



**THE DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES  
PSYCHOLOGY PROGRAM HANDBOOK**

**MAY 2015**

## **Psychology**

The Psychology Program provides a curriculum designed to develop a broad foundation of knowledge in the discipline of psychology and to equip students for pursuing careers in a variety of fields, such as mental health, drug/alcohol counseling, community/social services, business, advertising, marketing, and education. In addition, an undergraduate degree from our program provides an excellent foundation for graduate study. Students who major in psychology take a common core of courses to attain a comprehensive knowledge base of the discipline, an understanding of research methods used by psychologists, and hands-on research experience. Electives provide a deeper understanding of sub-topics within the field.

Our program is dedicated to student-centered research. Students have several opportunities to gain practical, hands-on research experience. In particular, our program houses the **Human Psychophysiology Laboratory**, a teaching lab equipped with state-of-the-art recording equipment. This lab is a student-centered workplace where undergraduates are trained in the measurement and analysis of the physiological underpinnings of emotional and mental processes.

Undergraduates in our program also have the opportunity to take part in the **Psychology Club**. Students in this club benefit from tutoring and study groups for psychology courses, learn about careers in psychology and what to do after graduation, learn about preparing for graduate school, and are involved in a variety of community service activities. Moreover, top academic achievers may become a member of our chapter of **Psi Chi, the International Honor Society in Psychology**. This international recognition is an impressive honor that can be noted on employment applications, vitae, and resumes.

Our program has the following objectives:

1. To provide students with a strong knowledge base of psychology's key concepts, principles, overarching themes, and applications.
2. To engage students in scientific reasoning to interpret, design, and conduct psychological research.

3. To foster sensitivity to the ethical standards in research and an appreciation for human diversity.
4. To develop effective verbal and written communication skills.
5. To provide an atmosphere of professional development in order to prepare students for graduate school and the workforce.

#### Requirements

The Psychology Program requires a minimum of 120 semester hours for a Bachelor of Science degree. These include general education and institutional requirements, psychology required courses and psychology electives. A major in psychology requires 21 semester hours of core course work.

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The Psychology Program requires a minimum of 120 semester hours for a Bachelor of Science degree. These include general education and institutional requirements, psychology required courses and psychology electives. A major in psychology requires 21 semester hours of core course work.

### Courses

#### **Required Core Courses (21 hours):**

**PSYC 2300, General Psychology:** Gives a broad overview of psychology, covering such topics as the development of the organism, biological basis of behavior, learning, memory, history of psychology, social basis of behavior, and individual differences. *Offered face-to-face and on the web.*

**Course Objectives:** As a general education course, students will learn:

1. The relationship between historic and contemporary issues and will understand contemporary issues with sensitivity to a rapidly changing, diverse, and complex world.

2. How psychology applies to the practice of their discipline and to other disciplines, to society, and to their own lives.
3. The causes of human behavior and their consequences.
4. To identify, evaluate critically, and seek solutions to problems related to psychology.
5. Learn about tools of statistics and biological sciences to analyze complex problems related to psychology.
6. How to communicate original thought in written assignments.

**PSYC 2303, History and Systems:** An introductory course in the history of psychology.

Surveys the philosophical backgrounds of various schools that contributed to the development of modern scientific psychology; traces the factors that made it possible to establish a separate discipline of the science of psychology. *Offered face-to-face.*

**Course Objectives:** Having successfully completed this course, students will learn:

1. To provide a systematic introduction to the philosophical underpinnings and theoretical progression of the scientific study of the behavior and mental processes.
2. To develop a basic understanding of the various processes of scientific development and change (e.g. paradigmatic shift, Zeitgeist).
3. To become familiar with the chronological history of ideas and major figures who contribute to modern psychology.
4. To examine the historical context within which historical development took place, and relate current psychological thought and research within that context.

**PSYC 3300, Psychological Statistics I:** First of a two-part sequence of courses in statistics.

Covers traditional areas of descriptive statistics, correlation and regression. *Offered face-to-face.*

**Course Objectives:** Having successfully completed this course, students will be able to:

1. Understand differences between descriptive and inferential statistics.
2. Demonstrate understanding of the role of statistics in psychological research.
3. Organize data into tables and graphs.

