

**Utah State University Department Teaching Excellence Overview**

**Department of Psychology, Utah State University, 2007**

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## Brief Overview of the Department of Psychology: Mission and Programs

The Department of Psychology at USU differentially emphasizes graduate and undergraduate education in its mission. Two-thirds of our available financial and physical support graduate education (two M.S. programs, two Ph.D. programs) while 1/3 of our resources support an undergraduate major and minor. The mission of the department is to prepare both graduate and undergraduate students for professions in mental health, research, education and human service settings. At the undergraduate level, our mission is to provide excellent training for professions in child casework, analysis of behavior, and entrance into graduate programs that emphasize research and clinical practice. Also, students often combine an undergraduate emphasis in Psychology with other majors or minors e.g., business, high school teaching. Our graduate degree programs prepare psychologists for consultation, research, and clinical work in diverse settings e.g. hospitals, mental health centers, private industry, government agencies and schools.

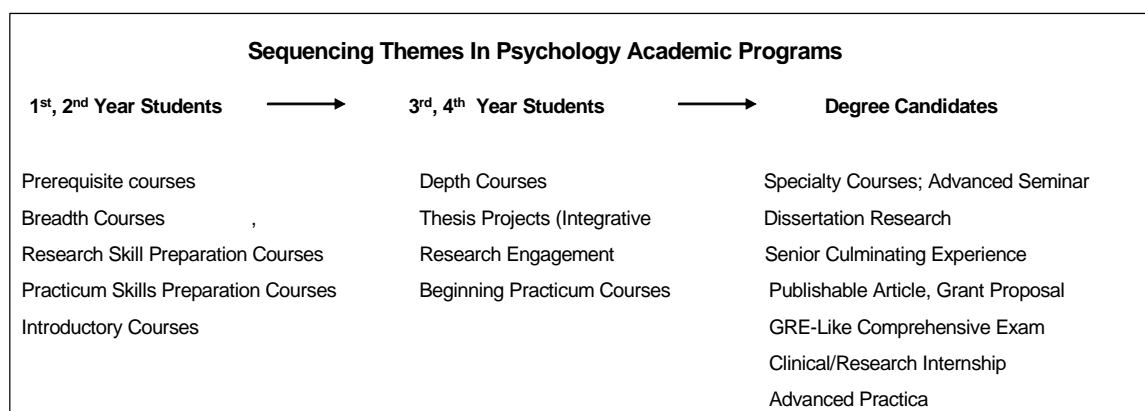
Academic Program	Enrollment, Location of Program
Psychology-School Counseling (M.S)	84 students throughout Utah (EDNET)
School Psychology (M.S.)	15 students, Logan Campus
Combined Clinical/Counseling School Ph.D.	45 students, Logan Campus
Exper. and Applied Psychological Science Ph.D.	12 students, Logan Campus
Undergraduate Major, Minor (B.S.)	496 majors: 2/3 Logan Campus; 1/3 Distance Education (Satellite)

## Department Philosophy of Teaching and Learning

In the 1950s, Harry Stack Sullivan, M.D., dramatically changed contemporary thought about the nature of human “personality” in outlining his *Interpersonal Theory of Personality*. Historically, the concept of personality centered on attributes that presumably, resided solely within the individual (e.g., “ego” structures, (genetic) “constitution”; personal “traits”. Sullivan suggested that human experience is so intimately tied to interpersonal relationships that it is impossible to discuss “personality” outside the context of the *interpersonal relationship*. Thus, to Sullivan, personality is merely a reflection of behavior occurring within the context of one’s relationships with parents, peers, etc. Obviously, the *environmental context* of the relationship (e.g., work, recreation, cultural) plays a major role in defining how “personality” is manifested.

In a similar vein, most references to “teaching excellence” tend to center on the instructional skills, lecturing abilities and academic preparation of the individual classroom teacher. In this context, measures of teaching excellence center upon student or peer ratings of a teacher’s classroom performance. However, in a manner similar to Sullivan, the Department of Psychology defines excellence in teaching in terms of evidence of outcomes associated with the *learning relationships* between faculty and students, which in turn, are dependent upon *situational contexts* (e.g., infrastructure, laboratories, student financial support, service-learning environments) that enhance learning. In such a framework, teaching excellence is primarily measured in terms of the outcomes of collaborative enterprises (e.g., co-authored publications, presentations, integrative learning activities in the classroom) and department-supported enterprises. Relatedly, such an approach to viewing instructional excellence can be best reflected in the curriculum design of the *scientist-practitioner model*. That is, empirically-

based didactic instruction and theory within the classroom must be translated and integrated into practice within the curriculum. The professional activities (research or clinical practice) of our students is informed by scientifically-based research, instruction and theory. In summary, we believe that the *relationship-context* inherent in Psychology instruction as reflected in a broad, *scientist-practitioner curriculum model* of instruction best describes our teaching philosophy. To help students become scientist-practitioners, it is critical for the department to work toward developing curricula that are *sequenced in a developmentally appropriate manner* (beginning versus advanced students), courses that are *graded in complexity* and which over time, *integrate science and practice*. General sequence themes found across undergraduate and graduate programs are illustrated in the following figure



For example, undergraduate students must take an overview course (*1010 Introduction to Psychology*) to prepare for in-depth cognate courses (e.g., research methods, theory/research in personality). Completion of these cognate courses are followed by integrative experiences including the required GRE-like psychology speciality exam students complete during their junior year and a two-semester culminating experience (Apprenticeships 5950/5960).

In all of our graduate programs, specific undergraduate courses are required for admission. First year “core” graduate courses (statistics/research methods; cognate areas of psychology) elaborate upon undergraduate prerequisites. The core courses are accompanied by basic introductory practicum and/or lab experiences. Midway through the graduate curriculum, students begin to integrate didactic knowledge, theory and research by completing a research thesis or Plan B paper (depending on the graduate program) and various advanced practicum courses. Next, students complete advanced courses and activities that further build upon core courses, practica and the thesis. These include advanced seminars, the dissertation, comprehensive examinations, 2000-hour internship, composition of a grant proposal, a publishable article, a research paper presentation at a regional or national conference, passing licensing exams.

## Section 1      Commitment to sustained excellence in teaching and learning.

*The Department of Psychology enhances the quality of instruction across the curriculum by maintaining a diverse faculty.* The gender balance in the department is both optimal and normative because of the department’s ongoing commitment to providing students with diverse role models and perspectives.. In 1988, no women were on the faculty. Presently, among the department’s 20 full-time tenured or tenure-track faculty, half (10) are women, and three account themselves as culturally different or hold non-U.S. citizenship. Also, since all faculty hold a Ph.D., teach, and have very active research programs, they are excellent models of the scientist-practitioner ethic. Students’ exposure to our diverse faculty is also

enhanced by the teaching load policy of the department i.e., one-third of each faculty member's teaching load each semester requires *individual mentorship/instruction* e.g., thesis, dissertation, practicum, independent study, independent research, teaching apprenticeship courses.

*Psychology department faculty possess unique, formal graduate training directly related to learning, instruction and education.* Faculty in Psychology are advantaged as instructors in that they have received formal graduate coursework directly related to learning, education and teaching. Specifically, all Psychology faculty have received formal doctoral course work and training in learning theory/research, human cognition, brain function and memory, motivation, and human information processing. While no research has yet to be conducted assessing whether such graduate training produces superior instructors, it is certainly the case that university faculty (nationally) typically receive no instruction in learning theory, cognition, etc.

*Quality academic programs provide numerous opportunities for student involvement in the research activities of faculty, as well as relevant professional organizations.* The faculty of the Department of Psychology regularly involve students in their research. In 2004-05 alone, faculty engaged students in over 39 co-authored journal publications or book chapters; one or more students were co-authors in 66 presentations at regional or national professional research conferences. A sample of co-authored student-faculty publication and paper presentation citations is presented in **Appendix A**

***Psychology's commitment to quality education for all students is reflected in its exceptional contributions to helping vulnerable, high risk, and ethnic minority students succeed at USU:***

*The department seeks to actively engage high-risk students throughout the USU campus, increasing the quality of both their education and likelihood of academic success.* The Psychology Department in partnership with USU's Student Services sponsors study skills, learning mastery and career exploration courses that increase the likelihood high risk USU students will succeed in college (i.e., Psychology 1730 *Strategies for Academic Success*; Psychology 1750 *Strategies for Reading*; Psychology 1220 *Career and Life Planning*). These courses attract high enrollments and consistently earn very high student ratings (5.0 to 6.0 mean scores). The availability of these courses has significant implications for *helping USU's stabilize its overall annual student enrollment census*: Many students enrolling in these courses are not optimally prepared to face all of the rigors of higher education and are at risk of dropping-out.

*The Department of Psychology dedicates over \$80,000 of its E&G budget per year to the recruitment and retention of American Indian graduate students (USU American Indian Support Project).* To help impact the severe social and economic problems found on American Indian reservations throughout the U.S. (extreme poverty, high rates of alcoholism, teen suicide, etc.), the department has invested faculty time and physical resources to recruiting and mentoring Native Ph.D. students. For example, 15-20% of students in the Combined Ph.D. program are Native American. These graduates typically return to their Native communities, serving in major social service and leadership roles. *The Department of Psychology has graduated more Ph.D. American Indian psychologists than any other department in the U.S.* Also, both Native and non-Native students have excellent opportunities to learn more about Native American socio-cultural issues, as the department regularly sponsors a major national conference each June at USU, the *National Conference of American Indian Psychologists and Graduate Students*.

*The Psychology department commits over \$10,000 in faculty-generated funding each year to course instruction activities.* Largely through grant and contract overhead and other faculty-generated sources, the department funds substantial technology to support its courses and research activities. For example,

in the past two years, the department has purchased 5 VGA projectors for classrooms that lacked technology and for instructors teaching in distance education settings. Further, the department has purchase/repair responsibilities for over 100 PCs and laptop computers, all of which are used for course development, teaching and research. We also support software licensing for all faculty and their classes (e.g., statistical software for our teaching labs) and audio-visual materials for course development. Additionally, in 2004-05, the department earmarked grant-generated funding in the form of faculty and TA support (\$15,000) for the development of online/distance education courses and a full internet-based major.

