

Bachelor of Arts in Psychology
Program Review Report
2010

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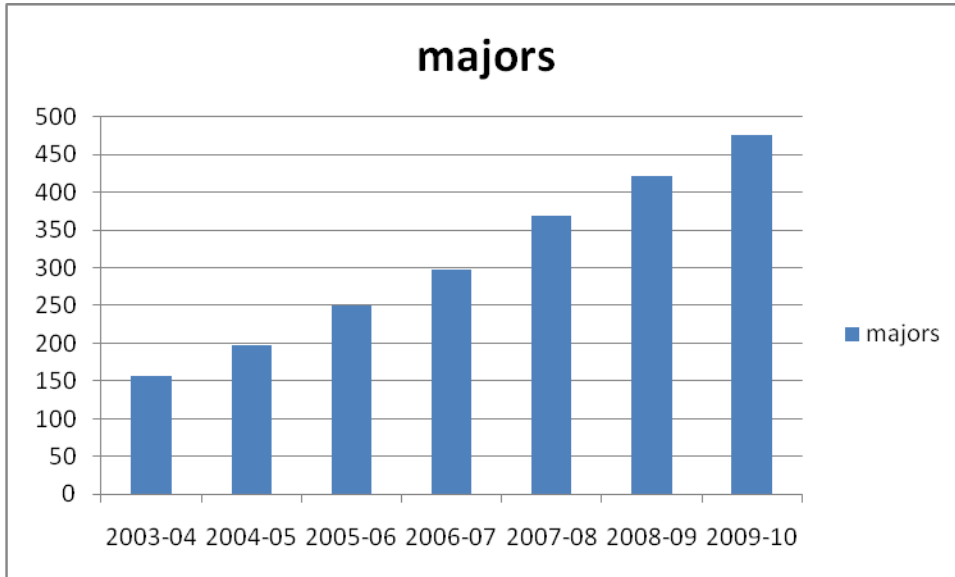
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1. Program Description

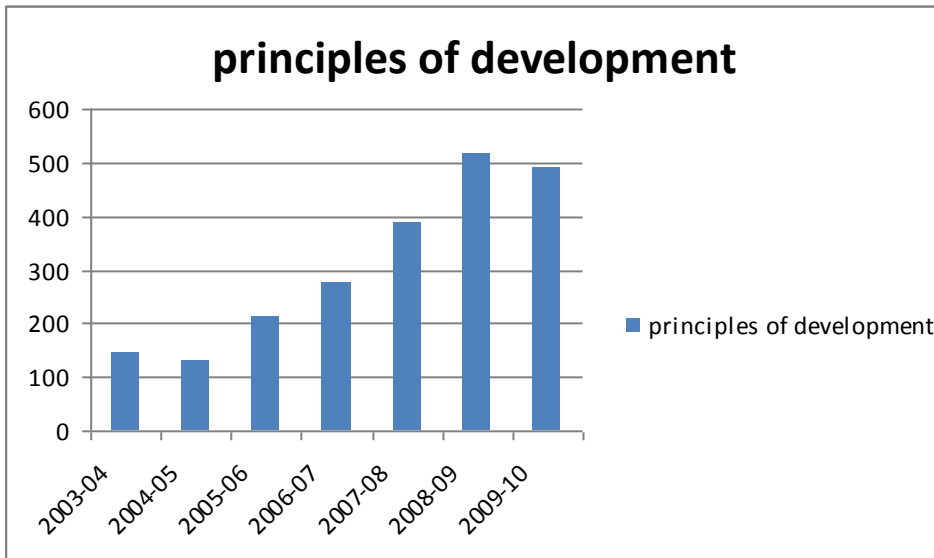
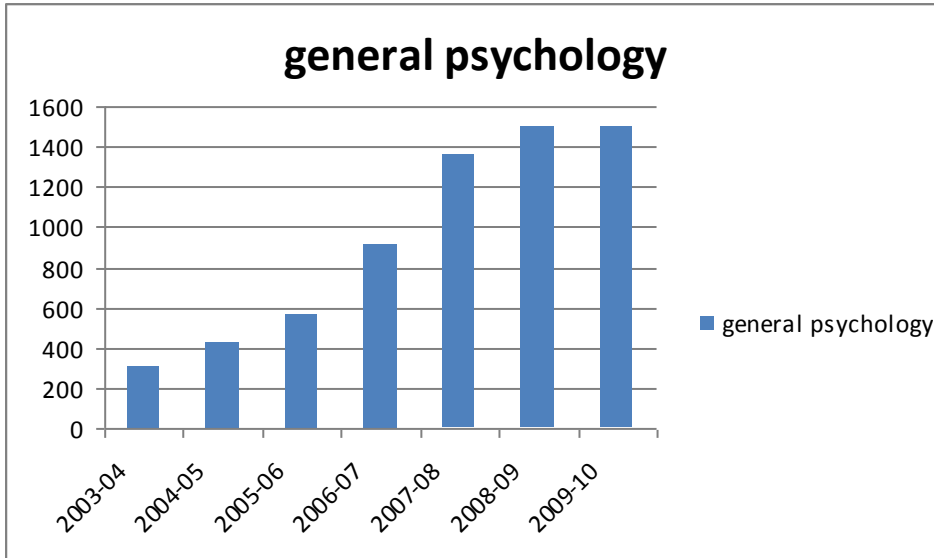
a. Filling a Demand

The psychology program, currently housed in the Department of Social and Behavioral Sciences in the College of Arts and Sciences at Florida Gulf Coast University, began in 1997 upon the opening the university. Psychology has long been one of the most popular majors on the campus, and this popularity is consistent with national trends, as reported by the National Center for Education Statistics (<http://nces.ed.gov>). Over the past seven years, growth of the psychology major has outstripped even the growth of the college and university (see chart below), as the number of psychology majors has more than tripled.



As of Fall 2009, there were 475 enrolled psychology majors, placing psychology as the third most enrolled major in the College of Arts and Sciences (CAS), behind biology and communication. Psychology majors typically either seek entry-level employment with their bachelors degrees or go on to graduate studies in psychology and related fields. We place a large number of our majors in FGCU graduate programs in Mental Health Counseling and Social Work, and many of our majors go on to graduate studies at other Florida state universities and outside the state.

The psychology program also contributes a large amount of classes to the general education program. Following are graphs showing the number of students taught in general psychology and principles of development over the previous seven years. We are currently teaching over five times as many students in general education courses as we were seven years ago.



b. Mission and Goals

The following mission statement is contained on the program’s web page: 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 and will have the opportunity to participate in independent research study and applied community practice. Learning goals for our majors, as described in the Academic Learning Compact, are described in Appendix A. The three most important content-specific goals we want our majors to master include their abilities to:

1. Interpret and compare and contrast the developmental, cognitive, social, organizational, and physiological diversity of human behavior and experience, including their pathological variants.
2. Evaluate the scientific integrity and ethical and legal issues involved in basic and applied psychological research.
3. Interpret and defend psychological concepts while recognizing alternate explanations.

c. Program Overview: Main Features

Appendix B lists the courses required for the major in psychology. Our students are provided with a background in quantitative methods (two statistics courses taught by the math program) and research design (PSY 3017: Experimental Psychology) before being exposed to upper-level courses in psychology. Next, they receive training in all the core areas of psychology (clinical, developmental, cognitive, physiological, and social) in addition to a limited number of upper-level elective courses. This training enables our majors to achieve the first goal described above.

d. Course Offerings; Curricula

Appendix C contains course descriptions as listed on the program's web page. These courses allow our majors to achieve the first and third learning goals described above. For example, we provide upper-level elective courses in developmental, cognitive, social, organizational, physiological, and clinical psychology. Each of these courses emphasizes critical thinking within and between the various subdisciplines of psychology.

