

Program Portfolio

Psychology

2009-2010

Catalog Description: The degree program in psychology provides specialized study in psychology within the context of the broader goals of a liberal arts education. The Psychology program promotes an understanding of behavior, provides an understanding of the foundations of psychology as a scientific discipline, integrates the influence of psychology on contemporary thought, and promotes skills in scientific research. An undergraduate degree in psychology prepares students for entry into graduate and professional schools and prepares students for entry-level positions in the helping professions.



*Psychology capstone poster session 2008
photo by Laura Hancock*

Psychology provides a liberal arts program of study leading to Bachelor of Arts or Bachelor of Science degrees. Courses leading to either a minor or major in psychology are available both on campus and online. Many students utilize the minor as a component of a degree in Liberal Studies, or to go along with the pre-nursing curriculum. Psychology is a popular major both on campus and online. The degree requirements for the online major in psychology are the same as those for on-campus students, with the exception of the capstone courses in Experimental Psychology (PSY 440/441) which have separate numbers from the campus capstone courses in order to manage enrollment (PSY 460/461).

How Program serves the University Mission and Needs of Region

The degree program in psychology supports the university mission by providing specialized study in psychology within the context of the broader goals of a liberal arts education. Psychology program graduates go on to a variety of graduate programs, including Ph.D. programs in various fields of experimental and clinical psychology, and Masters programs in a variety of specialties, such as school psychology or social work. Others go on to medical training such as physician assistant and nurse practitioner programs. Locally, graduates have obtained various positions in social services in La Grande and other towns, working, for example, with children and families, the elderly, substance abusers, and the developmentally disabled.

Recent Programmatic Changes

There have been several recent changes in the Psychology program:

- a. the on-campus and online capstone course was expanded to a two-term course sequence
- b. the on-line introductory courses PSY 201 and PSY 202 are being taught by an adjunct faculty, Alishia Huntoon, who is on the Psychology faculty at the Oregon Institute of Technology
- c. The PSY 410 course, Family Systems Theory and Therapy, taught by Marianne Weaver (Counseling Center) was assigned the PSY 473 course number. In addition, several minor curricular changes were made to course names, etc., in an effort to simplify catalog listings.

I. Program Objectives/Outcomes

Students receiving a B.S. or B.A. in Psychology will have the following:

1. **Communication:** The ability to read and discuss primary research in psychology.
2. **Inquiry and Integrated Learning:** The ability to design and carry out a research project.
3. **Critical Thinking:** The ability to describe evidence, draw conclusions, and write in a scientific style.
4. **Content Knowledge:** The ability to demonstrate knowledge of content within the discipline.

II. Four-Year Assessment Cycle: Psychology

Year	Outcome to be Assessed
2008-2009	Inquiry and Integrated Learning: Design and carry out research project
2009-2010	Communication: Read and discuss primary research
2010-2011	Critical Thinking: Describe evidence, draw conclusions, and write in a scientific style
2011-2012	Demonstrate content knowledge

III. Curriculum Assessment Plan

Year	Outcome	Course/Milestone Activity	Assignment/ Task (done by students)	Assessment Tool (to measure outcome)	Standards/Levels of Achievement
2008-2009	Inquiry and Integrated Learning: Design and carry out research project	PSY 441	Capstone poster reporting an experiment	Rubric completed by all Psychology faculty	Excellent/ Very good/ Satisfactory/ Insufficient/ Missing; What % of students pass with satisfactory through excellent ratings
2009-2010	Communication: Read and discuss primary research	PSY 460	Draft and revision of literature review	Instructor guidelines	Graded; what percentage of students pass with C- or higher
2010-2011	Critical Thinking: Describe evidence, draw conclusions, and write in a scientific style	PSY 222	Draft and revision of APA-style research report	Peer comments, self checklist and instructor rubric	For proficiency, must be passed with C- or better; what % of students pass with C- or higher
2011-2012	Demonstrate content knowledge	PSY 451	Oral exam on clinical procedures	Ratings by peers, instructors, and community mental health professionals	Rated 4 to 1 on four categories using a GPA-type scale

Degree Program Outcomes Assessment

Spring 2009

Degree Program: Psychology
Outcome Assessed (i.e. Critical Thinking): Inquiry and Integrated Learning
Course / Activity: PSY 441/ Design and carry out research project

Summary of Assessment Results

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
Poster layout	<i>Rubric completed by all Psychology faculty</i>	<i>0-4</i>	<i>% at 2 or higher</i>	<i>100%</i>
Writing: Scientific style	<i>Rubric completed by all Psychology faculty</i>	<i>0-4</i>	<i>% at 2 or higher</i>	<i>100%</i>
Introductory text	<i>Rubric completed by all Psychology faculty</i>	<i>0-4</i>	<i>% at 2 or higher</i>	<i>100%</i>
Methods section	<i>Rubric completed by all Psychology faculty</i>	<i>0-4</i>	<i>% at 2 or higher</i>	<i>100%</i>
Results section	<i>Rubric completed by all Psychology faculty</i>	<i>0-4</i>	<i>% at 2 or higher</i>	<i>100%</i>
Discussion/conclusion section	<i>Rubric completed by all Psychology faculty</i>	<i>0-4</i>	<i>% at 2 or higher</i>	<i>100%</i>
Reference section	<i>Rubric completed by all Psychology faculty</i>	<i>0-4</i>	<i>% at 2 or higher</i>	<i>87%</i>
Visual displays of results	<i>Rubric completed by all Psychology faculty</i>	<i>0-4</i>	<i>% at 2 or higher</i>	<i>100%</i>
Overall Poster	<i>Rubric completed by all Psychology faculty</i>	<i>0-4</i>	<i>% at 2 or higher</i>	<i>100%</i>

Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples

Explanation of Assignment / Activity / Prompt

All psychology majors complete an experimental research project, in which they design an experiment, collect data, analyze the data, and create a poster presentation of their research and outcomes. PSY 441 is the online version of the capstone experience. The poster is evaluated by the faculty in the EOU Psychology department. The performance criteria listed above are the components of the rubric used to evaluate the posters. The rating scale is 0 (missing or not completed), 1 (Insufficient), 2 (Satisfactory), 3 (Very Good), and 4 (Exemplary).

