

**UMW DEPARTMENT OF PSYCHOLOGICAL SCIENCE BROCHURE
2020-2021**

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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. You will be exposed to a variety of topics in psychology (both traditional and recent) and will gain skills in 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. 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 (5) 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.

Social Media

Once you declare your Psychology major, join the UMW Psychology Majors Facebook page and follow us on twitter and Instagram!

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 201 - Social Psychology 211 - Abnormal Psychology 242 - Psychology of Personality	3
III. One from the following: Biological Psychology *305 - Cognitive Neuroscience *372 - Sensation and Perception 274 - 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 273 - Cognitive Psychology 253 – 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 231 - Developmental Psychology: The Infant and Child 232 - Developmental Psychology: The Adolescent and Adult 233 - 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. One of the following Out-of-Class Experiences: 000- 40 Hours of Community Service Learning**(No academic credits, but fulfills requirement) 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	Variable
VIII. Choose Additional Electives needed to total 37 credits in the major	Variable

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 211	ABNORMAL PSYCHOLOGY	3
PSYC 231	DEVELOPMENTAL PSYCHOLOGY: Infant and Child	3
PSYC 232	DEVELOPMENTAL PSYCHOLOGY: Adolescent and Adult	3
PSYC 233	PSYCHOLOGY OF AGING	3
PSYC 242	PSYCHOLOGY OF PERSONALITY	3
PSYC 253	FUNDAMENTALS OF LEARNING AND MOTIVATION	3
PSYC 273	COGNITIVE PSYCHOLOGY	3
PSYC 274	BIOLOGICAL PSYCHOLOGY	3
PSYC 301	SOCIAL PSYCHOLOGY	3
PSYC 305	COGNITIVE NEUROSCIENCE	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 339	HEALTH PSYCHOLOGY	3
PSYC 346	FORENSIC PSYCHOLOGY	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 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

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.

PSYCHOLOGY 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 201 – Social Psychology (3 credits)

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

Psychology 211 – Abnormal Psychology (3 credits)

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

Psychology 231 – Developmental Psychology: The Infant and Child (3 credits)

Prerequisite: Psychology 100. 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 232 – Developmental Psychology: The Adolescent and Adult (3 credits)

Prerequisite: Psychology 100. Theories of, and research on, personality, social, physical, and intellectual characteristics from adolescence to young adulthood.

Psychology 233 – Psychology of Aging (3 credits)

Prerequisite: Psychology 100. 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 242 – Psychology of Personality (3 credits)

Prerequisite: Psychology 100. Personality structure, dynamics, development, and methods of research. Can fulfill Writing Intensive requirement.

Psychology 253 – Fundamentals of Learning and Motivation (3 credits)

Prerequisite: Psychology 100. Survey of empirical findings and theoretical issues in the analysis of learning and motivation and their interaction in the determination of behavior.

Psychology 273 – 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 274 – 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 305 – Cognitive Neuroscience (3 credits)

Prerequisite: Psychology 100. Introduction to the neural basis of cognitive processes emphasizing changing models of cognitive functioning. Can fulfill Writing Intensive requirement.

Psychology 315 – Foundations of Clinical Psychology (3 credits)

Prerequisite: Psychology 211. 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 231 or 232. 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 339 – Health Psychology (3 credits)

Prerequisite: Psychology 100. 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 346 – Forensic Psychology (3 credits)

Prerequisites: One from Psychology 201, 211, 242, or 320. 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 349 – Psychology of Human Sexuality (3 credits)

Prerequisite: Psychology 100. 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)

Prerequisite: Psychology 100. 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 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: Psychology 372, Psychology 305 or Psychology 274. 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 253, 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 253, 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 253, 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 253, 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 253, 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 253, 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 201, 211, or 242. 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, 274, 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, 273, or 253. 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 231, 232, or 233. 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 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 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 253 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. Stahlman 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 can 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 274 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.