2. Program Implementation

a. Benchmarks

In Spring 2009 the psychology program assessed the second goal described above: to evaluate the scientific integrity and ethical and legal issues involved in basic and applied psychological research. Following is the summary of that assessment (see Appendix D for the assessment report):

The assessment plan consisted of two parts: a direct measure of realization of learning outcomes, based on application of a rubric to assess student learning of the subgoals relevant to ethical responsibility, as well as an indirect measure, based on a survey of students' perception of their own learning experience.

For the direct measure, three faculty members rated students' final project term paper (which described a grant proposal) from the fall 2008 senior seminar course. For the indirect measure, we surveyed 14 seniors enrolled in the capstone senior seminar course in Fall 2008. Our goal was to achieve an average of 3.5 on a 5 point scale (higher scores reflecting greater learning) on both the direct and indirect measures. Both the direct and indirect measures showed that our majors are learning how to apply ethical issues to psychological research. We were satisfied, but not surprised, to learn that students are achieving a strong grasp of ethical principles, as this goal is a cornerstone of our training program.

b. Entering Students: Background, Description, Profiles

Of the 469 declared psychology majors as of Spring 2010, 366 (78%) are female, 103 (22%) male. Most majors (441, 94%) are from Florida, 26 (5%) are from other states, and 2 (1%) are international. Of the Florida students, the following counties are most represented: Lee (126; 28%), Collier (65; 15%), Broward (46; 10%), and Sarasota (22; 5%).

c. Desired Outcomes

Desired outcomes are described above, in the section on the goals as stated in the Academic Learning Compact.

d. Faculty Qualifications and Scholarship

The psychology faculty consists of nine full time members, all with Ph.D.'s, of whom one is a full professor, three are associate professors, four are assistant professors, and one is an instructor. Following is a list of psychology faculty, along with their specializations:

Kenneth Tarnowski, Professor (tenured): Clinical Psychology

Stacy Andersen, Instructor: Experimental Psychology

Joanna Salapska-Gelleri, Assistant Professor: Cognitive Psychology

Martin Bourgeois, Associate Professor: Social Psychology

Glenn Thompson, Associate Professor: Physiological Psychology

Lakshmi Gogate, Associate Professor: Developmental Psychology

Kevin O'Neil, Assistant Professor: Legal Psychology

Kristopher Kimbler, Assistant Professor: Developmental Psychology

Jessica Hatz, Visiting Assistant Professor, Social Psychology

The majority of psychology faculty members are research active, publishing in peer-reviewed journals and presenting their research at international conferences. Faculty qualifications concerning research productivity are described in the section below on strengths of the program.

e. Library Resources

The FGCU Library currently contains over 411,400 titles (includes ebooks), 834,982 pieces of microforms, 6200 films and video, and provides access to over 45,000 journal titles either in print and/or online. FGCU faculty, staff and students have access to more than 325 databases. In addition the library provides 135 public computers, printing capabilities, individual and group study spaces, two multi-media development rooms, video and DVD viewing rooms, a microform viewing, digitizing, and printing room, and an information literacy laboratory.

FGCU Library Services has a staff of approximately thirty two. Of these, 7.0 FTE are subject librarians with primary responsibilities for managing collections that support the curricular needs of the University. This includes one whose primary responsibilities are for the Education and Psychology.

Carol Maksian is the Education & Psychology Librarian at Florida Gulf Coast University and has over 25 years experience as a librarian, including 14 years as an academic

librarian. Her responsibilities include developing the Library's Education & Psychology collections, providing library instruction and research support in those areas as well as general Reference services.

She is responsible for creating online tutorials and research guides, providing individual research consultations, and designing course-specific instruction for students and faculty. Psychology related instruction sessions have included *Introduction to Psychology*, *Cognitive Psychology*, *Experimental Psychology*, *Psychology Seminar*, *Human Memory & Cognition*, *Sensation*, and *Developmental Psychology*.

The Library collection supports the undergraduate Psychology program with a variety of resources. The Library has almost 12,000 monographic titles supporting the various aspects of psychology as found in the subject collections for psychology, social sciences, and education. The 2009-2010 Psychology & Counseling monographic allocation for books and videos is around \$8,000. The Library has about 800 journal titles pertaining to psychology and related areas. There is not a set allocation for serials. Appendix E lists psychology-related books, databases, and journal holdings in the library.

f. Other Resources

The psychology program has five shared labs in Modular 1 which are used to conduct research studies. Each lab is equipped with personal computers and dedicated software (e.g., SPSS, ARCGIS). A computer teaching lab, located in the new Academic Building 7, was designed to teach psychology lab courses.

g. Student Performance/Accomplishments

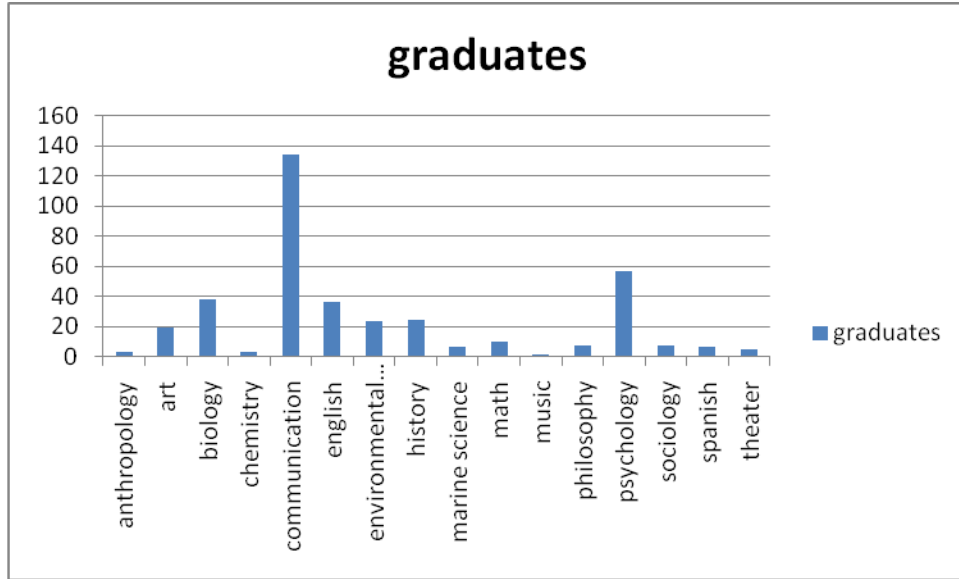
Student performance and accomplishments are addressed above in the section on benchmarks and below in the section on program strengths- student mentoring.