Analysis of Assessment Results

As this Capstone experience is the culmination of the psychology student's studies of psychology, it is expected that all students who undertake this project will produce at least a satisfactory experimental project and poster. Students work closely with one another and with the instructor throughout the term, and multiple drafts of all sections of the poster are reviewed and revised at least once, and usually several times. It is thus not surprising to report all students created posters that were, overall, at least Satisfactory. In fact, three-quarters of the students in this assessment had posters that were rated as at least Very Good on the rubric. These assessment results indicate the psychology program meets its goals for the Inquiry and Integrated Learning Outcome through the Capstone research project.

Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations

The Capstone project has been evaluated as both the campus Capstone (PSY 461) and the online Capstone (PSY 441). These evaluations have confirmed the efficacy of the program's efforts to fully immerse students in the scientific methodology used in the discipline of psychology. Students consistently meet the program's stated outcomes in their Senior Capstone projects. It is recommended the program continue its cycle of outcome evaluation to ensure the program outcomes and assessment criteria remain current and efficacious.

Degree Program Outcomes Assessment

Fall 2009

Degree Program: Psychology
Outcome Assessed : Communication
Course / Activity: Psychology 460 / Writing literature reviews

Summary of Assessment Results

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
<i>Completed literature review (introduction)</i> -Appropriate citations in APA format -Fair and accurate review of relevant literature -Clear development of experimental hypotheses and proposal -Paper organization, paragraph development, and sentence structure appropriate for level	<i>Student writing</i>	<i>0-10 points</i>	<i>7/10 (70%)</i>	<i>100%</i>

Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples

Explanation of Assignment / Activity / Prompt

Psychology 460 is the prerequisite for our capstone course 461. In this course students are assigned to complete a literature review over a proposed capstone research topic. Four drafts of the assignment are evaluated for paragraph development, appropriate reviews of relevant literature, adequate citations, and APA format. Student's final assessment occurs after 4 drafts with constructive feedback for revision.

Analysis of Assessment Results

Assessments were based on all of these criteria on a 0-10 point scale. The average assessment score after the first draft was 4.1/10 (41%). No students met the criteria for adequate communication. The average evaluation after 4 revisions increased to 8.6/10 (86%). All 11 students (100%) met the performance criteria after their final draft. Clearly student writing in this course increased significantly with constructive feedback.

Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations

Students were all able to write adequate literature reviews after several graded drafts. Drafts with feedback seem to be an appropriate method to bring students to the appropriate performance level. We will continue to develop effective writing and communication skills using this method for the foreseeable future. To help prepare students for Psy 460 we are beginning to require shorter, but similar, writing assignments in many of our 300 level courses. Hopefully these writing experiences will begin to improve baseline performance in Psy 460.

Key Programmatic Assessments

Students in psychology are offered a variety of ways to demonstrate their proficiencies. Faculty use assessments such as written exams, written papers, reports based on primary research articles, oral presentations, poster presentations, small group collaborations, completion of computerized statistical projects, participation in laboratory research, written laboratory reports, supervised field experience, and capstone research projects, all geared toward qualitative and quantitative assessment of specified learning outcomes by means of stated criteria. Two specific assessment projects were described in the preceding tables. The first was the assessment of inquiry and integrated learning implemented for the online senior capstone projects. See Appendix 2 for an example of student work. The second was the assessment of communication by examining improvement in the research proposals of on-campus seniors. See Appendix 3 (hard copy only) for an example of student work.



Psychology capstone poster session 2008 (photo by Laura Hancock)

Programmatic Assessment: Synthesis and Recommendations

Psychology has been tracking demand for its on-campus and online courses each year. Since 2003, the demand for online psychology courses has continued to increase. As courses were added to the online program to accommodate majors off-campus, the number of students enrolling in senior-level and capstone courses grew. Psychology now finds itself stretched to meet the overload required to keep both on-campus and online degrees available. As a result, in Fall of 2007 and again in October 2009 we proposed the creation of an additional FTE position, to be housed with the Psychology program and largely dedicated to serving the online degree, both as an instructor and as a student advisor.

Assessment of the capstone in psychology is working well and involves collaboration of all campus Psychology faculty. Psychology faculty complete capstone assessments using rubrics for on-campus and online projects. These assessments indicate that the psychology program is meeting its goals and objectives in providing a strong grounding in the science of psychology, and its majors compete effectively for entry into graduate schools. The additional assessment of communication by examining improvement in written research proposals in the PSY 460 course complements the final poster assessment.

Student Accomplishments

Students served by the psychology program include both traditional and nontraditional students, taking courses both on-campus and online. Students have gone on to graduate programs in a variety of fields,

including Ph.D. programs in clinical psychology, Ph.D. programs in experimental psychology and in neuroscience, Masters programs in counseling and school psychology, and Psy.D. programs in clinical psychology.

Student bibliography (selected examples)

Publications

Murphy, K., Kubin, Z. J., Sheperd, J. N., & Ettinger, R.H. (In press). *Valeriana officinalis* root extracts have potent anxiolytic effects in laboratory rats. *Phytomedicine*.

Balaban, M. T. & Oldham, A. (2005) Categorization. In N. J. Salkind (Ed.) *Encyclopedia of Human Development*. Thousand Oaks, CA: Sage Publications.

Balaban, M. T. & Reisenaur, C. (2005). Sensory development. In N. J. Salkind (Ed.) *Encyclopedia of Human Development*. Thousand Oaks, CA: Sage Publications.