Most of our majors, however, enter the work force upon completion of their undergraduate work. Some complete 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 the development and testing of hypotheses about animal and human behavior, in survey design and analysis, in problem-solving and decision-making skills, and in effective communication. 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.

The UMW Department of Psychological Science can help you with decisions about your career. Your advisor can give you more specific information regarding career paths 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 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 resources.

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, make an appointment with 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 their performance in research-based classes and research interests. Faculty then look through the survey responses and choose students for their research teams. The number of students selected for research each year varies. 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 behaviors, sexism, change blindness, face perception, internet aggression, environmental attitudes, and emerging adulthood.

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 very 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 20 GIRs. They include Mary Russo '86, John Hummel '86, Vicki Flaherty '86, Deborah Stahl '72, Holly Hollomon '94, Annmarie Cozzi '82, Debbie Schuler 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 Sulc '98, Brianne Friberg '01, Annie Kleykamp '01, Alison Knuth Brown '96, Amy WickMavis '87, Natalie Kerr Lawrence '95 and Sarah Axelson '08. The Fall 2019 GIR will be James Llewellyn '87.

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.

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.

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.

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.

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.

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.

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. We urge you to seriously consider pursuing departmental honors if you are eligible because the notation of department honors will appear on your diploma and permanent record. If you are interested, you should identify your honors project advisor and discuss your project with them in person during your junior year. Your honors project advisor is your faculty instructor for PSYC 491/492 or another faculty member who will supervise your research project. (Likely, your honors project advisor is not your academic advisor, although you may discuss with whom to undertake an honors project with your academic advisor).

In order to graduate with honors in psychology, at the beginning of the semester during which they are completing and defending their thesis, a student must: (a) have earned 102 credit hours, if they are doing a thesis in their senior year and graduating in the spring semester of their senior year, or 87 hours, if they are doing a thesis in their junior year because they are graduating in the fall semester of their senior year; (b) have attained an overall grade-point average of at least 3.25 and an average of at least 3.5 in psychology courses; and (c) have successfully completed an honors project in psychology in accordance with the guidelines detailed below. For all honors projects, it is ultimately the honors project advisor's decision whether the honors project will be submitted to the department for consideration.

Grade-Point Average: The student's grade-point average in psychology will be computed based on all of their work in psychology courses taken at the University of Mary Washington, including the semester in which the student attains 102 (or 87) total credit hours.

Honors Project: The honors project may consist of either an empirical investigation or a theoretical paper. It may be done as part of the work of a research team (i.e., PSYC 491/492) or independently. It should be recognized that students normally take 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(s) when the student intends to actually work on the project (typically, the spring semester of junior year), the student identifies their honors project advisor and discusses their honors project with their honors project advisor. The student arranges the exact nature of the project with the honors project advisor. Students are not expected to have fully designed projects before they initiate the idea of an honors project with the honors project advisor; rather, they are expected to have an interest in doing an original project or expanding on an idea provided by the honors project advisor.

Ordinarily, a student doing an empirical investigation will read literature in areas relevant to the intended project and will design the project during the first semester. During the second semester, a student doing an empirical investigation will collect, analyze, interpret, and present their honors project orally and in writing. Students who are enrolled in PSYC 491/492 may use the research team's project as a starting point for their honors project. In this case, the team conducts the research project as it normally would and the honors student participates fully in the team project; however, to obtain honors, the student must address at least one additional research question beyond those addressed by the team. For example, an honors student might expand upon the research done by the team by testing at least one additional hypothesis, which likely entails expanding on the literature review, collecting additional data, conducting additional analyses. Also, the honors students may be expected to present their findings on their own in addition to presenting the research team's work with the other student members of the team.

