

**PSYCHOLOGY PROGRAM  
FIVE-YEAR PROGRAM REVIEW  
(Revised 6-3-03)**

**FLORIDA GULF COAST UNIVERSITY**

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# Psychology Program (PP): Five-Year Program Review

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## I. INTRODUCTION AND OVERVIEW

### A. Background: Student Interest

For several decades, the psychology undergraduate major has been the most popular major at universities in the U.S. Recent data indicate that this trend continues to present, and data-based forecasts indicate that the popularity of the major will continue unabated into the 21<sup>st</sup> century. Data from FGCU specifically, and the Florida State University System (SUS) system in general, are consistent with the general national trends cited above. Furthermore, data indicate that up to 10% of U.S. entering undergraduate students indicate a desire to become clinical psychologists making it one of the most frequent job aspirations of beginning college students. However, due to the highly competitive nature for admission and protracted length of training (average 7.5 years post-baccalaureate), very few students continue on to obtain a doctoral degree in clinical psychology (the doctorate in clinical psychology, school psychology, or counseling psychology remains the entry level degree for function at the professional level). In addition, since approximately 1970, admission to graduate school in clinical psychology has continued to be more difficult than obtaining entry into U.S. medical, dental, or law schools. These data and related career option trajectories are considered in more detail later in this document.

### B. Program Similarities and Goals

Undergraduate psychology programs differ based on institutional missions, faculty, student populations, and resource availability. Such differences are viewed as inevitable and desirable. There are, however, common principles that characterize quality undergraduate programs. The following principles are based on recommendations from the American Psychological Association (APA) National Conference for Enhancing the Quality of Undergraduate Education (1991).

#### Students:

#### Quality programs should:

1. Set clear and high student expectations, promote active learning, and give students systematic assessment and feedback on their progress
2. Recognize that students learn about psychology in multiple contexts—classrooms, laboratories, field experiences, co-curricular program (e.g., psychology clubs), and through formal and informal contacts with faculty and peers.
3. Be enriched by the diverse characteristics of students, drawing on and responding to their differences in age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, and socioeconomic status.

4. Foster effective student advising that goes beyond providing information about institutional procedures and policies by motivating students to:
  - a. explore and develop their values, interests, abilities, and career and life goals
  - b. become increasingly independent in their decision making
  - c. play an active role in shaping policies and procedures
  
5. Support effective student advising by providing faculty
  - a. unequivocal administrative support for the activity
  - b. continuing education opportunities in innovative advising methods
  - c. tangible rewards for excellence

Faculty:

1. Foster students' learning through teaching, scholarship, and service.
2. Faculty are enriched by differences among individuals, by different cultural and ethnic minority perspectives, by different specialization areas and theoretical orientations, and by different contributions made at different stages of one's academic career.
3. Faculty are enriched by learning from colleagues at different institutions and levels, including secondary schools, community colleges, liberal arts and sciences, and universities.
4. Faculty development is considered a lifelong process and is nurtured by:
  - a. periodic opportunities to enrich one's teaching and scholarship
  - b. opportunities for faculty to "mentor" new faculty
  - c. periodic evaluation and feedback to all faculty on their teaching and intellectual development

Curriculum

In quality undergraduate programs:

1. The curriculum enables students to:
  - a. to think scientifically about behavior and mental processes
  - b. to appreciate and respect one another
  - c. to pursue a variety of postbaccalaureate activities including employment professional school
  
2. The curriculum is based on clear and rigorous goals. These include:
  - a. synthesizing the natural science and social science aspects of the discipline by requiring students to take courses in both knowledge bases

- b. evaluating research methods (quantitative, qualitative, archival), research designs (experimental, correlational, case study), statistics and psychometric principles
  - c. appreciating the ethical practice of scientific inquiry
  - d. thinking scientifically, distinguishing observations from conclusions, and distinguishing theories and findings based on evidence from those without such support
  - e. speaking and writing effectively in the discourse of the discipline
  - f. respecting the diversity of human behavior and experience and appreciating the rich opportunities for science and social relationships that such differences provide
  - g. understanding how the study of psychology enables individuals to contribute to making their community a better place
3. Faculty determine the best structure of the curriculum to achieve the goals they identify. A common structure for the baccalaureate includes:
- a. required introductory course
  - b. methodology course
  - c. advanced content courses
  - d. an integrating capstone experience
4. Faculty determine the essential elements of a curriculum to achieve the goals they identify. Common elements of the curriculum include:
- a. multiple opportunities for students to be active and collaborative learners
  - b. research projects to help students learn the science of psychology
  - c. fieldwork, practica, and community service experiences
  - d. an emphasis on learning across the curriculum about ethical issues and values
  - e. multiple courses emphasizing the diversity of human behavior