Mann-Jones, J, and Ettinger, R.H. (2004) Dextromethorphan modulation of context-dependent morphine tolerance. *Experimental and Clinical Psychopharmacology*. 12, 417-421.

Presentations

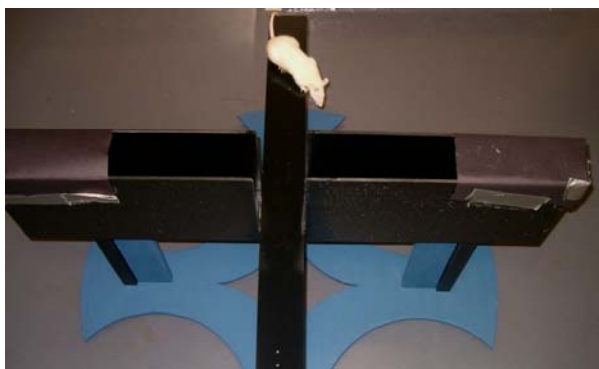
Murphy, K., & Ettinger, R.H. (2009). *Valeriana officinalis* root extracts have potent anxiolytic effects. Oregon Academy of Sciences, Salem, OR.

Booth, E., Headings, K. & Ettinger, R. H. (2007, May). *The influence of a novel context on tolerance to cocaine*. Poster presented at Eastern Oregon University's Spring Symposium, La Grande, OR.

Fecht, S. (2007, May). *Theory of mind and memory in preschool-aged children*. Poster presented at Eastern Oregon University's Spring Symposium, La Grande, OR.

Petersen, S. (2007, May). *EEG: Correlates of false memory*. Poster presented at Eastern Oregon University's Spring Symposium, La Grande, OR.

Lyons, C. A. & Kiklevich, A. M. (2004, May). *Induction by prior jackpots and habituation to present jackpots in public gaming*. Paper/poster presented at the Association for Behavior Analysis International convention, Boston, MA.



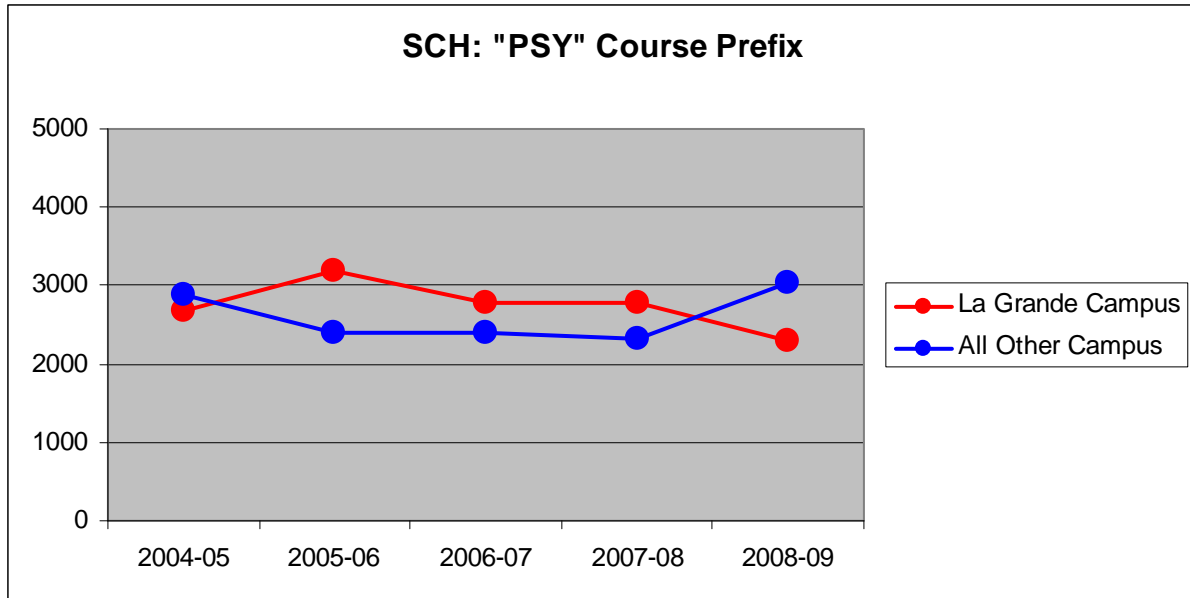
Rat on elevated plus maze, Senior capstone project 2008

Enrollment and Program Performance

Note that the Psychology faculty also teach the Statistics and Experimental Design under the STAT prefix. Students can choose to enroll in either PSY 327 or STAT 327. The PSY/STAT 327 courses are offered more than once each year and are offered both on campus and online. Thus, the following enrollment data underestimate the actual enrollments in our courses.

