

**UMW DEPARTMENT OF PSYCHOLOGICAL SCIENCE BROCHURE
2017-2018**

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For more information, visit our Web page at <http://cas.umw.edu/psychology>

THE DEPARTMENT OF PSYCHOLOGICAL SCIENCE

Welcome to psychology at UMW! We hope that by reading this brochure you will get a better idea of the goals and procedures of the UMW Department of Psychological Science.

The principal goal of the psychology major at UMW is to provide students with a sound introduction to psychology as an academic discipline. We believe that you should be exposed to a variety of topics in psychology (both traditional and recent) and that you should also gain some skills such as knowledge of methodology and statistics. In addition, we believe that the study of psychology provides an excellent means for developing general intellectual abilities such as critical thinking and written and oral communication skills. However, it is important to note that the psychology major is essentially a liberal arts degree rather than a professional degree, and although we will provide you with important psychological knowledge and skills, majoring in psychology will not make you a professional psychologist.

The Psychology Major

The department offers a bachelor of science degree in psychology. The major program is designed both for students who plan to do graduate training in the social sciences, and for those who will be entering the work force upon graduation. All students receive a broad background in academic psychology along with rigorous training in research techniques, statistics, and experimental methodology. Students are encouraged to work on independent research projects (either individually or as part of a research team), and many students present the results of their work at local, statewide, regional, and/or national conferences. Students also have the option of pursuing more applied methodological techniques and content areas, including participating in one of the many internships supervised by departmental faculty.

The specific requirements for the degree are listed in the table on page 4.

Facilities

The department's facilities in Mercer Hall include computer laboratories suitable for general student use as well as specialized labs for work in cognition, sensation and perception, and physiological psychology. Facilities also include an animal laboratory complete with a vivarium, surgery, shop, and computerized experimental controls; a computerized video laboratory for studying social, developmental, and group processes; a number of rooms and a variety of equipment suitable for conducting experiments with human subjects; facilities for psychological testing; an eye-tracking lab; and computerized physiographs for use in experimental and clinical applications.

Major Programs for BLS Students

A bachelor of liberal studies (BLS) student has two options for completing a major program. One is to complete the requirements for the bachelor of science degree in psychology as specified in the college catalog. The other option is to create a special major consisting of courses from at least two disciplines. The special major must represent a coherent field of concentration. For example, a student might create a major in “social development” that includes relevant courses in psychology along with courses in sociology and anthropology, such as Juvenile Delinquency and Anthropology of Gender. The BLS student must construct this major with his or her mentor, and the special major must be approved by the BLS office. A proposal for a special major must be submitted to the BLS office before the student completes 15 of the credits to be counted toward the major.

Credit for AP, IB, CLEP, and CAMBRIDGE Exams

The Department of Psychological Science credit policy for these exams is below. This policy is based on a review of exam material, course syllabi, and current policies at other colleges and universities in Virginia. Students will receive credit for General Psychology (PSYC 100) and credit for the Human Experience and Society category of the General Education Requirements with the following: A (4) or higher on the Psychology AP exam, a (4) or higher on the Psychology Higher Level International Baccalaureate exam, a (5) or higher on the Psychology Standard Level International Baccalaureate exam, a (50) or higher on the Psychology CLEP exam, a (C) or higher on the A level Psychology Cambridge Advanced exam, **or** a (B) or higher on the A/S level Psychology Cambridge Advanced exam.

Students who earn a (3) on the Psychology AP exam or a (C) on the A/S level Cambridge Advanced exam will receive (3) non-major credits at the University of Mary Washington.

Facebook

Once you declare your Psychology major, join the UMW Psychology Majors Facebook page!

MAJOR PROGRAM REQUIREMENTS The major program in psychology (a B.S. degree) requires 37 hours in psychology, including PSYC 100, which is a prerequisite to all other psychology courses.

COURSE REQUIREMENTS	HOURS
I. All of the following: 100 - General Psychology 261 – Introduction to Statistics for Psychology 360 - Advanced Statistics for Psychology 362 - Research Methods for Psychology (Subtotal = 13 hours)	3 3 3 4
II. One from the following: Abnormal, Personality and Social Psychology 301 - Social Psychology 311 - Abnormal Psychology 342 - Psychology of Personality	3
III. One from the following: Biological Psychology *305 - Cognitive Neuroscience *372 - Sensation and Perception 374 - Biological Psychology 394 - Psychopharmacology *If this course is taken to fulfill III, then it cannot count toward IV.	3
IV. One from the following: Cognition and Learning *305 - Cognitive Neuroscience *372 - Sensation and Perception 373 - Cognitive Psychology 453 – Fundamentals of Learning and Motivation *If this course is taken to fulfill IV, then it cannot count toward III.	3
V. One from the following: Developmental Psychology 331 - Developmental Psychology: The Infant and Child 332 - Developmental Psychology: The Adolescent and Adult 333 - Psychology of Aging	3
VI. One from the following: Research in Psychology 411 - Research Seminar in Abnormal, Personality or Social Psychology 412 - Research Seminar in Biological Psychology 413 - Research Seminar in Cognition or Learning 414 - Research Seminar in Developmental Psychology *492 - Individual Research *Completion of Psyc 492 satisfies both Category VI and Category VII	3
VII. Nine hours of other psychology courses including one of the following Out-of-Class Experiences: 000- 40 Hours of Community Service Learning 322 - Mentoring Children at Risk (3credits) 491 and *492 Individual Research (3 credits each in 2 successive semesters) 499 - Internship (credits vary, but most students do 3 credits per semester) *Completion of Psyc 492 satisfies both Category VI and Category VII	9
TOTAL HOURS IN PSYCHOLOGY	37

PSYCHOLOGY COURSE LIST

<u>COURSE NO.</u>	<u>COURSE TITLE</u>	<u>CREDITS</u>
PSYC 100	GENERAL PSYCHOLOGY	3
PSYC 120	LIFESPAN DEVELOPMENTAL PSYCHOLOGY	3
PSYC 261	INTRODUCTORY STATISTICS FOR PSYCHOLOGY	3
PSYC 301	SOCIAL PSYCHOLOGY	3
PSYC 305	COGNITIVE NEUROSCIENCE	3
PSYC 311	ABNORMAL PSYCHOLOGY	3
PSYC 315	FOUNDATIONS OF CLINICAL PSYCHOLOGY	3
PSYC 320	PSYCHOLOGY OF EXCEPTIONAL CHILDREN AND YOUTH	3
PSYC 322	MENTORING CHILDREN AT RISK	3
PSYC 331	DEVELOPMENTAL PSYCHOLOGY: Infant and Child	3
PSYC 332	DEVELOPMENTAL PSYCHOLOGY: Adolescent and Adult	3
PSYC 333	PSYCHOLOGY OF AGING	3
PSYC 339	HEALTH PSYCHOLOGY	3
PSYC 342	PSYCHOLOGY OF PERSONALITY	3
PSYC 346	FORENSIC PSYCHOLOGY	3
PSYC 347	PSYCHOLOGY OF MEN	3
PSYC 349	PSYCHOLOGY OF HUMAN SEXUALITY	3
PSYC 350	PSYCHOLOGY OF WOMEN	3
PSYC 351	POSITIVE PSYCHOLOGY	3
PSYC 360	ADVANCED STATISTICS FOR PSYCHOLOGY	3
PSYC 362	RESEARCH METHODS FOR PSYCHOLOGY	4
PSYC 372	SENSATION AND PERCEPTION	3
PSYC 373	COGNITIVE PSYCHOLOGY	3
PSYC 374	BIOLOGICAL PSYCHOLOGY	3
PSYC 385	ORGANIZATIONAL PSYCHOLOGY	3
PSYC 386	HUMAN RESOURCES MANAGEMENT	3
PSYC 387	ORGANIZATIONAL DEVELOPMENT AND CHANGE	3
PSYC 394	PSYCHOPHARMACOLOGY	3
PSYC 399	PSYCHOLOGY IN EUROPE	3
PSYC 401*	BEHAVIOR ASSESSMENT	3
PSYC 402*	PRINCIPLES OF BEHAVIOR ANALYSIS	3
PSYC 403*	BEHAVIORAL INTERVENTIONS	3
PSYC 404*	METHODS OF EVALUATION	3
PSYC 405*	EVIDENCE-BASED TEACHING	3
PSYC 406*	AUTISM AND RELATED DISABILITIES	3
PSYC 411	RESEARCH SEMINAR IN ABNORMAL, PERSONALITY OR SOCIAL PSYCHOLOGY	3
PSYC 412	RESEARCH SEMINAR IN BIOLOGICAL PSYCHOLOGY	3
PSYC 413	RESEARCH SEMINAR IN COGNITION OR LEARNING	3
PSYC 414	RESEARCH SEMINAR IN DEVELOPMENTAL PSYCHOLOGY	3
PSYC 453	FUNDAMENTALS OF LEARNING AND MOTIVATION	3

PSYCHOLOGY COURSE LIST (Continued)

<u>COURSE NO.</u>	<u>COURSE TITLE</u>	<u>CREDITS</u>
PSYC 470	SEMINAR IN PSYCHOLOGY	3
PSYC 480	SELECTED TOPICS IN PSYCHOLOGY	3
PSYC 490	GUIDED READINGS IN PSYCHOLOGY (credits vary: maximum of 3 credits per semester)	
PSYC 491	INDIVIDUAL RESEARCH (credits vary: maximum of 3 credits per semester)	
PSYC 492	INDIVIDUAL RESEARCH (credits vary; maximum of 3 credits per semester)	
PSYC 499	INTERNSHIP (credits vary, but most students do 3 credits per semester)	
IDIS 301	SPORT PSYCHOLOGY	3

*Course only available to UMW students enrolled in the UMW-NECC cooperative program at the New England Center for Children.

PSCHOLOGY COURSE DESCRIPTIONS

Psychology 100 is a prerequisite to all 200-, 300-, and 400-level psychology courses.