## C. FGCU PROGRAM SPECIFICS

### Faculty

The Psychology Program (**PP**) began in 1997 upon the opening of Florida Gulf Coast University. Dr. Kenneth Tarnowski was hired in 1994 to begin offering clinically-oriented classes in psychology at the University of South Florida, Fort Myers campus. There was one existing psychology faculty member at USF at that time. Recruitment of other psychology faculty occurred in 1996 in the area of social and industrial-organizational psychology (Dr. Lakshmi Narayanan) and in 1997 in the area of cognitive and experimental psychology (Dr. Stacy Anderson). A fourth faculty member was recruited in 1998 in the area of biopsychology (Dr. Janice McPhee). The number of faculty in the PP remained constant (4) from 1998 until Fall 2002. At present, Dr. McPhee has resigned her position effective the end of the Spring 2003 semester bringing

the total number of PP faculty to three (3). The program is currently in the process of recruiting a replacement for Dr. McPhee with specialization in the areas of physiological psychology and learning. A search conducted in Spring 2003 yielded 21 applicants of whom 19 had degrees/area of specialization in areas other than what was sought in the Chronicles of Higher Education position advertisement. Of two candidates with appropriate backgrounds, one had accepted a position elsewhere and a second refused consideration for a non-tenure accruing position without availability of lab space and equipment. A decision was made to suspend the search and reopen a full search with broader advertising in the Fall 2003.

### Program Description

The PP emphasizes the acquisition of knowledge in multiple core areas of psychology including clinical, experimental, research design, cognitive, social, learning, developmental, and biological bases of behavior.

According to the program description: Students who complete the psychology major will be equipped for the rapidly changing professional world, for teaching in middle or high school, or for graduate study. The psychology major focuses on broad training across a variety of content areas within psychology. Substantive areas to be covered include clinical, social, developmental, cognitive, quantitative, and biological basis of behavior. Students will also receive training in conducting independent research study and applied community practice.

The Psychology faculty supports the Psychology Major upper level courses as well as the General Education requirements of lower level undergraduates. The faculty also support required courses offerings in the College of Health Sciences and the College of Arts and Sciences Collegium of Integrated Learning..

The Psychology Major is comprised of 30 hours of study at the upper level in addition to 12 hours of study in the Collegium of Integrated Learning and 3 hours for the University Colloquium. The major meets all requirements in the State of Florida for Psychology including prerequisites.

Students are required to complete General Psychology (a university level requirement), Experimental Psychology, and Introductory Social Science statistics (offered through the Mathematics Program) before matriculating in 21 hours of upper division psychology courses. Students complete their major by taking a 3 credit capstone course (Senior Seminar in Psychology).

The Collegium of Integrated Learning consists of a series of issues-based, multidisciplinary courses that provide students with breadth in their educational experience. The Collegium is designed to allow students to engage issues from disciplines outside their major, broaden their learning, and increase recognition of the limits of their disciplinary perspective. The Colloquium provides students with an

understanding of the economic, political, and cultural foundations for sustainability, meeting the university learning outcome of developing an ecological perspective.

**Current PP faculty include:**

- (1). Dr. Kenneth Tarnowski, Full Professor, areas of specialization: clinical, developmental psychopathology, pediatric psychology, health psychology, neuropsychology, forensic psychology
- (2). Dr. Lakshmi Narayan, Assistant Professor, areas of specialization: social psychology, industrial-organizational psychology, environmental psychology, occupational stress
- (3). Dr. Stacy Anderson, Assistant Professor, areas of specialization: cognitive psychology, experimental psychology, human sexuality

**Current Course Offerings (for 2001-2002 catalog year)**

**Core Courses Required: 30 hours**

Social Science Statistics (currently supported by Math Program)

Abnormal Psychology

Developmental Psychology

Cognitive Psychology

Physiological Psychology

Experimental Psychology

Psychology of Learning

Research Methods in Psychology

Senior Seminar in Psychology

Social Psychology

Plus 6 hours from the following:

Comparative Psychology

Health Psychology

Behavior Modification

Psychological Tests and Measurement

Psychology of Adulthood and Aging

Sensation and Perception

Motivation

Introduction to Industrial-Organizational Psychology

History & Systems in Psychology

Directed Individual Study

Directed Study

Psychology of Women

Human Sexuality

Environmental Psychology

Note: a new course in Organizational Careers was added for Fall 2002

## **II. ASSESSMENT OF GOALS AND OBJECTIVES OF THE PSYCHOLOGY PROGRAM**

### **A. Teaching**

The philosophical underpinning of the psychology program is that of scientific empiricism. Students are trained in the scientific method and via introductory courses in statistics, experimental psychology, and research design and methods. This scientific methodological foundation is supplemented with mandated content courses in social psychology, abnormal psychology, developmental psychology, learning, cognitive psychology and physiological psychology. The program development was guided by the published American Psychological Association Guidelines for Undergraduate Curriculum and in consideration of limited existing faculty resources (initially 3 faculty). In its current state, the Program is entirely consistent with undergraduate programs offered by the other 9 existing state universities in Florida. Indeed, the program offerings are very consistent with those offered at the majority of universities throughout the U.S. The program emphasizes the clinical, biological, social, developmental, and cognitive bases of behavior with an emphasis on how knowledge of such can be used to enhance human well being through empirically - derived and -supported interventions. Systematic exposure to cultural diversity issues, research and clinical ethics, and an emphasis on the issues relevant to SW FL are an integral component of the program.

The program accepts and acknowledges the fact that: (1) psychology has been and remains the most popular undergraduate major at universities in the U.S., (2) that most students declaring psychology as their major envision a career providing human services with a clinical emphasis, (3). The majority of students will not attend graduate programs following award of their baccalaureate degree, (4). It remains the case that the doctoral level degree in clinical psychology with APA approved internship, residency, and post-doctoral training and that the attainment of licensure remains the “entry level” degree for the practice of professional psychology.