A student doing a theoretical, rather than empirical, paper will spend much of the yearlong project reading literature in areas relevant to the intended project. The student's product must be a novel contribution to theory in some area of psychological science; while a literature review is likely needed for this endeavor, it is insufficient in itself as the final product. The final paper must represent a form of novel contribution different from the collection and elucidation of empirical findings within a research area. This may be accomplished in a number of ways. For example, a student may extensively synthesize findings across disparate research areas; a student may propose original modifications in improving existing theory; a student may provide a novel philosophical critique or reinterpretation of an entire research area. Whether a potential project can meet the criteria for a theoretical paper, vis-à-vis receiving departmental honors, is at the discretion of the honors project advisor. So too does a potential advisor have discretion in whether to take on any particular project (i.e., no faculty will be compelled to advise on a theory paper). A

student doing a theoretical paper will present their honors project orally and in writing during the second semester. .

Early in the second semester, the student and the honors project advisor select two other Psychology faculty members to act, along with the student's honors project advisor, as the student's honors project committee. In the event that the student is working with more than one honors project advisor (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-advisors, should select two additional Psychology faculty members to serve on the honors project committee. Ultimately, a three-person honors project committee would result for students with a one honors project advisor, and a four-person honors project committee would result for students with two honors project advisors.

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 honors project committee. If a faculty member agrees to serve on the committee, they notify the student in writing as soon as possible. If one or more of the faculty members decline to serve, then the student solicits another faculty member to round out membership of the honors project committee.

The honors project paper should be written using the current edition of the American Psychological Association publication manual, following the journal submission format (not the student format). Although the paper will resemble a journal article in format, 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 must be distributed to the honors project committee no later than seven days prior to the scheduled oral defense date. The last permissible date for an oral defense is the last day of classes in the semester the student is completing the project.

At least 24 hours prior to the scheduled oral defense, each honors project committee member shall give to the student one or more questions pertaining to the material in the paper in writing. Each committee member may also give the student editorial feedback about the paper. They may also provide suggestions to help frame the oral presentation to the committee.

The student's oral presentation must be attended by the honors project committee members and may be attended by other Psychology faculty. The honors student can also invite others to attend, but this is at their discretion. During the oral presentation of an empirical investigation, the student discusses the rationale, method, results, and conclusions of the investigation. During the oral presentation of a theoretical paper, the student discusses the problem addressed, including its history, relevant current literature, and their novel theoretical contribution by which psychological science has been advanced. In order to allow the student to give the presentation in an orderly fashion, audience members will be asked to limit their questions to matters of fact and understanding during this portion of the presentation. They will be asked to refrain from asking questions on interpretation until the student has completed the formal presentation.

Upon completion of the formal presentation, audience members may ask questions relating to methodology, interpretation, and implications, etc., of the research. The questions may be drawn from the lists provided to the student by committee members in advance of the defense, but committee members are not limited to these questions, and audience members not serving on the committee are also free to ask questions.

When the student has answered all questions regarding the project, they are excused from the meeting along with any audience members who are not members of the honors project committee. 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).

The honors project committee will then assess the student's overall performance as acceptable or not acceptable. If it wishes, the committee may require that the student rewrite a portion or portions of the paper as a condition of acceptance; the committee may indicate that the honors project advisor(s) is responsible for ensuring the student make the required changes or may request that the revised document be shared with them for further review. 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 advisor(s) must notify the department chair in writing with 24 hours of the vote. The department chair then notifies the department faculty secretary, who notes this action in an addendum to the minutes for the April department meeting. The department chair 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 semester in which the oral defense occurred.

The student must provide a copy of their final paper to their honors project advisor(s) no later than the day before the last day of the final examination period. The project advisor(s) will work with the department office manager to print and store a copy of the final thesis in the Department of Psychological Science. The student must also share the final paper for archiving through the UMW Libraries no later than the last day of the final examination period of that semester. The process for sharing a final copy of the thesis with the UMW Libraries is posted on their website. The honors project advisor(s) will be responsible for ensuring that the student fulfills these requirements.

The honors project is credited under Psychology 492: Individual Research on the student's transcript.