3. SWOT Analysis

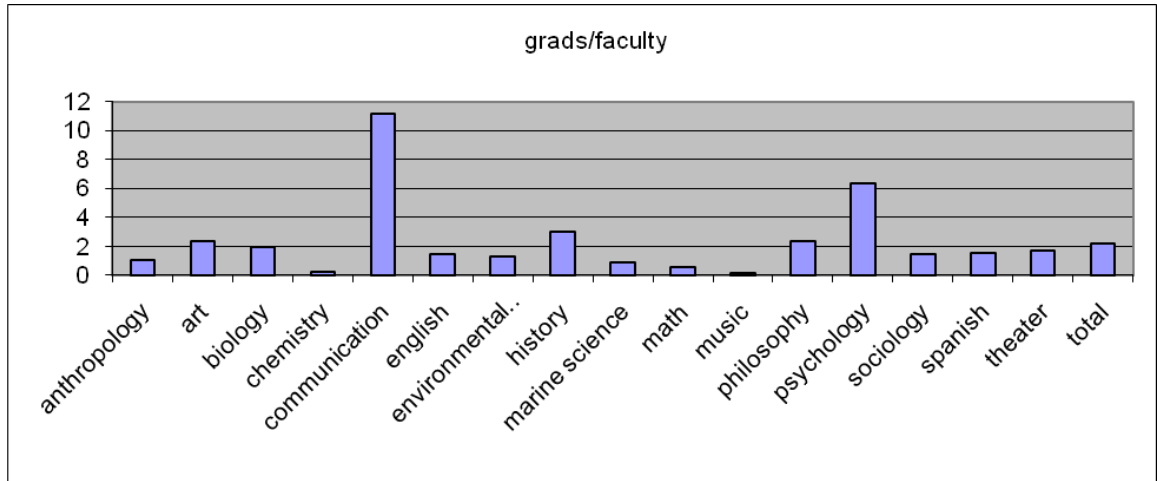
As part of the review process, the psychology program conducted a SWOT analysis in order to identify program strengths, weaknesses, opportunities, and threats.

a. Strengths

Teaching Efficiency. As of Fall 2009, the psychology program had 475 enrolled majors, making it the third largest program in CAS. The popularity of the major is consistent with national trends. Despite the critically small number of faculty to serve these students' needs, the program has been remarkably efficient at graduating its students, having graduated 313 students by the end of the last academic year. The following graph shows the number of CAS students graduating by major in the most recent academic year.



To better illustrate the program’s efficiency, the following graph presents the number of graduates per faculty member for each program in CAS. Note that the CAS average across programs is 2.16 graduates per faculty member, compared to psychology’s 6.33.



Faculty Scholarship. Over the previous seven years, the psychology program has added to its existing research productivity in clinical psychology by hiring strong scholars in cognitive, social, developmental, physiological, and legal psychology. Two faculty members (Bourgeois and Gogate) have recently secured competitive grants (from the National Science Foundation and March of Dimes Foundation, respectively) to fund their research. Appendix F contains a list of manuscripts published by psychology faculty over the previous two years. Student co-authors are identified by an asterisk.

One faculty member (Tarnowski) is editor-in-chief of *Child Psychiatry and Human Development*, an international interdisciplinary child psychiatry and developmental

psychopathology peer reviewed journal published by Springer Science. He is also the editor of *Children's Health Care*, an interdisciplinary pediatric psychology and developmental and behavioral pediatrics peer reviewed journal published by Taylor & Francis. Two faculty members (Tarnowski and Bourgeois) serve on editorial boards of prominent discipline-specific journals. Tarnowski is on the editorial board of the peer-reviewed journals *Behavior Modification*, *Clinical Child and Family Psychology Review*, and *Journal of Developmental and Physical Disabilities*, and Bourgeois is on the editorial board of the journal *Social Influence*. Appendix G contains a list of journals edited by Dr. Tarnowski over the previous two years.

Student Mentoring. Seven faculty (Bourgeois, Gogate, Hatz, Kimbler, O'Neil, Salapska-Gelleri, Tarnowski, and Thompson) regularly involve undergraduates in their research. Students working in faculty labs get a broad range of training, from conducting library research, attending lab meetings, serving as experimenters and confederates in studies, entering, coding, and analyzing data, and serving as co-authors on papers and posters. Appendix H contains a list of psychology faculty presentations at national and international conferences over the previous two years. Student co-authors are identified with an asterisk.

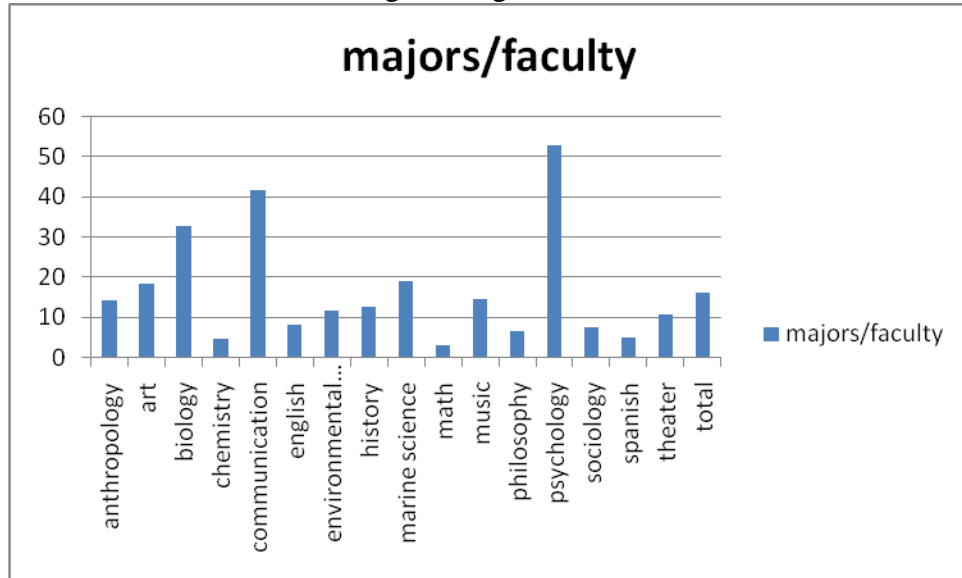
Faculty Awards and Distinctions. During the period of the present review, Dr. Tarnowski was awarded ABPP (American Board of Professional Psychology) Diplomate and Board Certification status in Clinical Health Psychology as well as an ABPP Diplomate in Clinical Child and Adolescent Psychology. He was previously awarded ABPP in Clinical Psychology. Two clinical psychologists in the US hold this specific triple ABPP status distinction. Dr. Tarnowski's scientific contributions have resulted in his award of Fellow status by APS (Association for Psychological Science) and award of quintuple Fellow status by APA (American Psychological Association) (in the areas of Clinical Psychology, Health Psychology, Child & Family Services, Pediatric Psychology and Child and Adolescent Psychology). Dr. Bourgeois is a fellow of The Society for Experimental Social Psychology.