Course descriptions below note whether the course can possibly fulfill the Writing Intensive or Speaking Intensive General Education requirement. However, these courses are not always taught as Writing or Speaking Intensive courses each semester so you must consult the current Schedule of Courses to determine whether a given course will fulfill the Writing Intensive or Speaking Intensive requirement in any given semester.

Psychology 100 – General Psychology (3 credits)

Fundamental principles of human behavior, history of psychology, research methods, the nervous system, learning, memory, personality, psychological disorders, therapy, social behavior, careers in psychology. Fulfills Human Experience and Society General Education requirement.

Psychology 120 – Lifespan Developmental Psychology (3 credits)

Psychological development from conception through end of life. Consideration of developmental processes, theories, issues, and relevant research. **This course cannot be used to fulfill any requirements in the Psychology major.**

Psychology 261 – Introductory Statistics for Psychology (3 credits)

Prerequisite: Psychology 100. Introduction to descriptive and inferential statistical methods, including basic ANOVA and simple regression. Experience includes problem solving, technical writing, and use of computer statistical packages (SPSS).

Psychology 301 – Social Psychology (3 credits)

Individual behavior in a social context, attitudes, social influence, attribution, prejudice and discrimination, prosocial behavior, and aggression.

Psychology 305 – Cognitive Neuroscience (3 credits)

Introduction to the neural basis of cognitive processes emphasizing changing models of cognitive functioning. Can fulfill Writing Intensive requirement.

Psychology 311 – Abnormal Psychology (3 credits)

Various models of psychopathology, the history of abnormal psychology, psychological disorders: their causes, and therapies.

Psychology 315 – Foundations of Clinical Psychology (3 credits)

Professional issues in clinical psychology, theories and practices of the major schools of psychotherapy, effectiveness of psychotherapy, community psychology, and primary prevention. Can fulfill Speaking Intensive requirement.

Psychology 320 – Psychology of Exceptional Children and Youth (3 credits)

Prerequisite: Either Psychology 331 or 332. Cognitive, emotional, behavioral, and language exceptionalities from infancy through adolescence. Consideration of theories and relevant empirical research. Can fulfill Writing Intensive requirement.

Psychology 322 – Mentoring Children at Risk (3 credits)

Prerequisite: Psychology 100, permission of instructor. Course combines lecture with hands-on work with children of incarcerated mothers at a summer camp. Topics covered in lectures include models of developmental psychology, middle childhood development, maternal incarceration, the impact of poverty on development in children, risk and resilience, and managing problem behaviors. Mentoring component involves spending one week at a sleepover camp specifically for children of incarcerated mothers. Fulfills the Experiential Learning General Education requirement.

Psychology 331 – Developmental Psychology: The Infant and Child (3 credits)

Psychological development from conception through childhood. Consideration of developmental processes, theories, issues, and relevant research. Can fulfill Writing Intensive and/or Speaking Intensive requirement.

Psychology 332 – Developmental Psychology: The Adolescent and Adult (3 credits)

Theories of, and research on, personality, social, physical, and intellectual characteristics from adolescence to young adulthood.

Psychology 333 – Psychology of Aging (3 credits)

Theories and research in aging, changes in personality, intellectual abilities, cognitive capacities, and physical capabilities from adulthood to death. Can fulfill Writing Intensive requirement.

Psychology 339 – Health Psychology (3 credits)

Exploration of psychological issues surrounding health, illness, and medical care. Social psychological perspectives apply to such topics as stress-related diseases, exercise adherence, and doctor-patient interactions.

Psychology 342 – Psychology of Personality (3 credits)

Personality structure, dynamics, development, and methods of research. Can fulfill Writing Intensive requirement.

Psychology 346 – Forensic Psychology (3 credits)

Prerequisites: One from Psychology 301, 311, 320, or 342. Criminal behavior from a psychological perspective. Topics include causes of criminal behavior, the criminal personality, the relationship between psychology and law, how psychology applies to legal situations, rehabilitation, and the prediction of dangerousness. Can fulfill Writing Intensive requirement.

Psychology 347 – Psychology of Men (3 credits)

Impact of sex and gender on male behavior, including models of masculine development. Includes work, physical and mental health, violence, ethnicity, sexuality, and relationships.

Psychology 349 – Psychology of Human Sexuality (3 credits)

Introduction to major areas of investigation concerning human sexuality, including anatomy, physiology, culture, behavior, sexual health, sexual violence, dysfunctions, and therapy.

Psychology 350 – Psychology of Women (3 credits)

Impact of sex and gender on the female experience – individual, interpersonal, and institutional. Includes work, physical and mental health, physical and cognitive ability, social status and empowerment, ethnicity, and sexuality. Can fulfill the Experiential Learning General Education requirement, Writing Intensive and/or Speaking Intensive requirement.

Psychology 351 – Positive Psychology (3 credits)

Introduction to the field of positive psychology theory and research. Topics will include positive emotions, character strengths, and research-based techniques to enhance well-being that allow individuals and communities to thrive.

Psychology 360 – Advanced Statistics for Psychology (3 credits)

Prerequisite: Psychology 261 (with a grade of C- or above). Introduction to advanced statistical methods, including ANOVA models, a priori and post hoc tests, and multiple regression. Particular emphasis on quasi-experimental and correlational methods, as well as data entry, analysis using SPSS, and presentation. Fulfills the Quantitative Reasoning General Education requirement.

Psychology 362 – Research Methods for Psychology (4 credits)

Prerequisite: Psychology 261 (with a grade of C- or above). Introduction to both laboratory and applied methods commonly used in psychological research including experimental, quasi-experimental, observational, qualitative, and correlational methods. A strong focus on the role of ethics in research is integrated into student's own process of data collection, data analysis using SPSS, and formal presentation of their research results. Fulfills Writing Intensive requirement and can fulfill Speaking Intensive requirement

Psychology 372 – Sensation and Perception (3 credits)

Prerequisite: Psychology 100. Study of the processing of environmental energy by the sensory systems (visual, auditory, somatosensory, olfactory, and gustatory), as well as the higher-order processing of activity in those systems, from psychophysical, physiological, and behavioral perspectives. Can fulfill Writing Intensive requirement.

Psychology 373 – Cognitive Psychology (3 credits)

Prerequisite: Psychology 100. The study of human information processing, including pattern recognition, attention, memory, language, problem solving, and decision making. Can fulfill Writing Intensive requirement.

Psychology 374 – Biological Psychology (3 credits)

Prerequisite: Psychology 100. Exploration of biological bases of behavior and neurological correlates of psychological events. Can fulfill Writing Intensive requirement.

Psychology 385 – Organizational Psychology (3 credits)

Prerequisites: MGMT 301. Behavioral aspects of organizations: presenting concepts, theories, research, and research techniques applicable to people in organizations. Topics include personnel selection and placement, job and work environments, worker motivation, job satisfaction, and the organizational and social context of human work. *Cross-listed as MGMT 345.*

Psychology 386 – Human Resources Management (3 credits)

Prerequisites: MGMT 301. Philosophy, principles, policies, and programs for effective personnel management and industrial relations in business, governmental, and not-for-profit organizations. *Cross-listed as MGMT 346.*

Psychology 387 – Organizational Development and Change (3 credits)

Prerequisites: MGMT 301. System-wide application of behavioral science methods, theories, and accumulated knowledge, to the development, change, and reinforcement of organizational strategies, structures, and processes for improving organizational effectiveness. *Cross-listed as MGMT 347.*

Psychology 394 – Psychopharmacology (3 credits)

Prerequisite: One year of biology or one year of chemistry or permission of instructor. Principles of drug action in the body, drug effects on behavior and the social psychology of drug use.

Psychology 399 – Psychology in Europe (3 credits)

Prerequisite: Psychology 100. This two-week trip to Europe traces the development of psychology in Europe prior to its origin in the United States. Students visit sites related to Psychology, have lectures and tours, and complete readings. Fulfills the Global Inquiry General Education requirement.

Psychology 401 – Behavior Assessment (3 credits)

Prerequisites: Twelve hours in psychology and either Psychology 320 or Psychology 453, and acceptance into the UMW-NECC program. This course will introduce key concepts, methods, and ethical considerations associated with behavioral assessment. Course objectives will include teaching students to distinguish between idiographic and norm-referenced assessment approaches, to conduct pertinent behavioral assessments (preference assessments, functional assessments, and skills assessments), and to incorporate assessment outcomes with treatment selection and design in accordance with contemporary best practices in the field of applied behavior analysis. Course available only to UMW students enrolled in the UMW-NECC cooperative program at the New England Center for Children.

Psychology 402 – Principles of Behavior Analysis (3 credits)

Prerequisites: Twelve hours in psychology and either Psychology 320 or Psychology 453, and acceptance into the UMW-NECC program. This course will orient students to the concepts, processes, and scientific principles of behavior on which the field of applied behavior analysis was founded. Topics of study will include the history and defining features of applied behavior analysis as well as the role of basic principles in producing socially meaningful behavior change (positive and negative reinforcement, punishment, discriminative control of behavior, and motivating operations). Course available only to UMW students enrolled in the UMW-NECC cooperative program at the New England Center for Children.

Psychology 403 – Behavioral Interventions (3 credits)

Prerequisites: Twelve hours in Psychology and either Psychology 320 or Psychology 453, and acceptance into the UMW-NECC program. This course will prepare students to identify, implement, and maintain effective behavioral interventions in applied settings. Specific objectives will include teaching students to select and implement function-based interventions for the reduction of problem behaviors, skills-based prevention strategies, and a variety of behavioral teaching tactics. Tactics for promoting procedural integrity and facilitating the generalization and maintenance of treatment effects will also be reviewed. Course available only to UMW students enrolled in the UMW-NECC cooperative program at the New England Center for Children.