## Section 2 Ongoing assessment and improvement of teaching and learning quality.

*In addition to traditional examinations and quizzes, the Department of Psychology uses diverse assessment activities to help us evaluate our student learning outcomes:*

<b>Assessment Method</b>	<b>Courses or Program</b>
<i>1. Pre-post assessment (beginning, end of semesters) in courses, to assess knowledge <b>gains</b> (before versus after the course)</i>	<i>Intro.Psychology 1010; Soc. Psych3510;Adv. Soc. Psych. 6510; Meas., Design, Analysis 6600</i>
<i>2. Field supervisors' assessment of students' acquisition of specific skills or integration of knowledge/skills in Practicum and Internship settings; use of qualitative and standardized evaluation forms</i>	Various undergraduate 5950/5960 sections; All graduate programs (M.S., Ph.D.) practicum, internship
<i>3. Field supervisors' group supervision---assessment of students' ability to conceptualize problems, consult with peers, and clearly present and communicate clinical case material to others, solicit and receive constructive criticism and feedback</i>	Clinical/Counseling/School Ph.D. School Counseling, School Counseling M.S. practicum, internships
<i>4. GRE-like specialty examination in Psychology is required of undergraduate majors to assess cumulative knowledge (junior or senior year)</i>	All undergraduate psychology majors
<i>5. Faculty evaluation of specific clinical skills in one or more areas: a) assessment, b) counseling skills; c) standardized administration of psychological tests; or d) diagnosis</i>	Undergraduates: 5200 Graduate students: 6350, 6360, 7350, 6310, 6410, 6270, 7270
<i>6. Demonstration of data analysis and/or research design skills via actual analyses</i>	2800; 3500; 6970; 6610; 6600
<i>7. Successfully pass nationally-normed and/or state licensure examinations</i>	Combined Ph.D. School & Counseling M.S.
<i>8. Post-graduation (follow-up) data regarding employment status licensure status, program satisfaction; recommendations for program improvement</i>	All Psychology Programs
<i>9. Omnibus annual evaluation of each student e.g., overall progress in didactic course work, clinical work, assistantship, practicum, timely progress in research activities</i>	Combined Ph.D. EAPS Ph.D.

10. Assessment of written communication skills through one or more of the following: written reports, essays, literature reviews, comprehensive research reports, proposals	Nearly all psychology courses
11. Oral presentation and examination as a culminating experience	Thesis dissertation, Plan B paper, undergraduate. Honors Program

While space does not permit a full discussion of the outcomes associated with each of these engagement and assessment approaches, a few highlights can be offered. Some of our faculty assess students both before and after a course (“*I. Pre-post assessment....*”). Across courses, faculty have measured very dramatic gains in students’ knowledge e.g., post-test scores are 50-100% higher than pre-test scores.. Pre-testing gives faculty advance knowledge of students’ specific weaknesses in a given class; they then have a basis for emphasizing particular topics.

Students in the graduate programs receive both individual and group supervision/evaluation sessions every week. Students video-tape counseling and assessment sessions, and then review their work with supervisors and peers. Also, M.S. program students review specific training goals and a student evaluation form with their supervisors at the beginning of each semester of practicum or internship. The evaluations cover all aspects of professional behavior, clinical skills and teaching ability. Students also participate in weekly group supervision sessions in which faculty evaluate their case presentations, problem-solving and ethical judgement. These supervision data clearly show that students are typically performing at a level commensurate with *early-career post-graduate professionals* (e.g., *School Counseling, School Psychology, Combined Clinical/Counseling/School programs*).

*Standardized classroom teaching ratings are used to assess and reward quality instruction.* While the table (above) highlights a wide range of assessment activities, standardized student course ratings provide another indicator of teaching quality and are used in annual faculty merit reviews. Overall (n = 1294; Fall, 2005) the mean rating of “instructor effectiveness in teaching” across all psychology courses is “5.1” (max. score is 6.0). Student course ratings and particularly, student comments, are utilized in a number of ways by the department to help reward excellent instruction. Specifically, the ratings are regularly reviewed by the department head, who identifies and rewards exceptional ratings (above 5.5) and reviews with faculty any ratings written comments that might reflect problems in a course (ratings below 4.5). In 1999, the department doubled the “weight” or value given to student teaching ratings in the department’s intricate, annual faculty merit-salary evaluation system. .

*Standardized post-graduation evaluations by students.* The department conducts post-graduation evaluations with former students in all of its programs at least every 3-4 years (on-line, via phone, or mailings). Some highlights from the most recent undergraduate program evaluations ( $n = 347$  students) reveal the following themes: 1) the program does an excellent job preparing students to compete nationally for graduate school placements---1/3 go on to a graduate or professional school within 4-5 years of graduation; 2) graduates consistently urge current students to become as involved as possible in research projects; 3) nearly all students offering comments on career development state that the major effectively helped them sort out career options and goals (84%); 4) when asked which courses proved to be most valuable for future graduate training or employment, virtually all courses in the upper-division Psychology curriculum were regularly cited students (i.e., no single course dominated student opinion); 5) all but one student seeking admission to graduate school had GRE scores that exceeded the USU School of Graduate Studies minimum standard ; 6) among undergraduate alumni graduating within the last 5 years, only 8% (19 of 347) report being unemployed.

Highlights from the most recent M.S. and Ph.D. graduate program evaluations reveal the following themes: 1) over 98% competed successfully with students from across the country for a limited number of placements in 2000-hour predoctoral Internships (required by all programs); 2) over 88% of M.S. program graduates and over 92% of Ph.D. graduates gain employment directly related to their degrees; 3) all but two students in the past 5 years (who were not seeking employment) reported being very satisfied in a jobs within their field of expertise. 4) all USU graduates in the past 5 years passed their state/national licensing examinations.

*Department evaluations from accreditation self-studies and site visits.* The department's programs undergo regular review by national accreditation committees (e.g., American Psychological Association, National Association of School Psychologists, Utah State Office of Education, National Council on the Accreditation of Teacher Education; Regent's Review). All programs in the department that undergo curriculum review, formal site visits, etc., have earned full re-approval or re-accreditation over the past 30 years. Some components of our educational and research efforts have been identified by various site visitors as "exemplary" or "exceptional" within a national context e.g., American Indian Support Project (Dr. Barcus); National Center for Hearing Assessment and Management (Dr. White). Three site visitors who reviewed department programs in 2002 noted that the 5950/5960 two-semester culminating experience required of undergraduate majors was an especially "outstanding" component;; they also noted that the department was probably unique in the U.S. in its creation of specific tracks in the undergraduate program (e.g., analysis of behavior, graduate school training).

*Faculty, staff, student awards as indices of excellence and accomplishment.* In the past 5 years, a number of faculty/staff have been awarded teaching, advisement or mentorship awards at the college or university level (e.g., Ferguson, Barcus, Ranson) ( examples found in **Appendix B**). Numerous faculty have received national recognitions for teaching and research-related activities. For example, Frank Ascione is the nation's leading expert on the relationship between animal abuse and family violence and has numerous national and international awards. Karl White is largely responsible for the implementation of newborn hearing screening technology in nearly all clinics/ hospitals in the U.S. and has received major national and international awards. Tim Shahan was recently recognized by the American Psychological Association with the B.F. Skinner Early Career Award for his research on learning processes and addiction. Carolyn Barcus recently served as the president of the National Association of American Indian Psychologists. All of these accomplishments reflect the scientist-practitioner focus of the department and academic programs--- integrating of science, theory and practice.

*How are course and instruction assessments in the department, curriculum reviews etc., used to inform constructive changes in the curriculum?* All program and general curriculum changes emerge through academic program steering committees. The academic programs in the department have steering committees composed of a program chair/director (undergraduate, M.S. programs, Ph.D. programs, distance education programs) faculty with primary assignments to the program, and a student representative. These steering committees meet monthly to discuss curriculum issues, course content, sequencing and student issues. Program improvements are also based on a range of feedback: 1) formal site visits to campus by representatives of national program accreditation agencies (e.g., APA); 2) review of curriculum by Utah State Office of Education (M.S. program); 3) feedback about curriculum strengths/weaknesses from former students; 4) written comments in students' standardized course evaluations.

Some examples of program changes that have emerged from steering committees, student input, etc., in the past 4 years include: 1) reconfiguration of the Exper.and Applied Psych. Science Ph.D. to include Analysis of Behavior and Experimental Health Psychology emphases; 2) development of a GRE-like

comprehensive examination for undergraduate majors to better assess comprehensive learning by students; 3) substitution of a grant-writing course for an obsolete course in the School Counseling M.S. program; 4) feedback from students led to development of a predoctoral internship preparation course in the Clinical/Counseling/School Ph.D. program; 5) all faculty reported examples of how students' written comments on student course ratings caused them to alter some aspect of the curriculum, emphasize certain topics, alter the type of examinations they administered, changed grading schemes, etc. For example, Dr. Carolyn Barcus reports that she now presents more direct modeling about how to conduct group counseling, based on student rating form comments (see **Appendix C** for other examples).

### **Section 3 Faculty development for teaching**

*Effective development of instructors begins with an evaluation of the teaching skills of prospective faculty* Excellent teaching skills among *prospective faculty* reflects a primary hiring criterion in the Department. Teaching skills are evaluated in various ways depending on program in which the faculty member will teach. Universally, candidates present a research colloquium through which we assess basic teaching style, classroom technology use, ability to present complex concepts concisely and candidates' ability to answer questions. Recently, we've begun asking candidates to participate in mock dissertation proposal review session with a student. This helps us assess faculty mentoring skills, their ability to conceptualize research problems, and answer questions about data analysis techniques and results). We have also had candidates teach a mini-lesson in a regularly scheduled class of students. It should be noted that the department includes either one graduate student representative or an undergraduate (depending on the role emphasis of the position) with each faculty search; also we seek evaluations from students who attend the various candidate screening activities and thereby observe teaching-related skills.