In 1999, the PP faculty generated the PP Integrative Program Matrix (attached in Appendix) which delineates the major university and college learning outcomes and specifies the mechanisms by which these outcomes are accomplished in terms of the context of specific course offerings and related educational experiences. The major domains articulated in the Integrated Matrix include: **(1) Working Knowledge, (2). Liberal Arts Perspective, (3). Life-Long Learning, (4). Aesthetic Sensibility, (5). Culturally Diverse Perspective, (6). Ecological Perspective, (7). Effective Communication, (8). Ethical Responsibility, (9). Information Literacy, (10). Critical Thinking and Problem-Solving Abilities, (11). Technological Literacy, and (12). Community Awareness and Involvement.**

## 1. Assessment of Program Strengths

- (a). Current Student Data: As of the start of the Fall 2002 semester, the Psychology Program has **170 declared majors**. The program is one of the largest of any major in the College of Arts & Sciences
- (b). Program Growth: The Psychology Program has experienced continued linear growth. From the period 1997 to present (2002) **the number of undergraduate majors has increased over 313%**.
- (c). Faculty diversity: faculty gender-2 female, 1-male, ethnic (1 minority faculty). Rank diversity: one full tenured professor, 2 multiyear appointment assistant professors. Specialization diversity: one clinical psychologist, one social/industrial-organizational psychologist, one experimental psychologist (cognitive)
- (d). Limited Reliance on Adjunct Faculty. Since 1997, only a handful of courses have been taught by adjunct faculty (Intro-3 sections, Developmental-2 sections, Motivation-1 section, Applied Behavior Analysis-1 section, History and Systems-1 section)
- (e). Emphasis on Training in and Evaluation of Written Communication Skills: Historically, the program has required extensive writing assignments (12-18 page papers) as part of every course in addition to the usual examination requirements. Individual mentoring has been offered to all students, the majority of whom have availed themselves of the intensive faculty-student mentoring component.
- (f). Emphasis on Training in and Evaluation of Oral Communication Skills: Oral presentations are also required as part of the assignments for a subset of advanced courses.
- (g). An Applied Community Practicum course is offered as an elective for advanced students. This course provides the opportunity for students to explore firsthand various facets of applied psychology in local pediatric clinics, hospital, gerontology centers, special education classroom, community mental health centers, and domestic violence shelters. This opportunity to fuse classroom didactic training with real world applications has been a popular, if not unique experience, for matriculating PP undergraduates. Students provide service across a semester on a pro bono basis and this academic-community linkage has been well received by institutional community partners.
- (h). A subset of PP faculty have taught courses in other FGCU Colleges (Health Sciences). This cross-disciplinary teaching effort is seen as positive and consistent with the mission statements of the university and college.
- (i). Expectations and Evaluation of Students: faculty have met to ensure maintenance of homogeneity with regard to course expectations and issues concerning the evaluation of students and to minimize “mission drift” which can occur over time. In comparison of

faculty course syllabi, there is direct evidence of consistency of expectations concerning student workload and mastery expectations. Assessment of psychology course syllabi for the period 1997-2002 reveals formal and repeated assessment of student progress via objective and essay assessment methods and the assignment of experimental and/or substantive review papers for each and every upper division course. Only, in the past year in the context of significant growth in upper division class sizes (e.g., in excess of 30 students per section) has the expectation of a semester review paper for all upper division content courses been relaxed.

(j). In the context of high student expectations and a rigorous assignment schedule, student assessment of faculty data support the firm conclusion that psychology faculty have enjoyed consistent and outstanding evaluations by students. These data are maintained by the current division chair and substantiating information is available through this source (Dr. J. Cudjoe or the Office of the Dean, College of Arts of Sciences).

(k). In terms of meeting the expectations articulated in the PP Integrated Program Matrix (described above), review of course syllabi, course foci and content, and expectations of students in terms Goals 1-12 described in the Integrated Matrix, review indicates that the PP has provided the coursework and related educational experiences congruent with goals 1-12 with 2 caveats. The first departure from the matrix involves the redesign of the IDS curriculum that lies outside the PP proper. The reconceptualization and related assessment of the IDS component of students undergraduate requirements is ongoing at present and review of this component is beyond the purview of the present PP related review. Other college sources are available to assess the status and developments within IDS at present. The second departure from the Integrated Matrix concerns the Senior Seminar in Psychology offering. As originally conceptualized, the course was to be co-taught by all members of the PP. Significant student enrolment growth within the PP coupled with the need to offer as many upper division courses as possible within the constraints of limited faculty, resulted in the Senior Seminar being taught by a single faculty. Redesign of the Senior Seminar in Psychology (movement to team taught course) may occur in the future contingent upon the availability of faculty resources.

(l). The PP directly serves other FGCU needs including that as a major pipeline feeding quality applicants for FGCU's graduate programs in Mental Health Counseling and Social Work.

(m). Graduates of the PP constitute a major personnel resource for local human service agencies including the Department of Children and Families, Department of Juvenile Justice, local community mental health centers, Salvation Army, and domestic violence shelters.