DEPARTMENTAL FACULTY

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

Courses Typically Taught

General Psychology; Social Psychology; Health Psychology; Psychology of Women; Research Methods; Research Seminar in Social Psychology; Internship Supervision; 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)

*Lamp, S.J., *Cugle, A., *Silverman, A.L., *Thomas, M.T., Liss, M., & Erchull, M.J. (2019). Picture perfect: The relationship between selfie behaviors, self-objectification, and depressive symptoms. *Sex Roles*, 81, 704-712. <https://doi.org/10.1007/s11199-019-01025-z>

Liss, M., Richmond, K., & Erchull, M.J. (2019). *Psychology of women and gender*. New York, NY: Norton.

Schiffrin, H.H., Erchull, M.J., *Sendrick, E., *Yost, J.C., *Power, V., & *Saldanha, E.R. (2019). The effects of maternal and paternal helicopter parenting on the self-determination and well-being of emerging adults. *Journal of Child and Family Studies*, 28(12), 3346-3359. <https://doi.org/10.1007/s10826-019-01513-6>

*Smith, J.K., Liss, M., Erchull, M.J., *Kelly, C.M., *Adragna, K., & *Baines, K. (2018). The relationship between sexualized appearance and perceptions of women's competence and electability. *Sex Roles*, 79, 671-682. <https://doi.org/10.1007/s11199-018-0898-4>

*Papp, L.J., Erchull, M.J., Liss, M., *Waaland Kreutzer, L., & *Godfrey, H. (2017). Slut-shaming on Facebook: Do social class or clothing affect perceived acceptability? *Gender Issues*, 34, 240-257. <https://doi.org/10.1007/s12147-016-9180-7>

*Papp, L.J., & Erchull, M.J. (2017). Objectification and system justification impact rape avoidance behaviors. *Sex Roles*, 76, 110-120. <https://doi.org/10.1007/s11199-016-0660-8>

*Papp, L.J., Liss, M., Erchull, M.J., *Godfrey, H., & *Waaland Kreutzer, L. (2017). The dark side of heterosexual romance: Endorsement of romantic beliefs relates to intimate partner violence. *Sex Roles*, 76, 99-109. <https://doi.org/10.1007/s11199-016-0668-0>

Individual Research Projects Supervised

Predictors and correlates of feminist self-identification; self-objectification among lesbians; actual and ideal expectations for the division of household labor; relationship between benevolent sexism and objectification; social norm misperceptions about sexual activity on campus; the sexual double standard and slut-shaming; romantic beliefs and intimate partner violence; objectification, justifying beliefs, fear of rape, and rape avoidance behaviors; sexualization and perceptions of competence; self-objectification and selfie behaviors; female empowerment and cosplay experiences; perceptions of scientific credibility.

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

Courses Typically Taught

Social Psychology; Introduction to Statistics for Psychology; Advanced Statistics for Psychology; Environmental Issues and Psychology; Personality Psychology; General Psychology.

Special Interests

Psychology and Environmental Issues; Assessment and Evaluation; Interpersonal Perception; Accuracy in Personality Judgment; Behavioral Coherence.

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

Majid, K.A., Kolar, D.W., & Laroche, M. (2021). Support for small businesses during a health crisis. *Journal of Services Marketing* (35). DOI: 10.1108/jsm-08-2020-0344

*O’Keefe, K., *Taylor, S., *Whitney, J., *Crawford, M., & Kolar, D.W. (2020, May). Psychological barriers that inhibit pro-environmental behavior. Presented at the annual meetings of the Association for Psychological Science, Chicago, IL. (online)

Kolar, D.W. (2019). An Evaluation of Suicide Prevention Education in Schools. Talk given at the Annual Meetings of the Eastern Psychological Association in New York, NY.

Kolar, D.W. & Majid, K. (2018). Helping the Environment by Donating Products: Factors that Influence When We Give. Meetings of the Association for Psychological Science in San Francisco, CA.

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 (selected)

Psychological factors that influence environmental behavior; 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.