Psychology 404 – Methods of Evaluation (3 credits)

Prerequisites: Twelve hours in psychology and either Psychology 320 or Psychology 453, and acceptance into the UMW-NECC program. This course will equip students with skills needed to confirm the clinical efficacy of interventions by subjecting them to experimental evaluation using single-subject designs. Students will learn to develop valid and reliable systems for measuring behavior, to display data using popular and accessible graphing software, and to assess for orderly changes in behavior through visual inspection and interpretation of graphic data. Course available only to UMW students enrolled in the UMW-NECC cooperative program at the New England Center for Children.

Psychology 405 – Evidence-based Teaching (3 credits)

Prerequisites: Twelve hours in psychology and either Psychology 320 or Psychology 453, and acceptance into the UMW-NECC program. This course will provide students with a comprehensive review of empirically supported behavioral teaching procedures for individuals with autism and related disabilities. Topics will focus on teaching skills in a variety of content areas such as language, social, and self-help. Procedures for teaching these include match-to-sample discrimination training, task analysis, as well as prompting procedures including prompt fading and video modeling. Course available only to UMW students enrolled in the UMW-NECC cooperative program at the New England Center for Children.

Psychology 406 – Autism and Related Disabilities (3 credits)

Prerequisites: Twelve hours in psychology and either Psychology 320 or Psychology 453, and acceptance into the UMW-NECC program. This course will provide students with a foundation in etiological, diagnostic, ethical, and treatment-related considerations affecting services for individuals with autism and other disabilities. Topics of study will include current data on causal variables, issues in early identification, and a survey of evidence-based models of treatment, outcome evaluation, and effective

systems support for individuals with pervasive developmental disabilities. Course available only to UMW students enrolled in the UMW-NECC cooperative program at the New England Center for Children.

Psychology 411 – Research Seminar in Abnormal, Personality, or Social Psychology (3 credits)

Prerequisites: PSYC 360 and 362; and one from the following: PSYC 301, 311, or 342. Exploration of current theory and research in abnormal, personality, or social psychology with a focus on designing, conducting, and reporting research in these areas. Can fulfill Speaking Intensive and Writing Intensive requirements.

Psychology 412 – Research Seminar in Biological Psychology (3 credits)

Prerequisites: PSYC 360 and 362; and one from the following: PSYC 305, 372, 374, or 394. Exploration of current theory and research in the biological influences on and correlates of behavior, with a focus on designing, conducting, and reporting research in this area. Can fulfill Speaking Intensive and Writing Intensive requirements.

Psychology 413 – Research Seminar in Cognition or Learning (3 credits)

Prerequisites: PSYC 360 and 362; and one from the following: PSYC 305, 372, 373, or 453. Exploration of current theory and research in cognition and human learning with a focus on designing, conducting and reporting research in this area. Can fulfill Speaking Intensive and Writing Intensive requirements.

Psychology 414 – Research Seminar in Developmental Psychology (3 credits)

Prerequisites: PSYC 360 and 362; and one from the following: PSYC 331, 332, or 333. Exploration of current theory and research in human development, with a focus on designing, conducting and reporting research in this area. Can fulfill Speaking Intensive and Writing Intensive requirements.

Psychology 453 – Fundamentals of Learning and Motivation (3 credits)

Survey of empirical findings and theoretical issues in the analysis of learning and motivation and their interaction in the determination of behavior.

Psychology 470 – Seminar in Psychology (3 credits each)

Prerequisites: courses specified by instructor. Seminar on enduring and/or contemporary issues in psychology. Different topics in different semesters. May be repeated with different topics. Can fulfill Writing Intensive requirement.

Psychology 480 – Selected Topics in Psychology (3 credits each)

Prerequisites: courses specified by instructor. Enduring and/or contemporary issues in psychology. Different topics in different semesters. May be repeated with different topics.

Psychology 490 – Guided Readings in Psychology (variable; maximum of 3 credits per semester)

Prerequisite: junior standing and 12 credits in psychology beyond Psychology 100. Readings in a specialty area of psychology. Maximum of three credits toward the major; maximum of (6) credits in Psychology 490, 491, and 492 combined may count toward the major.

Psychology 491 – Individual Research (3 credits)

Prerequisite: Psychology 360 and 362 or permission of instructor. Empirical investigation and/or theoretical research. Maximum of (6) credits in Psychology 490, 491, and 492 combined may count toward the major program. Can fulfill the Experiential Learning General Education requirement.

Psychology 492 – Individual Research (3 credits)

Prerequisites: Psychology 491 and permission of instructor. Empirical investigation and/or theoretical research with emphasis on research writing and oral presentation of results. Maximum of (6) credits in Psychology 490, 491, and 492 combined may count toward the major program. Can fulfill Speaking Intensive requirement and the Experiential Learning General Education requirement.

Psychology 499 – Internship (1-6 credits)

Prerequisites: Declared Psychology major, Junior standing and 12 hours in psychology beyond Psychology 100. Supervised off-campus experience. Prerequisites for specific internships differ. Maximum of (3) credits toward the major program. Fulfills the Experiential Learning General Education requirement.

IDIS 301 – Sport Psychology (3 credits)

Prerequisites: Psychology 100. Investigates the application of psychological principles to sport and performance.

Community Service Learning – (Fulfills the Experiential Learning General Education requirement).

Community service provides a worthwhile educational experience and the opportunity to apply psychological principles learned in the classroom to the real world. Students choosing the CSL option must complete 40 hours of volunteer work at one

approved community service site or 20 hours at two sites. Prior community service will NOT fulfill the requirement (i.e., service that was not given explicit approval for meeting the requirement before the service was begun). Students must have completed 12 hours of psychology beyond General Psychology and be a declared psychology major before beginning their community service. The community service option must be completed within 12 months of the date on which the service begins.

The 40-hour requirement does not include hours an agency may require for volunteer training. Students must attend one reflection session for each semester of community service. The reflection sessions must be attended during the semester in which the student is performing his or her community service. Summer is considered one semester. In addition, students must attend one reflection session for each site.

Before beginning the CSL experience, students must obtain a CSL contract form with approval signatures from the agency supervisor and the department CSL Coordinator or CSL student assistant. A directory of approved CSL sites is available on the Psychological Science department website. If a student wishes to gain approval for a new CSL site, she or he should contact the department CSL Coordinator.

For May graduation, initial signatures for the contract must be obtained and returned to the department CSL Coordinator **no later than February 1** of the student's senior year. Upon completing the CSL experience, the CSL contract with final signatures and all accompanying paperwork must be submitted to the department CSL Coordinator by **March 15** of the student's senior year. For December graduation, deadlines are October 1 and November 15, respectively.

Psychology majors who are also in UMW's five-year education program may utilize their non-credit bearing practicum hours as CSL hours in order to complete the Experiential Learning requirement. However, practicum hours may only be used as CSL hours if all of the correct CSL paperwork is filed **PRIOR** to beginning the practicum hours.

The UMW Psychology and NECC Collaboration

UMW students may enroll in a semester-long program in Boston at the New England Center for Children working with children with autism spectrum disorders and other disabilities. Students must have completed 12 hours in psychology and either Psychology 320 or Psychology 453 to be eligible for this program. Students will enroll for two courses that will count as electives in the UMW psychology major (Psychology 401, 402, 403, 404, 405 or 406), and they will spend about 30 hours each week gaining hands-on experience as student teachers. This experience will result in six internship credits and six course credits for the semester.

Students will enroll at UMW and pay full-time tuition and fees (in state or out of state as appropriate), as well as the current cost of double-occupancy housing. NECC will

provide housing in close proximity to the Center; the student is responsible for the cost of his or her own food.

To obtain more information about this program, or to apply, please see Dr. Liss or the Psychology website at <http://cas.umw.edu/psychology>.

The Neuroscience Minor

Neuroscience is the interdisciplinary study of the brain and the nervous system. A minor in Neuroscience would help both psychology and biology majors keep abreast of scientific progress in this discipline and help prepare them for emerging career opportunities. The Neuroscience minor would be an appropriate minor for anyone interested in a psychiatric health-care career including general medicine but especially psychiatry, pharmacology, psychiatric-mental health nursing, clinical psychology, or cognitive rehabilitation. This minor would also provide a strong undergraduate foundation for further training in a graduate program in neuroscience or psychobiology.

Students can declare the Neuroscience minor by filling out the major/minor declaration form, found on the Registrar's web page.

The Neuroscience minor requires 17 hours consisting of the following courses:

Psyc 305 Cognitive Neuroscience(3)*	
Psyc 394 Psychopharmacology	(3)*
Psyc 374 Biological Psychology	(3)*
Biol 340 Cellular Biology	(4)
Biol 410 Neurobiology	(4)

Total hours required for Minor: 17

*only two of the Psychology courses can count toward the Psychology major requirements.

FREQUENTLY ASKED QUESTIONS (and their answers)

What are my career options with a major in psychology?

Psychology majors have many career options. The department website, <http://cas.umw.edu/psychology>, has links to many resources about careers and graduate school under the Planning for the Future link. One obvious option is to pursue graduate training in either experimental or applied psychology, and indeed, this is a necessity if you wish to become a professional psychologist. In general, you must have either a master's or a doctoral degree to do college or university teaching or research, or to work in applied settings such as clinics and schools. Students who pursue advanced work in psychology uniformly report that their psychology training at UMW has prepared them well for graduate school.

An increasing number of UMW graduates are entering professional schools such as those for law and dentistry. They find that their training in psychology gives them a perspective different from many other pre-professional students and that this different perspective has been beneficial to them.

Most of our majors, however, enter the work force upon completion of their undergraduate work. Some of them have completed teacher certification and teach at the elementary and secondary levels. Others find jobs with local, state, and federal governments in fields such as social work, social security administration, and personnel. Still others enter the world of business and industry, obtaining jobs in fields such as banking, insurance, real estate, and communications technology.