(n). A subset of graduates of the program have gained entrance into quality doctoral level programs in clinical psychology (5 since 1998).

(o). The chair of the Division of Social and Behavioral Sciences (Dr. Cudjoe) has conducted an assessment of the PP.

In sum, the program has been devised to provide detailed assessment of students abilities to think critically and scientifically about behavior and offer repeated opportunity for assessment of students' abilities to use technology for accessing data, conceptual and critical thinking skills, evaluation of alternative hypotheses and theoretical positions, discern methodologically sound from "junk science", consider the role of developmental, social, genetic, biological, cognitive, environmental, and learning factors and clinical strategies to promote physical and mental being in individuals, groups, and society through sound individual and community intervention efforts.

Graduates of the program constitute a major community resource for human service agencies. The program serves as major pipeline for students pursuing graduate studies in Social Work and Mental Health Counseling at FGCU. A subset of outstanding students have gained entry into doctoral level clinical programs.

## **2. Program Weaknesses**

(a). As structured, the program devotes an inordinate amount of faculty resources to the teaching of lower level service and introductory courses (General Psychology and Experimental Psychology). Few advanced courses are offered for students and the array of such advanced courses is very limited. The reasons for this are multiple and include: (1). the limited number of faculty (currently 3) to manage course coverage for one of the largest undergraduate programming the College of Arts and Sciences, (2). the manner in which the curriculum was originally structured (mandating that students take a specific number of advanced courses in specified content core areas), (3). administrative mandates that courses with low enrollments be cancelled, (4). parameter limitations imposed by the IDS requirements, now eased to 9 credits instead of 18, which effectively precluded students from using such credit for increased psychology specialization. A subset of courses are either not offered or offered rarely. There is a pressing need to ensure full coverage of offerings at the advanced levels.

(b). Approximately 50-75% of faculty time is spent in teaching introductory courses leaving very little time for provision of coverage of upper level courses. The faculty allocation of teaching time is "bottom heavy" with the majority of effort devoted to freshman and sophomore students with resulting relative neglect of the scope, depth, and intensity of coverage at the advanced level which obviously forms the core of the "psychology major". The disproportionate allocation of faculty resources is serving to compromise the integrity of the psychology major

(c). There is need to expand advanced offerings at the advanced levels. Examples include course offering in Psychopharmacology, Advanced Developmental, Aging, Mental Health Ethics and Law, Forensic Psychology, Memory.

(d). There is need to establish lab components for a subset of courses. Faculty resources as well as an absence of equipment entirely preclude realistic development of such at present.

(e). Due to university administrative pressures to enhance student FTEs, there is an established history and current policy of canceling several advanced psychology courses that do not meet current enrollment specifications. While appreciative of the fiscal constraints, this policy in its present form, has had documented deleterious effects for students and faculty alike. Faculty have expended inordinate amounts of time preparing for advanced course which will be canceled and students have enrolled in courses offered on the “books” which will not, in fact, be offered.

Like every other university psychology program, there is little doubt that the majority of FTE's will come from the introductory and lower level courses. The reasons for such are apparent: (a) all university students are required to take an introductory course, and (b) there will be some attrition in student numbers as it to be expected as students progress from initial matriculation to advanced standing. It is our opinion that the “minimal Student FTE” situation in our case needs to be reconceptualized and reconsidered such that the very large introductory course enrollments are viewed as providing support for ensuring the integrity of the advanced offerings which, in fact, constitute the “major”. A common administrative practice has been to specify minimum number of enrolled in order to justify running classes. This minimal number has increased in recent years and we have experienced multiple course cancellations. This practice has produced deleterious effects for students and faculty alike and has effectively functioned to undermine the quality, breadth, and integrity of the advanced offerings. With 170 current majors, advanced courses with a limited number of students should invariably be allowed to run under the current circumstances of student growth unparalleled by any other program in CAS, documented exiting level of FTE generation, and evidence that advanced courses are being sacrificed to intro level FTE generation.

A related issue is that when the psychology major course requirements were established, it was known that a subset of students would likely avoid taking courses in the areas of physiological psychology and learning in the absence of a requirement to take such courses. We initially mandated these courses realizing that enrollments would be insufficient in the absence of such and the courses would be cancelled. We are at the point, with 5 years of experience behind us, whereby there is need to consider reconfiguration of our current course requirements with an eye towards our specific student constituency, university and college missions, and current resource strengths and limitations. This critical tasks remains to be undertaken.

(f). A related development is that we are now at the point where we are seeing the need to establish multiple sections or sections in the Fall and Spring of advanced offerings such as Abnormal Psychology where enrollments are at approximately 30+ students per section. There is also compelling evidence that our capstone course (senior Seminar in Psychology) will now have to be offered each Fall and Spring in order to ensure that students can graduate.

(g). Intercollege Offerings: As we have noted on previous occasions, there is continued unbridled proliferation in “psychology” offerings across the FGCU colleges (e.g.,

developmental psychology courses). As a unit, we feel it important that we continue to have an active role in the provision of psychology instruction across colleges. Obviously, our current faculty constraints coupled with the documented intercollege psychology course redundancy limits opportunities to engage in such instruction.