MARCUS L. LEPPANEN, (Ph.D., University of Louisville)

Courses Typically Taught

General Psychology; Cognitive Psychology; Forensic Psychology; Research Methods; Cognitive Neuroscience; Research Seminar in Cognitive Psychology

Special Interests

Human cognition; long-term memory; memory for prior remembering; handedness; individual differences in cognition (e.g., absorption, attentional control, mindfulness); research methodology

Representative Presentations and Papers

*Denotes undergraduate co-author

*Siegal, O., *Jones, N., Leppanen, M. L., Kim, K., & Sanislow, C. A. (July, 2020). The influence of emotional context changes and rumination on memory for prior remembering. Presented at the annual Research in the Sciences summer poster session at Wesleyan University.

Leppanen, M. L., Lyle, K. B., Edlin, F. M., & Schäfke, V. D. (2019). Is self-report a valid measure of unimanual object-based task performance? *Laterality: Asymmetries of Body, Brain, and Cognition*, 24, 538-558.

Leppanen, M. L., & Kim, K. (2019, November). Absorption and mindfulness reflect distinct attentional styles. Poster presented at the 60th annual meeting of the Psychonomic Society, Montreal, Canada.

Leppanen, M. L., *Navangul, A. S., *Feder, G. I., *Jones, D. A., & Kim, K. (2019, November). Self-referential encoding does not benefit memory for prior remembering.

Poster presented at the 60th annual meeting of the Psychonomic Society, Montreal, Canada.

Leppanen, M. L., & Lyle, K. B. (2018). Making remembering more memorable. *Memory*, 26, 960-973.

Lyle, K. B., Leppanen, M. L., & Depue, B. E. (2017, November). Unimanual dexterity positively predicts children's episodic memory: A behavioral and neuroimaging investigation. Paper presented at the 58th annual meeting of the Psychonomic Society, Vancouver, Canada.

Edlin, J. M., Leppanen, M. L., Fain, R. J., Hackländer, R. P., Hanaver-Torrez, S. D., & Lyle, K. B. (2015). On the use (and misuse?) of the Edinburgh Handedness Inventory. *Brain and Cognition*, 94, 44-51.

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

Courses Typically Taught

General Psychology; Personality; Freshman Seminar, Senior Seminar; Psychology of Women; Abnormal 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. Finalist: Foreward reviews, INDIEFAB book of the year award.

Psychology of Women and Gender (2019). Norton Publishing. Winner: Distinguished Publication Award – Association for Women in Psychology.

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

Wilson, L. C., & Liss, M. (2020). Safety and belonging as explanations for mental health disparities among sexual minority college students. *Psychology of Sexual Orientation and Gender Diversity*. Advanced Online Publication.

Liss, M., Erchull, M. J., Hirshberg, D. A., Pitts, A. L., & Ambuel, D. (2020). Effects of a meditation and contemplative practice course on college students' mindfulness, self-compassion, and mental health. *The Journal of Contemplative Inquiry*, 7(1), 153-194.

*Morton, C., *Mooney, T. A., *Lozano, L. L., *Adams, E. A., *Makriyanis, H. M., & Liss, M. (2020). Psychological inflexibility moderates the relationship between thin-ideal internalization and disordered eating. *Eating Behaviors*, 36. Advanced Online Publication.

*Makriyianis, H. M., *Adams, E. A., *Lozano, L. L., *Mooney, T. A., *Morton, C., & Liss, M. (2019). Psychological inflexibility mediates the relationship between adverse childhood experiences and mental health outcomes. *Journal of Contextual Behavioral Science*, 14, 82-89.

Lamp, S. J., Cugle, A., Silverman, Al., Thomas, M. T., Liss, M., & Erchull, M.E. (2019). Picture perfect: The relationship between selfie behaviors, self-objectification, and depressive symptoms. *Sex Roles*, 81(11-12), 704-712.

*Smith, J. K., Liss, M., Erchull, M. J., *Kelly, C. M., *Adragna, K., & *Baines, K. (2018). The relationship between sexualized appearance and perceptions of women's competence and Electability. *Sex Roles*, 79, 671-682.