Most of our former students tell us that they find their psychology major to be beneficial in whatever jobs they obtain. As psychology majors, you will be given training in the accurate observation of behavior, in how to develop and test hypotheses about animal and human behavior, in how to develop surveys and questionnaires, in problem-solving and decision-making skills, and in how to think critically and communicate effectively. In addition, you will learn about principles of perception, learning, motivation, psychological development, and personality, which will give you a better understanding of yourself and others. We believe that the skills and knowledge you acquire at UMW will be valuable to you in your personal lives as well as in your careers and jobs.

The UMW Department of Psychological Science attempts to help you with decisions about your career. Your advisor can give you more specific information regarding careers in psychology. In addition, the departmental career advisor is available to discuss careers with interested students. Selected members of the department also hold periodic open meetings with students to discuss graduate school and career options and each year Psi Chi sponsors a Career forum for majors.

If you are interested in pursuing graduate work, talk with your advisor early in your time at Mary Washington and also look at the Planning for the Future link on the department webpage for important information and links.

How do I declare my major?

It is to your advantage to declare a major as soon as possible; that way you receive specific advice about the major from a psychology faculty member.

Students may declare their major by filling out a major declaration form, found on the Registrar's web page. After filling out this form, bring it to the Department of Psychological Science chair who will sign it and assign you an advisor in Psychology.

How do I get an advisor?

The chairperson will assign you an advisor when you declare the major. While you may request a specific psychology professor for your advisor, there is no guarantee, that faculty member will be available because of the large number of majors we have in Psychology. If you choose, you can make an appointment to meet and become acquainted with your advisor after you declare a major.

What is the function of an advisor?

Your advisor does just that – *advises* you about your psychology program. He or she will try to answer questions about psychology and help you make decisions about course selections and career options. However, *you* are the one who must make the decisions and be responsible for making sure that you have fulfilled all college and departmental requirements.

May I double major in psychology and some other field?

Yes. Approximately 10 to 20 percent of our majors also major in another field. If you want to double major, you must declare both majors and fulfill the requirements for both. You will be assigned an advisor in each major to guide you through the process.

What is the procedure for doing an internship in psychology?

Psychology students have done internships (PSYC 499) in a number of settings, such as schools, nursing homes, day treatment centers, homes for emotionally disturbed adolescents, and infant stimulation programs. In our experience, internships have proven most valuable for our students when we have been able to supervise them closely and exert quality control over the tasks that they perform. For this reason, we require that any internship taken for psychology credit first be approved at a department meeting.

A number of internships have already received departmental approval. Descriptions of these and the specific prerequisite requirements are available on the Department of Psychological Science Web page, <http://cas.umw.edu/psychology>. If you wish to pursue any of these approved internships, first identify the internship you are interested in. After you ensure you meet all of the requirements for that internship, contact the agency supervisor listed on the internship description to determine if the agency is willing to accept an intern for the semester of interest. If they are, then get a copy of the internship contract from the Center for Career and Professional Development webpage. Then meet

with the agency supervisor and the Department of Psychological Science internship supervisor for the semester you are interested in doing the internship to complete the contract.

If you are interested in doing an internship that has not yet received departmental approval, you should contact the departmental internship coordinator, who will discuss your proposal with you. In order to do such an internship, you will need to work with the department internship coordinator and have the internship approved at a department meeting. Since all of this takes time, it is important that you *plan ahead* in thinking about internships.

Students applying for an internship must have completed at least 12 hours of college credit, be in good academic standing, have completed 12 hours in psychology beyond PSYC 100, and have met all the requirements for a particular internship. In addition, they may be required to meet with the internship coordinator and/or agency supervisor and to furnish a statement of why they are interested in that internship. If more than one student applies for a particular internship, that internship may be filled on a competitive basis.

Students sign up for internships by registering for PSYC 499. The procedures for registering for an internship are different from those for other classes and depend on the number of hours taken. Before registering for this course, students will need to complete the internship contract obtained from Career and Professional Development website. In addition, students will need to obtain written permission from the department internship coordinator and from the chairperson of the department. As a part of this process, students will develop a contract with the internship coordinator regarding the number of credit hours (1 to 6, depending upon the number of clock hours) to be assigned, the duties and requirements of the agency, and the criteria by which the internship coordinator will assign a grade to the internship. Note that although an internship can be taken for a maximum of six credit hours, only three of these may be applied toward the psychology major.

In general, it is good to discuss internship plans with an advisor at least one semester ahead of time. One final word of caution: Do not assume that the department has approved an internship just because you see it on the Career Services webpage. *Always* check with your advisor or the departmental internship coordinator to make sure that the department has approved the internship. The list of internships and information on these internships are on the Department of Psychological Science Web page, <http://cas.umw.edu/psychology>.

What is Independent Research?

The independent research option (PSYC 491-492) allows you to pursue, in consultation with a faculty member, a particular interest in psychology. This year-long experience may involve archival or library research and/or some type of empirical research, such as observational and experimental studies with animal and human subjects. This option is especially valuable for students considering graduate training in psychology.

You may earn a maximum of six credits of independent research toward the psychology major requirements. If you are interested in pursuing this option, you should discuss it with your advisor. Remember that before registering for independent research each semester, you must obtain a special form from the department office manager and have it signed by both your research supervisor and the department chairperson.

Independent research is most often conducted as part of a research team. This option fulfills the major requirements for Block VII, and PSYC 492 can fulfill the major requirements for Block VI as well. Prerequisites for PSYC 491 are PSYC 360 and 362, and permission of the instructor. The Prerequisite for PSYC 492 is PSYC 491.

How does the independent research option (PSYC 491-492) work?

All students electing to take PSYC 491 and 492 to satisfy Block VII of the major requirements must take three credits each semester for independent research over two successive semesters (PSYC 491 in the fall and PSYC 492 in the spring). PSYC 360 and 362 (and permission of instructor) are prerequisites for PSYC 491; PSYC 491 is the prerequisite for PSYC 492. PSYC 492 can also fulfill Block VI of the major requirements. The exact nature and requirements of the independent research project are determined by the student, the individual faculty research supervisor, and, in many cases, other members of the research team.

Each spring, faculty interested in supervising independent research for the following academic year present their research interests to students who plan to take independent research the next year. Students then complete an interest survey, indicating which faculty they would like to do research with. Faculty then look through the survey responses and choose students to work with. You may take independent research with any psychology faculty member who is willing to supervise you. Faculty members are **not required** to supervise independent research students and the number of independent research students on each team is up to the professor. Depending upon this number, the student may conduct research alone or as part of a research team.

Topics for independent research vary from semester to semester. Recent topics have included eating disorders, sexism, change blindness, face perception, internet aggression, effects of exercise programs, and effects of mood on athletic performance.

May I take a psychology course at another college and have it count toward my UMW psychology degree?

Yes. The general rule is that psychology courses taken at other institutions that *are equivalent* to ones offered at UMW will count toward major requirements at UMW, including major electives. Other psychology courses may be transferred as general electives at the discretion of the Office of Academic Services and the department chairperson. Regardless, before you take such a course (including summer courses), you must submit the appropriate form, signed by the chairperson, to Academic Services.

THE ROLE OF THE STUDENT IN THE DEPARTMENT

Psychology majors are encouraged to become involved in the department in a number of ways. In an effort to encourage more intellectual involvement, the department sponsors the Psychology-Graduate-in-Residence program and speakers on psychological topics. The Department of Psychological Science also provides periodic informational sessions regarding careers and graduate training in psychology. Student social involvement is encouraged through activities such as parties, a picnic, and student-faculty athletic events.

Student Representatives

Each year, a number of students (usually four) function as student representatives. They attend department meetings, have a say in departmental decisions, and in general serve as liaisons between the department faculty and the students. In addition, they organize and attend meetings for majors and prospective majors, coordinate a presentation on careers in psychology, work with faculty in sponsoring speakers, help plan departmental social events such as parties and picnics, help publish newsletters for majors, and conduct the election for the coming year's student representatives.

The election for the coming year's student representatives is held yearly in March. The major qualifications for this position are that the student be a declared major or a BLS student with a psychology core. The student must be interested in psychology and must have the time and willingness to perform the functions outlined above. Attendance at department meetings and majors meetings, as well as performing the other functions described, is mandatory. In addition, a student should seek this office only if he or she is willing to serve as a student representative for the *entire* academic year.

Psi Chi

Psi Chi is the national honorary society in psychology. UMW has a strong, active, award-winning chapter. In order to be eligible for membership in Psi Chi, a student must be a declared major or a BLS student with a core concentration in psychology, have completed at least 15 credit hours of psychology courses at UMW, and have attained at least an overall GPA of 3.2 and a GPA of 3.4 in UMW psychology courses. Psi Chi works with the department in sponsoring speakers and programs on psychology. Members are initiated into Psi Chi during both fall and spring semesters.

Virginia Association for Psychological Science (VAPS) Membership

Independent research students in psychology typically present the results of their PSYC 491-492 research at the annual Virginia Association for Psychological Science convention held in the Spring. Students who are doing individual research (PSYC 491 and PSYC 492) must join VAPS. If you are interested in joining the VAPS, please contact the department chair. The department pays membership fees for interested students.

Psi Chi Student Research Symposium

Each spring, Psi Chi sponsors a student research symposium in which UMW psychology majors present to the college community the results of research projects that they have undertaken during the year. Awards are given for the best presentation in the class and individual research categories.

Graduate-in-Residence Program

Every fall semester, the Department of Psychological Science invites a psychology alumnus to be a Graduate-in-Residence (GIR). The GIR program serves to enhance career advising and to support research endeavors. To date, the department has hosted 19 GIRs. They include Mary Russo '86, John Hummel '86, Vicki Flaherty '86, Deborah Stahl '72, Holly Hollomon '94, Annmarie Cozzi '82, Debbie Schulter Bauer '91, Kathleen McCune '84, Margie Sanfilippo Hardy '87, Rebecca China '76, Bonnie Moradi '96, Lori Daniels '84, Lorrina Eastman '89, Robert Franklin '92, Patricia Grant '93, Dianna Rowell '97, Matthew Hunsinger '01, Wendy Sulk '98, Brianne Friberg '01, Annie Kleykamp '01, Alison Knuth Brown '96 and Amy WickMavis '87. The Fall 2017 GIR will be Natalie Kerr Lawrence '95.

