansas.
- Gray, M., Shavers, L., Turnbo, J., & Lee, S. (2019, April). Linking Emotional Intelligence, Personality Traits, IQ, and Work-Related Behavior: A Systematic Literature Review. Poster presented at the 2019 Arkansas Symposium for Psychology Students (ASPS), Conway, Arkansas.
- Clark, S., & Lee, S. (2019, April). A Case Report: Dream and Memory Consolidation among College Students. Poster presented at the 2019 Arkansas Symposium for Psychology Students (ASPS), Conway, Arkansas.
- Edwards, S., & Lee, S. (2019, March). A Systematic Review of Literature on How Art Therapy Can Improve Health-Promoting Skills for Cancer Patients. Poster presented at the 4th annual regional student scholars forum, Shreveport, Louisiana.
- Hatcher, K. M., Pennington, A. L., Brewster, B. B., Lee, S., Kim, M., & Miller, J. M. (2019, March). A Preliminary Analysis of Goal-Setting Practice That Impacts Student Classroom Learning. Poster presented at the 4th annual regional student scholars forum, Shreveport, Louisiana.
- Pharr, S., & Lee, S. (2019, March). Implications of Dog Therapy Programs As A Means of US College Students' Stress Reduction: A Review of Literature. Poster presented at the 4th annual regional student scholars forum, Shreveport, Louisiana.
- 2014-2018**
- Brewster, B. R., Hatcher, K. M., Pennington, A. L., Lee, S., Kim, M., & Miller, J. M. (2018, December). Gender Difference in Big Five Personality Traits in Goal

- Contents That Impact Students' Learning. Poster presented at the 2018 Arkansas Symposium for Psychology Students (ASPS), Conway, Arkansas.
- Alvarez, J., Brewster, B., Pawlak, V., Hatcher, K., & Lee, S. (2018, April). Diversity Matters for Professional Growth: Psi Chi Benefits for Minority and Non-Traditional Students. Panel presented at the 2018 Southwestern Psychological Association (SWPA) convention, Houston, Texas.
- Burris, J., Alvarez, J., Lee, S., Prichard, E. C. (2017, March). Differential Effects of Study Break Activities on Memory. Poster presented at the 2017 Southwestern Psychological Association (SWPA) convention, San Antonio, Texas.
- Burris, J., Alvarez, J., Jordan, R., Lee, S., Prichard, E. C. (2016, October). Differential Effects of Study Break Activities on Visual Learning. Poster presented at the 2016 Arkansas Psychological Association (ArPA) convention, Conway, Arkansas.
- Alexander, J., Joyner, C., Henry, U., Walters, J., & Lee, S. (2016, April). Lessons from Human Nature: How Dissonance Can Influence Attitudes and Voting Behavior. Paper presented at the 2016 Arkansas Symposium for Psychology Students (ASPS), Conway, Arkansas.
- Shoptaw, B., & Lee, S. (2016, April). Observation of Simple Recall by Age. Paper presented at The 2016 Arkansas Symposium for Psychology Students (ASPS), Conway, Arkansas.
- Reynolds, A., Bays, D., Weatherspoon, R., & Lee, S. (2016, April). A Preliminary Analysis of a Preschool-aged Child with neurotypical development analogical reasoning with Immediate and delayed rewards. Poster presented at the 2016 Arkansas Symposium for Psychology Students (ASPS), Conway, Arkansas.
- Lantrip, F., Burris, J., & Marcel, D., & Lee, S. (2016, April). Effects of Contemporary and Classical Music on Reading Retention on College Students. Poster presented at the 2016 Arkansas Symposium for Psychology Students (ASPS), Conway, Arkansas.
- Porter, E., & Lee, S. (2016, April). The Comparison between Visual and Verbal Learning among Students. Poster presented at the 2016 Arkansas Symposium for Psychology Students (ASPS), Conway, Arkansas.
- Alexander, J., Walters, J. & Lee, S. (2016, April). How Cognitive Dissonance Influences on College Students' Attitude and their Voting Behavior. Poster presented at the 2016 Southwestern Psychological Association (SWPA) convention, Dallas, Texas.
- Pickett, M., Ashcraft, G., & Lee, S. (2016, April). The Influence on Video Gaming on Reaction Time to Visual Stimuli in College Students. Poster presented at the 2016 Southwestern Psychological Association (SWPA) convention, Dallas, Texas.

C. As a panel discussant, organizer, and moderator

2018-present

2021 Panel moderator and roundtable discussant for Diversity, Equity, and Inclusion (DEI) group, Committee on Associate and Baccalaureate Education, American Psychological Association, Washington DC, September 10, 2021 [presented as a virtual format]

2021 Panel moderator and roundtable discussant for “Psychology’s Answers to Society’s Diversity/Inclusion Challenges.” 2021 Southwestern Psychological Association (SWPA) convention, San Antonio, TX, April 9-11, 2021.

2019 Panel moderator, 4th annual regional student scholars forum, Shreveport, Louisiana.

2018 Panel moderator and roundtable discussant for “Tomorrow’s Challenges: Psychology’s Solution.” 2018 Southwestern Psychological Association (SWPA) convention, Houston, TX, April 13-15, 2018.

D. Invited Talks/Panels

2019-present

Lee, S. (2021, April 15). No means no, but yes doesn’t always mean yes: When and how to response to microaggression. Talk delivered at weekly diversity seminar for Counseling Psychology Speaker Series, Department of Psychology, University of Central Arkansas, Conway, Arkansas

Lee, S. (2021, March 16). Fostering and advancing diversity, equity, and inclusion across settings. Talk delivered at SWK 3012 Cultural Diversity Seminar, University of Arkansas at Monticello (UAM), Monticello, Arkansas.

Lee, S. (2020, September 24). The educational path to becoming a psychologist. Psychology Club, University of Arkansas at Little Rock (UALR), Little Rock, AR (presented as online-only event).

Lee, S. (2019, November 15). Learning Benefits of Goal-Setting Practice: The Perception of Students’ Goal-Setting Practice. Talk delivered at the 2019 Delta Psychology Educators Conference, the Department of Counselor Education and Psychology, Delta State University, Cleveland, Mississippi.

2014-2018

Mendoza, J. S., **Lee, S.**, & McDonough, I. M. (2018, October 15). Can’t Keep My Eyes Off of You: When Smartphones Steal Attention During a Lecture. Talk delivered at the 2nd National Congress and Exposition, Children and Screens, Institute of Digital Media and Child Development, Cold Spring Harbor Laboratory, Long Island, New York.

Lee, S. (2017, September 22). Mobile Phone Use in the Classroom: Implications for Teaching, Learning, and Divergent Preferences. Talk delivered at weekly seminar for Cognitive Psychology Speaker Series, Department of Psychology, University of Alabama, Tuscaloosa, Alabama.

Lee, S. (2017, March 13). Autism Spectrum Disorders: Why We Care and How We Promote Mental Health Services for Rural and Frontier Populations. Talk delivered at monthly webinar for School and Mental Health Counseling Training Program, Department of Educational Psychology, University of Kansas, Lawrence, Kansas.

Lee, S. & Kim, M. (2017, February 2). Depression Mediates the Relationship Between

Anxiety and Neuroticism: A Confirmatory Factor Analysis of Nomophobia. Talk delivered at weekly seminar for Social and Behavioral Sciences Speaker Series, Department of Social and Behavioral Sciences, University of Arkansas at Pine Bluff (UAPB), Pine Bluff, Arkansas.

Lee, S. (2016, October 14). Helping Children How to Delay Gratification: The Different Ways of Using a Token Economy as a Means of Time Construct. Keynote Speaker Series, the 55th Annual Convention of Arkansas/Southern Early Childhood Association (AECA/SECA), Little Rock, Arkansas.

Lee, S. (2016, March 8). Positive and Negative Effects While Teaching Tolerance for Delay in Children with Autism Spectrum Disorders (ASDs) in Clinic and How We Improve Rural Behavioral Health Care. Talk delivered at weekly seminar for Social and Behavioral Sciences Speaker Series, Department of Social and Behavioral Sciences, University of Arkansas at Pine Bluff (UAPB), Pine Bluff, Arkansas.

E. Workshops and institutes attended for the purposes of professional development

2019-present

Society for Teaching of Psychology (STP) Early Career Psychologist Speed Mentoring Event, ACT Pre-Conference Workshop, [will be presented as virtual education workshop] Washington, DC, October 15, 2021

Population Health: Utilizing the Full Breadth of Psychology to Promote Health, APA fall consolidated meeting, sponsored by American Psychological Association, Washington, DC, September 24, 2012

Early Career Psychologists Leadership Development Workshop, sponsored by American Psychological Association, Washington, DC, July 14, 2021 [presented as virtual education training]

Virtual Regeneron International Science and Engineering Fair (ISEF), sponsored by Society for Science, Phoenix, AZ, April 23-May 21, 2021 [presented as virtual education training]

APA Board of Educational Affairs, sponsored by American Psychological Association [virtual consolidation meeting], Washington, DC, March 19-20, 2021 [presented as virtual meetings]

Administrative Roles, sponsored by American Psychological Association [virtual education workshop], Washington, DC, March 5, 2021

Technology, Mind, & Society Showcase (TMS), sponsored by American Psychological Association [virtual education workshop], Washington, DC, November 12-13, 2020

Society for Teaching of Psychology (STP) Early Career Psychologist Speed Mentoring Event, ACT Pre-Conference Workshop, [presented as virtual education workshop] Washington, DC, October 4, 2020

The Science of Racism, hosted by American Psychological Association [virtual continuing education workshop], Washington, DC, August 8, 2020

The National Science Foundation (NSF) Grant Workshop, hosted by the University of Arkansas, Fort Smith, Arkansas, January 13-14, 2020.

Inaugural Early Career Psychologist Speed Mentoring Event, ACT Pre-Conference Workshop, Denver, Colorado, October 18, 2019.

The Teaching of Psychology Incubator (TOPInc), ACT Pre-Conference Workshop, Denver, Colorado, October 17, 2019.

Strategies for Educational Improvement Summer Conference, the School of Education (Edwards Campus), University of Kansas, Kansas City, Kansas (hosted the workshop), June 7, 2019.

2014-2018

Psi Chi/AABPP Career Workshop, the School of Social and Behavioral Sciences (Psychology), University of Arkansas at Monticello, Monticello, Arkansas (hosted the workshop), September 30, 2017.

R/Bioconductor Workshop, the College of Engineering and Information Technology, University of Arkansas at Little Rock, Little Rock, Arkansas (supported by NIH grant), August 2-3, 2017.

An Introduction to R and Psychometrics in R, the Society for Applied Multivariate Research (SAMR), Southwestern Psychological Association (SWPA), April 1, 2017.

Psi Chi Graduate School Q & A Workshop, Southwestern Psychological Association, April 1, 2017.

Assessment in a SNAP: Results from the APA National Summit on Assessment, Southwestern Teaching of Psychology Workshop, March 31, 2017.

VoiceThread Workshops for Professional Development, Online Training for Early Career Educators, Voicethread Co. July 20, July 27, and August 10, 2016.

Webinar Workshops for Professional Development, Online Training for Educators, Content Marketing On 25, Inc. San Francisco, California, July 13, 2016.

Intensive Individual Support Provider Training, Kansas Center for Autism Research and Training (K-CART) Autism Waiver Certification Training Program, University of Kansas Medical Center (KUMC), Kansas City, Kansas. August 3-7, 2015.

Early Behavior Intervention Trainee, certified training for teaching children and adults with moderate-to-severe disabilities using essential for living, a workshop for teachers, curriculum coordinators, speech-language pathologists, and behavior analysts, Continuing Education Credit and BCBA Credit Program, Astra Day School and Kansas City Autism Training Center, Prairie Village, Kansas. February 6-7, 2015.

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.

2007-2014

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. August 8-11, 2011.

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

F. Public engagement/outreach**2019-present**

Orrell, M. (2021, January 23). Three Honored from UAM Psychology Department. [Retrieved from <https://www.mymonticellonews.net/news/three-honored-uam-psychology-department>]

Azma, S. (2021, January 22). Scientists Push Back Against Retracted Nature Communications Study on Women PIs. [Retrieved from <https://www.thexylom.com/post/scientists-push-back-against-retracted-nature-communications-study-on-women-pis>]

Davis, E. (2021, January 8). UAM Psychology Boasts Three ArPA Annual Awards. [Clipping from the *UAM News*]

Society for the Teaching of Psychology (2020, September). PsychSessions: Conversation about Teaching N'Stuff. ASK 048 EDI_01 How can we help students overcome the self-efficacy challenges of engaging in online teaching? An interview with Dr. Seungyeon Lee. Hosted by Marianne Lloyd.

Lee, S.* (2020, April). Mentorship of Teachers Awardee. *TOPNEWS-Online: Newsletter of The Society for the Teaching of Psychology, Division 2 of the American Psychological Association*, 23(4), 3.