(h). Intracollege Participation Constraints: Given our current profile of limited faculty resources, magnitude of psychology program student enrollment, and decreasing ability to maintain offerings and program integrity at the advanced levels with the largest program in CAS, there is obviously limited to no ability to participate in college initiatives concerning IDS offerings and the like. Given current demands, there should be explicit administrative support for fulfilling our primary program mandates with exemption from extraprogram initiatives until such time that psychology faculty resources are such to realistically support such involvement.

(i). Mathematical Foundations of Psychology: Historically, we used to provide coverage for our students taking Social Science Statistics. A few years ago, due to inadequate resources to cover major psychology course offerings, this responsibility was relinquished to the Math Division. While we are most grateful for the assistance in this regard, we believe that course content coverage is not specific enough for students to demonstrate mastery of current statistical methods used in psychological research. As such, contingent upon future resource allocations, we are open to the possibility to assume coverage of this foundations course within our own program. This would necessitate increased faculty resource allocation.

(j). The PP currently has a virtual absence of laboratory space. Indeed, to our knowledge, it is the only university program in the State of FL with such a complete absence of such facilities. The PP is the only science program of which we are aware on campus that has not been allocated research space and equipment. Now five years into existence, the lack of support in this regard will continue to have negative impact on the quality of education, faculty productivity, and the establishment of an educational environment that offers training experiences commensurate with other in and out of state universities.

In the past 5 years, two requests for funding for basis laboratory equipment have been forwarded to FGCU CAS administration. Since the opening of the university, there has been a complete absence of any funding for PP equipment. The situation is problematic on several counts: (a). faculty are expected to engage in scholarly productivity in the complete absence of facilities and equipment, (b). the absence of space and equipment virtually precludes the development of an active and integrated undergraduate research experience which is standard at all State of FL universities, and (c). the absence of facilities and equipment makes it difficult, at best, to recruit qualified experimental psychology faculty to the university.

(k). With CAS reorganization, there is no longer a head or director per se of the program. There are no departments as of yet in CAS. The PP has recently been moved to the Division of Biology and Math (effective 8/03). The sheer size of the program requires administrative support, monitoring, planning, and assessment in addition to increased

student support that currently does not appear to be either readily available under the combined Divisional model. Under the current divisional structure, the PP faculty have met twice annually with faculty in other disciplines (including adjuncts) contained in the division. With a twice year meeting with multiple fields present at such a meeting, such a format and frequency of meeting does not facilitate collaborative program refinement.

(l). Linear Program Growth Versus Faculty Resource Decline: As noted previously, the Psychology Program has experienced continued linear growth. From the period 1997 to present (2002) **the number of undergraduate majors has increased over 313%. During this same period, full time psychology program faculty have declined by 25%.**

(m). Limited administrative support: for the past 3 years the PP faculty has had very limited access to secretarial assistance. The secretary has been shared by 8 full-time faculty. Current secretarial support is largely limited to copying course syllabi and exams, and coordinating a subset of student appointments with faculty. The limited faculty resources are further taxed by the paucity of secretarial support for the program.

(n). A detailed tracking system and follow-up assessment program needs to be implemented to track the career and placement trajectories of graduates of the PP.

## **B. Scholarship**

### **1. Strengths**

**The faculty of the PP maintain a high level of research productivity. The following is a compendium of faculty scholarship for the period 1997-present**

Beise, C. Myers, M., Chevli-Saroq, N., VanBrackle, L., & **Andersen, S.** (2002). A model for examination of underrepresented groups in the IT workforce. Association for Computing machinery-Special Interest Group on Computer Personnel Research Annual Meeting, Kristiansand, Norway.

Bevins, R. A., Rauhut, A.S., **McPhee, J. E.**, & Ayres, J.J. B. (2000). One-trial context fear conditioning with immediate shock: The roles of transport and contextual cues. Animal Learning & Behavior, 28, 162-171.

LoLordo, V. M., Williams, D. A., & **McPhee, J. E.** (2001). Overshadowing of situational cues with variable but not fixed intertrial intervals. Animal Learning & Behavior, 29, 143-152.

**McPhee, J. E.**, Rauhut, A. S., Bevins, R. A., & Ayres, J. J. B. (1998). The role of transport cues in one-trial context fear conditioning with immediate shock. 69<sup>th</sup> Annual Meeting of the Eastern Psychological Association, MA.

**McPhee, J. E.** (2000). Selective attention. The Corsini Encyclopedia of Psychology and Behavioral Sciences (3<sup>rd</sup> ed.). John Wiley & Sons, Inc., New York.

**McPhee, J. E.** (2000). Conditioned inhibition. The Corsini Encyclopedia of Psychology and Behavioral Sciences (3<sup>rd</sup> ed.). John Wiley & Sons, Inc., New York.

**McPhee, J. E.,** Rauhut, A. S., & Ayres, J. J. B. (2001). Evidence for learning-deficit versus performance-deficit theories of latent inhibition in Pavlovian fear conditioning. *Learning & Motivation*, 32, 274-305.

**Narayan, L.,** Menon, S., & Spector, P.E. (1999). A cross-cultural cultural comparison of job stressors and reactions among employees holding comparable jobs in two countries. *International Journal of Stress Management*, 6, 97-212.

**Narayan, L.,** Menon, S., & Spector, P.E. (1999). Stress in the workplace: A comparison of gender and occupations. *Journal of Organizational Behavior*, 20, 63-73.