*Development of exemplary instructors requires ongoing mentorship and evaluations.* Once hired, new faculty are assigned a senior faculty mentor who is available for regular consultation on teaching issues and research. Members of faculty's tenure and promotion committee will visit faculty member's classes (this occurs when senior faculty undergo post-tenure review as well). Faculty visitors then compose an evaluation letter summarizing the quality of instruction in the course. These letters are reviewed by T&P committees, the department head, the dean, etc.

*Effective development of excellent instructors requires exceptional infrastructure support.* The Department of Psychology has an exceptional record of supporting faculty and program infrastructure by attracting external funding through grants and contracts. A recent evaluation of over 500 Departments of Psychology by the National Science Foundation (NSF) revealed that the *Department of Psychology at USU ranks in the top 14<sup>th</sup> percentile nationally* in terms of scholarship/external funding productivity. In 2004-05 alone, department faculty generated over \$4 million in extramural funding. Overhead (F&A) and grants in Psychology support a vast infrastructure that is critical to the *development of faculty and the support of students and academic programs*. For instance, the department provides between \$18,000 and \$100,000 in start-up support to each new faculty member (to buy equipment for teaching, research). New faculty have priority over senior faculty in: 1) available overall load reductions so as to help them with both teaching and research programs; 2) teaching equipment/resource support e.g., statistical software for classrooms; funding for computers for teaching labs; 3) additional travel funding during their tenure track period, beyond normal allocations to faculty (e.g., about \$2500 per year) to present at conferences (which builds their teaching/presentation skills);

*Quality instruction can be aided if departments provide the funding support for the creative and thoughtful infusion of technology into courses.* It is widely accepted that the thoughtful infusion of technology into courses (e.g., interactive chat rooms, distance access to AV materials) improves the quality of courses. Our ongoing investment of technology into academic programs, based on faculty-generated funding has been noted previously (see Page 4). Also, while USU Continuing Education provides a modest stipend to faculty who develop new courses *for distance education delivery*, the psychology department matches this stipend based on the expectation that the technology infusion will occur in all presentation modalities of the course (on-campus, satellite, EDNET); several faculty are now engaged in such course development and technology infusion e.g., B. Tschanz, Galliher, Stein, Nofziger, Ferguson. All faculty utilize one or more technologies on a daily basis to increase ease and efficiency of learning in the classroom: WebCT, Powerpoint presentations, email distribution lists for assignments, etc.

#### **Section 4: Resources for students**

*Quality academic programs provide students with an excellent orientation to academic programs through proper advisement. Quality programs also include students in governance of programs.* Student orientation to the undergraduate program occurs primarily through the department's academic advisement office. The department funds 2.0 FTE undergraduate academic advisors. The use of full-time advisors in a large academic department has been shown to provide students with the most consistent and accurate information regarding their major. The office offers extensive walk-in hour and readily schedules individual advisement sessions.. Advisees can also call a toll-free advising phone line which is staffed three days per week. E-mail-based advising is also available.

Psychology was the first department on campus to develop a peer-advisement system (early 1980s) , which expands the amount of individual advisement offered by the department. Our advisors maintain cutting-edge knowledge about academic advisement, actively participating in such activities as SOAR, Roads Scholars Tour, Scholars Day, Major Fair, Day on the Quad, Preview Day, and Open House Recruitment. Psychology advisors are also intimately involved in university-level leadership in academic advisement e.g., Academic Advising Assessment Committee (Haderle) and Women's Center Scholarship Committee (Ranson)

At the graduate level, advisement is managed by faculty members. Our graduate programs offer a 1-2 day long initial orientation session for new students and are assigned an initial faculty advisor. Evaluation reports from students show that our faculty provide outstanding academic e.g., mean post-graduation program evaluations completed by students rate advisement as "excellent" Academic programs in the department include student representatives e.g., on steering committees, the general faculty meeting and on all faculty recruitment committees. Such involvement helps shape department policies, curriculum development and course content.

*Quality academic programs secure the financial resources students need to succeed in the classroom; they provide venues for students to form professional relationships with peers and relevant professional organizations.* Department of Psychology faculty regularly generate over \$206,000 per year in undergraduate and graduate research, clinical assistantship and work stipends from grants and contracts. In addition, the department has redirected E&G funding over the years to develop over \$101,000 per year in graduate teaching assistantship support. (We provide full assistantship support for over 35 Ph.D. students each year.) Thus, Department of Psychology direct funding to students to help pay for tuition, basic living expenses etc., consistently amounts to over \$307,000 per year. The department has also enjoyed tremendous success in campus wide competitions for the Presidential and research fellowships for new Ph.D. students (\$12,000 - \$15,000 per year)--securing at 3-4 such fellowships each year.

*Excellent teaching in an academic department is associated with opportunities for students to become involved in organizations relevant to their future careers.* The department sponsors a number of undergraduate student organizations to facilitate interaction about professional and research topics. For example, Dr. Carl Cheney is faculty sponsor for *Student Advocates of Behavior Science (SABS)*. Dr. Melanie Domenech-Rodriguez is faculty sponsor for the *National Honor Society in Psychology, Logan Chapter (Psi Chi)*, and the *Psychology Club*. Many student engaged in these organizations help one another prepare for graduate school, jointly work on research projects, co-present posters or papers at regional and national conferences (e.g., California Association for Behavior Analysis, International Behaviorology Association, Association for Behavior Analysis). Drs. Kerstin Schroder and Tamara Ferguson have sponsored numerous student presentations e.g., Posters on the Hill. Graduate students are encouraged to become involved as student affiliates in all relevant professional organizations e.g., American Psychological Association. They also have a departmental graduate student association which represents their interests to faculty. Finally, students get exposed to national experts e.g., n a typical year, the department sponsors 3-4 research colloquium speakers for students and faculty.

*In 2003-04, the department developed the Psychology Learning laboratory.* The Psychology Learning Laboratory remodeled space in the Art Barn in 2004---\$60,000 jointly funded by Psychology and the VP for Research. This facility as designed expressly to help augment our undergraduate courses focusing on basic principles of learning (1400, 3400), as well as undergraduate student research projects. As such labs are now a great rarity at U.S. universities; however, this investment assures that USU's students will have more direct experiences with the application and mastery of learning principles than their peers at other institutions.

*The Psychology Community Clinic was developed as a key graduate student training facility.* The department directly sponsors and operates the Psychology Community Clinic on behalf of its clinical, counseling and school psychology students. The clinic allows students to apply didactic instruction in psychological testing, assessment and counseling skills. The clinic serves all of the citizens in Cache Valley, providing inexpensive emotional and behavioral health services to low income individuals and families. Outcomes regarding student performance in the training clinic include weekly clinical supervision feedback to students. The overall quality of services provided by students and their supervisors is reflected in the fact that there are often waiting lists for our services.

*A Department of Psychology endowment supports student travel to regional and national conferences to present the results of their research.* As was noted previously, many students are actively involved in faculty research and co-author a large number of paper presentations and publications with faculty. The commitment to helping students integrate knowledge with practice and providing them with exposure to relevant professional organizations is also evidenced by Psychology's student conference travel support funding. In 2005, the department developed an endowment that funds travel for up to 30 undergraduate and graduate student researchers per year (average of \$300 per student. (Historically, 20-30 students have competed for limited travel funding assistance each year). Thus, a more consistent and generous funding pool is now available to support students. Relatedly, the department has regularly provided each faculty member with at least \$1500 per year in conference or research-related travel support (new faculty receive \$2500). Such travel helps faculty orient our students at research conferences, and helps assure that they maintain cutting-edge knowledge in their field. Such activity in turn, enhances the quality of their instruction

*The Psychology Department has developed a unique learning and consultation center, the Office of Methodological and Data Sciences.* Under the direction of Dr. Jamison Fargo, this office provides



Schroder, 3110	Students select health risk behavior and develop assessment items that reflect risk, severity, behavior change issues; complete behavioral self-management project relating to health behavior e.g., eating, smoking, sleeping, chocolate consumption; integrate self-management theory with practice
Field, Deberard, 3210	Research problem analyses using SPSS; demonstrate APA reporting style for data analysis results; skill development in data management; skill in written analysis interpretation;
Odum, 3400	Students complete a real experiment across 6-7 weeks; learn how to utilize computerized apparatus for control and recording of behavior; students learn how to code and graph behavior using Excel and write a formal laboratory report in APA style
Bates, 3500	Major writing project with multiple submission/feedback; oral presentation from each student; weekly active-listening exercises
Lehman, 3660	Requires attendance at discussion/ learning application lab; students also submit chart/schematic at end-of-semester–interconnections of theory, research application in educational psychology.
Melanie D.R. 4240	Written cultural autobiography and summary of an interview across two generations. The papers require integration of biological, social, developmental and personality issues. Composition of a book summary/review regarding multi-cultural issues e.g., racism, stereotyping.
Lehman, 4420	Small-group discussions of cognitive psychology principles in class; students compose succession of reaction papers to course readings,
Barcus, 5200	Students practice counseling skills in class and then complete a live clinical interview demonstrating basic counseling skills
Schroder, 5330/6330	Complete a questionnaire development project involving psychosocial constructs such as marital conflict, parenting behavior, attitudes towards HI; collect data, conduct relevant statistical analyses of items
Various faculty 5910, 6910	Undergraduate and graduate students engage in faculty-sponsored independent research projects, often culminating in a course or conference presentation at a regional or national conference
Bates 5950/5960	Total of 200 hours of career-relevant activities (50% in human service setting, 50% in research setting); numerous writing assignments e.g., vita, statement of intent for graduate school; complete a GRE-like specialty exam; 30 minute oral presentation synthesizing their 5950/5960 experience
Gimpel, 6150	Students give oral presentation of empirically-validated treatment for childhood disorders; presentation includes discussion of research support for treatment; compose a written treatment plan for a specific child or adolescent, plus a review of the literature on the treatment approach
Barcus, 6220	Students participate in successive group counseling sessions, practicing and internalizing group therapy techniques and principles; evaluations of students' group counseling skills
Deberard, Stein, 6350	Conduct several in-class practice interviews requiring evidence of basic listening, counseling skills, production of integrative video-taped clinical interview demonstrating all listening and counseling skills

Melanie D.R 6360	Videotaped clinical case presentations completed by students; oral presentation and discussion of techniques, case conceptualization and integration by students
Ferguson, 6510	Written evaluations of social psychology journal research articles by students; formal instruction, practice in our USU library on to conduct library research; use APA format to summarize their critiques of journal articles

*As highlighted in the table above, writing and oral communication activities and their evaluation are highly valued by the department's faculty.* Diverse written and oral evaluations occur routinely across a wide range of psychology courses. Most courses involve activities that develop concept-integration, organizational and critical thinking skills e.g., formal literature reviews, presentations of mini-lessons to peers, Graduate courses involve faculty evaluation of the grant proposal writing skills, formal clinical case presentation; oral defenses (theses, dissertations).