*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.

*Papp, L. J., Liss, M., Erchull, M. J., *Godfrey, H., & *Waaland-Kreutzer, L. (2017). The dark side of heterosexual romance: endorsement of romantic beliefs relates to intimate partner violence. *Sex roles*, 76, 99-109.

*Papp, L. J., Erchull, M. J., Liss, M., *Waaland-Kreutzer, L., & *Godfrey, H. (2016). Slut-shaming on Facebook: Do social class or clothing affect perceived acceptability?. *Gender Issues*, 34, 240-257.
<https://doi.org/10.1007/s12147-016-9180-7>

Recent Research with Students

Conducted and evaluated a Mindfulness intervention at Riverview Elementary School and studied mindfulness in undergraduates; Helped lead and evaluated a teen support group intervention using Acceptance and Commitment Therapy.

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, Biological Psychology, Sensation and Perception, Psychopharmacology, Psychology of Human Sexuality, Research Seminar in Biological Psychology

Special Interests

Processing of sensory information, especially of body sensations; Influences on sexual behavior, especially those increasing sexual satisfaction

Representative Presentations and Publications

- DeVile, D. C., Erchull, M. J., & Mailloux, J. (2021). Intuitive eating mediates the relationship between interoceptive sensitivity and eating disorder risk. *Eating Behaviors, 41*, Article 101495. doi: 10.1016/j.eatbeh.2021.101495
- Menezes, M., Raiford, J., Higginbotham, A., McClanahan, A., & Mailloux, J. (2020, June 1 – September 1). *Predicting sexual satisfaction in age-diverse women* [Poster presentation]. Association for Psychological Science meeting, Chicago, IL. <https://www.psychologicalscience.org/conventions/2020-virtual-poster>
- Stahlman, W. D., McWaters, M., Christian, E., Knapp, E., Fritch, A., & Mailloux, J. (2018.) Overshadowing between visual and tactile stimulus elements in an object recognition task. *Behavioural Processes, 157*, 102-105.
- DeVile, D., Erchull, M., & Mailloux, J. (2018). Interoceptive sensitivity mediates the relationship between self-objectification and eating disorder risk. Poster presented at the annual meeting of the Association for Psychological Science. San Francisco, CA
- Mailloux, J., Turney, M., Smith, H., & Yost, J. (2018) Performance-based distraction mediates the relationship between body esteem and sexual satisfaction. Poster presented at the annual meeting of the Eastern Psychological Association. Philadelphia, PA.
- 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.
- 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.
- Mailloux, J. & Brener, J. (2002). Somatosensory amplification and its relationship to heartbeat detection ability. *Psychosomatic Medicine, 64*, 353-357.

Individual Research Projects Supervised

Predicting sexual satisfaction in age-diverse women; Perception of body sensations and other variables as predictors of cognitive distraction during sex; Relationship between perception of body sensations and eating behavior; 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 & Tsaigrinis, 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.

ERIN PALMWOOD (Ph.D., University of Delaware)

Courses Typically Taught

Abnormal Psychology, Foundations of Clinical Psychology, Introductory Statistics, Advanced Statistics.

Special Interests

Romantic relationships; infidelity; parent-child relationships; internalizing symptoms

Representative Publications

Bick, J., Palmwood, E. N., Zajac, L., Simons, R., & Dozier, M. (2019). Early parenting intervention and adverse family environments affect neural function in middle childhood. *Biological Psychiatry*, *15*, 326-335. doi:10.1016/j.biopsych.2018.09.020

Tabachnick, A. R., Valadez, E. A., Palmwood, E. N., Zajac, L. A., Simons, R. F., & Dozier, M. (2018). Depressive symptoms and error-related brain activity in CPS-referred children. *Psychophysiology*, *55*(11), 1-13. doi:10.1111/psyp.13211

Palmwood, E. N., Kropfing, J. W., & Simons, R. F. (2017). Electrophysiological indicators of inhibitory control deficits in depression. *Biological Psychology*, *130*, 1-10. doi:10.1016/j.biopsycho.2017.10.001