Eastern Oregon University

5 Year Student Credit Hours Generated by 'PSY' Course Prefix

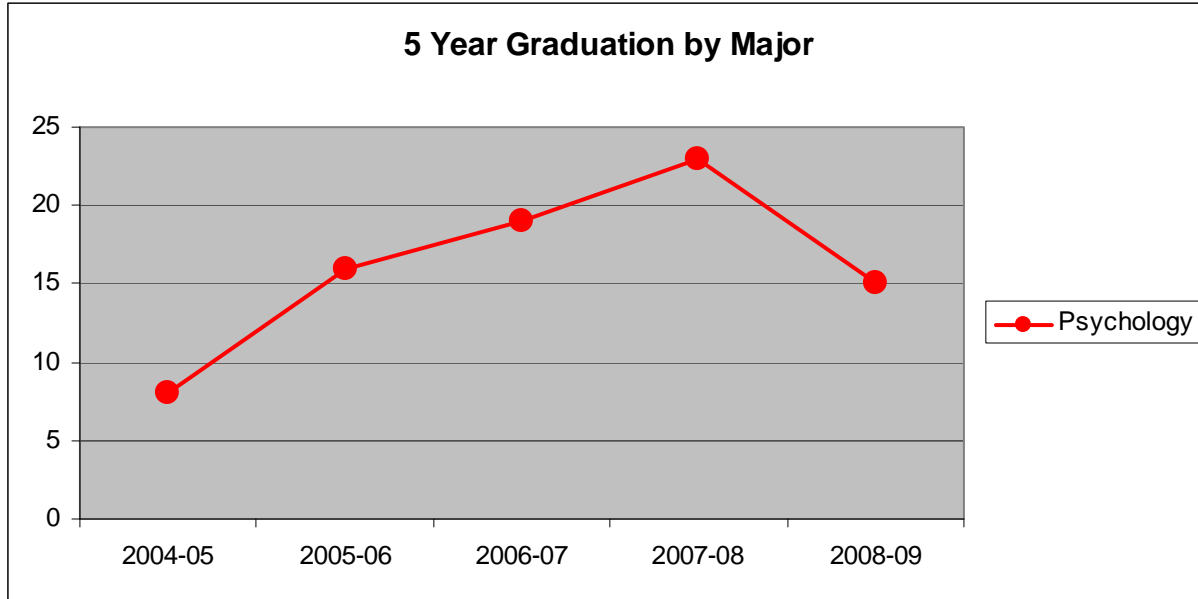


	2004-05	2005-06	2006-07	2007-08	2008-09
La Grande Campus	2672	3184	2782	2769	2284
All Other Campus	2872	2401	2401	2329	3032

Total	5544	5585	5183	5098	5316
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Data include all terms, effective end-of-term

Eastern Oregon University
 5 Year Graduation by Psychology Major



	2004-05	2005-06	2006-07	2007-08	2008-09
Psychology	8	16	19	23	15

Commentary on Enrollment and Graduate Trends

- Enrollment data are strong and relatively steady for on-campus and online courses.
- These data for graduates in Psychology may not be accurate because for the first few years of the online major, students had declared themselves initially as Liberal Studies majors and, even though they graduated with a Psychology B.S., that designation was not corrected.
- The number of graduates seems to be increasing in recent years. In 2007-08, combining on-campus and online students, we had 21 students completing senior capstone projects. For the 2008-09 year, we had over 30 students who participated in Psychology capstones.

Program and Course Scheduling Requirements

In the Psychology curriculum, students select from a variety of 300- and 400-level courses. Each 400-level course has a specific prerequisite course; therefore, it would be difficult to change those 300-level prerequisite courses into alternate-year courses. Currently, there is an alteration between PSY 335 (Cognition) and PSY 330 (Emotion) both for on-campus and online courses. Some variety at the 300 and 400 level is necessary in order to ensure breadth in students' training and in order to support students' future interests in particular fields of graduate study. For these reasons, we have included a reasonable number of options for students in the following plan.

General Education and Service Course Schedule: On-campus courses

Note: PSY 311, 330, 335, and 357 (on 2nd list for minors/majors) are currently Gen Ed courses

FALL YEAR 1			FALL YEAR 2		
	Load	Mean		Load	Mean
Course	Hours	Enroll	Course	Hours	Enroll
201	4	80	201	4	80
327	5	40	327	5	40
WINTER YEAR 1			WINTER YEAR 2		
	Load	Mean		Load	Mean
Course	Hours	Enroll	Course	Hours	Enroll
201	4	80	201	4	80
202	4	50	202	4	50
211	3	40	211	3	40
231	3	40	231	3	40
327	5	40	327	5	40
SPRING YEAR 1			SPRING YEAR 2		
	Load	Mean		Load	Mean
Course	Hours	Enroll	Course	Hours	Enroll
202	4	50	202	4	50
211	3	40	211	3	40
327	5	40	327	5	40
TOTAL		500	TOTAL		500

Minor/Major Course Requirements Schedule

Note: PSY 311, 330, 335, and 357 also are Gen Ed courses

FALL YEAR 1			FALL YEAR 2		
	Load	Mean		Load	Mean
Course	Hours	Enroll	Course	Hours	Enroll
222	3	20	222	3	20
223	2	12	223	2	12
343	6	18	343	6	18
345	5	22	345	5	22
350	5	24	350	5	24
424	6	8	424	6	8
460	5	14	460	5	14
WINTER YEAR 1			WINTER YEAR 2		
	Load	Mean		Load	Mean
Course	Hours	Enroll	Course	Hours	Enroll
311	5	24	311	5	24
342	5	14	342	5	16

451	5	13	451	5	14
470	5	7			
461	5	14	461	5	14
403	var	var	403	var	var

SPRING YEAR 1			SPRING YEAR 2		
Course	Load Hours	Mean Enroll	Course	Load Hours	Mean Enroll
222	3	20	222	3	20
223	2	12	223	2	12
330	5	18	335	5	12
357	5	18	357	5	18
370	5	26	370	5	26
433	5	7	433	5	8
453	5	12	453	5	10
403	var	var	403	var	var
TOTAL		303			292

Total SCH Required per academic year (General Education and service courses and major courses) about 4400

Total-----load hours

Staffing

Presently there are four full-time faculty in Psychology at Eastern Oregon University: Marie T. Balaban, Ph.D., Professor of Psychology; R.H. Ettinger, Ph.D., Professor of Psychology; Charles A. Lyons, Ph.D., Professor of Psychology; DeAnna L. Timmermann, Ph.D., Associate Professor of Psychology.

Faculty Accomplishments

Marie T. Balaban

Grants

(9/03 -8/06) Inquiry-Based Laboratories with a Biobehavioral Emphasis for Introductory Psychology Supported by the National Science Foundation (NSF Course, Curriculum, and Laboratory Improvement (CCLI) grant); co-Principal Investigator with C. Lyons & R.H. Ettinger

Publications: Book chapters

Balaban, M. T. & Berg, W. K. (2007). Measuring the electromyographic startle response: Developmental issues and findings In L. Schmidt & S. Segalowitz (Eds.), *Developmental Psychophysiology: Theory, Systems, and Methods*. Cambridge: Cambridge University Press.