*Another activity reflected in the table (above) is students' extensive involvement in service-learning activities.* A number of courses and activities (e.g., Cooperative Work Experience, Practicum, Internship, Apprenticeship 5950/5960), URCO projects, Independent Study, Independent Research) provide not only integrative learning experiences, but extensive community service to the region and nation. **Appendix D** provides a *sample of the settings* in which our students were placed in during *the 2005 academic year* (a more complete list is available upon request). From 2001 to the present, psychology department students at USU have logged *over 113,448 service-learning hours* in the aforementioned courses at these and other sites (see **Appendix E**) Success in these activities is evaluated largely through formal evaluations by supervisors, mid-term and/or end-of-term letters, standardized evaluation forms, faculty review of activity portfolios, etc.

## **Appendices**

### **Appendix A**

**Sample of Faculty-Student Co-Authored Publications in Professional Journals and Presentations at Regional, National Research Conferences: 2004 to Present**

### **Appendix B**

**Sample of Faculty and Student Awards, Recognition Relating to Teaching/Research: 2000 to Present**

### **Appendix C**

**Examples of How Faculty Improve Their Courses Based on Student Evaluations and Other Student Feedback**

### **Appendix D**

**Sample of 2004-2005 Student Placements in Research Settings and Agencies for Integrative-Learning and Service Learning Courses Required by Psychology Degree Programs**

### **Appendix E**

**Table Showing Breakdown of Integrative-Learning and Service-Learning Hours by Course in the Department of Psychology for 2004 to 2005**

## Appendix A:

### Student-Faculty Co-Authored Publications and Presentations-2004 to Present Co-Authored Publications: 39 Publications Involving 1 or More Students

- Ascione, F. R., Weber, C. V., Thompson, T., Heath, J., Maruyama, M., and Hayashi, K.** *Violence against women* (in press). Battered pets and domestic violence: Animal abuse reported by women experiencing intimate violence and by non-abused women.
- Bentley, C., Galliher, R. V., & Ferguson, T.** (in press) Associations among aspects of interpersonal power and positive and negative relationship outcomes in adolescent romantic couples.
- Chenoweth, E. & Galliher, R.V.** (2004). Factors that influence the college attendance decisions of Appalachian students. *Journal of Research in Rural Education*, 19(2). Retrieved [date] from <http://www.umaine.edu/jrre/19-2.htm>
- DeBerard, M.S., Spielmans, G.I. Julka, D.L.** (2004). Predictors of academic achievement and retention among college freshmen: A longitudinal study. *College Student Journal*, (38), 66-80.
- DeBerard, M.S., LaCaille, R.A., Spielmans, G.I., Jennings, R.D., Allen, C.A., Bentley, C.G., Goodson, J.T.** (2004). Pre-surgical biopsychosocial variables predict long term lumbar discectomy outcomes in injured workers. *Psychosomatic Medicine*, 66, (1), A-40.
- Domenech Rodríguez, M., & Nelson, J.K.** (2005). Closing the distance: Making Psi Chi accessible to distance education students. *Eye on Psi Chi*, 10(2), 30-31, 44. Also available on the web at: [http://www.pschichi.org/pubs/articles/article\\_538.asp](http://www.pschichi.org/pubs/articles/article_538.asp)
- Domenech-Rodríguez, M., Rodríguez, J., & Davis, M.R.** (2006). Recruitment of first generation Latinos in a rural community: The essential nature of personal contact. *Family Process*.
- Domenech-Rodríguez, M., Davis, M. R., Rodríguez, J., & Bates, S.C.** (in press). Observed parenting practices of first-generation Latino families. *Journal of Community Psychology*. Special Issue: Addressing Mental Health Disparities through Culturally Competent Research and Community-Based Practice.
- Ferguson, T. J., Brugman, D., Eyre, H. L., & White, J.** (in press). Pain with purpose or yin with yang: Shame and guilt in daily dilemmas. Invited chapter in J. L. Tracy, R. W. Robins, & J. P. Tangney (Eds.), *The self-conscious emotions: Theory and research*. Guilford Press.
- Galliher, R. V. & Hatch, D. L.** (in press). Predicting intercourse experience in adolescent romantic couples from couple members' attitudes and moral views. *Journal of Adolescence*.
- Galliher, R.V., Bentley, C., Jones, M.D., Hatch, D.L.** Perceptions of communication as a mediator between family-of-origin experiences and aggression in adolescent romantic relationships.
- Gilbertson, D., Mecham, S., Mickelson, K., & Wilkenson, S.** (2005). The effects of a self-monitoring checklist and performance feedback on the use of study skills for first year college students with disabilities. (invited article in *Inquiry: Critical Thinking Across the Disciplines*)
- Gilbertson, D. & Bluck, J.** (2006) Improving Responsiveness to Intervention for English-Language Learners: A Comparison of Instructional Pace on Letter Naming Rates. *Journal of Behavioral Education*. (in press)
- Gimpel, G. A., Collett, B. R., Veeder, M. A., Gifford, J. A., Sneddon, P., Bushman, B., Hughes, K., & Odell, J. D.** (2005). The effects of stimulant medication on the cognitive performance of children with ADHD. *Clinical Pediatrics*, 44, 405-411.

- Goodson, J. & DeBerard, M.S.** (2005). Psychosocial correlates of carpal tunnel syndrome: A case-control study. *Annals of Behavioral Medicine*, 27, S-175.
- Hayden KM, Khachaturian AS, Tschanz JT, Corcoran C, Norton M, Breitner JCS.** Characteristics of a Two-Stage Screen in a Population Survey of Incident Dementia.
- Jimenez-Gomez, C. & Shahan, T.A.** (2005). Resistance to Change of Ethanol Self-Administration: Effects of Behavioral and Pharmacological Disruptors In A. Odum (Chair), Ethanol Self-Administration, Symposium conducted at the 31st annual meeting of the Association for Behavior Analysis, Chicago, IL.
- LaCaille, R.A., DeBerard, M.S., Masters, K.S., & Colledge, A.L.** (2004). Obesity and litigation predict compensation costs better than pathophysiology in spinal fusion patients. *Annals of Behavioral Medicine*, 26.
- LaCaille, R.A., DeBerard, M.S., Masters, K.S., Colledge, A.L.,** (2004). Psychosocial factors predict poor outcomes from spinal fusion surgery. *Psychosomatic Medicine*, 66 (1), A
- LaCaille, R.A., DeBerard, M.S., Masters, K.S., Colledge, A.L., Bacon, W.** (2005). Biopsychosocial predictors and multidimensional outcomes of interbody cage lumbar fusion. *Spine Journal*, 5 (1), 71-78
- Manning, C.T., DeBerard, M.S.** (2005). Biopsychosocial predictors of outcome of surgery for carpal tunnel syndrome in Utah worker's compensation patients. *Annals of Behavioral Medicine*, 27, S-033.
- Nelson, J.K., Domenech Rodríguez, M., & Yardley, J.** (2005). An investigation of Psi Chi membership in Rocky Mountain Region chapters: Reasons for joining and perceptions of membership benefits. *Eye on Psi Chi*, 10(2), 40-41, 49-51. Also available on the web at: [http://www.psichi.org/awards/winners/hunt\\_reports/nelson.asp](http://www.psichi.org/awards/winners/hunt_reports/nelson.asp)
- Norton M, Tschanz J, Corcoran C, Mumford S, Welsh-Bohmer K, Breitner J.** Apolipoprotein E4 interacts with mild cognitive deficit to shorten time to dementia onset. Poster presented at the 8<sup>th</sup> International Conference on Alzheimer's Disease and Related
- Olthof, T., Ferguson, T.J., Bloemers, E., & Deij, M.** (2004). Morality- and identity-related antecedents of children guilt and shame attributions in events involving physical illness. *Cognition and Emotion*, 18, 383-404.
- Podlesnik, C. A., Jimenez-Gomez, C., & Shahan, T. A.** Resistance to change of responding maintained by unsignaled delays to reinforcement: A response-bout analysis. *Journal of the Experimental Analysis of Behavior*.
- Podlesnik, C.A., & Shahan, T.A.** (2005). An Investigation of the Response-Reinforcer Relation in Resistance to Change of Operant Behavior. In T. Shahan (Chair), *Behavioral Momentum: Basic Issues*. Symposium conducted at the 31st annual meeting of the Association for Behavior Analysis, Chicago, IL.
- Shahan, T. A., & Jimenez-Gomez, C.** Effects of self-administered alcohol concentration on the frequency and persistence of rats' attending to alcohol stimuli. *Behavioural Pharmacology*
- Shahan, T. A., Podlesnik, C. A., Jimenez-Gomez, C.** Matching and conditioned reinforcement rate. *Journal of the Experimental Analysis of Behavior*.
- Shahan, T. A., & Burke, K.** (2004). Ethanol-maintained responding of rats is more resistant to change in a context with added non-drug reinforcement. *Behavioural Pharmacology*, 15, 279-285.
- Shahan, T. A., & Podlesnik, C. A.** (2004). Observing, rate of conditioned reinforcement, and resistance to change. Invited address given at a Festschrift for John A. Nevin conducted at the University of New Hampshire. May 26, 2004.
- Shahan, T. A. & Podlesnik, C. A.** (2005). Rate of conditioned reinforcement affects observing rate but not resistance to change. *Journal of the Experimental Analysis of Behavior*, 84, 1-17.