Afful, S., & Pusateri, T. (2019, June). Announcing inaugural chairs of two award committees. *TOPNEWS-Online: Newsletter of the Society for the Teaching of Psychology, Division 2 of the American Psychological Association*, 22(6), 1-13.

Walter, K. (2019, April). Shreveport report, *April Newsletter*, 30. [Clippings from Arkansas Council of Teachers of English and Language Arts].

Lee, S.* (2019). Chapter Activities: Southwestern Region. *Eye on Psi Chi*, 23(3), 58.

Davis, E. (2019, March 29). UAM Chapter of Psi Chi Psychology Honor Society Receives a Regional Award for Southwest Region.[Clipping from the *UAM News*, Monticello and *the Pine Bluff Commercial*, Pine Bluff, Arkansas Newspapers]

2014-2018

Brewer, J. (2018, May 30). UAM Chapter of Psi Chi Psychology Honor Society Named Model Chapter for Southwest Region.[Clipping from the *UAM News*, Monticello and *the Pine Bluff Commercial*, Pine Bluff, Arkansas Newspapers].

Dolan, E. W. (2018, May 14). Just Having Your Cell Phone in Your Possession Can Impair Your Learning, Study Suggests. [Clipping from PsyPost, a Psychology news website dedicated to reporting research related to human behavior, cognition, and society]. Retrieved from <https://www.psypost.org/2018/05/just-cell-phone-possession-can-impair-learning-study-suggests-51228>.

Lee, S.* (2018). Chapter Activities: Southwestern Region. *Eye on Psi Chi*, 22(4), 50-51.

Brewer, J. (2018, April 4). Psychology Students Inducted into Psi Chi Honor Society. [Clipping from the *UAM News*, Monticello and *the Pine Bluff Commercial*, Pine Bluff, Arkansas Newspapers].

Carr, N. G. (2018, January 11). Mind-Altering Devices: How Smartphones Shape our Thoughts. Keynote Speaker Series at SAGE Center for the Study of Mind, the University of California, Santa Barbara, Santa Barbara, California.

Brewer, J. (2017, October 20). UAM Faculty Research Cited by Wall Street Journal [Clipping from *UAM News* and *Advanced Monticellian*]

Carr, N. G. (2017). How Smartphones Hijack Our Minds. *The Wall Street Journal*.

Lee, S.* (2017). Chapter Activities: Southwestern Region. *Eye on Psi Chi*, 21(4), 43-4.

Lee, S.* (2017). Student Committee Update. *Arkansas Psychologist*, 57(1), 4.

Brewer, J. (2017, July 21). Psychology Professor and UAM Psychology Honor Society Receive Awards from Psi Chi [Clipping from *UAM News* and *Advanced Monticellian*].

Brewer, J. (2017, April 10). UAM Students Present Research at Southwestern Psychological Association (SWPA) Convention [Clipping from *UAM News*].

Lee, S.* (2017). Chapter Activities: Southwestern Region. *Eye on Psi Chi*, 21(3), 41.

Brewer, J. (2017, February 28). Psychology Students Receive Travel Grant to Present Research at Southwestern Psychological Association (SWPA) Convention [Clipping from *UAM News*].

Brewer, J. (2017, February 4). Research Studies Effect of Video Games on Training College Students' Reaction Times [Clipping from *UAM News*].

Brewer, J. (2016, November 3). Psychology Students Present Research to 2016 Arkansas

- Psychological Association Convention [Clipping from *UAM News* and *the Pine Bluff Commercial*, Pine Bluff, Arkansas Newspapers].
- Brewer, J. (2016, October 18). UAM Professor Receives Arkansas Psychological Association Early Career Psychologist Award [Clipping from *UAM News*].
- Brewer, J. (2016, July 26). UAM Psychology Honor Society Receives National Award [Clipping from *the Pine Bluff Commercial*, Pine Bluff, and *Advance-Monticellonian*, Monticello, Arkansas Newspapers].
- Ghormley, C. (2016). New Member Highlight: Dr. Seungyeon Lee. Interview by C. Ghormley. *Arkansas Psychologist*, 56(1), 14.
- Brewer, J. (2016, April 29). Psychology Students Present Original Research at 2016 Arkansas Symposium for Psychology Students [Clipping from *UAM News*].
- Salineriverchronicle.com (2016, April 15). Psychology Students Present Research to 2016 Southwestern Psychological Association (SWPA) Convention [Clipping from *UAM News*, Monticello, *the Pine Bluff Commercial*, Pine Bluff, and *Saline River Chronicle News*, Selina, Arkansas Newspapers].
- Brewer, J. (2015, April 20). UAM Recognizes Psychology Majors [Clipping from the *UAM News*, Monticello and *the Pine Bluff Commercial*, Pine Bluff, Arkansas Newspapers].

PROFESSIONAL CONSULTING/LEADERSHIP OPPORTUNITIES

Director of Faculty Advisory Support Committee (FASC), Psi Chi, the International Honor Society in Psychology, Chattanooga, Tennessee (2021-present)

Co-Director of Emerging Adulthood Measured at Multiple Institutions 3 (EAMMi3), Open Science Framework (OSF), Tacoma, Washington (2021-present)

Courtesy Associate Professor, Department of Educational Psychology, School of Education, University of Kansas, Lawrence, Kansas (2018-2020)

Courtesy Assistant Professor, Department of Educational Psychology, School of Education, University of Kansas, Lawrence, Kansas (2015-2019)

Associate Editor, *The Educational and Developmental Psychologist* 2019-present (cite score: 2.4)

Action/Article Editor, *Sage Open* 2014-present (impact factor: 0.675)

Review Editor

Experimental Results 2019-present

Frontier in Psychology 2020-present (impact factor: 2.067/cite score:3.2)

National Research Institute of Cultural Heritage: Research News on Korea Heritage, 2019-present

Book Review Editor, *The Educational and Developmental Psychologist* 2019-2020 (cite score: 2.4)

Development Editor, Nova Science Publisher, Inc: Hauppauge, NY. 2018-2020

Editorial Review Board Member, *Literacy Information and Computer Education Journal (LICEJ)*, 2015-present (impact factor: 4.778)

Ad hoc Reviewer, The Collaborative Replications and Education Project (CREP), DC, Washington

Ad hoc Grant/Panel Reviewer, STEM program, National Science Foundation (NSF), Alexandria, VA

Ad hoc Reviewer

Applied Sciences (MDPI)

Behavior & Information Technology

Computers and Education

Clocks & Sleep

Current Psychology

Cyberpsychology, Behavior, & Social Networking

Cyberpsychology: Journal of Psychosocial Research on Cyberspace

Emerging Adulthood

Frontiers in Psychiatry

Information Development

International Journal of Environmental Research & Public Health

Journal of Behavioral Addiction

Journal of Children and Media

Journal of Genetic Psychology

Journal of Psychological Inquiry

Nature

Psychological Reports

Social Psychology of Education

Social Sciences & Humanities

Scientific Reports

Consultant

Battelle Developmental Inventory Standardization Assessment, 2017-19

The Carey Temperament Questionnaire Assessment, 2016-19

Wechsler Individual Achievement Test, Third Edition (WIAT-III), 2010-2012

Current research collaborators outside of UAM

- Hyowon Ban, PhD California State University, Long Beach, CA, USA
- Michelle Ceynar, PhD Pacific Lutheran University, Tacoma, WA, USA
- Angela deDois, PhD Cypress College, Cypress, CA, USA
- John Edlund, PhD Rochester Institute of Technology, NY, USA
- Jon E. Grahe, PhD Pacific Lutheran University, Tacoma, WA, USA
- Minsung Kim, PhD Defense Language Institute, Monterey, CA, USA
- Ozan Korkmaz, PhD Cukurova University, Adana, Turkey

- Jong-Deock Lim, PhD National Research Institute of Korean Cultural Heritage, Daejeon, South Korea
- Ian C. McDonough, PhD University of Alabama, Tuscaloosa, AL, USA
- Joseph P. McFall, PhD State University of New York, Fredonia, USA
- Jessica S. Mendoza, PhD University of Alabama, Tuscaloosa, AL, USA
- Xiaomeng (Mona) Xu, PhD Idaho State University, Pocatello, ID, USA

PROFESSIONAL RECOGNITION, HONORS, GRANTS

Awards

2021 2021-22 OER Research Fellowship, Open Education Group, the William and Flora Hewlett Foundation, Menlo Park, CA

2021 Academician/Researcher of the Year Award, Arkansas Psychological Association (ArPA), Conway, Arkansas

2020 APA Early Career Achievement Award, American Psychological Association, Washington, DC.

2020 Psi Chi Model Chapter Award, Psi Chi, the International Honor Society in Psychology, Chattanooga, Tennessee

2019 Outstanding Research Contribution, *Computers in Human Behaviors*, Elsevier, Oxford, United Kingdom

2019 Psi Chi Model Chapter Award, Psi Chi, the International Honor Society in Psychology, Chattanooga, Tennessee

2018 Best Talk of the Year, the 2nd National Congress and Exposition, Children and Screens, Institute of Digital Media and Child Development, Cold Spring Harbor Laboratory, Long Island, New York

2018 Psi Chi Model Chapter Award, Psi Chi, the International Honor Society in Psychology, Chattanooga, Tennessee

2018 Psi Chi Regional Chapter Award, Psi Chi, the International Honor Society in Psychology, Chattanooga, Tennessee

2018 Student Success Award, the University of Arkansas at Monticello, Monticello, Arkansas.

2017 Psi Chi Regional Outstanding Faculty Advisor Award, Psi Chi, the International Honor Society in Psychology, Chattanooga, Tennessee

2017 Psi Chi Model Chapter Award, Psi Chi, the International Honor Society in Psychology, Chattanooga, Tennessee

2016 Early Career Psychologist Award, Arkansas Psychological Association (ArPA), Conway, Arkansas

2016 Psi Chi Model Chapter Award, Psi Chi, the International Honor Society in Psychology, Chattanooga, Tennessee

2016 Outstanding Faculty Award, School of Social and Behavioral Sciences, University of Arkansas at Monticello (UAM), Monticello, Arkansas

2015 Outstanding Poster Award, the 18th Annual Tennessee Applied Behavior Analysis (TABA) Conference, Vanderbilt University, Nashville, Tennessee.

2015 Distinguished Dissertation Award, Association of Teacher Educators-Kansas (ATE-K)

2014 Graduated with Honor, Department of Psychology and Research in Education (PRE), School of Education, University of Kansas, Lawrence, Kansas

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)

2011 Mary Oyster O'Guin Memorial Scholarship, School of Education, University of Kansas, Lawrence, Kansas (\$2700)

2011 Summer Dissertation Fellowship Award (with department nomination), Graduate Studies, University of Kansas, Lawrence, Kansas (\$5000)

2009 Achievement Scholarship, School of Education, University of Kansas, Lawrence, Kansas (\$3000)

2007 Merit Scholarship, School of Education, University of Kansas, Lawrence, Kansas (\$5000)

2002 Harvard-Yenching Research Grant, Harvard-Yenching Institute, Harvard University, Cambridge, Massachusetts (\$2000)

Grants

External grants

2021 Small Research Grant, Society for Personality and Social Psychology (SPSP), Washington, DC (\$1447)

2021 Early Career Conference Grant, the Society for the Teaching Psychology, American Psychological Association, (APA—Division 2), Washington, DC (\$180)

2020 Faculty Mentor for the Student Undergraduate Research Fellowship (SURF) of Magnus Gray, Arkansas Department of Higher Education, Little Rock, Arkansas (\$3375)

2018 Faculty Advisor for Psi Chi Regional Research Grant-Southwestern Psychological Association (SWPA) of Janna Alvarez and Brandi Brewster which won the Grant, University of Arkansas at Monticello, Monticello, Arkansas (\$500)

2018 Psi Chi/SWPA Steering Committee Travel Grant, Psi Chi, the International Honor Society in Psychology, Chattanooga, Tennessee (\$750)

2017 Psi Chi Faculty Advisor Regional Travel Grant (as a winning recipient in the Southwestern region), Psi Chi, the International Honor Society in Psychology, Chattanooga, Tennessee (\$500)

2017 Faculty Advisor for Psi Chi Regional Research Grant-Southwestern Psychological Association (SWPA) of Jayme Burris and Janna Alvarez which won the Grant, University of Arkansas at Monticello, Monticello, Arkansas (\$300)

2017 Early Career Travel Grant, the Society for the Teaching Psychology, American Psychological Association, (APA—Division 2), Washington, DC (\$500)

2016 Psi Chi Faculty Advisor Regional Travel Grant (as a winning recipient in the Southwestern region), Psi Chi, the International Honor Society in Psychology, Chattanooga, Tennessee (\$500)

2015 Travel Grant, Association of Teacher Educators-Kansas (ATE-K) (\$500)

2013 Graduate Student Research Grant, Graduate Studies, University of Kansas, Lawrence, Kansas (\$2000)

Internal grants

2022 Centennial Opportunity Fund, University of Arkansas at Monticello (UAM), Arkansas (\$3937)

2021 Faculty Research Grant for 2020-21, University of Arkansas at Monticello (UAM), Arkansas (\$1500)

2017 Faculty Research Grant for 2017-18, University of Arkansas at Monticello (UAM), Arkansas (\$605)

2015 Faculty Research Grant for 2015-16, University of Arkansas at Monticello (UAM), Arkansas (\$1500)

2014 Faculty Research Grant for 2014-15, University of Arkansas at Monticello (UAM), Arkansas (\$1500)

Honors, Nominations, & Recognitions

2021 Nominated for the John P. McGovern Award Lecture, the American Association for the Advancement of Science (AAAS), Washington, DC.