Balaban, M. T. (2007). Implementing inquiry- or problem-based learning in the undergraduate science curriculum: Ideals, examples, and concerns. In K. Karukstis & T. Elgren (Eds.), *How to Design, Implement, and Sustain a Research-Supportive Undergraduate Curriculum: A compendium of successful curricular practices from faculty and institutions engaged in undergraduate research*.

Publications: Book reviews

Balaban, M. T. (2005, July 21). How children contemplate cats, dogs, and other fuzzy categories [Review of the book *Building object categories in developmental time*]. *PsycCRITIQUES Contemporary Psychology: APA Review of Books*, 50 (No. 29), Article 6. Retrieved July 21, 2005 from the PsycCRITIQUES database.

Balaban, M. T. (2006, July 26). Painting the human infant precocious [Review of the book *Infants' Sense of People: Precursors to a Theory of Mind*]. *PsycCRITIQUES Contemporary Psychology: APA Review of Books*, 51 (No. 30). Retrieved September 21, 2006 from the PsycCRITIQUES database.

Balaban, M. T. (2007, July 18). Should the little scientist please sit down? Spotlight on the socially-constructed, embodied, pragmatic child [Review of the book *Young Minds in Social Worlds: Experience, Meaning, and Memory*]. *PsycCRITIQUES Contemporary Psychology: APA Review of Books*, Retrieved September 8, 2007, 52 (No. 29). Retrieved September 8, 2007 from the PsycCRITIQUES database.

Publications: Encyclopedia entries

Balaban, M. T. (2005). Dependent Variable. In N. J. Salkind (Ed.) *Encyclopedia of Human Development*. Thousand Oaks, CA: Sage Publications.

Balaban, M. T. (2005). Experiment. In N. J. Salkind (Ed.) *Encyclopedia of Human Development*. Thousand Oaks, CA: Sage Publications.

Balaban, M. T. (2005). Sampling. In N. J. Salkind (Ed.) *Encyclopedia of Human Development*. Thousand Oaks, CA: Sage Publications.

Balaban, M. T. (2005). Statistical Significance. In N. J. Salkind (Ed.) *Encyclopedia of Human Development*. Thousand Oaks, CA: Sage Publications.

Balaban, M. T. & Oldham, A. (2005) Categorization. In N. J. Salkind (Ed.) *Encyclopedia of Human Development*. Thousand Oaks, CA: Sage Publications.

Balaban, M. T. & Reisenaur, C. (2005). Sensory Development. In N. J. Salkind (Ed.) *Encyclopedia of Human Development*. Thousand Oaks, CA: Sage Publications.

Meeting presentations

Ettinger, R.E., Balaban, M.T., Lyons, C., & Holder, K.C. (2004, April). Assessing the influence of curricular change: Preliminary problem-based assessments and student evaluations of

Introductory Psychology. Invited poster presented at: NSF/AAAS meeting on Invention and Impact: Building Excellence in Undergraduate STEM education, Crystal City, VA.

Timmermann, D.L., Balaban, M.T., Ettinger, R.H., & Lyons, C. (2006, January). Student assessments of inquiry-based laboratories in Introductory Psychology. Presented at: The 28th annual National Institute for the Teaching of Psychology, St. Petersburg Beach, FL.

Other activities

Councilor, Psychology, Council on Undergraduate Research, 2000-01, 04-06 (nationally-elected)

Invited reviewer (2004-current):

Grant agencies:

National Institute of Mental Health

Journals:

Child Development

Developmental Psychology

Journal of Cognition and Development

Journal of Experimental Child Psychology

Behavior Research Methods, Instruments and Computers

Psychophysiology

Grand Awards Judge for Behavioral Science, April, 2004 Intel International Science & Engineering Fair, Portland, OR

Richard H. Ettinger

Grants

(9/03 -8/06) Inquiry-Based Laboratories with a Biobehavioral Emphasis for Introductory Psychology_Supported by the National Science Foundation (NSF Course, Curriculum, and Laboratory Improvement (CCLI) grant); co-Principal Investigator with C. Lyons & M.T.Balaban

Publications:

Murphy, K., Kubin, Z. J., Sheperd, J. N., & Ettinger, R.H. (in press). *Valeriana officinalis* root extracts have potent anxiolytic effects in laboratory rats. *Phytomedicine*.

Ettinger, R.H. (In Progress). Psychopharmacology: The Pharmacological Treatment of Psychological Disorders. Upper Saddle River, NJ: Prentice Hall Publishers.

Ettinger, R.H. (2007). Psychology: The Science of Behavior. 2nd Edition, Redding, CA: Horizon Publishers.

Ettinger, R.H. (in press). Context-dependent expression of tolerance and behavioral sensitization to acute cocaine administration in rats. *Experimental and Clinical Psychopharmacology*.

Mann-Jones, J, and Ettinger, R.H. (2004) Dextromethorphan modulation of context-dependent morphine tolerance. *Experimental and Clinical Psychopharmacology*. 12, 417-421.

Presentations:

Murphy, K., & Ettinger, R.H. (2009). **Valeriana officinalis* root extracts have potent anxiolytic effects*. Oregon Academy of Sciences, Salem, OR.

Ettinger, R.H. (2006). Context Control over the Expression of Tolerance to Cocaine. Western Psychological Association, Seattle, May 2006.

Ettinger, R.H. (2005). Active Immunization against Cocaine Effects. Invited address to Department of Neuroscience, WSU, April.

Ettinger, R.H., Balaban, M., and Lyons, C. (2004). Assessing curricular change: problem-based assessment in introductory psychology. Invited presentation, NSF-CCLI-STEM conference, Arlington, VA, April.