Rauhut, A.S., **McPhee, J.E.,** & Ayres, J.J. B. (1999). Blocked and overshadowed CSs are weakened in their ability to serve as blockers and second-order reinforcers. *Journal of Experimental Psychology: Animal Behavior Processes*, 25, 45-67.

Rauhut, A.S., **McPhee, J.E.,** & Ayres, J.J. B. (1999). Blocked and overshadowed CSs are weakened in their ability to serve as blockers and second-order reinforcers. *Journal of Experimental Psychology: Animal Behavior Processes*, 25, 45-67.

Rauhut, A. S., **McPhee, J. E.,** DiPietro, N. T., & Ayres, J. J. B. (1998). Conditioned inhibition training fails to attenuate blocking. *69<sup>th</sup> Annual Meeting of the eastern Psychological Association*, MA.

Simonian, S.J., & **Tarnowski, K.J.** (2001). Utility of the Pediatric Symptom Checklist for behavior screening of disadvantaged children. *Child Psychiatry & Human Development*, 31, 269-278.

Simonian, S.J., & **Tarnowski, K.J.** (in press). Early identification of physical and psychological disorders. In R. T. Brown (ed.), *Handbook of pediatric psychology in school settings*. Mahwah, NJ: Lawrence Erlbaum & Associates.

Simonian, S.J., & **Tarnowski, K.J.** *Screening for behavioral disturbance in pediatric primary care settings*. Paper presented at the annual meeting of the *American Psychological Association*, Washington, DC, August, 2000.

Simonian, S.J., & **Tarnowski, K.J.** (1997). *Directory of internship and post-doctoral training program in clinical child/pediatric psychology*. Mahwah, NJ: Lawrence Erlbaum & Associates.

Simonian, S.J., & **Tarnowski, K.J.** (1998). Directory of internship and post-doctoral training program in clinical child/pediatric psychology. Mahwah, NJ: Lawrence Erlbaum & Associates.

**Tarnowski, K.J.** (in press). Guest Editor: Special issues of peer reviewed journal, Behavior Modification (Behavior Modification in the Pediatric Setting)

**Tarnowski, K.J.** (1997-2001). Co-Editor Children's Health Care, , interdisciplinary peer reviewed pediatric health care journal. Publisher: Lawrence Elrbaum & Associates.

**Tarnowski, K.J.** (2001-present). Editor-in-Chief, Editor Children's Health Care, , interdisciplinary peer reviewed pediatric health care journal. Publisher: Lawrence Elrbaum & Associates.

**Tarnowski, K.J.** Introduction to behavior modification in the pediatric setting. Behavior Modification.

**Tarnowski, K.J.** (1999-present). Editor-in-Chief, Child Psychiatry & Human Development, interdisciplinary peer reviewed child and adolescent psychiatry and clinical psychology journal. Publisher: Kluwer/Plenum.

**Tarnowski, K.J.**, & Brown, R.T. (1998). Pediatric burns. In A.J. Gorenczny & M. Hersen (Eds.), Handbook of pediatric and adolescent health psychology (pp. 335-366). New York: Allyn & Bacon.

**Tarnowski, K.J.**, & Brown, R.T. (in press). Pediatric burn injuries. In M.C. Roberts, (Ed.), Handbook of pediatric psychology (3<sup>rd</sup> ed.). New York: Guilford Press.

**Tarnowski, K.T.**, Brown, R.T., & Simonian, S.J. (1999). Social class. In W. Silverman & T. Ollendick (Eds.), Developmental issues in the clinical treatment of children (pp. 213-230). Boston: Allyn & Bacon.

**Tarnowski, K.J.**, & Brown, R.T. (2001). Psychological aspects of pediatric disorders. In M. Hersen & R. T. Ammerman (Eds.), Advanced abnormal child psychology (2<sup>nd</sup> ed.) (pp. 393-410). Mahwah, NJ: Lawrence Erlbaum & Associates.

**Tarnowski, K.J.**, & Simonian, S. J. (in press). Psychological aspects of catastrophic pediatric injury: Considerations in traumatic burn and head injures. In K. Anchor, J.E. Shmerling, & J.M. Anchor (Eds.), The catastrophic injury handbook: Understanding vocational, legal, and clinical aspects of complex physical and mental trauma. Dubuque, IO: Kendall/Hunt.

**Tarnowski, K.J.**, & Simonian, S.J. Trauma symptoms in pediatric burn patients. In J. Faust (Chair) Trauma and children in the health care setting. Symposium presented at the annual meeting of the American Psychological Association, San Francisco, CA, August 2001.

**Tarnowski, K.J.** & Simonian, S.J. (1997). Directory of graduate training programs in clinical child/pediatric psychology. Mahwah, NJ: Lawrence Erlbaum & Associates.

**Tarnowski, K.J.** & Simonian, S.J. (1998). Directory of graduate training programs in clinical child/pediatric psychology. Mahwah, NJ: Lawrence Erlbaum & Associates

### **Editorial Boards (1997-present)**

Tarnowski, K.J.

Journal of Clinical Child Psychology (1997-1998)

Journal of Pediatric Psychology (1997-2000)

Behavior Modification (1997-present)

Journal of Developmental & Physical Disabilities (1997-present)

Disability Analyst

### **Ad hoc Editorial Consultant**

Tarnowski, K.J.