SCHOLARSHIPS

The department awards over \$20,000 in scholarship money each year to majors. Below is a list of each of the scholarships we award. Information on how to apply for these scholarships can be found on the department webpage.

J. Christopher Bill Scholarship

This scholarship was created by current and former psychology majors and colleagues at the university. The purpose of this scholarship is to honor Professor Christopher "Topher" Bill's 30 years of dedicated service as a teacher at Mary Washington and to recognize his tireless support of psychology majors as they undertook their studies. Dr. Bill was a dedicated hiker who volunteered his time clearing and maintaining hiking trails. He was also an avid tennis player and was a race time and judge at local swim meets.

2017-18 J. Christopher Bill Scholar is Aimee Silverman.

Emily Cella Scholarship

This scholarship was established in memory of Emily Cella by her family and friends. Emily was a student at Mary Washington College who is remembered as someone with a positive attitude and an interest in Criminology and Psychology. She was an avid

reader who also loved to write. Her family and friends have described her as humorous, loving, and kind. The scholarship was established to honor Emily's memory and to recognize the outstanding accomplishments of students in Psychology and/or Sociology/Anthropology.

2017-2018 Emily Cella Scholars are Katherine Hatton and Sophia Lamp.

James '87 and Deborah Llewellyn Scholarship

James Llewellyn graduated Cum Laude with Honors in Psychology from MWC in 1987 and then earned his M.A. in Psychology from Old Dominion University. He has spent his career in Human Resources and is very appreciative of the critical thinking, research, and communication skills he learned at MWC. Deborah Llewellyn earned an undergraduate degree in Business at U of Texas El Paso and an MBA from U of Tampa. She also works in the field of Human Resources. James and Deborah value higher education and are pleased to help future generations enjoy an excellent educational experience and the opportunities it provides.

2017-2018 James '87 and Deborah Llewellyn Scholar is Megan Jacobs.

Burney Lynch Parkinson Memorial Scholarship

Dr. Burney Lynch Parkinson was a Professor of Psychology at Mary Washington College from 1952 to 1956. Mrs. Elizabeth Poteet Pollard, a 1956 graduate of Mary Washington, endowed this scholarship in memory of Dr. Parkinson. She remembered him as being a very wise and sensible professor who wanted to see his students excel in the classroom and after graduation. She is very appreciative of the scholarship she received as a student and wanted to help future Mary Washington students. The criteria for receiving the award are performance in psychology at UMW, intention to teach, and demonstrated financial need.

2017-18 Burney Lynch Parkinson Memorial Scholars are Megan Jenson and Megan Turner.

Minnie Rob Phaup Memorial Scholarship

This scholarship was established by an anonymous donor in memory of Dr. Phaup, who was a member of the Psychology department faculty. Dr. Phaup received her master's degree in philosophy and psychology from the University of Chicago in 1930 and in 1956 she received a second master's degree in psychology from George Washington University. In 1960 she received her Ph.D. in psychology from George Washington University. Dr. Phaup joined the Mary Washington College faculty in September, 1959. After being at the college barely a year, Dr. Phaup became ill and died at the age of 54. The scholarship was established to honor Dr. Phaup for her lifelong dedication to scholarship and learning.

2017-18 Minnie Rob Phaup Scholars are Hannah Lynde, Taylor Presley and Erin Shaw.

C. Jarrett & Hazel Small Wilkins Scholarship

This scholarship was established by Marsha Wilkins Munson, class of 1962, as a tribute to her parents, C. Jarrett and Hazel Small Wilkins. The recipient must be a formally declared major in the Department of Psychological Science and usually has community service experience through the UMW COAR program.

2017-2018 C. Jarrett and Hazel Small Wilkins Scholar is Sophie Obert.

AWARDS AND HONORS

Outstanding Senior Psychology Major Award

This award, established by Psi Chi in 1982, is presented to the outstanding senior psychology major as chosen by department faculty members. In making the decision, faculty use two sets of criteria established by Psi Chi. The most important factors include academic excellence in psychology; participation in psychology, whether in classes, internships, research, or tutoring; and professionalism in attitude toward psychology. Secondary factors include support of the Department of Psychological Science (e.g., through attendance at psychology-related lectures, attendance at majors' meetings, etc.), leadership in the department, and overall academic excellence. This award is presented at the spring Psi Chi Research Symposium awards ceremony.

Departmental Honors

Academically outstanding psychology majors may earn honors in psychology by meeting the criteria described below. Since the notation of honors appears on a student's diploma and permanent record, we urge you to seriously consider pursuing honors if you are eligible. If you are interested, you should consult your advisor during your junior year. The departmental policy and procedures for honors are described below.

In order to graduate with honors in psychology, a student must: (a) after having completed 106 credit hours of work, attain an overall grade-point average of 3.0 and an average of 3.5 in psychology courses, and (b) successfully complete an honors project in psychology. In all honors projects, it is ultimately the sponsoring professor's decision whether the project will be submitted to the department for honors consideration.

Grade-Point Average: The student's grade-point average in psychology will be computed on all of his or her work in psychology courses taken at Mary Washington, including the semester in which the student attains 106 total credit hours.

Honors Project: The honors project may consist of either a theoretical paper or an empirical investigation. It may be done independently or as part of the work of a research team. It should be recognized that students normally take at least two semesters to complete a typical honors project. Students are encouraged to consider doing honors projects soon enough as to allow themselves a reasonable amount of time to complete their work.

Prior to the semester when the student intends to actually work on the project, he or she, in consultation with his or her advisor, selects the faculty member who is to direct the project; this is the honors project director. The student arranges the exact nature of the project with the honors project director. Students are not expected to have fully designed projects before they initiate the idea of an honors project with a professor. Rather, they are expected to have an interest in doing an original project or expanding on an idea provided by the faculty member. Ordinarily, during the first semester a student doing an empirical investigation will read in those areas specific to the intended project and will design the project.

Early in the second semester, the student and the honors project director select two other Psychology faculty members to act, along with the director, as the student's honors project committee. In the event that a student is working with more than one mentor (e.g., two faculty members co-leading a research team in either an official or unofficial capacity), the student, in consultation with the honors project co-directors, should select two additional faculty members to serve on the honors project committee. This would result in a three-person honors project committee for students with a single faculty mentor, and a four-person honors project committee for students with two mentors. In the second semester, no later than two weeks after the first day of classes, the student sends these faculty members a written request to serve on the student's committee. If the faculty member agrees to serve on the committee, he or she notifies the student in writing as soon as possible. If one or both of the faculty members decline to serve, the student then solicits another faculty member to round out membership in the committee.

The second semester will usually be spent doing the research and writing a paper about it. A student doing a theoretical paper will probably spend the duration of the project doing the research and writing the paper.

The honors project is credited under Psychology 492: Individual Research.

The honors project paper should be written using the standard psychological journal format for the type of research done. Although the paper will, in format, resemble a journal article, it should include enough information so that a department faculty member who is not an expert in the area can easily understand its contents. The completed paper

shall be duplicated and distributed to the honors project committee no later than two full weeks prior to the last day of classes for that semester.

Within one week after receiving the paper, each committee member shall give to the student one or more written questions pertaining to the material in the paper. Each committee member may also give the student suggestions as to the basis for an oral presentation to the committee. This presentation will be scheduled to take place no later than the last day of classes for that semester.

The student's oral presentation is attended by the committee members and may be attended by other Psychology faculty as well. During the oral presentation, the student discusses the rationale, method, and results of the investigation. In order to allow the student to give the presentation in an orderly fashion, during this phase audience members will be asked to limit their questions to matters of fact and understanding. They will also be asked to refrain from asking questions on interpretation until the student has completed the formal presentation. At such time, audience members may ask questions relating to methodology, interpretation, and implications, etc., of the research.

When the student has completed answering all questions regarding the project, he or she is excused from the meeting. The committee then evaluates the student's honors project performance. Evaluation of the student's performance will encompass all aspects of the project (i.e., the nature of the problem, the methodology employed, the quality of the written paper, and the understanding and delivery demonstrated in the oral presentation).

By a majority vote, the committee will then assess the student's overall performance as acceptable or not acceptable; at least two votes are needed for a student with a single mentor to pass, while three votes are needed for a student with dual mentors. If it wishes, the committee may require that the student rewrite a portion or portions of the paper as a condition of acceptance. Such conditions must be fulfilled no later than the day before the last day of the final examination period.

If the honors project committee votes to award departmental honors to the student, the honors project director must notify the department chairperson in writing immediately after the vote. The departmental chairperson then notifies the department faculty secretary, who notes this action in an addendum to the minutes for the April department meeting. The department chairperson must also notify the Office of the Registrar of recipients of departmental honors no later than the day that senior grades are due in the second semester.

The student must distribute a copy of his or her final paper to his or her honors project director, the committee members, and the department chairperson no later than the

day before the last day of the final examination period. The student must also deposit the original of the final paper in the Simpson Library no later than the last day of the final examination period of that semester. The honors project director will be responsible for ensuring that the student fulfills these requirements.

Students who are part of a PSYC 491- 492 research team may use the team's project as the basis for their Honors Projects. In such a case, the faculty member directing the candidate's PSYC 491-492 research team will serve as the honors project director, and the team conducts the research project as it normally would. However, in order to obtain honors, the student must write an entirely *individually authored* paper. The student must also meet all the other requirements for honors, including deadlines, as outlined above.

DEPARTMENTAL FACULTY

MINDY J. ERCHULL, (Ph.D., Arizona State University)

Courses Typically Taught

General Psychology; Social Psychology; Health Psychology; Psychology of Women; Research Methods; FSEM:Feminism in the 21st Century.

Special Interests

Feminist identity; objectification theory; sexualization of women; women's health; menstruation.