4. Summarize and describe distributions of scores with measures of central tendency and variability.
5. Understand when and how to use z-scores to describe locations within a distribution and to standardize entire distributions.

**PSYC 3301, Psychology of Learning:** Covers the traditional issues and topics on learning and memory. Practical applications of learning theories are also covered including theories of conditioning and cognitive learning. *Offered face-to-face.*

**Course Objectives:** Having successfully completed this course, students will be able to:

1. Describe the classical conditioning and operant conditioning paradigms and provide examples of its use.
2. Know about the applications of the principles of learning in modifying behavior.
3. Describe cognitive approaches to understanding learning and memory.
4. Have knowledge of contemporary theories, principles, and research on the cognitive aspects of learning and instructional processes.
5. Understand the cognitive processes and strategies in students learning and academic performance.
6. Understand the role of motivation in learning and performance.

**PSYC 4300, Psychological Statistics II:** The second of a two-semester course in statistics. Familiarizes students with the basic principles and concepts in statistics useful to behavioral and social scientists in the design of experiments, analyses and interpretation of experimental results. Covers inferential statistics and methods by which inferences and generalizations are made to large groups on the basis of observations made on smaller sub-groups. Prerequisites: PSYC 3300 with a grade of C or better. *Offered face-to-face.*

**Course Objectives:** Having successfully completed this course, students will be able to:

1. Understand differences between descriptive and inferential statistics.
2. Understand and apply probabilities to distributions of sample means.
3. Demonstrate ability to conduct hypothesis testing.
4. Understand when and how to use t-tests, analysis of variance, and chi-square tests to answer research questions.

5. Enter data, clean data, carry out statistical procedures, and create graphs and tables using the SPSS statistical software package.

**PSYC 4301, Experimental Psychology:** Deals with the scientific approach to the systematic investigation of psychological phenomena. Topics include the logic of experimental design and basic principles of experimental research. It is strongly recommended that the student take PSYC 4300, before enrolling in this course. *Offered face-to-face.*

**Course Objectives:** Having successfully completed this course, students will be able to:

1. Find appropriate research articles in a specific research area.
2. Critically evaluate the quality and problems of previous or ongoing research.
3. Apply current ethical theory to the development of a research study.
4. Detail different ways in which research can be disseminated to a variety of audiences.
5. Effectively communicate concepts and ideas relating to research articles.
6. Compare and contrast their pre-course perceptions of research with the research they observed throughout the course.

**PSYC 4302, Physiological Psychology:** An introduction to the biological and physiological emphasis on the role of the central nervous system in behavior. The course explores the anatomic and physiological mechanisms involved in neural communication, perception, movement, motivation, learning, emotions, mental disorders, and other related areas. *Offered face-to-face and occasionally on the web.*

**Course Objectives:** Having successfully completed this course, students will be able to:

1. Identify causes and diagnostic correlates of health, illness, and related (dys)function.
2. Apply the biopsychosocial model of health and illness to specific illnesses and health issues.
3. Synthesize and critique research on the factors involved in causing, maintaining, contributing to, preventing, and treating health issues.
4. Understand the mechanisms through which psychological and social factors influence physical health.

5. Understand the importance of health disparities in psychological research.

**PSYC 4310, Seminar in Psychology:** This capstone course has two major components. The first component covers topics on the current applied areas and major issues in the field. A major part is also devoted to careers in the field, graduate school preparation, and preparation for the senior comprehensive exam. The second major component is devoted to senior research projects. Each graduating senior is expected to complete a senior research project. This component brings together all the skills acquired throughout the student's academic tenure, especially the skills developed in research and statistics courses. Prerequisites: rising or current senior, PSYC 4301. *Offered face-to-face.*

**Course Objectives:** Having successfully completed this course, students will be able to:

1. Demonstrate ability to conduct original psychological research, enter and analyze data, and interpret the results.
2. Apply ethical principles to psychological research.
3. Demonstrate skills in doing literature reviews in professional journals.
4. Demonstrate ability to present findings of original psychological research.
5. Demonstrate understanding of the current applied areas of the field of psychology.
6. Demonstrate awareness of the career opportunities available to psychology majors.