Burdwood, E. N., Infantolino, Z. P., Crocker, L. D., Spielberg, J. M., Banich, M. T., Miller, G. A., & Heller, W. (2016). Resting-state functional connectivity differentiates anxious apprehension and anxious arousal. *Psychophysiology*, *53*(10), 1451-1459. doi:10.1111/psyp.126961

Burdwood, E. N., & Simons, R. F. (2016). Pay attention to me! Late ERPs reveal gender differences in attention allocated to romantic partners. *Psychophysiology*, *53*(4), 436-443. doi:10.1111/psyp.12589

Individual Research Projects Supervised

Preparedness to deceive among habitual cheaters; Early childhood internalizing symptoms predict middle childhood error monitoring; FRN modulation in individuals with a history of mild traumatic brain injury

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

Courses Typically Taught

General Psychology, Cognitive Psychology, Research Seminar in Cognition, Passion to Action: Nepal

Special Interests

Academic integrity; Teaching and Learning; Moral decision making

Media Appearances

Remote Learning and Cheating: Professors and Students Weigh In. *Teen Vogue*. March 4th, 2021.

Backlash Over Leniency at West Point After 73 Cadets Are Accused of Cheating. *New York Times*. December 12, 2020, New York, NY.

Students Cheat. How Much Does it Matter? *Chronicle of Higher Education*. October 21, 2020. Washington, DC.

Best Way to Stop Cheating in Online Courses? 'Teach Better' Inside Higher Education. July 22, 2020. Washington, DC.

We Tried Buying A College Admissions Essay Online, Here's What

Happened. April 3, 2019. *Good Morning America*, New York, NY.

Representative Publications and Papers

Rettinger, D. A. (2017). The Role of Emotions and Attitudes in Causing and Preventing Cheating. *Theory Into Practice*, 56(2), 103-110.

McTernan, M., Love, P., Rettinger, D. A. (2014). The influence of personality on the decision to cheat. *Ethics & Behavior*, 24(1), 53-72.

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.

Individual Research Projects Supervised

Impulsivity and moral decisions; framing effects on cheating behavior; perceptions of whistleblowing; racial bias in grading and academic integrity reporting.

HOLLY HOLLOWON 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; Developmental Seminar.

Special Interests

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

Representative Publications and Papers

Schiffrin, H. H., Batte-Futrell, M. L., Boigegrain, N. M., Cao, C. N., & Whitesell, E. R. (2021). Relationships between helicopter parenting, psychological needs satisfaction, and prosocial behaviors in emerging adults. *Journal of Child and Family Studies*, 30(4), 966-977.

Gagnon, R. J., Garst, B. A., Kouros, C. D., Schiffrin, H. H., & Cui, M. (2020). When Overparenting is normal parenting: Examining child disability and overparenting in early adolescence. *Journal of Child and Family Studies*, 29(2), 413-425.

Schiffrin, H. H., Erchull, M. J., Sendrick, E., Yost, J. C., Power, V., & Saldanha, E. R. (2019). The effects of maternal and paternal helicopter parenting on the self-determination and well-being of emerging adults. *Journal of Child and*

Family Studies, 28(12), 3346-3359. doi: 10.1007/s10826-019-01513-6

Schiffrin, H. H., Yost, J., Power, V., Saldanha, E., & Sendrick, E. (2019). Examining the relationship between helicopter parenting and emerging adults' mindsets using the consolidated helicopter parenting scale. *Journal of Child and Family Studies*, 28(5), 1207-1219. doi: 10.1007/s10826-019-01360-5

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

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

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.

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.

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 organismal behavior, broadly defined. My primary research program investigates the relationship of reinforcement contingencies to the production of behavioral variability. This work 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, I'm interested in the conversation 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. (2018). The coelacanth still lives: Bringing selection back to the fore in a science of behavior. *American Psychologist*, 73(7),

918-929.