Representative Publications and Papers (*denotes student co-authors)

Erchull, M.J.; & Liss, M. (2015). Clinical outcomes of enjoying sexualization among lesbian women. *Journal of Homosexuality*, 62, 340-352.

*Papp, L.J., *Hagerman, C., *Gnoleba, M.A., Erchull, M.J., Liss, M., *Miles-McLean, H., & *Robertson, C.M., (2015). Exploring perceptions of slut-shaming on Facebook: Evidence for a reverse sexual double standard. *Gender Issues*, 32, 57-76.

Erchull, M.J., & Liss, M. (2014). The object of one's desire: How perceived sexual empowerment through objectification is related to sexual outcomes. *Sexuality & Culture*, 18, 773-788.

*Hartwell, L.P., Erchull, M.J., & Liss, M. (2014). Desire for marriage and children: A comparison of feminist and non-feminist women. *Gender Issues*, 31, 102-122.

*Miles-McLean, H., Liss, M., & Erchull, M.J. (2014) Fathers, daughters, and self-objectification: Does bonding style matter? *Body Image*, 11, 534-542.

Schiffrin, H.H., Liss, M., *Miles-McLean, H., *Geary, K.A., Erchull, M. J., & *Tashner, T. (2014). Helping or hovering? The effects of helicopter parenting on college students' well-being. *Journal of Child and Family Studies*, 23, 548-557.

Individual Research Projects Supervised

Predictors and correlates of feminist self-identification; self-objectification among lesbians; understanding the feminist identity development model; misperceptions of social norms about marriage, children, and chores; actual and ideal expectations for the division of household labor; relationship between benevolent sexism and objectification; the relationship between dissociation and self-objectification; social norm misperceptions about sexual activity on campus; the relationships among sexualization, objectification, casual sex, and sexual agency; objectification as a source of insidious trauma; the sexual double standard and slut-shaming; romantic beliefs predict intimate partner violence; objectification, justifying beliefs, fear of rape, and rape avoidance behaviors.

DAVID W. KOLAR, Chairperson (Ph.D., University of California, Riverside)

Courses Typically Taught

Introduction to Statistics for Psychology; Personality Psychology; Social Psychology; Advanced Statistics for Psychology; Senior Seminar in Social/Personality Psychology.

Special Interests

Psychology and Environmental Issues; Interpersonal Perception; Accuracy in Personality Judgment; Behavioral Coherence; Non-verbal Communication.

Representative Publications and Presentations (* denotes student co-authors)

Kolar, D.W. (2016). Perceptions of Individuals and Groups Who are Concerned about the Environment. Annual Meetings of the Society for Personality and Social Psychology in San Diego, CA.

*De Asis, M., *Hansen, K., *Slesinger, C., & Kolar, D.W. (2016). Promoting Water Conservation Through Different Teaching Methods: What Works? Presented at the Spring meetings of the Virginia Psychological Association in Newport News, VA.

Kilmartin, C., *Semelsberger, R., *Dye, S., *Boggs, E., & Kolar, D. (2015). A behavior intervention to reduce sexism in college men. *Gender Issues*, 32(2), 97-110.

*Davila, A., *Mason, H., & Kolar, D.W. (2014). Effects of Information and Social Norms on Environmental Intentions and Attitudes. Presented at the Spring meetings of the Virginia Psychological Association in Norfolk, VA.

*Byrd, B., *Kasper, A., *Moore, C., & Kolar, D.W. (2013). Prompting Environmentalism: Prompts as a Method of Food Waste Reduction. Presented at the Spring meetings of the Virginia Psychological Association in Richmond, VA.

Kolar, D.W. & McBride, C.A. (2011). Mentoring at-risk youth in schools: Can small doses make a big change? *Mentoring & Tutoring: Partnership in Learning*, 19(2), pp. 125-138.

Individual Research Projects Supervised

Overconsumption and Environmentalism; Perceptions of Environmentalism; Factors that influence social interactions; Motivation and interjudge agreement; Expectation violations in groups; Gender and the perception of sexual intent; Self perception change.

MIRIAM LISS, (Ph.D., University of Connecticut)

Courses Typically Taught

General Psychology; Personality; Freshman Seminar, Senior Seminar; Psychology of Women; Introduction to Clinical Psychology.

Special Interests

Psychology of women, objectification, parenting, mindfulness, work family balance, sensory processing, autism, social media

Books

Liss, M. & Schiffrin, H. (August 2014). *Balancing the Big Stuff: Finding Happiness in Work, Family and Life*. Rowman and Littlefield Press.

Liss, M., & Richmond, K., & Erchull, M. E. (forthcoming) *Psychology of Women and Gender: Empowering Women and Girls* (tentative title). Norton Publishing

Selected/Representative Peer Reviewed Articles (*denotes student co-authors)

*Blackwell, D., *Leaman, C., *Tramposch, R., *Osborne, C., & Liss, M. (2017). Extraversion, neuroticism, attachment style and fear of missing out as predictors of social media use and addiction. *Personality and Individual Differences*, 116, 69-72.

Liss, M. & Erchull, M.J. (2015). Not hating what you see: Self-compassion may protect against negative mental health variables connected to self-objectification in college women. *Body Image*, 14, 5-12.

*Miles-McLean, H., Liss, M., Erchull, M. J., *Robertson, C. M., *Hagerman, C., *Gnoleba, M. A., & *Papp, L. J. (2015). “Stop looking at me!” Interpersonal sexual objectification as a source of insidious trauma. *Psychology of Women Quarterly*, 39, 363-374.

*Miles-McLean, H., Liss, M., & Erchull, M.J. (2014). Fathers, daughters, and self-objectification: Does bonding style matter? *Body Image*, 11, 534-542.

Schiffrin, H. H., Liss, M., *Miles-McLean, H., *Geary, K., Erchull, M. J., & *Tashner, T. (2014). Helping or hovering? The effects of helicopter parenting on college students. *Journal of Child and Family Studies*, 23, 548-557.

Recent Individual Research Projects Supervised (not reflected in publications above)

Using the eye tracker to connect objectification with judgments of others;

VIRGINIA MACKINTOSH, (Ph.D., Virginia Commonwealth)

Courses Typically Taught

Developmental Psychology: The Infant and Child; Developmental Psychology: The Adolescent and Adult; Psychology of Aging; Mentoring Children at Risk; The Psychology of Exceptional Children and Youth; Research Seminar in Developmental Psychology; General Psychology.

Special Interests

Family functioning in the face of risks; autism and other developmental disabilities; parenting; children of incarcerated parents; adolescent development.

Representative Publications and Papers

Mackintosh, V. H., Liss, M., & Schiffrin, H. H. (2014). Using a Quantitative Measure to Explore Intensive Mothering Ideology. In L. Ennis (Ed.), *Intensive Mothering: The Cultural Contradictions of Modern Motherhood*. Bradford, ON: Demeter Press.

Myers, B.J., Mackintosh, V.H., Kuznetsova, M.I., Ravindran, N., Lotze, G.M., & Best, A.M. (2013) Teasing and bullying in children of incarcerated mothers. In J. Poehlmann & M. Eddy (Eds.), *Relationship Processes and Resilience in Children of Incarcerated Parents* [Monograph]. Society of Research in Child Development.

Christon, L.M., Mackintosh, V.H., & Myers, B.J., (2010). Use of complementary and alternative medicine (CAM) treatments by parents of children with autism spectrum disorders. *Research in Autism Spectrum Disorders, 4*, 249-259.

Myers, B.J., Mackintosh, V.H., & Goin-Kochel, R.P. (2009). “My greatest joy and my greatest heartache”: Parents tell how having a child with autism has affected their own lives and their families’ lives. *Research in Autism Spectrum Disorders, 3*, 670-684.

Goin-Kochel, R.P., Mackintosh, V.H., & Myers, B.J. (2009). Parental reports on the efficacy of treatments and therapies for children with autism spectrum disorders. *Research in Autism Spectrum Disorders, 31*, 528-537.

Kennon, S.S., Mackintosh, V.H., & Myers, B.J. (2009). Parent education for incarcerated mothers. *Journal of Correctional Education, 60*, 10-30.

Goin-Kochel, R.P., Mackintosh, V.H., & Myers, B.J. (2007). Parental reports on the use of treatments and therapies for children with autism spectrum disorders. *Research in Autism Spectrum Disorders, 1*, 195-209.

Mackintosh, V.H., Myers, B.J., & Kennon, S.S. (2006). Children of incarcerated mothers and their caregivers: Factors affecting the quality of their relationship. *Journal of Child and Family Studies, 15*, 581-596.

Mackintosh, V.H., Myers, B.J. & Goin-Kochel, R.P. (2005). Sources of Information and Support Used by Parents of Children with Autism Spectrum Disorders. *Journal of Developmental Disabilities, 12*, 41-51.

Individual Research Projects Supervised

Women’s experience with menarche (first menstrual periods) and the quality of mother/daughter relationship; How a belief in recovery impacts peoples’ perceptions of the effectiveness of autism treatments; intensive parenting attitudes in families of children with disabilities; siblings of adults with

disabilities, the impact of work on the quality of life in adults with disabilities.

JENNIFER R. MAILLOUX (Ph.D., S.U.N.Y. Stony Brook)

Courses Typically Taught

Introductory Statistics for Psychology, Advanced Statistics for Psychology, Psychology of Human Sexuality, Sensation and Perception, Psychopharmacology, Research Seminar in Biological Psychology

Special Interests

Processing of sensory information, especially of body sensations; Processing of numerical information, especially statistics; Psychophysiological correlates of stress

Representative Presentations and Publications

Mailloux, J., Horton, W., DeVille, D., Farnsworth, E., & Sisk, R. (2016).

Does interoceptive sensitivity interact with catastrophic thinking to affect arousal? Poster presented at the annual meeting of the Eastern Psychological Association. New York, NY.

DeVille, D., Erchull, M., & Mailloux, J. (2015). Interoceptive sensitivity and eating disorder risk: The mediating role of intuitive eating. Poster presented at the annual meeting of the American Psychosomatic Society, Savannah, GA.