**Psychology Electives (21 hours):**

**PSYC 2302, Developmental Psychology:** Concentrates on development from conception through old age. Discusses prenatal development, physical and cognitive development, language acquisition, social and emotional development, the aging process, factors that influence development, and applications of developmental principles. *Offered face-to-face.*

**Course Objectives:** Having successfully completed this course, students will:

1. Be able to describe the major physical, cognitive, and socioemotional changes that occur during the life stages (prenatal, infancy, early childhood, mid-late childhood, adolescence early adulthood, middle adulthood, and late adulthood).

2. Understand how research is conducted by developmental psychologists, including research methodology and ethical issues, and be able to critically assess the validity of information reported in the media.
3. Be familiar with the nature-nurture debate, and realize the impact that culture and diversity have on development.
4. Communicate original thought in written assignments.

**PSYC 2304, Adolescent Psychology:** Introductory course concerned with the development of youth during the adolescent years. Surveys the physical, intellectual, social and emotional development of the adolescent. *Offered face-to-face and on the web.*

**Course Objectives:**

1. To prepare students for jobs in industry, diagnostic centers, mental health clinics, drug abuse and crisis centers, as well as social welfare agencies and other related human services fields.
2. To provide students with service courses in the General Education curriculum for other academic departments.
3. To provide the necessary background for graduate work in any area of psychology.

**PSYC 3302, Psychology of Personality:** Introduces the major themes, theories, and approaches toward understanding individual differences. Topics also cover the various ways that the major approaches are used in assessing or measuring individual differences with their corresponding practical applications.

**Course Objectives:** Having successfully completed this course, students will be able to:

1. Recognize the domain of human behavior as investigated by personality psychologists.
2. Describe the nature of individual differences in personality and how these differences change over time.



3. Articulate the different theoretical approaches offered by personality psychologists to account for human behavior, and identify the methods used to investigate these issues.
4. Evaluate the limitations of the theoretical approaches and methods used by personality psychologists to examine human behavior.
5. Communicate original thought in written assignments.

**PSYC 3303, Abnormal Psychology:** An introductory course on the clinical and applied aspects of abnormal behavior in the individual from early childhood to old age; emphasis on the history, etiology and effects of various forms of behavioral and psychological disorders. Theories and treatment of abnormal behavior are also covered.

**Course Objectives:** Having successfully completed this course, students will be able to:

1. Have an understanding of the history of mental disorders, the problems in defining abnormal behavior, and the current system of classification of mental disorders.
2. Describe the most important perspective in abnormal psychology and discuss the current trends in understanding and treating abnormal functioning.
3. Recognize the basic tenets of the main models currently used to understand and treat mental disorders: biological, psychodynamic, behavioral, cognitive, humanistic, existential, and sociocultural models.
4. List various techniques for assessing, diagnosing, and treating mental disorders and pertinent characteristics regarding these issues.
5. Be able to think critically and discuss interesting issues of human behavior.
6. Encourage active learning through a critical approach to thinking and discussion of interesting issues of human behavior.

**PSYC 3305, Psychological Assessment:** (What will I learn?) Testing is everywhere and you have experienced numerous types of assessments already in your academic and personal life. Terms such as *calculate*, *evaluate*, *interpret*, *apply*, *observe*, *synthesize*, *analyze*, *communicate*, *utilize*, etc. will become familiar as we explore the world of psychological testing and

assessment. This class will help you to acquire the skills that will enhance your abilities to effectively interact with psychological tests – whether as users, examinees, policy-makers, or parents –long after you have graduated. By the end of this class you will understand the statistics behind what makes a test a good test in order to make informed test giving and taking decisions, and be able to make informed choices about testing in your personal and professional life.

**Course Objectives:**

1. Be able to explain and use core methodological and theoretical concepts concerning psychological measurement (e.g., reliability and validity).
2. Understand ethical and professional responsibilities in psychological test design and use (APA standards).
3. Be able to evaluate professional and popular press articles concerning basic measurement issues.
4. Make effective judgements about testing situations in their own lives.

**PSYC 3306, Sensation and Perception:** Deals with the basic issues and topics in sensation and perception with emphasis on visual and auditory perception. *Offered face-to-face.*

**Course Objectives:** Having successfully completed this course, students will be able to:

1. Describe key concepts, principles, and overarching themes in sensation and perception.
2. Describe applications of sensation and perception research.
3. Use scientific reasoning to interpret psychophysical phenomena.
4. Demonstrate understanding of psychophysical concepts and phenomena through presentations.