Charles A. Lyons

Grants

(9/03 -8/06) Inquiry-Based Laboratories with a Biobehavioral Emphasis for Introductory Psychology_Supported by the National Science Foundation (NSF Course, Curriculum, and Laboratory Improvement (CCLI) grant); co-Principal Investigator with M.T. Balaban & R.H. Ettinger

Publications

Lyons, C.A. (2008). Seeming to gamble: Commentary on Fantino and Stolarz-Fantino's "Gambling: Sometimes unseemly, not what it seems." *Analysis of Gambling Behavior*, 2, 101-102.

Lyons, C.A., & Martin, B. (2009). *Abnormal Psychology: Clinical and scientific perspectives (3rd Edition)*. Redding, CA: BVT Publishing.

Ghezzi, P. M., Lyons, C. A., Dixon, M. R., & Wilson, G. (Eds.) (2006). *Gambling: Behavior theory, research, and application*. Reno, NV: Context Press.

Lyons, C. A. (2006). What can gambling tell us about addiction? In Ghezzi, P. M., Lyons, C. A., Dixon, M. R., & Wilson, G. (Eds.), *Gambling: Behavior theory, research, and application* (pp. 9-18). Reno, NV: Context Press.

Lyons, C. A. (2006). Methodological issues in the experimental analysis of gambling. In Ghezzi, P. M., Lyons, C. A., Dixon, M. R., & Wilson, G. (Eds.), *Gambling: Behavior theory, research, and application* (pp. 91-104). Reno, NV: Context Press.

Lyons, C. A. (2007). Getting there: Commentary on "Toward an integrative behavioral model of gambling" by Weatherly and Dixon. *Analysis of Gambling Behavior, 1*, 23-24.

Presentations

"Assessing the influence of curricular change: Preliminary problem-based assessments and student evaluations of Introductory Psychology," with R.H Ettinger, M.T. Balaban, and K. C. Holder. Invited paper presented at the NSF/AAAS meeting on Invention and Impact: Building Excellence in Undergraduate STEM education, Crystal City, VA, April, 2004.

"Toward standardized methodology in gambling research: A fully programmable slot game," with Mark R. Dixon. Paper presented at the Association for Behavior Analysis International convention, Boston, MA, May 2004.

"Induction by prior jackpots and habituation to present jackpots in public gaming," with Abby M. Kiklevich. Paper/poster presented at the Association for Behavior Analysis International convention, Boston, MA, May 2004.

Chair and Discussant for symposium, *Recent advances in the analysis of gambling behavior*. Association for Behavior Analysis International convention, Chicago, IL, May 2005.

"Student assessments of inquiry-based laboratories in Introductory Psychology," with D. L. Timmermann, M. T. Balaban, and R. H Ettinger, Paper/poster presented at the 28th annual National Institute for the Teaching of Psychology; ; St. Petersburg Beach, FL, January, 2006.

"Do slot games substitute for poker?" Paper delivered at the Association for Behavior Analysis International convention, Atlanta, GA, May 2006.

"Choice in free-ranging gamblers." Paper delivered at the Association for Behavior Analysis International convention, San Diego, CA, May 2007.

Other activities

Guest reviewer, *Journal of Applied Behavior Analysis*, 2006 - 2008.

Guest reviewer, *Psi Chi Journal of Undergraduate Research*, 2009.

Textbook proposal reviewer (topic: pathological gambling), Wiley-Blackwell Publishers, Oxford, UK, 2009.

Advisory Panel, Cambridge Center for Behavioral Studies web site (<http://www.behavior.org/>), Gambling section, 2004 - present.

Editorial Board, *Analysis of Gambling Behavior*, 2006-present.

Guest reviewer, *Journal of Applied Behavior Analysis*, 2006-2007.

Chair, Institutional Research Board (IRB), Eastern Oregon University, 2006 – present.

DeAnna L. Timmermann

Publications

Timmermann, D.L. (2009). *Testbank to accompany Abnormal Psychology: Clinical and Scientific Perspectives*. Redding, CA: BVT Publishing.

Timmermann, D.L. (2009). *PowerPoint presentations to accompany Abnormal Psychology: Clinical and Scientific Perspectives* (3rd ed.). Redding, CA: BVT Publishing.

Odle, M., Ouellette, J.A., Swartwood, J.N., Timmermann, D.L., & Farrell, J. (2007). Prefrontal deficits in ADHD: Piloting a new paradigm. (*In Submission*)

Frederick, J. A., Timmermann, D. L. , Russell, H. L., & Lubar, J. F. (2004) EEG coherence effects of audio-visual stimulation (AVS) at dominant and twice dominant alpha frequency. *Journal of Neurotherapy*, 8(4), 25-42.

Swartwood, J.N., Swartwood, M.O., Lubar, J.F., Timmermann, D.L. (2003). EEG differences in ADHD-combined type during baseline and cognitive tasks. *Pediatric Neurology*, 28(3), 199-205.

Conference Presentations

Timmermann, D.L., Balaban, M.T., Ettinger, R.H., & Lyons, C.A. *Student assessments of inquiry-based laboratories in Introductory Psychology*. Presented at the 28th Annual conference of the National Institute on the Teaching of Psychology, St. Petersburg, FL, January 2 – 5, 2006.

Textbook Reviews

General Psychology (8 chapters) for Thompson Publishing, Summer 2009.

General Psychology (8 chapters) for Thompson Publishing, Fall 2007.

Neuropsychology text proposal for Oxford University Press, Fall 2007.

Neuropsychology (2 chapters) for Thompson Publishing, Spring 2006.

General Psychology (4 chapters) for Thompson Publishing, Winter 2006.

Conference Attendance/Training Sessions:

Attended Council of Undergraduate Research Dialogues, Alexandria, VA – March 2007.

Attended Basic Session and Advance Session Summer School training for our EGI electroencephalogram equipment, Eugene, OR – July and August 2006; August 2007; July and August 2008.

Attended 25th Annual Conference on the First-Year Experience, Atlanta, GA February 2006.

Attended 24th Annual Conference on the First-Year Experience, Phoenix, AZ February 2005.