Service and Academic-Community Linkages. Dr. Tarnowski has held appointment as a member of the medical staff of 4 local area hospitals. Students have frequently been placed in these settings for applied clinical experiences/employment. He has served on multiple local area community pediatric service boards and is involved in the provision of pro bono clinical services to disadvantaged children and families especially those with chronic medical problems. He has frequently served the State of Florida as a pediatric and child clinical psychology expert witness in pediatric psychology forensic matters.

b. Weaknesses

Understaffing. The largest problem we face, which leads to a large number of related challenges, is that we are severely understaffed compared to other programs in CAS.

Whereas the psychology program has experienced enormous growth in number of majors over the past seven years, outpacing even the growth of the university, the hiring of faculty in the program has fallen far behind the college average. As shown in the figure below, the major-to-faculty ratio for psychology (52.78) is by far the highest in the college, and over three times above the college average of 16.05.



The understaffing of the psychology program leads to a number of related problems that are detrimental to our majors.

- First, faculty are teaching an inordinate number of general education courses (see above graphs in the section titled “Filling a Demand.”)

- This leaves fewer resources to cover required courses within the major, and fewer still to offer upper-level electives to our majors.

- In contrast to other science majors within CAS, we are also unable to offer lab components within our courses.

These related problems are placing a large strain on our ability to offer our majors a quality education.

In order to assess the degree to which our understaffing is affecting our students’ ability to complete their program of study, we conducted a survey at the end of fall 2009 semester. Each psychology instructor encouraged their students to reply, and we had 201 respondents. In response to a question asking them if they had been closed out of the following (full) courses for spring 2010, the following number of students reported that they were closed out of the classes below (note that we were already offering extra sections of experimental psychology, developmental psychology, and senior seminar as overloads due to student demand):

Experimental Psychology:	7
Social Psychology:	38
Research Methods:	19
Abnormal Psychology:	27
Human Memory & Cognition:	32
Developmental Psychology:	28

Physiological Psychology:	18
Psychology of Learning:	25
Psychology & Law:	16
Environmental Psychology:	17
Senior Seminar in Psychology:	20

A related problem is that the demand for required courses has rendered the program unable to offer a sufficient amount of elective courses for our majors. On average, we are offering three electives per semester, which is far too low for a program with 475 majors. Students have consistently stated their preference for more electives, but we are unable to offer them. Clearly, the demand for courses in psychology far outstrips our ability to offer sufficient course work. Although we believe we are still offering our students a quality education and are quite efficient at doing so, we are concerned that if faculty hiring does not keep up with projected growth we will ultimately be stretched too thin to continue graduating our students in a timely fashion.

Quantitative skills. Both students and faculty have consistently observed that our majors are not getting the training in quantitative skills that they need to succeed in our upper-level courses. Both STA 2023, Statistical Methods, and STA 2122, Social Science Statistics, are pre-requisites for upper-level psychology courses. Both courses are taught by faculty in the math program, and students aren't being trained to apply their knowledge to test hypotheses. We have discussed our concerns with the math faculty several times, but the problem is ongoing. In the student survey discussed above, 154 of 192 respondents (80%) stated that they would prefer taking at least one of their statistics courses in the psychology program instead of the math program. Five of the other nine Florida state universities offer at least one statistics course through the psychology program, and we would strongly prefer to do so. Of course, this would require more faculty to cover the additional courses.

Inadequate staff support. As part of a larger department of Social and Behavioral Sciences (along with History and Sociology), 22 faculty members rely on one office staff person. With a large number of faculty travel requests and research grants to administer, the program is not getting adequate staff support.

c. Existing Climate- Opportunities

As stated earlier, the psychology program is currently in the Department of Social and Behavioral Sciences. There is currently a proposal to make psychology a separate department, and the psychology faculty strongly support the proposal. This would benefit us by giving us a dedicated staff member, and it would also allow us to be represented on the College Leadership team. Although the proposal has recently been postponed indefinitely, we look forward to becoming a separate department.

The psychology program will soon gain access to six small rooms located in Whitaker Hall to be used as research labs. Assuming there will be a budget allowing us to equip the room with computers, hardware, and software, this increased space will allow us to give lab space to incoming faculty members.

d. Existing Climate: Threats

The recent economic crisis has hit Southwest Florida especially hard, and it is difficult to predict the effect this may have on our ability to recruit potential faculty members here. Our unique contract system, which doesn't allow for tenure, as well as the relatively low salaries for new hires, may also weaken our ability to hire qualified faculty. Although there is no formal documentation of this threat, it is a university-wide problem that is regularly discussed at college-wide meetings.

Increasing class sizes also pose a potential threat to quality education. As of the most recent registration period, class size of all upper-level required and elective courses was increased from 35 to 40 to accommodate student demand. As class size continues to grow, we become less able to provide our students with individualized mentoring and a broad range of writing experiences.

Faculty morale, as assessed by the University's recent Faculty Climate Survey, is a potential problem. Although, as noted, seven faculty members involve students in their research through the Directed Study course, there is no compensation for doing so. The ongoing problems of salary compression and inversion, in conjunction with the difficulties caused by our understaffing, may put additional pressure on our faculty. Although there is no formal documentation of these threats, they are university-wide problems that are regularly discussed at college-level meetings.

4. Recommendations

a. How These Program Review Results May Be Used

Results of this program review will be shared with psychology faculty as well as FGCU's Office of Planning and Institutional Performance. They will also be subjected to external review.

b. Changes Resulting From Earlier Reviews

Following are the program weaknesses cited in the previous program review prepared by Dr. Tarnowski in June, 2003, along with a description of how (and if) each problem has been addressed.

- The program devoted an inordinate amount of resources to lower-level service and introductory courses. As explained above, our rapid growth in majors relative to hiring new faculty has exacerbated this problem.
- There was a need to offer more advanced courses. Again, this problem has worsened over the years with our continuously growing student-to-faculty ratio.
- There was a recognized need to establish lab components for some courses. Again, as faculty resources are stretched thin, we have been unable to offer our students lab-based courses, in contrast to other sciences in the college.
- There was a recurring problem of having to cancel advanced psychology courses due to under enrollment. We now have the opposite problem: a large demand for advanced courses with insufficient resources to deliver them.

- There was a concern that students were not being properly trained in mathematical foundations courses taught by the math program. As described above in the section on weaknesses, this is an ongoing problem.
- There was a concern that the program had no laboratory space. As described above in the section on other resources, we now have five rooms dedicated to conducting research, and we are soon acquiring access to another six rooms in Whitaker Hall.
- There was a concern about limited staff support. With the rapid growth of the department, we still have only one office staff employee, and she is unable to perform her duties adequately. However, if the psychology program does become a separate department, we assume that we will have a dedicated office staff person.

c. Steps To Be Taken Now

The psychology program will continue to ask the administration for resources including sufficient numbers of faculty, adequate lab space, and equipment to facilitate research.

-We plan to request at least three additional faculty lines each year, in order to keep up with the rapidly growing number of majors. Psychology has more majors than all science programs in the college except biology, and far fewer faculty than all other sciences except sociology (which has a very small number of majors). We hope that this discrepancy will be reduced over the near future.

- We will monitor the use of research space in the program, and ask the A & S Research Space Committee for additional resources as needed.

-We have just submitted a National Science Foundation Major Equipment grant, requesting equipment to set up and maintain a basic neuroscience lab for research and teaching.