Ring, C., Brener, J., Knapp, K., & Mailloux, J. (2014). Effects of heartbeat feedback on beliefs about heart rate counting: A cautionary tale about interoceptive awareness. *Biological Psychology*, 104, 193-198.

Christian, E., Knapp, E., McWaters, M., Fritch, A., Stahlman, W.D., & Mailloux, J. (2013). *Facilitation versus overshadowing: Does multimodal input help or hinder object recognition?* Poster presented at the annual meeting of the Association for Psychological Science, Washington, D.C.

Mailloux, J., Breedin, S., Roschelli, S., Thorne, N., & Gaskill, J. (2011). *Influence of numeracy and need for cognition on a novel ratio-bias task.* Poster presented at the annual meeting of the Association for Psychological Science, Washington, DC.

Liss, M., Mailloux, J. & Erchull, M.J. (2008). The relationships between sensory processing sensitivity, alexithymia, autism, depression, and anxiety. *Personality and Individual Differences*, 45(3), 255-259.

Individual Research Projects Supervised

Perception of body sensations and other variables as predictors of cognitive distraction during sex; Relationship between perception of body sensations and eating behavior; Interaction of perception of and catastrophic thinking about body sensations on physiological arousal; Effect of multimodal versus unimodal sensory input on visual and tactile object recognition

CHRISTINE A. McBRIDE, (Ph.D., University of California, Riverside)

Courses Typically Taught

Introductory and Advanced Statistics; Social Psychology; Health Psychology; Seminar in Social Psychology.

Special Interests

Eating behaviors; stress and coping; communication in the health care setting; satisfaction with medical care; women's health issues; program evaluation

Representative Publications and Papers

McBride, CA, Aleksonis, H, Kane, H Blosser, M, Brown, M (2017). The Justification of Junk Food: The Licensing Effect and Hedonic Food Consumption. Presented at the Annual Conference of the Eastern Psychological Association, Boston, MA.

Aleksonis, H, Blosser, M, Brown, M, Kane, H & McBride, CA (March 2016). Delectable Dessert or Delicious Drink? Guilt as a Consequence of Food Form. Presented at the Annual Conference of the Eastern Psychological Association, New York, NY.

McBride, CA, Baxter, M, Crossman, J, Hickey, S & Tsigronis, K (May 2015). Dissecting Mindfulness: An Investigation of How the Individual Facets Influence Eating Behaviors. Presented at the Annual Conference of the Association for Psychological Science, New York, NY.

Storey, E., Hagerman, C., Bell, A. & McBride, CA (May 2014). Turning to Food Under Stress: The Roles of Attentional Focus and Dietary Restraint. Presented at the Annual Conference of the Association for Psychological Science, San Francisco, CA.

McBride, CA., Lynn, C., Fraize, N. & Ball, T. (March 2014). Stress-Induced Eating in Children: Are Adult Models Accurate and Appropriate? Presented at the Annual Meeting of the Eastern Psychological Association, Boston, MA.

Kolar, D. & McBride, C.A. (2011). Mentoring at-risk youth in schools: Can small doses make a big change? *Mentoring and Tutoring*, 19(2), 125-138.

LaFave, L., Desportes, L., & McBride, C. (2009). Treatment outcomes and perceived benefits: A qualitative assessment of a women's substance abuse treatment program. *Women & Therapy*.

Individual Research Projects Supervised

Stress-related eating, mindful eating, justification of food choices, attitudes towards women with postpartum depression, locus of control in the childbirth experience, personality characteristics of pain patients, cross-cultural views of stress and eating behavior, exercise and self-presentation.

DAVID A. RETTINGER, (Ph.D., University of Colorado, Boulder)

Courses Typically Taught

General Psychology, Cognitive Psychology, Research Methods, History of Psychology.

Special Interests

Decision making; Academic integrity; Moral decision making.

Representative Publications and Papers

O'Rourke, J., Barnes, J., Deaton, A., Fulks, K., Ryan K., & Rettinger, D.A. (2009). The Psychology of High School and College Academic Dishonesty. Ethics & Behavior, 20(1), 47-64.

Rettinger, D.A. (2007). Applying Decision Theory to Academic Integrity Decisions. In E.M. Anderman and T.B. Murdock (eds.) Psychological Perspectives on Academic Cheating. San Diego, CA: Elsevier.

Rettinger, D.A. & Rettinger, J. (2005). From Santa's Little Helper to Duff Beer: Decision Making (Mostly Bad) in the Simpsons. In A. Brown (ed.) D'oh: Psychology of the Simpsons. Dallas: BenBella Press.

Rettinger, D.A., & Hastie, R. (2001). Content Effects on Decision Making. Organizational Behavior and Human Decision Processes, 85(2), 336-359.

Miyake, A., Friedman, N., Rettinger, D.A., Shah, P., & Hegarty, M.A. (2001). How Are Visuospatial Working Memory, Executive Functioning, and Spatial Abilities Related? A Latent-Variable Analysis. Journal of Experimental Psychology: General, 130(4), 621-640.

Individual Research Projects Supervised

Impulsivity and moral decisions; framing effects on cheating behavior.

PATRICK R. RICH, (Ph.D., Kent State University)

Courses Typically Taught

Introductory Statistics for Psychology; Cognitive Psychology; Advanced Statistics for Psychology; Research Methods for Psychology

Special Interests

My research focuses on the cognitive processes involved in how memories change and how our understanding of these processes can inform how we address real-world problems. Recently I have been studying how these processes affect how people correct inaccurate knowledge. In particular, I have investigated these topics with a goal of improving the techniques used to correct mistaken information reported in the news and commonly-held

misconceptions. For example, many people still believe that sugar causes hyperactivity (especially in children) despite a variety of scientific evidence consistently indicating that sugar does not lead to hyperactivity.

Representative Publications and Papers

Rich, P. R., Van Loon, M. H., Dunlosky, J., & Zaragoza, M. S. (2017). Belief in corrective feedback for common misconceptions: Implications for knowledge revision. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *43*, 492-501.

Zaragoza, M. S., **Rich, P. R.**, Rindal, E. J., & DeFranco, R. M. (2017). Forced fabrication and false memories. In Nash, R. & Ost, J. (Eds.). *False and Distorted Memories*. Abingdon, UK: Psychology Press.

Rich, P. R., & Zaragoza, M. S. (2016). The continued influence of implied and explicitly stated misinformation in news reports. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *42*, 62-74.

HOLLY HOLLOWOM SCHIFFRIN, (Ph.D., University of Miami)

Courses Typically Taught

Infant and Child Development; Introductory Statistics; Advanced Statistics; Positive Psychology; The Psychology of Exceptional Children and Youth

Special Interests

Applied developmental psychology; media influence on development; parenting; research methods; program evaluation; positive psychology.

Representative Publications and Papers

Schiffirin, H. H., & Liss, M. (2017). The effects of helicopter parenting on academic motivation. *Journal of Child and Family Studies*, *26*, 1472–1480.

Schiffirin, H., Godfrey, H., Liss, M., & Erchull, M.J. (2015). Intensive parenting: Does it have the desired impact on child outcomes? *Journal of Child and Family Studies*, *24*, 2322-2331.

Liss, M., & Schiffirin, H. H. (2014). *Balancing the big stuff: Finding happiness in work, family, and life*. Lanham, MD: Rowman & Littlefield Publishers.

Mackintosh, V. H., Liss, M., & Schiffirin, H. H. (2014). Using a Quantitative Measure to Explore Intensive Mothering Ideology. In L. Ennis (Ed.), *Intensive Mothering: The Cultural Contradictions of Modern Motherhood*. Bradford, ON: Demeter Press.

Schiffirin, H. H., Liss, M., Miles-McLean, H., Geary, K., Erchull, M. J., & Tashner, T. (2014). Helping or hovering? The effects of helicopter parenting on college students. *Journal of Child and Family Studies*, *23*, 548-557.

Schiffrrin, H. H. (2014). Positive psychology and attachment: Affect as a mediator of attachment and developmental outcomes. *Journal of Child and Family Studies, 23*, 1062-1072.

Schiffrrin, H. H., Liss, M., Geary, K., Miles-McLean, H., Tashner, T., & Rizzo, K. (2013). Mother, father, or parent?: College students' intensive parenting attitudes differ by referent. *Journal of Child and Family Studies, 23*, 1-8.

Liss, M., Schiffrrin, H. H., & Rizzo, K. M. (2013). Maternal guilt and shame: The role of self-discrepancy and fear of negative evaluation. *The Journal of Child and Family Studies, 22*, 1112-1119.

Liss, M., Schiffrrin, H. H., Mackintosh, V. H., Miles-McLean, H., & Erchull, M. J. (2012). Development and Validation of a Quantitative Measure of Intensive Parenting Attitudes. *The Journal of Child and Family Studies, 22*, 621-636.

Rizzo, K. M., Schiffrrin, H. H., & Liss, M. (2012). Insight into the Parenthood Paradox: Mental health outcomes of intensive mothering. *The Journal of Child and Family Studies, 22*, 614-620.

Schiffrrin, H. H., Rezendes, D., & Nelson, S. K. (2010). Stressed and happy? Investigating the relationship between happiness and perceived stress. *Journal of Happiness Studies, 11*(1), 33-39.

Falkenstern, M., Schiffrrin, H. H., Nelson, S. K., Ford, L., & Keyser C. (2009). Mood Over Matter: Can Happiness Be Your Undoing? *Journal of Positive Psychology, 4*(5), 365-371.

W. DAVID STAHLMAN, (Ph.D., University of California, Los Angeles)

Courses Typically Taught

Fundamentals of Learning & Motivation; Cognitive Neuroscience; Research Methods for Psychology; Perspectives on Freedom & Determinism; Research Seminar in Learning

Special Interests

Research: I am interested in the psychological and neurological processes underlying behavior. A main research program investigates the relationship of reinforcement to the production of behavioral variability, which may shed light on creativity in humans. Other topics in which I am interested include non-associative learning in invertebrates; cue competition in associative preparations; and the philosophy of psychology.