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.

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

Courses Typically Taught

Cognitive Neuroscience; Research Methods; Biological Psychology; Research Seminar in Biological Psychology; Psychopharmacology

Special Interests

Cognitive effects of sleep deprivation; The cognitive neuroscience of aging; Attention to and processing of emotional faces

Representative Publications

Stebbins, H. E., & Vanous, J. (2015). The influence of stimulus sex and emotional expression on the attentional blink. *Emotion*, 15, 511 – 521.

Individual Research Projects Supervised

The relationship between sleep, dopamine, and impulsivity; Influences of sleep on effectiveness of emotional regulation strategies; Extinction patterns of electrodermal activity in response to threat stimuli

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

Courses Typically Taught

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

Special Interests

Immediate and long-term consequences of trauma; How survivors conceptualize sexual assault; Trauma within the LGBTQ+ community; Impact of mass shootings on survivors and communities

Representative Publications and Papers

Newins, A. R., & Wilson, L. C. (2021). *A clinician's guide to disclosures of sexual assault*. Oxford University Press.

Newins, A. R., Wilson, L. C., & Kanefsky, R. Z. (2021). What's in a label? The impact of media and sexual assault characteristics on survivor rape acknowledgment. *Journal of Traumatic Stress, 34*(2), 405-415. <https://doi.org/10.1002/jts.22626>

Wilson, L. C., Truex, H. R., Murphy-Neilson, M. C., Kunaniec, K. P., Pamlanye, J. T., & Reed, R. A. (2021). How female disclosure recipients react to women survivors: The impact of rape acknowledgment and rejection of rape myths. *Sex Roles, 84*(5), 337-346. <https://doi.org/10.1007/s11199-020-01169-3>

Wilson, L. C., & Liss, M. (2020). Safety and belonging as explanations for mental health disparities among sexual minority college students. *Psychology of Sexual Orientation and Gender Diversity*. Advance online publication. <https://doi.org/10.1037/sgd0000421>

Reed, R. A., Pamlanye, J. T., Truex, H.R., Murphy-Neilson, M. C., Kunaniec, K. P., Newins, A. R., & Wilson, L. C. (2020). Higher rates of unacknowledged rape among men: The role of rape myth acceptance. *Psychology of Men & Masculinities, 21*, 162-167. doi: 10.1037/men0000230

Wilson, L. C., & Newins, A. R. (2019). Rape acknowledgment and sexual minority identity: The indirect effect of rape myth acceptance. *Psychology of Sexual Orientation and Gender Diversity, 6*, 113-119. doi: 10.1037/sgd0000304

Walker, H. E., Freud, J. S., Ellis, R. A., Fraine, S. M., & Wilson, L. C. (2019). The prevalence of sexual revictimization: A meta-analytic review. *Trauma, Violence, & Abuse, 1*, 67-80. doi: 10.1177/1524838017692364

Wilson, L. C. (2018). The prevalence of military sexual trauma: A meta-analysis. *Trauma, Violence, & Abuse, 19*, 584-597. doi: 10.1177/1524838016683459

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

Individual Research Projects Supervised

Impact of mass shootings on mental illness stigma; Prevalence of sexual revictimization; Correlates of and outcomes associated with rape acknowledgment; 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. Liss.

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 the internship coordinator if you have any questions regarding internships. The current internship coordinator is listed as the 499 instructor in Banner.

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. McBride.

Psi Chi Advisor

The Psi Chi advisor advises members of that organization. The current Psi Chi advisor is Dr. Erchull. The student officer positions for Psi Chi are: president, or co-presidents; treasurer; secretary; social media chair; and fundraising chair. The current members of Psi Chi elect these positions each spring.

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. Wilson.

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. Mailloux 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.")

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. If you have questions concerning the Mercer 223 computer lab, contact them at mercervlabs@gmail.com.

Statistics Tutors

The Department of Psychological Science has two statistics tutors who are available during their office hours for free tutoring.