In order to address our majors' deficiencies in quantitative reasoning skills, we also intend to put in a second request to develop a statistics class, to be taught within the psychology program, to replace the current social science statistics course taught by the math program.

d. Follow-Up Monitoring and Reporting Plan

We will revisit the review each semester at a program meeting in order to assess whether our recommendations have facilitated our ability to offer our undergraduates a quality educational experience.

Appendix A: Academic Learning Compact

The psychology program has the following goals for graduating students (taken from our Academic Learning Compact (ALC)):

Consistent with its mission and guiding principles, Florida Gulf Coast University is committed to academic excellence and continuous quality improvement, as supported by a sound teaching-learning process. Within this process, students and instructors share responsibility for learning that is a movement from the simple to the complex, the concrete to the abstract, and the dependent to the independent. The Academic Learning Compact (ALC) initiative supports the teaching-learning process by clearly identifying expected core student learning outcomes in the areas of content/discipline knowledge and skills, communication skills, and critical thinking skills; aligning curricula with expectations; and using assessment to guide continuous improvement.

Content/Discipline Knowledge and Skills

Graduates will be able to:

5. Interpret and compare and contrast the developmental, cognitive, social, organizational, and physiological diversity of human behavior and experience, including their pathological variants.
6. Evaluate the scientific integrity and ethical and legal issues involved in basic and applied psychological research.
7. Interpret and defend psychological concepts while recognizing alternate explanations.

Content/discipline knowledge and skills are assessed at the college and departmental levels through the following courses using the assigned specified course work: PSY 4990 Senior Seminar in Psychology (analytical papers); CLP 4143 Abnormal Psychology (written exams); DEP 4054 Developmental Psychology (research critiques); PSY 3017 Experimental Psychology (research proposals); and INP 4004 Industrial/Organizational Psychology or SOP 4004 Social Psychology (written exams).

Communication Skills

Graduates will be able to:

1. Employ the conventions of standard written English.
2. Select a topic, and develop it for a specific audience and purpose, with respect for diverse perspectives.
3. Select, organize, and relate ideas and information with coherence, clarity, and unity.

Communication skills are assessed as part of the General Education Program through papers, exams, and projects completed in ENC 1101 Composition I, ENC 1102 Composition II, and HUM 2510 Understanding the Visual and Performing Arts. Communication skills are also assessed in the capstone courses.

Critical Thinking Skills

Graduates will be able to:

1. Select and organize information.
2. Identify assumptions and underlying relationships.
3. Synthesize information, and draw reasoned inferences.
4. Formulate an appropriate problem solving strategy.
5. Evaluate the feasibility of the strategy.

Communication skills are assessed as part of the General Education Program through papers, exams, and projects completed in ENC 1101 Composition I, ENC 1102 Composition II, and HUM 2510 Understanding the Visual and Performing Arts. Communication skills are also assessed in the capstone courses.

Appendix B: Course Descriptions

CLP 4143 - Abnormal Psychology - 3 credit(s)

Descriptive Psychopathology, theoretical models, empirical evaluation and treatment of maladaptive behavior.

CLP 4302 - Intro to Clinical Psychology - 3 credit(s)

Introduction to Clinical Psychology: Surveys scientific basis, training, roles, models, controversies, and ethics.

CLP 4314 - Health Psychology - 3 credit(s)

Review of application of clinical psychology in behavioral medicine context. Emphasis on rehabilitation and prevention.

CLP 4414 - Behavior Modification - 3 credit(s)

Introduction to behavior analysis and application of learning principles, behavioral assessment, single subject research designs, and interventions in treatment settings.

CLP 4433 - Psych Tests & Measurements - 3 credit(s)

Consideration of the theoretical issues in psychometric test development. Review of instruments for intellectual, personality and neuropsychological assessment including development, applications, and potential abuses.

DEP 4054 - Developmental Psychology - 3 credit(s)

Survey of methods, empirical findings and theoretical interpretations in the study of human development across the life-span.

DEP 4104 - Advanced Child Psychology - 3 credit(s)

This course is designed to teach students about the psychological development of infants, toddlers, and preschoolers. Classroom study of the social, cognitive, motoric, and personality of development of young children will be augmented by direct observation and interaction with young children.

DEP 4404 - Psych of Adulthood & Aging - 3 credit(s)

A life-span approach to human development across adulthood into late life. Cognitive aging, changes in social functioning, personality development, and adjustment in later life.

EXP 3202 - Sensation & Perception - 3 credit(s)

Psychophysical and neurophysiological data and theory underlying sensory systems and perceptual processes.

EXP 4404 - Psychology of Learning - 3 credit(s)

Survey of methods, empirical findings and theoretical interpretations in respondent and instrumental conditioning.

EXP 4604 - Human Memory and Cognition - 3 credit(s)

Survey of methods, empirical findings and theoretical interpretations of human learning, attention, memory, verbal learning, judgment, and decision making.

INP 4004 - Intro to Indus/Organiz Psych - 3 credit(s)

Applications of psychological principles to industry. Topics include selection, training, job satisfaction, supervision and decision making.

PPE 4003 - Psychology of Personality - 3 credit(s)

Methods and findings of personality theories and evaluation of constitutional, biosocial and determinants of personality.

PSB 4002 - Physiological Psychology - 3 credit(s)

Gross/cellular neural and physiological components of behavior. Structure and function of the central and peripheral nervous systems and theories of brain functions.

PSY 3017 - Experimental Psychology - 3 credit(s)

Designed as an in-depth examination of the basic principles of psychological evidence; coverage given to areas of learning, perception, physiological, social and cognition. STA 2023 may be taken concurrently with this course.

PSY 3213 - Research Methods in Psych - 3 credit(s)

Logic of experimental design, concepts of control, ethical issues in the conduct of laboratory and applied research, and analysis of experimentally obtained data.

PSY 4604 - History & Systems in Psych - 3 credit(s)

Review of the historical roots of modern psychological theories. In-depth consideration of the various schools of psychology, such as behaviorism, Gestalt, psychoanalysis, and phenomenological psychology.

PSY 4911 - Directed Individual Study - 3 credit(s)

Senior standing with permission of instructor. Applied practicum in community service agencies.

PSY 4913 - Directed Study - 3 credit(s)

Student plans and conducts an individual research project or program of directed readings under the supervision of a faculty member.

PSY 4990 - Senior Seminar in Psychology - 3 credit(s)

Students will learn to consolidate, integrate and apply discipline specific knowledge to issues within Psychology and the Liberal Arts. Senior standing is expected. Students must complete at least 9 credit hours of 4000-level classes from the list of Required Courses for the Psychology Major before registering.

SOP 3742 - Psychology of Women - 3 credit(s)

Current psychological research and historical perspectives on gender differences. Topics include cognitive abilities, socialization, sexuality and psychology of reproduction.

SOP 4004 - Social Psychology - 3 credit(s)

Survey of methods, empirical findings, and theoretical interpretations in the study of individual behavior and group processes. Topics include persuasion, stereotyping, aggression, altruism, and social influence.

SOP 4714C - Environmental Psychology - 3 credit(s)

Explores the influences of environment on behavior. Topics considered include crowding, privacy, territorial behavior, environmental design, and pollution effects.