- Stillman, A. M., DeBerard, M.S., Crowley, S.L.** (2005). The effect of anger management and communication training on functional and quality of life status in fibromyalgia patients. *Annals of Behavioral Medicine*, 27, S-123.
- Tschanz JT, Corcoran C, Skoog I, Khachaturian AS, Heath J\*, Hayden KM\*, Welsh-Bohmer KA, Calvert T, Norton MC, Zandi P, Breitner JCS** on behalf of the Cache County Memory Study Group. Dementia: The Leading Predictor of Death after age 85. The Cache County Study. *Neurology* 2004;62:1156 – 1162
- Tschanz JT, Corcoran C, Skoog I, Khachaturian AS, Heath J\*, Hayden KM\*, Welsh-Bohmer KA, Calvert T, Norton MC, Zandi P, Breitner JCS** on behalf of the Cache County Memory Study Group. Dementia: The Leading Predictor of Death after age 85. The Cache County Study. *Neurology* 2004;62:1156 - 1162.
- Tschanz JT, Treiber K, Norton MC, Welsh-Bohmer KA, Zandi PP, Szekely CA, Toone L, Munger RG, Lyketsos C, Breitner JCS**, and the Cache County Study Group. A Population Study of Alzheimer's disease: Findings from the Cache County study on Memory, Health and Aging. *Care Management Journals*. In press.
- West N, Tschanz J, Welsh-Bohmer K, Corcoran C, Wyse B, Weight C, Breitner J.** Genetic and non-genetic risk factors for cognitive decline in the normal elderly. Paper presented at the 29th Annual Meeting of the International Neuropsychological Society, Chicago, IL,
- Williams, K.L. & Galliher, R.V.** (in press). Predicting psychological adjustment from social connectedness, support, and competence. *Journal of Social and Clinical Psychology*. 2001.
- Yardley, J., Domenech Rodríguez, M., Nelson, J., & Bates, S.C.** (2005). True Confessions?: Alumni's Retrospective Reports on Undergraduate Cheating Behaviors. *Ethics & Behavior*.

**Co-Authored Paper Presentations: 66 Presentations Involving 1 or More Students**

- Ahern, D.A., Domenech Rodríguez, M., & Innocenti, M.** (2004, November). Acculturation versus cultural identification: A study comparing constructs and measurements. Paper presented at the annual conference of the National Latina/o Psychological Association, Scottsdale, AZ.
- Ashby, S.F., Williams, K.L., & Galliher, R.V.** (April, 2004). The association between parental intrusiveness or control and emerging adults' psychosocial adjustment. Poster presented at the biennial meeting of the Society for Research on Human Development, Park City, UT.
- Barrett, K.C., Ferguson, T.J., & Sekoguchi, S.** (2005, April). Emotional competencies and adjustment in normative and adjudicated youth and chronically ill Japanese and American children. In T.Chiang (Chair). Emotional Competence in Diverse Samples of Children and Youth and Its Implications for Social Adjustment and Competence. Symposium presented at the Society for Research in Child Development Meetings, Atlanta.
- Bentley, C.G., Galliher, R.V., Ferguson, T.J., & Finlayson, S.** (March, 2004). Gender Differences in Behavioral and Emotional Control and Disparagement as Predictors of Relationship Outcomes in Late Adolescent Romantic Relationships. In Candice Feiring (Chair), Positive and Negative Processes Within Romantic Relationships. Poster symposium presented at the Biennial Meeting of Society for Research on Adolescence, Baltimore, MD.
- Bentley, C. G., Capener, K., & Galliher, R. V.** (April, 2004). Individual and relationship risk factors for negative romantic relationship outcomes among college students. Poster presented at the Biennial Meeting of the Society for Research on Human Development, Park City, UT.
- Bentley, C., Galliher, R., Ferguson, T. J., & Finalayson, S.** (2004, March). Gender differences in behavioral and emotional control and disparagement as predictors of relationship outcomes. In J. Connolly & C. Feiring (Chairs), Positive and negative processes within romantic relationships. Poster symposium conducted at the biennial meeting of the Society for Research on Adolescence, Baltimore, Maryland.
- Bentley, C., Williams, K.L., & Galliher, R. V.** (April, 2005). Associations among aspects of interpersonal power and positive and negative relationship outcomes in adolescent romantic couples. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.
- Biggs, A.** (2004, April). The nature of regret and its relation to guilt and shame. Paper presented at the Rocky Mountain Psychological Association, Reno, NV. (Eric Amsel, co-mentor).
- Burke, K. A., Jimenez-Gomez, C., & Shahan, T. A.** (2004). Alternative Non-drug Reinforcement Decreases Drug-maintained Responding but Increases Resistance to Change. Poster presented at the 30th Annual Association of Behavior Analysis Convention, Boston, MA..
- Charoonruk G., Munger, R.G., Wengreen, H., Corcoran, C., Tschanz, J., Norton, M., Bastian, L., Welsh-Bohmer, K.** Diabetes Mellitus and Cognitive Decline in the Cache County Study on Memory, Health and Aging. Presented at the 9th International Conference on Alzheimer's Disease and Related Disorders, Philadelphia, PA, July, 2004.
- Crowell Peterson, K., & Kynaston, A.** (2006, April). The guilt and shame debate: Resolving a longstanding controversy. Paper to be presented in E. Timothy (Undegraduate Symposium Convenor), Shame and guilt: Recent research. Rocky Mountain Psychological Association, Park City, UT.
- Davis, M., & Domenech Rodríguez, M.** (2004, November). An examination of self-reported parenting practices among first generation Spanish-speaking Latino families. Paper presented at the annual meeting of the National Latino Psychological Association, Scottsdale, AZ.

- DeBerard, M.S., LaCaille, R.A., Spielmans, G.I., Jennings, R.D., Allen, C.A., Bentley, C.G., Goodson, J.T.** (2004, March). Pre-surgical biopsychosocial variables predict long term lumbar discectomy outcomes in injured workers. Poster presented at American Psychosomatic Association, 62<sup>nd</sup> Annual Scientific Meeting, Orlando, FL.
- Domenech Rodríguez, M., Davis, M., Rodríguez, J., & Bates, S.C.** (2004, May). Behavioral observations with Spanish-speaking Latino parents: Information to culturally adapt interventions to prevent child behavior problems. Poster presented at the annual meeting of the Society for Prevention Research, Quebec City, Canada.
- Dzatk, K., Suzuki, E., Ashcraft, M. A., Ferguson, T. J., & Barrett, K. C.** (2004, April). Knowing what someone is “really” like: Children’s use of emotional regularities in making character and likeability inferences. Poster presented at the 14<sup>th</sup> Biennial Conference of the Society for Research in Human Development, Park City, UT.
- Ehrlick, A., Carter, J., Gifford, J., Collett, B. R., Gimpel, G. A., Veeder, M. A., Lensegrav-Benson, T. L., Berglof, H., Brent, M., & Suzuki, E.** (July, 2004) Parents’ understanding of psychological evaluations. Poster presented at the annual conference, American Psychological Association, Honolulu, HI.
- Ehrlick, A., Gimpel, G. A., & Veeder, M. A.** (November, 2004). Mothers’ and fathers’ interactions with their children. Poster presented at the annual conference, Association for the Advancement of Behavior Therapy, New Orleans, LA.
- Galliher, R.V.** (Chair) (March, 2004). Parent, Peer, and Partner Correlates of Conflict and Aggression in Adolescent Romantic Relationships. Symposium presented at the Biennial Meeting of Society for Research on Adolescence, Baltimore, MD.
- Galliher, R.V. & Jones, M.D.** (March, 2004). Perceptions of communication as a mediator between family-of-origin experiences and aggression in adolescent romantic relationships. In Renee V. Galliher (Chair), Parent, Peer, and Partner Correlates of Conflict and Aggression in Adolescent Romantic Relationships. Symposium presented at the Biennial Meeting of Society for Research on Adolescence, Baltimore, MD.
- Gibbs, J., & Cummings, B.** (2006, April). Analysis of helping behavior in the wake of Hurricane Katrina, Paper to be presented at the Rocky Mountain Psychological Association, Park City, UT.
- Gilbertson, D., Malloy, K., & Maxwell, J.** (2006) **Brief experimental analysis for selecting reading interventions for English-Language-Learners.** National Association of School Psychologist Annual Convention. **2006**
- Gilbertson, D. & Hancock, K. School-wide and small group preventative interventions for victims of bullying. National Association of School Psychologist Annual Convention. **2006**
- Gimpel, G.A., Gifford, J., Veeder, M. A., Sneddon, P., Bushman, B. B., Carter, J., Brent, M., Hughes, K. N., Suzuki, E., Berglof, H., & Odell, D. (2004, July). Addition of stress management training to parent training. Poster presented at the annual conference, American Psychological Association, Honolulu, HI.
- Glover, J., Hunt, S., & Galliher, R.V.** (April, 2005). Adolescent couple members’ views of coercive and aggressive behaviors in romantic relationships. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.
- Glover, J., Lamere, T., & Galliher, R. V.** (March, 2006). Sexual and romantic experiences of GLBTQ youth. In L. Berger (Chair), student poster symposium submitted to the Biennial Meeting of the Society for Research on Adolescence, San Francisco, CA.
- Goodson, J. & DeBerard, M.S.** (2005, April). Psychosocial correlates of carpal tunnel syndrome: A case-control study. Poster presented at the Society of Behavioral Medicine, 26<sup>th</sup> Annual Scientific Sessions, Boston, MA.