Outside the laboratory, topics of particular interest to me include the debate on free will; the origins, maintenance, and role of religion in the public sphere; and human behavior through the lens of political ideology.

Representative Publications and Papers

Stahlman, W.D., & Leising, K.J. (2016). Midsession shifts in reward probability and the control of behavioral variability. *Learning & Behavior*, 44, 270-282.

Griffith, K., Farnsworth, E.F., & Stahlman, W.D. (2015). Reward expectation modulates variability in path choice in rats. *Animal Cognition*, 18, 131-138.

Stahlman, W.D., Roberts, S., & Blaisdell, A.P. (2010). Effect of reward probability on spatial and temporal variation. *Journal of Experimental Psychology: Animal Behavior Processes*, 36, 77-91.

EMILY M. STANLEY, (Ph.D., University of Delaware)

Courses Typically Taught

Abnormal Psychology; Foundations of Clinical Psychology; Research Methods for Psychology; Biological Psychology.

Special Interests

Psychophysiology; Anxiety Disorders; Error Monitoring; Uncertainty in Psychopathology.

Representative Publications and Papers

Stanley, E. M., Cochran, H., & Lusk, R. (2016). Predictors of dialectical behavior therapy outcome in a VA medical center. Poster presented at the Association for Behavioral and Cognitive Therapies 50th Annual Convention, New York, NY.

Roberts, K., Stanley, E. M., Franklin, M. E., & Simons, R. F. (2014). Decreased response monitoring in individuals with symptoms of trichotillomania. *Psychophysiology*, 51(7):706-13.

Naylor, L. J., Stanley, E. M., & Wicha, N. Y. Y. (2012). Cognitive and electrophysiological correlates of the bilingual Stroop effect. *Frontiers in Psychology*, 3.

Giuliano, R. J., Pfordresher, P. Q., Stanley, E. M., Narayana, S., & Wicha, N. Y. Y. (2011). Native experience with a tone language enhances pitch discrimination and the timing of neural responses to pitch change. *Frontiers in Psychology*, 2.

Hehman, E., Stanley, E. M., Gaertner, S. L., & Simons, R. F. (2011). Multiple group membership influences face-recognition: Recall and neurological evidence. *Journal of Experimental Social Psychology*, 47(6), 1262-1268.

HILARY E. STEBBINS, (Ph.D., Brown University)

Courses Typically Taught

Cognitive Neuroscience; Research Methods; Biological Psychology; Research Seminar in Biological Psychology; Behavior Genetics

Special Interests

The cognitive neuroscience of aging; Attention to and processing of emotional faces; Category learning.

Representative Publications

Fetsko, L.A., Stebbins, H.E., Gallagher, K.K., & Colwill, R.M. (2005). Acquisition and extinction of facilitation in the C57BL/6J mouse. *Learning Behavior*, 33, 479-100.

Individual Research Projects Supervised

Change Blindness and Visual Memory; The influence of Highly Emotional Faces on the Attentional Blink; Target-Distractor Similarities in the Attentional Blink.

DEBRA COWART STECKLER, (Ph.D., Georgia)

Courses Typically Taught

General Psychology; Adolescent-Adult Development; Psychology of Aging; Sport Psychology; Forensic Psychology.

Special Interests

Criminal violence and behavior; effects of media violence; sports psychology; identity development; self control; emerging adulthood.

Representative Publications and Papers

Ellmo, F., Hargis, J., Hayden, J., Erickson, N., Nieves, K., & Steckler, D.C. (2014, April). Emerging adulthood and music: More than just “My Ding-a-Ling”. Paper presented at the Spring convention of the Virginia Psychological Association, Norfolk, Virginia.

Steckler, D.C., Ackley, J., Hoehn, J.T., Hunnicutt, K., Manno, A., & Feeley, L. (2013, October). Emerging adulthood: A study of three generations. Poster presented at the 6th Conference on Emerging Adulthood, Chicago, IL.

Steckler, D.C., Callaghan, K., Carroll, A., Rowcliffe, M., Smith, R., & Sullivan, M. (2013, October). The prerequisites of emerging adulthood: The profile of the “Forgotten Half”. Poster presented at the 6th Conference on Emerging Adulthood in Chicago, IL.

Steckler, D.C., Callaghan, K., Carroll, A., Rowcliffe, M., Smith, R., & Sullivan, M. (2013, May). Information-seeking and SES: Components of emerging adulthood. Poster presented at the 25th Association for Psychological Science Convention, Washington, DC.

Callaghan, K., Carroll, A., Smith, R., Sullivan, M., Rowcliffe, M., & Steckler, D.C. (2013, April). Emerging adulthood: A college student, middle-class perk? Paper presented at the Spring convention of the Virginia Psychological Association, Richmond, Virginia.

Individual Research Projects Supervised

Influence of social interaction of identity formation; self-control; the stage of emerging adulthood.

LAURA C. WILSON, (Ph.D., Virginia Tech)

Courses Typically Taught

General Psychology; Abnormal Psychology; Foundations of Clinical Psychology; Research Methods; Research Seminar

Special Interests

Immediate and long-term consequences of trauma; Evidence-based practices following traumatic stressors.

Representative Publications and Papers

Wilson, L. C. (Ed.). (2017). *The Wiley handbook of the psychology of mass shootings*. West Sussex, UK: Wiley Blackwell.

Walker, H. E., Freud, J. S., Ellis, R. A., Fraine, S. M., & Wilson, L. C. (2017). The prevalence of sexual revictimization: A meta-analytic review. *Trauma, Violence, & Abuse*. Advance online publication. doi: 10.1177/1524838017692364

Kimbrel, N. A., Wilson, L. C., Mitchell, J. T., Meyer, E. C., DeBeer, B. B., Silvia, P. J., Gratz, K. L., Calhoun, P. S., Beckham, J. C., & Morissette, S. B. (2017). ADHD and nonsuicidal self-injury in male veterans with and without PTSD. *Psychiatry Research*, 252, 161-163. doi: 10.1016/j.psychres.2017.02.015

Wilson, L. C. (2016). The prevalence of military sexual trauma: A meta-analysis. *Trauma, Violence, & Abuse*. Advance online publication. doi: 10.1177/1524838016683459

Wilson, L. C., Miller, K. E., Leheney, E. K., Ballman, A. D., & Scarpa, A. (2016). Examining the psychological effect of rape acknowledgment: The interaction of acknowledgment status and ambivalent sexism. *Journal of Clinical Psychology*. Advance online publication. doi: 10.1002/jclp.22379

Wilson, L. C., Ballman, A. D., & Buczek, T. J. (2016). News content about mass shootings and attitudes towards mental illness. *Journalism & Mass Communication Quarterly*, 93, 644-658. doi: 10.1177/1077699015610064

Wilson, L. C., & Miller, K. E. (2016). Meta-analysis of the prevalence of unacknowledged rape. *Trauma, Violence, & Abuse*, 17, 149-159. doi: 10.1177/1524838015576391

Wilson, L. C. (2015). A systematic review of probable posttraumatic stress disorder in first responders following man-made mass violence. *Psychiatry Research*, 229, 21-26. doi: 10.1016/j.psychres.2015.06.015

Individual Research Projects Supervised

News coverage about mass shootings; meditation as an intervention to reduce mental illness stigma; prevalence rate of sexual revictimization; correlates of and outcomes associated with rape acknowledgement; outsider perceptions of sexual assault incidents.

SPECIAL DEPARTMENTAL FACULTY AND PERSONNEL

Chairperson

The chairperson is charged with making executive decisions in the department. You should consult with the chair if you have questions that your advisor cannot answer, if you need to fill out certain departmental forms, if you want to change to a different advisor, or if you have a compliment or a complaint about a departmental faculty member. The current departmental chairperson is Dr. Kolar.

Office Manager

The office manager is a contact person for all your questions. If she is unable to answer them, she will refer you to the proper person. The current office manager is Rosemarie Staggs.

Internship Coordinator

The internship coordinator is responsible for supervising the approved department internships. You should consult with her if you have any questions regarding internships. The current internship coordinator is Dr. Erchull.

Career Advisors

You should consult with the career advisor if you have questions regarding graduate training, careers, and jobs in psychology. The current career advisor is Dr. Mackintosh.

Psi Chi Advisor

The Psi Chi advisor advises members of that organization. The current Psi Chi advisor is Dr. Erchull. The student officers for Psi Chi are: co-presidents Megan Jensen and Sophia Lamp; treasurer Aimee Silverman; secretary Jamie Carey; social media chair Erin Shaw; and fundraising chair Taylor Presley.

Community Service Coordinator

The Community Service Coordinator develops and approves community service sites. The coordinator certifies that participating students have completed and satisfied this requirement and answers all questions concerning this option. The current community service coordinator is Dr. Liss. Her student assistant is Lauren Tolson.

Department of Psychological Science Web Page

The Department of Psychological Science web page provides important information about the major, the department and faculty, and up-to-date accounts of the department's latest activities and can be found at: <http://cas.umw.edu/psychology>. Contact Dr. Rettinger or Dr. Kolar with suggestions about what you would like to see added.

Department Student Representatives

Student representatives play a vital role in the functioning of the Department of Psychological Science. (See the description of duties in the section on student representatives under “The Role of the Student in the Department.”) Current department representatives are that Marissa Cassens, Bekah Funkhouser, Megan Jacobs, and Erynn Sendrick.

Computer Lab Aides

The computer lab aides maintain our computer labs in Mercer. These labs are for the use of Psychology majors and students in Psychology courses. This year’s lab aides are Christina Amaral, Marissa Cassens, and Bethany Pierce. If you have questions concerning the Mercer 223 computer lab, contact them at mercervlabs@gmail.com.

Statistics Tutors

This year’s statistics tutors are Alyssa Cugle and Andrea Zemora.