2021 Nominated for a member of the Needs Assessment, Slating, and Campaigns Committee (NASCC), American Psychological Association (APA), Washington, DC.

2021 Nominated for the Director-at-Large, American Psychological Association (APA), Washington, DC.

- 2021 Finalist for the President-Elect on the Board of Directors 2021-2023, Southwestern Psychological Association (SWPA), American Psychological Association (APA), Washington, DC.
- 2021 Nominated for the Hornaday Outstanding Faculty Award, the University of Arkansas at Monticello, Monticello, Arkansas.
- 2020 Nominated by the Society for Personality and Social Psychology (SPSP) for the Committee on Primarily Undergraduate Institutions (PUI), Society for Personality and Social Psychology (SPSP), Washington, DC.
- 2020 Nominated for the Hornaday Outstanding Faculty Award, the University of Arkansas at Monticello, Monticello, Arkansas.
- 2020 Nominated for the Chair of Division 56 webinar series, Trauma Psychology (Division 56), American Psychological Association (APA), Washington, DC.
- 2020 Finalist for the President-Elect on the Board of Directors 2021-2023, Southwestern Psychological Association (SWPA), American Psychological Association (APA), Washington, DC.
- 2020 Finalist for the Southwestern Vice President on the Board of Directors 2020-22, Psi Chi, the International Honor Society in Psychology, Chattanooga, Tennessee.
- 2019 Nominated for the Editorship of *Psychological Review* (PR), Society for Personality and Social Psychology (SPSP), Washington, DC. (Impact factor: 6.266)
- 2019 Nominated for the Editorship of *Personality and Social Psychological Bulletin* (PSPB), Society for Personality and Social Psychology (SPSP), Washington, DC. (Impact factor: 2.603)
- 2019 Nominated for the Committee on Educational Affairs, the Board of Educational Affairs (BEA), American Psychological Association (APA), Washington, DC.
- 2019 Honorable Mention for the Outstanding Advisor Award, the University of Arkansas at Monticello, Monticello, Arkansas.
- 2019 Nominated for the APA Early Career Champion Award, American Psychological Association (APA), Washington, DC.
- 2019 Nominated for the APA Achievement Award, American Psychological Association (APA), Washington, DC.
- 2019 Nominated for Florence L. Denmark Faculty Advisor Award, Psi Chi, the International Honor Society in Psychology, Chattanooga, Tennessee
- 2019 Nominated for the Hornaday Outstanding Faculty Award, the University of Arkansas at Monticello, Monticello, Arkansas.
- 2018 Nominated for Louise Kidder Early Career Award, Society for the Psychological Study of Social Issues (SPSSI—Division 9 of APA), Washington, DC.

- 2018 Finalist for the Hornaday Outstanding Faculty Award, the University of Arkansas at Monticello, Monticello, Arkansas.
- 2018 Nominated for the Outstanding Early Career Psychologist Award, International Psychology, American Psychological Association (APA—Division 52), Washington, DC.
- 2018 Finalist, the Southwestern Vice President on the Board of Directors 2018-20, Psi Chi, the International Honor Society in Psychology, Chattanooga, Tennessee
- 2018 Nominated for the Early Outstanding Paper Award, Developmental Psychology (APA—Division 7), Washington, DC.
- 2018 Nominated for the Jane S. Halonen Teaching Excellence Award, Society for the Teaching of Psychology, American Psychological Association (APA—Division 2), Washington, DC.
- 2018 Nominated for APA Distinguished Scientific Awards for an Early Career Contribution to Psychology, American Psychological Association (APA), Washington, DC.
- 2017 Nominated for Undergraduate Teaching and Mentoring Award, Society for Personality and Social Psychology (SPSP), Washington, DC.
- 2016 Nominated for Sage Young Scholar Award, Society for Personality and Social Psychology (SPSP), Washington, DC.
- 2015 Nominated for Outstanding Dissertation Award, Association of Teacher Educators (ATE)
- 2015 Nominated for Outstanding Dissertation Award, School of Education, University of Kansas, Lawrence, Kansas
- 2015 Finalist, Alpha Chi Faculty Rookie of the Year, the National College Honor Society, University of Arkansas at Monticello, Monticello, Arkansas
- 2014 Graduated with Honor, Department of Psychology and Research in Education (PRE), School of Education, University of Kansas, Lawrence, Kansas
- 2012 Departmental Nominee, APF/COGDOP Graduate Research Scholarship in Psychology, University of Kansas, Lawrence, Kansas
- 2007 Phi Beta Delta, University of Kansas, Lawrence, Kansas

PROFESSIONAL SERVICE

To the UAM community

A. Faculty advisor/mentor

- School of Social & Behavioral Sciences: Faculty advisor of Psi Chi (2014-present)
- School of Social & Behavioral Sciences: Faculty advisor of Psychology Club (2014-17)

B. Departmental committee

- The SSBS Policies & Procedures Committee (2021-present)

- Psychology Faculty Search Committee, School of Social & Behavioral Sciences (2014-16, 2019-2020)
- The Honor Convocation Committee, School of Social & Behavioral Sciences (2015-present)
- The Retention & Recruitment Committee, School of Social & Behavioral Sciences (2015-16)
- The Strategic Planning Committee, School of Social & Behavioral Sciences (2018-19)
- The SSBS Tenure and Promotion Committee (2019)

C. University committee

- UAM Partnership for Assessment of Readiness for College and Careers (PARCC) Committee (2014-15)
- UAM Academic Appeals Committee (serve as an alternative member) (2015-2018)
- UAM Council on Assessment of Student Academic Achievement (CASAA) Committee (2014-18)
- UAM Academic Technology Planning Team Committee (2016-2017)
- UAM Technical Curriculum and Standards Committee (2018-2019)
- UAM Curriculum and Standards Committee (2019-present)
- UAM Advisor Hiring Committee for Academic Advising (2019)
- UAM Tenure and Promotion Committee (2020)
- UAM Assembly Officer Nomination and Election Committee (2020)
- UAM IRB Committee (2021-present)

To the Public

- Faculty mentor for seniors' independent study projects at Stat City High School, Star City Arkansas (2015-present)
- Judge, Social and Behavioral Science category, at Southeast Arkansas Regional Science Fair (2015-2018)
- Judge, VEX Robotics Competition (2016-17)
- Member, the Governor Winthrop Rockefeller Distinguished Lectures Committee (2016-2017)
- Judge, Social Award Organization (SAO), International Science and Engineering Fair (ISEF) (2021-present)

To the Profession

A. Current membership

- Member of Arkansas Association of Black Psychology Professionals (AABPP) (2015-present)
- Member of Arkansas Psychological Association (ArPA) (2015-present)
- Member of American Psychological Association (APA) (2011-present)
 - APA Division 1 (Society for General Psychology)
 - APA Division 2 (Society for the Teaching of Psychology)
 - APA Division 5 (Quantitative and Qualitative Methods)
 - APA Division 7 (Developmental Psychology)
 - APA Division 8 (Society for Personality and Social Psychology)
 - APA Division 9 (Society for the Psychology Study of Social Issues)
 - APA Division 15 (Educational Psychology)
 - APA's Technology, Mind, & Society (TMS)
- Member of Australian Psychological Society (APS) (2019-present)
- Member of American Association for the Advancement of Science (AAAS) (2019-present)

- Member of Council on Undergraduate Research (CUR) (2021-present)
- Member of Psychonomic Society (2016-present)
- Member of Psi Chi (2014-present)
- Member of Society for Personality and Social Psychology (SPSP) (2016-present)
- Member of Southwestern Psychological Association (SWPA) (2014-present)

B. Past membership

- Member of Association for Behavior Analysis International (ABAI) (2013-2017)
- Member of Southern Early Child Association (SECA) (2015-2018)
- Member of Humanities Education and Research Association (HERA) (2016-2019)

C. Committee

- American Psychological Association (APA)
 - Committee on Rural Health (2020-2022)
 - Integrated Primary Care (IPC) advisory group (partnered with the Office of Health and Healthcare Financing with APA practice)
- Committee on Associate and Baccalaureate Education (CABE), the Board of Educational Affairs (BEA), American Psychological Association (APA), Washington, DC (2021-2023)
- Review Committee on APA's interdisciplinary conference on TMS (2021-present)
- Arkansas Association of Black Psychology Professionals (AABPP) (2016-present)
 - The Committee of the Robert L. Williams Scholarship (2021-present)
- Arkansas Psychological Association (ArPA)
 - Committee on Task Force for Diversity and Social Equity of Arkansas (2020-present)
- Arkansas Association of Black Psychology Professional (AABPP)
 - Student Committee (2017-present)
- Collaborative Replications and Education Project (CREP), Center for Open Science
 - CREP Review Committee (2019-present)
- Psi Chi, the International Honor Society in Psychology (2014-present)
 - The Psi Chi Regional Award Committee (2017-present)
 - The Psi Chi Undergraduate Travel Grants Review Committee (2017-present)
 - The Psi Chi Diversity Advisory Committee (2018-present)
 - The Psi Chi Undergraduate & Graduate Research Grants Committee (2018-present)
 - The Psi Chi Chapter Activities Committee (2020-2021)
 - The Psi Chi Nominations & Elections Committee (2020-2021)
 - Recurring contributor for *Eyes on Psi Chi: Psych Headlines* (2020-present)
 - The Psi Chi Journal of Psychological Research Editor Search Committee (2021)
- Society for the Teaching of Psychology (STP)
 - STP Excellence in Teaching Award Committee (2017-2019)
 - STP Faculty Mentorship Award Committee (2019-present)
- Southwestern Psychological Association (SWPA)
 - The Psi Chi/SWPA Regional Steering Committee (2017-present)
 - The SWPA Regional Research Awards Committee (2015-present)

D. Chairmanship/Board of Directorship

State

- Co-Chair of Student/Education Committee, Arkansas Psychological Association (ArPA) (2015-2017)

- Treasurer, Arkansas Psychological Association (ArPA) (2021-2022)

Regional

- Southwestern Representative of Diversity Advisory Committee, Psi Chi, the International Honor Society in Psychology (2016-present)

National/International

- Chair of the Mentorship of Teachers Award Committee, the Society for the Teaching of Psychology (STP) (2019-2022)
- Chair of the Division 1 Publications Committee, the Society for General Psychology, American Psychological Association (APA) (2021-2023)
- Director of Faculty Support Advisory Committee, Psi Chi, the International Honor Society in Psychology (2021-2024)
- Co-director of Emerging Adulthood Measured at Multiple Institutions 3 Project (EAMMi-3), Open Science Framework (OSF) (2021-present)
- Associate Chair of Excellence in Teaching Awards Committee, the Society for the Teaching of Psychology (STP) (2018-2019)

E. Editorship

- Associate Editor, *The Educational and Developmental Psychologist*, 2019-present
- Review Editor, *Experimental Results*, 2019-present
- Review Editor, *Frontiers in Psychology* (Educational Psychology), 2020-present
- Review Editor & Translator, *Journal of National Research Institute of Korean Cultural Heritage*, 2020-present
- Action Editor, *Sage Open*, Sage Publication, Inc: Washington, DC, 2016-2020
- Developmental Editor, Nova Science Publisher, Inc: Hauppauge, NY, 2019-2020
- Book Review Editor, *The Educational and Developmental Psychologist*, 2018-2020
- Editorial Board Member, *Literacy Information and Computer Education Journal (LICEJ)* 2015-present (impact factor: 4.778)

OTHER INFORMATION RELEVANT TO CANDIDACY

Teaching Experiences at UAM

University of Arkansas at Monticello (UAM)

NOTE: An off-campus appointment duty (a.k.a. sabbatical leave) was approved for Spring 2022.