**Appendix C: List of Required Courses for the Psychology Major
FGCU General Education Program (GEP) (36 hrs)**

Refer to the General Education Program for more information.

Communication (6 hrs)

ENC 1101 (3)

ENC 1102 (3)

Mathematics (6 hrs)

STA 2023 (3)

Humanities (9 hrs)

HUM 2510 (3)

Social Sciences (6-9 hrs)

PSY 2012 (3) recommended

Natural Sciences (6-9 hrs)

BSC 1xxx or 2xxx (3) recommended

Note: At least one Natural Sciences course must include a laboratory or field component. Courses meeting this requirement contain a “C” or “L” in their course numbers.

Common Prerequisites

BSC xxxx Any general biology (3) (GEP)

PSY 2012 General Psychology (3) (GEP)

PSY xxxx Any other lower level Psychology course within the Psychology inventory with prefix of CLP, DEP, EXP, INP, PPE, PSB, PSY, or SOP.

STA 2023 Statistical Methods (3) (GEP)

Required Courses in the Major (30 hrs)

- CLP 4143 Abnormal Psychology (3)
- DEP 4054 Developmental Psychology (3)
- IDS 3300 Foundations of Civic Engagement (3)
- IDS 3301 Issues in Culture and Society (3)
- IDS 3303 Issues in Science and Technology (3)
- PSB 4002 Physiological Psychology (3)
- PSY 3017 Experimental Psychology (3)
- PSY 3213 Research Methods in Psychology (3)
- PSY 4990 Senior Seminar in Psychology (3)
- STA 2122 Social Science Statistics (3)

Electives in the Major (15 hrs)

Select 3 hours from the following:

- EXP 4404 Psychology of Learning (3)
- EXP 4604 Human Memory and Cognition (3)

Select 3 hours from the following:

- INP 4004 Intro to Industrial/Org Psychology (3)
- SOP 4004 Social Psychology (3)

Select 9 hours from the following:

- CLP 4302 Intro to Clinical Psychology (3)

- CLP 4314 Health Psychology (3)
- CLP 4414 Behavior Modification (3)
- CLP 4433 Psy Tests & Measurements (3)
- DEP 4104 Advanced Child Psychology (3)
- DEP 4163 Cognitive Development (3)
- DEP 4404 Psychology of Adulthood & Aging (3)
- EXP 3202 Sensation and Perception (3)
- EXP 3640 Psychology of Language (3)
- EXP 4404 Psychology of Learning (3)*
- EXP 4604 Human Memory and Cognition (3)*
- INP 4004 Intro to Industrial/Org Psychology (3)*
- PPE 4003 Psychology of Personality (3)
- PSB 4434 Neurochem, Pharmacol, & Behavior (3)
- PSY 4604 History and Systems in Psychology (3)
- PSY 4911 Internship in Psych (3)
- PSY 4913 Directed Study (3)
- PSY 4930 Special Topics (3)
- SOP 4004 Social Psychology (3)*
- SOP 4714C Environmental Psychology (3)
- SOP 4751 Psychology & Law (3)

*Courses used to fulfill the elective requirements of 4A and 4B may not be reused to fulfill 4C.

University Requirements (3 hrs)

- IDS 3920 University Colloquium (3)

Additional Electives (variable)

TOTAL SEMESTER HOURS REQUIRED: 120 HRS

Additional Graduation Requirements

8. A minimum of 120 credit hours.
9. A minimum of 48 of the 120 hours must be at the upper division (3000 and higher) level.
10. A cumulative GPA of 2.0 for all coursework attempted at FGCU.
11. A minimum grade of C for each course used to satisfy the following categories: common prerequisites, required courses in the major, and electives in the major.
12. Satisfaction of CLAST, Gordon Rule writing and computation, and foreign language entrance requirements.
13. Satisfaction of the Service Learning requirement. See www.fgcu.edu/connect/
14. Thirty of the last sixty credits must be completed at FGCU.
15. Completion of the summer course enrollment requirement.
16. Submit an application to graduate to CAS Advising by the deadline listed in the FGCU Academic Calendar.

Appendix D: Program Assessment Report, March 2009

LEARNING OUTCOME

Ethical Responsibility – Students will demonstrate the following:

- A. understanding of the ethical mandates and legal issues affecting research in psychology.
- B. knowledge of American Psychological Association's ethical guidelines concerning human and animal research.
- C. deeper understanding of how to analyze and evaluate ethical issues in a variety of contexts.
- D. participation in collaborative projects involving ethical analysis and/or decisions.

ASSESSMENT PLAN

The assessment plan consisted of two parts:

1. A direct measure of realization of learning outcomes based on application of outcome –specific rubrics to evaluate student work products by faculty in a variety of courses (attached).
2. An indirect measure of realization of learning outcomes consisting of a survey of student's perceptions of their own learning experiences (attached)

Brief description of direct measures:

PSY 4990-Senior Seminar term papers were used to assess learning outcome of ethical responsibility. The course is a capstone, and the term paper is a grant proposal in which the students describe a study and submit an application to the Institutional Review Board related to the proposed research. Faculty used a rubric to assess student learning of the subgoals related to the learning outcome of ethical responsibility (see Appendix A).

Brief description of indirect measures:

The indirect assessment was based on a 5-1 scale, with 5 indicating complete agreement and 1 indicating complete disagreement. Students answered 8 questions about their perceptions of what they learned in their coursework; four questions assessed their perceptions of ethical responsibility (see Appendix B).

The psychology program's goal was to achieve an average of 3.5 on a 5 point scale on both the direct and indirect measure for each subgoal related to the learning outcome.

Date(s) of administration.

The indirect measure was given to students in the senior seminar class during Fall 2008.

The direct measure was assessed in February 2009 by having three outside faculty members rate students' work from the Fall 2008 senior seminar course (PSY 4990) for ethical responsibility.

Sample (number of students, % of class, level, demographics).

A total of 14 seniors enrolled in PSY 4990- Senior Seminar completed the indirect assessment instrument (out of a total of 20 enrolled in the class- 70%). The average number of semesters they attended FGCU was 6.79, and 8 of the 14 (57%) plan to pursue

a career in psychology. Ten of the 14 students (71%) plan to attend graduate school in some field.

For the direct assessment, faculty rated a random selection of 6 of 20 final term papers (30%) from the senior seminar class for ethical responsibility.

DATA ANALYSIS

Analysis and summary of findings.

Indirect measure: Exit survey of students from senior seminar: means on a 5 point scale with 5= complete agreement are reported.

Ethical responsibility questions:

5. 4.21
6. 4.57
7. 4.21
8. 4.21

Direct measure: Psychology faculty outside review: means on a 5 point scale where 5 = the students work shows thorough understanding of the learning outcome.

Ethical responsibility questions

1. the student's work shows thorough understanding of ethical mandates and legal issues affecting research. Mean = 3.8
2. the student's work shows thorough knowledge of APA's ethical guidelines concerning human and animal research. Mean = 4.2
3. the student's work shows deeper understanding of how to analyze and evaluate ethical issues in a variety of contexts. Mean = 3.8
4. the student's work shows participation in collaborative projects involving ethical analysis and/or decisions. Mean = N/A

USE OF ASSESSMENT FINDINGS TO IMPROVE STUDENT LEARNING

Recommended changes based on assessment findings. Include plan for sending substantive changes to department/college/university curriculum teams.