Minimum Staffing Requirements

1) Current assessment of Faculty

Based on the current faculty in psychology, the following total FTE are available:

Total = 4.0 FTE; 4 tenure faculty

2) Efficiency Ratios

Load/Faculty On Campus

Based on the 2008-09 SCH, the ratio of SCH to faculty in PSY prefix courses is _____
Student load hours/1.0 FTE = _____ load hours per faculty member.

Total SCH: 5,316

ON Campus SCH: 2,284

ONLINE SCH: 2,987

ON SITE SCH: 45

SCH/Faculty Need

On campus _____ cr hr/ 36

Summary Recommendations/Observations

The psychology faculty members are active and productive scholars and teachers who provide a strong academic program. In the past several years, the program faculty members have been authors or co-authors of several books, publications in professional journals, book chapters, book reviews, textbook reviews, encyclopedia entries, and professional presentations at national and international conferences. They have been grant reviewers and guest reviewers for several professional journals. Three of the faculty have served as co-principal investigators on a NSF curricular grant. Other accomplishments include serving as a member of the editorial board for a journal, and election as a councilor in psychology for the Council on Undergraduate Research.

Psychology students have been active in presenting their research projects at the EOU Spring Symposium. Graduates have been very competitive in admission to graduate programs in psychology, social work, neuroscience, and pharmacology programs.

The online program is strong and growing, but its growth represents potential threats to quality unless adequate staffing is achieved. Psychology will actively work to secure an additional FTE as a first step in ensuring that the online degree maintains standards similar to the campus degree

in psychology. Psychology faculty remain active and productive, and this commitment to discipline will continue to enhance the undergraduate students' educational experience.

Administrative Review of Program (Dean Marilyn Levine)

Administrative Assessment of program portfolios will consist of three areas of commentary: assessments conducted relating to student learning outcomes; comments on enrollment indicators; program goals and observations. If appropriate other observations will be offered.

1. Assessment of Program Outcomes:

The poster capstone is an excellent format to measure student's ability for inquiry and integrated learning. It takes students through the whole research process which should be oriented towards the process of critical thinking and the synthesis of discovered knowledge. In the second Appendix is notable that the student used the scientific method to discover that their hypothesis was not proven. This is a significant and difficult lesson to explore and demonstrates qualitatively the kind of success for the program. The faculty have been innovative in terms of their participation on the grading and in their online version of this assessment.

In the second assessment, the performance criteria are nicely delineated. Although the course increased student capabilities in writing literature reviews, the aspiration to introduce earlier training is a constructive conclusion to the assessment.

2. Enrollment Indicators:

Psychology is a robust program that has the highest number of majors in the College of Arts and Sciences, currently 150 majors in 2010.

3. Program Goals and Observations:

The concern and key recommendation of the Psychology faculty to maintain quality by expanding FTE by a dedicated tenure-track online position is well justified and was a top strategic priority in this year's strategic planning process at EOU. The position has been approved and may lead to some new paradigms of multimodal and high quality program delivery. I think as we access the online program model developed by Psychology and other programs, we may find a model with global implications.

The diligence and energy of the Psychology faculty is very positive. They are not only the largest major in the College, all members continue to contribute to the scholarship in their field.

Other Observations:

The Psychology program faculty are to be commended for their dedication to quality and to the production of excellence in education, scholarship and service.

List of Appendices

Appendix 1 Grading rubric for Psychology capstone poster projects

Appendix 2 Example of online Psychology capstone poster

Appendix 3 Example of on campus research proposal first and final drafts (hard copy only)

Appendix 1

Student _____

Rater _____

	Excellent	Very Good	Satisfactory	Insufficient	Missing
1. Poster layout: Title, authors, introductory text, methods, results, conclusions, reference sections are displayed					
2. Written with a concise, scientific style - complete sentences and formal language, appropriate tense, APA format, free of grammatical or spelling errors.					
3. Introductory text specifies the purpose of the experiment and the hypotheses being tested, with appropriate references to previous research.					
4. Methods section describes participants and their selection, informed consent procedures, apparatus used for the experiment, computer software if applicable, procedures involved in group assignment, participant instructions, experimental design.					
5. Results section includes descriptive statistics for each dependent variable, summarizes findings with tables and/or figures, includes appropriate statistical tests of the experimental hypotheses.					
6. Discussion/conclusion section relates outcomes of the experiment to the purposes and hypotheses described in the introductory text.					
7. Reference section in APA format, each reference listed is cited in the text, and each text citation has a corresponding reference.					
8. Visual displays of results: graphs are clearly titled, axes are labeled, chart format is appropriate to the data being displayed, data are plotted accurately. Tables are clearly labeled, with column headings. Figures and tables are numbered, and referred to within the text.					
9. Student's verbal defense of poster provides accurate description of reasoning for selection of variables, measurement techniques, research design, and statistical testing					
10. Overall: poster presentation illustrates student abilities in critical thinking, data analysis, and communication of research results					

Comments:

Does A Bad Mood Affect Social Judgment?

Belinda Smallwood



Introduction

The ability to understand the facial expressions of others is important for many social interactions. Consequently, incorrect assessments can influence a person to act in ways that hinder further positive associations with others and lead to increased depression (Ambady & Gray, 2002). A negative mood has been shown to increase skepticism and affect individual perceptions of the genuineness of facial expressions (Forgas & East, 2008; Schiffrinbauer, 1974).

For instance, a negative mood may affect an individual's perception of the smile facial expression, of which there are two categories: Duchenne and non-Duchenne. Frank, Ekman, and Friesen (1993) indicated Duchenne or genuine smiles are the result of real enjoyment and the outer part of the orbicularis oculi muscle is used, an action that cannot be voluntarily produced. In non-Duchenne or fake smiles, the inner part of this muscle can be voluntarily contracted.

