

# UNIVERSITY OF WISCONSIN-WHITEWATER

## FORMAT FOR AUDIT AND REVIEW SELF-STUDIES

Program Title: Psychology

Review Date: 2002-2003

### I. Academic Assessment

#### A. Highlights/Initiatives

1. The Psychology Department offers a 35-credit major and a 24-credit minor for students receiving a Bachelor of Science or a Bachelor of Arts degree in the College of Letters and Sciences. Majors are required to complete courses in Introductory Psychology, Basic Statistical Methods, and Research Methods. Majors also select 4 breadth courses and 12 credits of Psychology electives, in consultation with their advisor. The University writing and computer literacy requirements are met with our Research Methods course.

The department also offers a BSE major in Psychology and two Social Studies-Broadfield Emphases for Education students. In addition to our Psychology minor for BA/BS students, we offer a minor for Business students, and a minor for Secondary Education students.

2. We are currently in the process of examining our assessment measures and data and considering the need for revisions of our measures. The most recent administration of our in-house exam suggests that we may need to alter or delete some items due to lack of clarity and specificity. In general we are satisfied with our assessment plan and intend to refine it, rather than adding additional components at this point.

(Program AR(s) are attached in Appendix A. Sample ARs were created by running a student's AR and deleting identifying information)

#### B. Educational Objectives and Assessment Techniques

The Psychology department recently reviewed its objectives in relation to "Undergraduate Psychology Major Learning Goals and Outcomes: A Report" published in 2002 by The American Psychological Association (APA) Task Force on Undergraduate Psychology Major Competencies. The report describes 10 achievement goals for undergraduate Psychology students grouped into two categories to emphasize goals specific to the Psychology major and goals consistent with Liberal Arts Education that are further developed in Psychology. Our objectives are clearly consistent with the APA goals for the Psychology major (Theory & Content of Psychology; Research Methods in Psychology, Critical Thinking Skills in Psychology, Application of Psychology, and Values in Psychology), as well as with those that articulate Psychology's contribution to and extension of more Liberal Arts goals (Information & Technological Literacy, Communication Skills, Sociocultural & International Awareness, Personal Development, and Career Planning & Development).

#### Subject matter, cognitive development, and skill objectives for the program.

##### a. Subject Matter Objectives

Graduates from the department of Psychology will be able to demonstrate

**SM1.** Basic factual knowledge of psychology, including fundamental properties of the nervous and perceptual system, and the principles of learning, cognition and memory, human development, psychological disorders, personality, and social processes.

**SM2.** Knowledge of historical and contemporary theoretical perspectives presented by physiological, cognitive, behavioral, social, psychodynamic, and humanistic approaches.

**SM3.** Knowledge of different research techniques, including observation, case study, experimentation, and correlation.

**SM4.** Knowledge of ethical issues related to the field of psychology.

**SM5.** Knowledge of sociocultural contexts that influence individual differences, and which affect theory and research in psychology.

**b. Cognitive Development Objectives**

Graduates from the department of Psychology will be able to

**CD1.** Distinguish between correlation and causation.

**CD2.** Detect a valid from an invalid conclusion based on given empirical evidence.

**CD3.** Draw a valid conclusion based on application of statistical analysis of evidence.

**CD4.** Recognize the need for control/baseline conditions to apprise an effect.

**CD5.** Design a simple, sound plan to answer a research question

**CD6.** Apply knowledge of psychological principles to everyday life situations.

**CD7.** Explain the meaning and importance of clinically significant findings.

**c. Skill Objectives**

Graduates from the department of Psychology will be able to

**SK1.** Demonstrate competence in basic computer skills, including the ability to use word processing and statistical analysis software.

**SK2.** Search for printed and electronic information on a specifically defined and/or general area of psychology (e.g., library's on-line system, CD-ROM, and the Internet)

**SK3.** Gather systematic information about human experience or behavior.

**SK4.** Conduct and interpret simple data analyses.

**SK5.** Write a research report according to APA format.

**SK6.** Communicate research findings.

**1. Data collection techniques used to determine if the program has been successful in achieving the desired outcome for each objective.**

Student outcomes are documented by multiple measures across the different objectives.

SM1-SM5:

- Overall GPA in Psychology courses
- Examination scores in 300- and 400- level courses
- Self-report information from exit and alumni surveys

CD1-CD7:

- GPA in Basic Statistics and Research Methods courses
- Examination scores obtained in Basic Statistics and Research Methods courses
- Evaluation of student projects in Research Methods, Independent Study, Directed Research and Honors Thesis courses
- Self-report information from exit and alumni surveys

SK1- SK6:

- GPA in Basic Statistics and Research Methods Courses

- Evaluation of student projects in Research Methods, Independent Study, Directed Research, and Honors Thesis courses
- Self-report information from exit and alumni surveys

## 2. **Relation of individual courses to student outcome objectives**

(see Appendix B for a list linking courses to objectives)

### **104 Human Adjustment**

- Introduces students to various theoretical perspectives on how people adjust to changing life circumstances (SM1, SM2, SM5); encourages students to apply techniques derived from these perspectives to their own life circumstances (CD6, CD7)

### **202 Psychology of Women**

- Introduces various theoretical perspectives on the origins of gender differences in behavior; emphasizes personality development and sociocultural theory (SM1, SM2, SM5). Students also learn the research bases of theoretical perspectives (SM3, CD2, CD3) and derive their own simple inquiries into gender differences (CD5, SK2). Students are encouraged to apply theoretical perspectives to their own experiences with gender differences (CD6, CD7).

### **211 Introductory Psychology**

- A survey of contemporary theory and research approaches as well as established principles and findings in psychology (SM1-3, SM5, CD1-5, CD7). Orients students to the applicability of psychological knowledge in a variety of experiential domains (CD6).

### **215 Basic Statistical Methods**

- Explains basic and essential data analysis techniques in psychology (SM3, CD1-5). Provides hand-on experience with data analysis and reporting of analysis results, including introduction to computer-based statistical packages (SK1, SK4, SK6).

### **216 Research Methods**

- Explains designs and strategies commonly used in psychological research (CD1-5). Provides hand-on experience in designing research projects, collecting, analyzing, and reporting data and researching the literature (CD6-7, SK1-6). Includes a segment on the ethics of conducting research with human and animal subjects (SM4).

### **301 Physiological Psychology**

- A survey of historical and contemporary findings, principles, and theories relating behavior and cognition to physiological processes (SM1-3). Particular emphasis on applying principles and findings to commonly-encountered psychological disorders and phenomena (CD6-7).

### **303 Learning & Conditioning**

- A survey of principles and historical and contemporary findings in human and animal learning and conditioning (SM1-3). Emphasis on how principles are derived from basic laboratory research (CD1-4) and then applied to everyday situations (CD6-7).

### **304 Psychology of Personality**

- An introduction to theoretical perspectives on the study of individual differences (SM1-2, SM5). Emphasis on research methods (SM3, CD1-4) as well as theoretical conceptualizations of the important characteristics and dimensions in which people differ from each other (CD6-7).

### **305 Psychology of Perception**

- Examines how sensations emerge from physical energies affecting sense receptors and get organized into the percepts we call events and objects (SM1-2). Emphasis on the derivation of principles from laboratory research findings (SM3, CD1-4).

### **331 Psychology of Childhood**

- An introduction to research on child development (SM1-3). Emphasis on physical, cognitive, emotional, and social development (SM1-2, SM5). Includes discussion of application of child development principles and theories (CD6).

### **332 Psychology of Adolescence**

- An introduction to research on adolescent development (SM1-3, SM5).

### **345 Abnormal Psychology**

- Surveys abnormal psychology with particular emphasis on clinical syndromes as delineated in the diagnostic system of the American Psychiatric Association (SM1-2, SM5). Surveys current research into causal factors, treatments, and outcome assessment (SM3, CD1-4, CD7).

### **351 Cognitive Psychology**

- An experimental and theoretical treatment of processes of memory, language, and problem solving (SM1-2, CD6). Includes a requirement of designing and conducting experimental tests of theories of cognition (CD1-5, SK1-6).

### **355 Social Psychology**

- Emphasizes individual behavior in the social context. Relates theoretical principles and empirical findings regarding interpersonal attraction, prejudice, social roles, conflict resolution, stereotyping, conformity and other social psychological phenomena to every day experience (SM1-3, SM5, CD6).

### **387 Field Training in Psychology**

- An opportunity to engage in a work-study experience in a selected community agency or institution. Students are prepared for this experience via class meetings that discuss conceptual and ethical issues surrounding their particular placement (SM1-2, SM4-5, CD6-7).

### **391 History & Systems in Psychology**

- An overview of the major theoretical issues, landmark discoveries, and research strategies in psychology (SM1-3). This experience is intended to assist advanced students in integrating factual knowledge and in creating a strong foundation for graduate level study of psychology. A research paper is usually required (SK1-3, SK5-6).

### **394 Directed Research In Psychology**

- Under faculty supervision, students participate in all or some phases of a research project including literature survey, design, data collection and analysis, and preparation of research reports (SM3-4, CD1-5, SK1-6).

### **415 Research Design**

- Investigation of several research strategies including questionnaires, attitude and personality research, and interviews (SM3-4). Statistical techniques covered include: t-tests, chi square, correlation, and a thorough discussion of techniques of analysis of variance (CD1-5, CD7, SK1, SK4).

### **420 Foundations of Professional School Psychology**

- An examination of the history and foundational and legal/ethical issues in school psychology (SM1-2, SM4-5). Particular emphasis on specific models of service delivery including direct intervention and consultation (CD6, SK6).

### **424 Human Learning**

- Surveys the research findings and theoretical analyses of how people acquire, forget, and transfer verbal information (SM1-3). Structures and processes of human memory are studied in the context of current research into human information processing (CD6-7).

### **440 Psychological Tests & Measurements**

- Demonstrates the principles of psychological measurement and the contents and uses of specific tests of mental ability, achievement, personality, and abilities (SM2-5). Includes a field work segment in which the students as a group examine testing programs in regional school systems (CD3, CD6-7, SK3-4).

**444 Principles of Behavior Modification**

- Survey of various methods of behavior modification programs. Emphasis on the empirical research and theoretical background of specific techniques and the ethical issues involved in applying these techniques (SM1-2, SM4, CD4, CD6-7).

**446 Introduction to Clinical Psychology**

- Acquaints students with the types of behavioral and personality problems with which clinical psychologists typically work, the use of diagnostic techniques, and the various methods of psychotherapy, including a consideration of the empirical basis of the therapeutic approaches (SM1-3, SM5, CD6-7). Students also focus on the ethics of clinical practice (SM4).

**451 Interpersonal Relations and Social Interactions**

- Introduces students to theory, research, and exercises in interpersonal perception, communication, motivation, leadership and problem solving (SM1-3, SM5, CD6).

**480 School Violence and Crisis Management**

- Provides a review of the variables associated with violence and crisis management in the public school setting. The emphasis is on psychological, developmental, and risk correlates of childhood aggression; critical examination of the prevention and intervention models considered most effective and useful in the school setting; in depth understanding of crisis prevention and response models (SM1-2, SM4-5, CD1).

**486 Interview & Psychotherapy Techniques**

- A review of interview techniques as a method of assessment and helping. Students observe and discussion demonstrations of these techniques, conducted by faculty. Students also conduct, role-play, tape, and analyze interviews themselves to develop foundation helping skills. Models of counseling and psychotherapy are examined with a focus on both theory and research evidence for the different models (SM1-2, SM4-5, CD6-7).

**489 Family Therapy**

- Reviews concepts, theories, and research practices and findings in family therapy (SM1-3). Students role-play family problems and intervention skills (CD6-7). Students are cautioned to understand that this experience does not qualify them to practice as therapists; ethical issues of their experience and family therapy in general are discussed (SM4-5).

**494 Seminar in Psychology**

- Rotating topics; intensive study of a particular topic under the guidance of a faculty member. Outcome objectives achieved depend on topic and structure of a particular offering. Recent seminar topics include “Quantitative Methods,” “Psychology & Law,” and “Developmental Psychopathology.”

**496 Special Studies in Psychology****497 Honors Thesis**

- Students engage in a critical review or an experimental study of a topic of interest, under the supervision of a faculty advisor and honors thesis committee (this course can potentially address all objectives, depending on the orientation and topic of the particular thesis).

**498 Independent Study**

- See Honors Thesis (PSYCH 497).

**3. Dual-level Course List**

Appendix B1 provides a description of the graduate expectations in dual-listed courses.

**C. Assessment Data**

Summary of Assessment Data

## 1. Senior Exit Survey Data

In the Audit and Review Report submitted in 1997, the Psychology Department provided preliminary data from a Senior Exit Survey developed to gather information regarding graduating majors' career plans, their experience and satisfaction with the Psychology Department's curriculum, teaching, and advising, and their suggestions for improvement. At that time, the department had collected data from 10 students during the Spring 1997 semester, which was approximately 20% of graduating psychology majors. Although the survey results were encouraging (see 1997 Audit and Review Report), a larger sample was clearly necessary for any conclusions to be drawn.