- Gunderson, T. L., & Gimpel, G. A.**, (2004, July). Effects parent training and stress management on family functioning. Poster presented at the annual conference, American Psychological Association, Honolulu, HI.
- Hatch, D., Hart, S. N., & Galliher, R. V.** (April, 2004). Predicting sexual behavior in adolescent romantic relationships from couple members' dating and sexual histories. Poster presented at the biennial meeting of the Society for Research in Human Development, Park City, UT.
- Hatch, D.L., Hunt, S., & Galliher, R.V.** (April, 2005). Attitudinal and psychological factors associated with sexual intercourse in adolescent romantic couples. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.
- Hatch, D. L. & Galliher, R. V.** (March, 2006). Testing romantic relationship factors as moderators of the association between adolescent intercourse experience and depressive symptoms. In S. Miller-Johnson (Chair), *Adolescent Romantic Relationships and Risk-Taking Behaviors*. Paper Symposium submitted to the Biennial Meeting of the Society for Research on Adolescence, San Francisco, CA.
- Hatch, D. L. & Galliher, R. V.** (March, 2006). Testing moderators of the association between adolescent intercourse experience and negative psychological outcomes. Poster submitted to the Biennial Meeting of the Society for Research on Adolescence, San Francisco, CA.
- Hunt, S., \*Jones, M.D., & Galliher, R.V.** (April, 2004). Borderline personality characteristics and romantic relationship functioning among college students: Modeling pathways to aggression. Poster presented at the Biennial Meeting of the Society for Research on Human Development, Park City, UT
- Hunt, S. M. & Galliher, R. V.** (March, 2006). Parent-daughter relationships, individual adolescent internalizing symptoms, and female adolescent self-defeating behaviors. Poster submitted to the Biennial Meeting of the Society for Research on Adolescence, San Francisco, CA.
- Jennings, R.D., DeBerard, M.S., Masters, K.S.** (2005, April). Detecting malingering in low back pain patients: An analog study. (Received Psi Chi Regional Research Award) Paper presented at the Rocky Mountain Psychological Association Convention, Phoenix, AZ.
- Jimenez-Gomez, C., Podlesnik, C. A., & Shahan, T. A.** (2005, May). Sensitivity to relative conditioned reinforcement rate without changes in primary reinforcement rate. Poster session presented at the annual meeting of the Society for the Quantitative Analysis of Behavior, Chicago, Illinois.
- Jones, M. D. & Galliher, R. V.** (April, 2005). Navajo ethnic identity: Predictors of psychosocial outcomes in Navajo adolescents. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.
- Jones, I., Jones, M. D., & Galliher, R. V.** (April, 2005). Native American Adolescent Ethnic Identity/Acculturation Issues and School Success. Lecture session presented at the annual meeting of the Council for Exceptional Children, Baltimore, MD.
- Jones, M. D., Enno, A. & Galliher, R. V.** (June 2005). Effects of context on ethnic identity in Native American adolescents. Poster presented at the annual meeting of the Society for Indian Psychologists. Logan, UT.
- LaCaille, R.A., LaCaille, L.J., DeBerard, M.S., Masters, K.S., Colledge, A.L.** (2004, March). Obesity and litigation predict compensation costs better than pathophysiology in spinal fusion patients. Poster presented at the Society of Behavioral Medicine, 25<sup>th</sup> Annual Scientific Sessions, Baltimore, MD.
- LaCaille, R.A., DeBerard, M.S., Masters, K.S., Colledge, A.L.,** (2004, March). Psychosocial factors predict poor outcomes from spinal fusion surgery. Poster accepted for presentation at American Psychosomatic Association, 62<sup>nd</sup> Annual Scientific Meeting, Orlando, FL.

- Larsen, C., Boyer, C., USU Psi Chi, & Domenech Rodríguez, M.** (2004, April). Media Consumption and Body Image in Male College Students. Poster presented at the annual conference of the Rocky Mountain Psychological Association, Reno, NV.
- Lensegrav-Benson, T., Lisota, R., Tschanz, J., Masters, K., Norton, M., Carlson, M., Corcoran, C., Lyketos, C., Heath E., Leslie C., Munger, R., Ostybe, T., Welsh-Bohmer, K., Hayden, K.** Physical Activity is Associated with Better Cognitive Performance. Presented at the Annual Meeting of the Western Psychological Association Meeting, Phoenix, AZ, April, 2004.
- Lensegrav-Benson, T., Tschanz, J., Masters, K.S., Carlson, M.C., Corcoran, C., Lykestos, C., Heath, E., Leslie, C., Munger, R.A., Ostbye, T., Welsh-Bohmer, K., Norton, M., & Hayden, K.** Sedentary Lifestyle Increases Dementia Risk: The Cache County Study. Presented at the Annual Meeting of the American Psychological Association, Honolulu, Hawaii, July, 2004.
- Lisota, R., Steffens D., Toone, L., Tschanz, J.T., Norton, M., Corcoran, C., Welsh-Bohmer, K.A., Breitner, J.C.S.** Vascular Risk Factors Predict Chronicity of Depression in the Elderly. Presented at the Annual AAGP Meeting, February, 2004, Baltimore, MD.
- Manning, C.T., DeBerard, M.S.** (2005, April). Biopsychosocial predictors of outcome of surgery for carpal tunnel syndrome in Utah worker's compensation patients. Paper presented at the Society of Behavioral Medicine, 26<sup>th</sup> Annual Scientific Sessions, Boston, MA.
- Monson, C.H., & Domenech Rodríguez, M.** (2006). The relationship between recreation and success in adult outpatient therapy. Paper submitted to the annual conference of the Rocky Mountain Psychological Association, Park City, UT.
- Nelsen, J. P., & Crowell, K. C. P.** (accepted, April 2005). The pivotal role of shame in perceptions of moral virtue. Paper presented at the Rocky Mountain Psychological Association, Phoenix, AZ. (2<sup>nd</sup> place, Top student presentation award).
- Nelson, J.K., Yardley, J., & Domenech Rodríguez, M.** (2005, April). An investigation of Psi Chi membership at Utah State University. Paper presented at the annual conference of the Rocky Mountain Psychological Association, Phoenix, AZ.
- Podlesnik, C. A., Jimenez-Gomez, C., Ward, R. D., Eyre, M. M., & Shahan, T. A.** (2005). The response-reinforcer relation in resistance to change: Effects of immediate, briefly-delayed, and longer-delayed reinforcement. Poster presented at the 31<sup>st</sup> Annual Association of Behavior Analysis Convention, Chicago, IL.
- Podlesnik, C. A. & Shahan, T. A.** (2005). Resurgence as a function of the stimulus-reinforcer relation. Poster presented at the annual meeting of the Society for the Quantitative Analyses of Behavior, Chicago, IL.
- Rawlins, M., & Miller, M.** (2006, April). determining morally mature behavior: Shame with guilt. Paper to be presented in E. Timothy (Undergraduate Symposium Convenor), Shame and guilt: Recent research. Rocky Mountain Psychological Association, Park City, UT.
- Rodríguez, J., & Domenech Rodríguez, M.** (2004, November). Parental acculturation and child behavior problems. Paper presented at the annual conference of the National Latino Psychological Association, Scottsdale, AZ.
- Shahan, T. A., Podlesnik, C. A., & Jimenez-Gomez, C.** (2004). Observing, attending, behavioral momentum, and the matching law. In R. Pitts (Chair), Celebrating B.F. Skinner's 100th Birthday: Conditioned Reinforcement. Symposium conducted at the 112th annual meeting of the American Psychological Association, Honolulu, Hawaii.
- Smith, B.J., & Domenech Rodríguez, M.** (2004, April). The relationship between gender role adherence and self-complexity in a college sample. Paper presented at the annual conference of the Rocky Mountain Psychological Association, Reno, NV.

- Sneddon, P., & Gimpel, G. A.,** (November, 2004). The effects of auditory stimulation on academic and behavioral performance.. Poster presented at the annual conference, Association for the Advancement of Behavior Therapy, New Orleans, LA.
- Steinberg, M., Corcoran, C., Huber, C., Welsh-Bohmer, K. Norton, M., Zandi, P., Breitner, J.C.S., Tschanz, J., Lyketsos, C.** A Longitudinal Model for Neuropsychiatric Symptoms in Dementia: The Cache County Study. Presented at the 9th International Conference on Alzheimer's Disease and Related Disorders, Philadelphia, PA, July, 2004
- Stillman, A. M., DeBerard, M.S., Crowley, S.L.** (2005, April). The effect of anger management and communication training on functional and quality of life status in fibromyalgia patients. Paper presented at the Society of Behavioral Medicine, 26<sup>th</sup> Annual Scientific Sessions, Boston, MA.
- Suzuki, E., & Ferguson, T. J.** (2004, August). Quadratic relationships between emotion decoding and social acceptance in children. Poster presented at the meeting of the American Psychological Association, Honolulu, Hawaii.
- Tree, T.** (2006, April). Contributions to the development of guilt- and shame-proneness. Paper to be presented at the Rocky Mountain Psychological Association, Park City, UT.
- Tschanz, J., Klein E., Treiber, K., Corcoran, C., Norton, M., Toone, L., Welsh-Bohmer, K., Steinberg, M., Munger, R., Pieper, C., Breitner, J., Zandi, P., Lyketsos, C.** Neuropsychiatric Symptoms in Mild Cognitive Impairment and Dementia: Prevalence and Relationship to Cognitive and Functional Impairment. The Cache County Study. Presented at the 9th International Conference on Alzheimer's Disease and Related Disorders, Philadelphia, PA, July, 2004.
- Weaver, S., & Miller, M.** (accepted, April 2005). Victims' perceptions of responsibility and perpetrators' guilty feelings: The eye of the beholders. Paper to be presented at the Rocky Mountain Psychological Association, Phoenix, AZ. (Top student presentation award).
- White, J.** (2004, April). Madness to methods and purpose in pain: Studying the beneficial and adverse consequences of shame and guilt. Paper presented at the Rocky Mountain Psychological Association, Reno, NV (Top student presentation award).
- White, J.** (2006, April). Conscience: Guilty preferences need no guilty inferences in young children. Paper to be presented at the Rocky Mountain Psychological Association, Park City, UT.
- Williams, K.L., Bentley, C., Hatch, D.L., Galliher, R.V.** (April, 2005). Associations among individual psychological characteristics and relationship quality in adolescent romantic couples. Poster presented at the Biennial Meeting of the Society for Research in Child Development, Atlanta, GA.
- Wright, R.** (2006, April). The effects of gender communication patterns on opposite gender attraction. Paper to be presented at the Rocky Mountain Psychological Association, Park City, UT. (Scott Bates lead faculty supervisor; Tamara Ferguson co-faculty supervisor).
- Yardley, J., Nelson, J.K., & Domenech Rodríguez, M.** (2005, April). College cheating: Opinions and behaviors. Paper presented at the annual conference of the Rocky Mountain Psychological Association, Phoenix, AZ.