In discussing the results, the psychology faculty decided that the means on both the direct and indirect measures suggest that students feel that they are getting strong training in ethical responsibility, and the faculty believe that the students are learning what we would like them to learn regarding ethical responsibility. In the previous round of assessment we were concerned that on the indirect measure the students were telling us what they thought we wanted to hear, so we emphasized the confidentiality of responses and that the students need to report their impressions as honestly as possible. Although the means on the indirect assessment are slightly lower than they were in the last round,

we believe that they more accurately reflect the students' understanding, and they are in a range that we feel comfortable with.

We have one concern with the direct measure: the faculty doing the rating did not feel comfortable assessing the students' performance on question D. The question relates to collaborative projects, and the senior seminar paper that we rated was based on the students' individual work. We decided that it would be better in future assessments to rate collaborative assignments from PSY 3017, Experimental Psychology.

Based on both the indirect and direct measures, the psychology faculty feel that students in the experimental psychology course are getting a good sense of ethical responsibility. Because ethical responsibility is such a cornerstone of psychological training, we are not surprised. The required courses of general psychology, experimental psychology, and research methods each have a unit on ethics, and the elective course on introduction to clinical psychology has ethics as its main focus. However, we did resolve to further reinforce students' understanding of ethics by continuing to incorporate the topic into each of the upper level required content courses.

Describe how data and recommendations were shared with faculty. (Attach a copy of minutes to this document if applicable).

Results of the assessment and our discussion were circulated among psychology faculty at a program meeting in March 2009.

Appendix E: Psychology-related Books, Journals, and Databases

Books in Related Areas	Number of Titles
Psychology (BF1-990)	5,895
Parapsychology (BF1001-1389)	124
Education psychology (LB1050.9-1091)	1,126
Industrial Psychology and related business areas (HF5548.7-5548.85)	196
Social psychology (HM1001-1281)	278
Forensic psychology (RA1148)	28
Neurosciences. Biological psychiatry. Neuropsychiatry (RC321-571)	4,076
TOTAL	11,723

Psychology Related Journals	Number of Titles
Psychology (BF1-990)	316
Parapsychology (BF1001-1389)	5
Educational psychology (LB1050.9-1091)	56
Social psychology (HM1001-1281)	14
Industrial psychology' (HF5548.7-5548.85)	25
Neurosciences. Biological psychiatry. Neuropsychiatry (RC321-571)	408
TOTAL	833

Major Psychology Databases

- **Health and Psychosocial Instruments** provides information on measurement instruments (i.e. questionnaires, checklists, index measures, coding schemes/manuals, rating scales, tests) in the health fields and psychosocial sciences. Gives citations to tests but generally not actual tests.
- **PsycINFO**, produced by the American Psychological Association, covers scholarly literature in the broad discipline of psychology from journals published in 50 countries and 28 languages. Coverage is from 1887 to date.
- **[ProQuest Psychology Journals](#)** indexes more than 575 journals in psychology and related fields, over 485 are in full text.
- **[PsycArticles](#)** contains 55 scholarly, full text psychology journals.
- **[Psychology Collection \(Gale\)](#)** Indexes approximately 200 psychology journals.
- **[Sage Journals Online](#)** includes over 460 journals in a variety of disciplines. Contains 56 peer reviewed Psychology journal titles.

- [ScienceDirect](#) offers full text versions of approximately 650 research journals in the scientific, technical, and medical disciplines and includes 114 full text psychology related titles

Appendix F: Faculty Publications, 2008-2010

- Bourgeois, M.J.** (2010). Social impact theory. In *Encyclopedia of Group Processes and Intergroup Relations*, Sage Press.
- Bourgeois, M.J.**, & *Schwab, N. (2010). Communication networks. In *Encyclopedia of Group Processes and Intergroup Relations*, Sage Press.
- Bourgeois, M.J.**, Sommer, K.L., & *Bruno, S. (2009). The functions of social influence. *Social Influence*, 4, 96-121.
- Gogate, L. J.** (2010). Learning of syllable-object relations by preverbal infants: The role of temporal synchrony and syllable distinctiveness. *Journal of Experimental Child Psychology*, 105 (3), 178-197.
- Gogate, L.J.** & Hollich, G.J. (to appear, 2010). Invariance detection within an interactive system: A perceptual gateway to language development. *Psychological Review*.
- Gogate, L.J.**, Prince, C.G., & Matatyaho, D. (2009). Two-month-old infants' sensitivity to changes in syllable-object pairings: The role of temporal synchrony. *Journal of Experimental Psychology: Human Perception and Performance*, 35(2), 508-519.
- Hatz, J.L.**, & **Bourgeois, M.J.** (in press). Anger as a cue to truthfulness. *Journal of Experimental Social Psychology*.
- Kimbler, K.**, & Margrett, J. (2009). Older adults' verbal behaviors during collaboration on everyday problems: Linking process and outcome. *International Journal of Behavioral Development*, 33, 531-542.
- Matatyaho, D. & **Gogate, L. J.** (2008). Type of maternal object motion in synchronous naming predicts preverbal infants' learning of word-object relations. *Infancy*. 13 (2), 172-184.
- O'Neil, K. M.** (2008). Aggravating and Mitigating Circumstances in Capital Trials, Effects on Jurors. In B. Cutler (Ed.), *Encyclopedia of Psychology and Law*. Sage Publications: Thousand Oaks, CA.
- *Reardon, M. C., & **O'Neil, K. M.** (2008). CSI effect. In B. Cutler (Ed.), *Encyclopedia of Psychology and Law*. Sage Publications: Thousand Oaks, CA.
- Sommer, K.L., & **Bourgeois, M.J.** (in press). Linking the Perceived Ability to Influence Others to Subjective Well-Being: A Need-Based Approach. *Social Influence*.
- *Tang, C., Nunez, N., & **Bourgeois, M.J.** (2009). The effects of trial venue and juror bias on the evaluation of juvenile defendants. *Criminal Justice Review*. 34, 210-225.
- Tarnowski, K.J.**, & Brown, R. T. (2009). Pediatric burns. In R. G. Steele & M. C. Roberts (Eds), *Handbook of pediatric psychology* (4th ed.) (pp. 420-428). New York: Guildford Press. (Peer reviewed)
- Thompson, A.M. and **Thompson, G.C.** Experimental evidence that the serotonin transporter mediates serotonin accumulation in LSO neurons of the postnatal mouse. *Brain Research*, 2009, 1253, 60-68.

Thompson, A.M. and **Thompson, G.C.** Serotonin-immunoreactive neurons in the postnatal MAO-A KO mouse lateral superior olive project to the inferior colliculus. *Neuroscience Letters*, 2009, 460, 47-51.

Appendix G: International Scientific Journals Edited, 2008-2010

TARNOWSKI, K.J. (Ed.), *Children's Health Care*,

- (2008) Volume 37, Issue 1, 1-92
- (2008) Volume 37, Issue 2, 93-169.
- (2008) Volume 37, Issue 3, 171-235.
- (2008) Volume 37, Issue 4, 337-332.
- (2009) Volume 38, Issue 1, 1-90.
- (2009), Volume 38, Issue 2, 91-167.
- (2009), Volume 38, Issue 3, 169-244.
- (2009), Volume 38, Issue 4, 245-351.