In the Spring 1998 and Spring 1999 semesters, 78% and 73% (Spring 1998 and 1999, respectively) of graduating psychology majors provided survey responses, giving the department a much more reliable basis for considering improvements to the program.

a) The survey included 6 primary variables assessing satisfaction with various aspects of the Psychology Department. Response options for these variables were: very satisfied, somewhat satisfied, somewhat dissatisfied, and very dissatisfied.

Percentages of respondents indicating **satisfaction** (*very satisfied* or *somewhat satisfied*) are listed below:

	1998 (N=38)	1999 (N=32)
Overall Satisfaction	81%	97%
Faculty Contact Opportunities	84%	90%
Lecture Quality	81%	87%
Test/Assignment Quality	84%	83%
Readings Difficulty Level	89%	80%
Advising Quality	42%	60%

Satisfaction rates for the areas examined are quite high, with the exception of Advising Quality. This lower rating is better understood through the examination of data described in the following section.

b) Respondents were asked the open-ended question "Are there any particular skills or knowledge areas in which the Psychology Department could have provided better training for you?" Responses fell into several categories:

### Spring 1998

Better advising/More career guidance	47%
More applied opportunities (field training, internships, etc.)	32%
More specialized upper-level courses	29%
More statistical/research experiences	13%

### Spring 1999

More applied opportunities	40%
More career guidance	24%
Greater variety of courses	20%
Improvement of current courses	8%
Better advising	8%

Regarding student satisfaction with student advising, the major concern appears to be that of career guidance, rather than more "course-related" advising. There appears to be a consistent

desire for the Department to provide more applied opportunities, as well as a wider-range of courses.

c) Respondents were asked several questions regarding their short-term and long-term career plans. Data from Spring 1998 and Spring 1999.

What best describes your career plans for the next year?

<b>Career Plans for Next Year</b>	( <i>N</i> = 70)
Work in job related to Psychology	35%
Work in job unrelated to Psychology	23%
Attend graduate school in psychology	18%
Attend graduate school in another area (e.g., social work, business,...)	15%
Other/unknown	9%

Immediate career plans were generally consistent across the two years data was collected, with about 1/3 of students seeking psychology-related employment, 1/3 planning to attend graduate school in some area, and about 1/3 with uncertain plans, or plans unrelated to psychology.

What best describes your long-term career plans?

<b>Long Term Career Plans</b>	( <i>N</i> = 70)
Clinical practice in Psychology	27%
Counseling/Human Services	24%
Business and related fields	15%
Other professional practice (Law, Medicine,...)	7%
Teaching or Research in Psychology (after graduate school)	1%
Other/undecided	21%

The dominant theme in long-term career plans for our majors appears to be in the “helping professions” (51%), either with or without additional education.

d) Respondents were asked to indicate preferences for hypothetical concentrations within the Psychology major, to assess interest in possible future “tracks” that would be offered within the major. Data from Spring 1998 and Spring 1999 (*N*=70).

If you had been allowed to choose an emphasis within the Psychology major, which of the following do you think would have best suited your interests and needs?

- 37% Graduate school track: preparation for post-graduate study in psychology
- 38% Human services track: background and experience for employment in a human services organization following graduation
- 25% Business track: background and experience for employment in a business setting following graduation

Preferences for tracks are consistent with the long-term career plans described by our majors, suggesting that these students generally understand what would be useful and appropriate courses and experiences for success in their desired career paths.

## 2. Psychology Department “In-House” Exam

The Psychology Department has developed an “in-house” exam designed to measure student knowledge in the major content areas of psychology for which the department is able to make regular courses available. The faculty-constructed exam consists of 77 multiple-choice questions in 11 major content areas of psychology taught in the UW-W Psychology Department: abnormal behavior, adolescent psychology, child development, cognition, experimental methods, learning, perception, personality, physiological psychology, social psychology, and statistics.

During the Spring 2002 semester, the exam was completed by 117 student volunteers (40 psychology majors, 11 psychology minors, and 66 non-majors/minors). Although the Department’s primary interest is in the progress of our majors, non-majors are useful as a comparison group. Mean scores were used to conduct statistical analyses, but they have been converted to percentages for presentation purposes.

### a) Full Sample Analyses ( $N = 117$ )

#### Majors Versus Non-majors

- The average score on the exam was 46%, with a range of 21%-68%. This overall figure includes both majors and non-majors, with varying levels of exposure to psychology courses.
- As expected, psychology majors/minors performed significantly better than non-majors on the exam. The table below shows the average percentages and ranges for majors versus non-majors.

	Mean Percent Correct	Range
<b>Majors/Minors</b>	50%	21%-68%
<b>Non-Majors/Minors</b>	43%	21%-62%

#### Number of Psychology Courses Taken

Performance can also be examined as a function of the number of psychology courses that have been taken by students. There was a significant positive correlation between the number of psychology courses taken and the percent correct on the exam,  $r(117) = .43, p < .001$ . Looking at performance as a function of courses taken, the table below shows the positive trend that would be expected as students complete more psychology courses.

# of Psych Courses	Mean Percent Correct	Range
<b>0-1</b>	43%	26%-62%
<b>2-4</b>	42%	21%-64%
<b>5+</b>	53%	21%-68%

### b) Major/Minor Analyses ( $N = 51$ )

#### Number of Psychology Courses Taken

As the department wishes to demonstrate an increase in student performance over time for its majors in particular, analyses were conducted on majors and minors only. There was a significant positive correlation between the number of psychology courses taken and the percent correct on the exam,  $r(51) = .48, p < .001$ . Note that this correlation is slightly higher than the correlation involving the full sample. Further, looking at the table below there is a definite positive trend in performance as measured by both means and ranges as students complete more psychology courses.

# of Psych Courses	Mean Percent Correct	Range
0-4	44%	28%-64%
5-8	50%	21%-64%
5+	57%	45%-68%

- The Psychology Department is pleased with the overall results of this recent assessment venture. In short, as psychology majors and minors complete more courses in psychology, their performance on the exam increases. This indicates that their general knowledge in the area does grow and is retained to some extent over time.
- Clearly the Department would prefer that the overall performance of its majors was higher. However, there are two factors that impacted the results of the current assessment situation that make the Department optimistic for its future assessment endeavors in this area.
- First, as the first draft of this in-house exam was used during this assessment period, the exam itself could be improved to make it a better indicator of student ability. Statistics provided for the test items suggest that 15-20% of the items could be improved or replaced, as they were not strongly related to overall performance on the test. This is not to imply that “easier” questions will be used - rather, we will attempt to develop questions that individually will be associated with performance overall. The Department is currently revising the test to increase its validity and reliability.
- Second, the exam has not been a predictable form of assessment in the Department, and therefore our majors were not able to anticipate its availability. It was advertised to students, in part, as a “practice Psychology GRE”, providing students with an opportunity to “test their knowledge” as they might be tested in the future. If this form of assessment was employed more regularly, students might be more motivated to prepare through review of their coursework, and ultimately to perform better on an exam of this nature.

c) The Department also conducted additional analyses directed toward understanding differential performance in the various content areas that were measured by the exam. This is somewhat difficult to do, as obviously not all students take courses in all of the areas that this test assessed. In addition, the quality of the exam items in the areas varied, making it unclear whether differences in performance were a function of a lack of knowledge, or a problematic test item. With an improved in-house exam, future assessments of this nature will provide more detailed information that can also be used toward understanding and improving the quality of instruction in the Psychology Department. The following table contains mean scores (based on 6 or 7 possible points, depending on the area measured) indicate an overall tendency for Psychology Majors and Minors to show increased knowledge in psychology as a function of the number of psychology classes taken.

Course (6 pts)	Mean	Percent	0-4 Classes	5-8 Classes	9+ Classes
Physiological	3.20	53.3	2.77 <sub>a</sub>	3.22 <sub>ab</sub>	3.63 <sub>b</sub>
Childhood	3.20	53.3	2.83	3.22	3.44
Abnormal	3.04	50.7	2.94	2.70	3.50
Perception	2.92	48.7	2.68	2.87	3.19

Course (7 pts)					
Social	4.69	67.0	3.71 <sub>a</sub>	4.65 <sub>ab</sub>	4.94 <sub>b</sub>
Res. Methods	4.37	62.4	3.22 <sub>a</sub>	4.52 <sub>b</sub>	5.13 <sub>b</sub>
Personality	3.59	51.3	3.42	3.39	4.13
Cognitive	3.55	50.7	2.68 <sub>a</sub>	3.52 <sub>a</sub>	4.69 <sub>b</sub>
Statistics	3.47	49.6	2.63 <sub>a</sub>	3.17 <sub>ab</sub>	4.00 <sub>b</sub>
Learning	3.37	48.1	2.99	3.39	3.81
Adolescence	2.90	41.4	2.81	2.78	3.19

Shaded courses show significant mean differences as a function of the number of psychology courses taken,  $p < .05$ . Unshared subscripts within a row indicate significant differences.

### 3. Evaluation of PSYCH 215 Statistics

In the 1998-1999 academic year, the Psychology Department participated in a survey regarding the content of undergraduate statistics courses in psychology conducted by the University College of the Cariboo, British Columbia. The UW-Whitewater Psychology Department was one of 145 departments from North America to participate in the survey. The department received the final results of the survey in Fall 1999, and this information was useful in the evaluation the content of its undergraduate course in Statistics.

### 4. Psychology Alumni Survey

In the 1997 Audit and Review Report, the psychology department indicated that it had developed a survey for Alumni who majored in psychology while at UW-Whitewater. The survey was designed to be included with the University Alumni Survey that was being discussed at that time. Unfortunately, the University has yet to produce such a survey that would allow the Department to access a large number of alumni in a financially viable manner. Given its greater resources, a University-sponsored survey would have more success gathering information about previous graduates and their career outcomes than would the Psychology Department on its own. The Department, not wishing to compete with a future University survey, has not pursued this method of gathering alumni information directly. However, it remains a viable and quite desirable option in the assessment plan.

### 5. Psychology Advising Survey

Senior exit survey data described earlier indicated that advising is perceived by students to be the aspect of the psychology department's major that is the most problematic (with a 60% satisfaction rate). The department would obviously like to improve advising services, and gathering data from majors on their advising experiences would provide the department with some direction in that regard. The department assessment plan called for asking students to complete a brief survey regarding their experiences at some point during the last two years. Unfortunately, the University's current migration to the PeopleSoft software has made this an impractical choice for two reasons. First, faculty advisors have been necessarily in the process of learning the new progress report system that is the basis for the advising process. It seems ill-advised to try to collect data of this nature during such a transition, or expect that this data would accurately reflect the department's typical advising experience. Second, students have been understandably frustrated with the new progress reporting system, and many students would likely respond negatively to having to do "one more thing", or use the opportunity to provide feedback on the PeopleSoft system, rather than on faculty advising, which is our area of concern. Fortunately, familiarity with the new system by both students and faculty alike now makes an advising survey reasonable, and the department will be moving forward with this portion of the assessment plan in the coming year.

### 6. GPA data

The assessment plan also includes examination of GPA in relevant courses, specifically Basic Statistics and Research Methods. GPA data for a sample of Research Methods courses (one instructor, 5+ from 1998-2002) showed an overall GPA of 3.03 (data includes students who dropped the course late and therefore had an F recorded on the spreadsheet). Data from a second instructor (2 semesters, 3 sections) indicated an overall GPA of 2.98. Data from the statistics course showed GPAs of 2.42 (one instructor, data from 1998-2002) and 2.30 (second instructor, 2 sections, Spring 02). The overall mean GPA for Psychology students in Psychology courses was 3.01 in the Spring 02 semester (data from the Office of Institutional Research).

### **7. Student Senior Survey for Audit & Review (data from Provost's office)**

Unfortunately the return rate on the survey of seniors was not very high. Overall the department received information from 35 completed surveys out of 179 (20%). In general, responses received were very positive. In terms of preparation, students ratings were typically 5 or higher (scale is 1-Very Poorly Prepared, 7 – Very Well Prepared). The only area that averaged lower than '5' was the item "Appreciation for the efforts of international, multicultural, and ethnic factors on your major" – mean rating 4.78.

Open-ended responses from students regarding what they liked about their UWW experience (not necessarily specific to the Psychology department), as indicated by some of the responses below:

- "The friendliness of the faculty."
- "Majority of the professors were good teachers."
- "The variety of classes available."
- "Instructors were easily accessible and willing to help out with anything and everything."
- "Good psychology professors."
- "Small class size, lots of opportunities to talk with your professors if you have problems or need a letter of recommendation."
- "Professors in my department were very knowledgeable."
- "All the opportunities to get out into the field early on in my college career."
- "Having an advisor that actually know what he was doing!"
- "Working so close with professors, most are eager to help out."
- "The professors seem to have a real interest in their students' achievement and are able to provide them with the necessary help they need outside of the classroom."
- "Due to small class sizes, it is possible to develop a better student-professor relationship with the professors. The professors are able to show the students that they really do care about teaching, and the students can understand where the prof. is coming from on certain areas."
- "I like the small class sizes, especially in my major. It allows students to feel more comfortable with their peers and they are able to ask questions that they may not normally ask, without feeling intimidated in any way."
- "There are many opportunities for internships which help integrate your major into everyday life."
- "There are many classes offered that help you review and strengthen the concepts that have been learned."