**PSYC 3307, Psychology and Law:** Explores psychological issues and processes encountered within legal contexts; the production and application of psychological knowledge and research findings in the criminal and civil justice systems. Subareas of the field include forensic, criminal, legal, police and correctional psychology.

**Course Objectives:**

1. A broad overview of how psychology and the legal system intersect.

2. Survey the major areas/issues in study of psychology & law (including legal, forensic, police, investigative, criminal, correctional).
3. To become familiar with different types of forensic psychological evaluations conducted in criminal cases.
4. Identify the basic factors and process that contribute to criminal behavior.

**PSYC 3308, Cognitive Psychology:** Cognitive Psychology deals with human information processing and higher mental processes. It covers such diverse topics as thinking and reasoning, problem solving, attention, creativity, decision making, and representation of knowledge.

Prerequisites: PSYC 2300. *Offered face-to-face.*

**Course Objectives:** Having successfully completed this course, students will be able to:

1. Develop a knowledge base in cognitive psychology and demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in cognitive psychology.
2. Be familiar with research methodology in cognitive psychology and cognitive neuroscience.
3. Compare and contrast different theories that explain how people perceive, attend to, process, and remember information, solve problems, and make decisions.
4. Apply the concepts and empirically tested theories of cognitive psychology to personal and other life situations.

**PSYC 3310, Social Psychology:** Deals with social interaction, how the individual's thoughts, feelings, and behaviors are influenced by others in a social context. Covers such traditional topics as attitudes, attributions, interpersonal attraction, aggression, and social influence. *Offered face-to-face.*

**Course Objectives:** Having successfully completed this course, students will be able to:

1. Recognize the domain of social behavior as investigated by social psychologists.
2. Describe the influence of the presence of people and the environment in social behavior and how these differences change over time.

3. Articulate the different theoretical approaches offered by social psychologists to account for social behavior, and identify the methods used to investigate these issues.
4. Evaluate the limitations of the theoretical approaches and methods used by social psychologists to examine social behavior.
5. Communicate original thought in written assignments.

**PSYC 3312, Human Psychophysiology:** This course will introduce students to relationships between psychological variables and physiological events in humans. The course will cover theory, research, and applications of human psychophysiology, with inclusion of measures of cardiovascular, respiratory, electrodermal, muscle, and central nervous system activity. Applications, such as biofeedback and lie detection, are also covered. Prerequisites: PSYC 2300. *Offered face-to-face.*

**Course Objectives:** Having successfully completed this course, students will be able to:

1. Understand fundamental principles of psychophysiology.
2. Be able to explain to others what psychophysiologicalists do in academic, research, and clinical settings.

Understand the anatomy and physiology of the major systems of the body as well as the skin and muscles.

3. Understand the physiological substrates of various aspects of behavior and mental activity.
4. Understand the use and application of psychophysiological recording techniques.

**PSYC 4303, Industrial and Organizational Psychology:** Examines applications of psychological principles and theory to industry and organizations. Considers the problems of employer-employee relations, job description and analysis, personnel selection and training, and organizational behavior. *Offered face-to-face.*

**Course Objectives:**

1. To develop an awareness of the history and major perspectives underlying and driving the field of Industrial and Organizational (I/O) Psychology.
2. To develop an understanding of how theory and research in I/O Psychology are applied in work settings.

3. Learn about the topics in personnel psychology and organizational psychology as the two major subareas of I/O psychology (industrial, organizational).
4. Explore theories and research in the psychosocial aspects of work including job satisfaction, work motivation, occupational stress, leadership.

**PSYC 4307, Human Factors:** Human Factors Psychology addresses issues which relate to the interface between people, machines, and the environment in order to assure the safe and efficient operation of products and systems. Prerequisites: PSYC 2300. *Offered face-to-face.*

**Course Objectives:**

1. Develop an appreciation of human capabilities and their implications for system operation and performance.
2. Develop task analysis and other skills to understand human/machine interactions and guide human considerations in design of systems.
3. Develop knowledge regarding human capabilities, limits, and tendencies relevant for design.
4. Better appreciation of the human elements in modern technology that relate to efficiency and safety of its use and operation.