TARNOWSKI, K.J (Ed.), *Child Psychiatry & Human Development* ,

- (2008), Volume 39, 1, 1-110
- (2008), Volume 39, 2, 111-220
- (2008), Volume 39, 3. 221-349
- (2008), Volume 39, 4, 351-527
- (2009), Volume 40, 1, 1-167
- (2009), Volume 40, 2, 169-330
- (2009), Volume 40, 3, 331-483
- (2009), Volume 40, 4, 485-636
- (2010), Volume 41, 1, 1-131

Appendix H: Faculty Presentations at International Conferences, 2008-2010

- Bourgeois, M.J.,** *Binder, D., *Shea-Adams, C., & **Hatz, J.** (October, 2008). Invited symposium on Psychology and Law, Society for Southeastern Social Psychology meeting, Greenville, SC. (I was the chair and discussant on this invited symposium).
- *Bruno, S., Sommer, K.L., & **Bourgeois, M.J.** (April, 2008). Perceptions of social influence impact coworker attraction and helping behavior. Presented at Society for Industrial/Organizational psychology meeting, San Francisco, CA.
- Demers, N. E., C W. Gunnels IV, and **J Salapska-Gelleri** Integrative Teaching to Develop SCALE-UP (Student Centered Activities for Large Enrollment Undergraduate Programs) in General Biology I (Transforming Undergraduate Education in Biology, Washington, DC July, 2009)
- DiFonzo, N., **Bourgeois, M.J.,** et al. (February, 2008). Dynamic social impact mechanisms in rumor propagation. Presented at Society for Personality and Social psychology annual meeting, Albuquerque, NM.
- *Evans, J., Schreiber, N., & **O'Neil, K. M.** (2008, March). Mock jurors' evaluations of victim fault across different crimes and intoxication levels. Paper presented at the American Psychology-Law Society 2008 Conference, Jacksonville, FL.
- *Gillis, L.V., *Morris, E.A., Sommer, K.L., & **Bourgeois, M.J.** (February, 2009). Influencing others leads to increased self-esteem, sense of control, and belongingness. Presented at Society for Personality and Social Psychology meeting, Tampa, FL
- Gogate, L. J.** (July, 2008). Infants' perception of object motion during intersensory word learning. Invited Speaker. ZIF Conference on Intermodal Action Structuring (Host, Katharina Rohlfing). The Center for Interdisciplinary Research, *Bielefeld University*, Bielefeld, Germany.
- Gogate, L. J.,** *Laing, K, *Brangwin, H., *Pereira, V. (April, 2009). Revisiting the whole object hypothesis: Built-in or environmental constraints? Presented at the Biennial Meeting of the Society for Research in Child Development, Denver, Colorado.
- Gogate, L. J.,** Maganti, M., *Laing, K., B., & *Pereira, (March, 2010). The role of synchrony and object motion during maternal naming of whole versus part objects. To be presented at the Biennial Meeting of the International Society on Infant Studies, Baltimore, MD.
- Hatz, J.** (2008, October). Deception and Lie-Detection: Exploring the Methods Used to Elicit Lies. Paper presented at the meeting of the Society for Southeastern Social Psychologists, Greensboro, SC.
- Hatz, J., Bourgeois, M.,** *Morris, E., & *Gillis, L. (2009, November). Evaluating the role of negative emotion in lie-detection: anger as a cue to truthfulness. Poster presented at the annual meeting of the Society for Southeastern Social Psychologists, Fort Myers, FL.

- Hatz, J., Bourgeois, M., *Morris, E., & *Gillis, L.** (2010, May). Effects of motivation and arousal on the types of arguments used by liars and truth-tellers. Poster to be presented at the annual meeting of the Association for Psychological Science, Boston, MA.
- Hatz, J.L., *Gillis, L.V., *Strain, E.E., Bourgeois, M.J., & *Schwab, N.G.** (February, 2008). Linguistic cues emitted when lying to cover up a transgression. Presented at Society for Personality and Social psychology annual meeting, Albuquerque, NM.
- *Hill-English Greene, S, & Kimbler, K.** (2008, April) Gender Differences in Social Support in Middle-aged and Older Adults. Poster presented at the annual Troy University Psychology Conference, Troy, AL.
- Kehn, A., Culhane, S. E., Hatz, J., & Meissner, C. A.** (2009, March). Are two better than one? Assessing the influence of collaborative judgments on deception detection performance. Paper presented at the annual conference of the American Psychology and Law Society, San Antonio, TX.
- Kimble, K.** (2008, April). The Role of Supportive Messages and Cognitive Interference in Middle-aged and Older Adults' Everyday Problem-solving Performance. Paper presented at the annual Troy University Psychology Conference, Troy, AL.
- Kimble, K.** (2008, November). Distracting thoughts as a mediator between supportive messages and everyday problem-solving performance. Paper presented at the annual meeting of the Gerontological Society of America, National Harbor, MD.
- Milligan, M. & Kimble, K.** (2009, February). Smoking status, health behaviors, attitudes, and optimism. Poster presented at the annual meeting of the Society for Personality and Social Psychology, Tampa, FL.
- O'Neil, K. M.** (2009, March). Deictic words and jurors' perspective taking in a self-defense case. Paper presented at the American Psychology-Law Society 2009 Conference, San Antonio, TX.
- *Perez, V., & O'Neil, K. M.** (2008, March). Effects of parole instructions on jurors' non-capital sentence recommendations. Poster presented at the American Psychology-Law Society 2008 Conference, Jacksonville, FL.
- *Reardon, M., & O'Neil, K. M.** (2008, March). The "CSI Effect:" Individual differences. Paper presented at the American Psychology-Law Society 2008 Conference, Jacksonville, FL.
- Salapska-Gelleri, J., & Demers, N.E.** Assessment of Content Knowledge for Diagram or Text Based Self-Explaining. Presentation at the Association for Psychological Science Annual Conference, Chicago, IL, May 2008.
- Salapska-Gelleri, J., & Wallace, W.P.** Phonetic Word Stems as Associate Primes for False Recognition. Presentation at the Association for Psychological Science Annual Conference, San Francisco, Ca., May 2009.
- *Tang, C., Nunez, N., & Bourgeois, M.J.** (March, 2008). Effects of trial venue and juror

- bias on the evaluation of juvenile defendants. Presented at American Psychology-Law Society meeting, Jacksonville, FL.
- *Villalba, D., *Evans, J., Schriber Compo, N., & **O'Neil, K. M.** (2009, March). Jurors' perceptions of mental illness and its treatability in capital sentencing decisions. Poster presented at the American Psychology-Law Society 2009 Conference, San Antonio, TX.
- *York, R., **O'Neil, K. M.**, Winter, R., Charman, S., & Waterhouse, C. (2008, March). Clarifying the relationship between counterfactual thinking and hindsight bias in the context of civil legal decision-making. Paper presented at the American Psychology-Law Society 2008 Conference, Jacksonville, FL.