## Appendix B: Sample Faculty/Student Awards

### Examples of Department of Psychology Faculty, Staff and Student Awards, 2001-Present

#### Faculty-Student Collaboration Awards

##### **Blue Ribbon Award for Division 40 APA, Neuropsychology, 2004**

Lensgrave-Benson, T., Tschanz, J., Masters, I.S., Carlson, M.C., Co9rcoran, C., Kykestos, C., Heath, E., Leslie, C., Munger, R.A., Ostbye, T., Welsh-Bohner, K., Norton, M., & Hayden, L. *Sedentary Lifestyle Increases Dementia Risk: Cache County Study on Memory and Aging*. Presented at the Annual Meeting of the American Psychological Association, Honolulu, Hawaii

##### **Award, Student Research Presentation**

Hart, A.H., Sorenson, S., Norton, M.C., Tschanz, J.T., Wyse, B.W., Breiner, J.C.s. *Social supportin in relation to mortality in the elderly*. Soutwestern Association for Research in Human Development, Galveston.

#### Faculty Awards, Honors

##### **Frank Ascione**

Scholar/Researcher of the Year                      College of Education and Human Services                      2002

Distinguished Scholar Award, Int'l Assoc. Human-Animal Interaction Org.                      2001

##### **Carolyn Barcus**

President, Association of Amercan Indian Psychologists                      2004

##### **Susan Crowley**

President, Organization of Integrated and Applied Graduate Ph.D. Programs, APA                      2005

##### **Melanie Domenech-Rodriguez**

Nominee: Outstanding Contribution to Development of Graduate Students                      2005

American Psychological Association

##### **Gretchen Gimpel**

Utah Association of School Psychologists, Distinguished Service Award                      2005

##### **Amy Odum**

Karl Lashley Distinguisd Alumna, West Virginia University                      2004

National Institute of Drug Abuse Travel Award                      2003

##### **Tim Shahan**

Karl Lashley Distinguished Alumnus Award, West Virginia University                      2004

B.F. Skinner Early Career Award, American Psychological Association                      2005

##### **Karl R. White**

American Speech, Language and Hearing Association Distinguished Career Service Award 2005

**Student Awardees: 2001 to Present**

<b>Ann Bailey Reese</b> <b>College of Education and Human Services Valedictorian</b>	<b>2005</b>
<b>Kiersten Hewitt</b> <b>USU Robin's Award Woman of the Year</b> <b>The Top Nontraditional Student in the United States: University Continuing Education Assoc. 2006</b>	<b>2004</b>

## Appendix C:

### Examples of How Faculty Improve Their Teaching Through Student Feedback (2000 to Present, Abbreviated Listing)

**Carl Cheney:** To improve students' work in the learning lab, student evaluations suggested that I take more time to have them oriented to the newer equipment than I did formerly, because it is more computerized now. I now spend more time orienting students to the lab procedures.

**Carolyn Barcus:** I use the student input from evaluations to fine tune my courses each year. For instance with the Group Counseling graduate course last year, it was suggested that I spend more time demonstrating how perform as a group facilitator (before I assign them to be the group facilitator in the mock groups)

**Scott Deberard** Based on student feedback, I now typically create lectures that involve both didactic discussions and small group activities. I recently began providing specific lecture outlines for every lecture which are aligned carefully with the course objectives. I also require completion of six mastery-based homework assignments that involve analyzing a dataset using SPSS (Statistical Package for the Social Sciences), interpreting the output, and answering research questions based upon the output. These assignments are mastery-based assignments and I allow students to correct mistakes in order to receive full credit on these assignments. Students truly master the material.

**Tamara Ferguson:** We continually attend to student feedback about the quality and efficiency of the Introduction to Psychology course. This course now include much better WebCT integration, and interweaves lecture material with web examples, a web discussion group. Other constructive changes brought about by student feedback are too numerous to mention in the space allowed.

**Rene Gallaher:** Based on student feedback, I completely revamped my lectures and homework requirements during the first couple of years I taught Psych 2800. I also added specific DSM information to my Child Psychopathology course based on feedback from my first year. I have developed a stronger rationale in my syllabi and introductory classes for all of my course requirements in both graduate and undergraduate classes in response to apparent student confusion about why I structure my courses the way I do.

**Donna Gilbertson:** From student evaluations and my own observations, I recently began to more closely assess students' measurements and data-based decisions during hypothesis development and intervention design in their final consultation report. I've shared with students additional report samples and when doing a Powerpoint lecture, I now present less information on slides. I have already noted excellent generalization of school based skill

**Gretchen Gimpel** Based on student feedback and evaluations, I now corporated "how to" presentations in classes (e.g., Psychology 6150 Empirically supported treatments for children). This has has proven to give students more exposure to specific treatment protocols.

**Jamison Fargo** Students indicated through course evaluations that they greatly disliked a textbook, so I changed it. They also wanted more in-class examples, so in each lecture I now have an example for every type of statistical analysis covered. Also, based on feedback, I put all my notes/lecture outlines on WebCT so students can follow along and take notes that are personalized to them, students have been appreciative of this change in the evaluations.

**Kirsten Schroder** Based on student evaluation feedback, certain deadlines for assignments were clarified in the syllabus. Also, the number of visual-aides has increased in the last two years, due to feedback, as has the structure of my examinations.

**David Stein** Student evaluations and feedback during class has led me to spend more time outlining what a publishable literature requires (Psychology 7270, Psychopathology); I began providing good examples of publishable reviews written by students in 2003. Also, the editorial feedback I provide students now involves both email and audio (dictated) feedback, so they get a better idea of what has to go into their required re-write of the review.

**Amy Odum** I have made a point of making sure there is adequate class discussion of each principle or concept covered in class and give real-life examples that students can relate to; these improvements occurred because of student responses to the faculty evaluation forms.

## Appendix D

## Sample of 2004-2005 Student Placements in Research Settings and Agencies for Integrative-Learning and Service Learning Courses Required by Psychology Degree Programs

Co-op and Practicum Student Placements: 2005 School Year		
Undergraduate Independent Work Locations	Graduate Locations	
ACES	Juvenile Justice Services Girls Group	Academy Park Elementary
Adams Elementary School	Kappa Delta	Adele Young Int. School
Addiction Exercise Project	Kolob Rehabilitation	Albert R. Lyman Middle School
Adolescent Relationships	Lab Assistant Psychology 3400	Alpine Life and Learning Center
Advance Research Project	Latino Club	American Evaluation Association
After School Club	LDS Family Services	Army Hospital, Dayton Ohio
Ais in research for grad student thesis	LHS Cheerleading Advisor	Avalon Hills
Allies with Families	Library Research	Barnett Elementary School
America Reads	Life Skills Worker	Bear River Head Start
AmeriCorps Vista	Little Wave Preschool	Beaver High School
Angels for Christmas USU BC	Logan Parks and Rec After School Club	Blanding Elementary School
AP&P	Logan Regional Hospital Behav. Health	Bluff Ridge Elementary
Arizona Health Care	Logan River Academy	Brigham City Hospital (Cardiac Rehab Center)
Asia Language Department	LRH Behavioral Health Unit	Brighton High School, SLC
Aspen Ranch School	Mesa County Adult Services	Cache County Schools
ASSERT Autism Support Services	Millard School District	Cache Valley Cancer Care
Assisted Living Center Activities	Monroe Elementary School	Cedar Ridge Middle School
Bear River Mental Health	Mountain Crest Counseling Office	Center for Persons with Disabilities
Behavior Analysis Reading Group	Neighborhood Plan, SLC	Central Middle School
Behavior Program	New Horizons Crisis Center	Children's Mercy Hospital, Kansas City, MO
Behavioral Pediatrics Group	North Park Elementary	Cook Elementary School
Body Image Research	Northeastern Counseling	CPD Biomed Services
Box Elder Family Support Center	Oakcrest Girls Camp	Crestview Elementary
Boys and Girls Club	Piute High School	Dakota Counseling Institute, Mitchell, SD
BRASC	Parental Worry w/ Infant Screening	Davis Junior High
Bridger Elementary School	Physician Shadow- Budge Clinic	Davis Schools
Bright Stars Preschool and Daycare	Piccolo	Division of Child & Family Services
Bringing Hope to Single Moms	Predator Demographics	Dixie High School
Bully Prevention Project	Primary Children's Medical Center	Farmington Junior High
Cache Employment & Training Center	PSY 1730 Instructor	Fast Forward Charter High School
Cache Valley Learning Center	Psy Department Lab Research	Fremont Counseling
Cache Valley memory Study	Psychology Advising Office	Geisinger Medical Center, Danbury, PA
Cache Valley Youth Center	Purgatory Correctional Facility	Grandview Elementary
CAPSA	Red Cross	Granite Park Middle School
Carriage Industries Process	Rehabilitation Counseling	Granite School District
CASA Guardian Ad Litem	Research project	Grant Elementary School
Cedar Ridge- Vernal Utah	Returning Student Manual	Heartland Elementary, West Jordan
Center for Persons with Disabilities	Richfield Residential Hall	Hillfield Elementary
Central Utah Counseling Center	Ronald McDonald House Charities	Hurricane Middle School
Central Utah Food Share	RUCD Head Start	Kaysville Elementary
Centro de la Familia Immigrant Head Start	San Juan Counseling	Kaysville Junior High
Child Abuse and Maltreatment	School of the Future	King Elementary
Child and Family Support	Sevier School District	Lakeridge Junior High School
Children's Justice Center	SI - Academic Resource Center	Layton High School
Chrysalis-House Supervisor	Skills Development	Lehi Junior High School
Common Ground	Sorenson Ranch School	Lincoln Elementary - Davis County
Computer Assisted Dieting	South Cache Middle School	Millcreek High School
Conference West Veterinary Med Assoc.	Split Mountain youth Center	Millcreek Junior High
Criminal Drug Court	Stand For Decency	North Davis Jr.
CURI Bully Intervention Project	State of Utah Shelter- Court Ordered	North Layton Junior High
Cystic Fibrosis Foundation	State Survey	North Ogden Junior High
Decision Making Study	STICKS	North Sanpete High School
Demon International	Student Government Stipend	Northridge High School
Disability Resource Center	Student Health and Risk Prevention	Notre Dame Counseling Center
Division of Child & Family Services	Summit Elementary Resource Room	NW Ohio Consortium / OH
Division of Youth Corrections - Brigham	Sunshine Terrace Foundation Inc.	Oakwood Elementary (Preston, ID)
Early Head Start Research Family Life	Task Orientation - SWITCH	Ogden City School District
Early Intervention Research Institute	Task Preference & Social Influence	Ogden Weber Applied Technology Col