Open-ended responses from students regarding things they would like to see improved at UWW (again, not necessarily specific to the Psychology department), as indicated by the sample below:

- "Buildings like Winther need to be updated."
- "Having more speakers relevant to the major."
- "Better communication between departments."
- "Better advisor training so advisors can properly guide their students if they need help."
- "Less emphasis on multiple choice exams as a measure of what we have learned in the class."

- “More class sections each semester.”
- “A few less general credit requirements, and more credit requirements within majors and minors, but no increase in total credits.”
- “Have more awareness on the campus about sexual assault, date rape, sexual transmitted diseases and talk about safe sex and the cons of drinking in excess with all those issues. And have the students be involved in it.”
- “Increase in the psychology departments need for undergraduate research. I don’t see any students participating in this, which is an important aspect for applying to grad schools.”
- “The condition of Winther Hall could use some updating. I am aware that it is very expensive to make the types of improvements that it needs, but maybe as a future plan they can add some windows to the classrooms.”
- “Smaller numbers in each classroom, with 40+ students, I feel like I was becoming a number. In smaller classes, students feel more involved and more willing to get involved.”
- “I would like to see the professors get involved in the organizations of their majors. We need more support from the professors.”

#### **D. Program Improvement Resulting from Assessment Efforts**

1. Changes to Curriculum, assessment objectives and/or data collection techniques
  - a) The Senior Exit Survey revealed that student satisfaction with the major was relatively high, there was noteworthy dissatisfaction with the quality of advising. The faculty discussed the issue in light of the 1998 survey results, with the intentions of improving the advising experience for students. Results from the survey the following year (1999) showed an increase in satisfaction with advising, with room for improvement compared to other areas. In addition to the issues surrounding career guidance as discussed below, a survey specifically concerned with advising related issues should help the department make additional improvements.
  
  - b) The Senior Exit Survey revealed that majors desired more career information and guidance. The department has tried to address this need in two important ways. First, in advising meetings with majors (especially the first meeting after students have declared psychology as their major) department faculty make it clear to students both the potential and limitations of a bachelor’s degree in psychology. As a student progresses in the major and the student becomes more aware of what his or her career goals are, faculty work toward recommending courses and experiences that will increase the chances of success in the student’s chosen career path. Second, faculty members regularly participate in panel discussions about career opportunities in psychology, and issues surrounding graduate study in various branches in psychology.
  
  - c) The Senior Exit Survey revealed a desire for more applied opportunities such as field placements and internships, as well as a wider range of courses. The department shares the desires of its majors, but must deal with issues of staffing and meeting the broad needs of its major and minor pool. The department has worked toward offering more applied opportunities in a wider range of venues, recognizing the value of these experiences for future employment or graduate training. The department has also been able to offer more student research opportunities in recent years through the Directed Research course. The current search for a tenure-line faculty member also addresses this student need as we are seeking someone who can provide additional field opportunities with populations outside the expertise of current faculty (specifically aging populations). Current faculty are also considering development of additional forensic-related field experiences which is another area of student interest.

d) The Senior Exit Survey has provided information about the future career plans of our majors, and the faculty is using this information in planning curricular changes that may enhance the success of our majors. A large percentage of our majors intend on a psychology-related career, especially in the “helping professions”. These are important considerations for the development of more specific concentrations or “tracks” under development. When asked about some hypothetical tracks, there was interest in all three possibilities related to future graduate work, human services, and business. The breadth of interests of our majors make the development of tracks challenging, but the faculty currently feel that more specialized concentrations will be both attractive and useful to our majors.

e) The results of the “In-House” psychology content exam indicated that our majors are indeed retaining knowledge as they work through their required and elective courses. As noted earlier, the correlation between the number of psychology classes taken and the total score on the exam was .48. The most recent in-house exam reported in this Audit and Review period did not allow us to determine which courses a particular student has taken, only the number of courses taken. This limits to some extent what can be learned from the results of this exam, although the analysis is more straightforward. After improving the quality of the in-house exam itself, future assessments of this sort will gather information about individual courses taken which will allow better measures of student learning and retention.

f) The results of the In-House exam indicated that in each of the content areas tested, students scored higher the more psychology courses he or she had taken. Although not all courses showed a significant increase, the fact that not all students had taken courses in all these areas would make such an outcome surprising. The consistency of the overall pattern across courses supports the department’s belief that it is providing students with exposure to the major content areas in psychology, and that majors and minors are retaining a significant amount of information as they work through the program of study.

g) Information provided by the North American survey of undergraduate statistics courses conducted by the University College of the Cariboo, British Columbia has supported the department’s belief that our undergraduate students are being exposed to up-to-date concepts and issues in statistics as they relate to psychology. Our course in statistics is covering the material that a majority of statistics courses in the U.S. and Canada also cover.

## **2. Program response to recommendations relevant to assessment from the 1997 Audit & Review Report**

A copy of the 1997 Audit and Review Evaluation report is attached in Appendix C. In addition, the department’s 1999 Report on Specific Actions Required is also attached. The evaluation in 1997 was largely positive, and the majority of weaknesses were addressed in the 1999 report. Specifically with regard to assessment, concern had been expressed with regard to the low numbers of students completing the exit survey (in Spring 1997 our return rate was only 20%). In Spring 1998, all graduating psychology majors were contacted by mail and the survey was described as “mandatory.” Our completion rate in Spring 1998 was 80%. The formation of an external advisory board was also to be considered, and as noted in our 1999 report, the American Psychological Association provides an external review and consultation program for undergraduate programs in psychology. Although we believe that this would be an efficient way to obtain high-quality feedback about our program, particularly in relation to other undergraduate programs in the nation, budgetary constraints have kept us from acting on this issue. Dean Ross recently expressed some interest in our pursuing this and, as we are

interested in having such a visit, we would welcome the opportunity assuming we are provided financial support.

#### **E. Information Shared with Constituencies**

1. Assessment information is regularly shared with faculty and staff members during regularly scheduled department meetings. Assessment information is also shared and discussed via the department's e-mail discussion list. Most recently, an Assessment Committee report was shared at the department's Fall Retreat in August 2002. Reports of assessment information are also disseminated to students via the two student organizations (i.e., Psi Chi and APSSC).

In order to reach a greater number of our students, the department is currently developing a departmental newsletter for dissemination and gathering of information. The newsletter will be distributed to majors, recent alumni, and department members and community members relevant to the program (e.g., field training supervisors).

## **II. Strategic Purposes and Performance**

### **A. Centrality**

1. The Psychology Department is committed to the mission and goals outlined in the Strategic plan of the University of Wisconsin-Whitewater.
  - Student Learning is central to the mission of the Psychology Department and is reflected in our teaching, specifically the continuous incorporation of novel teaching techniques, including use of technology and multimedia course development and provision of "hands-on" field and research experiences. Our commitment to student learning is also evident in our assessment plan, which includes evaluation of student knowledge in content areas.
  - The Psychology department is committed to development of state of the art programs. This is reflected in our application of computer technology in the classroom in the form of multimedia presentations, computerized experiments, and use of Blackboard. Faculty and students utilize sophisticated graphics software to create experimental stimuli and collect response time data measured in milliseconds to determine how humans process various stimuli. Use of computers in the classroom also fits in well with the promotion of technology across the campus.
  - Faculty and staff in the Psychology Department are also exemplars in their fields as evidenced by their ongoing scholarly productivity and commitment to teaching. Faculty are actively involved in research and are engaging students in useful psychological research as may be seen in the listing of research publications and conference presentations. Our faculty are also exemplars through their service oriented work to both profession and community.
  - The service-oriented work of the faculty also speaks to the priority of fostering a sense of community and provision of vital resources to the community and region. Our field training programs and Cliff O'Beirne's nursing home program are examples of strong commitment to the community. These programs provide an important resource for the region, as well as providing training and service opportunities for our students which then enhances their ability to become a resource themselves. Issues of diversity and issues such as age, gender and ethnicity, which reflect global perspectives are integral topics in a number of our courses.
  - Finally, with regard to Priority 6, the department's ongoing commitment to research, teaching and service activities enhance and support the efforts of UWW to strengthen its leadership position as a premier comprehensive university. Outstanding achievements, such as Dr. Waraczynski's success in obtaining two substantial research grants, provide important learning opportunities for students while also advancing psychological research. Our use of innovative programs that accommodate the changing society will propel us to the forefront of comprehensive institutions. Our program continues to seek

ways of offering more applied experiences for students, such as field opportunities and hands-on research work. These opportunities enhance student success with both graduate school and career goals.

2. Given the broad applicability of psychology, the content area of psychology complements many other disciplines and majors in the University. Several of our courses are required or recommended in other majors and minors including courses in the College of Education, Social, Counseling, Business and Criminal Justice. Our courses are also substantive parts of the Human Services Foundations Minor and the Family and Health Studies Minor. We offer BSE and Broadfield Social Studies majors and minors for education and business students. Our department has also provided leadership in the general education program through our coverage of the Individual and Society core course and particularly through Dr. Sheila Seelau's efforts as core course coordinator for that course. Several of our courses are also designated as social science courses for the general education program of all other majors on campus and for the College of Letters and Sciences BA and BS degrees.

## **B. Goals and Objectives**

1. Current (non-assessment) goals and objectives of the program and mission statement.  
 Mission Statement: In accord with the University and College missions, the department of Psychology has the following missions:
  - (a) The department offers a broad range of courses in psychology with an emphasis on scientific inquiry and critical thinking. These courses prepare majors and minors for further graduate training or to seek employment.
  - (b) The department offers a graduate program in School Psychology, leading to the Ed. Specialist degree.
  - (c) The department encourages scholarly activity by both faculty and students and supports faculty and student research.
  - (d) The department encourages faculty involvement in departmental, college and university service, and student and faculty linkages with community agencies. In fulfilling this mission, the psychology program offers undergraduates a comprehensive exposure to the prominent theories and concepts of modern psychology, the techniques and results of psychological research, and the applications of psychological knowledge to everyday situations. Our major allows students to prepare for a variety of goals including preparation for graduate study in psychology or related fields, development of skills for paraprofessional employment, preparation for teaching high school-level psychology or social studies, or preparation for employment in a business or industry seeking graduates with a broad education, flexible outlook, and the ability to attack problems systematically.

Overall Goals & Objectives:

  - a. Contribute to providing a liberal education with an emphasis on the study of human behavior.
  - b. Prepare students for graduate school.
  - c. Prepare high school psychology teachers.
  - d. Serve the needs of other departments (i.e., special education, sociology, social work, and speech communication).
  - e. Offer psychology electives to all students.
  - f. Encourage psychological research by students and faculty.
  - g. Serve as a psychological resource to southeastern Wisconsin.
  - h. Provide training and education in critical thinking, technical/scientific writing, and the use of computers for writing, research, and statistical analyses.
2. Overall the program has continued to fulfill stated goals and objectives. We also regularly consider revisions which would further refine our accomplishments and mission

- In continuing to provide educational opportunities to meet objectives (a) through (e), the department has continued consideration of curriculum revisions with an emphasis on fostering integration and application of coursework and improving the delivery of career information and graduate school and employment strategies. We are attempting to meet the needs of the majority of our students who seek employment after graduation while also providing opportunities for the substantial minority of our students who aspire to graduate degree programs. We have expanded our experiential opportunities by offering additional field placement possibilities and more hands-on research opportunities through directed research and independent study offerings (goal f). In our current tenure-line search we are hoping to hire a faculty member who can further develop field and research opportunities. Additionally, we have resumed our consideration of “tracks” that might better help students focus their major program and make clearer linkages to post-graduate options.
  - In addition to offering more Directed Research course opportunities, faculty have continued to mentor individual students working on research and have collaborated with students on research projects which have allowed students to attend and participate in professional meetings and conferences (program goal f).
  - The department has remained committed to supporting faculty research through encouragement efforts at obtaining extramural funding; through the re-investment of indirect costs recovered from extramural grants to support faculty scholarship; and through a pilot program in which we have allocated a portion of the department budget to support faculty research and development efforts.
  - The department continues to serve as a psychological resource to southern Wisconsin by maintaining a collaborative network between our Field Training students and instructors and the variety of community agencies in Rock, Dane, Jefferson, Walworth, and Waukesha counties with whom we work. Additionally our department members have served the region through development of workshops, distance education, consultation services and other educational and service-oriented programs which benefit the community.
  - The department and college have continued to support the use of multi-media computer technology as seen in the upgrade of the Psychology lab in WH4002, continued upgrades of classroom multimedia equipment and the recent approval for upgrading WH4010 to Level 3 technology (program goal h).
3. Describe how the program contributes to meeting specific state and societal needs.  
The psychology program contributes to state and societal needs by:
- Preparing students for graduate study in psychology or related fields.
  - Assisting students in the development of skills for paraprofessional employment in human, social, and mental health services.
  - Preparing students to teach high school level psychology or social studies
  - Preparing students for employment in businesses and industries
  - Preparing students to think critically, solve problems systematically, and apply research on human behavior to everyday situations.
4. Program response to recommendations of the previous audit and review report.  
The Psychology department’s response to the previous audit and review report is partially documented in the department’s “Report on Specific Action Required” of 2/24/99 (see Appendix C).
- Since the last report the department has hired two tenure-line faculty – one in the specialty area of child development, the other in school psychology. The developmental psychologist also has a focus on cognitive development in children, which addresses concern about the department being understaffed in cognitive psychology. We are

currently searching for a tenure-line person with expertise in development/aging. These hires/anticipated hire address some of the need to supplement our instruction in developmental and applied areas of psychology.