Several studies have researched the effect of a positive, negative, or neutral mood on interpretation of facial expressions. Schiffrinbauer (1974) found that participants in a negative mood group used significantly more negative labels for photographs of different facial expressions than participants in the other mood groups. Forgas and East (2008) also determined that a negative mood group was significantly more skeptical of the genuineness of facial expressions in photographs than the positive and control groups. Ambady and Gray (2002) used video segments to research the effect of mood on judgment accuracy of teachers' effectiveness. Their results showed the negative mood group's accuracy was significantly worse than participants in the positive and control groups. Previous studies have shown that a negative mood has an effect on the efficacy of judgment of facial expressions in still pictures and effectiveness ratings of video segments. However, negative mood effects on the judgment of fake and genuine smiles presented in a dynamic video have not been investigated.

This experiment focused on the smile facial expression to provide distinctive feedback on mood and its relation to judgment of a smile as genuine or fake. It was hypothesized that participants in a negative mood who viewed single subject videos of Duchenne and non-Duchenne smiles would judge more smiles as fake than genuine.

Method

Participants

Participants were volunteers from the local community (10 men, 10 women, mean age = 36 years). They were randomly assigned to one of two groups.

Research Design

The independent variable was mood and had two levels: negative and neutral. The dependent variable was the number of smiles judged fake from 20 videos. The mean number of fake smile responses from the negative mood (experimental) group was compared to the mean number of fake smile responses from the neutral (control) group.

Materials and Apparatus

The mood manipulation was performed with video segments. An 8-minute video segment of a death scene (Lovell & Zeffirelli, 1979) was used for the experimental group to induce a negative mood. An 8-minute segment of a nature documentary chosen for its neutral elements (Jollands, Krzyzanowski, & Southwell, 1997) was used for the control group. The smile judgment task consisted of twenty 6-second color videos of smiling faces (B.B.C., n.d.) and a response sheet that had three columns which were labeled Video #, Fake, and Genuine. Figure 1 contains two examples of the smiling faces. The mood measurement tool was a Brief Mood Introspection Scale (BMIS) designed by Mayer & Gaschke (1988) and consisted of sixteen adjectives and a 4-point Likert scale. The adjectives were divided into four categories for scoring and the Negative-Relaxed category was used for this experiment. The Negative category adjectives were fed up, gloomy, jittery, nervous, and sad and ranged from definitely do not feel for one point to definitely feel for four points. The Relaxed category adjective was calm and the points for the Likert scale were reversed. A section of the BMIS is shown in Figure 2.

Procedure

Each participant was tested individually. They were asked to read and sign an informed consent form before his or her session began. Participants were told the study would explore the link between videos and verbal ability. First, they watched the 8-minute video segments. Next, they watched and judged the smile videos. Finally, they completed a questionnaire that was presented as a verbal skills test, but was actually the BMIS.

Figure 1. Which smile is genuine and which is fake? Two examples from the smile judgment task



Figure 2. Section from Brief Mood Introspection Scale

	(definitely do not feel)	(do not feel)	(slightly feel)	(definitely feel)
	XX	X	V	VV
Drowsy	XX	X	V	VV
Lively	XX	X	V	VV
Happy	XX	X	V	VV

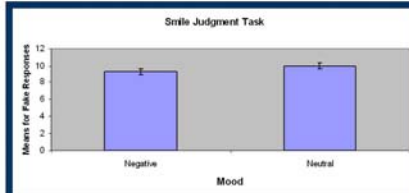


Figure 3. The mean number of fake smile responses for the negative mood induction group is not higher than the fake smile responses for the neutral mood induction group. The error bars represent the standard errors for each treatment.

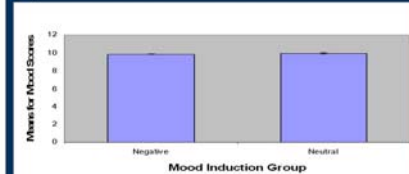


Figure 4. The mean BMIS score for the negative mood induction group is not higher than the mean BMIS score for the neutral mood induction group. The error bars represent the standard errors for each group.

Results

Smile Judgment Task

The difference between the mean number of fake smile responses for the negative and neutral mood groups is shown in Figure 3. The mean number of fake smile responses from the negative mood group ($M = 9.3, SD = 2.4$) was not higher than the mean number of fake smile responses from the neutral mood group ($M = 10, SD = 1.6, t(18) = -0.76, p > .05$).

Mood Induction

The BMIS scores from the Negative-Relaxed Mood scale were analyzed for the negative and neutral mood. As shown in Figure 2, the mean mood score for the negative mood group ($M = 9.9, SD = 1.4$) was not higher than the mean mood score for the neutral group ($M = 10, SD = 2.5$). The results of the independent means t test were not significant, $t(18) = -0.11, p > .05$.

Discussion

The research findings did not support the hypothesis that the negative mood group would have a greater number of fake smile responses than the neutral mood group. In addition, the mean mood scores were not higher for the negative mood group than for the neutral mood group.

There may have been issues with the mood induction method and the mood measurement tool. The film for the control group may not have overcome pre-existing moods of the participants or the participants in the negative mood group may have deliberately suppressed their emotions. In addition, the time lapse between the mood induction and the mood measurement tool may have diminished the effects of the mood manipulation. In future studies, the mood questionnaire should be presented before and after the mood manipulation task to provide a more complete analysis of the effectiveness of the mood induction procedure.

Another possible limitation with this study was the sample size of 20 participants. Further research with a larger sample size is recommended.

Finally, there may have been issues with the smile judgment task. The smile facial expressions may have been too close in appearance. The results of this experiment are similar to Schiffrinbauer's (1974) study in which mood effects did not have significant results when a happy facial expression was used. He explained that many people only see a smiling face as happy and do not notice any physical differences.

Although the hypothesis was not supported, there are possibilities for future studies. It is recommended that future research use negative and positive mood induction and videos of several dynamic facial expressions to determine the extent of mood effects on social judgment of facial expressions.

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