**PSYC 4309, Health Psychology:** The goal of this class is to synthesize the history, theory, research, and clinical practice in the field of health psychology which is concerned with the roles of biobehavioral, psychological, and social/environmental factors on health and illness. *Offered face-to-face and occasionally on the web.*

**Course Objectives:** Having successfully completed this course, students will be able to:

1. Know the origins and history of Physiological Psychology.
2. Be able to explain to others what Physiological Psychologists do in academic, research, and clinical settings.
3. Understand the physiological mechanisms involved in perception, movement, motivation, learning, emotions, and mental disorders.
4. Know the anatomy, physiology, and chemical activities of cells in the nervous and endocrine system.

5. Be able to consume popular and academic reports on topics related to physiological psychology.

**PSYC 4311, Stress, Health, and Disease:** This course will introduce students to the role stress plays in health and disease. Topics covered include defining and measuring stress, coping with stress, the relationship between stress and disease (e.g., cardiovascular disease, asthma, cancer, infectious illness), the pathophysiology of stress, and current issues and controversies in stress research. Prerequisites: PSYC 4301 or equivalent research methods course. *Offered face-to-face.*

**Course Objectives:** Having successfully completed this course, students will be able to:

1. Define the construct of stress.
2. Define a variety of chronic diseases and their biological origins.
3. Understand potential mechanisms that link stress to chronic diseases.
4. Understand ways of coping to reduce stress.
5. Assess the role of behavioral interventions in reducing the influence of stress on chronic disease.
6. Critically evaluate the literature linking stress to chronic disease.
7. Effectively communicate details of the literature linking stress to chronic disease.

**PSYC 4312, Independent Studies:** Offers an opportunity for prospective graduate students to start working in cooperation with a faculty member on areas of research. Offers students an opportunity to learn about ways of conducting research. *Offered face-to-face.*

**Course Objectives:**

1. To develop research skills and gain expertise in a specialized topic area, as jointly determined by the student and faculty supervisor.
2. To develop general research skills, including, but not limited to, experimental design, statistical analyses, institutional review board applications, and literature reviews.
3. To foster interpersonal skills by working with a research team and with research participants.
4. To develop writing skills applicable to applications for scholarships, fellowships, grants, and graduate schools.

**PSYC 4313, Advanced Social Psychology:** Advanced Social Psychology addresses contemporary theoretical and methodological issues in social psychology with special emphasis on research and experimentation. This course is intended to familiarize students with the dynamics of human social behavior through critical analysis and application of the material. Students will gain skills in reading and interpreting both classic and contemporary research in the area of social behavior. Students will be expected to be active participants in the learning process through critical reading of assigned articles, participating in class discussions, debates, and group projects. *Offered face-to-face.*

**Course Objectives:** Having successfully completed this course, students will be able to:

1. Recognize and articulate the different theoretical approaches offered by social psychologists to account for human social behavior, and identify the methods used to investigate these issues.
2. Recognize and understand issues of diversity (i.e., race, social class, gender, sexual orientation, and disability) within the field of social psychology.
3. Evaluate the limitations of the theoretical approaches and methods used by social psychologists to examine human social behavior.
4. Be well prepared to be wise consumers of research who effectively read and understand research articles.
5. Be equipped to identify the benefits and detriments to various research studies.
6. Show effectiveness in communication and objectivity in written and oral assignments.
7. Demonstrate competency in designing and conducting a naturalistic study.

**PSYC 4600, Independent Studies II:** Offers an opportunity for prospective graduate students to start working in cooperation with a faculty member on areas of research. Offers students an opportunity to learn about ways of conducting research. *Offered face-to-face.*

**Course Objectives:**

1. To further develop the skills and abilities from PSYC 4312.

**PSYC 4610, Internship in Psychology:** The course is designed to expose students to a supervised internship that provides practical work experience and/or appropriate preparation for graduate and professional schools. *Offered face-to-face.*

**Course Objectives:** Having successfully completed this course, students will have gained:

1. Experiential learning skills.
2. Hands-on exposure to work in the field.
3. Networking skills relevant to the field.
4. Communication skills.
5. Developed professional contacts.