- We are continuing to explore the possibility of offering tracks within the major. Given the creating of the Human Services Foundations Minor, we are revising our consideration of a Counseling/Human Services Track. We are also exploring a Developmental Psychology Track and a Graduate School Preparation Track and have begun to explore possibilities for a track related to forensic psychology.
- Human research lab space continues to be a concern. Dean Ross provided research space in Salisbury Hall that was utilized by Dr. Eric Seelau, Dr. Sheila Seelau, and Dr. Poorman. However, this year the college has requested that we allow that space to be used for other needs in the near future due to the space demands created by the Upham construction. The space was also limited in its utility due to a lack of soundproofing. At present the department is working to identify faculty space needs and possibly reallocate some of our current space.
- The scholarly productivity of some of the faculty was identified as a weakness in the last report. Inspection of Appendix F should attest to the current level of scholarly productivity. The department is also actively trying to support faculty research through re-investment of indirect costs recovered from grants and other opportunities.

### **C. Trend Data**

The 5-year trend data for the number of majors, minors, degrees granted, average credit to degree, and SCH/FTE ratio are provided in Appendix D.

- In reviewing the trend data, one noticeable trend is the drop in the number of majors starting in 98-99 (down 29 students) and continuing in 99-00 (down 5) and 00-01 (down 15). However, these are fairly small decreases and our number of majors increased for the 01-02 year (up 33 students from 00-01). It should also be noted that the downward trend had started in 1994-95 and actually has been less substantial since that time
- Our minor enrollment was fairly stable from 97-00, but showed an increase in 00-01, followed by a decrease in 01-02. This last decrease is slightly lower than the numbers in the previous years. It may be due to greater student involvement in the Human Services Foundations Minor and the Family and Health Studies Minor, both of which include Psychology courses. It is possible that some students who would previously have been interested in a Psychology minor are now enrolling in these interdisciplinary minors which also include Psychology.
- A somewhat fluctuating pattern is observed for the number of degrees granted. There is a downward trend from 97-98 to 98-99 (23 students), a slight increase in 99-00 (10 students), followed by a slight decrease in 00-01 (11 students) and increasing again for the 01-02 year (12 students). To some extent, this parallels the enrollment patterns, as would be expected.
- We do show a consistent pattern of students graduating with more than the 120 credits required for graduation. Our average credits to degree over the past five years is 128.8. More positively however, there has been a downward trend in credits to degree since the 99-00 high of 133. The 01-02 average credits to degree was 128. A number of possible factors may explain this data. Graduate school-bound students typically take additional credits to prepare themselves for their chosen area of study. In addition, the psychology major also includes those with psychology majors and broadfield social studies emphases in the College of Education with graduation requirements in excess of 120 credits. It should also be noted that a portion of our majors are students transferring from other colleges within the university. These, and other students who change majors, often need to obtain more credits

to satisfy the requirements of their new major. The department is also beginning to examine other factors that may relate to a higher number of credits to degree. This includes examination of our curriculum

- Student placement information, based on data provided by Career Services, indicates that on average over the past five years approximately 94% of students were placed and, on average 88.65% of those placed were in related jobs. In general we are pleased with these placement rates, particularly given that psychology is not a major with a clear and definite career path at the undergraduate level.

#### **D. Demand for Graduates**

Psychology graduate placement information provided by the Career Services Office:

	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>	<u>1999-2000</u>	<u>2000-01</u>
# Graduates/ #reporting	81/47	77/57	69/41	61/46	59/31
#Employed	36	45	30	38	17
#Attending Graduate School	8	11	10	6	10
No Report	34	20	28	15	28
% Placed (of those reported)	93.62%	98.25%	97.56%	95.65%	87.10%
% in Related	80.56%	85.71%	87.50%	93.18%	96.30%

The Occupational Outlook Handbook of the US Department of Labor states that employment of psychologists is expected to grow about as fast as the average for all occupations through 2010. However, the majority of these positions will involve some level of graduate training. Fewer opportunities directly related to psychology are anticipated for bachelor's degree holders. However, many with a bachelor's degree in psychology are strong candidates for positions in other fields, including management trainee, personnel trainee, public relations and community representative, sales representative, child care worker, correctional officer, advertising and merchandising agent, or marketing coordinator.

Data for UWW graduates who indicated employment from 1997-2001 show placements in the following areas:

	<u>Frequency</u>	<u>Percent*</u>
Social service related (e.g., case worker, youth counselor)	46	29%
Business/Management	22	14%
Education (e.g. child care, teaching asst.)	19	12%
Sales	19	12%
Administrative Support/Clerical	9	6%
Human Resources	8	5%
Police/Security	5	3%
Banking	5	3%
Computer Science/Systems Administration	4	3%
Research Asst./Lab Technician	5	3%
Other (e.g., food service, Americorps)	14	9%

\* Of 156 employed students reporting specific placements. Percentages do not add to 100% due to rounding.

**E. Accreditation**

As a liberal arts major our program shares in the accreditation achieved by the College of Letters & Sciences and the campus as a whole. There is no specific accreditation program for undergraduate Psychology programs.

**F. Location Advantage**

Given that virtually all comprehensive colleges and universities offer an undergraduate degree in Psychology, there is no decisive location advantage for our undergraduate program, although Whitewater's geographical position between Madison and Milwaukee draws students who seek a relatively small state university. Our proximity to these metropolitan areas has also enhanced our ability to provide a range of field placements for our students. Psychology is one of the most popular majors for incoming first year students, so it is to the advantage of the campus that the major is retained and available for residents of our region.

**G. Comparative Advantage**

Our faculty members provide expertise in variety of areas central to the discipline of psychology, which allows us to offer courses in all major areas of psychology thereby providing our students with a solid foundation in the discipline. The range of expertise also allows us to provide students with a variety of research opportunities and field work experiences (see section H, below). Students may participate in a variety of research experiences, both on- and off-campus. Dr. Waraczynski supervises students in her neuroanatomy lab and has co-authored papers and presentations with her students. Drs. Seelau and Poorman have involved students with data collection in the criminal justice system. Dr. Beaver is currently working with students to collect data at Children's Hospital of Wisconsin. As a faculty we are active researchers and offer our students the advantage of participation in all aspects of the research process.

**H. Community Impact**

Faculty and students in the Psychology Department are involved in a wide range of activities that provide a service to the community. Some of these activities are part of our formal field training courses, others represent individual efforts of students and faculty members.

**1. Field Training Programs**

The Psychology Department enrolls about 20-25 students per semester in field experiences for course credit. In these placements students work directly with individuals in a variety of community programs. Although some students arrange individualized field training options, students generally participate in one of our two primary field training programs:

**a. The Kids First Program**

Students in this program are placed in community settings serving children and adolescents. The program was initially developed in 1994 by Greg Cook, working with the Alternative to Domestic Violence Program in Janesville, and since 1996 has been further developed and expanded over the years by Barbara Beaver. Although students' specific responsibilities vary by site, field students are generally responsible for planning and implementing activities with children, as well as serving as role models and supportive adults. They may also have the opportunity to observe psychological evaluation, co-facilitate a group intervention, supervise adolescent jurors during "Teen Court" or to collect behavioral observation data for the an individual child's treatment program. Students in the field program meet in regular class sessions with Dr. Beaver to discuss their field work and focus on professional and thematic issues relevant to their work. Several of the field sites have noted that they rely on our students and at times have been unable to run their full child programs without their participation. Populations served by these agencies, include families coping with domestic violence, adjudicated adolescents, children at risk for the development of conduct problems, and children and

adolescents with developmental and cognitive disabilities. The Kids First Program field sites include: Alternatives to Domestic Violence Program, Janesville; Transitional Living Program, Janesville; and the Families Come First, Jefferson. The following sites have been added to the program since our last Audit and Review: FAST (Families and Schools Together) Program, Janesville; Exchange Family Resource Program, Janesville; Project JOIN, Jefferson; Oconomowoc Developmental Training Center, Oconomowoc; and the New Berlin Child Care Center, New Berlin.

#### **b. Adult Field Placements**

In this program students are placed in community settings with older adolescents or adults. The opportunities for placements in this program have also grown since its inception in 1996. Placement sites have now include the Racine County Correctional Facility, UW-Waukesha Student Services, Briarpatch Crisis Intervention and Street Outreach for Homeless and Runaway Teens in Madison, the YWCA Alternatives to Domestic Violence Program in Janesville, UWW Career Services, The Excel Peer Mentor Joint Program of St. Coletta's and UWW, UWW Health & Counseling Center, UWW Residence Life Education Program, the Division of Parole and Probation in Milwaukee, The Dane County Prosecuting Attorney's Division of Crime Victim Services, The Association for the Prevention of Family Violence in Delavan, UWW Office of Human Resources and Diversity, Domestic Abuse Intervention Services in Madison, and the Rape Crisis Center in Madison. Many of the students who complete the field training course have also obtained jobs in the agencies in which they have been placed.

## **2. Volunteer Activities**

Many of our faculty and students engage in individual volunteer and other service activities, as noted in the next section. However, with regard to volunteer community service the department is particularly proud of the longstanding success of Dr. Cliff O'Beirne's Nursing Home Program. The program is now beginning its 27<sup>th</sup> year with 262 students scheduled to participate this semester. In Spring 1998 the program passed the 100,000 visit mark. The students visit 8 area nursing homes, including homes in Elkhorn, Lake Geneva, Delavan, and Fort Atkinson. In general the program averages about 125 to 200 students per semester. Students are recruited from psychology classes and typically receive extra credit for their participation. However, many of the students elect to continue their participation in the program even after their course involvement is completed. Some students take on the roles of program coordinators who organize the visits and receive field course credit for their efforts. Students make weekly visits to their nursing home for 12 weeks. At the homes the students are paired with individual residents with whom they then participate in individual and group activities. Each Spring the program invites the nursing home residents to our campus for an entertainment program and activities. The program serves both the nursing home residents and our students who develop positive relationships with the residents while also being educated about the elderly.

The Nursing Home Program is currently experiencing some difficulties due to limited funding and transportation problems. The students have previously been transported via university vans, driven by the coordinators. However, due to changes in university policy the program must now use mini-vans, which can transport fewer students. This has complicated the logistics of the program as well as increased expenses.

## **3. Individual Faculty/Student Impact on the Community**

Psychology faculty have been involved in the community in a range of ways including:

- Provision of workshops and presentations at area schools, including such topics as Selective Mutism, Problem Solving Interviews and Parenting Skills.
- Provision of addresses and workshops for local and regional agencies and organizations, such as Dr. Busses' keynote address at the regional conference of the Wisconsin Chapter of the National Multiple Sclerosis Society. Dr. Poorman conducts

training programs and workshops on same-sex domestic violence for law enforcement providers and domestic violence programs.

- Volunteering their time at community schools and other agencies, such as tutoring reading at Barrie Elementary in Fort Atkinson and volunteering for Hospice, Inc., in Janesville,
- Conducting workshops and lectures for campus organizations, such as Joan Cook's presentation on "Cognitive Development in Preschool Children: Using Vygotsky's Theory" for faculty and teaching assistants at the UWW Children's Center. Drs. Beaver & Mullis were part of the panel presentation "Surviving the Aftermath: A Behavioral Science Perspective on the Impact of Terrorism," 10/01.

### **I. Strategic Planning**

The department is currently discussing plans for the development of "tracks" or emphases within the major. These tracks are intended to help students have greater focus in their major, potentially leading to employment or graduate school application. We have begun work on a "Developmental Psychology" track, which utilizes expertise of current faculty, plus the addition of tenure-line faculty member with expertise in aging and adult development. The impetus for this track came from student interest in tracks and more applied opportunities. We currently are unable to provide structured field opportunities for students interested in working with the elderly. At the same time, as the US population ages, interest in adult development and aging as a subspecialty of psychology, is increasing. This track would be useful for students planning to work in a human services field (such students would be advised to consider the Human Services Foundations minor) or for students interested in graduate work in developmental psychology. We are anticipating needing to develop two courses – Lifespan Development and Adult Development/Aging, with other more advanced topics initially covered through seminar offerings.

Additionally, we are considering a graduate school preparation track, specifically aimed at those students planning to apply to doctoral level programs in psychology and related fields. Based on informal awareness of student interests, we are also exploring the possibility of a legal or forensic-related track, however further assessment of need and benefit of such a track is also needed. Although the department currently has three faculty members with research or clinical interests relevant to legal issues and psychology, none of these faculty members are a forensic psychologist. If such a track is pursued, several additional courses would need to be developed, which would require the hire of a forensic psychologist. The department has also discussed similar issues with the Dean of L&S and we will be pursuing further discussion regarding our participation in an interdisciplinary major focusing on Forensic Science.