University of Arkansas at Monticello (UAM)

Associate Professor

PSY 1013 Introduction to Psychology. Fall 2021
 PSY 3443 Developmental Psychology (hybrid). Fall 2021
 PSY 3443 Developmental Psychology (online). Fall 2021
 PSY 3423 Child Development (online). Fall 2021

University of Arkansas at Monticello (UAM)

Associate Professor

PSY 3013 Research Methods II (online). Summer II 2021

Associate Professor

PSY 1013 Introduction to Psychology (2 sections). Spring 2021
 PSY 3443 Developmental Psychology (hybrid). Spring 2021
 PSY 3443 Developmental Psychology (online). Spring 2021
 PSY 3453 Exceptional Children (online). Spring 2021
 PSY 479-01 Independent Study. Spring 2021

University of Arkansas at Monticello (UAM)

Associate Professor

PSY 3443 Developmental Psychology (hybrid). Fall 2020
 PSY 3443 Developmental Psychology (online). Fall 2020
 PSY 3253 Adolescence (hybrid). Fall 2020
 PSY 3473 Human Sexuality (online). Fall 2020
 PSY 479-01 Independent Study. Fall 2020

University of Arkansas at Monticello (UAM)

Associate Professor

PSY 3433 Child Development (online). Summer I 2020
 PSY 4633 Gerontology (online). Summer II 2020

University of Arkansas at Monticello (UAM)

Associate Professor

PSY 3443 Developmental Psychology. Spring 2020
 PSY 3443 Developmental Psychology (online). Spring 2020
 PSY 3453 Exceptional Children (online). Spring 2020
 PSY 4643 Applied Human Service Skills. Spring 2020
 PSY 479-01 Independent Study. Spring 2020

University of Arkansas at Monticello (UAM)

Associate Professor

PSY 3013 Research Methods II. Fall 2019
 PSY 3443 Developmental Psychology. Fall 2019
 PSY 3253 Adolescence (hybrid). Fall 2019
 PSY 4673 Abnormal Psychology (online). Fall 2019

University of Arkansas at Monticello (UAM)

Associate Professor

PSY 4633 Gerontology (online). Summer 2019

University of Arkansas at Monticello (UAM)

Assistant Professor

PSY 1013 Introduction to Psychology. Spring 2019
 PSY 2013 Research Methods I. Spring 2019
 PSY 3443 Developmental Psychology. Spring 2019
 PSY 3453 Exceptional Children (online). Spring 2019
 PSY 4673 Abnormal Psychology. Spring 2019
 PSY 479V Independent Study. Spring 2019

University of Arkansas at Monticello (UAM)

Assistant Professor

PSY 1013 Introduction to Psychology. Fall 2018
 PSY 1013 Introduction to Psychology (online). Fall 2018

PSY 3443 Developmental Psychology. Fall 2018
 PSY 3253 Adolescence. Fall 2018
 PSY 479V Independent Study. Fall 2018
 MODL 443V Seminar in: Korean II. Fall 2018

University of Arkansas at Monticello (UAM)

Assistant Professor

PSY 1013 Introduction to Psychology. Spring 2018
 PSY 1013 Introduction to Psychology (online). Spring 2018
 PSY 3443 Developmental Psychology. Spring 2018
 PSY 4683 Seminar in: Behavior Modification (online). Spring 2018
 PSY 479V Independent Study. Spring 2018
 MODL 2303 Seminar in: Korean I. Spring 2018

University of Arkansas at Monticello (UAM)

Assistant Professor

PSY 1013 Introduction to Psychology (online). Fall 2017
 PSY 3443 Developmental Psychology. Fall 2017
 PSY 3253 Adolescence. Fall 2017
 PSY 3453 Exceptional Children. Fall 2017
 PSY 479V Independent Study. Fall 2017

University of Arkansas at Monticello (UAM)

Assistant Professor

PSY 3243 Social Psychology (on-line). Summer 2017
 PSY 3253 Adolescence (on-line). Summer 2017

University of Arkansas at Monticello (UAM)

Assistant Professor

PSY 1013 Introduction to Psychology (online). Spring 2017
 PSY 3443 Developmental Psychology. Spring 2017
 PSY 3443 Developmental Psychology (online). Spring 2017
 PSY 3453 Exceptional Children. Spring 2017
 PSY 479V Independent Study. Spring 2017

University of Arkansas at Monticello (UAM)

Assistant Professor

PSY 1013 Introduction to Psychology (online). Fall 2016
 PSY 2294 Experimental Psychology. Fall 2016
 PSY 3443 Developmental Psychology. Fall 2016
 PSY 3443 Developmental Psychology (online). Fall 2016
 PSY 497V Independent Study. Fall 2016

University of Arkansas at Monticello (UAM)

Assistant Professor

PSY 3243 Social Psychology (online). Summer 2016
 PSY 3253 Adolescence (online). Summer 2016

University of Arkansas at Monticello (UAM)

Assistant Professor

PSY 1013 Introduction to Psychology. Spring 2016

PSY 2294 Experimental Psychology. Spring 2016
 PSY 3443 Developmental Psychology. Spring 2016
 PSY 3443 Developmental Psychology (online). Spring 2016
 SOC 2213 Introduction to Sociology (online). Spring 2016

University of Arkansas at Monticello (UAM)

Assistant Professor

PSY 1013 Introduction to Psychology. Fall 2015
 PSY 3343 Child Development. Fall 2015
 PSY 3443 Developmental Psychology (2 sections). Fall 2015

University of Arkansas at Monticello (UAM)

Assistant Professor

PSY 3443 Developmental Psychology (online). Summer 2015
 PSY 3253 Adolescence (online). Summer 2015

University of Arkansas at Monticello (UAM)

Assistant Professor

PSY 1013 Introduction to Psychology. Spring 2015
 PSY 2203 Statistical Methods. Spring 2015
 PSY 3443 Developmental Psychology (2 sections). Spring 2015
 PSY 3253 Adolescence. Spring 2015

Assistant Professor

PSY 1013 Introduction to Psychology (2 sections). Fall 2014
 PSY 2203 Statistical Methods. Fall 2014
 PSY 3443 Developmental Psychology. Fall 2014
 PSY 4682 Seminar in: Behavior Modification. Fall 2014

Undergraduate Advising Record for Psychological Research at UAM

2020-21

Magnus Gray (graduated in May 2021)

2019-20

Claudia Clark (graduated in December 2019)
 Sally Pharr (graduated in December 2020)
 Rigoberto Ruiz (graduated in May 2020)
 Corrie Ware (graduated in May 2020)

2018-19

Brandi Brewster (graduated in December 2018)
 Kyra Hatcher (graduated in May 2019)
 Amanda Pennington (graduated in May 2019)

2017-18

Jayne Burris (graduated in May 2017)
 Sanpreet Kaur (graduated in May 2017)

Janna Alvarez (graduated in May 2018)
 Ashton Wilson (graduated in May 2018)
 Samantha Craig (graduated in August 2018)

2016-17

James Alexander (graduated in May 2016)
 Gina Ashcraft (graduated in May 2016)
 Terry Jordan (graduated in December 2016)

Teaching Experiences at Other Institutions

Graduate and Postgraduate Advising Record for Psychological/Educational Research outside of UAM

Pacific Lutheran University (PLU)

Post-Undergraduate Research

Kaley Norman (post-undergraduate researcher, graduated in May 2019)

University of Kansas (KU)

Master's Thesis

Yan Wang (Master's thesis committee, graduated in May 2016)
 Hayley Burghart (Master's thesis committee, graduated in May 2017)
 Bixi Qiao (Master's thesis, graduated in May 2018)

Doctoral Qualifying Exam

Bixi Qiao (passed qualifying exam on March 18, 2019)

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.
 PRE 455 Motivating and Managing learners in the Pre K-6th Grade Classroom.
 Fall 2012.
 PRE 711 Introduction to Statistics. Summer 2009.

Oral Proficiency Instructor

KOR 104 & 108 Elementary Korean. Fall 2013. Spring 2014.
 KOR 204 & 208 Intermediate Korean. Fall 2013. Spring 2014.
 KOR 498 Directed Readings in Korean. Fall 2013. Spring 2014.
 KOR 504 & 508 Advanced Modern Korean. Fall 2013. Spring 2014.
 KOR 562 & 564 Modern Korean Texts. Fall 2013. Spring 2014.

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.

PRE 720 Educational Measurement in the Classroom. Fall 2008. Fall 2009.
 PRE 715 Research Methods. 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

PSY 835 Pediatric Practicum. Spring 2011. Fall 2011.
 PSY 535 Developmental Psychopathology. Fall 2010. Spring 2011.
 PRE 715 Research Methods. Spring 2008. Spring 2009.
 PRE 520 Classroom Assessment. Spring 2014.
 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 (UCLA)

Graduate Teaching Assistant (Instructor of Record)

K 3A. Elementary Korean III for Korean-Heritage Speakers. Spring 2005.
 C 182. Japanese Folklore. Winter 2005.
 C 298. Children's Literature in Western Europe. Spring 2004.
 K 1A. Elementary Korean I for Korean-Heritage Speakers. Fall 2004. Spring 2005.

Eric Charles Prichard

School of Social and Behavioral Sciences
University of Arkansas at Monticello
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prichard@uamont.edu
870-460-1787

Postsecondary Education History

Ph.D. Psychology, University of Toledo, Advised by Stephen D. Christman, Ph.D.

Dissertation: *The Effects of Text Column Width on Memory for Prose*

Dates Attended: August 2013 - May 2016

M.A. Psychology, University of Toledo, Advised by Stephen D. Christman, Ph.D.

Thesis: *Interhemispheric Communication and Prose Processing*

Dates Attended: August 2011 - August 2013

B.S. Psychology, Eastern Michigan University

Minor: Human Biology

Dates Attended: September 2007 - April 2011

Employment Experience

- **Associate Professor of Psychology**, School of Social and Behavioral Sciences, University of Arkansas at Monticello (July 2021-Present)
- **Assistant Professor of Psychology**, School of Social and Behavioral Sciences, University of Arkansas at Monticello (August 2016 – June 2021)
- **Graduate Student Association President**, University of Toledo (June 2015 - June 2016)
- **Graduate Student Instructor**, University of Toledo (Fall 2015, Academic Year 2014-2015, & Fall 2013)
- **Graduate Student Association Vice President**, University of Toledo (October 2014-June 2015)
- **Graduate Student Teaching Assistant**, University of Toledo (Spring 2014, Academic Year 2012-2013, & Academic Year 2011-2012)
- **Statistics Supplemental Instructor**, Eastern Michigan University (Academic Year 2008-2009)

Professional Development

Academic Publications – Peer Reviewed Articles

Christman, S. D., & **Prichard, E. C.** (2024). Historical changes in everyday human lifestyles and their effects on hemispheric activation: Speculations on McGilchrist's *The Master and His Emissary*. *Laterality*, In Press.

Prichard, E. C., Clarkson, E. M., & Christman, S. D. (2024). Differences Between Consistent and Inconsistent Handedness Remain Consistently Interesting: Ten Years of Research on the Consistency of Handedness With the Edinburgh Handedness Inventory. *Perceptual and Motor Skills*, 131(1), 5-16. <https://doi.org/10.1177/00315125231217624>

Christman, S. D., & **Prichard, E. C.** (2023). Righty-tighty, lefty-loosey: relation between societal tightness scores, left-handedness rates, and COVID-19 outcomes in US states. *Laterality*, 28(4-6), 285-304.

Prichard, E. C., & McKee, A. J. (2023). Psychopathy, prospect theory, and the Madoff Curve: a dual behavioral neuroscience and behavioral economic framework for understanding White Collar Crime. *Economic Analysis Letters*, 2(2), 34-39.

Braswell, J. M., & **Prichard, E. C.** (2023). Awe correlates with resilience to COVID-19 stressors independent of religiosity. *Psychological Reports*, DOI: 00332941231165240.

Prichard, E. C., & Turner, K. A. (2023). Authoritarianism, psychopathy, and resistance to wearing masks during the COVID-19 pandemic: A partial replication and extension of key findings. *Frontiers in Psychology*, 13. DOI: doi.org/10.3389/fpsyg.2022.1049660

Prichard, E.C. (2021). Is the use of personality based psychometrics by cambridge analytica psychological science's "nuclear bomb" moment? *Frontiers in Psychology*, 12.

Prichard, E. C., & Christman, S. D. (2020). Authoritarianism, conspiracy beliefs, gender and COVID-19: links between individual differences and concern about COVID-19, mask wearing behaviors, and the tendency to blame China for the virus. *Frontiers in psychology*, 11, 597671.

Prichard, E.C., & Christman, S.D. (2020). Memory effects of manipulating text column width: Eye-movement induced attentional processes interfere with prose encoding among consistent handers. *Perceptual and Motor Skills*, 128(1), 560-577.

Prichard, E. C., & Christman, S.D. (2020). Handedness and the 2016 u.s. primaries: Consistent handedness predicts support for donald trump among republicans, but gender predicts support for hillary clinton among democrats. *Laterality*, 25(6), 641-653.

Prichard, E. C., & Christman, S.D., & Walters, J. (2020). The pen is not always mightier: Different ways of measuring handedness with the edinburgh handedness inventory yield different handedness conclusions. *Perceptual and Motor Skills*, *127* (5), 789-802.

Prichard, E. C. (2019). Psychological research fuels racist discourse and policy: The need for an ethical analysis of theory application. *The Journal of Race and Policy*, *14*(1), 64-80.

Prichard, E. C. (2019). The association between inconsistent handedness and psychopathy does not extend to the domain of moral reasoning. *Laterality*, *24*, 113-124.

Prichard, E. C., & Christman, S.D. (2017). Inconsistent-handed advantage in episodic memory extends to paragraph-level materials. *Memory*, *25*, 1063-1071.