Review of General Psychology

Journal of Clinical Psychology

Clinical Child and Family Psychology Review

Health Psychology

Psychological Bulletin

Clinical Psychology Review

Pediatrics

Journal of Pediatrics

Journal of Abnormal Child Psychology

Journal of Consulting and Clinical Psychology

Behavior Therapy

Perceptual & Motor Skills

Psychological Reports

### **PP Faculty Scholarship Awards**

Tarnowski, K.J. (2001) Elected Fellow, Division of Pediatric Psychology, American Psychological Association.

Tarnowski, K.J. (2002) Elected Fellow, Division of Clinical Child and Adolescent Psychology, American Psychological Association.

Tarnowski, K.J. (2002). Senior Faculty Scholarship Excellence Award, Florida Gulf Coast University

## **2. Weaknesses**

(1). There is imbalance in the research foci and scholarship productivity within the PP. Programmatic research needs to be developed in the areas of cognitive psychology, developmental psychology, physiological psychology, and learning.

(2). As noted previously, the complete absence of lab space and virtual absence of equipment for the PP, makes it difficult, at best, to support the scholarship mission of the PP and its students. Virtually no lab opportunities are available to students within the PP at present.

(3). The lack of a graduate program in psychology places restrictions on the amount of time, effort, and foci of PP faculty who are engaged in the research enterprise. There has been continued and significant student demand for a masters degree in psychology. Although the development of a graduate PP was part of the five-year plan generated in 1997, there is currently no movement towards institution of a graduate-level PP.

## **C. SERVICE**

### **1. STRENGTHS**

**PP faculty have been engaged in a variety of national, regional, and local service activities.**

Faculty Key: KT = Tarnowski, LN = Narayan, SA = Andersen

#### **a. National:**

- service as Editor in Chief of two international peer reviewed scientific journals (KT)
- service as editorial board member of multiple peer reviewed scientific journals (KT)
- service as ad hoc editorial reviewer for multiple peer reviewed scientific journals (KT)
- appointed member, program review committee, American Psychological Association (1997-2003) (KT)
- appointed member, Fellowship Awards Committee, American Psychological Association (2003-2003) (KT)
- external Tenure & Promotions reviewer, multiple universities (KT)

#### **b. Regional**

- extensive pro bono clinical service (5 county SW FL) to disadvantaged and abused children and adolescents (1997-2003) (KT)
- sponsor, CEU workshops, Florida Psychological Association (KT)
- pro bono forensic service to county judicial dependency courts (5 counties SW FL) (KT)

-abstract review committee, Southeastern Psychological Association (1997-2001)  
(SA)

**c. Local**

-Professional Advisory Board, Child Hyperactivity Attention Deficit Disorder (CHADD) chapter of Lee County, FL (KT)  
 -post doctoral fellowship training in clinical child psychology (1997-2002) (KT)  
 -member professional advisory board, Council on Foster Children of SW FL (KT)  
 -continuing education workshops to Child Watch of FL (KT), Department of Children and Families(KT), Ruth Cooper Mental Health Center (KT), Pelican Bay Women's League (SA), Barnes and Noble Discussion group (SA)  
 -Member Medical Staff, Lee Memorial Hospital, Naples Community Hospital, North Collier Community Hospital, Gulf Coast Hospital, Charter Glade Behavioral Healthcare, Southwest Regional Medical Center (KT)  
 -CEU course on maturing sexuality (SA)  
 - judge-Collier Regional science fair, judge-Thomas Edison Regional Science and Inventors fair (SA)  
 -multiple FGCU Psychology Club workshops and presentations (SA, KT, LN)

**d. University Service**

**Faculty have serve in numerous service capacities and on numerous committees including but not limited the following:**

-XX Award (SA)  
 -Student Government Last Lecture Series (SA)  
 -Multiple Dean Search Committees (KT)  
 -Chair, Initial PP programming (KT)  
 -Chair, Institutional Review Board (KT)  
 -Member, Institutional Review Board (SA)  
 -Member, Provost Search Committee (KT)  
 -Member, Faculty Scholarship Award Committee (KT)  
 -Members, Multiple Psychology Search Committees (LN, SA, KT)  
 -Chair, XX Award Committee (SA)  
 -Member, Research Criteria Committee (KT)  
 -Senate Liaison to Student Affairs Team (SA)  
 -Senator-Faculty Senate (SA)  
 -Internet Design Standard Committee (SA)  
 -Director, Psychology Program (KT)  
 -Honors Faculty (KT, SA, LN)  
 -CAS Graduate Faculty Committee (KT)  
 -Honors Mentors (SA, KT, LN)  
 -Member, Code of Conduct Committee (SA)  
 -Member, Internet Design Standards Committee (SA)  
 -Member, Market Equity Task Force (SA)

- Member CAS Faculty Advisory Board (SA)
- Members, Grade Appeals Committee (SA)
- Ampersand, Project Review Committee (SA)
- Co-Editor, Ampersand (SA)
- Member, Ampersand Development Committee (SA)
- Member, External Examination Committee for Collegium of Integrated Learning (SA)
- Psychology Club Advisor (SA)
- Coordinators, Psychology Concentration Matrix (SA, LN)
- Designed and maintenance of Psychology Web Page (SA)
- Undergraduate advising (SA, LN, KT)
- Member, Alcohol and Other Drugs Committee (SA)
- Co-Advisor, The eagle (FGCU Newspaper) (SA)

## **2. WEAKNESSES**

As a whole, the PP has an extraordinary profile of national, regional, local, and FGCU service contributions. The PP faculty have been extensively involved in committee and academic-community linkage services since 1997. No weakness in the PP service profile is advanced.