### **III. Resource Availability and Development**

#### **A. Faculty and Staff Characteristics**

1. All of our faculty and teaching academic staff hold Ph.D.s in their disciplines. Our faculty represent a variety of teaching and research specialties in Psychology which allow us to provide adequate coursework for our undergraduate majors and minors. We have been very successful in reaching our affirmative action goals with regard to the hiring of women. We have had two new tenure-line hires in this review period, both of which were women. We have had three retirements in recent years: I-Ning Huang and Ken Salzwedel retired in 2000, but both taught as ½ time academic staff for the 00-01 and 00-02 academic years. Richard Schlafer, who was ¼ time in the Psychology department, retired in 2001. His position has not been searched. We currently do not have any ethnic minority faculty. We hope to enhance the department's diversity in future searches.

2. Teaching staff are listed below with the undergraduate courses for which they are primarily responsible:

<u>Teaching staff</u>	<u>Course(s)</u>
Aks, Deborah	216, 305, 351, GENED 130

Beaver, Barbara	104, 304, 387, 486, 489
Busse, Randy	211, 332, GENED 130
Cook, Greg	211, 216, 331
Cook, Joan	211, 331, 424
Eamon, Doug	215, 216, 351
Larson, Jim	444, 480
Morgan, Carolyn	355, GENED 130
Mullis, Cindy	211, 332
O’Beirne, Cliff	104, GENED 130
Poorman, P.B.	202, 345, 387, 486, 446
Seelau, Eric	211, 451, GENED 130,
Seelau, Sheila	211, 304, GENED 130
Waraczynski, Meg	211, 215, 301

Beaver, Busse, J. Cook, Larson, Mullis, and Waraczynski also regularly teach graduate courses (once per academic year or more often). G. Cook and Morgan periodically teach courses in the graduate program.

3. The department will search for a new tenure-line faculty member this year. We are seeking a faculty member with expertise in adult development, aging or gerontology (we searched this position last year, but our offers were rejected as our candidates had accepted other positions). Based on student assessment data and advisor reports, we are aware that our students are interested in more applied opportunities and that they may be interested in more formal “tracks” in the major. The most popular career choices for our students tend to be in the clinical, counseling, or human services areas. A field experience can be particularly valuable for these students. At present we offer field opportunities with child, adolescent and some adult populations. Additional field training opportunities with older adult populations would benefit our students in pursuing careers. At present we are exploring the feasibility of a Developmental Psychology track that would utilize existing expertise in several areas of development along with the creation of new coursework in lifespan and adult development and aging. This position may also allow us to provide support for the Gerontology minor, assuming that minor is continued. We are also considered other track possibilities, such as a “Graduate School Preparation” track. As noted above, the feasibility of other tracks, such as a forensic psychology track or participating in an inter-disciplinary Forensic Science major are also being explored.

## **B. Teaching and Learning Enhancement**

### **1. Participation in on-campus and off-campus teaching enhancement activities**

Our faculty and staff regularly participate in a wide range of activities focused on enhancement of teaching. Activities have ranged from LEARN Center sessions to more discipline-specific workshops and lectures presented in a variety of off-campus venues. Given that there is much overlap in on-campus programs attended among faculty, a sample focusing on off-campus experiences includes:

Annual Distance Education Conference, Madison WI 8/01 and the Chaos & Complex Systems Seminars, UW-Madison (Aks), Treating Anxiety, Depression & Anger Effectively, presented by Albert Ellis, and a workshop on Multiple Regression (Beaver), participation in state School Psychology conferences and Trainers’ meetings (Busse, Larson, & Mullis), American Psychological Society 5<sup>th</sup> Annual Institute on the Teaching of Psychology (Poorman, E. Seelau, & S. Seelau), and training by the National Coalition Building Institute (Poorman).

In addition to our attendance and participation in such programs as learners, department members have facilitated teaching enhancement opportunities for others. For example Jim Larson had been a discussion leader for the LEARN Center Book Club. Dr. Sheila Seelau has been a member in several panel presentations related to teaching enhancement, including

*Making Massive More Manageable: Fostering Learning in Large Classes*, a LEARN Center workshop in August 2001.

## 2. **Academic Advising**

All of our faculty advise students, with each member assigned approximately 25 majors to advise. Dr. Waraczynski is our Master Advisor, and she coordinates with Deb Heiber to offer advising workshops for our faculty. In addition, several of our faculty have participated in the college's Summer Advising Institutes. Both Dr. Waraczynski and Dr. Beaver have been recipients of the L&S Excellence in Advising Award. In 2002, Dr. Waraczynski has been awarded a Certificate of Merit from the National Academic Advising Association in recognition of Outstanding Faculty Advising. Most recently, Dr. Poorman has become a University Master Advisor, working with students in the new University Advising Center.

## 3. **Work with undergraduate students on research projects**

Student involvement in research is a high priority in our department. Through class projects, Independent Study, Honor Thesis, or other arrangements, students have many opportunities to work with faculty on research projects. Our students have been active participants in the UWW Undergraduate Research Day and several of our students have presented at NCUR conferences. A number of student-faculty projects have led to publications or presentations at major professional conferences. For example, both Dr. Aks and Dr. Poorman have presented with students at two national conferences in this review period.

## 4. **Initiatives in student-learning based outcomes, new course development and interdisciplinary course development and delivery**

Our faculty regularly update their courses to better reflect the scholarly literature and to better meet student learning needs. We regularly offer new seminars in psychology that reflect specialty areas within the field. Recent examples include: Psychology and Law, Developmental Psychopathology, Qualitative Methods of Inquiry, and Group Dynamics. Jim Larson developed a new course, PSYCH 480/680 School Violence and Crisis Management. Other faculty have been involved with interdisciplinary course delivery, including the INTRAUNIV New Student Seminar. Dr. Meg Waraczynski worked with Dr. Michael Woller of Biological Sciences in the creation and delivery of a new course "Biology of the Brain."

Our faculty have been integral to the development and delivery of the Individual and Society core course. Dr. Eric Seelau, along with Drs. Sheila Seelau and Carolyn Morgan, edited a custom-published text for the course. Eric Seelau also worked on the Honors Program and Block courses for I&S, including giving presentations to faculty on these topics. Dr. Sheila Seelau has been active in her work with students and faculty on the core course. She has served as core course coordinator for I&S and was part of a UW System Undergraduate Teaching Improvement Grant *Project Unite: An integrated approach to meeting the academic needs of language minority students* (1998-99). Dr. Seelau has also conducted a LEARN Center "working lunch" series and presented *Giving Students with Developmental Needs an Academic Advantage: Thematically Linking First-Year Courses* at the UW System Undergraduate Teaching Improvement Council's annual meeting in Madison, 4/00. Both of the Seelaus have also been active in designing and conducting assessment of the core course.

## C. **Research and Other Scholarly/Creative Activities**

A list of faculty publications and professional presentations is provided in Appendix F. Research and scholarly activity are a priority in our department, and all department members are encouraged to remain productive.

#### **D. External Funding**

The Psychology department is supportive of faculty efforts to secure external funding and recognizes the amount of work and persistence inherent to the grant writing process. Jim Larson and Meg Waraczynski have been particularly active in attempts to secure external funding. Dr. Waraczynski has submitted 5 grant proposals and has been successfully funded through the National Science Foundation's RUI program. Several of other department faculty have been actively pursuing external funding and have had some positive results.

To summarize the grant writing efforts of our department:

##### **Aks:**

- Grant proposal submitted to National Science Foundation, July 1998. Project: Dynamical Systems Approach to Visual Search. Total budget requests - \$264,705 (\$226,080 NSF-Research in Undergraduate Institutions Program and \$38,625 NSF-Research Experiences for Undergraduates) Not Funded. Plans to resubmit in modified form in 2003, based on 2 published preliminary studies.

##### **Busse:**

- 1998 OSSERS grant submitted and recommended, but not funded (budget \$100,000).

##### **Eamon:**

- "A Web-Based Basic Statistics Course" funded for \$850 by the Faculty Multimedia Courseware Project Grant.

##### **Larson:**

- Wisconsin Department of Public Instruction grant to develop a training model in Comprehensive School Health Programs for school psychologists. Funded - \$7,500.
- "Straight Talk: Whitewater Middle School High Risk Student Mentor Program." Grant to provide mentors from the School Psychology Program to students at the local middle school. Learn & Serve America Service Learning Grant. Funded - \$500.
- Wisconsin Department of Public Instruction Grant to support a conference of trainers in school psychology to discuss curricular issues related to comprehensive school health. Funded - \$500.
- Alliant Energy Foundation: The Standards for School Violence Prevention and Crisis Response. \$38,900 (awaiting response)
- Schneider National Foundation: The Standards for School Violence Prevention and Crisis Response: \$38,900 (awaiting response)

##### **Morgan:**

- In 1998-99, Dr. Morgan and a number of UWW colleagues (see below) was involved in the development of a grant proposal submitted to the National Science Foundation (\$99,773) to create a summer math/science institute for adolescent females. (not funded).
- In Spring 2000, Julie Letellier (Math & Computer Science), Jayati Ghosh (Geography & Geology), Hephzibah Kumpaty (Chemistry), Geetha Samaranayake (Math & Computer Science), Steve Friedman (Educational Foundations) and Carolyn Morgan submitted a \$150,685 grant to the Lucent Technologies Foundation to create a summer math/science institute and year-long math/science immersion experience for adolescent females and their teachers. (not funded).

##### **Poorman:**

- Co-Investigator, National Endowment for Humanities Focus Grant. *Exploring Self-Identity: East Asian Perspectives*, 1999 (\$190,000. Not funded).
- Principal Investigator & Project Director, Federal Office of Justice Programs grant: Project UNITE: *The Whitewater Campus and Community United Effort to Combat and Prevent Violence Against Women on Campus*, 2000. (\$250,000, not funded).

##### **Seelau, S. Poorman, & Seelau, E.:**

- Grant proposal submitted to the National Institute of Justice Research and Evaluation on Violence Against Women. *Beyond prevalence, anecdote, and opinion: Enhancing justice system accountability regarding lesbian domestic abuse*. (\$385,000. Not funded)

##### **Waraczynski:**

- National Institute of Mental Health FIRST grant was active through 4/30/00

budgets:

97-98 academic year: \$59,454 direct; \$80,617 total

98-99: \$61,822 direct; \$83,832 total

99-00: \$27,442 direct; \$35,964 total (note: this afforded only a 1/4 time teaching buyout, versus 1/2 all other years)

From May of 2000 through April of 2001 she was able to rollover and spend any unused service and supply money from the 99-00 year; this totaled to \$3,463. This process is called a "no cost extension" because it did not involve NIMH allocating any additional funds for her salary yet allowed the project period to be extended for one year. Although there was no teaching buyout that year, she was able to keep the lab active using extramural funds.

- Grant proposal submitted to National Institutes of Health, March 1999 competing continuation of current grant, budget request = \$283,130 direct; \$386,926 total (not funded)
- Grant proposal submitted to National Institutes of Health, October 1999 revision of March 1999 submission, budget request = \$295,895 direct; \$401,799 total (not funded)
- Grant proposal submitted to National Science Foundation's Research in Undergraduate Institutions (RUI) program, July 1999 budget request = \$268,786 direct; \$358,055 total (not funded)
- Grant proposal submitted to National Science Foundation's RUI program, June 2000 revision of July 1999 submission, budget request = \$283,539 direct; \$391,158 total (not funded)
- Grant proposal to the National Science Foundation's RUI program, June 2001 revision of June 2000 submission, budget = \$301,032 direct; \$391,921 total. Funded effective July 1, 2002; 3 year award pending annual approval. The budget was reduced to \$268,691 total per NSF's request, by elimination of the salary line for a technician.

#### **E. Professional and Public Service**

Psychology faculty engage in a wide range of professional and public service activities.