Christman, S. D., & **Prichard, E. C.** (2016). Half oaks, half willows: Degree, not direction, of handedness underlies both stable prevalence in the human population and species-beneficial variations in cognitive flexibility. *Evolutionary Psychological Science*, *2*, 228-236.

Prichard, E. C., & Christman, S.D. (2016). Need for cognition moderates paranormal beliefs in inconsistent-handers. *Laterality*, *21*, 228-242.

Christman, S., **Prichard, E. C.**, & Corser, R. (2015). Factor analysis of the edinburgh handedness inventory: Inconsistent handedness yields a two factor solution. *Brain and Cognition*, *98*, 82-86.

Jasper, J. D., Kunzler, J. S., **Prichard, E. C.**, & Christman, S. D. (2014). Individual differences in information order effects: The importance of right-hemisphere access in belief updating. *Acta Psychologica*, *148*, 115-122.

Prichard, E., Propper, R. E., & Christman, S. D. (2013). Degree of handedness, but not direction, is a systematic predictor of cognitive performance. *Frontiers in Psychology*, *4*.

Academic Publications – Books and Book Chapters

Prichard, E. (2024). Chapter Two: Research Methods in Sociology. In R. Brym, & M. Holtzman (Eds.), *Sociology: Think Outside the Book*. Toronto: Top Hat.

Prichard, E. C. (2022). Under the paranormal curve: Comparing psychology research methods to parapsychological popular "science". New York: Nova Science Publishers.

Significant Attendance at and Participation in Professional Meetings (An asterisk indicates UAM student researchers)

Strong, C. & **Prichard, E. C.** (March, 2024) *Machiavellianism and Interdisciplinary Synthesis: From Political Theory to Psychological Science and Back*. Presented at the 51st Annual Meeting of the Arkansas Political Science Association.

Prichard, E.C. (October, 2021). *Panel discussion on the future of psychology* [Panelist]. Talk Presented at the 2021 Arkansas Psychological Association Fall Convention, Virtual Convention.

Prichard, E.C. (October, 2020). *Panel discussion on racism in the therapy room* [Speaker and Panelist]. Talk Presented at the 2020 Arkansas Psychological Association Fall Convention, Virtual Convention.

Prichard, E. C., & Christman, S.D. (May, 2019). *Left handers predict right wingers: 2016 gop primary support for donald trump was higher in states with higher rates of left-handedness*. Presented at the 31st Annual Conference of the Association for Psychological Science, Washington, D.C.

Christman, S.D., & **Prichard, E.C.** (May, 2019). *Not too many, not too few: Intermediate population rates of left-handedness are associated with better national socioeconomic status*. Presented at the 31st Annual Conference of the Association for Psychological Science, Washington, D.C.

Prichard, E. C., & Christman, S.D. (November, 2017). *The association between authoritarianism and conspiracy beliefs is modulated by handedness*. Poster presented at the 58th Annual Meeting of the Psychonomic Society, Toronto, ON.

Prichard, E. C. (May, 2017). *On the other other hand: How the way handedness is measured determines what it tells us*. Talk presented at the 29th Annual Convention of the Association for Psychological Science, Boston, MA.

Prunier, S., & **Prichard, E. C.** (2017, April). *Consistent handedness is associated with strong beliefs in generic conspiracies*. Poster presented at the 2017 Southwest Psychological Association Convention, San Antonio, TX.

Burris, J.*, Alvarez, J.*, Jordan, T.*, Lee, S., & **Prichard, E. C.** (2017, April). *Differential effects of study break activities on visual learning*. Poster presented at the 2017 Southwest Psychological Association Convention, San Antonio, TX.

Prichard, E., & Christman, S. (2016, May). *Need for cognition moderates belief updating in inconsistent handers*. Poster presented at the 28th Annual Convention of the Association for Psychological Science, New York, NY.

Prichard, E., Christman, D., & Corser, R. (2015, April). *Is the pen really mightier? Degree and direction of handedness are predicted by different manual tasks*. Poster presented at the 22nd Annual Bowling Green State University/University Toledo/University of Michigan, Dearborn Symposium on Research in Psychiatry, Psychology, and Behavioral Science, Toledo, OH.

Christman, S. D., **Prichard, E. C.**, & Chen, K. (2014, May). *Analysis of handedness scores reveals different factor structures for inconsistent versus consistent handers*. Poster presented at the 26th Annual Convention of the Association for Psychological Science, San Francisco, CA.

Sullivan, J, Lanning, D., & **Prichard, E.** (2014, April). *Individual differences and creativity: The effects of ethnicity, handedness, and gender on a word association norm task*. Poster presented at the 22nd Annual Bowling Green State University/University Toledo/University of Michigan, Dearborn Symposium on Research in Psychiatry, Psychology, and Behavioral Science, Toledo, OH.

Prichard, E. C., & Christman, S. D. (2013, April). *Perspective and degree of handedness as predictors of performance on a free recall task*. Poster presented at the 21st Annual Bowling Green State University/University of Toledo/University of Michigan, Dearborn Symposium on Research in Psychiatry, Psychology, and Behavioral Science, Toledo, OH.

Prichard, E. C., & Christman, S. D. (2012, May). *Individual differences in episodic memory: Sex differences are confined to strongly-handed individuals*. Poster presented at the 24th Annual Convention of the Association for Psychological Science, Chicago, IL.

Professional Recognition, Honors, and Grants

- **2021-2022 University of Arkansas Faculty Research Grant**
Small grant of \$1500
- **2020-2021 University of Arkansas Faculty Research Grant**
Small grant of \$1500.
- **2019 Outstanding Faculty Award in the School of Social and Behavioral Sciences**
- **2019 PCAPS Most Enthusiastic Faculty Award**
- **2017-2018 University of Arkansas Faculty Research Grant**
Small grant of \$700.
- **2018-2019 University of Arkansas Faculty Research Grant**
Small grant of \$500.
- **Resolution in Recognition of Outstanding Leadership and Service as Graduate Student Association President during the 2015-2016 Academic Year and Vice**

President during the 2014-2015 Academic Year, Awarded by the University of Toledo Graduate Council (May 2016)

- **APA Summer Science Fellowship, George Mason University**, Awarded by the American Psychological Association (2010)

Professional Service

Service to the University of Arkansas at Monticello Community

- **University Conduct Board 2022-present**
- **Chair of the University Assembly 2020-2022**
- **Member of the Planning Committee for Fall 2020 Opening 2020**
- **Member of the Professional Development Week Planning Committee 2020**
- **Chair of the Faculty Research Committee 2019-2020**
- **Vice Chair of the University of Arkansas at Monticello University Assembly 2018-2019**

- **Member of the UAM Faculty Senate Exploratory Committee 2018-2019**
 - This committee was designed to explore the possibility of forming a faculty senate and proposing a model for a working Senate.

- **Parliamentarian of the University of Arkansas at Monticello University Assembly 2017-2018**

- **Member of the UAM Faculty Research Committee 2017-2020; 2022-Present**

- **Faculty Co-adviser to the University of Arkansas at Monticello Psychology Club 2016-Present**

Service to the Profession

- **President of the Arkansas Psychological Association 2022**
- **President-Elect of the Arkansas Psychological Association 2021**
- **Secretary of the Arkansas Psychological Association (ArPA) 2020**
- **Co-coordinator of the Student Research Presentation Section of the ArPA 2018 Fall Convention**
 - Recruited Student Presenters
 - Created Presentation Program

- **Member of the Arkansas Psychological Association (ArPA) 2016-Present**
 - Member of the Legislative Committee
 - Co-chair of the Student Committee

- **Member of the American Association for the Advancement of Science (AAAS)**
2016 - Present
- **Member of the Association for Psychological Science** 2011-Present
- **Member of the Psi Chi International Honor Society** 2008-Present

Journals for Which I Have Served as a Referee

- Sage Open
- Brain and Cognition
- Psychological Reports
- Laterality: Asymmetries of Brain, Body, and Cognition
- Evolutionary Psychology
- Frontiers in Psychology

Other Information Relevant to Candidacy

Courses Taught at the University of Arkansas at Monticello

- Cognitive Psychology
- Developmental Psychology
- History and Systems of Psychology
- Introduction to Psychology
- Introduction to Sociology
- Physiological Psychology
- Personality Psychology
- Practicum in Psychology
- Research Methods I
- Research Methods II
- Seminar: Consumer Behavior

- **Special Topics: Parapsychology and Critical Thinking**
- **Statistical Methods in Psychology**

Statistics Courses Completed at the Graduate Level

- **Quantitative Methods in Psychology I (Fall 2011):** SPSS based introduction to statistical concepts in behavioral sciences.
- **Quantitative Methods in Psychology II (Spring 2012):** SPSS based follow up. More advanced exploration of underlying theory, with particular emphasis on regression and linear modeling.
- **Multivariate Statistics (Fall 2013):** Introduction to matrix algebra, exploratory factor analysis, and multivariate analysis of variance. Primarily used excel and SPSS.
- **Statistical Modeling for Latent Variables (Spring 2014):** M-plus based course. Introduction to exploratory and confirmatory factor analysis, path analysis, and structural equation modeling.

Professional References

Stephen Christman, Ph.D.

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Jeanette M Braswell, Ph.D.

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yvetteprior.wordpress.com

Highlight of Qualifications

- Experience as an educator, trainer, and event coordinator.
- Applied researcher specializing in organizational behavior, rewards, and motivation.
- Skilled with business planning, training, and coaching employees.
- Seasoned project manager with a leading style that is professional and consistent yet also flexible and motivating.
- Effectively works with diverse populations and continuously growing with cultural humility and self-reflection.
- Proficient in Canvas, Blackboard, SPSS, Word, PPT, Keynote, iMovie, Taquette, NVivo, Lightroom, and Microsoft Teams.

Education

- | | |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2011-2015 | PhD in Industrial & Organizational Psychology
Northcentral University Prescott, AZ |
| 2007-2011 | Master of Arts in Industrial & Organizational Psychology
Northcentral University Prescott, AZ |
| 1993-1997 | Bachelor of Arts in Education, Minor in Biology
Colorado Christian University Lakewood, CO
Teacher's Assistant for Dr. Barbara Wilkins, Department of Biology
Taught undergraduate biology labs for two years. Graded over 600 assignments and exams for undergraduate courses in biology. |

Honor Societies

- Golden Key International Honor Society (GK). Lifetime Member since 2013
- National Society of Leadership and Success (NSLS). Lifetime Member since 2021

Certifications

- Certificate: 200-Hour Registered Yoga teacher (RYT). Yoga Alliance, 8/2022-2025
- Certified Higher Education Professional in Teaching (CHEP). Max Knowledge Center for Excellence in Education, 2018 through 2023.
- Certified Higher Education Professional in Online Teaching. Max Knowledge Center for Excellence in Education, 2019 through 2023

Curriculum Vitae, Dr. Yvette Prior

- Certificate: Dissertation Coach Training. The Chicago School of Professional Psychology. 9-2020 to 10-2020. Instructor: Dr. Julie Benesh
- Certificate: Family Educational Rights & Privacy Act (FERPA). EVERFI, 2020, 2021
- Certificate: Diversity: Inclusion in the Modern Workplace. EVERFI, 2020, 2021
- Certificate: Data Security & Privacy. EVERFI, 2020, 2021

Professional Memberships

Arkansas Political Science Association (ArkPSA), 2024-2025
 American Psychological Association (APA), 2021-2025
 Society for Industrial & Organization Psychology (SIOP), APA Division 14: 2019-2024
 Personnel Testing Council Metropolitan Washington (PTCMW), 2020, 2021
 Society for General Psychology, APA Division 1: 2022
 Society for Educational Psychology, APA Division 15: 2022
 Society for Military Psychology, APA Division 19: 2022
 Society for Aesthetics, Creativity, & the Arts, APA Division 10: 2022, 2023
 Society for Women Studies, Division 35: 2022

Recent Work Experience

08/2023 - Present Assistant Professor of Psychology, University of Arkansas at Monticello
 Monticello, AR 71655

As Assistant Professor, I taught four classes per semester and co-chaired the 2024 Psychology Spring Symposium with 11 student presentations. Served as a Committee Member on the UAM Strategic Planning Committee. Coordinated workshops and presentations and brought in numerous guest speakers. Service to the university included providing a peer-review evaluation for Dr. Walter, serving as a judge for the Southeast Arkansas Regional Science Fair at UAM, and a student chaperone at the Alpha Chi Conference in Birmingham, AL

08/2017 - 08/2024 Psychology Faculty, ECPI University
 Moorefield Park, Richmond, VA 23236

As psychology faculty taught more than 80 three-credit-hour courses in Psychology, Humanities, Culture & Diversity, Capstone, and Introduction to Business. Coordinated guest speakers, field trips, workshops, in-seat learning extensions, student meet and greets, and assisted with curriculum development.