## **II. CONCLUSIONS AND RECOMMENDATIONS**

- (1). As of Fall 2002, the program was the largest program in the College of Arts and Sciences comprising over 1/6<sup>th</sup> of the entire student base for the College. Faculty resources represent approximately 1/20<sup>th</sup> of that of the entirety of CAS.
- (2). Within the context of linear growth of 313% over the past 5 years in terms of student enrollment, the program has experienced a reduction of full time faculty of 25%.
- (3). More than one-half of all faculty time is devoted to service and introductory courses with evidence that support of upper level course offerings languishes. Several courses have not been offered at all over the five-year period and upper level offering often are cancelled due to low enrollments. Given the FTE support that the program generates at the lower course level, there needs to be unequivocal support for upper division offerings that actually comprise the psychology major.
- (4). Given the documented growth of the PP coupled with realistic appraisal of the PP faculty shortage and evidence of limited offerings at the advanced undergraduate level, current demands of the PP in terms of student FTEs should be acknowledged and expectations modified for teaching contributions outside of the PP until such time as faculty resources realistically permit such involvement.
- (5). Currently, there is a total absence of psychology lab space and no funding has been allocated to the PP for required equipment since the inception of the university in 1996. The lack of lab space and virtual absence of psychology equipment severely restricts the ability of the PP to offer an educational experience that is commensurate with other state

universities both within and outside the state of FL. The absence of these resources continues to undermine efforts aimed at recruitment of quality faculty and virtually assures that students leaving the program have no lab experience whatsoever. This issue needs to be resolved at the upper administrative level with appropriate input by PP faculty.

(6). Our recent recruitment efforts were suspended due to lack of an adequate and qualified applicant pool. Lack of space, equipment, and tenure accruing lines were implicated in the loss of qualified candidates.

(7). There is currently no director or head of psychology as we have moved to a multidisciplinary division structure. Under the current divisional structure, there has not been a dedicated administration meeting with PP faculty in the past three years. Given the size of this program, upper college administration is encouraged to examine means by which to enhance the administrative support and facilitate leadership functions within this program.

(8). Scholarship activities within PP remain unbalanced. While the scholarship profile of the division as a whole is a very strong one, the differential emphasis of the research profile warrants increased attention. There is no ongoing research in the areas of cognitive psychology, physiological psychology, developmental psychology, learning, or personality. Administrative examination of the PP profile in this regard appears warranted.

(9). Given the growth of the program, the PP is now at the point where several core upper division courses will need to be offered 2x per year. This commitment is needed to ensure that students graduate in a timely manner. In the absence of additional faculty resources, such biennial course offerings will serve to further erode PP capability to provide adequate upper division course coverage.

(10). Data indicate that the PP is distinguished by faculty who have achieved and maintained among the highest degree of excellence in student teaching ratings in the university. Examination of the Integrated Program Matrix in conjunction with data concerning specific courses offered and articulated expectations for such courses, provides evidence to that the PP curriculum supports attainment of the delineated goals. Support for the maintenance of this excellence in teaching is required. PP faculty have not historically received release time for the development of new courses nor to undertake outstanding and needed program enhancements. Faculty have maintained excellence in teaching while developing a scholarship profile that is among the best in the university. The national, regional, local, and FGCU service profile of the PP is also considered exemplary. It is recommended that this issue of release time for needed program development and refinement be considered further by administration.

(11). Data indicate that while the PP has done an outstanding job of supporting and accommodating FTE student enrollment in the contexts of limited faculty and other resources, that our ability to successfully graduate declared majors remains an issue. The

reasons for this are complex and intertwined. In part, the program has experienced difficulty in graduating students who have transferred in from other institutions. There is a common misperception among students that psychology may be less demanding than other sciences. Unfortunately, when that misperception comes into contact with the reality of a science based curriculum, difficulties can and do ensue. Improved student advising is needed at the freshman and sophomore levels to improve accurate student perceptions of what psychology as a science involves in terms of demands, training, and emphases. This would likely result in enhanced informed decision making by students contemplating a psychology degree. As do all PP's, the FGCU program is firmly grounded in providing a solid foundation in the scientific bases of behavior.

(12). Historically, there has been and continues to be student demand for a masters degree in applied psychology. There is little doubt that, if the resources existed for such, a graduate program could in fact be successfully offered. Unfortunately, as evidenced by the current review, the PP is currently understaffed. While PP faculty are interested in developing graduate offerings, there is consensus that discussion of such is premature until such time that undergraduate educational needs are being adequately fulfilled.

In closing, the PP program has grown significantly over the past five years and promises continued significant growth into the future. It is our distinct hope that appraisal of our past accomplishments and current strengths and weaknesses serve as foundation from which to move forward in developing this major university and community asset.