- Many faculty are members of expertise-specific professional organizations, such as the Psychonomics Society, the Society for Chaos Theory in Psychology and the Life Sciences, Society for Research in Child Development, the Association for Women in Psychology and the Teaching in Psychology division of the American Psychological Association.
- Faculty serve as officers in professional organizations such as Doug Eamon's membership on the Steering Committee of the Society for Computers in Psychology (97-98, 99-01). Dr. Eamon also is president of Whitewater chapter of the Association of University of Wisconsin Professionals and Vice-president of the state chapter for that organization. Dr. Eamon was president of the Society for Computers in Psychology (98-99) and is the campus representative to the Midwestern Psychological Association. Jim Larson serves as chair of the Wisconsin School Psychology Trainers Association and is on the Executive Board of the Wisconsin School Psychologists Association
- Faculty members are active as editors and reviewers of books, journals and conference presentations within the discipline. Deb Aks is consulting editor for the *Journal of General Psychology*. Faculty have reviewed for the following professional journals: *Journal of Experimental Psychology: Human Perception & Performance*; *Journal of Experimental Psychology: General*; *Perception & Psychophysics*; *Perception*, *School Psychology Review*, *American Education Research*; *Journal of Experimental Child Psychology*; *Child Development*; *Behavior Research Methods, Instruments, & Computers*; *School Psychology Review*; *Group Dynamics: Theory, Research, and*

*Practice; Personality and Social Psychology Bulletin; Journal of Educational Psychology; Basic and Applied Social Psychology; Motivation and Emotion; International Journal of Behavioral Development; Women & Therapy; Psychology of Women Quarterly; Violence Against Women; Aca Neurobiologiae Experimentalis; Neuroscience; Behavioral Brain Research; Physiology and Behavior; Brain Research Bulletin, and the Journal of Neuroscience.*

- Dr. Busse served as an external dissertation reviewer for a dissertation candidate at McGill University. Dr. Waraczynski served as an external dissertation reviewer for a dissertation candidate at the University of Ottawa.
- Several faculty members serve as non-compensated consultants. For example, Dr. Larson is a consultant to the Milwaukee Public Schools and the Whitewater Unified School District while also serving as a team member on the Wisconsin DPI School Psychology Content Standards Development Committee and a member of the Consultation Cadre on Mental Health in the Schools, UCLA and on the Scientific Board of the Melissa Institute for Violence Prevention and Treatment. Dr. Poorman serves as an at-large community board member on the board of the Crime Victim Services Sensitive Crimes Task Force in Madison and is also on the board of the Task Force on Same-Sex Domestic Abuse for the Wisconsin Coalition Against Domestic Violence. Drs. Eric and Sheila Seelau have provided consultation services to criminal defense attorneys in the region. Dr. Eric Seelau has served as a research consultant to the Wisconsin State Office of Crime Victim Services in their redesign of a Domestic Abuse Form.
- Faculty are active in a variety of on-campus programs and organizations. For example, Dr. Morgan is a Faculty Partner in the Year One/Year Two Program for which she maintains weekly office hours in Wellers or Knilans residence halls making contact with and advising freshman. Dr. Beaver is a member of the UWW Sexual Assault Response Team, which involves being on-call 24 hours a day for week-long periods throughout the year. Several faculty assisted with the recent NCUR conference by reviewing abstracts and serving as moderators during the conference.
- On campus our faculty have provided service through a wide range of committee work including, the University Mediation Committee, the Chancellor's Task Force on GLBT Faculty, Staff & Student Issues; the IRB, the University Women's Issues & Status Committee, the University General Education Review Committee, the College of L&S Appeal Committee, the Campus Committee on Sexual Assault, the First Year Experience Committee, the Individually Designed Major committee, the Commencement committee, the LEARN Center Advisory Board, the Admissions & Academic Standards committee, the Institutional Animal Care and Use committee, the Undergraduate Research Council, the L&S and University Curriculum committees, the Graduate Council, the L&S Promotions committee, the Chancellor's Advisory Committee on Alcohol & Other Drugs, the Graduate and Undergraduate Audit & Review committees, the L&S Salary Committee, the Faculty Senate, and several search committees.

#### **F. Resources for Students in the Program**

Trend data show that, over the last five years, we have served an average of 308 majors and 108 minors (based on fall enrollment data). We currently have approximately 11.75 FTE allocated for undergraduate instruction. Our average SCH/FTE for these five years is approximately 420.89, based on fall statistics. During these five years, our total budget for supplies/services was initially \$16,000 per year, and then raised to \$19,000 for the 01-02 academic year. Regarding student help, we currently receive a workstudy allocation of \$2,500 (we averaged \$2,800 over the review period) and a regular student help allocation of \$6,000 (this amount was raised from what we were receiving in the previous review period in order to hire student monitors in the computer laboratory).

## G. Facilities, Equipment, and Library Holdings

1. Adequacy of the facilities, equipment and library holdings.
  - a. **Facilities**
    - **Classroom Space** – In general, Winther hall provides adequate classroom space for the psychology department. In the past, the high demand for introductory level classes often meant that the courses resulted in enrollment caps that exceeded the room capacities of the classrooms. This has been addressed by limiting the enrollment caps to the appropriate level (based on safety code) for the classroom in which the course is held. Three of our classrooms are at Level 3 technology (4007, 4008, and 2013) and WH4010 is scheduled for upgrade to Level 3 this year. That improvement is particularly needed given that 4010 is the largest classroom over which we have control and therefore in great demand for our larger introductory sections. Although we have received approval for some needed improvements to two adjacent classrooms (WH 4003 & 4013), the project has repeatedly been delayed. Of particular need is soundproofing between the two rooms. At present it is possible to clearly hear what is being said from one classroom to the other, which is problematic when classes are taught in both rooms at the same time (which at times is unavoidable due to demand for rooms).
    - **Laboratory Space**  
As noted in our previous Audit and Review report, our department is limited with regard to human research lab space. Dean Ross had provided some additional, and appreciated, space in Salisbury Hall, but as noted above access is now limited due to high college demands on space. The greatest need is for soundproofed space, suitable for using recording equipment to audio and/or videotape groups of people in research experiments. Dr. Poorman has developed a proposal for a lab/class modernization of Winther 4003/4013, which would provide teaching and research space for Dr. Poorman and other faculty. This project has been partially funded at present, but completion of the work has been put on hold due to budgetary issues (see above).
    - **Animal Research Lab**  
By following the National Research Council and National Institutes of Health guidelines for laboratory animal care and use we are essentially meeting AAALAC (American Association for Accreditation of Laboratory Animal Care) accreditation standards, though the Institutional Animal Care and Use Committee has declined pursuing official accreditation. At present the psychology animal lab facility is having difficulty meeting standards for air quality and temperature regulation. Late this summer some supports for the air handling system broke and crushed the air blower. Heating units have also burned out and must be replaced. According to an estimate from Dave Dorgan of FPM, it will cost \$6900 to replace these units; they cannot be repaired. He has submitted the necessary request for a small project approval to the appropriate state authorities and expects that it will be funded soon.
  - b. **Equipment**
    - The Psychology Computer Lab (WH4002) contains 18 student stations allowing placement of 2 computers per station, plus a teacher station allowing 2 computers; each station is equipped with two network connections and appropriate electrical sources and two chairs. The computer equipment is 26 Gateway networked PCs including one for the teacher station and one for development; 12 Macintosh networked computers including one for the teacher station and one for development. Additionally, there are two HP networked printers, a scanner and a ceiling mounted projector connected to the teacher station computers. Software includes Office 2000, Statview, SPSS, Experimental Psychology software and Internet Browsers. The

computers were replaced/upgraded in 2000. At this point it appears that some software upgrades will be needed, including an upgrade to our psychology.uww.edu server (Webstar).

- Each faculty and academic staff member in the department has either a PC or Macintosh computer for office use. Our faculty regularly participate in the Faculty Microcomputer Program and therefore are able to upgrade their computing equipment on a regular schedule. Each member also has a printer in his/her office. Faculty members also have access to a fax machine within the department.
- In 1997 the department acquired a photocopier machine that greatly saved time and expense for printing needs. The 3-year maintenance contract on this machine will expire in 2004 and the department will be exploring options for continuation or replacement. Printing Services is also utilized for very large or specialized printing jobs.

**c. Library Holdings**

The library currently holds 15,742 volumes with a strong psychology focus and 7,965 in supporting areas. The library also holds 49 periodical titles with a strong psychology focus and 22 titles in supportive areas. Psychology faculty members have regularly been able to request book purchases in order to keep the collection current and the current budget for such acquisitions appears to be adequate. Although we have requested different or additional journals budget limitations have precluded such acquisitions.

**Appendix A:** Program AR(s)

**Appendix B: List Linking Courses to Assessment Objectives****Linkage of Courses and Assessment Objectives**

<b><u>Course</u></b>	<b><u>Assessment Objectives Met</u></b>
104 Human Adjustment	SM1-2, SM5, CD 6-7
202 Psychology of Women	SM1-3, SM5, CD 2-3, CD 5-7, SK2
211 Introductory Psychology	SM1-3, SM5, CD1-7
215 Basic Statistical Methods	SM3, CD1-5, SK1, SK4, SK6
216 Research Methods	SM4, CD1-6, SK1-6
301 Physiological Psychology	SM1-3, CD6-7
303 Learning & Conditioning	SM1-3, CD1-4, CD6-7
304 Psychology of Personality	SM1-3, SM5, CD1-4, CD6-7
305 Psychology of Perception	SM1-3, CD1-4
331 Psychology of Childhood	SM1-3, SM5
332 Psychology of Adolescence	SM1-3, SM5
345 Abnormal Psychology	SM1-3, SM5, CD1-4, CD7
351 Cognitive Psychology	SM1-2, CD1-6, SK1-6
355 Social Psychology	SM1-3, SM5, CD6
387 Field Training in Psychology	SM1-2, SM4-5, CD6-7
391 History & Systems in Psychology	SM1-3, SK1-3, SK5-6
394 Directed Research in Psychology	SM3-4, CD1-5, SK1-6
415 Research Design	SM3-4, CD1-5, SK1, SK4
420 Foundation of Professional School Psychology	SM1-2, SM4-5, CD6, SK6
424 Human Learning	SM1-3, CD6-7
440 Psychological Tests & Measurements	SM2-5, CD3, CD6-7, SK3-4
444 Principles of Behavior Modification	SM1-2, SM4, CD4, CD6-7
446 Introduction to Clinical Psychology	SM1-5, CD6-7
451 Interpersonal Relations & Social Interactions	SM1-3, SM5, CD6
480 School Violence and Crisis Management	Sm1-2, Sm4-5, CD1
486 Interview and Psychotherapy Techniques	SM1-2, SM4-5, CD6-7
489 Family Therapy	SM1-5, CD6-7
494 Seminar in Psychology	Outcomes addressed depend on specifics of offering
497 Honors Thesis	Can potentially address all objectives; see narrative
498 Independent Study	Can potentially address all objectives; see narrative

**Appendix B1: List of Dual-Listed Courses and Graduate Requirements**

<u>Course</u>	<u>Graduate expectations/assignments</u>
345/545 Abnormal Psychology	Most recently graduate students contracted for customized graduate level study most relevant to their professional career goals. For example, students might prepare fictional biographical sketches of persons with certain disorders, sketches that had more depth than those prepared by undergraduates, or graduate students might gain more diagnostic practice by, for example, engaging in a higher number of in-class role plays than were required of undergraduates.
394/595 Directed Research in Psychology	No students have enrolled at the graduate level for several years.
415/615 Research Design	Graduate students are required to prepare a research proposal including a review of relevant background literature, a description of the research design and analysis plans, and a discussion of expected results and their significance. This course is no longer part of the School Psychology Program requirements.
420/620 Foundations of Professional School Psychology	Graduate students take part in an observation and participation field School Psychology experience in the mentor program, and must also take part in a case study discussion of a timely issue relevant to School Psychology legal issues.
424/624 Human Learning	In addition to preparing a comprehensive literature review on a topic of their choice related to learning, graduate students prepare an applied product of their choosing, based on their literature review (e.g., in-service presentation & activities; materials to be used by parents, teachers or students; a website with appropriate and functional links & information; etc.). The product is to be directly relevant and useable in the students' future positions as school psychologists. Graduate students also present their product to the class, explaining why they chose the topic, how they designed the product, who the target audience is, and demonstrating how the product will be used.
440/640 Psychological Tests & Measurements	This course has not been offered for 3 years. Previous distinction – graduate students must learn and administer tests of the type that they would administer and interpret in practice.
444/644 Principles of Behavior Modification	Graduate students are required to complete the following assignment not required of undergraduates: A case study and intervention design.
446/646 Introduction to Clinical Psychology	No graduate students have enrolled in this course for several years.

451/651 Interpersonal Relations & Social Interactions	No graduate students have enrolled in this course for several years.
480/680 School Violence and Crisis Management	Graduate students have additional readings from the research literature (which are covered on exam), plus a review of three articles on profiling for school shooters.
486/686 Interview & Psychotherapy Techniques	Graduate students are assigned additional outside reading. They must review several papers related to some therapy outcome or process issue, whereas undergraduates review only one paper. Graduate students are expected to exhibit more mature analytical and integrative thinking skills in preparing their reviews.
489/689 Family Therapy	Graduate students are assigned additional reading (primary sources) and make an individualized project contract. Projects may be a review of the literature with regard to a particular model of family therapy or preparation of a presentation (including skills demonstration) of a particular model of family therapy.
490/690 Workshop	This course has not been offered in several years.
496/696 Special Studies in Psychology	The only Special Studies offerings have been at the 700 level and restricted to graduate enrollment only. No dual-level Special Studies courses have been offered.