01/2020 – 05/2022 Assistant Professor, The Chicago School of Professional Psychology
 DC Campus, Washington, DC 20005

Curriculum Vitae, Dr. Yvette Prior

As an Assistant Professor, set up internships and networked with local companies for the Master's Degree I-O program. I taught Strategic Human Resource Management and as an adjunct, taught Cognitive Psychology. Coordinated student meet and greets, three grassroots presentations, presented for Mindful Mondays, and helped with multi-campus wellness series during early months of pandemic in 2020.

Continuing Education

Max Knowledge

- Continuing Education (CE) Course (4 hours): **Respecting Copyrights & Leveraging Resources** (EL114), Max Knowledge Center for Excellence in Education, 9-30-2023
- Continuing Education (CE) Course (4 hours): **Effective Use of Social Media in Online Courses** (EL110), Max Knowledge Center for Excellence in Education, 9-30-2023
- Continuing Education (CE) Course (4 hours): **Preparing and Creating Lesson Plans** (ED109), Max Knowledge Center for Excellence in Education, 9-30-2023
- Continuing Education (CE) Course (4 hours): **Crisis Management** (ED401), Max Knowledge Center for Excellence in Education, 10-03-2021
- Continuing Education (CE) Course (4 hours): **Fostering Soft Skills in the Classroom II** (ED403), Max Knowledge Center for Excellence in Education, August 15, 2021
- Continuing Education (CE) Course (4 hours): **Fostering Soft Skills in the Classroom I** (ED402), Max Knowledge Center for Excellence in Education, August 15, 2021
- Continuing Education (CE) Course (4 hours): **Class Management Strategies** (ED104), Max Knowledge Center for Excellence in Education, 08-06-2021
- Continuing Education (CE) Course (4 hours): **Gaming and Simulation in Online Learning** (EL115), Max Knowledge Center for Excellence in Education, 09-28- 2020
- Continuing Education (CE) Course (4 hours): **Virtual Internships** (EL119), Max Knowledge Center for Excellence in Education, 09-27-2020
- Continuing Education (CE) Course (4 hours): **Building Cultural Competency in Instructors** (ED404), Max Knowledge Center for Excellence in Education, 09-27- 2020
- Continuing Education (CE) Course (4 hours): **Integrating Military Veterans into Post-Secondary** (ED142). Max Knowledge Center for Excellence in Education, 09-27-2020

American Psychological Association

- Continuing Education (CE) Course (1 hour): **Best Practices for an Online World.** American Psychological Association, April 2022
- Continuing Education (CE) Course (1 hour): **New Guidance on Race and Ethnicity for Psychologists.** American Psychological Association, October 2021
- Continuing Education (CE) Course (1 hour): **Smarter Phones, Smarter Practices.** American Psychological Association, June 2021

Recent Professional Conferences

Curriculum Vitae, Dr. Yvette Prior

- Arkansas Political Science Association (ArkPSA) Annual Conference March 8-9, 2024. Networked and chaired a five-student panel.
- American Psychological Association (APA) Annual Convention. August 3-5, 2023. Networked with peers and shared research
- American Psychological Association (APA) Annual Convention. August 3-6, 2022. Attended conference and networked with peers, presented research.
- Online Learning Consortium (OLC) Innovate Conference. March 28-April 1, 2022. Attended live sessions, joined breakout groups, and connected with other educators to discuss relevant topics in online, digital, and blended learning.
- American Psychological Association (APA) Annual Convention. August 9-13, 2021. Attended conference and networked with peers. Held office hours as the primary speaker for accepted research presentation.
- American Psychological Association (APA) Annual Convention. August 6-8, 2020. Attended conference and networked with peers.

Published Research

- Prior, Y. (2024). Digital Congruence for Change Management: A qualitative case study with front-line managers. American Psychological Association (APA) 2023 Convention.
- Pipiet., L., Gutierrez-Castillo, A., Knowles, S., Prior, Y., & Moorman, J. (2024). Barriers to implementing DEI - Lessons from US forest businesses. Arkansas Center for Forest Business, College of Forestry, Agriculture and Natural Resources, University of Arkansas at Monticello, Monticello, AR 71655.
- Prior, Y., West, G., & Dwyer, J. (2023). Technology and stress among Gen Z workers: A qualitative case study. American Psychological Association (APA) 2023 Convention.
- Prior, Y., & Anderson, J. (2022). Decreased motivation and subjective constraints among disabled workers: A qualitative case study. Research Presentation. American Psychological Association (APA) 2022 Convention.
- Prior, Y., Martelli, M. F., & Anderson, J. (2021). *Coping with work stress by using micro-breaks and reframing strategies: A qualitative study among healthcare workers*. Poster & Presentation. American Psychological Association (APA) 2021 Convention. This research project was selected to represent Division 14, The Society for Industrial-Organizational Psychology, for the Research poster competition at the Convention.
- Martelli, M. F., & Prior, Y. (2020). *Generation Z at work: Difference makers demanding rewarding experiences, challenge, and leader mentoring*. Research Presentation. American Psychological Association (APA) 2020 Convention.
- Prior, Y., & Little, J. (2020, May 21). *Resume Reminders and Tips for Job Seekers*. Poster & Zoom Presentation: The Chicago School of Professional Psychology, DC Campus. Provided interactive poster presentation about resume development. Data were collected and analyzed from three experts in the HR field: Kathy Stewart, Wendy Joachim, and Kelly McCormack. Students were offered tips for customizing resumes.
- Prior, Y. (2020, April 25). *Employee Changes and the Cyclic Nature of Needs*. LinkedIn.

Curriculum Vitae, Dr. Yvette Prior

- Prior, Y. (2016). *Millennial Workers' Preferences for Leader Behaviors*. Research Presentation. European Association of Work and Organizational Psychology (EAWOP) 2017 Convention.
- Prior, Y. (2015). *Investigating Extrinsic and Intrinsic Employee Needs in Hospitality Workers*. Dissertation. Northcentral University. ProQuest.

Published Books

- Prior, Y., et al. (2023, July). *This is how we grow. Stories and poems for perspective taking*. PH publications.
- Prior, Y. (2021). *Staying Alive: Flash Fiction about Living and Thriving*. PH publications. ISBN: 9781795237079
- Prior, Y., & Oleksiw, C. (2020). *Internship Workbook for Industrial & Organizational Psychology*. PH Publications. ISBN: 9781548027469
- Prior, Y. (2017). *Conversate: Tips for Talking with Teens*. ISBN: 978-1973831181
- Prior, Y. (2017). *Avian Friends: Encouraging Poems Inspired by Backyard Birds*. ISBN: 978-1973831228
- Prior, Y., Bialczak, M., Kwong, M., Linden, A., Simmons, J.D., Nair, M., Prior, C., Matthews, S., & Rybandt, K. (2016). *Lady by the River: Stories of Perseverance (2nd ed.)*. ISBN: 978-1540426260
- Prior, Y. (2010). *The Norma Project: Reflections on life from eight life-span stages*. Richmond, VA: Lulu Press.
- Prior, Y. (2005). *The Reaching Out Cookbook*. Richmond, VA: Lulu Press.

Presentations & Workshops

- Presentation: Prior, Y. (September 2024). **Using AI for Surveys**. This interactive presentation explored using Artificial Intelligence (AI) for crafting robust survey questions for psychology research. Students used AI to refine questions for clarity and validity. University of Arkansas at Monticello, SSBS, Monticello, AR 71655.
- Presentation: Prior, Y. (April 4, 2024). **Unlocking the Power of Research for Psychology Undergraduates**. Explored key research studies and examples of pseudoscience to gain a deeper understanding of research methodologies, learn to critically evaluate existing research, and develop the ability to apply research principles to advance their understanding of psychology and inform their future careers University of Arkansas at Monticello, SSBS, Monticello, AR 71655
- Workshop: Prior, Y. (February 2024). **What is Psychoneuroimmunology (PNI)?** Undergraduate students explored the interplay between psychological factors, the nervous system, and immune function. This workshop offered a unique combination of theory and practice to gain a deeper understanding of the role of laughter and confidence postures as stress-reducing mechanisms to mitigate negative effects of

Curriculum Vitae, Dr. Yvette Prior

chronic stress on immune function. University of Arkansas at Monticello, SSBS, Monticello, AR 71655

- Presentation: Prior, Y. (January 18, 2024). *Mastering APA 7: Formatting Research Papers with Clarity and Efficiency*. University of Arkansas at Monticello, Monticello, AR 71655
- Workshop: Prior, Y. (January 2024). ***Yoga for Stress Release***. Students explored the way yoga poses help stretch the body while also regulating the brain and reducing stress and anxiety. Lesson connected to Reichian vegetotherapy and the theory of how stored emotions, or “affects,” can build tensions in the body’s structure. University of Arkansas at Monticello, SSBS, Monticello, AR 71655
- Workshop: Prior, Y. (October 2023). ***Psychology & Poetry***. Worked with Arkansas poet, Jasmine Harris to help 50+ undergraduate students create prose to connect with psychological concepts and course objectives. University of Arkansas at Monticello, SSBS, Monticello, AR 71655.
- Presentation: Prior, Y. (May 2023). ***Stress Management and Self-Care for College Students*** ECPI University, Innsbrook Campus, Richmond, Virginia.
- Presentation: Prior, Y. (March 2023). ***Technology and Privacy Concerns Among Workers***. ECPI University, Innsbrook Campus, Richmond, Virginia.
- Presentation: Prior, Y. (May 2022). ***Five Cognitive Psychology Myths***. Work Dimensions, Richmond, VA. Presentation about myths in cognitive psychology, which included topics of gender, computer games, listening to Mozart, and eidetic memory.
- Workshop: Prior, Y. (March 2022). ***Brain Health***. Work Dimensions, Richmond, VA. Three-hour workshop explored body postures, exercises, breathing techniques, and foods that impact brain health. Participants also explored activities to learn more about perception, focus, and rehearsal.
- Presentation: Prior, Y. (January 2022). ***Operational Definitions in Psychology***. Work Dimensions, Richmond, VA. Provided examples of objective descriptions for observed and measured variables and tips for operationalism and phrasing of questions.
- Presentation: Prior, Y. (August 2021). ***Sleep to Heal***. Humanities Culture & Diversity Course. ECPI University, Moorefield Campus. Presentation about sleep and immune function. Content was based on Jeff Iliff’s research about brain cleaning during sleep cycles; also explored selective attention, change blindness, and dual processing.
- Workshop: Prior, Y. (July 2021). ***Reframing Strategies***. Velocity Church Women’s Group, Glen Allen, VA. Assisted the group to explore emotion-focused coping and event interpretation (appraisal, affect, reappraisal, affect, outlook, and intentional response). Students made origami and discussed key points.
- Workshop: Prior, Y. (May 2021). ***Dual-Thinking Mode***. Cognitive Psychology Course. The Chicago School of Professional Psychology, DC Campus. The workshop included a variety of problem-solving tasks to explore dual-thinking mode (using both analytical and intuitive-experiential thinking), group discussion, and circle activity.
- Workshop: Prior, Y. (April 2021). ***Culture Layers & Implicit Bias***. Cognitive Psychology Course. The Chicago School of Professional Psychology, DC Campus. Identified different culture layers (national, local, community, classroom, individual) and reviewed implicit

Curriculum Vitae, Dr. Yvette Prior

bias (unconscious attitudes) that filter how we see and can lead to negative outcomes. Students role-played with schemas and scripts to explore patterns of narrow, or biased, thinking that can lead to attitude problems, defensiveness, or discrimination.

- Workshop: Prior, Y. (March 2021). **Gestalt Psychology & Art**. Positive Psychology Course. ECPI University, Moorefield Campus. Provided a three-hour workshop at the Virginia Museum of Fine Arts connecting psychological concepts to fine art. Ended with student discussion and hands-on coffee-painting activity.
- Workshop: Prior, Y. (February 2021). **Theories of Emotion and Combatting Stress**. Velocity Church Women's Group, Glen Allen, VA. Assisted the women's group to explore reactions to stress (pandemic recovery) by looking at conscious experience and biological response to stress. Explored various stress theories, eustress and distress, and ended with group-created lists with tips to combat stress and develop hardiness.
- Presentation: Prior, Y. (January 2021). **Power Poses for Confidence**. Freshman Orientation. ECPI University, Moorefield Campus. Presentation about posture and emotions based on Amy Cuddy's research on power poses to boost hormones, self-esteem, and biological connections to psychological outcomes.
- Workshop: Prior, Y. (October 2020). **Cultural Connections & Erikson's Psychosocial Stages of Development**. Developmental Psychology. ECPI University, Moorefield Campus. Virtual workshop for nursing students. Explored cultural differences in relationships, work, family roles, and life reflection as it related to individual challenges at different development stages.
- Presentation: Prior, Y. (September 2020). **Tips for Avoiding Resistance to Feedback**. Eventbrite Grassroots Outreach. The Chicago School of Professional Psychology, DC Campus. Led an interactive workshop with ideas from empirical research about strategies for receiving feedback and adapting to change. Provided tips for leading styles and considerations about the common cognitive responses to change.
- Presentation: Prior, Y. (July 2020). **Gardening for Cognitive Health**. Mindful Monday. The Chicago School of Professional Psychology, DC Campus. Provided research-based tips about the way gardening can improve focus, attention, and memory. Also made short videos to provide rich visuals for the learning experience.
- Workshop: Prior, Y. (May 2020). **Yoga for Stress Release**. Mindful Monday. The Chicago School of Professional Psychology, DC Campus. Provided an online yoga class via Zoom. Briefly discussed Parasympathetic Nervous System and "calm-down" processes connecting to the amygdala.
- Workshop: Prior, Y. (April 2020). **Health as the Sum of Many Parts**. Part of the Spring 2020 Wednesday Wellness Series. The Chicago School of Professional Psychology, Texas Campus. The workshop provided information about physical grounding, square breathing, confidence postures, and gentle stretching.
- Presentation: Prior, Y. (April 2020). **Tips for Receiving Feedback**. Eventbrite Grassroots Outreach. The Chicago School of Professional Psychology, DC Campus. Presented lesson about cognitive filters and actions that impede integrating feedback in the workplace.
- Presentation: Prior, Y. (March 2020). **Combating Employee Resistance to Change**. Eventbrite Grassroots Outreach. The Chicago School of Professional Psychology, DC

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Campus. Presented virtual session about helping employees adapt to change. Offered strategies for identifying the type and pattern of each identified change and then tips for making use of such changes.