## **Psychology Faculty**

### **Full-time Faculty Members**

**Angela Andrade, Ph.D., Assistant Professor of Psychology**

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***Education:***

*Ph.D. in Lifespan Developmental Psychology with training in Experimental Social Psychology,*

*Lifespan Developmental Psychology (2014): Oklahoma State University*

*M.S. in Lifespan Developmental Psychology: Oklahoma State University*

*B.S. in Social Psychology, Developmental Psychology: Westminster College*

*A.S. in International Studies, Spanish emphasis: Salt Lake Community College*



**Courses Taught:** PSYC 2300, General Psychology; PSYC 2302, Developmental Psychology; PSYC 3302, Psychology of Personality; PSYC 3307, Psychology and Law; PSYC 3300, Psychological Statistics I; PSYC 3310, Social Psychology; PSYC 4300, Psychological Statistics II; PSYC 4301, Experimental Psychology; PSYC 4310, Seminar in Psychology; PSYC 4313, Advanced Social Psychology; PSYC 4312 & 4600, Independent Studies; PSYC 4610, Internship in Psychology

**Research Interests:** Dr. Andrade's research interests lie within social psychology, particularly on issues of social inequality based on race, class, gender, and sexual orientation. She is currently involved in progressing four main lines of research in this vein: (1) the negative impact that sexist novels may have on women and society, (2) social class marginalization based on stereotypes, (3) racial subgroup prejudice, and (4) the personal and interpersonal costs of covering a sexual identity.

**Anthony Austin, Ph.D., Assistant Professor of Psychology**

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**Education:**

*Post-doctoral Fellowship (2011-2014):* Montreal Behavioural Medicine Centre

*Ph.D. in Experimental Psychology (2011):* Ohio University

*Fulbright Scholar (2010):* Inselspital, University Hospital of Bern, Bern, Switzerland

*M.A. in Experimental Psychology (2006):* Cleveland State University

*B.S. in Psychology (2003):* Tennessee Technological University

**Courses Taught:** PSYC 3300, Psychological Statistics I; PSYC 3306, Perception; PSYC 3312, Human Psychophysiology; PSYC 4300, Psychological Statistics II; PSYC 4301, Experimental

Psychology; PSYC 4302, Physiological Psychology; PSYC 4309, Health Psychology; PSYC 4310: Seminar in Psychology; PSYC 4311, Stress, Health and Disease; PSYC 4312 & 4600: Independent Studies

**Research Interests:** Dr. Austin's research interests center on the impact of psychological stress on markers of disease and how psychological stress is associated with cardiovascular disease. He is also interested in health disparities, the epidemiological impact of psychological factors on health, ways of coping with acute pain, and general psychophysiological research methods.

**Albert Toh, Ph.D., Professor of Psychology**

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**Education:**

*Ph.D. in Human Factors/Psychology (1983):* University of South Dakota

*M.Sc. in Applied Psychology (1979):* University of Aston, Birmingham, U.K.

*B.Sc. in Psychology (1977):* University of Hertfordshire, Hatfield, U.K.

*B.A. in Theology (2007):* St. Gregory's University, Oklahoma

**Courses Taught:** PSYC 2300, General Psychology; PSYC 2003, History and Systems of Psychology; PSYC 3301, Psychology of Learning; PSYC 3308, Cognitive Psychology; PSYC 3307, Psychology and Law; PSYC 4303, Industrial/Organizational Psychology; PSYC 4307, Human Factors/Engineering Psychology.

**Research Interests:** Dr. Toh's current scholarly and research interests are in the areas of criminal psychology and criminology, self-regulation and implicit cognition in health behavior. His other research interests involve human factors aspects of supply chain information systems and organizational behavior (leadership, virtual organization, collaboration).

**Bernita L. Patterson, Ph.D. Assistant Professor of Psychology**

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***Education:***

*Ph.D., Counseling Psychology/Career Education M.A. (1979-1980), Both at Southern Illinois University*

*B.S. Psychology, Grambling State University*

***Courses Taught:*** PSYC 2304, Adolescent Psychology; PSYC 2302, Developmental Psychology; PSYC 3303, Abnormal Psychology

***Research Interest:*** Dr. Patterson's is interested in Alcohol and Drug Research among HBCU's.