**Appendix C:** Audit and Review Evaluation Report from Last Review

**Appendix D:** Trend Data included from the University's Fact Book**Psychology Trend Data**

<b>Major</b>	<b><u>97-98</u></b>	<b><u>98-99</u></b>	<b><u>99-00</u></b>	<b><u>00-01</u></b>	<b><u>01-02</u></b>
Fall enrollment	334	305	300	285	318
Degrees Granted	85	62	72	61	73
Average Credit to Degree	125	128	133	130	128
Department Fall SCH/FTE	367.61	427.27	396.94	465.52	447.43
<b>Minor</b>	<b><u>97-98</u></b>	<b><u>98-99</u></b>	<b><u>99-00</u></b>	<b><u>00-01</u></b>	<b><u>01-02</u></b>
Fall Enrollment	109	99	108	128	96
Degrees Granted	32	39	30	31	43

**Appendix E:** Accreditation Report – Not applicable

**Appendix F: Table of Faculty and Staff**  
**Psychology Department Faculty Publications & Presentations**

**Aks, Deborah (tenured 1999, associate)**

**Publications**

- Aks, D.J. (1998). Influence of exercise on visual search: Implications for underlying cognitive mechanisms. Perceptual and Motor Skills, 87, 771-783.
- Aks, D.J., Zelinsky, G., & Sprott, J.C. (2002). Memory across eye-movements: 1/f dynamic in Visual Search. Journal of Non-linear Dynamics in Psychology & the Life Sciences, 6 (1), 1 – 25.
- Aks, D.J. & Sprott, J. C. (2003) Resolving perceptual ambiguity in the Necker Cube: A dynamical systems approach. Journal of Non-linear Dynamics in Psychology & the Life Sciences, 7(2) 159-178.
- Aks, D.J., Zelinsky, G., & Sprott, J.C. (2001). Memory across eye-movements: 1/f dynamic in Visual Search. Journal of Vision (published abstract)

**Conference Presentations**

- Aks, D.J., \*Nokes, T. Sprott, J.C. & \*Keane, E. (1998, November). Resolving perceptual ambiguity in the Necker Cube: A dynamical systems approach. Psychonomics Society, Dallas TX.
- Aks, D.J., \*Nokes, T. Sprott, J.C. & \*Keane, E. (1998, July/August). Resolving perceptual ambiguity in the Necker Cube: A dynamical systems approach. The Society for Chaos Theory in Psychology & Life Sciences Eighth Annual International Conference; Boston MA.
- Aks, D.J., Zelinsky, G., & Sprott, J.C. (Aug 5, 2001) **Memory across Eye-Movements: 1/f Dynamic in Visual Search** Society for Chaos theory in Psychology & the Life Sciences Madison, Wisconsin (<http://psychology.uww.edu/aks/talks/>).
- Aks, D.J., Zelinsky, G., & Sprott, J.C. (May 2001). Memory across eye-movements: 1/f dynamic in Visual Search. Vision Sciences Society, Sarasota, FL
- Aks, D.J., Zelinsky, G., & Sprott, J.C. (May-2001). 1/f dynamic in Visual Search. Vision Sciences Society May 6, Sarasota, FL, 1, #229
- Meyer, S & Aks, D.J. (2000) Is phantom limb pain an expression of Cortical Reorganization? Psychonomics Society, New Orleans (Preliminary work was presented at the National Conference for Undergraduate Research in Montana).
- Aks, D.J., (1999). The role of depth and 1/f dynamics in resolving perceptual ambiguity. European Conference on Visual Perception (ECVP) August 19-22, Trieste, Italy.

**Beaver, Barbara (tenured 2000, associate)**

**Publications**

- Beaver, B. R., & Busse, R. T. (2000). Informant reports: Conceptual and research bases of interviews with parents and teachers. In E.S. Shapiro & T. R. Kratochwill (Eds.), Behavioral assessment in schools (2<sup>nd</sup> edition) pp. 257-287. NY: The Guilford Press.
- Busse, R. T., & Beaver, B. R. (2000). Informant reports; Parent and teacher interviews. In E. S. Shapiro & T. R. Kratochwill (Eds.). Conducting school-based assessments of child and adolescent behavior. pp. 235-273. NY: The Guilford Press.
- Beaver, B. R. (1999). Human development: Childhood. In D. Levenson, J.J. Ponzetti Jr., & P. F. Jorgensen, (Eds.), Encyclopedia of human emotions. Vol. 1, pp. 376-381. NY: Macmillan Library Reference USA.
- Crook, K., Beaver, B. R., & Bell, M. (1998). Anxiety and depression in children: A preliminary examination of the utility of the PANAS-C. Journal of Psychopathology and Behavioral Assessment, 20, 333-350.

**Conference Presentations**

- Beaver, B. R., & Crook, K.F., (2002, August). Measuring children's coping: Preliminary investigation of child versus maternal reports. Accepted for presentation at the annual meeting of the American Psychological Association, Chicago, IL.
- Beaver, B.R., & Crook, K.F. (2002, August). Children's use of coping: Situations, dispositions and

- emotions. Proposal under review for presentation at the annual meeting of the American Psychological Association, Chicago, IL.
- Busse, R. T., & Beaver, B. R. (2000, March). Putting your data where your mouth is: Outcome accountability measures. Mini-skills workshop presented at the meeting of the National Association of School Psychologists, New Orleans, LA.
- Beaver, B. R., & Busse, R. T. (2000, March). Conjoint functional assessment interviewing with parents and teachers. Mini-skills workshop presented at the meeting of the National Association of School Psychologists, New Orleans, LA.
- Fox, S. S., & Beaver, B. R. (1998, August). Coping with IVF: The role of emotion and gender. Poster session presented at the meeting of the American Psychological Association, San Francisco, CA.

### **Busse, Randy (tenured 2001, associate)**

#### **Publications**

- Busse, R.T., Kratochwill, T.R., & Elliott, S.N. (1999). Influences of verbal interactions during behavioral consultations on treatment outcomes. Journal of School Psychology, 33, 269-285
- Larson, J., & Busse, R.T. (1998). Specialist-level preparation in school violence and youth gang intervention. Psychology in the Schools, 35, 373-379.
- Waraczynski, M., Urven, L., & Busse, R.T. (2000). Revising and validating the animal handler's certification exam. Lab Animal, 29, 55-58.
- Beaver, B.R., & Busse, R.T. (2000). Informant reports: Conceptual and research bases of interviews with parents and teachers. In E.S. Shapiro & T.R. Kratochwill (Eds.), Behavioral assessment in schools (2nd ed.) (pp. 257-287). New York: Guilford
- Busse, R.T., & Beaver, B.R. (2000). Informant report: Parents and teacher interviews. In E.S. Shapiro & T.R. Kratochwill (Eds.), Conducting school-based assessments of child and adolescent behavior (pp. 235-273). New York: Guilford.
- Elliott, S.N., Busse, R.T., & Shapiro, E.S. (1999). Intervention techniques for academic performance problems. In T.B. Gutkin & C.R. Reynolds (Eds.), The Handbook of School Psychology (3rd ed.)(pp. 664-685). Wiley & Sons: New York.

#### **Conference Presentations**

- Larson, J., Busse, R.T., & Schieffer, J. (2002). School-based evaluation of an anger coping program. Poster presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.
- Nokes, C., Larson, J., & Busse, R.T. (2000). Predicting eighth grade referrals from sixth grade marker variables. Poster presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
- Olsen, K., Larson, J., & Busse, R.T. (2000). School psychologists' use of violence prevention methods. Poster presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
- Busse, R.T. (2000). Program evaluation. Distance learning workshop presented to the University of Wisconsin School Psychology Program Consortium.
- Busse, R.T., & Beaver, B.R. (2000). Conjoint functional assessment interviewing with parents and teachers. Workshop presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
- Busse, R.T., & Beaver, B.R. (2000). Putting your data where your mouth is: Outcome accountability measures. Workshop presented at the annual convention of the National Association of School Psychologists, New Orleans, LA.
- Busse, R.T. (2001). Applied psychopharmacology: What every school psychologist can do. Presented at
- Busse, R.T., & Mullis, C. (2002). Selective mutism: Assessment and intervention. Workshop presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.
- Busse, R.T., & Mullis, C. (2002). School psychologists' role in psychopharmacological treatment. Workshop presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.

Larson, J., & Busse, R.T. (1998). Behavioral consultation: A skills refresher for the new IDEA. Workshop presented at the annual convention of the National Association of School Psychologists, Orlando, FL.

Larson, J., & Busse, R.T. (1998). Outcomes-focused school consultation: Practical training on how to make the pre-referral building consultation team process work. Workshop presented at the fall convention of the Wisconsin School Psychologist Association, LaCrosse, WI.

### **Non-refereed Articles**

Busse, R.T., & Larson, J. (1999). A matter of time: Thoughts on outcomes-focused practice. Changing Times, Changing Lives. Newsletter by the Wisconsin School Psychologists Association and the Wisconsin Department of Public Instruction, Madison, WI.

Schieffer, J., & Busse, R.T. (2001). Low SES minority fourth-graders' achievement form an urban public Waldorf and comparison school. Waldorf Education Research Institute Research Bulletin, 6, 18-24.

### **Cook, Greg (Full Professor)**

#### **Publications**

Wham, M. A., Cook, G., & Lenski, S. D. (2001). A Comparison of Teachers Whose Literacy Orientations Reflect Constructivist or Traditional Principles. Journal of Reading Education, 26, 1-8.

Cook, G. L. (2000). Test Bank for The Essential World of Psychology, first edition, by S. E. Wood and E. G. Wood, published by Allyn and Bacon. (Test bank containing more than 2800 questions to be used with Wood & Wood's introductory psychology textbook.)

Cook, G. L. (2000). Practice Tests for The Essential World of Psychology, first edition, by S. E. Wood and E.G. Wood, published by Allyn and Bacon. (Set of practice tests that students can use when studying Wood & Wood's introductory psychology textbook; portions were also published on the web page developed for this textbook by Allyn and Bacon.)

Cook, G. L. (1999). Test Bank for The World of Psychology, third edition, by S. E. Wood and E. G. Wood, published by Allyn and Bacon. (Test bank containing more than 2800 questions to be used with Wood & Wood's introductory psychology textbook.)

Cook, G. L. (1999). Practice Tests for The World of Psychology, third edition, by S. E. Wood and E. G. Wood, published by Allyn and Bacon. (Set of practice tests that students can use when studying Wood & Wood's introductory psychology textbook; portions were also published on the web page developed for this textbook by Allyn and Bacon.)

Wagner, D., Cook, G., & Friedman, S. (1998). Staying with Their First Impulse?: The Relationship Between Impulsivity/Reflectivity, Field Dependence/Field Independence and Answer Changes on a Multiple-Choice Exam in a Fifth-Grade Sample, Journal of Research and Development in Education, 31 (2), 166-175.

Cook, G. L. (1998). A perceptual salience view of individual differences in cognitive processing. In E. Witruk (Ed.), Research on Individual Differences in Psychology (title translated from German, "Differentielle Lernpsychologie-Grundlagen und Anwendungsfelder"). Leipzig, Germany: Leipzig University, 95-101

### **Cook, Joan (assistant prof., hired 8/00)**

#### **Publications**

Elliott, S. N., Kratochwill, T., Cook, J. L., & Travers, J. (2000). Educational Psychology: Effective teaching, effective learning (3rd ed.). Boston, MA: McGraw-Hill Publishers.

Cook, J. L. (2000). Student study guide for S. N. Elliott, T. Kratochwill, J. L. Cook, & J. Travers, Educational Psychology: Effective teaching, effective learning (3rd ed.). Boston, MA: McGraw-Hill Publishers.

Cook, J. L. (2000). Instructor's course planner for S. N. Elliott et al., Educational Psychology: Effective teaching, effective learning (3rd ed.). Boston, MA: McGraw-Hill Publishers.

Cook, J. L. (2000). Test Item File for S. N. Elliott et al., Educational Psychology: Effective teaching, effective learning (3rd ed.). Boston, MA: McGraw-Hill Publishers.

#### **Conference Presentations**

Cook, J. L., & Vaassen, M. J. (2001, April). Children with learning disabilities in mathematics: Strategies

for discriminating relevant from irrelevant information. Paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

### **Eamon, Doug (Full Professor)**

#### **Publications**

- Eamon, D. B. (2001). Using on-line and CD-ROM database archives as an adjunct to teaching survey research methods. Behavior Research Methods, Instruments, and Computers, 33, 141-148.
- Eamon, D. B. (1999). Distance education: Has technology become a threat to the academy? Behavior Research Methods, Instruments, and Computers, 31, 197-207.

#### **Conference Presentations**

- Eamon, D. B. (2000, November). Using on-line and CD-ROM database archives as an adjunct to teaching survey research methods. Paper presented at the annual meeting of the Society for Computers in Psychology, New Orleans, LA.
- Eamon, D. B. (2000, November). Use of on-line activities for academic advancement. Member of panel presentation at the annual meeting of the Society for Computers in Psychology, New Orleans, LA.
- Eamon, D. B. (1998, October). Technology and the changing academic workplace. Invited keynote address presented at the Seminario Nacional de Psicologia e Informatica, Sao Paulo, Brazil. (an international conference presented in English with simultaneous translation to Portuguese and Spanish; later published on videotape.)
- Eamon, D. B. (1998, November). Distance education: Has technology become a threat to the academy? Presidential address presented at the annual meeting of the Society for Computers in Psychology, Dallas, TX.