- Workshop: Prior, Y. (January 2020). ***Diversity Dimensions & Succeeding in College***. Freshman Orientation. ECPI University, Moorefield Campus. The evening workshop allowed students to role play situations addressing interpersonal conflicts and communication difficulties that could impede successful group projects in college. Each team produced strategies to work in culturally heterogeneous teams versus culturally homogenous groups, which concluded with discussion and reflection.

Research Peer-Reviews

- Prior, Y. (2022, January). Research Reviewer. Peer-Reviewed articles for Division 14 of the APA Annual Conference.
- Prior, Y. (2021, October). Research Reviewer. Peer-Reviewed articles for The Society for Industrial & Organization Psychology (SIOP) Annual Conference.
- Prior, Y. (2021, February). Research Reviewer. Peer-Reviewed articles for The Society for Industrial & Organization Psychology (SIOP) for APA's annual conference.
- Prior, Y. (2020, October). Research Reviewer. Peer-Reviewed articles for The Society for Industrial & Organization Psychology (SIOP) Annual Conference.

Recent Webinars/Seminars

- *April 2024: APA Webinar: Lifestyle Behaviors for Lifelong Brain Health*. Dr. Dotson
- February 2024: APA Webinar: Compliance and Security: Why You Need Both to Be HIPAA Compliant. Compliancy Group
- January 2024: APA Webinar: We've Been Teaching Personality Incorrectly All these Years—and How to Fix It. Dr. Bornstein, Adelphi University.
- November 2023: Using Behavioral Science to Improve Enrollment, Engagement, and Retention. University of Business Ed Talk. Fiona Kelly, Motimatic.
- October 2023: Attended and represented the Psychology department at the ACHE Occupational Therapy Webinar. Dr. Moore, Ache Health.
- October 2023: Attended Poetry Reading Event with Suzanne Underwood Rhodes Poet Laureate of Arkansas. UAM School Arts and Humanities.

Outreach & Volunteer Experience

08/2024 - present Volunteer Yoga Instructor, All Time Fitness
Monticello, AR 71655

03/2024 Judge, Southeast Arkansas Regional Science Fair. Monticello, AR 71655

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04/2024	Volunteer, UAM chapter, Alpha Chi 3-day Conference, Birmingham, AL
9/2023 - 5/2024	Volunteer Yoga Instructor, UAM Gibson Center Monticello, AR 71655
10/2015 - 08/2022	Consultant, Work Dimensions & PH Publications Glen Allen, VA 23233

Noteworthy Consulting Projects

- Consulting: Prior, Y. (June 2022). ***Time Management & Goal Setting***. Work Dimensions. Consulted with parents and provided strategies and tools for assessing time management skills and priorities, combatting procrastination, and ten keys for setting effective goals.
- Consulting: Prior, Y. (May 2021). ***Laughter to Combat Burnout***. Ph Publications. Consulted with an entrepreneur who wanted to help workers adjust to coming back to the office after the pandemic virtual mode. Provided hands-on activities and suggestions for employee connections and how to voice concerns.
- Consulting: Prior, Y. (February 2021). ***Tips for Returning to the Workplace***. Ph Publications. Consulted with a local executive to provide ideas for ten-minute activities that could help ease workers back into the workplace (after working virtually). Checklists were customized for supervisors and employee check-ins were set up.
- Consulting: Prior, Y. (October 2020). ***Effective Job Advertisements***. Work Dimensions. Consulted with a private organization about making effective job advertisements. Consulting included tutorial for using Canva software for easy logos. The final report included suggestions for using non-discriminatory wording in material and separating essential and non-essential job tasks from job descriptions.
- Consulting: Prior, Y. (December 2020). ***Understanding Invisible Disabilities in Today's Workplace***. Work Dimensions. Consulted with a private organization about some of the hidden (invisible) disabilities many workers have today. Provided checklists for the manager and supervisor to use to help ensure that workers' needs are not overlooked as it pertains to both visible and invisible disabilities. Developed a best practices sheet to help raise awareness among all staff.
- Consulting: Prior, Y. (June 2017). ***APA Formatting for Student Papers***. Work Dimensions. Assisted a local professor to provide tips for advanced nursing students with APA formatting for course assignments.
- Consulting: Prior, Y. (June 2017). ***Managing Turnover Intention***. Work Dimensions. Consulted with an entrepreneur who was dealing with high turnover rates and had current employees wanting to exit. Employees were given surveys and outcomes involved managers using sales challenges to improve engagement and boost morale.
- Consulting: Prior, Y. (November 2016). ***Making Meetings Meaningful***. Work Dimensions. Provided advice about ways meetings can be more enjoyable and

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meaningful to workers. Consulted with a local executive to discuss tips for combatting meeting problems and ways to see if a meeting is even needed. Reviewed the “six-step meeting flow” and reviewed strategies for ensuring all workers felt heard and were able to share knowledge (which can help ensure meetings were not just time drains).

K. Amber Turner, Ph.D.
Assistant Professor of Psychology
School of Social and Behavioral Sciences
University of Arkansas at Monticello
turnera@uamont.edu

EDUCATION

2017 Ph.D. Clinical Psychology, Virginia Tech

2016-2017 Internship, OhioGuidestone, Cleveland, OH

2015 Future Professoriate Certificate (9 credits)

2013 M.S. Clinical Psychology, Virginia Tech
 Advisor: Bradley White, Ph.D.

2007 B.S. Psychology, University of North Carolina Chapel Hill
 Graduated with Highest Distinction

LICENSE

Sept 2020 - Present Licensed Clinical Psychologist, State of Arkansas, #202126

TEACHING EXPERIENCE

Assistant Professor
University of Arkansas at Monticello
Monticello, AR

Fall 2019-present
Courses Taught:
Abnormal Psychology
Principles of Guidance & Counseling
Fundamentals of Measurement
Psychology Practicum
Statistical Methods
Personality (online)
Exceptional Children (online)
Cognitive Psychology (online)
Developmental Psychology (online)
Introduction to Psychology

Graduate Instructor
Virginia Tech
Blacksburg, VA

2011-2016
Courses Taught:
Abnormal Psychology
Advanced Developmental Psychology & Lab
Social Psychology
Psychology of Learning
Introductory Psychology Recitation

CLINICAL EXPERIENCE

- 2022-Present **Private Practice**
Monticello, Arkansas
- 2017-2019 **Postdoctoral Fellowship**
University of Tennessee Graduate School of Medicine Center of Excellence (UTGSM COE), Knoxville, TN
Supervisor: Kristin Dean, Ph.D. – Director
Focus: Mental health care for children in state custody
- Conducted assessments for cases referred by Department of Children’s Services and provided clinical recommendations
 - Provided evidence-based therapy for families with children in or at risk of state custody
 - Assisted with projects to disseminate trauma-informed, evidence-based practices in the state of Tennessee
- 2016-2017 **Clinical Internship**
OhioGuidestone, Cleveland, OH
Supervisors: Robert Denton, Psy.D. - Training Director
Courtney Gotschall, Psy.D. – Early Childhood
Evan McBroom, Ph.D. – School Services
Marcia Troese, Ph.D. - Assessment
Focus: Child-focused community mental health service
- Provided in-home and school-based treatment for preschool and school-age children from low-income households
 - Administered and wrote comprehensive assessments for children and adolescents
- 2014-2015 **Clinical Practicum**
Psychological Services Center, Virginia Tech
Supervisor: Russell T. Jones, Ph.D., LCP
Focus: Trauma spectrum disorders
- Treated long-term clients with a history of trauma
 - Supervised two graduate student peers
 - Lead and assisted neuropsychological/trauma assessments
- Summer-Fall 2014 **Clinical Externship**
Catawba Psychiatric Hospital, Catawba, VA
Supervisor: Blanche Williams, Ph.D.
Focus: Severe mental illness inpatient
- Conducted group therapy and individual therapy in an inpatient setting
 - Contributed to treatment team and other interdisciplinary meetings for treatment planning
- Summer 2013 **Clinical Externship**
Duke University Medical Center, Durham, NC
Supervisor: Melanie Bonner, Ph.D., LCP

Focus: Pediatric neuropsychological assessment

- Conducted evaluations of children with medical and neurological issues
- Compiled comprehensive assessment reports

2012-2013

Graduate Clinician Assessor

Adult Assessment Clinic

Psychological Services Center, Virginia Tech

Supervisor: Lee Cooper, Ph.D., LCP

- Administered comprehensive assessments, including intelligence, attention, academic, personality, and memory testing
- Provided psychoeducational feedback
- Coordinated and conducted chart reviews for the clinic
- Assisted with records maintenance and other clinic duties
- Managed Continuing Education credits for faculty

2012-2013

Clinical Practicum

Psychological Services Center, Virginia Tech

Supervisor: Susan White & Thomas Ollendick

Focus: Child and adolescent therapy

- Maintained a full caseload of clients, with a focus on child/family and adolescent cases
- Conducted and assisted child assessments
- Co-led social skills groups for teenagers on the autism spectrum

Summer 2012

Clinical Practicum

Psychological Services Center, Virginia Tech

Supervisor: Lee Cooper, Ph.D., LCP

Focus: Family systems

- Maintained a full caseload of clients, with a focus on reflective practice and applying a family systems approach

2011-2012

Clinical Practicum

Psychological Services Center, Virginia Tech

Supervisor: David Harrison, Ph.D., LCP

Focus: Neuropsychology

- Conducted individual therapy in community training clinic
- Lead cognitive and social skills groups at a brain injury rehabilitation facility
- Lead and assisted with neuropsychological assessments

2008-2009

Residential Program Counselor

Peninsula Village, Knoxville, Tennessee

- Supervised and counseled teenage girls with issues such as substance use, suicidality, disruptive behavior, and personality disorders

RESEARCH POSITIONS

- 2015-2018 **Emotion Regulation Therapy for Disruptive Behavior**
Dissertation intervention study
Committee chair/Supervisor: Bradley White, Ph.D.
 - Adapted manual-based modules into full intervention; recruited and assessed eligible participants; administered intervention to 6-9 children and parents; analyzed collected data
- 2015-2018 **Unstuck and On Target Co-Investigator**
Assessor & Data manager
Supervisor: Susan White, Ph.D.
 - Administered eligibility and endpoint executive function assessments; trained and supervised undergraduate assistant in scoring and entering study data; collected Ecological Momentary Assessment (EMA) data; maintained dataset.
- 2013-2016 **Adult Cognition and Emotion Study Co-Investigator**
Cognitive, Emotion & Self-Regulation Lab, Virginia Tech
Supervisor: Bradley White, Ph.D.
 - Designed and managed study investigating self-regulation processes and potential moderators; analyzed collected data
- 2011-2016 **Graduate Research Assistant**
Cognitive, Emotion & Self-Regulation Lab, Virginia Tech
Supervisor: Bradley White, Ph.D.
 - Cleaned and managed data; supervised undergraduate research assistants; coordinated and ran ongoing studies; led lab meetings
- 2010-2011 **Clinical Research Assistant**
Sanders-Brown Center on Aging, University of Kentucky
Supervisor: Gregory Jicha, M.D., Ph.D.
 - Coordinated a study tracking cognition in elderly patients; assisted with clinical trials for Alzheimer's; administered neuropsychological measures to patients with dementia; maintained IRB and other study paperwork
- 2009-2010 **Lab Technician**
Brain, Cognition, & Development Lab, University of Kentucky
Supervisor: Jane Joseph, Ph.D.
 - Recruited participants for ongoing studies; ran child and adult participants in behavioral and fMRI studies; cleaned and analyzed fMRI data using Linux
- 2007-2009 **Research Intern**
Oak Ridge National Laboratory, Oak Ridge, TN
Supervisor: Lee Hively, M.D., Ph.D.
 - Worked with multidisciplinary team to gather information and compile a chemical database

- Designed and conducted experiments focused on linguistic development; cleaned data for analyses

PUBLICATIONS

Turner, K. A. (in preparation). Are you paying attention? Feasibility of the FOCUS intervention for college students.