Undergraduate Independent Work Locations		Graduate Locations
Family Research FCHD Department Financial Aid Office First District Juvenile Court Focal Point Fostering Success Four Corners Mental Health Gender Bias Study Greek Affairs Intern Group Facilitator w/ K-12 Kids Guilt & Shame Research H.O.P.E Program C.U.C.F Harris County Houston Texas Head Start High Top Ranch School HOPE Substance Abuse Program Hunter High School Icon Health & Fitness IHC Physician Shadowing Ind research: electric potty chair, air crib Infant Massage Information Alliance Instructor Apprenticeship Instrument Development (REM) IORT / Environment and Society Job Shadowing	Tutor Psychology Uintah County Victim Assistance Uintah School District Undergraduate Teaching Fellow UofU Psychology Department USU Counseling Center USU FHD Department USU MHR Department USU Pediatric Research USU Psychology Department USU Sociology Department USU Student Athlete Services Utah Office of Guardian Ad Litem & CASA Victim Services Volunteer Victimized during Middle School VISTA Washington County Schools West Haven Elementary White Pine Middle School Whittier Community Center Wilderness Instructor Development Willow Park Animal Training Wilson Elementary Woodruff Elementary after School Club Wrestling Coach LHS Youth Camp Youth Corrections Girls' Group Youth Counselor at treatment facility Youthtrack	Roy High School Sand Springs Elementary Soenic View Elementary Sky View High School South Cache Middle School Southwest Consortium / NM St. George West Elementary School Student Health Psychology Student Wellness Center Sunset Elementary School Syracuse University The Learning Center for Families Timpview High School Tooele Junior High School University of Indiana Health Science Center USU Counseling Center USU Psychology Community Clinic USU Psychology Department USU/State Health Department USU? (Clinical competency exam) Utah School for Deaf & Blind VA Medical Center, Loma Linda, CA VA Medical Center, Milwaukee, WI VA Medical Center, Salt Lake City, UT Valley View School Viewmont High School Walter Reid Hospital Washington D.C. Wasatch Elementary, Clearfield, UT Washington County School District, St. George, UT Weber High School Wendover High School West Hills Middle School White Pine Middle School Willow Valley Middle School

## Appendix E

### Integrative Instructional and Assessment Activities in Department of Psychology Courses

#### Instructor, Course                      Scientist-Practitioner Activities and Assessment

Ferguson, Bates, 1010	Laboratory: small-group discussion, problem-solving, sample application, extension of lecture discussion; participation and quizzes by lab instructor
Osborne, 1210	Students identify one or more specific behaviors or problems they want to modify in their lives and implement a behavioral (self-reinforcement) program to implement them. Practice of self-monitoring and recording; self-change programs evaluated by instructor
Cheney, 1400	Demonstrate proficiency in basic learning principles (e.g., shaping, extinction, positive reinforcement principles) by training rats in the department's learning laboratory.
Gallaher 2800	Research hypothesis testing and analysis (SPSS) assignments all based on real-life problems
Schroder, 3110	Students select health risk behavior and develop assessment items that reflect risk, severity, behavior change issues; complete behavioral self-management project relating to health behavior e.g., eating, smoking, sleeping, chocolate consumption; integrate self-management theory with practice
Field, Deberard, 3210	Research problem analyses using SPSS; demonstrate APA reporting style for data analysis results; skill development in data management; skill in written analysis interpretation;
Odum, 3400	Students complete a real experiment across 6-7 weeks; learn how to utilize computerized apparatus for control and recording of behavior; students learn how to code and graph behavior using Excel and write a formal laboratory report in APA style
Bates, 3500	Major writing project with multiple submission/feedback; oral presentation from each student; weekly active-listening exercises
Lehman, 3660	Requires attendance at discussion/ learning application lab; students also submit chart/schematic at end-of-semester—interconnections of theory, research application in educational psychology.
Crowley, 4210	All examinations include written essay questions; course requires 3-4 papers associating clinical case problems in individuals to particular personality theories
Melanie D.R. 4240	Written cultural autobiography and summary of an interview across two generations. The papers require integration of biological, social, developmental and personality issues. Composition of a book summary/review regarding multicultural issues e.g., racism, stereotyping.
Lehman, 4420	Small-group discussions of cognitive psychology principles in class; students compose succession of reaction papers to course readings,
Barcus, 5200	Students practice counseling skills in class and then complete a live clinical interview demonstrating basic counseling skills
Schroder, 5330/6330	Complete a questionnaire development project involving psychosocial constructs such as marital conflict, parenting behavior, attitudes towards HI; collect data, conduct relevant statistical analyses of items

Bates 5950/5960	Total of 200 hours of career-relevant activities (50% in human service setting, 50% in research setting); numerous writing assignments e.g., vita, statement of intent for graduate school; complete a GRE-like specialty exam; 30 minute oral presentation synthesizing their 5950/5960 experience
Various faculty 5910, 6910	Undergraduate and graduate students engage in faculty-sponsored independent research projects, often culminating in a course or conference presentation at a regional or national conference
Gimpel, 6150	Students give oral presentation of empirically-validated treatment for childhood disorders; presentation includes discussion of research support for treatment; compose a written treatment plan for a specific child or adolescent, plus a review of the literature on the treatment approach
Barcus, 6220	Students participate in successive group counseling sessions, practicing and internalizing group therapy techniques and principles; evaluations of students's group counseling skills
Gallaher, 6270	Writing assignments on journal articles, write discussion questions, lead discussions, compose final paper that integrates literature with a clinical case or novel comprehensive literature review; students practice differential diagnosis on case presentations
Truhn 6310	Students produce videotapes of their standardized intellectual assessments to demonstrate validity of administration skills
Gilbertson, 6340	Conduct a <i>functional assessment</i> interview, practice in collecting intervention data; environmental context observation; summarize, graph and interpret assessments in a school setting; orient teachers regarding assessment and intervention procedures used by school psychologists;
Deberard, Stein, 6350	Conduct several in-class ractice interviews requiring evidence of basic listening, counseling skills, production of integrative video-taped clinical interview demonstrating all listening and counseling skills
Deberard, 6360	Group supervision: review of videotapes of clinical cases; demonstrate critical thinking skills in clinical session and during individual/group supervision regarding integration of theory, research, practice
Stein, 6370	individual supervision of school counseling skills in schools and standardized evaluations; group supervision oral presentations of counseling problems
Melanie D.R 6360	Videotaped clinical case presentations completed by students; oral presentation and discussion of techniques, case conceptualization and integration by students
Gimpel, 6450	Students consult/present to school teachers, parents, undergraduates regarding profession of school psychology
Gilbertson, 6460	Students demonstrate mastery of professional and ethical reasoning skills by analyzing ethical and legal dimensions of cases; presenting/teaching two articles to peers in class; lead class discussions of legal and ethical issues
Ferguson, 6510	Written evaluations of social psychology journal research articles by students; formal instruction, practice in our USU library on to conduct library research; use APA format to summarize their critiques of journal articles
White, 6570	Students participate in entire process of planning, conducting a small research study from conceptualization to data analysis using survey methodology; apply for institutional review board approval (IRB)

Gilbertson, 6380/7350	Students attend one or more individual educational planning sessions with public school students, teachers; they conduct complete psychoeducational evaluation of students (e.g., achievement, intellectual, adaptive behavior assessment; functional assessment of behavior); conduct systematic classroom behavioral observations in a classroom; apply knowledge of FERPA standards and Utah laws in school setting; students use of Powerpoint in an actual case presentation to class
Fargo, Deberard, 6600;	Conduct research problem analyses using SPSS; demonstrate APA reporting style for data analysis results; skill development in data management; skill in written analysis interpretation;
Lehman, 7030	Students, discuss, critique the psychometrics of a psychological test; literature review paper required
Lehman, 7110	Students take turns leading discussions of cognitive psychology topics in class; students compose succession of reaction papers to readings; literature review paper required
Domenech-Rodriguez, 7250	Students pair with classmate and present ethical case debate; remainder of the class acts as ethics review board; this process replicates essential features of professional ethics review board
Stein, 7270	Students compose a publishable literature review, receive journal-editorial feedback and then rewrite, resubmit to instructor---analogous to the journal manuscript review procedures.
Crowley 7360	Review of videotaped case materials through student presentations; small group discussions by students about conceptualization, intervention ideas, diagnostic problems
Fargo, 7600	Advanced research problem analyses using SPSS; demonstrate APA reporting style for data analysis results; skill development in data management; skill in written analysis interpretation;
Schroder, 7610	Discssions in class regarding experimental and quasi-experimental designs; complete analysis of real-life data; demonstrate skill in use of structural equation modeling software and other programs
White 7670	Students compose a comprehensive literature review and critique/evaluate three literature reviews composed by past students from the course; students rated on 6 components of each paper
Fargo, 7810	15-minute presentations, critique of journal articles involving data analysis, group data analysis projects with class presentations; develop complete grant application based on a novel study and oral presentation of proposal