### **Larson, Jim (Full Professor)**

#### **Publications**

- Peterson, R. L., Larson, J., & Skiba, R. (2001). School violence prevention: Current status and policy recommendations. Law & Policy, 23, 245-372.
- Larson, J. D. (1998). Managing aggressive students in high schools: Implications for practice. Psychology in the Schools, 35, 283-296.
- Larson, J.D., & Busse, R. T. (1998). Masters/specialist-level preparation in school violence prevention and gang intervention. Psychology in the Schools, 35, 373-379.
- Larson, J.D., Calamari, J. E., West, J. G., & Frevert, T. A. (1998). Aggression management with disruptive adolescents in the residential setting: Integration of a cognitive-behavioral component. Residential Treatment for Children and Youth, 15, 1-9.
- Larson, J. D. (in press). Group counseling with aggressive adolescents in the school setting: A cognitive-behavioral perspective. In C. Dollarhide & K. Saginak (Eds.), Secondary school counseling. New York: Allyn & Bacon.
- Larson, J. D., Smith, D. C., & Furlong, M.J. (2002). Best practices in school violence prevention. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology IV. Silver Springs, MD: National Association of School Psychologists.
- Smith, D. C., Larson, J. D., DeBaryshe, B. D., & Salzman, M. (2000). Anger management for youth: What works and for whom? In D. S. Sandhu (Ed.), Violence in American Schools: A practical guide for counselors. Reston, VA: American Counseling Association.
- Larson, J., & Lochman, J. E. (2002). Helping schoolchildren cope with anger: A cognitive-behavioral intervention. New York: Guilford.

#### **Conference Presentations**

- Larson, J.D., & Busse, R. T. (2002). Treating aggressive children in the school setting: A multi-site examination of the Anger Coping Program. Poster presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.
- Larson, J.D. (2001). Interrupting the trajectory to prison: Childhood risk assessment and anger intervention. Skills workshop presented at the Annual Convention of the National Association of School Psychologists, Washington D.C.
- Rupp, A. J., & Larson, J.D. (2002). Mentoring high risk students as a training component of specialist-

- level preparation. Paper presented at the Annual Convention of the National Association of School Psychologists, Washington D.C.
- DeBaryshe, B.D., Larson, J.D., Salzman, M., & Smith, D.C. (2001). A meta-analysis of anger management programs for children and youth. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Minneapolis, MN.
- Larson, J.D. (2000). School Psychology Preservice Preparation in Violence Prevention: Toward a model for the next century. Paper presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- Nokes, C.T., Larson, J.D., & Busse, R.T. (2000). Sixth grade office referrals as marker variables for eighth grade problem behavior. Poster presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- Olsen, K.A., Larson, J.D., & Busse, R. T. (2000). A survey of school psychologists: Involvement in drug and alcohol and school violence prevention. Poster presented at the Annual Convention of the National Association of School Psychologists, New Orleans, LA.
- Larson, J.D., & Busse, R.T. (1998). Behavioral consultation. Presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.
- Berg, R., Berg, R., Sutkiewicz, F., Koras, P., Schmal, C., & Larson, J. (1998). Description of a procedural model for conducting a school safety needs assessment: A leadership role for school psychologists. Poster presented at the Annual Convention of the National Association of School Psychologists, Orlando, FL.

### **Morgan, Carolyn (tenured 2002, associate)**

#### **Publications**

- Morgan, C. (2001). The effects of negative managerial feedback on student motivation: Implications for gender differences in teacher-student relations. Sex Roles: A Journal of Research.
- Morgan, C., Isaac, J., & Sansone, C. (2001). The role of interest in understanding the career choices of female and male college students. Sex Roles: A Journal of Research, 44, 295-320.
- Smith, J., Morgan, C., & Sansone, C. (2001). Getting (inter) personal: The role of other people in the self-regulation of interest. In F. Columbus (Ed.), Advances in Psychology Research, Vol. V. New York: Nova Publishing.
- Sansone, C., Wiebe, D., & Morgan, C. (1999). Self-regulating interest: The moderating role of hardiness and conscientiousness. Journal of Personality, 67, 701-733.

#### **Conference presentations**

- Morgan, C. (2001) Gender differences in interpersonal goals: The impact of teacher feedback. Presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Morgan, C. (2000). "Lack of voice" among 5<sup>th</sup> and 6<sup>th</sup> graders. Presented at the American Educational Researchers Association Convention, New Orleans, LA.
- Morgan, C. (2000). Resistance and compliance in the classroom: Examining the impact of gender-differentiated teacher feedback on student motivation and behavior. Presented at the Association for Women in Psychology 2000 Annual Conference, Salt Lake City, UT.
- Sansone, C., Issac, J., & Morgan, C. (1998). Goals, optimal motivation, and adaptive learning: New perspectives. Presented at the annual meeting of the American Educational Researchers Association, San Diego, CA.

### **Mullis, Cindy (assistant prof., hired 8/01)**

#### **Conference Presentations**

- Busse, R.T., & Mullis, C. (2002). Selective mutism: Assessment and intervention. Workshop presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.
- Busse, R.T., & Mullis, C. (2002). School psychologists' role in psychopharmacological treatment. Workshop presented at the Annual Convention of the National Association of School Psychologists, Chicago, IL.

**Poorman, Paula (PB) (tenured 2002, associate)****Publications**

- Poorman, P. B. (2002). Biography and role-playing: Fostering empathy in abnormal psychology. *Teaching of Psychology*, 29 (1), 31-35.
- Poorman, P. B. (2002). Perceptions of thriving by women who have faced abuse or status-related oppression. *Psychology of Women Quarterly*, 26 (1) 51-62.
- Poorman, P. B. (2001). Forging community links to address abuse in lesbian relationships. *Women and Therapy*, 23 (3), 7-24. Also in E. Kashchak (Ed.), *Intimate betrayal: Domestic violence in lesbian relationships*. New York: Haworth.
- Poorman, P. B. & Seelau, S. M. (2001). Lesbians who abuse their partners: Assessing interpersonal characteristics using FIRO-B. *Women and Therapy*, 23 (3), 87-106. Also in E. Kashchak (Ed.), *Intimate betrayal: Domestic violence in lesbian relationships*. New York: Haworth.
- Seelau, E. P., Seelau, S. M., & Poorman, P. B. (in press). Impact of gender and orientation on perceptions of domestic abuse. *Law & Human Behavior*.

**Conference Presentations**

- Poorman, P.B., Burger, E.M., Senarighi, G.M., Pinkerton, E.M., & Dobzynski, A.M.L. (2002, August). Influence of sexism on perceptions of domestic violence. Poster session presented at the American Psychological Association National Conference, Chicago.
- Poorman, P.B., Gillett, A.M., Krumnow, H.L., Cole, M.E. & Richmond, H.C. (2002, August). The impact of homophobia on perceptions of domestic violence. Poster session presented at the American Psychological Association National Conference, Chicago.
- Poorman, P. B. (2001, August). Lesbians who abuse their partners: Assessing interpersonal characteristics using FIRO-B. Paper presented at the American Psychological Association National Conference, San Francisco.
- Seelau, E. P., Seelau, S. M., & Poorman, P. B. (2001, August). Impact of gender and orientation on perceptions of domestic abuse. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Seelau, S. M., Seelau, E. P., & Poorman, P. B. (2001, August). Perceptions of domestic abuse in same-sex versus heterosexual relationships. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Poorman, P. B. (1998, May). Teaching empathy and mastery: Biographical sketches and role-playing in abnormal psychology Poster session presented at the American Psychological Society National Conference, Washington, DC.
- Poorman, P. B. (1998). Grounded theory and focus group interviews: Amplifying women's voices. Presentation at the American Psychological Association National Conference, San Francisco.

**Seelau, Eric (assistant prof., hired tenure-line 8/97)****Publications**

- Seelau, E. P., Seelau, S. M., & Poorman, P. B. (in press). Gender and role-based perceptions of domestic abuse: Does sexual orientation matter? Accepted for publication at Behavioral Sciences and the Law.

**Conference Presentations**

- Seelau, E. P., Seelau, S. M., & Poorman, P. B. (2001, August). Impact of gender and orientation on perceptions of domestic abuse. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Seelau, S. M., Seelau, E. P., & Poorman, P. B. (2001, August). Perceptions of domestic abuse in same-sex versus heterosexual relationships. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.
- Seelau, S. M., & Seelau, E. P. (1999, June). What psychologists can tell us about eyewitness identification. Presented at the "Winning Strategies for Defending Criminal Cases" Advanced Seminar for Criminal Justice Association Attorneys, Savannah, GA.
- Seelau, S. M., & Seelau, E. P. (1999, May). Eyewitness identification. Presented at the Federal Judicial Center's National Seminar for Federal Defenders, Minneapolis, MN.

Seelau, S. M., & Seelau, E. P. (1998, November). Eyewitness memory. Presented at the Wisconsin State Public Defenders' Criminal Defense Conference, Milwaukee, WI.

### **Seelau, Sheila (assistant prof., hired tenure-line 8/97)**

#### **Publications**

Seelau, E. P., Seelau, S. M., & Poorman, P. B. (in press). Gender and role-based perceptions of domestic abuse: Does sexual orientation matter? Accepted for publication at Behavioral Sciences and the Law.

Goodyear-Smith, F., Lobb, B., Davies, G., Nachson, I., & Seelau, S. M. (2002). International variation in ethics committee requirements: Comparisons across five Westernised nations. *BMC Medical Ethics* [On-line], 3: 2. Available: <http://www.biomedcentral.com/1472-6939/3/2>

Poorman, P. B., & Seelau, S. M. (2001). Lesbians who abuse their partners: Using the FIRO-B to assess interpersonal characteristics. *Women and Therapy*, 23, 87-106. Also in E. Kashchak (Ed.), Intimate betrayal: Domestic violence in lesbian relationships. New York: Haworth.

#### **Conference Presentations**

Seelau, E. P., Seelau, S. M., & Poorman, P. B. (2001, August). Impact of gender and orientation on perceptions of domestic abuse. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Seelau, S. M., Seelau, E. P., & Poorman, P. B. (2001, August). Perceptions of domestic abuse in same-sex versus heterosexual relationships. Paper presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Seelau, S. M. (2001, August). Mock-juror gender and beliefs predict responses to a recovered memory case. In Scott W. Brown (Chair), Research evidence to combat misconceptions about human memory. Symposium conducted at the annual meeting of the American Psychological Association, San Francisco, CA.

Seelau, S. M., & Seelau, E. P. (2001, July). Eyewitness memory: Can you believe it? Presented at the 2001: *New Approaches for the Millenium* advanced seminar for Criminal Justice Association attorneys (Federal defenders), Minneapolis, MN.

Seelau, S. M. & Rider, R. (2000, May). Verdict predictors in a recovered memory case. Poster presented at the annual meeting of the Midwestern Psychological Association, Chicago, IL.

Seelau, S. M., & Seelau, E. P. (1999, June). What psychologists can tell us about eyewitness identification. Presented at the "Winning Strategies for Defending Criminal Cases" Advanced Seminar for Criminal Justice Association Attorneys, Savannah, GA.

Seelau, S. M., & Seelau, E. P. (1999, May). Eyewitness identification. Presented at the Federal Judicial Center's National Seminar for Federal Defenders, Minneapolis, MN.

Seelau, S. M., & Seelau, E. P. (1998, November). Eyewitness memory. Presented at the Wisconsin State Public Defenders' Criminal Defense Conference, Milwaukee, WI.

Seelau, S. M. & Larson, M. (1998, May). Recovered memories on trial. Poster presented at the annual meeting of the American Psychological Society, Washington, D. C.

### **Waraczynski, Meg (Full Professor)**

#### **Publications**

Waraczynski, M. and Perkins, M. Lesions of pontomesencephalic cholinergic nuclei do not substantially disrupt the reward value of medial forebrain bundle stimulation. *Brain Research*, 800(1), (1998), 154-169.

Waraczynski, M., Carlton, E. and Perkins, M. Midbrain periaqueductal lesions do not degrade medial forebrain bundle stimulation reward. *Behavioural Brain Research*, 95, (1998), 167-177.

Waraczynski, M., Perkins, M., and Acheson, A. Lesions of midline midbrain structures leave medial forebrain bundle self-stimulation intact. *Behavioural Brain Research*, 103 (1999) 175-184.

Acheson, A., Waraczynski, M., and Perkins, M. Lesions and inactivation implicate dorsolateral hindbrain in MFB self-stimulation. *Physiology and Behavior*, 71 (2000) 159-171.

Waraczynski, M. and Perkins, M. Temporary inactivation of the retrorubral fields decreases the rewarding effect of medial forebrain bundle stimulation. *Brain Research*, 885 (2000) 154-165.

Waraczynski, M., Urven, L., and Busse, R. Revising and validating the animal handler's certification exam. *Lab Animal*, 29 (2000) 55-58.

Waraczynski, M. and Perkins, M. Temporary inactivation of the retrorubral fields decreases the Rewarding effect of medial forebrain bundle stimulation. *Brain Research*, 885 (2000) 154-165.

**Poster presentations at the annual meeting of the Society for Neuroscience, published as abstracts:**

Waraczynski, M., Carlton, E., and Perkins, M. Lesions of the midbrain central grey do not disrupt the rewarding effect of medial forebrain bundle stimulation. Society for Neuroscience Abstracts, 23 (1997) 2384.

Waraczynski, M., Acheson, A., and Perkins, M. Temporary inactivation may provide a greater challenge to MFB stimulation reward value than does permanent lesioning. Society for Neuroscience Abstracts, 25(2) (1999) 1373.

Waraczynski, M. and Perkins, M. Temporary inactivation demonstrates a role for the retrorubral fields in medial forebrain bundle self-stimulation. Society for Neuroscience Abstracts, 26(1) (2000) 477.