Turner, K. A., White, B. A., & Ollendick, T. H. (under review). Emotion regulation treatment of disruptive behavior: A preliminary investigation.

Rozing, E., Rubino, E., **Turner, K. A.,** & Larasatie, P. (under review). Evaluating public attitudes toward trophy hunting using social license to operate.

Prichard, E. C. & **Turner, K. A.** (2023). Authoritarianism, psychopathy, and resistance to wearing masks during the COVID-19 pandemic: A partial replication and extension of key findings. *Frontiers in Psychology, 13*, 1049660.

Elias, R., Gordon-Murphy, H., **Turner, K. A.,** & White, S. W. (2019). Feasibility and preliminary efficacy of an adapted transdiagnostic treatment for children with executive function deficits. *Journal of Cognitive Psychotherapy, 33*(4), 343-356.

Turner, K. A., Smith, A. J., Jones, R. T., & Harrison, D. W. (2018). Adapting Cognitive Processing Therapy to treat co-occurring posttraumatic stress disorder and mild traumatic brain injury: A case study. *Cognitive and Behavioral Practice, 25*(2), 261-274.

Turner, K. A. & White, B. A. (2015). Contingent on contingencies: Connections between anger rumination, self-esteem, and aggression. *Personality and Individual Differences, 82*, 199-202.

White, B. A., & **Turner, K. A.** (2014). Anger rumination and effortful control: Mediation effects on reactive but not proactive aggression. *Personality and Individual Differences, 56*, 186-189.

PRESENTATIONS

Turner, K. A. (September 2023). Behavioral Health in Youth. Talk presented at the Arkansas Crisis Intervention Team Training, Monticello, AR.

Turner, K. A. (June 2023). Combating Stigma, Stereotypes, & Misinformation in the Classroom. Talk presented at the Arkansas Teachers of Psychology (AToP) Inaugural Meeting, Conway, AR.

Turner, K. A. & White, B. A. (October 2016). Acceptability and Feasibility of a Novel Emotion Regulation Intervention for Irritability and Anger in Oppositional Youth. Poster presented at the 50th annual meeting of the Association for Behavioral and Cognitive

Therapies, New York, NY.

Elias, R., Murphy, H. G., **Turner, K. A.**, & White, S. W. (October 2016). A Pilot Transdiagnostic Treatment for Executive Function Difficulties: Feasibility and Acceptability. Poster presented at the 50th annual meeting of the Association for Behavioral and Cognitive Therapies, New York, NY.

Gatto, A. J., **Turner, K. A.**, & White, B. A. (October 2016). Disinhibition, Boldness, and Physiological Emotion Regulation Capacity in Alcohol Use Problems among College Students. Poster presented at the 50th annual meeting of the Association for Behavioral and Cognitive Therapies, New York, NY.

Turner, K. A., Smith, A. J., Jones, R. T., & Harrison, D. W. (March 2016) Treatment for co-occurring mild traumatic brain injury and PTSD: Adapting evidence-based approaches to manage idiosyncratic patient difficulties. Talk presented at the Brain Injury Association of Virginia's Annual Conference, Richmond, VA.

Turner, K. A., Guerra, R. C., & White, B. A., (November 2015). Investigating the interplay between attention networks & maltreatment in anxiety and aggression symptoms. Poster presented at the 49th annual meeting of the Association for Behavioral and Cognitive Therapies, Chicago, IL.

Delk, L. A., **Turner, K. A.**, & White, B. A. (November 2015). Impulsive antisociality and aggression: The roles of fearless dominance and sexual abuse. Poster presented at the 49th annual meeting of the Association for Behavioral and Cognitive Therapies, Chicago, IL.

Guerra, R. C., **Turner, K. A.**, Kapoor, S., & White, B. A., (June 2015). Does anger rumination account for relationships between callous-unemotional traits and internalizing/externalizing behaviors in adults? Poster presented at the 6th Biennial Meeting of the Society for the Scientific Study of Psychopathy, Chicago, IL.

Smith, A. J., Campbell, R., **Turner, K. A.**, Jones, R. T., & Harrison, D. W. (March 2015). Assessing and treating comorbid PTSD and TBI: Localization in the process of diagnosis, treatment selection, and promotion of treatment efficacy. Paper presented at the Brain Injury Association of Virginia's Annual Conference, Richmond, VA.

Turner, K. A. & White, B. A. (November 2014). Connections and contingencies between anger rumination, self-esteem, and aggression in young adults. In B. A. White (Chair), *Anger rumination and self-perceptions in externalizing behaviors*. Symposium presented at the 48th annual meeting of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.

Delk, L. A., White, B. A., & **Turner, K. A.** (November 2014). Callous-unemotional traits in young adults predict reduced attention to fearful but not angry faces. Poster presented at the 48th annual meeting of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.

Turner, K. A., Guerra, R. C., & White, B. A. (July 2014). Childhood maltreatment in relational and physical aggression: Executive functioning as a protective factor in early

adulthood. Poster presented at the XXIst World Meeting of the International Society for Research on Aggression. Atlanta, GA.

Guerra, R. C., **Turner, K. A.**, & White, B. A. (July 2014). Understanding the role of intelligence and gender in the relationship between psychopathy and functions of aggression. Poster presented at the XXIst World Meeting of the International Society for Research on Aggression. Atlanta, GA.

Turner, K. A. & White, B. A. (November 2013). Psychopathic traits and gender in forms and functions of aggression in young adults. In B. A. White (Chair), *Psychopathic traits: Mechanisms and treatment implications for antisocial behavior*. Symposium accepted to be presented at the 47th annual meeting of the Association for Behavioral and Cognitive Therapies, Nashville, Tennessee.

Turner, K. A. & White, B. A. (August 2013). Negative affect in the relationship between internalizing symptoms and aggression: The role of effortful control. Talk presented at the 2013 Virginia Tech Clinical Science Research Fair. Blacksburg, VA.

Turner, K. A. & White, B. A. (May 2013). The role of negative affect and effortful control in depression versus anxiety. Talk and poster presented at the 2013 Association for Psychological Science conference. Washington, DC.

Turner, K. A. & White, B. A. (November 2012). Angry rumination and effortful control: Mediation effects on reactive but not proactive aggression. Poster presented at the 2012 Association for Behavioral and Cognitive Therapies conference. National Harbor, Maryland.

Turner, K. A. & White, B. A. (November 2011). Antisocial Personality: The role of gender, effortful control, and psychopathic traits. Poster presented at the 2011 Association for Behavioral and Cognitive Therapies conference. Toronto, Canada.

Turner, A., Joseph, J. E., Powell, D. K., Andersen, A. H., Bhatt, R. S., Corbly, C. R., Dunlap, M. K., et al. (2010). Visual discrimination of linguistic stimuli in rhesus monkeys. Poster presented at 2010 Spring Neuroscience Day. University of Kentucky, Lexington, KY.

PROFESSIONAL MEMBERSHIP

Arkansas Psychological Association (ArPA)
Association for Behavioral and Cognitive Therapies (ABCT)
American Psychological Association (APA)
Association for Psychological Science (APS)
Society for a Science of Clinical Psychology (SSCP)

PROFESSIONAL SERVICE

2021-present Arkansas Psychological Association Communications Committee
Member, Website management

Summer 2023	Invited Reviewer for <i>Evidence-Based Practice in Child & Adolescent Mental Health</i>
Summer 2019	Invited Reviewer for <i>Aggressive Behavior</i>
Fall 2015	Invited Reviewer for <i>American Journal of Psychology</i>
2013-2016	Psychology Department Peer Mentor
2014-2015	Assistant Editor for Psych ACCESS Departmental Newsletter
Spring 2014	Ad Hoc Editorial Review for <i>Child Neuropsychology</i>
2013-2014	Clinical Area Graduate Student Representative Curriculum Committee Student Member
2012-2013	Psychology Department Continuing Education Credit Coordinator

UNIVERSITY SERVICE

2021-present	Faculty Advisor: Psychology Club SSBS Research Methods Committee Member Curriculum & Standards Committee Member SSBS Promotion & Recruitment Committee Member UAM Academic Partnership for Public Child Welfare Interdisciplinary Committee Member Blackboard Ultra Work Team
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AWARDS & HONORS

2023	UAM Hornaday Outstanding Faculty Award
2016	Virginia Tech Diversity Scholar
2014	Graduate Research Development Program Award
2013	Association for Psychological Science Student Caucus Student Research Award (\$250)
2010	1 st place Poster Award (\$100) University of Kentucky Spring Neuroscience Day
2007	Phi Beta Kappa
2003-2007	Dean's List, UNC Chapel Hill
2003	Chancellor's Carolina Scholarship

CLINICAL TRAINING EXPERIENCE

Child-Parent Psychotherapy (CPP) Learning Collaborative, October 25-27, 2017,
May 3-4, 2018, February 7-8, 2019
Mindy Kronenberg, Ph.D. & Kay Connors, LCSW-C, Knoxville, TN

National Adoption Competency Mental Health Training Initiative (NTI),
Completed September 30, 2018

25-hour Web-based Training Curriculum

Assessment in Infant Mental Health, September 17, 2018

Mindy Kronenberg, Ph.D., Giovanni Billings, Psy.D., & Diana Morelen, Ph.D., Johnson City, TN

DC: 0-5 Diagnostic Classification Mental Health and Developmental Disorders of Infancy and Early Childhood, September 13-14, 2018

Sherry Scott Heller, Ph.D., Nashville, TN

Attachment, Self-Regulation, and Competency (ARC), July 31-August 1, 2018

John Ebert, Psy.D., Vanderbilt University, Nashville TN

Trauma-Focused Cognitive Behavioral Therapy (TF-CBT), July 19-20, 2018

Kristin Dean, Ph.D. & Kara Johansen, Psy.D., Knoxville, TN

Parent Child Interaction Therapy (PCIT), February 15-16, April 4-6, 2018

John Paul Abner, Ph.D., Knoxville, TN

Child-Adult Relationship Enhancement (CARE), November 10, 2017

John Paul Abner, Ph.D., Harrogate, TN

Attachment, Trauma, and The Circle of Security, October 20, 2017

Robert Marvin, Ph.D., Knoxville, TN

Using the Anxiety Disorders Interview Schedule for DSM-5 in Clinical and Research Practices with Children and Parents, February 13, 2015

Anne Marie Albano, Ph.D., Virginia Tech, Blacksburg, VA

Cognitive Behavior Treatment of Pediatric OCD, March 7, 2014

Martin Franklin, Ph.D., Virginia Tech, Blacksburg, VA

PEERS-Young Adult Certified Therapist Training, February 6, 2012

Elizabeth Laugeson, PsyD, Virginia Tech, Blacksburg, VA

fMRI Safety Training Course, May, 2010

David Powell, PhD, Magnetic Resonance Imaging and Spectroscopy Center, University of Kentucky, Lexington, KY.

APPENDIX D

UAM INSTITUTIONAL LEARNING OUTCOMES



ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1	Not Met 0
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	Not meeting dimensional requirement for Benchmark 1.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	Not meeting dimensional requirement for Benchmark 1.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	Not meeting dimensional requirement for Benchmark 1.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Not meeting dimensional requirement for Benchmark 1.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.	Not meeting dimensional requirement for Benchmark 1.

WRITTEN COMMUNICATION VALUE RUBRIC

for more, information, please, contact value@aacu.org



Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1	Not Met 0
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	Not meeting dimensional requirement for Benchmark 1.
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Not meeting dimensional requirement for Benchmark 1.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.	Not meeting dimensional requirement for Benchmark 1.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.	Not meeting dimensional requirement for Benchmark 1.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	Not meeting dimensional requirement for Benchmark 1.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact walue@aacu.org



Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work, sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1	Not Met 0
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be: considered critically is stated without clarification or description.	Not meeting dimensional requirement for Benchmark 1.
Evidence <i>Selecting and using information to investigate a point of view or conclusion.</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpointsof experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	Not meeting dimensional requirement for Benchmark 1.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Not meeting dimensional requirement for Benchmark 1.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Not meeting dimensional requirement for Benchmark 1.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed, related outcomes (consequences and implications) are oversimplified.	Not meeting dimensional requirement for Benchmark 1.

GLOBAL LEARNING VALUE RUBRIC

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Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 2	Milestones 2	Benchmark 1	Not Met 0
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.	Not meeting dimensional requirements for Benchmark 1.
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.	Not meeting dimensional requirements for Benchmark 1.

TEAMWORK VALUE RUBRIC

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Definition

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1	Not Met 0
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group .	Shares ideas but does not advance the work of the group.	Not meeting dimensional requirement for Benchmark 1.
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.	Not meeting dimensional requirement for Benchmark 1.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.	Not meeting dimensional requirement for Benchmark 1.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	Not meeting dimensional requirement for Benchmark 1.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.	Not meeting dimensional requirement for Benchmark 1.